

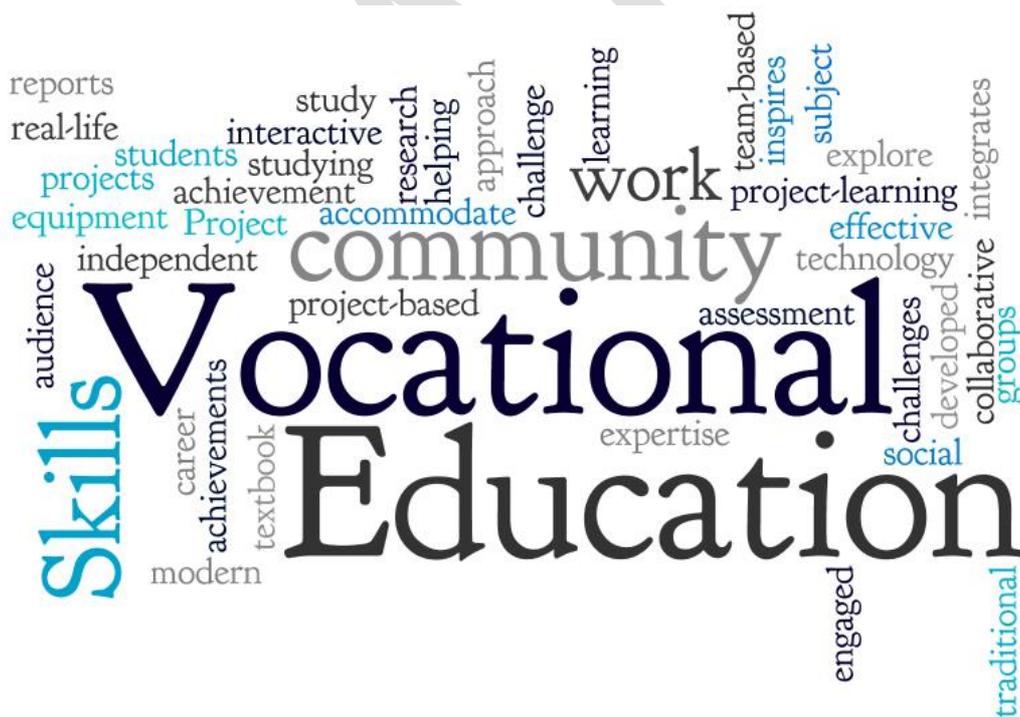
MANUAL FOR MANAGING CURRICULUM RESPONSIVENESS IN TVET COLLEGES

Prepared for the Department of Higher Education and Training by

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The contributions and comments by Sybert Mutereko, Florus Prinsloo and Jeanne Gamble are gratefully acknowledged.



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List of acronyms

AgriSETA	Agricultural Sector Education and Training Authority
CDAC	Curriculum Development and Assessment Coordination
DHET	Department of Higher Education and Training
EISA	External Integrated Summative Assessment
ESASS	External Summative Assessment
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
HEQC	Higher Education Quality Council
ICASS	Internal Continuous Assessment
IEB	Independent Examinations Board
ISAT	Internal Summative Assessment
ISCs	Industry Skills Councils
M&E	monitoring and evaluation
NATED	National Accredited Technical Education Diploma
NCV	National Certificate Vocational
NQC	National Quality Council
NTIS	National Training information Service
QCTO	Quality Council for Trades and Occupations
SAIVCET	South African Institute for Further and Continuous Education and Training
SASRI	South African Sugarcane Research Institute
STC	Shukela Training Centre
TVET	Technical and Vocational Education and Training
VET	Vocational Education and Training

Introduction

In order for vocational or occupational programmes to be effective they need to remain responsive to a range of issues, including but not limited to the needs of employers, shifts in technology, and the needs of the students and society more broadly (Wedekind and Mutereko, 2016). A curriculum that is not able to adjust to the changes in the knowledge field, in technology, in the conditions of the labour market, variations in regional or local or firm specific conditions, or the needs of students, very quickly becomes outdated and potentially irrelevant, and consequently the students enrolled in the programme are not deemed to be employable. In vocational and occupational programmes this can signal the death knell for a programme and the institution offering it.

A tension exists between pressure to be responsive to these various factors and the need for standardisation, transferability and quality assurance measures that result in the codification and centralization of curriculum processes. These imperatives are critical and cannot be dismissed as it is important for students to know that their qualifications are widely recognized, are transferable between firms and industry sectors and have been quality assured.

The complexity of education systems results in multiple role players having a direct role in curriculum processes. In the case of vocational and occupational programmes these role players include employers at local firm level and at national and multinational level through employer associations, in some cases professional or occupational bodies, the three quality councils (primarily Umalusi and the Quality Council for Trades and Occupations – QCTO – but in some instances the Higher Education Quality Council – HEQC – as well), the curriculum and examination sections of the Department of Higher Education and Training (DHET) as well as the regional offices, vocational teachers/lecturers and textbook writers and publishers. This multiple stakeholder system tends to disempower the lecturers at the ‘chalkface’ and in the workshops as they feel that they are constrained by the competing imperatives and thus unable to respond to the needs of students and employers.

The purpose of this manual is to provide guidelines to the DHET as overall custodian of the curriculum for inserting mechanisms into the learning, teaching and assessment of the vocational curriculum that provides space for curriculum responsiveness.

International, Local and Historical Experience

The recommendations made in this manual draw on international and local cases where attempts to balance the tensions between the local and national and international imperatives of TVET were made. In all the cases, the TVET curriculum responsiveness required a thoughtful consideration of the students’, employers’, and societal needs. There is a substantial body of literature confirming that decentralizing the TVET curriculum is logical and defensible. This literature reveals that through legislation and cooperation with industry,

the TVET curriculum can be decentralized to geographic regions such as provinces or districts, or to sector or industry level, or to a level of the firm who work in partnership with TVET institutions (Dang, 2016). In this section, a brief discussion of the Australian, Chinese, German and Ethiopian TVET systems is made.

Like most countries, Australia's TVET system has been driven by the need to meet skills needs of the labour market. Meeting employers' needs has been the key driver for TVET policy overhaul in Australia to produce a more decentralized competency based training in which industry plays a significant role. Through the production of Training Packages¹, the Australian TVET system exemplifies a decentralized curriculum that is able to respond to industry needs (Dang, 2016; Karmel, 2014). The Training Packages are a key feature of Australian TVET. These packages are developed by Industry Skills Councils (ISCs) and endorsed by the National Quality Council (NQC) before they are listed on the National Training information Service (NTIS), which is an official register. The competency based training uses the Training Packages to define competences that are needed in the industry. The Training Packages also define qualifications, units of competency and assessment guidelines but do not specify content selection (cf. Karmel, 2014). Another strategy which ensures alignment between skills acquired and skills needed in the Australian industry is the apprenticeship and traineeship system. This is more common in the trades apprenticeship than in other sectors. Following the Australian political structure, the federal states and territories have responsibility for their own education including TVET. However, the Australian competence based 'here and now skills' development approach has been criticized for ignoring the long term needs of the students and under privileging understanding, values and other knowledge components by placing more emphasis on performance.

The Chinese TVET system, which serves over 32 million students, is the largest in the world (Stewart, 2015). It has very strong partnerships with industry and employers. The co-operation places industry at the core of their teaching (Dang, 2016). This co-operation exists in four types: (1) "mutual co-operation between enterprise and school" model, (2) the 'training by order' model, (3) the "combined school - factory" model and (4) the 'international cooperation' model. The TVET curriculum development is shared between the national government and local TVET institutions. Like the Australian Training Packages system, the Ministry of Education provides a list of courses from which vocational schools can develop their own courses based on that list (Aenis and Lixia, 2016). About one third for general academic skills is defined nationally by the ministry of education, while another third is also determined nationally by the concerned occupation or trade and the final third is defined locally by the school in accordance with intermediate and lower level skills needs of the local labour market (Kuczera and Field, 2010). "Vocalism" and "localism" often defines the Chinese TVET because of its emphasis on local skills needs.

¹ A set of nationally endorsed standards, qualifications and guidelines used to recognise and assess the skills and knowledge people need to perform effectively in the workplace.

While substantial achievements towards skills development through localization of TVET have been reported, there have been some challenges with the shortage of TVET teachers. The need to support a rapidly industrializing economy with intermediate and lower skills through an expanded TVET has not been met with the required increase in the number of qualified teachers. Although there is a national policy requiring teachers to return to industry regularly, many TVET teachers lack industrial experience (Kuczera and Field, 2010). Such a challenge can bring to question the quality of curriculum developed and delivered at a local level.

The Dual System of the German TVET system represents yet another form of a responsive localized curriculum. The development and delivery of a TVET curriculum is the responsibility of the vocational institution providing such training (Aenis and Lixia, 2016; Deissinger, 2015). Responsible vocational schools assist firms in the development of the curriculum where such training takes place in a company in the form of an apprenticeship. For coordination and standardization, the *framework vocational education plans* and *framework school curricula* inform the development of curricula at local level. Like the Australian Training Packages, *Framework curricula* describe the field of learning, learning outcomes, time frame and the content. The schools will determine the methods and the *framework curricula* into school curricula and syllabi for school subjects (Aenis and Lixia, 2016). Regarding the apprenticeship training, the *Framework vocational education plans*, which describe skills and knowledge to be acquired, are adapted to the learning capacities of each learner. Although the German dual TVET system is an envy of many, there are still concerns. Like the Chinese case, the German TVET system needs training of qualified practitioners as well as training of trainers (Aenis and Lixia, 2016).

In Ethiopia, the main purpose of their Decentralised Outcome-based TVET Strategy is poverty reduction. In order to ensure that the local labour market is linked to the delivery of the Outcome-based TVET, the curriculum responsibilities are delegated to the TVET institutions. Curriculum development is done in accordance with the ministry of education guidelines and standards (Mekonen, 2012). The ministry of education provides training on the methods of curriculum design and implementation. Although one of the purposes of localising the curriculum is to ensure that it is attuned to the needs of the local labour market, Mekonen (2012) reports that such labour market data is rarely available. He observed that the decentralisation of TVET curriculum in Ethiopia is necessary but it should be supported by sufficient training of the trainers in curriculum development.

Although these brief international case studies may not serve as blue prints for decentralizing the TVET curriculum in South Africa, they do generate ideas for fine tuning and modifications. We draw on these to make an argument that localisation of the TVET curriculum in South Africa is possible. The Australian TVET system's emphasis on Training Packages and the German's *framework curricula* are especially useful in understanding how national guidelines by the national state or industry can be adapted at a local level to meet local labour market needs without compromising the quality and standards of training. It is here also that the strong ties between industry and TVET institutions in China, Australia, and Germany in decentralising the TVET curriculum are of value in informing how the South African

TVET system can regularize or incentivize the participation of industry. Locally, there are cases where TVET institutions involve the industry to meet local skills needs.

A typical example of skills development curriculum that is attuned to local labour market needs is the sugar industry in KwaZulu-Natal. Through the Shukela Training Centre (STC) and the SA Sugarcane Research Institute (SASRI) the local sugar based industry (from farmers to millers) are supplied with technical expertise and access to new research and innovation. The STC is the preferred provider of agricultural and engineering training to the sugar industry, local government, and state enterprises. The Agricultural Training department focuses on the sugar industry and provides skills based training to all sugarcane farmers in KwaZulu-Natal. The courses take place on the farms or at the STC and the training has a high practical component and can be of benefit to new entrants into sugarcane growing, established commercial and small-scale growers and farm workers. Courses vary from a few days to three weeks and deal with all aspects of the farming process from cane cutting to disease identification through to tractor car and driving skills. Engineering training is carried out at the Shukela Training Centre based in Mount Edgecombe, where learners are trained in Electrical, Electronics, Fitting, Millwright, Refrigeration and Welding and all departments are accredited to qualify learners to artisan status either by Learnership or Apprenticeship. The Centre is accredited with the relevant Sectoral Education and Training Authorities for training and trade test provision and has the status of Institute of Occupational Excellence conferred by the AgriSETA. The Centre is accredited as a Decentralised Trade Test centre under the new legislation governing the training of artisans and is quality assured by the QCTO. The STC is a typical example of a decentralized curriculum where the national bodies such as the QCTO provide oversight in terms of quality and standard controls without stipulating the selection of content, sequencing and pacing of the curriculum.

The pulp and paper industry partnership with training providers presents yet another form of a successful curriculum decentralization. The pulp and paper industry determines over 50% of content to be taught in National Diploma Pulp and Paper Technology and the Bachelor of Technology in Pulp and Paper at the Durban University of Technology.

There are numerous other examples where local public or private providers have developed close relationships with employers and are able to adjust nationally determined curricula to include local needs. However, these have to be negotiated locally and there is no set of agreed procedures that facilitates or encourages this sort of practice. What this manual seeks to do is outline how the DHET could move towards this modus operandi.

Centralisation versus Decentralisation in Curriculum Control

Debates over curriculum responsiveness locally and internationally pivot around two sets of tensions. On the one hand, vocational programmes need to be relevant to local contexts and equip students with the skills needed to enter the world of work in a specific geographic area with a local economy. For example, there may be specific issues that affect work in a coastal setting that are different inland, or a local economy may focus on one product (for e.g. viticulture, forestry, sheep) that may make learning about other forms of production less important. This localizing pressure is countered by the need to meet national and international standards in a specific occupation regardless of the local context in order to ensure that the student is economically mobile and that new entrants into the world of work are aware of new developments even if these are not widely adopted in local contexts. There are also wider social and environmental imperatives that need to be considered which make a too narrow focus on the local problematic.

The second set of tensions relate to debates about where control about assessment should be located. On the one hand, it is the lecturers in the classrooms and workshops and the mentors in the workplace who are best placed to assess students, particularly in terms of their applied and work-process knowledge. Devolving the assessment to this level would ensure that knowledge and practice can be judged *in situ* and can, therefore, take account of local variations and ensure that specific employer or workplace requirements are factored into the assessment. It also allows the lecturer or mentor to make an holistic judgement of the student performance rather than a predetermined checklist approach. This demands a high degree of professionalism and mechanisms for ensuring that similar standards are applied across the system.

It is this need for professionalism and commonly agreed standards that raises the counter argument to the above approach. It is extremely difficult to assure the quality of such an approach across a large system, particularly where the teaching corps is uneven in its capabilities and there are pressures to pass students in order to improve throughput. In order to ensure some sort of standard and assure external people (particularly in the world of work) that qualifications can be trusted, a centralized examination system which is quality assured by an independent quality agency becomes key.

The table below summarises these two tensions:

	Local/Employer	National/Global
Curriculum	Local contexts require specific focus areas that may not be relevant elsewhere	Standards should conform to national and international norms to ensure transferability
Assessment	Lecturers are best equipped to make holistic judgements about student competence	Quality concerns related to local assessment results in national standardised assessment

Any proposal for addressing the issues raised by local and employer needs must hold the counter argument in mind and address the concerns raised. In the next section, we discuss what is already possible within existing constraints.

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Existing Spaces for Localised Curriculum Control

While it is correct that currently lecturers in colleges are constrained by a centralised curriculum and a national assessment system, it is nevertheless the case that all teachers, even within the most restrictive conditions, have space to add, make strategic selections and enrich the curriculum. Through the choices they make in how they sequence, pace and formatively assess the curriculum there is significant space to enhance the learning and teaching and make it relevant to local conditions.

Lecturers can, for example, develop their own materials or use existing materials that are not prescribed and in particular draw on resources available on the web or linked to specific local employer needs. They are able to set additional tasks, expose students to extra information and fill in perceived gaps. In this sense, a curriculum is always a minimum set of standards or topics that need to be covered and does not preclude lecturers making strategic decisions about what might be added or what is perhaps not as critical and needs coverage for assessment purposes only.

Lecturers can and should be encouraged to arrange and strengthen extra curricula activities (extra lessons for topics of local specificity; videos; homework; additional practicals; and work exposure) that take account of local student and employer needs. Where new technologies are replacing certain processes referred to in the curriculum there is no restriction on lecturers to point this out to students and alert them to these changes while nonetheless teaching to assessment standards that may be somewhat out of date². In order to do this lecturers need to remain alert to changes in the workplace by maintaining and strengthening linkages and they need to be personally engaged in professional development as educators.

In order to strengthen and support this role, the DHET needs to **signal** to lecturers that these teaching practices are encouraged and indeed expected and that innovation of this sort will be recognised through promotion processes and other mechanisms (such as National and Regional Awards). In addition, lecturers will need **support** through **professional development** activities to enhance this capability, and this must form a key component of the envisaged framework for professional development for lecturers. The role of regional offices in supporting classroom innovation in teaching and learning that results in responsiveness needs to be expanded with regional staff actively supporting lecturers to make their teaching relevant to local conditions. An e-Portal could be developed and maintained by DHET for lecturers and trainers to upload and share ideas.

Within the current assessment frameworks, there is some leeway to prioritise certain aspects of workprocess knowledge (the combination of theoretical and practical knowledge in real work scenarios) through the Internal Continuous

² This practice is widely used by private providers, in particular in-house providers at large corporates such as Nedbank, Imperial, Pick 'n' Pay, who equip students to pass the assessments but supplement the curriculum with industry specific requirements

Assessment (ICASS) and the Internal Summative Assessment (ISAT). While the weighting of these assessments are relatively low compared to the External Summative Assessment (ESASS) the ISAT and ICASS can be used to accommodate local needs that are difficult to include in a national centralised assessment. For occupational qualifications, it is critical that formative or phase assessments that occur at specific points in the curriculum roll out are aligned to and support the tasks that could occur during the final External Integrated summative Assessment (EISA), also known as a trade test for trade occupations. This issue is discussed further in the proposal below.

The counterargument against much of the largely informal approach suggested above is that this lecturer-led innovation is not possible because the curriculum is overloaded and there is not sufficient time to allow for innovation. In addition, because of the nature of the students enrolled, the curriculum overload is exacerbated by the need for much remedial work. There are also concerns about the available facilities that make relevant practical work particularly difficult. These concerns cannot be dismissed, and the proposals below attempt to address some of these. However, it is critical that lecturers recognise that even in constrained environments there is always a degree of choice and flexibility and that teachers always have a degree of autonomy over what they do in their classrooms. Without this basic recognition, it is impossible to begin instituting change processes in classrooms, lecture theatres and workshops. It is thus critical that the DHET sends the right signals and supports lecturers towards becoming empowered professionals.

However, the current processes are not optimal and there continue to be frustrations raised by employers and teachers that there is insufficient flexibility and responsiveness in the current arrangements. In the following section, the alternative options are discussed and a proposal for addressing these concerns is made. The proposal attempts to maintain a balance between the competing pressures of working within a common framework, recognising the need for degrees of curriculum decentralisation to industry, occupation, business and geographic regions, and strengthening quality assurance mechanisms.

Options

1. A completely decentralized model where assessment is conducted at college level.

While there are some countries where there is a high degree of decentralization and assessment is almost entirely based at the level of colleges (some Scandinavian countries follow this model), this is not a realistic scenario for South Africa. The conditions needed for this to work would require a very high level of professionalism amongst the educators and a societal trust in educators that they are able to impartially assess students. This does not currently pertain in South Africa and any radical attempt to introduce such a system would in all likelihood undermine trust in the system. This option is therefore not supported.

2. Maintain existing system and improve teaching and learning and review the curriculum

This option maintains the status quo but seeks to progressively improve the quality of the system at the level of teaching, learning, assessment and curriculum specification over time. This is a viable option and is already underway, but does not specifically address the concerns about local responsiveness. While this can be addressed informally and incrementally over time, there is a concern that this organic development may be too slow and that some concrete changes are needed in order to signal a revitalization of the curriculum and progressive changes to the curriculum.

3. Retain centralized control but insert explicit mechanisms for local variations, responsiveness and assessment

This third option retains the basic structure of the curriculum and assessment system but introduces phased and piloted changes that actively provide for mechanisms of local and national responsiveness whilst supporting professional development and strengthening quality assurance. This proposal is supported because it retains system integrity whilst strengthening the capacity of the system to address the concerns about local responsiveness.

Models

The proposal outlined below draws its core ideas from two sets of South African practices that have proved to be highly effective, as well as incorporating existing strategies that are already being implemented by the Department of Higher Education and Training and its partners, such as in the case of some occupational qualifications. Where possible existing and/or emerging structures related to curriculum and assessment would be leveraged to ensure that no duplicated effort occurs. This includes the emerging processes around the South African Institute for Further and Continuous Education and Training (SAIVCET) as well as any existing public TVET College curriculum and assessment structures in provinces and regions.

The first practice is drawn from the now defunct **Convenor System** that was implemented to coordinate curriculum nationally at the various Technikons in South Africa before they became Universities of Technology. In a nutshell, this system worked as follows: for each national programme on offer at Technikons, one institution was designated the convenor, and they took responsibility for coordinating the development of the curriculum across all institutions that offered the programme. The convenor department organized national meetings of all participating institutions, created a forum where the lecturers involved in the programme were able to discuss the developments in the field, and crucially, this forum provided one point of contact with industry or employers so that each institution did not have to build separate links with employers. The nationally aligned curriculum also meant that there was a high level of transferability for students. In this model each institution took responsibility for their own assessment, but the national forum provided a mechanism for moderation and for the development of common standards.

The second set of practices is drawn from the schooling system where nationally set assessments are linked to coordinated teacher development practices. This is the case for both the smaller Independent Examinations Board (IEB) and the Department of Basic Education, which set examinations against the National Curriculum Statement and Subject Assessment Guidelines while Umalusi quality assures the process by subjecting the results to its standardisation processes. In the case of the IEB (and similar practices exist in the Department of Basic Education but the scale of the operation is so much larger that the comparison is less useful) examiners are appointed from amongst the practicing experienced teachers. Subject conferences are held annually in each subject where all teachers are encouraged to attend, and where various professional development activities are held that keep teachers informed of developments in their field, adjustments in the curriculum, and crucially the examiner presents her or his views on the assessment. Teachers are given detailed (down to question level) analysis of their own schools' previous performance in the assessment, and the examiner outlines areas of weakness that need addressing. In addition, experienced teachers are appointed for the marking of national papers and this process provides direct feedback to teachers on the standard of their own assessment and what is required in national papers.

In addition to the national processes described above, the IEB also organizes teachers into local clusters of 5-10 schools. One of the schools acts as a cluster leader and convenes these schools during the course of the year. This cluster acts both as a support system and as an additional quality assurance system, because the clustered schools share assessment, informally moderate internal assessment and formally moderate practical and internal continuous assessment that count towards the final marks. All of these assessment related processes are quality assured by Umalusi.

There are a number of initiatives in the DHET that can be aligned with the proposal articulated below. In particular, the concepts of Occupational Teams and Centres of Specialisation and Centres of Excellence can be broadened to align with this proposal. The proposed framework for professional development and the professional development points system will also take account of this proposal.

The implementation steps are spelt out below.

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Implementation Steps of the Curriculum Development and Assessment Coordination (CDAC) Process

Pilot

1. The implementation of this proposal should be piloted with a limited number of programmes. It would be useful to select a technical field and a business studies or other disciplinary area in order to explore complexities associated with the different knowledge fields.

Selection of Programmes

2. Given the changes in the system and the review of qualifications such as the NCV and the phasing out of NATED over time it would make sense to select new occupational qualifications developed by the QCTO. However, where there are active qualifications in a similar field (e.g. Business Studies or Motor Mechanics) that are offered in the NCV, NATED and new occupational qualifications and the new A21 dual system apprenticeship, it may be possible to cluster them as lecturers will be transitioning between these qualifications.

Structures

3. Once the programme area has been selected for the pilot, a national Convenor College should be selected. This college should have a demonstrated track record of delivering the qualifications to a high standard, have appropriately qualified staff, support from the Academic Board, Senior Management and the College Council. Ideally the Convenor College should have applied to be a designated Centre of Specialisation.
4. A ring-fenced budget will be allocated to the College to cover the costs of playing the convenor role.
5. All colleges offering the designated pilot qualification will be required to participate in the CDAC process.
6. Private providers offering the same qualification can apply to DHET to participate in the CDAC process but must cover the full costs of doing so.
7. Provincial or Regional CDAC Clusters will be formed by the Regional Offices of the DHET, and a Cluster Leader appointed. A representative from the Regional Office will support this process and ensure that the Clusters meet.
8. The Convenor and the Cluster Leaders will form the CDAC committee. The CDAC committee will meet at least twice a year

Meetings and Linkages

9. A national meeting of all lecturers will be convened every two years, with regional conferences in alternating years.
10. The CDAC Committee under the Convenor will establish linkages with relevant employer bodies and employers, and establish a forum where employers are able to engage with the CDAC Committee. Employers will be encouraged to participate in, sponsor and support the national and regional conferences.

11. The CDAC Committee will establish links with the QCTO and Umalusi and seek to align the CDAC processes with qualification development and quality assurance processes. The CDAC Committee will make recommendations for adjustments to the curriculum based on their experience and feedback received from the Regional Clusters and national meetings. Identifying a common core and possibilities for regional/local or industry specific variation will be a key function for the CDAC Committee, and local colleges wishing to deviate from any part of the curriculum will have to apply to the CDAC Committee and motivate for the variation. The CDAC Committee will liaise with the examiner to explore mechanisms for accommodating variation in assessment, and with the DHET for accommodating variation in teaching and learning. The CDAC Committee will make recommendations to the colleges about how variation may be accommodated within existing learning and teaching processes such as projects, fieldtrips or local assignments and alert them to any accommodation within assessment protocols such as option within papers, additional elective tasks and so on
12. The national examiner/s appointed for the respective programmes would meet with the CDAC committee and be requested to participate in the national conference.
13. Feedback from national assessment will be given by the national examiner to each institution and the CDAC Committee who will feed common areas of concern back to the Regional Clusters.
14. The CDAC committee will assist DHET in the vetting, identification and selection of examiners and markers, ensuring that each region is represented in the marking process.
15. The CDAC Committee will liaise with the national examiners and / or assessors around the design of the ICASS, ISAT and EISA, and determine whether local variation can be built into the assessment. The Regional Cluster will act as moderators of the ICASS, ISAT and EISA in conjunction with Umalusi and QCTO.
16. Participation in the CDAC Committee, national conferences, marking, and Regional Clusters will all be recognized as professional development activities within the professional development framework.
17. National conferences and regional cluster meetings will be funded by the ETDP SETA as part of their funding of professional development activities.
18. The designation of Centre of Specialisation and Centre of Excellence should be aligned to the CDAC process and criteria for becoming a Centre of Excellence should include contribution to the CDAC process.
19. The role of SAIVCET within the above processes should be discussed and clarified as it is formally established. However, SAIVCET is the logical entity to play an oversight role and guide these processes across qualifications.

Going Forward

Once the processes and the resources required have been established this CDAC process can be rolled out to include all programmes. As the QCTO develops new occupational qualifications the CDAC process (or a modified version) can be merged with the current process used for developing qualifications.

In the longer term, as more programmes and lecturers become part of the process and standards of assessment improve and curriculum development becomes more responsive, greater flexibility can be introduced dependent on the needs of particular programmes.

Monitoring and Evaluation

A monitoring and evaluation (M&E) framework needs to be developed as part of the pilot and an M&E practitioner appointed to track the development and impact of the pilot.

Budget Requirements

A full costing of the pilot will need to be undertaken if the concept is approved in principle. A budget would need to include:

- Costs of convening the national committee (four meetings per year in the pilot phase)
- Costs of initial meetings with Umalusi, QCTO, the ETDP SETA and other relevant SETAs, the curriculum and examinations section of DHET, and industry/employer bodies
- Costs of a National Conference every two years
- Costs of Regional Cluster meetings
- Teaching relief for the national convenor

There are a number of processes described that do not require additional funding but can be accommodated in the budgets of relevant components of the DHET (regional offices; examinations; curriculum), QCTO, Umalusi etc. The costs of the professional development components of the process should be funded by the ETDP SETA, industry and employers and the staff development components of college budgets.

Conclusion

The CDAC process that is proposed in the document follows a tried and tested set of practices that work or have worked well in South Africa before. It does not require any radical changes to line functions in the DHET or the quality councils, and aligns with many existing and proposed initiatives. If the pilot is successful and the process is expanded to include all national programmes offered in TVET Colleges and private providers there are numerous potential benefits. These include:

1. A growing professionalization of the TVET teaching corps, progressively taking more ownership over the process of curriculum and assessment.
2. Best practices in assessment and learning and teaching can be easily disseminated through the system through a lecturer led structure.
3. This in turn will enable the colleges to deliver quality to national standards that are flexible enough to respond to change and to local variation.
4. There would be a single coordinated point of direct contact between employers and the teachers in TVET which would reduce the duplication and multiple requests for employer input.
5. There would be much more feedback in the system, a key component of any successful system.
6. There is potentially greater alignment between curriculum development processes controlled by the quality councils and the practitioners who have to deliver the qualifications.
7. The professional development activities are directly linked to the core issues of learning, teaching, assessment and responsiveness and therefore will be focused on these needs rather than operating in isolation of the core.
8. The new framework for professional development can be piloted alongside this process and strengthen both components
9. There is a clearer role defined for staff in the regional office (and recruitment of new staff at that level must take cognizance of this role).

A pilot in two or three key programmes is viable and can be implemented in 2018. Hopefully this system can strengthen and develop the capacity of the system as a whole and empower lecturers.

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