



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL IMPROVEMENT PLAN FOR TEACHING AND LEARNING FOR COMMUNITY EDUCATION AND TRAINING COLLEGES

Table of Contents

NATIONAL IMPROVEMENT PLAN FOR TEACHING AND LEARNING FOR COMMUNITY EDUCATION AND TRAINING COLLEGES	1
Acronyms and Abbreviations	3
1. Introduction	4
2. Purpose.....	5
3. Key areas of improvement and intervention	5
3.1 Access to CET programmes.....	6
3.2 Curriculum delivery	6
3.2.1 Teaching and learning	7
3.2.2 Lecturer development and support.....	7
3.2.3 Curriculum Committees	8
3.2.4 Learning and Teaching Support Material.....	8
3.2.5 Student attendance	8
3.2.7 Preparations for examinations	9
3.2.8 Site Based Assessment (SBA)	9
4. Student support.....	9
5. Managing Poor performance.....	10
6. Roll out of the plan	10
7. Conclusion	11

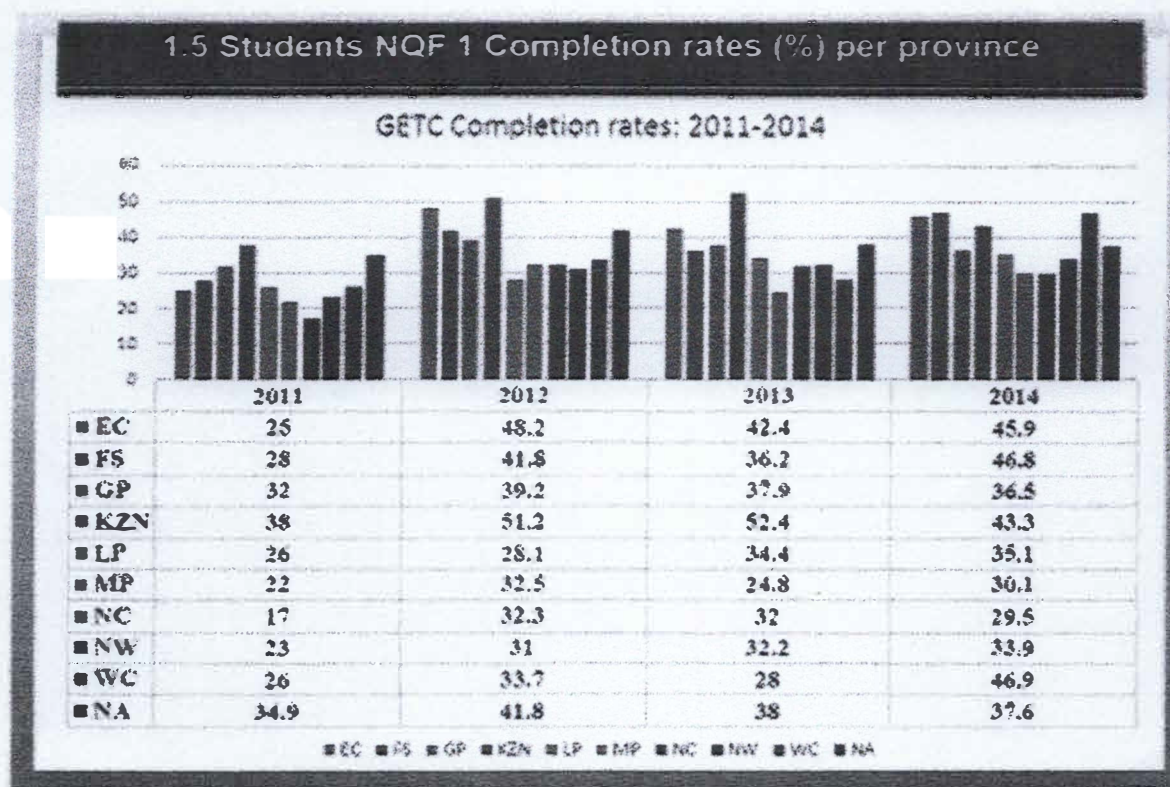
Acronyms and Abbreviations

DHET	Department of Higher Education and Training
CASS	Continuous Assessment
CET	Community Education and Training
CETC	Community Education and Training College
CLC	Community Learning Centres
GETC: ABET	General Education and Training Certificate: Adult Basic Education and Training qualification
HEDCOM	Heads of Education Committee
LTSM	Learning and Teaching Support Material
NQF	National Qualifications Framework
PSET	Post School Education and Training

1. Introduction

The Department has committed in its strategic goals and objectives to provide leadership required for the implementation of corrective measures in areas of under-performance and/or any deficiencies identified within the system. To this end the development of a teaching and learning support plan and improvement plan for CET sector is imperative. This document appreciates that at the core of provision of the CET programmes is the issue of access to learning opportunities as well as ensuring gradual improvement of success and through-put rates. Despite addressing the perpetually low certification rates in the GETC: ABET qualification this framework also seeks to provide guidance on measures for improvement across Community Education and Training programmes. The context of the document is that the CET sector is evolving and the interventions and key areas addressed in this framework are subject to review at particular intervals to assess the responsiveness of the sector. As a point of departure reference can be made to the longitudinal analysis of the national completion rate between 2011 and 2014, and the continuous under performance in particular learning areas.

Indicated below are the completion rates achieved;



The data above is as drawn from the Departments statistical publication called Statistics on Post School Education and Training. In the 2013/14 financial year the Directorate: Adult Education and Training conducted Regional curriculum support workshops to offer support as well as to get a sense of regional practices in order to understand the systemic and contextual factors that affected performance.

Further assessment for the need for a plan is based on the curriculum plans as submitted by Regions. The plans reflect recognition of underperformance by the sector in particular the fact that there are learning areas that are constantly underperforming. At the HEDCOM Subcommittee of December 2014 a request was put forward for a national improvement plan that will guide the regional officials on the interventions that they will incorporate in their operational plans going forward.

The Umalusi report on the Quality Assurance of the GETC: ABET examination also provided valuable information towards shaping this plan. Umalusi has over the years provided an analysis and recommendations on the performance of the GETC: ABET. Umalusi has also cautioned that GETC:ABET qualification is no longer under the radar but receiving proper attention and pertinent questions are being put forward on whether the performance warrants the value for money.

2. Purpose

The plan is meant to be an instrument that provides guidance and highlights areas for improvement in the CET programmes as well as indicate specific intervention measures that must be put in place with regard to performance in the formal CET qualifications. Based on this plan, the Regions and CET Colleges should be able to put down activities that will improve curriculum delivery and ultimately improve students' success. In consideration of the fact that this is a national framework, Regions and CET Colleges will be expected to develop their implementation plans to reflect activities that will be core deliverables. The activities must be evidence based i.e if the activity is training of lecturers there must be evidence of training and the impact analysis. The long term objective of this plan is to empower CET Colleges to be able to plan for the delivery of programmes, quality and incremental success rate. The implementation plans must be developed in appreciation of the capacity as well as the dynamics experienced at the Regional and College level. The regional plans should however align to the national framework as they will be subjected to monitoring and evaluation processes in terms of the National Policy on Monitoring and Evaluation of CET Colleges.

3. Key areas of improvement and intervention

Through the analysis of the reports and the engagements at the regional workshops that were held in 2013 a number of issues were brought forth for attention. The issues differ in scope

and therefore the nature of the interventions needed to turn around the performance will also differ. Listed below are the areas that need attention, it is to be noted and affirmed that no one area is considered subordinate to any other, with the expectation that all need to happen concurrently to deliver on the common objective of quality.

3.1 Access to CET programmes

Before enrolments happen communities must be aware of the existence of the institutions. Advocacy therefore becomes an important element to ensure awareness of the location of and the programme offering in the CET Colleges. Colleges should therefore put in place an advocacy plan so that advocacy does not become an ad-hoc arrangement. A college should also be responsible for advocacy for the Community Learning Centres (CLC) within its ambit. Each college should strive to have a brochure in place indicating programme offerings, the location and contact details of its CLCs under it.

Pursuant to the *National Policy on Community Colleges Government Gazette No.38924 of 3 July 2015*, the CET environment must expand and offer a variety of programmes that are flexible. Initially the formal qualifications will be the starting point however the Colleges must put in place a roll out plan on offering the non-formal programmes. Of immediate attention in the plan is to have proper streaming at NQF level 1 that allows articulation with qualifications at NQF level 2 and above. Colleges should make a determination of the streams that they wish to offer. Reprioritisation and proper allocation of resources is therefore necessary. For the Colleges that offer Senior Certificate, it is imperative to ensure that there is proper academic support.

In identifying the non-formal programmes, consideration must be given to community needs and responsiveness to economic drivers. The offering of responsive programmes particularly those linked to economic drivers increases the chances of forging partnerships and linkages with other stakeholders. The roll out plan must be detailed such that it considers all the enabling factors and the potential risks. This then calls for proper research into the communities surrounding the CLCs. There must also be an appreciation that expansion cannot from the onset be vast but it will be a gradual process due to the limitations of the system in funding, infrastructure and establishing partnerships.

3.2 Curriculum delivery

A management plan for delivery of programmes is critical to map out processes and activities to ensure quality delivery of programmes. This area needs monitoring and continuous support throughout the academic year or duration of the programme in cases of short courses. The following areas are key in providing quality programmes:

3.2.1 Teaching and learning

Teaching and learning cannot be dissociated. This section covers the core business of colleges. There are several elements that are linked and are equally important to ensure quality and accountability in as far as teaching and learning is concerned. There must be constant support to teaching and learning in the CLCs through centre visits and conducting monitoring and support. Colleges should have a tool for evaluation of the quality of teaching at the CLCs. The tool must be able to provide information on the level of preparedness of the lecturers as well as the actual time spent on teaching and learning. Compliance with the National norms on timetabling is critical to ensure that adequate time is allocated towards teaching and learning. The norms provide for time to be allocated for teaching and learning, taking into consideration the number of credits per learning area. Monitoring of curriculum implementation will assist to identify challenges early and to reinforce improvement.

The following areas are important to enhance teaching and learning:

- a) the availability of all the requisite resources to deliver all aspects of the learning stipulated by the curriculum and the qualification;
- b) Intensive and extensive engagement by lecturers with the written, taught and assessed curricula to be delivered;
- c) Preparation of well-formulated and well-paced lessons;
- d) Preparation of learning support materials that support the intended curriculum delivery approach;
- e) Sourcing of additional learning materials to support weaker students and extend more capable students;
- f) Preparation and administration of high quality theoretical and practical assessment tasks for internal continuous assessments as required by the various curricula;
- g) Scrupulous conduct of student performance evaluations, recording and reporting thereof; and
- h) Undertake revision of units of learning to improve student performance where deficiencies and gaps are evident.

It is the responsibility of the CET college management to monitor the quality of curriculum delivery so that the fate of a student is not left to the devices of a lecturer. Conversely, the significance of monitoring curriculum delivery is to enable timeous identification of areas where a lecturer or students need support.

3.2.2 Lecturer development and support

Lecturers play a critical role in teaching and learning. Centres must be properly staffed, lecturers must be appointed within their field of qualification and expertise.

One of the weakest link for the sector is that it is characterised by a majority of lecturers who are either unqualified or under qualified. Lecturer development is therefore critical. It is

critical to acknowledge that the CET sector has evolved and it is expected that it should contribute meaningfully to the PSET system as outlined in the White Paper for Post School Education and Training. Therefore the lecturers that are already in the system must be encouraged to develop themselves and ensure that they are properly qualified to meet the needs of the students in the CET programmes. In consideration of the limitations in budget the Region and College are encouraged to plan jointly towards this activity. Induction of new lecturers is compulsory. There must be a continuous national development plan for CET lecturers led by the national Department.

Support to lecturers in terms of resources is also critical. Regions must prioritise the issue of lecturer resource packs. Every lecturer must be provided with a pack as part of the development plan.

3.2.3 Curriculum Committees

Closely linked to Lecturer support is the establishment of structures to support curriculum delivery. The curriculum structures should also serve to share best practices and critique the curriculum implementation, identify the gaps and provide reports that will inform training interventions.

The Principals and centre managers also play a critical role in curriculum delivery. They should ensure that centres are functional and teaching and learning is not compromised and there is compliance with timetabling norms. Capacity building for both Principals and centre managers is therefore necessary in the calendar of the College and Regional office.

3.2.4 Learning and Teaching Support Material

The lack of LTSM undermines quality of provision and improvement of teaching and learning. Adequate allocation must be set aside for procurement of LTSM. In cases where adequate textbooks and other support materials cannot be procured, alternative methods must also be explored to ensure that students have access to LTSM. Colleges must also have a retrieval policy. Procurement of LTSM must be timed in accordance with academic year so that students can receive LTSM on registration. Compliance with National policy on LTSM for Community Education and Training Colleges is compulsory. The National office will provide a National catalogue from which selection must be made.

3.2.5 Student attendance

Student attendance remains a challenge in the CET College Sector. Reasons vary from the nature of the student to unavailability of facilities at the time that suits the student, as most CLCs are depended on public schools. Most students end up not attending because of time pressures and other socio-economic reasons. CET programme offering should be tailored to

accommodate the diverse nature of the sector. The Region and the college are encouraged to conduct a study of the dynamics that affect student attendance and put appropriate measures in place. Attendance must be encouraged particularly for the formal programmes.

3.2.7 Preparations for examinations

As one intervention by the Department, common summative assessment was introduced and is compulsory at level 3, in every way possible the level 3 examinations must be conducted, as is the case with level 4 examinations. Regions must ensure that students are sufficiently prepared for exams by ensuring that revision happens. Students must have access to previous years question papers, familiarising students with the examination terminology and instructions is equally important. Proper studying habits must also be encouraged i.e forming of study groups. Where possible access to studying facilities must be provided, particularly because there are no classes during examinations and not every Community Learning Centres is an exam centre.

3.2.8 Site Based Assessment (SBA)

Delivery of SBAs, printing and distribution affect the academic year immensely. Ideally, the delivery and printing activities must happen during November/December so that the academic year can start on time. The SBA interpretation sessions should be conducted in January before commencing with tuition. The mediation of SBAs is critical to ensure that assessment is carried out in a proper manner that do not compromise the validity and the authenticity of the SBAs as well as to ensure that lecturers are familiar with marking the SBAs as well as proper packaging of SBAs portfolios.

4. Student support

Student support is critical to ensure that the needs of learners are addressed so as to curb dropout rates and to support students in the CET College programmes. Programmes on student support should be comprehensive and align to the three pillars which are the core of student support.

- a) **Pre-entry support** which is goal-oriented during advocacy campaigns targeting prospective students, understanding their needs and an assurance that their needs will continue to be catered for when they enrol at the college.
- b) **On-course support** which focuses on enrolled students to support their study patterns, skills development, ensure access to information and communication technology for supportive and co-curricular learning.

- c) **Exit level support** - this involves the provision of information and guidance on higher education and further training opportunities, the identification of opportunities for job placements, entrepreneurial skills development opportunities and the introduction of a tracking system to assess student progression.

5. Managing Poor performance

Analysis of results is a critical step that Regions must engage in. A longitudinal study approach is sure to provide a detailed analysis over a time period for learning, lecturers and centre. The approach must be a regional assessment down to centre performance. This approach will assist to identify the weakest link within the Region and to inform the kind of intervention that is necessary to support lecturers and students.

In terms of support to Lecturers it will be important to have focused training sessions on andragogy and interpretation of unit standards or subject matter. Regional offices must also ensure that the training provided is specific with clear outcomes, of quality and where possible credit bearing, engagement with ETDP SETA is recommended in this regard.

Beyond the training interventions there must monitoring to determine the impact.

In terms of support to students the point of departure should be proper guidance on the number of learning areas and a coherent stream. The national timetabling norms do provide guidance on the classification of learning areas into streams.

Proper implementation of CASS is also important. CASS is a critical measure to determine students' cognitive level. The student's performance should be monitored and support be provided where necessary. The authenticity of the SBA tasks is critical for developmental reasons. Students must be encouraged to do the tasks on their own. The validity of the CASS mark is important.

The following learning areas have proved to be problematic so they must be given priority.

Mathematics
Natural Sciences
English

6. Roll out of the plan

The plan is intended to be implemented within the current Medium Term Strategic Framework (MTSF) period 2016-2020 after which it will be reviewed to include the developments.

From the areas indicated above the following activities must be undertaken for the plan to be successful:

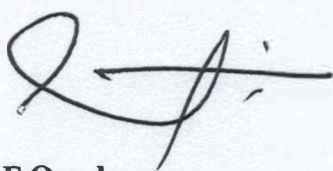
- i. Feasibility study of capacity of the Region to support quality curriculum delivery
- ii. Advocacy Plan
- iii. Implementation of timetabling norms
- iv. Active curriculum structures
- v. Compliance to the National policy on LTSM for Community Education and Training Colleges
- vi. SBA management plan
- vii. Lecturer support
- viii. Student support
- ix. Management of poor performance
- x. Planning for expansion- identifying non formal programmes and developing a implementation plan.

7. Conclusion

Monitoring of performance and delivery will take place through processes that will be put in place by the Regional Manager in line with the National Policy on Monitoring and Evaluation of CET Colleges. However, where deemed necessary by the Department, the college may be visited to monitor and support implementation. All activities or planning outputs must be available as evidence upon request during the monitoring process.

The plan is cognisant that even though teaching and learning remains the core business of the colleges there are often other factors that are key and impact on the success and the quality of provision. Factors such as funding, college governance, and institutional management practices all contribute to the quality and success in a learning environment.

The plan is mainly about continuous improvement focusing on quality and success. The approach to quality teaching and learning should comprehend that efficiency in operational issues and effectiveness in achieving the core business is critical. It is expected that Regions and Colleges will plan jointly and reflect compliance to this framework in their operational plans so as to allow for proper monitoring and support.



Mr GF Qonde
Director-General

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