

CAPACITY BUILDING OF LECTURERS IN COMMUNITY COLLEGES

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Date: July 2023



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

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OUTLINE

1. Mandate
2. Qualification profiles of CET lecturers, 2019
3. Current utilisation - lecturer: student ratios, 2021
4. University offerings for CET lecturers, 2022
5. CET Master Training Plans and targets
6. Types of training interventions
7. Reporting on training
8. A National Coordinating Structure
9. Funding for training interventions
10. Policies and Research
11. Capacity building projects, 2023
12. Interbranch collaboration
13. Funding and support needed

MANDATE

- 1. The White Paper for PSET, 2014** states that Community Colleges will build on the offerings of the public adult learning centres in offering the General Education and Training Certificate (GETC) and Senior Certificate programmes and expand on vocational and skills development and non-formal programmes funded by SETAs and the NSF. Community Colleges should also focus on citizen and social education.
- 2. The CET Sector plan 2019-2030** states that one of the critical levers for steering the CETC system is its lecturers and addresses (1) understanding the skills and capacity of the current cohort lecturers in the system and (2) the actions to be taken to transform the current lecturers into agents of change for the system.
- 3. The plan further refers to three lecturer deployment practices namely:**
 - Qualified lecturers who are correctly placed in their subject specialisations;
 - Qualified lecturers who are incorrectly placed in their subject specialisations; and
 - Unqualified lecturers.



MANDATE

The CET Sector plan 2019-2030 further states that:

- A policy on the minimum qualification requirements for employment in the sector and a policy on lecturer development must be established.
- The Department must encourage unqualified lecturers who are to offer the GETCA and the NASCA to obtain qualifications through full-time contact study, distance education, and/or open learning.
- Lecturers whose existing qualifications are inappropriate for this system will require retraining in another specialization that suits the needs of the system through professional development.
- The Department must standardise the conditions of employment for employees in the system.
- Development of a five-year lecturer strategy to respond to plans for the phasing in of new qualifications, the introduction of skills programmes and occupational qualifications, new approaches to teaching and learning (open learning), critical skills as enablers, ICT and the skills required to assist pilot centres to implement skills programmes.

MANDATE

The Policy on curriculum development and implementation in CET Colleges states that

- colleges must take informed decisions for their PQMs;
- develop teaching and learning plans that provide for the number of programmes, types of programmes and modality of learning; and
- professional development of the lecturers, focusing on deepening on content knowledge, appropriate pedagogy and didactics and work placement of lecturers.

The DHET 2023/24 Annual Performance Plan states that

- The prime mandate of the Department is to develop a skilled and capable workforce to support an inclusive growth path. Its goals include expanding access to education and training opportunities and improving the quality of provisioning and the responsiveness and efficiency of the PSET system.
- The consistent low performance student enrolment in the CET sector has been influenced by inadequate funding which led to (a) inappropriate infrastructure to enable colleges to offer programmes that are attractive to adults and the youth and (b) the CET college sector does not have an institutional identity as it largely operates in public schools.

QUALIFICATION PROFILES OF CET LECTURERS

2019 *Qualification profile of lecturers employed in public CET colleges* (source: Teacher Education directorate in the University Education branch)

Qualification information	2019
	12 049 lecturers
Deemed to be unqualified	3 561 (29.6%)
Academically qualified and professionally unqualified	614 (5.1%)
Deemed to be academically and professionally qualified but for the schooling sector	3 487 (28.9%)
Deemed to be academically and professionally qualified for the CET sector	4 387 (36.4%)

Needs analysis (qualifications that lecturers should study)	2019
	12 049 lecturers
Lecturers that require an initial professional qualification: Dip. (ACET) or the B Ed (ACET)	3 561 (29.6%)
Lecturers that require the capping initial professional qualification: Adv. Dip. (ACETT)	614 (5.1) %
Lecturers that require the retraining qualification: Adv. Cert (ACET) or Adv. Dip. (ACETT)	3 487 (28.9%)
Lecturers that can proceed to relevant postgraduate qualifications in Adult and Community Education and Training	4 387 (36.4%)

UTILISATION OF LECTURERS, 2021 STATS PUBLICATION

College	Number of lecturers	Number of students	Lecturer: Student Ratio (2021)
Eastern Cape CET College	2 271	11 592	5.1
Free State CET College	824	8 644	10.49
Gauteng CET College	1 815	67 553	37.22
KwaZulu-Natal CET College	2 536	20 609	8.13
Limpopo CET College	1 112	9 263	8.33
Mpumalanga CET College	1 160	8 361	7.2
Northern Cape CET College	166	2 127	12.81
North West CET College	823	8 038	9.77
Western Cape CET College	319	6 844	21.45
National	11 026	143 031	12.98



UNIVERSITY PROGRAMME OFFERINGS FOR CET LECTURERS

UNI	PROGRAMME	CHE accreditation	STARTED OFFERING	Total number of students registered since offering	Number of graduates
WSU	Diploma in ACET	Accredited	2021	2021: 90 2022:130 2023: 72	0
DUT	Advanced Diploma in ACET Teaching	Accredited	2020	2020: 54 2021: 49 2022: 25 2023: TBC	27
UCT	Advanced Diploma in ACET	Accredited	2020	2020: 17 2021: 16 2022: 15 2023: TBC	12
UCT	Higher Certificate in ACET	Accredited	2020	2020: 33 2021: 31 2022: 29 2023: TBC	27
				561	66

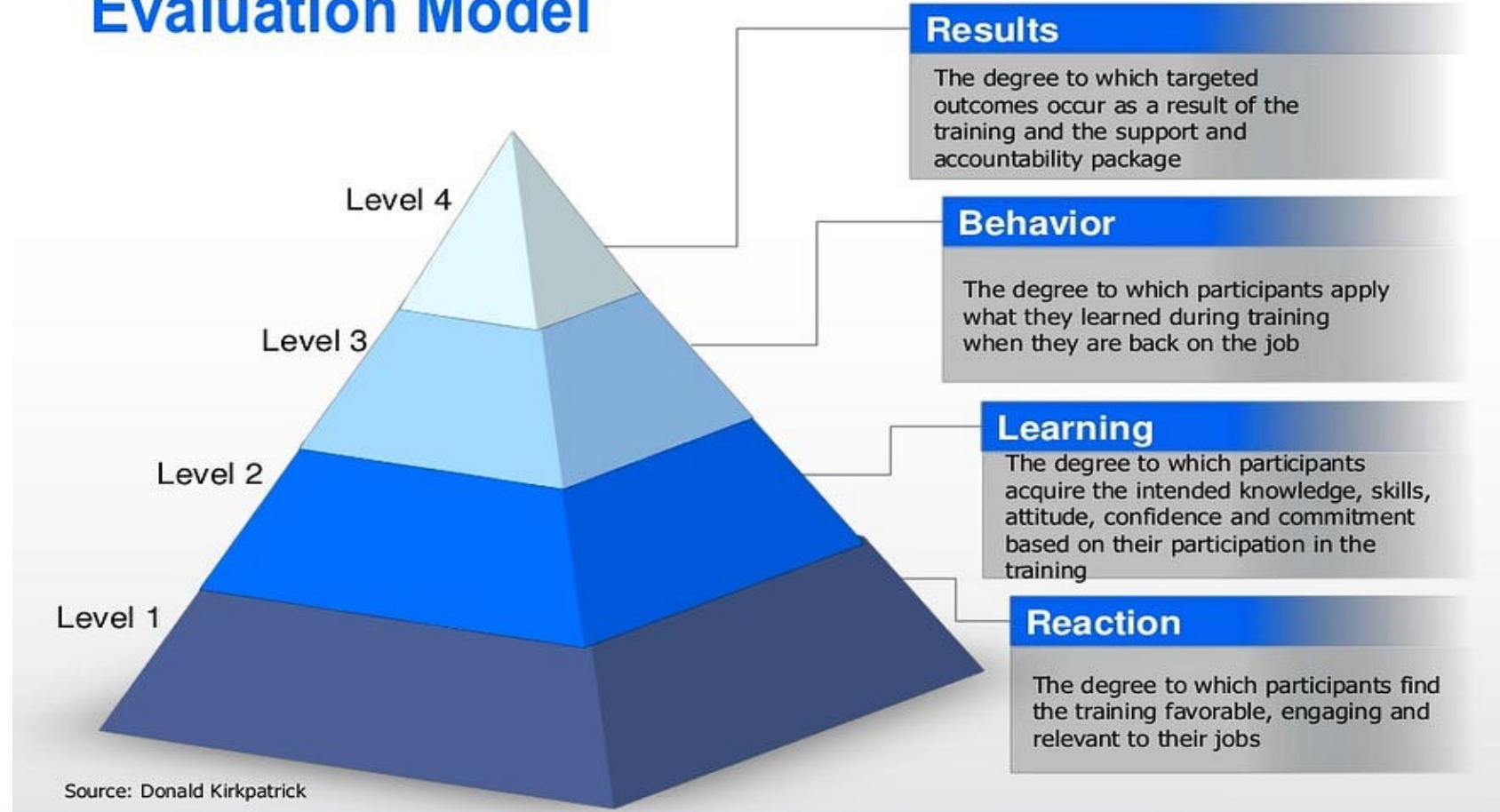
CET MASTER TRAINING PLANS

- The 3-year Master Training Plan and the college Annual Training Plan is developed to ensure that adequate human resource capacity is in place.
- The college plan must be aligned to the current and future programme and qualification mix (PQM) of the college and should reflect (i) different categories and types of training, (ii) support structures and mechanisms, (iii) responsibility allocation, (iv) targets, (v) timeframes and (vi) a budget.
- Colleges and regional offices are required to attend an annual workshop towards the end of the academic year, offered by the Lecturer Development and Support Directorate, to compile their 3-year Master Training Plans and their Annual Training Plans for the next academic year.
- The 2023 workshop is scheduled for 25-26 October 2023.

THE KIRKPATRICK MODEL

Overview of Kirkpatrick's Four-Level Training Evaluation Model

The Kirkpatrick Model of Evaluation is a model for evaluating the effectiveness of a training programme and uses four levels of evaluation.



THE KIRKPATRICK MODEL

EVALUATION CATEGORY	TRAINER-CENTERED	LEARNER-CENTERED
<p>PROGRAM OBJECTIVES</p>	<p>The program objectives were clearly defined.</p> <p>The program objectives were covered by the instructor.</p> <p>The material was the right level of complexity for my background.</p>	<p>I understood the learning objectives.</p> <p>I was able to relate each of the learning objectives to the learning I achieved.</p> <p>I was appropriately challenged by the material.</p>
<p>COURSE MATERIALS</p>	<p>The course materials were well organized.</p> <p>The course materials complemented the course content.</p>	<p>I found the course materials easy to navigate.</p> <p>I felt that the course materials will be essential for my success.</p>
<p>CONTENT RELEVANCE</p>	<p>The material was relevant to my needs.</p>	<p>I will be able to immediately apply what I learned.</p>
<p>FACILITATOR KNOWLEDGE</p>	<p>The facilitator demonstrated a good understanding of the material.</p> <p>The facilitator shared his/her experiences in regards to the content.</p>	<p>My learning was enhanced by the knowledge of the facilitator.</p> <p>My learning was enhanced by the experiences shared by the facilitator.</p>

MASTER TRAINING PLAN TARGETS

Proportion of CET college PQM offerings (in 2021)

Source: 2021 Annual Report on Teaching and Learning

Formal academic qualifications 43,6%=GETC: ABET (NQF Level 1) 42,2%=Grade 12 (NQF Level 4) 5,2%=AET L3; 2,6%=AET L2; 2,0%= AET L1 0,2%=Grade 11; 0,2%=Grade 10	Skills, occupational and vocational programmes & qualifications	Non-formal programmes
96%	1,5%	2,5%

Period	Ratios - Academic : Skills : Non-formal
Year 0 (2022/23)	96% : 1,5% : 2,5%
Year 1 (2023/24)	70% : 20% : 10%
Year 2 (2024/25)	60% : 25% : 15%
Year 3 (2025/26)	50% : 30% : 20%
Year 4 (2026/27)	40% : 35% : 25%
Year 5 (2027/28)	30% : 40% : 30%

CATEGORIES OF TRAINING INTERVENTIONS

The college may provide training and development through short courses, workshops, lectures and accredited and non-accredited training programmes in the following areas:

1. Training to improve academic performance (focusing mainly on subject matter content, assessment guidelines, the assessment management plan for site-based assessments and external examinations, invigilation and mediation of the examinations policy, including concessions for students with disabilities).
2. Training on pedagogy, teaching and facilitation skills (focusing mainly on the academic calendar and year scheduling, pacing and sequencing of the learning content [for example for a year programme in four terms and 40 weeks], unpacking of the SAQA level descriptors, unit standards, assessment criteria and specific outcomes, lesson preparation, classroom management, and use of learning and teaching support materials [LTSM]).
3. Training and support to introduce new qualifications and programmes.
4. Training on new approaches to teaching and learning (open learning) and critical skills as enablers.
5. Training to manage diversity in the learning space and on student resourcing and support (focusing on the guidelines and plan for the student and community support services (SCSS), entry support, learning, development and wellness support, disability awareness, inclusive support programmes (including training on support to students with disabilities and students with special educational needs and in sign language), community, linkages and exit support.



CATEGORIES OF TRAINING INTERVENTIONS (cont)

6. Training and support to lecturers to attend and complete and offer the Higher Health Civic and Health Peer Education Programme.
7. Training to attend and complete and offer QCTO-accredited occupational and skills programmes and on the introduction and implementation of skills programmes and occupational qualifications in pilot centres.
8. Training in ICT, computer and digital literacy and digital citizenship.
9. Induction, orientation, mentoring and coaching.
10. Training to offer non-formal programmes.
11. Training for continuous professional development (CPD) as an educator and in the field/s of expertise.
12. Developmental workshops in employee wellness (including but not limited to emotional wellbeing, self-management and self-care; stress management; dealing with depression and anxiety; financial wellness, communicable diseases and sexual and reproductive health, alcohol and substance abuse; gender-based violence and gender equality, leadership and organisational skills; and conflict resolution skills.
13. Reskilling and upgrading in an identified area or field of expertise for alternative utilisation.
14. Intermediate and advanced training on any of the above to build deeper knowledge and expertise.
15. Any other training for a specific justifiable reason, not listed above.

SECTION 7: TRAINING OF NON-LECTURING STAFF

Colleges and regions are required to develop annual training plans guided by the Performance Agreements, Personal Development Plans (PDPs) and competency-based training approach for non-lecturing staff outlined in the departmental skills development policy.

A dedicated portion of the available funding should be used for training, development and capacity building of non-lecturing staff. Training of non-lecturing staff could include but not limited to the following:

1. Computer and digital literacy for admin staff.
2. Management training for centre managers and satellite supervisors.
3. Training for staff in finances.
4. Training for staff in human resources.
5. Training for staff who capture and manage data and information.
6. Training for front-desk, secretarial and office support staff.
7. Training for general workers, cleaners and terrain management staff.
8. Training for senior and middle managers.

REPORTING ON TRAINING AND DEVELOPMENT

1. The college is expected to adhere to its own training plan and to submit to the Lecturer Development and Support Directorate reports on all the training that have taken place in that period (monthly, bi-monthly or quarterly).
2. The reports must be compiled according to a prescribed reporting template, signed off by the College Principal and accompanied by the following documents (the directorate is busy introducing online forms using Microsoft Forms with links).
 - a. Registration forms
 - b. Attendance registers
 - c. Completed monitoring tools
 - d. Pre-training baseline assessments
 - e. Post-training evaluation
 - f. An EXCEL spreadsheet with the names, ID numbers and PERSAL numbers of the attendees



A NATIONAL COORDINATING STRUCTURE

A national coordinating structure was established to co-ordinate training, development and support in CET colleges.

The national coordinating structure is composed of the following members:

- Chief Director: Education, Training, Development and Assessment – CET Branch (Chairperson).
- Director: Lecturer Development and Support – CET Branch (Co-chairperson).
- Director: Partnerships and Linkages – CET Branch.
- Director: Lecturer Development and Support - TVET Branch.
- Deputy Director: Lecturer Development and Support – CET Branch.
- Deputy Director: Programmes, Qualifications and Support – CET Branch.
- Regional directors responsible for CET or formally delegated alternates.
- CET College Principals or formally delegated alternates.
- Three union representatives facilitated through the Collective Bargaining Directorate.

A NATIONAL COORDINATING STRUCTURE

The mandate of the coordinating structure is to focus on:

- Co-ordination of planning, supporting, implementing and monitoring of and reporting on training, development and capacity building interventions within CET colleges.
- Sharing of best practices in the implementation of training, development and support programmes.
- Policy development and monitoring of training in CET colleges.

FUNDING FOR TRAINING INTERVENTIONS

- Training and development of college staff is an investment that the Department and CET colleges must support to achieve the goals and objectives of the sector.
- Current investment is inadequate and does not allow for multi-year planning and provisioning of training of lecturers.
- Training for implementation of skills programmes is costly.
- There is a need for dedicated funding for training of college lecturers.

The following funding sources are available:

- Institutional funding budget allocation from the subsidy
- Skills development levies
- The National Skills Fund
- SETAs
- Other funders, donors and grants



POLICIES AND RESEARCH

Draft policies are in the process of being finalised:

The draft ***National Policy on Minimum Qualification Requirements for Employment in Community Education and Training Colleges*** has been finalised and has been consulted with the HR Policy Development Task Team and colleges and is ready for consultation in the departmental bargaining council.

The draft ***Policy on Lecturer Development and Support*** has been finalised and has been consulted with the HR Policy Development Task Team and colleges and is ready for consultation in the departmental bargaining council.

The ***Public Colleges Administrative Measures*** (PCAM) in collaboration with the Labour Relations and TVET Lecturer Development Directorates has been finalised and is being processed by Labour Relations Directorate.

A research project on the **utilisation of college lecturers** is managed by the Research Directorate in Branch P and should commence shortly, pending NSF processes.

CAPACITY BUILDING PROJECTS WITH PARTNERS, 2023/24

- Fundamental and advanced/specialised **Digital Literacy** offered by **Nemisa**.
- Introduction of the **Civic and Health Peer Education** programme (NQF Level 5) by **Higher Health**.
- Management training for **Centre Managers** by the **National School of Government**.
- Colleges are supported with accreditation by the **QCTO** to introduce **skills programmes**.
- Support in **Entrepreneurship** development offered by **SEDA**.
- Introduction of a **digital learning platform** developed by the **Cape Peninsula University of Technology**.
- Establishment of **RPL** centres and offering of RPL services to students with the **University of the Western Cape**.

INTERBRANCH COLLABORATION ON LECTURERS

Projects	Partners
Annual survey of CET colleges	CET (M&E) + P (PRE) + UE (TE)
Qualification profiles of CET lecturers	CET (M&E) + UE (TE)
University offerings for college staff	CET (LDS) + UE (TE) + TVET (LDS)
Research on utilisation of CET lecturers	CET (LDS) + P (PRE)
Policy requirements for employment	CET (LDS)+ TVET (LDS)+ UE (TQP)

Acronyms	Partners
CET (M&E)	Monitoring and Evaluation Directorate - CET branch
P (PRE)	Policy, Research and Evaluation Directorate - Planning Branch
UE (TE)	Teacher Education Directorate - UE branch
UE (TQP)	Teaching Qualifications and Policy Directorate - UE branch.
LDS	Lecturer Development and Support Directorate (CET and TVET)

FUNDING AND SUPPORT NEEDED

Funding and support is needed for the following:

- 1) **Bursaries:** a standard operating procedure on the SETA processes and turnaround times in dealing with applications, allocations, contracting and payment of bursaries for CET lecturers.
- 2) Implementation of the first five years of the **NASCA and GETCA**.
- 3) Development of learning and teaching support material (**LTSM**) in digital format.
- 4) **Non-formal Education** initiatives.
- 5) **Recognition of prior** learning services and establishment of RPL centres.
- 6) Further development, technical support and maintenance of **digital learning platforms**.
- 7) **Advocacy** campaigns.
- 8) Construction of community learning **centres** (CLCs).



FUNDING AND SUPPORT NEEDED

Establishment and funding of lecturer training where standardized training is offered to CET lecturers in the following:

- 1) **Computer literacy** on all levels from introductory to intermediary to advanced.
- 2) Online and blended **teaching** methodologies.
- 3) Subject matter **content** in academic subjects.
- 4) **Pedagogy**, classroom management, year scheduling, lesson planning, administration and record keeping.
- 5) **Assessment** practices and assessing competence and outcomes, skills, knowledge and values.
- 6) **Civic** Education.
- 7) **Student** and community support services offered by CET colleges.
- 8) **Career** advisory services offered by CET colleges.
- 9) Training of **non-teaching staff**.



Thank You!

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About Us

The Department of Higher Education and Training (DHET) is one of the departments of the South African government. It oversees universities and other post-school education and training in South Africa.

DHET was established in 2009 when the former Department of Education was divided into two sections: Basic Education and Higher Education and Training.

The mandate of the new Department included aspects of skills development and was specifically established to focus on post-school education and training holistically and has extended its scope of operations extensively.



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