

ETDP SETA – SSACI Post WIL for Lecturers Survey Report 2015

Introduction

The Work Integrated Learning (WIL) for Lecturers' Project aims to improve teaching and learning in TVET colleges through providing industry-based WIL to college lecturers as part of their continuing professional development (CPD). It entails lecturers periodically visiting and completing placements with employers that operate in their field of teaching. Its purpose is to develop, update and widen lecturer industry knowledge and skills through exposing them to current technology, systems and practices.

SSACI in conjunction with ETDP SETA implemented the WILL project in 28 colleges, from 2014. The main strategy of the project is to provide training, materials and support for colleges and lecturers. Colleges are trained and supported on how to plan for and implement lecturer WIL as an element of college functioning and lecturers are provided with a structured training and support programme. In 2015, after lecturers have completed their placements. The lecturers were asked to complete a Post WILL Survey, which sought to ascertain their experiences.

Findings

A total of 155 completed surveys (completed by lecturers in the period August – October 2015) were received by SSACI, the findings of which is presented herein. Of the 155 lecturers, 128 are teaching NCV, 24 are teaching NATED programmes and 3 did not answer this question. 70% of them noted that they had worked in industry before coming to teach at a college, which is quite significant in terms of being prepared to teach a vocational and occupational subjects. Of those that had industry experience, 83% indicated that their experience was relevant to the subject/s they were teaching.

More than a third said the college did not have a WILL policy (*Table 1*), whereas 31% said they were unsure. This indicates that WIL for lecturers is a recent development within colleges and thus the colleges require support to integrate within their operations.

Table 1: Does the college have a WILL policy?

No	37%
Yes	26%
Not Sure	31%
Blanks	6%
Total	100%

On being asked how they were selected to participate in the WILL project, 87% indicated they were selected by their HOD/College. However when it came to which employer to visit (*Table 2*) and who recruited the employer (*Table 3*), there is more responsibility on the lecturer.

Table 2: Who determined which employer to visit?

College	25%
HOD	9%
Self	58%
Blank	8%

Total	100%
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Table 3: Who recruited the employer?

College	39%
HOD	11%
Self	41%
Blank	9%
Total	100%

82% indicated they had completed Type 1 workplace engagement. Of those that completed Type 1, 31% indicated they went for ½ day, with 57% going for 1 day (Table 4).

Table 4: No of days spent in workplace for Type 1 engagement

No of days	%
1/2 day	31%
1 day	57%
2 days	5%
5 days	2%
10 days	1%
Blanks	5%
Total	100%

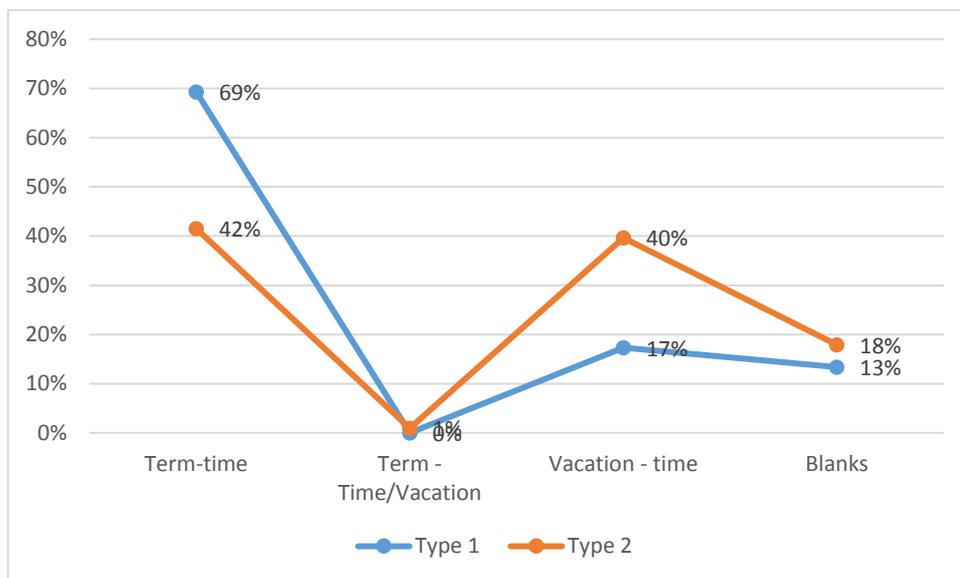
68% of the lecturers indicated they had completed Type 2. Of those that completed Type 2 engagement, around 53% had gone for 5 days (Table 5), as per the required number of days suggested by SSACI.

Table 5: No of days spent in workplace for Type 2 engagement

No of days	%
1/2 day	1,9%
1 day	1,9%
2 days	2,8%
3 days	13,2%
4 days	12,3%
5 days	52,8%
6 days	1,9%
7 days	0,9%
10 days	0,9%
Blanks	11,3%
Total	100,0%

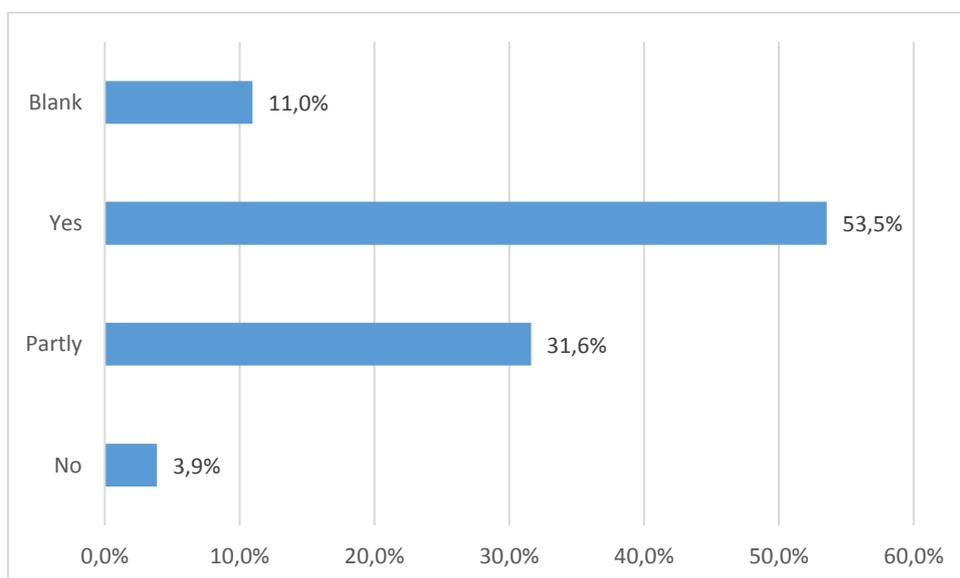
Type 1 engagement is easier to complete during term time as its duration is usually for a day, as shown in Figure 1, which shows that 69% completed Type 1 engagement in term time. However Type 2 engagement is for a longer period and based on the arrangement made by the college, may take place during term time or during vacation (Figure 1).

Figure 1: Time in the year when workplace engagements were completed



More than half the lectures (*Figure 2*) noted that the employer was able to provide the type of exposure/experience they required. A very small number (3,9%) indicated their exposure/experience was not what they required.

Figure 2: Was the employer able to provide type of exposure/experience required?



77% of the lecturers indicated they had been assigned a supervisor in the workplace. Of these, 66,5% indicated the interaction between them and the supervisor was very useful (*Figure 3*). The lecturers were asked to justify their choice of usefulness. For those that chose 'very useful', some of their justification is tabled in *Table 6*.

Figure 3: How useful was the interaction between you and the supervisor.

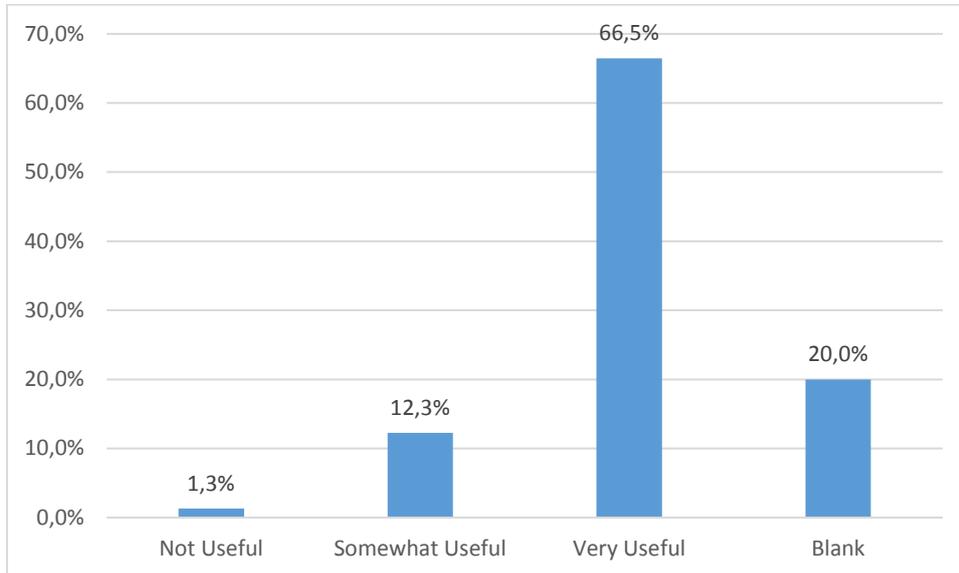


Table 6: Justification of why lecturers found their interaction with the supervisor 'Very Useful'

He could answer most of my questions
He explained most of the things so I knew how to engage further
Knew the content. Had good experience
The lessons were interactive and you could ask questions where clarity was needed.
The supervisor complied with all my requests and answered all the questions that I asked
The artisan was well trained
I could ask questions
He gave me a lot of exposure and input
The supervisor was always available and open to questions.
They had time and patience to attend to me and to answer questions
The host employer provided me with all the information and knowledge I needed
He gave us more information on the theoretical knowledge
Before starting with practical exposure, I had a brief session with the supervisor to have a structure of what to cover and he ensured that all was done as planned
He helped me with all the things I didn't know.
Learnt a lot, gained latest information by observing
Supervisor was very informative
Willingness and openness and dissemination of information
He was good guy but very strict when it comes to time management - no late coming. Made sure everything is done properly and in time, and helped me with everything I needed related to work.
The supervisor was a free and open person. Also ready to learn from me
Because he gave me an opportunity to ask questions, to ask according to my pace, also assist me where I needed his assistance. Good relationship established.
I got exposure to current industry trends and up to date systems used

The Supervisor answered all the questions I asked, The supervisor advised how I should assist the students on gaps he had identified.

We were given the artisan, who introduce to us all the department. He put us under his wings. We worked with him and he allowed us to observe dangerous tasks that we were not allowed to do
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The lecturer were able to participate in various ways as per *Table 7*. It is encouraging to see that more than half of them were allowed to do tasks under supervision or without supervision. Majority (85%) indicated that they had been very well treated in the workplace.

Table 7: How did the lecturer participate in the activities at the workplace?

I only observed.	25%
I first observed and then did the task/s under supervision.	37%
I first observed, then did the task/s under supervision, and then without supervision.	25%
Blanks	14%
Total	100%

More than half the lecturers felt that the experience they had in the workplace assisted in updating their knowledge of the subject they teaching (*Table 8*). Only a small number (3%) felt otherwise. 66% of the lecturers indicated they were able to incorporate their experience in the workplace, back to their teaching.

Table 8: Did the experience in the workplace assist in updating your knowledge

Most of it	52%
Some of it	33%
None of it	3%
Blanks	12%
Total	100%

In terms of SSACI training provided for these lecturers prior to going to the workplace, 89% attended the training. Of the 7 lecturer that did not attend the SSACI training, 5 of them had attended a college briefing. Around 93% had received the SSACI Lecturer WIL guide and PoE.

89% of all the lecturers indicated that they were either 'very clear' or 'somewhat clear' about the nature of the WILL programme and what was required of them. However only 50% were able to complete the SSACI record and report template for Type 1 and Type 2 engagements. Some of the reasons for not being able to complete the documents include:

Table 9: Reasons for not completing the SSACI record and report template

Its too much paperwork.
It was unclear how to complete it.
Some of the questions I did not understand

I was not clear about some part of the portfolio
Reporting on questions is too lengthy
Some questions are confusing
Some needed information was not clear to me, because it is a new thing or I was not familiarised with it
Some of the questions employers or supervise could not respond to
Due to time constraints. I could not complete the entire type 2 documents

52% of the lecturers indicated they were able to complete the SSACI lecturer WIL PoE. Some of their reasons are listed below.

Table 10: Reasons why lecturers were able to complete SSACI Lecturer WIL PoE

Questions understandable
Understood the content
Instructions are straight forward
Yes, the drawing, how to complete it, was very clear
Because of the SSACI training and WBE exposure
Yes, because they explained it to us during training
It was written in simple language
Because we have been at SSACI workshop
I ask to my coordinators in my college to help me
I just followed the guideline
Task-book and file divisions very helpful
Because of the group work were able to work target

An overwhelming majority (86,5%) of the lecturers indicated they would like to go for work placement again. Their reasons are state din the table below.

Table 11: Reasons for wanting to go back for Lecturer WIL

Continuous professional development is crucial especially in electronic and engineering fields
Because you learn more practical work than you do in class and it gives you confidence to do your work
I've learned a lot and want to be constantly informed of changes in the IT coding language
Learning about what is happening in the industry, networking, development
For personal growth and development
To broaden my experience of the work place and how rapidly processes change
Want to know how to educate my students for workplaces
I found it very helpful and informative
It gives us a direction to our teaching and learning. Not to think inside the box only
To gain more exposure to practicals

Industry is always ahead of our curriculum so we need to visit regularly
I feel if I spend more time in the workplace it will be easy to facilitate classes
Learners gain knowledge according to industry requirements
I think I will be able to produce employable candidates/learners
I believe in constant development for better performance
To gain more knowledge and to enjoy teaching
To be more exposed to the working environment
Technology is dynamic - must be afforded chance to move to advanced industries
I got to build relationship with the employers and it will be easy to place the students
Adds value to my qualification, Increase my marketability
It refreshes the mind going back to industry and repeating the things done there
Better understanding of industry needs, Link the theory to actual application in industry. Improved chances of employment for students

Based on their experience of Lecturer WIL, lecturers were asked to rate the effectiveness of various areas, as per *Table 12*. Their rating for each area is indicated below.

Table 12: Effectiveness of areas of Lecturer WIL

(Rating scale: 1=poor, 2 = fair; 3 = good; 4 = very good)						
	1	2	3	4	Blanks	Total
Your personal planning for lecturer WIL	3%	14%	51%	26%	6%	100%
Your college's planning for lecturer WIL	16%	25%	40%	14%	5%	100%
Training and preparation of lecturers for lecturer WIL	7%	15%	44%	30%	4%	100%
Identification, recruitment and briefing of employers for lecturer WIL	12%	20%	39%	24%	5%	100%
Your engagement with employer(s) and learning during lecturer WIL	4%	12%	39%	38%	7%	100%
College management and support of lecturer WIL implementation	15%	36%	30%	15%	4%	100%
How able you feel to incorporate of what you learned during lecturer WIL into your teaching	3%	9%	45%	36%	7%	100%
Your completion of the lecturer WIL record & report templates and PoE	7%	23%	44%	17%	9%	100%

Based on their experience, lecturers gave sound and important advise (*Table 13*) to change aspects of Lecturer WIL which is applicable to SSACI, Colleges, ETDP-SETA and DHET.

Table 13: What aspects of Lecturer for WIL should be changed?

National database of host employers with specific contact person to minimise time spent looking for host employers and running into employers not supporting the programme
I would change the question structuring of the PoE. The employee did find that most of the task of Type 1 and Type 2 is a repetition of questions and did see it as a waste of time. If the question can be directly focused on certain areas of learning or the lecturer are allowed to compile questionnaire according to the curriculum.
Contact sessions with lecturers need to be informed in time and college managers/principles be informed direct from SSACI/SETA offices about lecturer contact time with SSACI
The coordination - Lecturer should identify the workplaces but it is the coordinator who needs to communicate with companies
Need more support from college management to get more exposure and time off during class time
Communication between workplace and the lecturer. Needs and Objectives must be met
The days that we go there for should be increased
Explain exactly what you need to fill. PoE sometimes confusing.
All lecturers to be placed during term time not during holidays
Support from Colleges
Appoint a dedicated person to arrange and recruit employers for training,
I would like colleges to allow lecturers to go where they will benefit and not focus mainly on cost.
To place lecturers in workplace often/continuous
Host employers need to be educated about the paper work involved with hosting as they were willing to help but complained about not having enough time to complete the documents.
Too much paperwork and short time frame to submit the report
I would reduce the questions asked because some of them repeated
Recruitment of employer should be improved. If a lecturer identifies that the employer whom he wants is far away a budget should be provided for that
To fill in the PoE is an uphill battle with all the questions and some questions repeated
Influence DHET to adjust placement period times
It should focus a more on the subject that we are lecturing

Conclusion

There is no question about the value of Lecturer WIL as indicated in the report. Lecturers found their experience invaluable and realised the importance of going to the workplace to update their knowledge of the subject they teaching and make their teaching relevant to current trends in the workplace.