



higher education
& training

Department:
Higher Education
REPUBLIC OF SOUTH AFRICA

BRANCH VCET – MEETING WITH DIRECTOR GENERAL

FETC ROUNDTABLE & SUMMIT RESOLUTIONS PROGRESS REPORT

FETC SITUATIONAL ANALYSIS

- Past policy and legislation regarding the FET College sector is rooted in the education-training divide that preceded the establishment of the DHET.
- Can students progress to higher education after certification?.
- **Public perception:** “Vocational and occupational” learning are options for academically weaker learners, and to ensure that they become in the future institutions of excellence and institutions of choice.
- Governance, Management and Institutional Development of FET Colleges across the nine provinces are weak.

CONCEPT OF ROUND TABLE

- All role players got together to discuss the future of post school education.
- SETA'S, UNIONS, FET Colleges, Higher Education Institutions, SAQA ETC.
- Coordinated by DHET.

ROUND TABLE – TOPICAL ISSUES

- How to ensure articulation (between FET and HE)
- How to generate greater synergy between provider institutions and the institutions responsible for facilitating the translation of skills demand into supply (SETAs)
- For colleges to align their programmes and priorities with the needs of industry with the support of the SETAs in line with the draft NSDS-3
- Greater access to workplace-based learning

ROUND TABLE – TOPICAL ISSUES

- the need to build on the existing strengths and capabilities of each college and to extend the relationships with stakeholders and the partnerships they may already have.
- Future staffing matters
- Funding the sector

FETC Summit Recommendations

Recommendations endorsed by the **FETC Steering Committee.**

- Urgent need to support targeted colleges to plan better for 2011 and beyond
- Stabilise system in 2011 through the funding framework
- Prioritise standards and capacity for effective planning and financial management
- Prioritise development of more effective data to drive planning
- A Programme/Qualification Mix (PQM) approach should be used to planning the Flagship Programmes that should be funded, using a set of key criteria to assess both viability and appropriateness of the proposed PQM in each college.
- The NCV should continue to be the core programme of colleges but should be thoroughly reviewed and refined.
- The state should be the employer of all permanent staff in the FET College sector.
- Colleges should be supported to offer “N” programmes where demand exist and the DHET should clarify how occupational qualifications will be delivered through colleges as part of the PQM.

Progress to Date: Differentiation

- **Differentiation, roles and responsibilities** are being fleshed out in the Green Paper on the Post School System.

Key issues are being addressed such as:

- distinctive role and identity for the colleges sub-sector;
- promoting flexible and responsive education and skills provision and expanded access

Progress to Date on Programmes

- Programmes must lead to a qualification, provide horizontal and vertical mobility, and demonstrate a clear link to employment and employability.

The following areas are receiving attention:

- Robust and comprehensive policies and mechanisms for the **recognition of prior learning (RPL)**. The NC(V) will be implementing recognition of School Subjects as of 2012. In addition there is a pilot RPL programme underway in the Finance SETA.
- Strong student placement and support systems with expanded access to workplace-based experiential learning. In line with NSDSIII, the FET Colleges are setting up work placement for students as of 2011. The placement will be significantly expanded in 2012 with a target of 70% placement for 2014.

Progress to Date: PQM-Based Planning

- Approval criteria for the colleges' PQMs have been developed and are being phased in as part of the Operational Planning for 2012.

This will ensure that:

- The weighting of the PQM respects the core role and purpose of the colleges as providers of qualification-directed vocational and occupational education and training;
- The imperative of increased access – in particular increased access for the many millions of youth and others who are NEET, is addressed.

Progress to Date on Funding and M & E

Funding

- The current costing model for FET colleges and Skills delivery is to be reviewed with the intention of establishing a realistic basis for funding colleges.
- In the interim, the programme costs have been determined for Report 191 and NC(V)

M & E

- A robust research, monitoring and evaluation system to guide the developmental and support work of the DHET is being work shopped and rolled out.

Progress to Date - Organizational Development and Change Management


- Public FET colleges must become responsive, high-quality institutions.
- This is coupled with organizational development and change management
- DHET officials are currently analyzing the different organizational structures in Colleges - present Minister with recommendations on a possible future functional model for colleges.

Progress to Date – Staffing

- **18th** Constitutional Amendment – FET College Sector a National Competency (Legislative process – 95% completed)
- The FETC amended Bill is creating the platform for the Minister to be the employer responsible for the conditions of service of employees (Legislative process – 95% completed)
- **By definition – majority of employees will become State Employees**
- **TTT finalizing scope and implementation of function shift**

CHALLENGES

- Historic backlog around certification
- Funding the Sector
- Weak governance and management of Colleges leading to dysfunctionality
- Non implementation of protocol agreements



THANK YOU!