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ETDP SETA/SSACI WIL FOR LECTURERS IN PUBLIC TVET COLLEGES PROJECT

FORMATIVE EVALUATION - FINAL

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Executive Summary

As an umbrella term for any purposefully designed learning programme that integrates theoretical knowledge with practical world, the primary purpose of Work-Integrated Learning (WIL) is to develop learners' ability to apply knowledge and skills to the demands of a workplace, thus making them more employable (DHET, 2015).

Recognising that WIL for lecturers had been taking place in different ways, and called different names, the ETDP SETA felt that a national pilot project could help to formalise WIL with a common understanding and model, so that it could be institutionalised in the colleges. The ETDP SETA itself, as a facilitator of skills development, did not have the structure, the model and the capacity to implement it at a national level. SSACI's knowledge and experience of the TVET college sector, as well as its deep understanding of curriculum issues and learning processes, made it a suitable partner to implement the project.

SSACI's agreement with the ETDP SETA, signed in September 2014, aimed that by November 2016:

- At least 280 lecturers from the 28 participating colleges will have undertaken work-integrated-learning (WIL) for lecturers.
- Participating colleges will be able to demonstrate year-on-year increases in the number of college staff sent on WIL, as well as in the number of college programmes and/or campuses from which they are drawn, and the number of host employers.
- Lecturers who have undergone WIL will be incorporating some of the knowledge and insight they acquired from industry into their college curricula and classroom teaching.

The agreed project implementation plan listed as project objectives to:

- *"Build capacity in the public skills development system by advising ETDP SETA staff, especially regional co-ordinators, on how to support colleges on implementation of LWE implementation."*
- *"Advise the ETDP SETA on the provision of an appropriate administrative and management system to support LWE"*

LWE (lecturer workplace experience) was the term used before WIL for lecturers.

A baseline study of the SSACI/ETDP SETA WIL for lecturers project (Smith, 2015) confirmed that the project had already exceeded the numerical targets of lecturers going on WIL from the 28 colleges selected for the project, and that the numbers of college programmes and campuses from which lecturers were drawn has increased. Apart from examples offered by individual lecturers, it was too early to tell how insights from industry experience were being incorporated into classroom teaching.

This formative evaluation aims:

1. To understand what systems are required to ensure that WIL for lecturers is sustainably integrated into college curricula, and how WIL for lecturers currently fits into these.
2. To lay the foundation for measuring the project impact at the end of the project.
3. To assess the extent to which the capacity of the ETDP SETA to support WIL for lecturers has improved or increased as a result of the project.

Using a qualitative methodology, the formative evaluation is based on interview data obtained from visits to a sample of colleges, and ETDP SETA offices. Interviews were recorded and transcribed, with the content analysed thematically. A total of 49 people were interviewed. Interview respondents were drawn from a sample of 5 colleges, the ETDP SETA, and SSACI project staff.

A total of 36 college staff were interviewed, representing a cross-section of people involved in WIL for lecturers. On the ETDP SETA side, the Chief Operating Officer (COO), and the Monitoring & Evaluation manager at the national ETDP SETA office were interviewed. Provincial offices were selected to complement the provinces of the colleges sampled. Five provincial managers, and four skills advisors were interviewed.

Project goals achieved

- **Number of lecturers trained**

The numbers of lecturers trained has far exceeded the initial goal of 280, and there have been year-on-year increases in the numbers trained and the programmes and campuses from which they have been drawn. SSACI's records show that 292 lecturers were trained in the first intake. A second intake, of 372 new lecturers, has been trained.

- **A common model for WIL for lecturers**

A model for WIL for lecturers has been developed, that has been standardised nationally across the 28 colleges participating in the project. There remains some confusion about what exactly constitutes WIL, as will be discussed later on, but colleges now have clear guidelines on what to do.

- **Integration of WIL into classroom practice**

SSACI has developed templates to assist lecturers to incorporate what they have learned in the workplace with their classroom practice. Lecturers are using these on their own for their Portfolios of Evidence, submitted to SSACI, but they are not yet being incorporated into college systems. As one deputy principal, academic, put it, *"they are generally on their own."*

- **Capacity of the ETDP SETA to support WIL**

There is a misalignment of expectations from a national to a provincial level within the ETDP SETA on this project. ETDP SETA provincial offices see the value of WIL being run as a national project, and are reluctant to take on WIL as a provincial project.

For them, the goal of the project is not necessarily a question of capacitating the SETAs with systems to support WIL, it is more a case of WIL being institutionalised in the colleges sufficiently so that they can run it themselves.

In this sense, one of the stated project objectives, of capacitating provincial ETDP SETA office to support the implementation of WIL in the colleges, has not been met. The provincial offices and SSACI have not carried out joint initiatives, with attendance at SSACI training courses the only involvement of ETDP SETA offices in some cases.

While the formative evaluation has highlighted the differences in how the national and provincial ETDP SETA offices view the project, these differences need to be resolved. The ETDP SETA's national mandate of support to TVET colleges in a number of projects, including WIL, extends to its provincial

offices as well. Even if WIL is properly institutionalised in the colleges, there is still a role for the provincial ETDP SETA offices, to provide limited support, and to check that DHET mandates are being met.

Strengths to build on

The WIL for lecturers project has made strides in a number of areas. Since the project began, there has been much improvement in the selection and motivation of lecturers, as well as in addressing placement challenges. Incremental steps in institutionalising WIL into the colleges have started to gain momentum. These have all been facilitated by SSACI's hands-on approach to implementation.

The fact that colleges are engaging more seriously with WIL for lecturers is the result of SSACI's ongoing activism, which has achieved a great deal despite the fact that it has only been one, and sometimes two staff members involved in the project from their side.

How that will be maintained without SSACI's input at this stage, and without clear, formal directives from DHET, is not clear.

Challenges to address

Key challenges to address relate to monitoring and support (from colleges, SSACI and provincial ETDP SETA offices), and with higher level stakeholders outside of the colleges themselves. The latter includes confusion over the exact nature of WIL, with the lack of clear directives from DHET on what exactly is required with regard to WIL for lecturers.

College WIL policies need to be explicit about the terms, conditions and structures under which lecturer WIL will take place whether lecturer WIL is part of a broader WBE policy, or with a formal policy of its own.

Although there is growing consensus about a national model for WIL for lecturers, as indicated earlier, there remains some confusion on what lecturer WIL is, or as Buffalo City College's Stakeholder Projects Manager called it, "*conceptual confusion*".

This is in part because of the terminology used, and in part because of the different forms of lecturer WIL that persist, as evidenced in projects funded by different SETAs. The term work-integrated learning (WIL) is both an umbrella term used for all workplace learning, as well as a specific component of it, for lecturers. Lecturers also have needs and expectations of training, which they may see as coming from WIL.

Support for colleges has two dimensions. There is the internal college support for WIL, and there is support from the outside, by agencies like SSACI and the ETDP SETA.

One aspect of support is monitoring of lecturers to assess how lecturers integrate their WIL experiences with the curriculum and classroom practice. The findings reveal a lack of capacity to monitor effectively both internally (the colleges), and from the outside (the ETDP SETA and SSACI).

It is the colleges themselves who ultimately need to be able to monitor lecturers' performance, as part of their IQMS. There is opportunity for the ETDP SETA offices in the provinces to add value to the project through their involvement in inter-SETA forums, and through their own SETA to SETA contacts.

This does not mean that they become responsible for placements themselves, but that they could facilitate contacts with other more occupation-specific SETAs who could assist colleges with host employer placements, both for students and lecturers.

Monitoring of lecturers through the WIL process, although not necessarily in the sense of actually visiting classes, is a role they could play more effectively. They already capture the names of the lecturers involved at the beginning of the WIL process. Their systems should be enabled to track lecturers over the course of a 2 year WIL cycle, and allow them to understand, *inter alia*, how many start WIL, how many complete, and how many drop out. This will involve email contact with the WIL co-ordinators at the colleges, in the same way that SSACI gets updates on progress.

These things then need to be part of the provincial ETDP SETAs' responsibilities, and in their annual performance plans on an ongoing basis.

With additional resources to allocate to the project, there could be a far greater qualitative impact from SSACI. This would include more regular and systematic communication with lecturers via email so that they can receive direction and feedback in good time, and greater interaction with college staff, including academic and curriculum managers, on strategies to integrate WIL into the curriculum and institutionalising it in college systems.

Colleges are awaiting formal directives from DHET such as making provision for WIL in the DHET timetable, and giving explicit guidelines to colleges on what is required of them with regard to WIL for lecturers. This will ensure that there is sufficient support for WIL for lecturers, and would help them to adopt formal WIL policies much more quickly.

The DHET policy on professional qualifications for lecturers in TVET colleges has been gazetted (DHET, 2013) and describes the types of qualifications for TVET colleges lecturers, and their WIL requirements. These qualifications are still being developed by higher education institutions. There have been no formal directives, however, on exactly what colleges need to do regarding WIL for lecturers.

Until they do, or until there has been a critical mass of lecturers going through the programmes so that the process is irreversible and starts making a stronger impact on delivery of the curriculum, making WIL a part of college life will continue to be incremental and require ongoing advocacy and support.

1 Background to the project

As an umbrella term for any purposefully designed learning programme that integrates theoretical knowledge with practical world, the primary purpose of Work-Integrated Learning (WIL) is to develop learners' ability to apply knowledge and skills to the demands of a workplace, thus making them more employable (DHET, 2015).

Since 2012, public TVET (Technical and Vocational Education and Training) colleges have been required to report to the Department of Higher Education and Training on their placement of students in learnerships and apprenticeships, N6 graduates in internships, NC(V) and Report 191 students in Workplace-Based Experience (WBE) and lecturers in workplace exposure (WIL for lecturers).

Colleges have had to grapple ensuring that they have sufficient systems and resources so that these placements take place, and to pursue and facilitate greater linkages with employers, where in many cases there have historically been none. They also need to ensure that their lecturing staff themselves have the capacity to assist students to take advantage of these opportunities to become employable.

In the absence of an official technical college qualification for lecturers, colleges have difficulty linking theory and practice. Lecturers tend to be either young graduates with no teaching qualification or workplace experience, or older, also with no pedagogical training, and out of touch with new developments in their field. WIL for lecturers, by facilitating exposure to the workplace for college lecturers, is one of the measures, as part of the general WIL umbrella, designed to address this. In addition, it is envisaged as an important component of the continuing professional development of lecturers and of a future TVET lecturer qualification.

The ETDP SETA's mandate is to support TVET colleges, as one of its constituents, in terms of skills development, especially in capacitating lecturers and college management. A specific programme, called Programme 2 (Supporting TVET and higher education institutions to be responsive to ETDP Sector and national priorities) has been adopted as part of its strategy for the NSDS3 (National Skills Development Strategy 3). This programme is aimed at capacitating the TVET college sub-sector. WIL for lecturers is one of the sub-programmes of Programme 2.

Work Integrated Learning (WIL) for lecturers at public TVET Colleges has been taking place for some time. The ETDP SETA introduced WIL for lecturers to colleges in a number of pilot projects run through their provincial offices. These differed in nature, and often entailed actual training of lecturers at employers' premises, and in some cases payment of grants to host employers. SSACI had also been conducting pilot projects, known as Lecturer Workplace Experience (LWE) with colleges such as LETABA TVET. In most cases, although there were some significant exceptions, the number of lecturers who attended these programmes was small.

Recognising that WIL for lecturers had been taking place in different ways, and called different names, the ETDP SETA felt that a national pilot project could help to formalise WIL with a common understanding and model, so that it could be institutionalised in the colleges. The ETDP SETA itself, as a facilitator of skills development, did not have the structure, the model and the capacity to implement it at a national level. SSACI's knowledge and experience of the TVET college sector, as well

as its deep understanding of curriculum issues and learning processes, made it a suitable partner to implement the project.¹

SSACI's agreement with the ETDP SETA, signed in September 2014, aimed that by November 2016:

- At least 280 lecturers from the 28 participating colleges will have undertaken work-integrated-learning (WIL) for lecturers.
- Participating colleges will be able to demonstrate year-on-year increases in the number of college staff sent on WIL, as well as in the number of college programmes and/or campuses from which they are drawn, and the number of host employers.
- Lecturers who have undergone WIL will be incorporating some of the knowledge and insight they acquired from industry into their college curricula and classroom teaching.

The agreed project implementation plan listed as project objectives to:

- *“Build capacity in the public skills development system by advising ETDP SETA staff, especially regional co-ordinators, on how to support colleges on implementation of LWE implementation.”*
- *“Advise the ETDP SETA on the provision of an appropriate administrative and management system to support LWE”*

LWE (lecturer workplace experience) was the term used before WIL for lecturers.

The agreement continues, saying *“the project envisages a series of joint activities and interventions by the ETDP SETA and SSACI”*, culminating in Phase 3 (January – October 2016):

“Based on input and guidance from SSACI in 2014-2015, the ETDP SETA will trial implementation of SSACI's LWE models and materials with support from SSACI, with the purpose of building capacity within the SETA for long-term implementation of LWE that is efficient and effective.”²

A baseline study of the SSACI/ETDP SETA WIL for lecturers project (Smith, 2015) confirmed that the project had already exceeded the numerical targets of lecturers going on WIL from the 28 colleges selected for the project, and that the numbers of college programmes and campuses from which lecturers were drawn has increased. Apart from examples offered by individual lecturers, it was too early to tell how insights from industry experience were being incorporated into classroom teaching.

¹ Interviews with Khensani Mabunda, COO ETPD SETA, 17 March 2016 and Tommy Baloyi, ETDP SETA Monitoring and Evaluation Manager, 17 March 2016.

² Email information from SSACI CEO, Ken Duncan, 4 May 2016; Implementation Plan for a Joint, Project on Workplace Exposure for Lecturers in Public TVET Colleges (SSACI, June 2014)

2 Purpose of the formative evaluation

SSACI's initial brief for a formative evaluation of the extent to which the project has progressed towards its objectives was to:

- Develop and administer an instrument for assessing changes in the lecturers' classroom practice arising from their industry experiences and
- To assess the extent to which the capacity of the ETDP SETA to support WIL for lecturers in future has improved or increased as a result of the project.

On discussions with SSACI on the challenges in assessing changes in classroom practices until WIL for lecturers has been properly institutionalised in the colleges, revised terms of reference were agreed upon:

4. To understand what systems are required to ensure that WIL for lecturers is sustainably integrated into college curricula, and how WIL for lecturers currently fits into these.
5. To lay the foundation for measuring the project impact at the end of the project.
6. To assess the extent to which the capacity of the ETDP SETA to support WIL for lecturers has improved or increased as a result of the project.

The formative evaluation thus has two components, one addressing the institutionalising of WIL for lecturers in the colleges in order for it to be properly integrated into the curriculum, and one dealing with the capacity of the ETDP SETA to support WIL.

3 Findings from July 2015 Baseline Study

JS & Associates conducted a baseline study in July 2015 (Smith, 2015), referred to earlier, designed to establish a baseline upon which to measure progress and impact made over the duration of the WIL for lecturers project. The baseline study noted the lessons from previous experiences of WIL for lecturers prior to this project that were important predictors of challenges that the ETDP SETA/SSACI WIL for lecturers project faced. They are shown here to provide the context for the formative evaluation, and prevent repetition. These included:

- The need for capacity and resources within the college to implement WIL for lecturers for it to become sustainable.
- The need for greater formalisation within the college, which would allow more lecturers to embark successfully on WIL.
- The lack of a common understanding of what constitutes WIL for lecturers is. With WIL being an umbrella term for all workplace experience, there is a confusion of WIL for lecturers and WBE for students, as well as the differences between workplace exposure and specific training needs that lecturers may have.
- The difficulties, and lack of precise knowledge, faced by employers, particularly in engineering-related programmes, in terms of insurance, and health and safety regulations when hosting lecturers.
- Lecturer motivation. Not all lecturers are committed to going on WIL programmes.

- Uncertainty on the part of both lecturers and host employers on expectations, and what needs to be covered in the WIL experience.

The baseline study also identified challenges relating to the selection and motivation of lecturers. Colleges needed to address lecturers' concerns stemming:

- From a lack of knowledge and understanding of the value and relevance of WIL for lecturers. Many believe that it should only be for students, or feel they do not need it.
- From a real or perceived lack of time and extended workload.
- From conditions under which WIL for lecturers takes place (hours, no payment, and insufficient reimbursement for transport and accommodation).

Despite these challenges, the benefits of WIL for lecturers were expressed in these comments:

- Lecturers are exposed to what happens in the workplace for the first time which has enabled them to see new technologies, and the differences between their textbooks and actual practices.
- Enhanced motivation of lecturers in the classroom. After initial resistance, a positive experience of WIL has encouraged lecturers to look at ways of including students as well.
- Greater credibility with students, who may be ahead of lecturers in terms of workplace exposure. This has enhanced their confidence in the classroom.
- Creation of positive role models for students.
- Helpful for lecturers to see what is expected of students after their studies so that they can communicate this with them.
- Exposure to strategies that will assist with continuous assessment.
- Helpful to lecturers in developing their own networks and relationships with employers.

A clear outcome of the ETD/SSACI project was found to be the growing formalisation of WIL for lecturers in the colleges. WIL for lecturers, in its various forms prior to the project, was often informal and ad hoc. In most colleges, it was practised on a small scale.

Suggested measures for ensuring sustainability and institutionalisation of WIL for lecturers in colleges included:

- Active partnerships between colleges and industry role-players in their environments, culminating in formal MOUs.
- A formal WIL for lecturers policy. This will outline the conditions under which WIL will be rolled out, and how it is conducted. It needs to stipulate times for WIL, stipends paid, provision for insurance. It will also create the framework for a dedicated budget to be allocated for WIL for lecturers which will ensure that sufficient resources are allocated.
- WIL for lecturers needs to be a part of the college strategic plan and operational plan.
- Making lecturer WIL part of conditions of employment, or lecturer contracts.
- Certification if it is to become a compulsory part of a qualification.
- Capacity to drive the project through full-time coordination, which can handle the administrative demands and be able to deal with lecturers. Colleges are already appointing

people to drive the project, but an official DHET post on the college organogram will make the position sustainable.

- Visible support from college senior management that can assist with marketing WIL to potential host employers, and can offer publicity to those who are involved.
- Making WIL part of the mainstream timetable.
- Campus committees that include all stakeholders, with WIL a permanent item on the agenda.
- Greater co-operation between those implementing WBE for students, and college placement offices.
- Improved systems for data collection.
- Resolution of the debate about whether WIL is an academic or an HR function. If this cannot be resolved, mechanisms to ensure that they work together are needed.

4 Methodology for the Formative Evaluation

Using a qualitative methodology, the formative evaluation is based on interview data obtained from visits to a sample of colleges, and ETDP SETA offices. Interviews were recorded and transcribed, with the content analysed thematically. The findings are presented in the next section, followed by conclusions and recommendations for measuring project impact at the end of the project.

4.1 The Evaluation Sample

A total of 49 people were interviewed. These were either individual or group interviews. In most cases lecturers were interviewed in groups. Interview respondents were drawn from a sample of 5 colleges, the ETDP SETA, and SSACI project staff.

The next table shows a breakdown of all people interviewed.

Table 1: Total Interview Respondents

Province	Gauteng	NC	KZN	E Cape	Limpopo	Mpumalanga	National	Total
Total Colleges	7	6	6	8	9			36
SSACI Staff							2	2
ETDP SETA - Provincial Managers	2		1		1	1		5
ETDP SETA - Skills Advisors	1	1	1	1				4
ETDP SETA Head Office							2	2
Total								49

4.1.1 The colleges

The colleges sampled were suggested by SSACI, from different provinces, with an urban/rural spread, and based on progress they have made with WIL for lecturers. It was felt that since they were quite far with WIL, their lecturers would be the most likely to have progressed with integration of their WIL experience into classroom practice. The colleges visited were:

- Sedibeng TVET College in Gauteng – 3 March 2016
- Northern Cape Rural TVET College in the Northern Cape – 14 March 2016
- Umfolozi TVET College in KwaZulu/Natal – 22 March 2016
- Buffalo City TVET College in the Eastern Cape – 5 April 2016
- Capricorn TVET College in Limpopo – 7 April 2016.

Numerous attempts were made to visit Ehlanzeni TVET College in Mpumalanga. Although the college was willing to participate, the college personnel that needed to be interviewed were not available during the time frame allocated for fieldwork for the evaluation.

A site visit guide was sent to each college outlining the purpose of the formative evaluation, the approach, the research questions, and who needed to be interviewed. It was requested that meetings be arranged with the following stakeholders at each college:

- The Deputy Principal (Academic).
- The Curriculum Manager.
- Programme managers or co-ordinators for that particular subject.
- Line managers who lecturers report to. These could be HODs, Education Specialists or senior lecturers.
- One or two lecturers involved in the first intake of lecturers on WIL

The profile of college staff interviewed is shown in the next table.

Table 2: Profile of Respondents by College and Designation

Province	Gauteng	NC	KZN	E Cape	Limpopo	Total
College	Sedibeng	NC Rural	Umfolozi	Buffalo City	Capricorn*	
DPA			1		1	2
WIL Co-ordinator	1		1	1	1	4
Academic manager	1		1	1		3
Campus manager	1	1			1	3
HR Official		1				1
HOD	1	2				3
Stakeholder manager				1		1
Lecturers	3	2	3	5	6	19
Total College	7	6	6	8	9	36

*At Capricorn TVET College, a plenary workshop for WIL/WBE from all campuses was held to which the evaluator was invited. At this plenary meeting she observed and asked questions in the group discussion on WIL for lecturers, as well as obtained

general information on the implementation on WIL for lecturers. Individual interviews were then held with the DPA and a campus manager.

A total of 36 college staff were interviewed, representing a cross-section of people involved in WIL for lecturers. This included 19 lecturers, 4 WIL co-ordinators, 3 heads of department, 3 academic managers, 3 campus managers, 2 Deputy Principals (Academic), 1 human resources official and 1 stakeholder projects manager. In some cases, respondents have a dual role, for example the WIL co-ordinator at Buffalo City College is also an HOD.

This guide for site visits is attached as Appendix A. The discussion guides used for college staff and lecturers are attached as Appendix B (DPA, Curriculum managers, programme managers, education specialists, HODs) and Appendix C (Lecturers).

4.1.2 THE ETDP SETA

In assessing the ETDP SETA component of the formative evaluation, interviews were set up with staff at the national office, as well as with a sample of the ETDP SETA provincial offices. The Chief Operating Officer (COO), and the Monitoring & Evaluation manager at the national ETDP SETA office were interviewed. Provincial offices were selected to complement the provinces of the colleges sampled. Five provincial managers, and four skills advisors were interviewed. In some provinces both the provincial manager and the skills co-ordinator were interviewed, in other cases, only one of these, depending on availability.

The discussion guide used in interviews with ETDP SETA national staff can be seen as Appendix D, and provincial staff as Appendix E.

5 Findings

5.1 The colleges

5.1.1 Progress on WIL for lecturers - update

In all 5 colleges sampled, significant progress has been made with WIL for lecturers. Most lecturers in the first groups who participated have completed their type 1 and type 2 placements, as well as their Portfolios of Evidence and submitted them to SSACI. One lecturer at Buffalo City College submitted her Portfolio of Evidence, but still needed to add some elements.

The start to WIL for lecturers in a number of colleges was not smooth, major issues being resistance from lecturers and difficulties finding suitable placements. Many of these have been ironed out.

5.1.1.1 Lecturer resistance

Colleges reported an initial resistance from lecturers selected in the first groups to go on WIL training. Selection criteria varied among the colleges and were usually a combination of a number of factors. Some chose to have a mix across programmes and campuses, while others selected lecturers from subjects where their students were performing poorly, or who had been out of the workplace for some time and needed exposure to new technologies.

Buffalo City College, for example, chose some lecturers who had some industry experience, and had been apprentices a long time ago. Although a number of lecturers themselves resisted and felt they didn't need WIL, the college wanted them *"to get used to dealing with change as they often struggle with new types of students. For them WIL is often about going to a different place and getting out of their comfort zone"* (Curriculum manager).

As well as those the colleges selected, there were also lecturers who volunteered of their own accord.

Reasons offered for lecturer resistance were:

- Unwillingness to do WIL during their holidays.
- Lecturers not seeing WIL as staff development.
- Older lecturers feeling that it was not necessary for them.

Not all colleges have budgeted for adequately compensating lecturers, and have different arrangements. Capricorn College, for example, pays lecturers R1000 for their expenses. Buffalo City has made some provision in their budget for out-of-town expenses but did not specify, while Umfolozi College has not been able to do this and acknowledges that *"if funding for their expenses was available, lecturers would be a lot more willing"*.

Some resistance may also have related to how they were selected in the first place. Poorly performing lecturers who were quite resistant to change may not have embraced any form of intervention, rather than being negative towards WIL specifically.

Once lecturers started on the WIL process and have seen the value, colleges report a change in attitudes. Reported examples of the changes in attitude of the first group include:

- Lecturers returned from their WIL experience motivated and disciplined, and this attitude was cascaded to students (Sedibeng College).
- Lecturers have learned how to speak to people in the workplace, to be punctual, and how to take instruction, which has had an effect in the college (Umfolozi College).
- Growing confidence and motivation of lecturers.
- *“Sometimes it is a humbling experience for lecturers. They see what they don’t know but it is also confirmation of what they do know and how things have changed.”* (Deputy Principal, Academic, Umfolozi College)

While not all lecturers described their WIL experiences that positively, with some lecturers expressing concern that the chosen workplaces did not always have the time, knowledge and experience to give appropriate lecturer experience, most were able to share good experiences:

- An IT lecturer at Capricorn College, who did his WIL experience with students on workplace-based experience had excellent feedback from the employer (the Department of Basic Education). The DBE requested that he and his students return to fix IT systems in their regional offices.
- Increasing acceptance of the TVET qualifications by employers after having interacted with lecturers (and students) (Buffalo City College).
- Lecturers have enhanced their own relationships with host employers, thus increasing their networks, which is advantageous to their students looking for workplace experience placements. *“We have to get more people interested and have exposure to tourism. It used to be a flagship programme at this college. I want to help my students, make them more employable. I want to make more contacts so that I can help them.”* (Tourism lecturer, Umfolozi)
- Greater awareness of outdated technologies and practices.
- Tourism and engineering lecturers from Umfolozi College received a lot of respect from the workplaces they went to.
- The experience has given lecturers greater confidence and credibility in class (all colleges). In the past, students who had been on WBE corrected their lecturers who had not had workplace experience, eroding their confidence.
- Lecturers have greater insight into the issues their students face.

These changes in attitude, positive experiences, and a growing awareness of DHET’s requirement for all lecturers to do WIL have made it easier for colleges to identify and select additional lecturers for WIL. All colleges sampled have identified a second group of lecturers for WIL, and have made some provision in their budgets to pay towards their training. Across all five colleges lecturers show much greater willingness to volunteer. The WIL co-ordinator of Capricorn College has heard reports of lecturers starting to do WIL placements on their own.

5.1.1.2 Placements

Difficulties in finding placements for lecturers are less pronounced than they were a year ago. On the whole, despite some difficulties, colleges are developing closer links with prospective host employers. All colleges commented on the challenges finance lecturers have had in finding workplaces to host them, due to the confidential nature of their work, and there remain concerns around insurance and minimum health and safety standards in certain workplaces.

Lecturers wanting out-of-province placements, from Buffalo City College for example, have budgetary implications, and have resulted in unhappiness if the lecturer has been unable to go to a place of their choice. Lecturers from rural campuses in Limpopo (from Capricorn College) and the Northern Cape also find it more difficult to find partner employers.

Better preparation of lecturers and employers for the placement was one suggestion made on how to improve the experience so both parties know what is required.

5.1.1.3 The nature of WIL

Confusion persists about the exact nature of WIL. Not all lecturers understand that WIL is an exposure, rather than an opportunity for training. Although there is an acknowledgement that WIL helps lecturers to identify training needs, there is still some frustration that lecturers feel they did not receive actual training at the workplace.

This may be that they have particular training needs that WIL cannot necessarily address. Greater clarity on the proposed TVET qualifications could enable more buy-in from lecturers. It can also be the result of insufficient alignment with continuous lecturer development (CPD) programmes driven by human resource development departments in the colleges. Lecturers complain that they do their personal development plans, but then hear nothing from the human resource development department. On the other hand, one co-ordinator felt that more *“buy-in from lecturers in terms of their own development”* was needed, and that *“WIL is should not be seen as just a college project.”*

Lack of a uniform model for WIL remains an issue. Perceptions about different models of WIL for lecturers from other SETAs confuse lecturers. At Buffalo City College, for example, the Food & Beverage SETA is funding a programme for lecturers, which pays lecturers a monthly sum to get to their placements. CATHSETA *“took the whole tourism section to Limpopo for 6 days. All those things are WIL”*. These programmes *“do not require lecturers to do a portfolio, so it is not clear how they can count as credit towards a further qualification.”* Lecturers, however, prefer to do those programmes because there are few administrative requirements, even though *“with SSACI’s there may be more personal development”*.

5.1.2 Integrating WIL into the classroom – How far have colleges gone

Lecturers offered examples of how they thought they had integrated WIL into their classroom practice:

- A workplace practice lecturer (Sedibeng College) volunteered for WIL, but did not know what it was. Since then her own classroom has changed, and now has a first aid kit and fire

extinguisher. Her placement at the fire department has enabled her to demonstrate things to students, and she feels much more confidence.

- A mechatronics lecturer (Sedibeng College) uses the manuals and videos she got at her WIL experience in class, and shares those with other lecturers.
- WIL helped a contact centre lecturer (Buffalo City College) to give better examples in class and to integrate the theory students were learning with what is done practically.
- Fresh insights into the kinds of jobs available in the tourism and hospitality sectors (Buffalo City College). Students previously only knew about being travel agents.

Challenges on integrating their WIL experience relate largely to insufficient structured support that takes learning and integrates it into the colleges. A DPA (Umfolozi) acknowledged that lecturers may be passionate and committed, but the college has not offered sufficient support due to its own capacity and financial constraints.

Lecturers who tried to organize excursions for their students say they have been blocked by management due to financial limitations. Where videos and U-Tube clips can be used in the classroom to address some of the gaps lecturers identify, infrastructural problems like insufficient computers and intermittent Internet connections have weighed against this (Buffalo City).

Most of the lecturers interviewed had been on SSACI's integration workshop, and are using the lesson planning templates in the lesson plans they submit for their Portfolios of Evidence. The common feeling from all lecturers was that they get little feedback from their senior lecturers if they submit these to them, and that the college lesson plans did not really accommodate WIL.

At Buffalo City, for example, *"WIL is just in lesson plans lecturers put in their portfolios, they don't submit them to senior lecturers yet and they are not part of subject meetings."* This seems to be a common theme at all colleges visited. *"The senior lecturers don't ask anything about workplace integration (Lecturer, Umfolozi)"*.

In some colleges, it is happening but *"has not intensified to the point where it is a formal requirement of lesson planning"* (Academic manager, Sedibeng). Some colleges check where there is capacity to do so at campus level. Heads of Department, for example at Northern Cape Rural and Sedibeng College check lecturers' lesson plans which *"may have bits and pieces on integration"* (Academic Manager, Sedibeng College) but do not necessarily look specifically for components on WIL.

A different view was offered by the WIL co-ordinator at Buffalo City, who is also a Head of Department. She pointed out that in every lesson plan, there is a section on preparing students for the workplace, which is supposed to show how they meet critical outcomes by broadening the curriculum. It may not be called WIL, but it did fit in well there.

5.1.3 How integration should take place

The DHET's Guiding Principles on WIL, which were developed by SSACI, (DHET, 2015), are stated as informing Capricorn College's, WIL and WBE programmes. The states that it is part of the core business of the college, and must be incorporated into the delivery of the curriculum.

Suggestions on formal mechanisms for ensuring integration of workplace experience with classroom practice centre around its inclusion in programme and subject meetings and academic board

meetings, where WIL could become a formal agenda item. Formal debriefing sessions, and in-house training, which brings lecturers from different campuses together in some colleges, are also opportunities.

WIL could be discussed far more systematically at subject meetings and programme meetings. *“At these meetings, lecturers, subject heads and heads of department discuss curriculum issues and then report to the campus manager. Campus managers report to the Deputy Principal, Academic”* (Campus manager, Northern Cape Rural TVET College).

“At the moment subject meetings just get through the agenda. There is no development done there. It is just logistics, not development.” (DPA Umfolozi). This would a role for HRD as well, with WIL a formal item on the agenda. At Sedibeng College, the main subject meetings take place at the beginning of each year, then in each semester where curriculum planning takes place and suggestions for WBE are made.

Colleges which manage student workplace experience and lecturer WIL together, such as Buffalo City and Capricorn, find benefits for enabling integration to take place. These colleges have campus WBE committees. At Capricorn College WIL is an agenda item at these meetings, but it is not yet one at Buffalo City College.

Monitoring of student WBE in the same workplaces is also an opportunity for lecturer WIL, even if it is not at the same time. Colleges like Buffalo City and Capricorn use the WIL experience for lecturers as an opportunity for them to monitor students doing workplace experience. Sedibeng College tries to get student WBE to follow lecturer WIL so that the lecturer can network, and make connections in the workplace to the benefit of students.

5.1.4 WIL’s place in existing mechanisms to monitor and assess teaching

Four of the colleges visited have quality management systems, called IQMS (integrated quality management system). Monitoring of lecturers falls into this system. This system *“is supposed be an ongoing process where lecturers are visited in the classroom, and an assessment is made of how learners perform, the classroom environment, and how lessons are delivered”* (Deputy Principal, Academic, Capricorn College).

Colleges note differing levels of effectiveness of this system, but all point to a lack of capacity of senior lecturers, who have their own teaching loads in addition to responsibilities for monitoring lecturers. Senior managers often do not have the required subject knowledge to monitor effectively, and ultimately have to rely on HODs and senior lecturers for feedback, and *“whether there are any complaints”*.

Points raised were:

- Lecturers at Northern Cape Rural College have class visits by HODS, as well as from the campus manager who has her own file on each lecturer and does random visits.
- Umfolozi College does not have a quality management structure, according to the Deputy Principal, Academic, due to inadequate staffing. Class visits there centre around senior lecturers and campus managers. The college has requested a curriculum specialist at HOD

level, who would manage monitoring and follow-up as part of their responsibilities. This request was made three years ago.

- Although the systems are in place for HODS and senior lecturers to monitor are in place, it doesn't always happen, especially in workshops, where more supervision is needed (Sedibeng College).
- *"It is not doable to monitor properly, we don't have the capacity."* (DPA, Capricorn College)
- *"We do have a quality management system, but it's a capacity issue. We cannot do informal visits as SADTU is unhappy with that. Lecturers prepare for that day when they know when we are coming, so we don't really know what is going on."* (Stakeholder projects manager, Buffalo City College)

Where WIL is concerned, colleges all emphasised the importance of monitoring, but they find it hard to assess how far lecturers have integrated WIL into their classroom practice. *"Monitoring happens at campus level, but because we lack capacity to do that more effectively we fail to measure the impact of WIL on a day to day level"* (Co-ordinator, Buffalo City College).

"No-one has been to the classroom to see what has been learned. There should be. It can't be just the senior management. It should be a knowledgeable person with regard to the content" (Lecturer, Umfolozi College).

Despite SSACI developing a tool for monitoring called *Integration of WIL into teaching: Lesson Observation Report*, colleges are not using this, despite commenting that their own monitoring tools don't have a specific provision for WIL, *"Tools are very old and have nothing on integration in them (Lecturer, Umfolozi)"*. College staff, apart from lecturers, were not generally aware of them, and some felt that there would be many bureaucratic processes to go through in order to get a new template approved.

Where the management of WIL is located in the college plays a role in how it can become part of a quality management system. Where lecturers report on WIL to the HR manager, as they do at Umfolozi College, they do not really have a platform to share experiences in a classroom setting, as they are not directly accountable to the co-ordinator, and she cannot just go to their classes. Thus the need for line managers to be involved is critical.

5.1.5 How colleges identify training gaps

As part of the IQMS, lecturers submit personal growth plans, which the HOD or senior lecturers are supposed to use as a basis for class visits.

Additional scheduled meetings where lecturers give feedback on training or WIL would assist in identifying gaps, was mentioned by Northern Cape Rural College, but at this stage the college would have to decide if that would be for all lecturers, or just for some.

WIL does assist lecturers in identifying gaps in their knowledge and experience, and co-ordinators do try to involve human resources closely so that training needs can be filled by other SETA projects are addressed. At Capricorn College, *"HRD might not know how WIL impacts on classroom teaching, but we try to update their records to identify training apart from workplace exposure"*. For example, some lecturers were sent to ESKOM for training that could culminate in a trade test, funded by the MERSETA.

Colleges, however, find this difficult and it doesn't always happen, and there is *"a need to be able to talk about lecturer development properly with HRD"* who don't always work that closely with the academic units.

At Umfolozi college, addressing gaps is difficult and really *ad hoc*, campus managers *"may hear a conversation about what is going on"* (Curriculum manager). This is where another management level would make a difference, with an education specialist at the Central office who could convene subject meetings, make them more developmental and then provide feedback into curriculum planning and lecturer development.

Suggesting ways to improve, a Northern Cape Rural College Campus Manager observed that *"it would be a good thing if WIL was specifically mentioned in the IQMS, which then goes to human resources in order to draft the workplace skills plan"* (Campus manager, Northern Cape Rural).

Information does not filter down in the colleges from senior managers. *"Lecturers are not aware of many of the changes taking place, like personalized teaching and learning plans that DHET has given. Campuses will be held accountable for those. We could have integration of WIL in these"* (Deputy Principal, Academic, Umfolozi College). This happens the other way around as well. Lecturers at Buffalo City College do their personal development plans and fill in all the forms, but then complain that nothing happens after that. They too agree that WIL for lecturers should be part of that.

5.1.6 How colleges disseminate information about WIL and encourage sharing

There is no formal way colleges enable lecturers to share information about their WIL experience, although it does happen informally at subject meetings (Northern Cape Rural, Sedibeng Colleges). Subject and programme meetings are an opportunity for this to happen in a more formalised way, and it can also happen more informally when HODs have planning meetings, or even every day during registration (Sedibeng College).

Meetings like the annual WIL/WBE forum at Capricorn College allow lecturers from different campuses to share their experiences and assist in planning WBE and WIL.

Colleges all agree that a forum for students and lecturers to talk about their workplace experiences would be very useful, but requires time and resources.

5.1.7 How WIL for lecturers can be institutionalised in college

A number of suggestions were made about how WIL for lecturers could become institutionalised, or *"part of college life"*.

For the colleges sampled in this evaluation, WIL for lecturers is already in their strategic and operational plans, and the colleges have made some budgetary provision. The stakeholder projects manager at Buffalo City College then outlined how this needs to be broken down into annual and quarterly performance targets, which would detail how many lecturers would go on WIL, and from which programmes, for that period.

Measures needed to institutionalise WIL are:

- Greater buy-in from all stakeholders in the colleges to make campuses accountable for it. WIL for lecturers is currently not that well understood at campus level in certain cases.
- Adoption of a formal WIL for lecturers policy, that will ensure that lecturers participate, and that the college has adequate resources for this. Current support from WIL comes from other sources, with no specific line item in the budget for WIL. Two colleges have draft policies, Buffalo City College and Capricorn College. DHET has issued guidelines, but not specific directives, although Buffalo City College believed that a directive from the DHET would assist them to bypass some of the bureaucratic processes that need to be followed in order for the policy to be adopted.

Colleges which have adopted formal WIL policies tend to incorporate WIL for lecturers with all workplace experience. Waterberg TVET College in Limpopo, also participating in the WIL for lecturers project, have produced a policy guide on WIL, in its broad sense, for both students and lecturers (Waterberg TVET College, no date). Most of the policy is devoted to student placements, although lecturers are included. Specifics on lecturer issues, such as placement, remuneration and times are quite vague.

Two different responses on how colleges should handle this emerged. One view is that policies on lecturer WIL and other student workplace integration should be completely separate because their objectives are different. Student WBE and other forms of WIL have an academic purpose, whereas lecturer WIL needs to be part of human resource development policy as it forms part of professional development. This was the view of the academic manager and stakeholder manager at Buffalo City College. In this way the links with other training and development opportunities would be entrenched.

The other view, from Capricorn College, is that they could be part of the same policy, but that separate sections dealing with conditions for each are required. Both scenarios would, however, state explicitly what colleges need to do in order to support WIL for lecturers.

- A dedicated budget for WIL for lecturers.
- WIL needs to become part of the IQMS, as outlined earlier.
- Colleges believe it would be desirable for WBE placement officers to do WIL as well. This happens at Capricorn College, and Buffalo City College. They feel that it is beneficial to couple them as they complement each other, and enable lecturer monitoring to form part of WIL. Umfolozi College currently does these separately.
- Skills development officers need to be more responsive to academic functions to create more links for lecturers with other training and development opportunities.
- A stakeholder relationships office operating at a senior level in the college. The Stakeholder projects manager at Buffalo City College maintains he is the only person in all 50 TVET colleges operating in this way. He reports directly to the Deputy Principal, Academic, thus he has an

academic function, not student support which is where this office is often located. He also liaises closely with human resources development, with employers and with the SETAs. This can help to integrate WIL with HRD initiatives. Other colleges, like Umfolozi College maintain that they would either need to strengthen either the placement office or the Learnership office, which operate separately, to have such a position.

- Provision from DHET for WIL in the official college timetable.

Once these are in place, colleges believe they would be in a position to implement WIL for lecturers without SSACI's support, but don't feel they are there yet.

5.1.8 How colleges would measure impact of WIL for lecturers

As well as upgrading quality management systems to include WIL, and debrief of lecturers, indicators that could be used to measure the impact of WIL in the colleges are:

- Perceived changes in lecturers, such as confidence.
- Perceptions of lecturers themselves, and whether other are encouraged to join.
- Lecturers being encouraged to do further professional development.
- Improvements in lesson planning (based on inputs from HODs).
- Improvement in student marks from previous years (although some felt that there were too many external factors to consider this), and from before and after WIL.
- Attendance of students.
- Formal agreements with employers on student and lecturer placements. Although one curriculum manager felt that the college should have formal Memoranda of Understanding (MOUs) with employers, another view was that a one page expression of interest, stipulating that the employer agrees to take students or lecturers, and that they are not responsible for them, is sufficient and would encourage more employers to offer placements. The stakeholder relationship manager felt that formal MOUs are binding, so employers are reluctant to commit to them, and that they make placements complicated.

Some lecturers interviewed would like to see the impact of WIL in how students become more employable.

5.1.9 Assistance from SSACI, the DHET and the ETDP SETA

Colleges are happy with the model, structure, guidance, process and documents to use in lesson planning SSACI has provided.

While DHET has provided statements and guidelines, colleges are looking to them to offer more definite support. Some of the comments:

- Specific targets from DHET will make lecturers understand why they need to do WIL, and make colleges allocate the budget to do it so that it can be run as an Academic function (DPA, Umfolozi College, Northern Cape Rural College).
- Information about professional development and continuing professional development (CPD) needs to be formalised and better disseminated.

- Need stronger advocacy by DHET from a national level to convince employers to accept placements (Northern Cape Rural College).
- A DHET policy will ensure that WIL for lecturers is standardised across colleges and campuses.

Colleges do not generally see this as a project being implemented by the ETDP SETA. Colleges report on lecturer numbers and project activities to SSACI, not the provincial SETA offices, although they were responsible for collecting documentation on lecturers at the outset. THE ETDP SETA could, however, assist with the WIL for lecturers project through a facilitation role.

Colleges felt that the ETDP SETA could play a greater role in assisting with lecturer placements through their own SETA to SETA interactions. For example, the ETDP SETA could be in a better position to ask the BANKSETA to assist with placement difficulties in the financial sector. In the Eastern Cape, there used to be a strong provincial forum for colleges and the SETAs, where they would discuss programmes, targets and discretionary grants. WIL for lecturers was one of the items discussed. This forum collapsed, but should be resuscitated, with assistance from the ETDP SETA (Stakeholder projects manager, Buffalo City College).

As will be shown in the next section, the ETDP SETA offices themselves agree that they could provide support to the project in this way.

5.2 The ETDP SETA

5.2.1 The role of the ETDP SETA

5.2.1.1 Management of the project

For the ETDP SETA, the WIL for lecturers project is co-ordinated nationally in order to ensure a more standardised approach and model for WIL, *“we wanted a common understanding and model for WIL so that it could become institutionalised in the colleges”* (COO, ETDP SETA). As outlined in the background to the project, ETDP SETA provincial offices had been working with colleges to implement WIL in different ways, and with different service providers.

The Limpopo ETDP SETA provincial manager illustrated some of the challenges faced in implementing an essentially new idea in the colleges in Limpopo, *“in the first year, I went to employers and did negotiations around placements. I realised that it was difficult. The colleges did not have the same understanding of the need to support WIL for lecturers. We needed to have a more standardised approach as I would not have time to talk to everybody as they needed. There was also a gap because the college management was not committed and did not want to pay, they wanted to make the SETA pay for everything.”*

He continued, outlining how SSACI was brought into the project, *“I heard of the WBE programme for students that SSACI was introducing into the TVET colleges in the province, so we discussed whether we could partner with SSACI to do the same with lecturers. Limpopo was the first province to do this.”*

WIL was an intense programme that require *“co-ordination from start to finish* (Regional manager, KwaZulu/Natal). The ETDP SETA then commissioned SSACI to develop a model for WIL to be implemented nationally.

There are differences in how SSACI and the ETDP SETA see their roles in the project. The SETA sees itself as providing funding and support, and in creating an environment and partnerships so that training can take place. The colleges probably see the SETA as the funder and SSACI as the implementer. There are also differences between the SETA national office and the provincial offices.

For the national office, the stated role for the provincial offices is monitoring, and reporting and ensuring compliance with their mandate, but in reality it is SSACI not the provinces who reports to the national office on this project.

SSACI's understanding was that they would be co-implementers of the project with the provincial offices, as per the objectives of the implementation plan agreed by the parties, shown earlier.

The provincial ETDP SETA offices all view the WIL for lecturers project as being a national one, and feel it works best that way. Provincial offices captured information on lecturers at the outset of their WIL experience, and have attended some of the training workshops SSACI has conducted. For most of them, that is the extent of their direct involvement.

Initially their role was primarily administrative, ensuring that colleges select the relevant people for the project and that they fill in the correct documentation. Now they see too this as SSACI's role.

The provinces get an annual performance plan (APP) from the SETA national office, which is divided into provincial targets. These are the projects that they are responsible for. According to a Northern Cape Skills Advisor, *"WIL is not on the APP list as a provincial target. We are under the impression that it is a national project. My involvement to date has been when SSACI invites me."*

They maintain that they do not have the capacity to monitor WIL as closely as they would projects under their direct management. The baseline study showed that by June 2015, 13 colleges had received email or telephonic support from the provincial SETA, and 7 received monitoring visits. Interviews with provincial staff members revealed that when they did monitor it had been closer to the beginning of the project, and had not happened for some time.

5.2.1.2 Networks and support structures

The ETDP SETA provincial offices can support WIL by in facilitating contact between colleges in the province, and through the Skills Development Forums they have with the TVET colleges in their provinces. Not all of these forums are operational, however. Gauteng and Limpopo are examples of where the SETA offices use their involvement in those types of structures to support WIL.

Each province has a Skills Development Forum. In Gauteng and Limpopo this functions well, according to ETDP SETA staff in those provinces.

In Gauteng, *"the provincial SDF functions well, and we are very involved. A lot of information is shared. There are all the SDFs (skills development facilitators) from the HR side, it also includes the academic managers, sometimes even the college principals. Those are once every two months. At those forums we discuss all the ETDP SETA projects – what projects we have running, what new projects are coming and why, any changes as far as the landscape is concerned, any new people to invite. We have invited SSACI to those meetings, JET has come. Then if SSACI comes we give a slot to talk about WIL."*

That forum also operates in the Northern Cape. Initially, people from different business units (such as income generating units) in the colleges were coming to the meetings, and attending training. Now people from the academic units, with direct responsibility for WIL for lecturers, are coming as well.

In KwaZulu/Natal, the forum has not met for a while. *“It is for all programmes, not specifically for WIL, but if it met regularly WIL would be discussed as we go through all programmes that are being funded.”* These forums used to function well in Mpumalanga, and the Eastern Cape but are no longer active. In Mpumalanga the forum was integrated into a HRD council, but although there is potential to use it to promote WIL in the colleges, it has not happened.

An additional structure operates in Limpopo, in which the provincial ETDP SETA office plays an important role. The provincial WIL/WBE steering committee is a forum in which all colleges in the province participate, and comprises all those responsible for WBE for students and WIL for lecturers. The SETA funds that committee and organises meeting venues and catering when they meet. This is the only province which has such a forum, and allows the colleges to share experiences and offer mutual support. It also gives the SETA an opportunity to share relevant information on skills development with them. It has also allowed the SETA to understand different levels of implementation among colleges in the province.

5.2.2 Challenges with the WIL project

The key challenges for the ETDP SETA in implementing the WIL for lecturers project have been:

- Ensuring understanding of WIL in the colleges by all stakeholders (lecturers and college management), and the role of the SETA in this. There is an understanding of WBE for students, and that the SETA contributes by paying a stipend for student transport. With lecturers a different level of support is necessary, which requires an understanding of the industries, and also of curriculum issues. Skills advisors in the provinces do not necessarily have that level of understanding, *“which is why the SETA engaged SSACI in a national project, to develop a common understanding which could then result in a national WIL for lecturers policy”* (COO, ETDP SETA).
- In the initial stages it was a struggle to get many of the colleges on board with WIL for lecturers. This *“has changed over time with more understanding of both the problems, and the benefits colleges derive from WIL”* (Provincial manager, KwaZulu/Natal). Colleges felt that lecturer development should be the financial responsibility of the SETA, whereas the SETA saw it as residing with the college.

As mentioned earlier, this has begun to change, colleges are beginning to allocate resources from their own budget. Practices in colleges are still uneven, with some allowing payment of lecturers while others do not. Thus there may be some distance to go before WIL is properly resourced, but colleges have started to institutionalise WIL themselves.

- High turnover of senior staff at certain colleges in the Eastern Cape makes it difficult for them to implement things like WIL.

- Difficulties in getting WIL lecturers in some provinces to complete the required documentation properly. This may have been a teething and communication problem at the beginning, but given the distances between campuses, it created problems for registering lecturers if, for example, they left original documents behind, or did not sign.
- The role of the ETDP SETA in the provinces is to advise colleges and facilitate training. Colleges themselves have the prerogative to manage WIL for lecturers. *“Once we have the full lecturer TVET qualification (and WIL will form 40%) of that, then we can get more involved. At present our capacity is limited, as is the role we should have in the colleges”* (Provincial Manager, Gauteng).

The national office believes that provincial offices need to understand their role, especially once WIL has been institutionalised in the colleges to a greater extent. *“They still need to monitor that DHET directives on WIL are being met after the project ends (COO, National office).”*

- Monitoring and reporting from the provinces on WIL is not uniform. Provincial offices feel that this project demands more time than the others that they manage, and that their offices lack the staff capacity to monitor them properly as there are too many lecturers. As mentioned earlier, they also do not see it as one of their projects.

Two provinces noted concern about having criteria on which to monitor WIL, and having an appropriate monitoring tool which looked at how workplace learning was integrated into the classroom. Another countered, however, saying that there were templates available, and that *“the expectation is that provinces will monitor, even though it is co-ordinated at a national level...otherwise how do we know what is happening in the real work environment. We have been trying to do that”* (Provincial manager, Limpopo). The same manager did acknowledge, however, he was not that sure if monitoring was good enough.

- Provinces believe WIL should be run as a national project, but it was also suggested that it needed a dedicated project manager at the national office. The COO was currently acting as the project manager, but has so other many responsibilities that it does not get the time and attention it should.
- The lack of uniformity in how provincial offices support WIL is illustrated by one provincial manager who felt that *“there needs to be a greater understanding of why we are doing WIL...then we will know what kind of support to give.”* For her, WIL was a very small part of her overall responsibilities and one she didn’t spend much time on. She had never been able to attend SSACI training courses as she didn’t have time.

5.2.3 Improvements for sustainability and better implementation

Comments from ETDP SETA staff on how to ensure sustainability of WIL, and institutionalise it in the colleges were similar to those made by the colleges themselves, referred to earlier. With one exception, these refer to issues that need to be addressed by the colleges:

- Buy-in from senior management at the colleges, which would ensure that they have a budget to implement WIL on an annual basis. *“They need to commit resources to help employees with transport for placements”*.
- Colleges need a partnership unit operating at a high level that is institutionalised in the college structure, located in the CEO’s office. In some colleges, that role sometimes sits in a business unit that looks at ways of bringing in income rather than at capacitation of the college.

“Colleges need to have a strategic orientation to placement, with enough authority...Mostly the placement officers are at a low level in the college so often they do not get a foot in the door (of employers). That is why positioning of that unit within the office of the principal gives it the necessary authority” (Provincial Manager, KwaZulu/Natal).

A stakeholder projects manager, as at Buffalo City College, would also make it easier to access money from various SETAs. *“There is money out there for colleges, it’s just that they don’t know how to access it.”*

- The provincial structure in Limpopo (WBE/WIL steering committee), with SSACI’s support, has assisted colleges to institutionalise WIL and WBE in some form. This is a structure that could be useful in other provinces.
- Structured partnerships with employers. Although ad hoc agreements may be useful because of the large numbers involved, one provincial manager thought that MOUs were important.
- Ensuring that programmes in college implementation plans (including WIL) link with their WSPR (workplace skills plan and report).

5.2.4 Opportunities for WIL from SETA to SETA initiatives

In response to comments from colleges that the ETDP SETA offices could assist with placements, provincial officials agreed that are opportunities for them to play a greater role in this and drive WIL through provincial structures that enabled SETA to SETA contact.

The Northern Cape, for example, has an inter-SETA forum, with the ETDP SETA office currently the chair. *“We could tap into these to help them to identify workplaces and set up contacts”*.

KwaZulu/Natal has a structure, driven by the youth directorate in the Premier’s office, incorporating all SETAs, to encourage businesses to host placements for student WBE, learnerships and apprenticeships (WIL in the broad umbrella sense), with the relevant SETAs supporting those students financially. The provincial manager thought that there could be possibilities for them to do something similar for WIL for lectures.

A similar thing has happened in Gauteng through the GCRA (Gauteng City Region Academy), where all SETAs meet annually. It used to meet regularly, as does a similar structure in the Western Cape, and discussed how they could work together. Other SETAs in Gauteng have approached the ETDP SETA,

wanting to work together. This should open up opportunities to engage employers in offering appropriate placements.

5.2.5 The capacity of the ETDP SETA to support WIL in the future

Colleges still require a lot of support for WIL for lecturers. SETA provincial staff are concerned that *“most of the colleges are still far from being able to implement WIL without support”*. In addition to those 28 colleges that were part of the project are the other 22 who *“will not be able to get to the same level on their own.”*

With one exception, Limpopo, SETA provincial staff do not feel they have the capacity to provide the kind of support that is required, and if they have to run WIL themselves, would contract service providers to do that on their behalf. That could again lead to the lack of uniformity that drove the ETDP SETA to run a national project in the first place.

The advantage of SSACI's involvement is the specific focus it brings to WIL for lecturers. *“If we did it, it would not be as effective. The risk is that when there are difficulties, like finding employers, it would probably be pushed to the side. The SETA's focus would be split among the various projects running.”*

Most provinces feel that they could manage WIL *“once it is institutionalised in the colleges. Until then we can't as it would then require an additional person to do that kind of hands-on admin we don't have capacity for. If SSACI implemented in 50 colleges, then we could take over. The colleges would be in a position to understand as they would have developed their policies, guidelines and have implemented WIL. They need dedicated support to get it going”*

Some colleges could do it on their own *“if they can get the systems and support going. Colleges need things to be legislated before they do it. Once it is legislated from DHET, and a critical mass of lecturers have been on WIL, then the SETA could step in and play a supporting role.”* (Provincial manager, KwaZulu/Natal).

Limpopo is the only province where the ETDP SETA believes that the project could be sustained without SSACI's involvement. The provincial manager attributes this to the systems that SSACI has helped the colleges to develop, and the provincial structure that co-ordinates WIL activities in the provinces, and meets and shares experiences, *“it is very helpful to get people in one room and get them to share experiences. It is working”*. All the colleges in the province are involved in the WIL project, even if some implement it better than others. In other provinces this is not the case. *“Our biggest role was to provide the understanding of this project, and to a certain extent we have achieved this, with SSACI, through the provincial structure”*.

All provincial offices complain of a lack of staff capacity. Gauteng especially felt that they have the same capacity as provinces who manage far fewer projects. Gauteng has more projects and bigger numbers in those projects.

Even at national level, it was acknowledged that the ETDP SETA perhaps needs to *“review institutional arrangement to improve the fieldwork capacity of the SETA”*.

6 Conclusions

A review of literature on student work-integrated learning (Sewell, 2015) in a study on WIL in the Wholesale & Retail Sector, and specifically with SMMEs host employers, found many challenges in the planning and implementation of WIL for TVET students. These include effective alignment and co-ordination between various stakeholders within the institutions and with employers, and unrealistic expectations and competing demands from both students and employers. These are relevant for lecturer WIL as well. Findings presented in this evaluation have shown how the ETDPSETA/SSACI WIL for lecturers in TVET colleges project is assisting colleges to realise the benefits of WIL, and deal with the associated difficulties.

Although this is still a formative evaluation, the report now turns attention to assessing at this stage whether the project has achieved what it set out to do initially, what are the strengths which can be built on, what challenges still need to be addressed, and what could be improved.

6.1 Project goals achieved thus far

6.1.1 Numbers of lecturers trained

The numbers of lecturers trained has far exceeded the initial goal of 280, and there have been year-on-year increases in the numbers trained and the programmes and campuses from which they have been drawn. SSACI's records show that 292 lecturers were trained in the first intake. A second intake, of 372 new lecturers, has been trained. They are currently carrying out their WIL requirements.

SSACI's records also show that 171 lecturers have been verified to have completed all WIL for lecturers requirements, including their Portfolios of Evidence. The actual number may be far more, but their information has not yet been verified due to SSACI capacity constraints.

6.1.2 A common model for WIL

A model for WIL for lecturers has been developed, that has been standardised nationally across the 28 colleges participating in the project. There remains some confusion about what exactly constitutes WIL, as will be discussed later on, but colleges now have clear guidelines on what to do.

6.1.3 Integration of workplace experience with classroom teaching and college curricula

SSACI has developed templates to assist lecturers to incorporate what they have learned in the workplace with their classroom practice. Lecturers are using these on their own for their Portfolios of Evidence, submitted to SSACI, but they are not yet being incorporated into college systems. As one deputy principal, academic, put it, *"they are generally on their own."*

The data shows that while lecturers have started to bring in examples of their workplace experience into their classroom practice, influencing curricula requires greater systemic change within the colleges. This type of systemic change happens when practices such as WIL are institutionalised in the colleges, which is a slow, incremental process.

Suggestions on how this could be improved include making WIL for lecturers a formal agenda item at subject and programme meetings, and of the college's academic board.

6.1.4 The capacity of the ETDP SETA to support WIL

There is a misalignment of expectations from a national to a provincial level within the ETDP SETA on this project. ETDP SETA provincial offices see the value of WIL being run as a national project, and are reluctant to take on WIL as a provincial project.

They feel that the colleges in the project still require support, and that they are not in a position to implement WIL in the remaining colleges in the way SSACI has. Their reasons given relate to their role as a facilitator rather than provider of training, and the lack of sufficient staff capacity. Most of them would feel the need to engage a service provider to do it.

For them, the goal of the project is not necessarily a question of capacitating the SETAs with systems to support WIL, it is more a case of WIL being institutionalised in the colleges sufficiently so that they can run it themselves.

In this sense, one of the stated project objectives, of capacitating provincial ETDP SETA office to support the implementation of WIL in the colleges, has not been met. The provincial offices and SSACI have not carried out joint initiatives, with attendance at SSACI training courses the only involvement of ETDP SETA offices in some cases.

While the formative evaluation has highlighted the differences in how the national and provincial ETDP SETA offices view the project, these differences need to be resolved. The ETDP SETA's national mandate of support to TVET colleges in a number of projects, including WIL, extends to its provincial offices as well. Even if WIL is properly institutionalised in the colleges, there is still a role for the provincial ETDP SETA offices, to provide limited support, and to check that DHET mandates are being met.

WIL for lecturers is designed to be an ongoing process of continuous professional development in colleges. WIL was in provinces' annual performance plans (APPs) in its first year but it has not been in since for most provinces, so they do not report on it.

Thus, expectations of the types of support required from the ETDP SETA need to be further clarified. This will be addressed below when dealing with monitoring and support.

6.2 Strengths to build on

The WIL for lecturers project has made strides in a number of areas. Since the project began, there has been much improvement in the selection and motivation of lecturers, as well as in addressing placement challenges. Incremental steps in institutionalising WIL into the colleges have started to gain momentum. These have all been facilitated by SSACI's hands-on approach to implementation.

6.2.1 Lecturer selection and motivation

TVET Colleges have addressed many of the challenges related to the motivation and commitment of lecturers to WIL, identified in the Baseline Study, and by SSACI through their visits to the colleges. A far greater recognition of the need for WIL and the benefits deriving from it exists. These will continue to arise as new lecturers embark on WIL, but through the systems the colleges have put in place, they are able to address them. They have learned from their experiences in selecting the initial group of lecturers for WIL. As a result, colleges have found it much easier to select lecturers from subsequent groups.

6.2.2 Placements

Challenges with placements continue, but these tend to be fewer and of a different nature. The lecturers interviewed were from the first group trained in WIL, so hopefully issues around mismatches between them and their host employers, and differing expectations between lecturers and employers will be taken on board in subsequent placements.

6.2.3 Institutionalising WIL

Formalising of WIL into college structures continues. WIL for lecturers has been included in college operational and strategic plans, and most colleges have started to make greater budgetary provision to cover some of the lecturers' expenses.

WIL is not, however, properly entrenched in the colleges, and the numbers of lecturers who have completed WIL is quite small. Without continued support and focus in taking this process further it is unlikely to be sustained.

To accelerate the process of institutionalising WIL, colleges need continued advocacy for greater support from senior management. Adoption of formal WIL policies, with explicit conditions for lecturers is one area colleges need to advocate for. Other suggested measures include:

- The establishment of a stakeholder relationships office operating at a senior level in the college to assist at a senior level with placements, and to co-ordinate SETA-funded projects to ensure synergies between them.
- Making skills development more responsive to academic functions in the college, so that there is a direct connection between WIL for lecturers and continuing professional development.
- Making WIL for lecturers a formal part of IQMS systems.

While all these are important steps, colleges acknowledge that if they had clear directives from the DHET, they would be able to mobilise the necessary buy-in and resources to make WIL for lecturers a part of college life far more easily.

6.2.4 A hands-on approach to support

SSACI's hands-on developmental approach has played an essential role in enabling colleges to get this far in their implementation of WIL for lecturers. This support has been mostly for WIL co-ordinators, and lecturers. While there are some unavoidable administrative requirements for lecturers, like the Portfolio of Evidence, SSACI's support and co-ordination has sought to minimise the administrative burden for colleges. Colleges still need support in continuing their efforts to incorporate WIL for lecturers into formal structures, so this could be extended to other relevant stakeholders as well.

The fact that colleges are engaging more seriously with WIL for lecturers is the result of SSACI's ongoing activism, which has achieved a great deal despite the fact that it has only been one, and sometimes two staff members involved in the project from their side.

How that will be maintained without SSACI's input at this stage, and without clear, formal directives from DHET, is not clear.

6.3 Challenges to address

Key challenges to address relate to monitoring and support (from colleges, SSACI and provincial ETDP SETA offices), and with higher level stakeholders outside of the colleges themselves. The latter includes confusion over the exact nature of WIL, with the lack of clear directives from DHET on what exactly is required with regard to WIL for lecturers.

6.3.1 The nature of WIL

College WIL policies need to be explicit about the terms, conditions and structures under which lecturer WIL will take place whether lecturer WIL is part of a broader WBE policy, or with a formal policy of its own.

Although there is growing consensus about a national model for WIL for lecturers, as indicated earlier, there remains some confusion on what lecturer WIL is, or as Buffalo City College's Stakeholder Projects Manager called it, "*conceptual confusion*".

This is in part because of the terminology used, and in part because of the different forms of lecturer WIL that persist, as evidenced in projects funded by different SETAs. The term work-integrated learning (WIL) is both an umbrella term used for all workplace learning, as well as a specific component of it, for lecturers. Lecturers also have needs and expectations of training, which they may see as coming from WIL.

This "*conceptual confusion*" is unsurprising, with very little formal documentation or critical analysis specifically of WIL for lecturers. Several documents provide guidelines and information on work-integrated learning for **students**, including the one written by SSACI (DHET, 2015; Mutereko and Wedekind, 2015; SA Board of People's Practice, 2014), and may make cursory reference to the fact

that lecturer WIL is part of general WIL, but there are none that provide explicit guidelines or assessments of WIL for lecturers initiatives.

In as much as there is a dearth of empirical academic studies on WBE for students (Mutereko and Wedekind, 2015), there is even less for lecturer WIL.

The experiences of colleges in this project have shown that while there are synergies and operational advantages, and ultimately benefits for students, of managing workplace-based learning for students and WIL for lecturers together, WIL for lecturers needs to be understood as a separate entity as well.

6.3.2 Support – the Colleges, the ETDP SETA and SSACI

Support for colleges has two dimensions. There is the internal college support for WIL, and there is support from the outside, by agencies like SSACI and the ETDP SETA.

One aspect of support is monitoring of lecturers to assess how lecturers integrate their WIL experiences with the curriculum and classroom practice. The findings reveal a lack of capacity to monitor effectively both internally (the colleges), and from the outside (the ETDP SETA and SSACI).

Monitoring of lecturers in the classroom is a resource intensive activity, and has an impact at all levels. At college level, respondents outline how difficult it is for them to monitor effectively, given the staff capacity they currently have. The provincial ETDP SETAs have also found monitoring WIL for lecturers a far greater challenge than the monitoring of their other projects. SSACI has found it impossible to visit lecturers in their classes on an organised, systematic basis.

It is the colleges themselves who ultimately need to be able to monitor lecturers' performance, as part of their IQMS. Perhaps as an interim measure, structures in the colleges that allow greater opportunities for lecturers on WIL to share their experiences and opportunities, will offer greater support for lecturers in the absence of sufficient monitoring. The subject meetings suggested, and in-house training with lecturers from different campuses coming together, are examples.

The provincial ETDP SETA offices are not in a position to monitor in the form of systematic class visits. In some provinces, like Limpopo, they pay occasional visits to the colleges to meet with lecturers. The ETDP SETA in Limpopo, the only province who believes they can run WIL on their own, points to the effectiveness of a provincial WIL/WBE structure, that includes all colleges in the province and where they are involved, and the systems that SSACI has helped to put in place in the colleges. WIL for lecturers remains part of their annual performance plan.

There is opportunity for the ETDP SETA offices in the provinces to add value to the project through their involvement in inter-SETA forums, and through their own SETA to SETA contacts. This does not mean that they become responsible for placements themselves, but that they could facilitate contacts with other more occupation-specific SETAs who could assist colleges with host employer placements, both for students and lecturers.

Prioritising of WIL at these meetings, or trying to revive structures if they are not operational, is an important role they could play. Provinces could also consider establishing a structure similar to Limpopo's to assist colleges.

Monitoring of lecturers through the WIL process, although not necessarily in the sense of actually visiting classes, is a role they could play more effectively. They already capture the names of the lecturers involved at the beginning of the WIL process. Their systems should be enabled to track lecturers over the course of a 2 year WIL cycle, and allow them to understand, *inter alia*, how many start WIL, how many complete, and how many drop out. This will involve email contact with the WIL co-ordinators at the colleges, in the same way that SSACI gets updates on progress.

These things then need to be part of the provincial ETDP SETAs' responsibilities, and in their annual performance plans on an ongoing basis.

SSACI's own capacity to provide the right kind of developmental support, as opposed to simply checking whether colleges and lecturers have completed tasks, has been severely stretched. Given the number of lecturers being trained and going through the process, SSACI's response to colleges has often been irregular and erratic.

With additional resources to allocate to the project, there could be a far greater qualitative impact from SSACI. This would include more regular and systematic communication with lecturers via email so that they can receive direction and feedback in good time, and greater interaction with college staff, including academic and curriculum managers, on strategies to integrate WIL into the curriculum and institutionalising it in college systems.

6.3.3 DHET requirements

Colleges are awaiting formal directives from DHET such as making provision for WIL in the DHET timetable, and giving explicit guidelines to colleges on what is required of them with regard to WIL for lecturers. This will ensure that there is sufficient support for WIL for lecturers, and would help them to adopt formal WIL policies much more quickly.

The DHET policy on professional qualifications for lecturers in TVET colleges has been gazetted (DHET, 2013) and describes the types of qualifications for TVET colleges lecturers, and their WIL requirements. These qualifications are still being developed by higher education institutions. There have been no formal directives, however, on exactly what colleges need to do regarding WIL for lecturers.

Until they do, or until there has been a critical mass of lecturers going through the programmes so that the process is irreversible and starts making a stronger impact on delivery of the curriculum, making WIL a part of college life will continue to be incremental and require advocacy and support.

7 Recommendations

7.1 Suggestions for a summative evaluation

There are multiple stakeholders involved with the WIL for lecturers project, each with their own interests and perspectives. In addition, within each college, campuses are different. A general assessment from the WIL co-ordinator in the form of a questionnaire or interview will not be able to capture the nuance of these different perspectives adequately.

For this reason, it is suggested that the summative evaluation be a quantitative one, based on an Internet-based survey sent out to all lecturers and college staff at all campuses. All lecturers on the WIL project have email access, and an Internet-based survey is a cost effective way of capturing the views of large numbers of people. It would also allow for different types of questions to be asked of lecturers and college administrators, and findings to be broken down according to different demographic criteria.

A major drawback of this type of survey is that people aren't always motivated to respond. It would thus need to build in incentives. For example respondents would go into a draw for a cellphone or tablet device. The survey would aim at total population sampling (all people involved in WIL at all the participating colleges).

7.2 Indicators for measurement

The formative evaluation has identified a number of indicators that should be used to measure the impact of the WIL for lecturers project. A summative evaluation will use these as the basis of a questionnaire. These include:

- Lecturer indicators
 - Motivation, do lecturers know they have to do WIL
 - Understanding of WIL and its place in lecturer TVET qualifications
 - Continuing professional development – has WIL led to other training opportunities
 - Greater confidence in class
 - Confidence to monitor students at WBE placements
 - Improved marks of students
 - Improved employment prospects of students
 - Use of WIL templates developed by SSACI
- College support
 - Allocation of a co-ordinator
 - Stakeholder management – is there a senior person responsible for this
 - Workshops with lecturers from all campuses
 - A forum to talk about WIL/debrief at the college
 - WIL campus committees

- Types of agreement with host employers – MOUs/short expressions of interest
- Enhanced linkages with employers
- Skills Development Facilitator involvements
- Regional meetings with other colleges and the ETDP SETA
- Additional lecturers trained, at college's own cost
- Differences in selection of lecturers

- Input into curriculum development
 - Input/agenda item at subject/programme/academic board meetings
 - Information on WIL in the subject guides
 - Does WIL feed into curriculum planning for the next year?
 - Changes to curriculum as a result of WIL

- Institutionalising WIL in the Colleges
 - Financial and logistical
 - Is there a policy on WIL. Does it cover students and lecturers, or is it separate? If covers both are there specific sections for lecturers
 - If there is no policy, is it because the college is waiting on its own bureaucratic processes, or for a formal policy from DHET?
 - Part of the strategic plan
 - Part of the operational plan?
 - A specific budget?
 - Part of IQMS – are there monitoring tools with WIL components
 - WIL component in lesson plan is submitted to superior
 - Opportunities to debrief lecturers on WIL?
 - Senior lecturers involvement in integration?
 - What is meant when they speak about WIL. Is it understood to be for students/ for lecturers/ for both.
 - Part of college timetable.
 - Advocacy

8 References

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9 Appendices

9.1 Appendix A –Site Visit Guide, College Component

SSACI/ETDP SETA WIL for Lecturers Formative evaluation Site Visit Guide

The purpose of the formative evaluation

- To understand what systems are required to ensure that WIL for lecturers is sustainably integrated into college curricula. How does WIL for lecturers currently fit in to these?
- To lay the foundation for measuring the project impact at the end of the project.

A further component of the evaluation will be to assess the extent to which the capacity of the ETDP SETA has improved as a result of the project. This will be a separate component, although input will be obtained from the colleges where relevant.

The formative evaluation approach

The evaluation will follow a participatory approach, obtaining information from a sample of colleges, who have made some progress in integrating WIL with their classroom practice. This will entail interviews or group discussions with the relevant people at the colleges, especially those involved in curriculum planning, in line management functions, and lecturers themselves.

Research questions

The discussions will look to answer the following overarching themes, which will be explored in turn with the different types of stakeholders.

- The mechanisms colleges use to assess impact of other teaching and learning programmes, and how WIL can fit in with these.
 - The quality management systems that are in place, or could be in place.
 - How the college supports integration.
 - Item on agenda at meetings – which meetings, how often.
 - How WIL is/should it be incorporated at curriculum planning meetings?
 - Lesson planning, reporting to line managers
 - How gaps identified are addressed
 - How information is disseminated.
 - The resources available for lecturers to share learning.
- The indicators of success currently used, as well as could be used in the future?
- How the templates SSACI developed have been used, or integrated into existing systems.

The sample

Meetings need to be arranged with these stakeholders at each college:

- The Deputy Principal (Academic)
- The Curriculum Manager
- Programme managers or co-ordinators for that particular subject.
- Line managers who lecturers report to. These could be HODs, Education Specialists or senior lecturers.
- One or two lecturers who were involved in the first intake of lecturers on WIL.

9.2 Appendix B –Discussion Guide: DPA, Curriculum managers, programme managers, education specialists, HODs

WIL for lecturers in Public TVET Colleges

DPA, Curriculum managers, Programmes managers, Education specialists, HODs

- 1. Introductions**
- 2. Explain purpose of formative evaluation**
 - To understand what systems are required to ensure that WIL for lecturers is sustainably integrated into college curricula. How does WIL for lecturers currently fit in to these?
 - To lay the foundation for measuring the project impact at the end of the project.
- 3. Interviewees introduce themselves, their role at the college, and responsibilities in terms of ensuring systemisation of WIL and integration into classroom practice.**
- 4. How far has the college gone in integrating WIL for lecturers with their classroom practice?**
- 5. When should integration take place? In what forms**
- 6. What are the mechanisms the college uses, in general, to monitor or assess teaching and learning? Probe and also how WIL can fit into these?**
 - The quality management systems that are in place, or could be in place.
 - How the college supports integration.
 - Item on agenda at meetings – which meetings, how often.
 - How WIL is/should it be incorporated at curriculum planning meetings?
 - Lesson planning, reporting to line managers
 - Student evaluations?
- 7. How is the college able to address gaps identified? How could it do this optimally?**
- 8. How does the college disseminate information about lecturer WIL, and encourage lecturers to share learning?**
- 9. What resources are available for lecturers to share learning? (College intranet, campus meetings etc.)**
- 10. How else can the college best support lecturers in their WIL? How can others support – DHET, ETD P SETA, SSACI etc. What is their current role? What should it be?**
- 11. How would you measure the impact of what you are doing with WIL? How would you measure the impact at college level? What things would you look at?**

(What are the current indicators of success, what could they be? Probe things like enrolments, pass rates, student evaluations, employability of students?)
- 12. If the outcome of this formative evaluation is to develop an instrument using these indicators, who would need to fill it in? What should it include**

9.3 Appendix C –Discussion Guide: Lecturers

WIL for lecturers in Public TVET Colleges

Site Visit Discussion Guide: Lecturers

1. Introductions

2. Explain purpose of formative evaluation

- To understand what systems are required to ensure that WIL for lecturers is sustainably integrated into college curricula. How does WIL for lecturers currently fit in to these?
- To lay the foundation for measuring the project impact at the end of the project.
- **Lecturers introduce themselves, their subjects and give an idea how far they have come in their WIL.**
- **Why are you doing WIL?**
- **How far have you come with your integration plans?**
Probe what components they have completed, what reports they submit on integration (lesson plan templates, lecturer plan, end of cycle report, portfolios of evidence). Probe if have submitted
- **Have you submitted your lecturer plan for integrating learning from WIL into teaching? Y/N. Who do you submit them to? In what for a/meetings etc**
- **If not, what have the challenges been?**
- **Can you give some examples of how you have integrated WIL into your classroom practice?**
- **How does the college support you in the integration of WIL with classroom practice? How would you do it if you had to do it differently? Who in the college is in a position to provide the most support, and how do you suggest they do so?**
- **What are the challenges you foresee in integration of WIL with classroom teaching?**
- **How can this be an ongoing institutional practice?**
- **How would you measure the impact of what you are doing with WIL? How would you measure the impact at college level? What things would you look at?**
(probe things like enrolments, pass rates, student evaluations, employability of students?)

9.4 Appendix D – Discussion Guide ETDP SETA Staff - National

ETDP SETA/SSACI WIL for Lecturers

Formative Evaluation

The purpose of the formative evaluation

- To understand what systems are required to ensure that WIL for lecturers is sustainably integrated into college curricula. How does WIL for lecturers currently fit in to these?
- To lay the foundation for measuring the project impact at the end of the project.

A further component of the evaluation will be to assess the extent to which the capacity of the ETDP SETA has improved as a result of the project. This will be a separate component, although input will be obtained from the colleges where relevant.

Terms of reference

- 1. To develop an instrument for assessing change in lecturers' practice arising from their industry experience.**
- 2. To assess the extent to which the capacity of the ETDP SETA to support WIL for lecturers in future as improved or increased as a result of the project?**

Introduction

Go over fieldwork been doing, and what planning to do – to meet with ETDP skills advisors in same provinces as colleges sampled

Progress and responses thus far

ETDP SETA Capacity

1. What role is the ETDP SETA currently playing in this project?
2. What was the ETDP SETA expectation of your role with regard to this project at the outset?
3. In what ways has that changed?
4. What are some of the challenges the SETA has experienced with regard to this project?
5. How does this differ from your role with regard to other projects you administer?
6. How do you traditionally monitor and support projects?
7. What is the role you should be playing? Should it be more than just funding and monitoring the criteria?
8. What systems does the ETDP SETA need in order to support this project effectively?
9. Have the ETDP SETA systems changed in any way to help facilitate WIL for lecturers in TVET colleges?
10. What is still required?
11. What capacity do you have to support the project? Who is responsible?
12. How does this differ from central office to the regions?
13. Other comments

9.5 Appendix E – Discussion Guide ETDP SETA Staff - Provincial

ETDP SETA/SSACI WIL for Lecturers

ETDP SETA Provincial Staff" Discussion Guide

The purpose of the formative evaluation

- To understand what systems are required to ensure that WIL for lecturers is sustainably integrated into college curricula. How does WIL for lecturers currently fit in to these?
- To lay the foundation for measuring the project impact at the end of the project.

A further component of the evaluation will be to assess the extent to which the capacity of the ETDP SETA has improved as a result of the project. This will be a separate component, although input will be obtained from the colleges where relevant.

Terms of reference

1. **To develop an instrument for assessing change in lecturers' practice arising from their industry experience.**
2. **To assess the extent to which the capacity of the ETDP SETA to support WIL for lecturers in future as improved or increased as a result of the project?**

Introduction

Go over fieldwork been doing, and what planning to do – to meet with ETDP skills advisors in same provinces as colleges sampled

Progress and responses thus far

ETDP SETA Capacity

1. What role is the ETDP SETA currently playing in this project?
2. How does this differ from your role with regard to other projects you administer?
3. What are some of the challenges the SETA has experienced with regard to this project?
4. What was the ETDP SETA expectation of your role with regard to this project at the outset?
5. In what ways has that changed?
6. How do you traditionally monitor and support projects?
7. What is the role you should be playing? Should it be more than just funding and monitoring the criteria?
8. What systems does the ETDP SETA need in order to support this project effectively?
9. Have the ETDP SETA systems changed in any way to help facilitate WIL for lecturers in TVET colleges?
10. What is still required?
11. How does this differ from central office to the regions?

Monitoring of this project

1. How often has ETDP SETA staff paid monitoring visits to the colleges for WIL for lecturers?
2. Do you know what to look for? How do you monitor?
3. How does this fit into monitoring other projects the SETA is running in the college
4. Do you use any type of monitoring tool, or do you have to fill in official documentation, or complete? Where does this get submitted?
5. What capacity do you have to support the project? Who is responsible? Could skills advisors do more field monitoring and leave admin to others?

Institutionalising WIL

1. How do you think WIL should be measured? Probe indicators.
2. What else should colleges do to institutionalise WIL?
3. How could the ETDP SETA assist in this?

Urban/Rural and multi-campus issues

1. What issues are there around supporting different campuses of the college
2. Other comments