



THE SWISS-SOUTH AFRICAN CO-OPERATION INITIATIVE

Trust Reg. no. IT1870/01 NPO Reg. no. 025/711/NPO

SSACI

Summary of Task Team 1-4 Recommendations

TT1: Policy & Legislative Framework

1. Develop a new policy and legislative framework for the college sector incorporating the following elements:
 - 1.1. Location of the public FET colleges sector within a single policy and legal framework for post-compulsory education and training provision
 - 1.2. Definition of the role of colleges in relation to skills development and occupational training, general and community education, adult education and training, and higher education, and the wider institutional landscape of public and private providers
 - 1.3. Identification of the core mission of FET colleges as general vocational and occupational education and training
 - 1.4. map of the relationships between colleges, SETAs and higher education institutions
 - 1.5. a common but flexible programme approval and quality assurance framework for colleges aligned with that for higher education
 - 1.6. linkages between colleges and the workplace, together with representation by employers and other stakeholders at the policy, institutional governance and operational level
2. Focus DHET's role on:
 - 2.1. Strategic planning for the colleges system: This should address both medium- and long-term requirements"
 - 2.2. Approval of college programmes and qualifications mixes on the basis of approval by the relevant Quality Council, college performance data and the NSDS; a three-year planning cycle is proposed
 - 2.3. Programmes-based funding of colleges
 - 2.4. Development funding of colleges
 - 2.5. Monitoring and evaluation
 - 2.6. Development support to colleges
3. Distinguish colleges from one another only on the basis of their individual programmes and qualifications mix (PQM)
4. Establish Transitional Assistance Units at provincial or regional level to provide structured development support to colleges over the medium term
5. Review staffing systems so that:
 - 5.1. all colleges have a core of permanent staff for the ongoing delivery of core or 'flagship' programmes
 - 5.2. the state funds and is the employer of staff funded from the exchequer

- 5.3. college councils are empowered to contract other staff from other sources of revenue (such as the skills levy), and to negotiate appropriate and equitable conditions of employment with such staff
- 5.4. there is a clear career path and reward system for staff
- 5.5. colleges have an appropriate organisational structure and staff complement
- 5.6. colleges are empowered to make all staff appointments and to manage performance.

TT2: Programmes and Qualifications

1. Establish a clear identity for FET colleges based on flagship programmes that:
 - 1.1. Are substantive and result in a qualification
 - 1.2. have a clear relationship to workplace opportunities and enhance employability
 - 1.3. articulate with other programmes (ensuing both horizontal and vertical progression)
2. Permit colleges to develop individual programmes and qualifications mixes that are built around flagship programmes and within the college's capacity to provide, in terms of:
 - 2.1. selection and placement of learners
 - 2.2. qualified staff
 - 2.3. QA arrangements
 - 2.4. student: staff ratio
 - 2.5. opportunities for workplaced-based learning
 - 2.6. cost effectiveness and affordability
 - 2.7. progression
 - 2.8. the college's past track record with this programme
3. Retain the NCV as the core pre-employment course in FET colleges
4. Review the NCV and its promotion requirements in 2010/2011
5. Allow the engineering N1-N3 courses to be offered as part of an apprenticeship and extend the period during which the N4-N6 courses can be offered
6. Permit colleges to offer short courses as part of learnerships
7. Change the current 80/20 policy between NCV and other programmes

TT3: Funding & Planning

1. Keep programme budgets for colleges static in 2011
2. Require colleges to plan for 2011 on basis of
 - 2.1. enrolments at the same level as or below 2010 for the purpose of the government subsidy
 - 2.2. motivation for new enrolments
 - 2.3. costing of occupational programmes must recover all costs incurred by the college (both staff and operational) and must be charged out in a manner that avoids cross-subsidisation of staff or operational expenses

3. Encourage SETAs to support colleges through grants for scarce skills
4. Help colleges to prioritise particular areas of growth
5. Engage industry bodies to get guidance and buy in to priority areas for programme delivery and ensure alignment
6. identify management and teaching capacity needs and develop appropriate interventions to address these
7. Review the student fee portion to ensure that programmes are affordable to the communities they serve, particularly for more resource intensive programmes that require higher fees
8. Review the NSFAS allocations for NCV and other programmes and the manner in which such allocations are approved and paid in order to ensure that colleges can be clear about what allocations they will receive, and students who have to travel far to colleges (particularly in rural areas) can receive adequate compensation for travel and accommodation
9. Conduct a comprehensive analysis of current infrastructure and compare this to where colleges were prior to the recapitalisation programme
10. Introduce gradual and realistic targets for college pass rates and through-put rates, with a clawback mechanism for funding
11. Stimulate private sector support in providing access for NCV graduates to workplaces for structured workplace learning
12. increase in the internal capacity of national DHET to manage and monitor planning and funding.

TT4: Examinations

1. Revise exam panels:
 - 1.1. Be more selective and enforce performance
 - 1.2. brief panelists at start of exam cycle
 - 1.3. focus assessments on practical and vocational aspects of curriculum
 - 1.4. revise weighting formulae
 - 1.5. Pay panelists for setting, marking or moderating external / exit exams only
2. Institute an 18-24 month setting cycle
3. Decentralize setting of NCV level 2 and 3 exams to colleges
4. Reconsider content in line with Umalusi report
5. Review ISATs
6. Strengthen technical production of exam papers:
 - 6.1. Improve quality of translations into Afrikaans
 - 6.2. Expand typing pool, especially for Afrikaans
 - 6.3. Employ a Chief Editor to review papers
 - 6.4. Formally sign off exam papers and marking memoranda
7. Enforce compliance by Umalusi to new setting cycle of 30 days per paper

8. Permit electronic changes to papers only after hard-copy has come through system
9. Authorise Chief Examiner and internal moderator to sign off jointly on exam paper where no external moderator available
10. Improve packing and despatching:
 - 10.1. Get packing machine operational
 - 10.2. Employ general assistants to do packing
 - 10.3. Only include stationery for external / exit exams
 - 10.4. Make a single delivery of all exam papers per college
 - 10.5. Compel college CEOs to take responsibility for security of papers delivered to them
11. Make college CEO sole point of contact for distribution of exam instructions and memoranda, and make him/her responsible for communication with own staff
12. Intensify efforts to ensure integrity of monitoring and moderating:
 - 12.1. Establish permanent monitoring unit within DHET
 - 12.2. Establish standing system and structure for dealing with irregularities
 - 12.3. Use email for submission of PoEs by colleges to DHET
 - 12.4. Hold college CEOs more accountable, especially for reporting of irregularities
13. Clarify role of provinces
14. Revise ADCOM structure and make exams standing item on its agenda
15. Ensure 3-yearly audit of private FET colleges includes examination practices
16. Review condonation and promotion requirements of NCV and N courses
17. Make LO internally examinable only
18. Institute centralized discussions for marking guidelines
19. Enforce stricter compliance with prescribed processes for:
 - 19.1. Registering candidates
 - 19.2. Generating & distributing mark sheets
 - 19.3. Receiving, sorting & storing scripts
 - 19.4. Marking and moderating scripts
 - 19.5. Capturing marks
 - 19.6. Amending marks
 - 19.7. Distributing results
20. Enable DHET access to its section within SITA system and employ system administrator to manage this
21. Release NCV4 results on same day as Grade 12 (NSC) results; release NCV2 and NCV3 results on first day of new academic year
22. Employ more staff within DHET to capture results and handle queries
23. Review purpose, structure and content of National Examinations Report
