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The Implementation of the National Certificate Vocation Programme at Tshwane North FET College

By

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A research report submitted to the Faculty of Commerce, Law and Management, University of Witwatersrand, Johannesburg in partial fulfilment of the requirements for the degree of Master of Management

(Public and Development Management)

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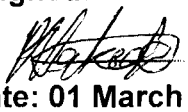
DECLARATION OF ORIGINALITY

I, Kaizer Raseane Makole, declare that

The Implementation of the National Certificate Vocation Programme at Tshwane North FET College

is my own work. All the sources used or quoted in this study have been indicated and acknowledged by means of complete references.

Signed: K R Makole



Date: 01 March 2015

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ABSTRACT

A curriculum change process was implemented at the further education and training colleges in South Africa as a result of the new Further Education and Training Colleges (FECT) Act of 2006. Through the FECT Act of 2006, the new National Certificate Vocation programme replaced the Nated Report 190 programme. This curriculum change process occurred in an absence of a relevant qualifications' programme suitable for lecturers at further education and training colleges in South Africa. The FET colleges have different types of lecturers such as those who possess professional educational qualifications but lack workplace experience, those with practical workplace experience but lack professional teaching qualifications, and those who have passed the N6 qualifications at the former technical colleges but do not possess professional and workplace teaching experiences.

The new National Certificate Vocation programme required FET college lecturers to acquire both theoretical and workplace experience in order to be able to teach at the FET college sector in South Africa. Most FET college lecturers were found wanting during the implementation of the new National Certificate Vocation programme as they lacked the relevant qualifications for the sector. The implementation of the new National Certificate Vocation programme occurred in an absence of skills audit for lecturers in the FET college sector to align their job requirements with the demands of the new NCV programme. This resulted in poor performance in classroom teaching that has been shown through poor learner output within the FET college sector in South Africa.

A research project was undertaken using a qualitative research methodology through a single exploratory case study design where an interview schedule was developed to conduct interviews with ten lecturers at the Pretoria campus of the Tshwane North FET college and a Further Education and Training Expert. The themes that emerged during data analysis as identified by respondents which are attributed to poor implementation of the new NCV programme were: selection and recruitment, commitment and motivation, favouritism in the training of FET college lecturers, continuing professional

development, curriculum change, learner enrolment, and administrative workload. Recommendations were made to address all the implementation problems identified by lecturers at the Pretoria campus of the Tshwane North FET College.

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List of Abbreviations

B.ED	Bachelor of Education
CPD	Continuing Professional Development
DDA	Denmark Development Agency
DHET	Department of Higher Education and Training
DoE	Department of Education
DoL	Department of Labour
ECDE	Eastern Cape Department of Education
ETDPSETA	Education Training Development Practices Sector Education and Training Authority
FET	Further Education and Training
FETC	Further Education and Training Colleges
GEAR	Growth Employment and Redistribution
ICASS	Internal Curriculum Assessments
ISAT	Integrated Summative Assessment Task
JET	Joint Education Trust
NATED	National Technical Education 190 Report

NCS	National Curriculum Statement
NCV	National Certificate Vocation
NQF	National Qualifications Framework
OBE	Outcomes Based Education
POA	Portfolio of Assessment
POE	Portfolio of Evidence
RNCS	Revised National Curriculum Statement
RSA	Republic of South Africa
SACE	South African Council for Educators
SDA	Skills Development Act
VEOP	Vocational Education and Occupation Programme
VVOB	Belgian Technical Agency
UFS	University of Free State
UNISA	University of South Africa
UCT	University of Cape Town
UW	University of Witwatersrand

Chapter 1
Introduction and Background

1.1. Introduction

The further education and training sector in South Africa, which is commonly known as technical and vocational education and training worldwide is identified as an important sector for skills development by providing educational and training access to out of school youth to enter the job market (Eastern Cape Department of Education, 2010). However, poor learner outputs in the further education and training college sector is attributed to a lack of understanding of the new National Certificate Vocation (NCV) programme by lecturers (Department of Higher Education and Training, 2010). Out of the 320 679 initial learner intake at level two in the different subject fields of the National Certificate Vocation programme at further education and training colleges in South Africa in 2007, only 4 991 (5,3%) were able to progress to level four exit examinations in 2009 (Gewer, 2010). This indicated that the majority of learners at further education and training colleges were not able to complete the National Certificate Vocation programme.

Different research studies indicate that lecturers at further education and training colleges were not able to cope with the demands of the new National Certificate Vocation programme which resulted in poor learner outputs (Department of Education, 2007; JET Education Services, 2011). This resulted in stigmatization of this sector in South Africa with many learners opting to pursue their post school qualifications at comprehensive universities and universities of technology rather than in the further education and training colleges (Education Training Development Practices Sector Education and Training Authority, 2012). In an effort to improve quality of education provisioning at public further education and training colleges in South Africa, the President of the country announced an investment of R2.5 billion for this sector in 2012 which was directed at the professional development of lecturers during the implementation of academic programmes in general, and the National Certificate Vocation programme in particular (Mgijima & Morobe, 2012).

1.2. Background

The promulgation of the Further Education and Training (FET) Act of 1998 led to the restructuring of the further education and training college sector in South Africa through mergers of the 152 technical colleges into the 50 multi-site further education and training colleges (Department of Education, 1998).Subsequent to that, another policy legislation was implemented in the form of Further Education and Training Colleges (FETC) Act of 2006 which, among other things such as governance and quality assurance processes introduced the new National Certificate Vocation programme aimed at addressing shortcomings in the curriculum delivery by focusing on priority skills for the economy (Presidency, 2006). However, the curriculum reform at further education and training colleges in South Africa occurred in an absence of a clear framework for college effectiveness which rendered the institutional base for curriculum delivery weak (Gewer, 2010). Whilst the implementation of these policy initiatives were meant to improve the capacity of further education and training colleges to provide better teaching and learning and enhance colleges capacity; professional development of lecturers at these institutions was neglected, which has been sighted as one of the causes for poor learner outputs (Department of Higher Education and Training, 2010).

Based on this background study, a research study was conducted to explore the experiences of lecturers at Pretoria campus of the Tshwane North FET College about the implementation of the National Certificate Vocation programme. The Tshwane North FET College is the result of the mergers of three former technical colleges in the Mamelodi, Pretoria and Soshanguve areas established through the promulgation of the Further Education and Training Colleges Act of 2006 (Presidency, 2006). The institution has five campuses located in Pretoria, Rosslyn, Mamelodi, Soshanguve and Temba in the Tshwane Metro Council (Tshwane North College, 2014). It offers National Certificate Vocation programme in different fields of Business Studies, Engineering and Utility studies from levels two to four of the National Qualification Framework and different learnership programmes throughout its campuses (Tshwane North College, 2013). The Pretoria campus is the biggest campus of the Tshwane North FET College and was chosen as the setting for the research study. It has a staff compliment of 180 lecturers

and support services personnel who cater for 3800 learners in both National Certificate Vocation programme and learnership programmes from different socio-economic areas consisting of the formerly African townships of Mamelodi, Ga-Rankuwa, Attridgeville, Mabopane, Shoshanguve and Hammanskraal and formerly white suburbs of Sunnyside, Arcadia, Phillip Nel, Wonderboom, Orchards and Montana within the Tshwane Metro Council.

1.3. Research problem

Out of the 320 679 initial learner intake at level two in the different subject fields of the National Certificate Vocation programme at further education and training colleges in South Africa in 2007, only 4 991 (5,3%) were able to progress to level four exit examinations in 2009 (Gewer, 2010). These figures indicate that lecturers at public further education and training colleges perform poorly in their classroom teaching and learning. The first three years of the implementation of the NCV programme in the further education and training colleges in South Africa, from 2007 to 2009, were marked by a higher failure rate of learners which was over ninety four percent (Department of Higher Education and Training, 2010).

Poor learner output was experienced at further education and training colleges in South Africa since the introduction of the new National Certificate Vocation programme in 2007 despite government's efforts to put more resources into the sector to improve quality of curriculum delivery (Gewer, 2010; Stumpf, Papier, Needham & Nel, 2009).Some of the factors that contribute to dismal learner performance at public further education and training in South Africa are: the history of past neglect of the sector as demonstrated by lack of resources, poor quality of lecturers' professional development, and the absence of a clear policy guideline for lecturers' training and qualifications in the sector (Nzimande, 2010; Akooje, 2012).

The identified knowledge gap is that further education and training colleges have different types of lecturers, when compared to teachers from mainstream schools. Some of the lecturers had acquired professional qualifications but lack technical workplace experience; there are others from the industry who possess artisan experience but lack professional education qualifications, and those who were recruited

in the sector after completion of N6 Nated programmes and lacked teaching and work experiences (Gewer,2010).

1.4. The purpose of the research

The purpose of the research study was to explore experiences of the lecturers at the Pretoria campus of the Tshwane North FET College about the implementation of the National Certificate Vocation programme. This research aims to fill the identified knowledge gap based on the experiences of lecturers at the Pretoria campus about the implementation of the National Certificate Vocation programme so that the findings can be used by the Department of Higher Education and Training to identify how this programme implementation impacted on their curriculum delivery. To further this aim, the research can also contribute through its findings and analysis during academic debates on how to improve quality of programme design and implementation in the further education and training college sector.

1.5. Research question

The primary research question for this study is:

What are the experiences of the lecturers at the Pretoria campus of the Tshwane North FET College about the implementation of the National Certificate Vocation programme?

The following secondary research questions were used to guide the study:

- What are the views of lecturers at the Pretoria campus of the Tshwane North FET College about poor learner performance?
- How has professional development for lecturers at the Pretoria campus of the Tshwane North FET College been implemented?

1.6. Significance of the research

This research is significant in the sense that it can assist in deriving lessons about how the National Certificate Vocation programme has been implemented at the Pretoria campus of the Tshwane North FET College. Such lessons are critical to understanding the experiences that lecturers at the Pretoria campus of the Tshwane North FET College have undergone during the implementation of the new National Certificate Vocation programme. It can also assist to guide future academic research studies about how curriculum implementation impacts on teaching and learning in an educational setting. Finally, this research is of significance in the sense that it contributes to the body of academic knowledge about the state of further education and the training college sector in South Africa.

1.7. Ethical aspects of the study

The research was conducted in a manner that ensures that ethical principles such as respect, autonomy and justice were adhered to. First, a voluntary participation or refusal was sought from participants by writing a letter to each research participant requesting his or her participation by informing them about the purpose of the study and their rights as participants. A letter of request was also sent to the Tshwane North FET College management which informed them of the research study and requested lecturers' participation. A consent form was signed by participants who indicated that they have agreed to participate in the study voluntarily. A confidentiality clause was included which allowed the participants to use pseudonyms or numbers rather than their true identity and they were not linked to any information. Participants were not exposed to any harm, exploitation or any form of coercion during the research study. The rules of the ethics committee of the University of Witwatersrand were adhered to.

1.8. Limitations of the study

This research study was limited to ten lecturers at the Pretoria campus of the Tshwane North FET College and one further education and training expert to explore the experiences of lecturers about the implementation of the National Certificate Vocation programme. The reasons for such a limitation were time constraints, lack of resources and the nature of the study which was a mini research project. The success of the research depended largely on the willingness and cooperation of the participants. If respondents were not willing to participate, the study could have been in jeopardy. The researcher dealt with this challenge through explaining the purpose and importance of the study to the participants and solicited their cooperation. The use of a tape recorder could have been a hindrance as some of the participants might have refused to be recorded. In such an instance a back-up system in the form of note-taking was used. This research, because of its limited scope does not give a whole picture of experiences of lecturers at the Pretoria campus about the implementation of the new National Certificate Vocation programme. However, it serves as a pilot study for future research.

1.9. The structure of the research

The structure of the research report has been organised as follows:

- Chapter One: The chapter provided an introduction and the background to the research study by providing a brief review about the state of public further education and training college sector in South Africa that is characterised by poor learner output and introduces the research problem, purpose, questions and the significance of the study.
- Chapter Two: The literature review outlined the conceptualisation of technical and vocational education, an understanding of lecturers' qualifications in the sector, the Nated and National Certificate Vocation programme for further education and training colleges in South Africa and finally outlined curriculum development within a social context.

- Chapter Three: The chapter on research methodology explained the research philosophy and strategy that guided the research study. It also explained the research design, data collection techniques and dealt with how data was analysed to ensure validity and consistency within the study.
- Chapter Four: The chapter on research finding provided first hand findings from the research participants which consisted of biographical data and interview responses from lecturers at the Pretoria campus of the Tshwane North FET College and the further education and training expert.
- Chapter Five: This chapter developed a category of themes that were used to analyse the research participants' findings by employing an open coding technique for data collected in an attempt to answer the identified research questions.
- Chapter Six: The final chapter summarized analysis derived from the research findings and made key recommendations for future research studies.

Chapter 2

Literature Review

2. 1. Introduction

This literature review guided the primary question for the research study which is: what are the experiences of lecturers at the Pretoria campus of the Tshwane North FET College about the implementation of the National Certificate Vocation programme? It also attempted to answer the secondary questions of the research study which are:

- What are the views of lecturers at the Pretoria campus of the Tshwane North FET College about poor learner performance?
- How has professional development for lecturers at the Pretoria campus of the Tshwane North FET College been implemented?

The purpose of this literature review was to provide a structured framework that guided the conceptualization of the research study in order to answer the research questions raised. This concurs with the notion that the research questions should guide the literature review focus and generate data needed for the research analysis (Jesson, Mattheson & Lacey, 2011). During the process of the literature review, discussions were considered on the conceptualization of technical and vocational education and training, technical and vocational educational qualifications, Nated 190 and National Certificate Vocation programmes in South Africa and the curriculum development in a particular social context in order to formulate a conceptual framework for the research study.

The literature for this review was based on international and national research studies that have been conducted in the past fifteen years. The sourcing of literature was limited to databases provided by the University of Witwatersrand, hard copy library articles and Google scholar. International and national research articles were extracted

using search strings such as technical and vocation educational and training qualifications, Nated and National Certificate Vocation programme in South Africa, further education and training colleges, curriculum development and social context.

2.2. Conceptualization of technical and vocational education training

International research studies posit that global economic challenges have impacted on vocational education and training that demands that learners should possess both generalised and specialised skills that are required to infuse intermediary skills, which are needed by the labour market and therefore requires diversified training for the vocational sector (Colley, James, Tedder & Dement, 2003). This view concurs with that of King and Mcgrath (2002) and Johanson and Adams (2003) who emphasised that governance and management structures in the further education and training sector have adopted a strategic vision of ensuring that the sector prepares learners who can be employed to respond to the needs of the industry rather than to produce skilled graduates.

In South Africa, the development of the technical and vocational education and training sector was founded on the history of racial segregation policies that were informed by the Apprenticeship Act of 1922, which was racially aligned to the needs of the labour market that excluded the African majority populace (Akoojee, Gewer & McGrath, 2005). During the transitional period in the post-apartheid dispensation, the technical and vocational educational and training colleges in the country underwent a transitional period and were designed to be run like businesses in order to meet the demand of the business community (Kraak & Hall, 1999).

In an effort to meet the new imperatives of globalisation through liberal policies that were informed by the growth and redistribution strategy, commonly known as GEAR, President Mbeki announced the government's intention to recommit funding to the technical and vocational education and training sector that resulted in curricular changes (Mbeki, 2004; 2005). However, the downside of this institutional transformation was that the technical and vocational education and training sector in South Africa remained uneven as the sector that mainly provided for the African population was still

under-resourced and underdeveloped (McGrath, 2004). Different literature studies indicate that because of the lack of government's effort to improve the resource allocation and professional development capacity for public further education and training colleges that formerly resided in the African areas, the quality of education and training was compromised which generated poor educational achievement for the majority of the recipients in the sector (Akoojee, Gewer & McGrath, 2005). The next section provides a literature review of technical and vocational educational and training qualifications in an attempt to answer the research questions for the study.

2. 3. Technical and vocational educational and training qualifications

Different research studies posit that it is imperative for training institutions to develop a technical and vocational education training qualifications programme for lecturers in a way that take cognizance of the necessary competencies, both in generic and specific subject fields (Grollmann, 2008; Papier, 2008). Numerous studies (Young, 2006; Brand, 2007, Papier, 2008) advise how current training programmes for further education and training college lecturers should be underpinned by a theory that is important for developing quality training curricula programmes. The argument put forth is that practicing communities select the curricula programmes and methodologies that are informed by certain philosophies and should be historically and contextually relevant to those communities (Papier, 2006).

The technical and vocational education training qualification for lecturers has changed in the recent years to an extent that it requires that they should be able to develop specific skills that are necessary for technical and vocational education and training in order to position them to organize knowledge for their teaching (Grollman, 2008; Lynch, 1997). Different research studies have identified the importance of theoretical underpinnings for lecturers' technical and vocational education curricula that encapsulate disciplinary knowledge inherent in specialist subject discipline and the horizontal knowledge that is informed by workplace technologies as seen in the curricula processes (Bernstein, 1999; Lave & Wenger, 1991).

According to some researchers, a qualification is defined as a document that demonstrates human qualities through the acquisition of knowledge, skills and competencies related to the labour market (Berkhout & Wielemans, 2001). A person can acquire a qualification through learning and assessment processes to justify the human qualities and capabilities attached to a particular historical and social context other than a practically verifiable dimension (Coffield, 1990). Eggleson (1984) defines the role of qualifications as that of a formal recognition that a person possesses capacities to perform an important activity in the society which results in social power and status. This kind of social power, in the form of acquiring a qualification, takes shape in political and social strategies such as the standardization of practices which are in the form of enhancement and curtailment of rates of production in programmes (Rose, 1996). An argument advanced is that people are shaped by social networks of relationships that contribute to personal and professional development which requires an acquisition of a qualification to improve self-image, knowledge and social standing in a society (Preston, 1999).

This concurs with West's (1997) notion that power is not just an instrument held by government but is also tied to an identity of self-knowledge which originates in social relationships as people constitute themselves mutually and individually. An understanding of the notion of qualification is important for this research study as it provided a critique of how lecturers viewed their social relationships with other institutions such as Department of Education and College management through teaching experiences at the further education and training colleges in South Africa. As lecturers understand the importance of acquiring relevant teaching qualifications at the further education and training colleges at the Pretoria campus of Tshwane North FET College, this can inform how they interact with the new National Certificate Vocation programme as part of their daily teaching work.

Contrary to the above views of qualifications being an important part of lecturers' ability to mitigate the National Certificate Vocation programme curricula at the Pretoria campus of the Tshwane North FET, some researchers posit that the current debate on qualifications is shaped by a liberal discourse of free market, whereby the need for

economic efficiency impacts on the design of curriculum programmes in the technical and vocational education institutions (Berkhout & Wielemans, 2001). This is contrary to a critical perspective that sees a society as a composition of free and equal individuals who have ownership of their capabilities and need to be supported by social institutions to improve the knowledge development necessary for economic revitalization (Holland, Frank & Cooke, 1998). Klarus (2000) decries what he terms 'risk society' where competency based training is manipulated to fit the requirements of the captains of industry at the expense of other social partners.

A notion which puts an emphasis on valid, reliable and objective qualifications where comparable competencies should be benchmarked rather than being subjective to the need of the dominant free market sector is proposed (Commission on Social Justice, 1996). This view is also shared by Howard (1995) who observes that during the global competition in the post-technological context, social competencies and knowledge have been rendered obsolete. It is against this backdrop that qualifications in general, but mostly those of technical and vocational education sector lecturers, are renegotiated as currency for human qualities and capabilities (Berkhout, 2000; Malherbe & Berkhout, 2001).

Some researchers advise about the importance of adequate qualifications in the technical and vocational education college sector by making an assumption that people with higher educational qualifications can be productive in their workplace and labour market thus able to generate higher levels of job satisfaction and salaries (Cloete, 2009; Powell, 2013). However, this assumption about a correlation between qualification and higher employment satisfaction is challenged by other researchers who discovered that only a third of engineering graduates with necessary qualifications were able to secure employment on time (Cosser, Kraak & Winnaar, 2011). This view is also shared by Gewer (2009) who posits that the relationship between employment and satisfaction is informed by an area of study. The need to revisit types of qualification offerings in the technical and vocational education college sector in South Africa is strongly argued for by McGrath (2012) who emphasizes that technical and vocational training should not be relegated as a backwater of the education system that is populated by those who are

unable to teach and learn. The sector should form an integral part of being learner and human development centred which is critical for skills development in South Africa (Akoojee & McGrath, 2008).

Different research studies highlight the resolutions taken at the CEDEFOP (2009) conference in Greece for further education and training college lecturers, which has reaffirmed the need for competence standards and better certification processes that are redesigned for professional lecturer qualifications which include better induction and in-service training (Papier, 2010; Pukelis, Savickiene & Fokiene, 2009). One of the stated intentions of the South African policy framework, should takes its cue from international lessons, is to craft national standards for college lecturers that improve their professional competence and build a community of professional practices (Papier, 2010; Human Sciences Research Council, 2004; Pukelis & Fokiene, 2008).

Technical and vocational education qualifications for lecturers in South Africa is at a crossroads at policy level as new qualification requirements are being debated by challenging universities to design programmes that respond to the needs of the sector (Papier, 2011). This is because of the socio-cultural context that is intended to construct a new professional identity that takes cognizance of the dynamic role and responsibility of the vocational teachers and eradicates the legacy of apartheid which denied lecturers at formerly African technical colleges better professional development and qualification opportunities (Dittrich, 2006). The work of technical and vocation education lecturers encompasses a dual responsibility that requires qualifications that put emphasis on both theoretical and practical aspects of teaching (Barnett, 2006; Wedekind, 2008). Through a new policy direction for the further education and training college sector in South Africa that identifies this sector as a flagship for skills development for out of school youth, a new professional identity through relevant professional qualifications for lecturers has been suggested (Department of Higher Education, 2010 & 2011).

There need for new and relevant qualifications for further education and training college lecturers is informed by the changes in programme offerings whereby Nated 190 programmes have been replaced by the new National Certificate Vocation programme that calls for the induction of lecturers with new teaching and assessment skills (Papier,

2011). Lecturers at the further education and training college sector in South Africa have been at low levels of professional development because of the low status of the sector and lack of career paths (Young, 2006). In South Africa, there has never been a coherent framework for lecturers' qualification at further education and training colleges because of the lack of interest and initiative by universities to design programmes for the sector (Papier, 2008). One of the reasons for the lack of initiative to design programmes and qualifications for the sector is the notion that the sector is less viable as it accommodates only 8 000 lecturers as compared to the mainstream school teaching sector that caters for around 500 000 school teachers (Robson, 1998).

The next section of the review focuses on the Nated and National Certificate Vocation programmes to inform our conceptual framework.

2.4. Nated and National Certificate Vocation Programmes in South Africa

Curricular changes to the technical and vocational education college sector in South Africa were the result of some policy changes meant to transform the sector from the legacy of apartheid education system (Papier, 2008). Research studies state that a major driver of the curriculum change in the further education and training college sector was the result of the separation of Department of Education into the Departments of Basic Education and Higher Education and Training which located the FET college sector to the latter department (Department of Higher Education and Training, 2008; Papier, 2011). One of the reasons for these curricular changes was that the Nated programmes were criticized for not being able to undergo the transformational changes needed for the modernization of the country through skills development initiatives and were consequently replaced by the National Certificate Vocation programme (Papier, 2011).

Research studies in South Africa indicate that prior to the Further Education and Training Colleges Act of 2006 which brought about curricular changes, the technical college sector offered the National Technical Education (NATED) Report 190 programme in the subject fields of Art and Music, Business Studies, Engineering, Social Services, General Education, and Utility Studies to students which resulted in few learners who managed to acquire workplace learnerships (Little, 1997; Fisher, 2004).

The Nated programmes were popular within different further education and training colleges as they were short-term programmes which allowed for the pursuit of artisanship during an employment period by allowing flexibility of learning, training and workplace employment (Papier, 2011). This arrangement allowed for the employers to be able to fund these programmes rather than funding allocation from the Department of Higher Education and Training (Department of Higher Education and Training, 2010; Papier,2010).

Despite the fact that the Department of Higher Education and Training did not fund the Nated programmes after the promulgation of the Further Education and Training Colleges Act of 2006, many industries and donors entered into partnerships with some FET colleges for funding through the establishment of the 'Innovation and Development Unit' which provided revenue streams (Papier, 2011). Nonetheless, some research studies indicate that the old Nated programme was regarded as being irrelevant to articulate skills development for the labour market (Kraak & Hall, 1999; Cosser, McGrath, Badroodien & Maja, 2003). The concern raised is that the Nated programme was under pressure to meet the challenges of middle-level skills development and to be responsive to the new government agenda (Powell & Hall, 2004; Department of Education, 2004). The NATED course programme certificate has been criticized for not being able to offer progression to higher education and work because of the low standard at which it was pegged (Griesel, 2005). An argument put forth is that the NATED courses were hardly designed to provide adequate preparation for work and were to be complimented by an apprenticeship system (Bhorat, 2005).

Some researchers posit that the NATED programme that was provided by the Department of Education was overloaded with over-specification of instructional and assessments and lost its links with the industry it was engineered to serve, and lacked recognition and portability as it focused on whole qualifications which did not encourage students to choose courses based on their needs (Gamble, 2004; Young, 2004). A counter argument by proponents of the NATED programme is that some of its courses were able to garner credibility in the industry and technikons based on their curriculum

design (Tomlinson, 2004; Venter, 2004). Notwithstanding some of the advantages of the NATED programme as stated by its proponents, the programme was largely criticized in the sector as being slow to change, whereby its opponents argued for a shift away from the NATED programme to the National Certificate Vocation programme in order to cater and support the needs of the industry (Human Sciences Research Council, 2008).

Research studies indicate the problematic manner in which the Nated programme were overhauled as it had the potential of disenfranching more than 30 000 learners who enrolled for the N4 to N6 programmes (Akoojee, 2009). The lack of institutional replacement resulted in the affected learners not being able to continue their studies in the short term while waiting for the introduction of the new National Certificate Vocation programme that was to be developed in line with the policy prescripts of the Department of Higher Education and Training (Akoojee, McGrath & Visser, 2008).

The Further Education and Training Colleges Act, no. 16 of 2006 was promulgated to replace the Further Education Act of 1998 which, among other things, was aimed at promoting the quality of teaching delivery in the sector by introducing the new National Certificate Vocation programme (NCV) (Presidency, 2006). The National Certificate Vocation programme replaced the old NATED Report 190 programme and catered for levels two to four of the National Qualifications Framework instructional programmes and subjects fields designed to assess knowledge, skills and attitudes through the utilization of projects, assignments, role plays, case studies and portfolio of evidence for learning and assessment purposes at further education and training colleges in South Africa (Department of Education, 2007). The new National Certificate Vocation programme was designed to ensure integration between theory, knowledge and practice which provide learners with a range of knowledge, practical skills and competencies for specific industries (Education Training Development Practices Sector Education and Training Authority, 2012).

Numerous debates have emerged about the purpose of the National Certificate Vocation programme, its design and application as a foundational programme that prepares learners to access an occupational learning programme (Booysens, 2009;

Hoeckel, 2007; Moodley, 2006). This uncertainty raises questions pertaining to the intended target audience of the National Certificate Vocation programme and the extent to which this curriculum is appropriate for providing adequate foundational and practical skills for learners (Young, 2004). Some researchers raise the argument that the National Certificate Vocation programme differed materially with the old Nated qualification programmes that were phased out and there is no precedent qualification against which it can be benchmarked (Booysens, 2009;Gewer, 2010; Moodley, 2006).

During the Further Education and Training Summit that was convened in 2010 to identify the challenges that impacted on the quality of teaching at further education and training colleges, some lecturers raised concerns that the National Certificate Vocation programme is not clearly defined and is open to different interpretations which create anomalies during its teaching delivery (Department of Higher Education, 2010). Another identified challenge is that lecturers were not adequately trained towards its delivery as an occupational learning programme because they were employed at the further education and training colleges with academic professional teaching qualifications rather than technical and vocational qualifications (Department of Higher Education, 2010).

Low performance indicators in the National Certificate Vocation programme were demonstrated by low success rates during its first year of implementation where more than 38% of learners dropped out of writing their final examination (Blaine, 2008). High failure rate was also recorded in Mathematics Literacy (85%) and Mathematics (21, 2%) (Blaine, 2008). Contrary views were expressed for such a dismal performance where the Department of Education attributed it to the poor quality of students and teaching staff and logistical problems, whereas different researchers attributed this to a hastily introduction of a little-tested curriculum that left many staff demotivated and resulted in a high turnover of academic staff (Akoojee & McGrath, 2008; Akoojee,2009; Blaine, 2008). Based on the identified challenges of the design and implementation of the National Certificate Vocation programme at further education and training colleges it is important to review literature on how curriculum development is influenced by the social context within an education system.

2.5. Curriculum development and social context

Different research studies state that the demands of a new curriculum for the 21st century are influenced by the rise of scientific knowledge, reliability of its claims and the way in which values and priorities are crafted in a society (Alters, 1997; Cross, 2006; Solomon, 1994). Scientific knowledge is a necessity to mediate challenges encountered by different societies in the economic, social and environmental spheres (Moss, 2001). The Revised National Curriculum Statement that was brought about to speed up educational transformation in South Africa was influenced by an Outcomes Based Education approach that was underpinned by a constructivist philosophical approach (Moll, 2002). Through an implementation of a constructivist approach to curriculum transformation, a process of learning and teaching required learners who are critical and creative thinkers in the creation of knowledge (Cross, 2006).

A challenge for educators during the development of new curriculum reforms in South Africa was to generate learning processes and programmes that encourage learners to be creative in the conceptual understanding of their lessons (Moll, 2002). This view was also shared by Young (2000) who emphasized that curriculum development and implementation should not be regarded as the imparting of knowledge content but rather as the outcomes of social struggles that learners mitigate in their daily existence. Research studies also note that a constructivist approach is necessary to allow a continuum of knowledge to create knowledge that influences society (Matthews, 1992).

A creation of knowledge through curriculum design and processes is central to learning from personal experiences that shape an understanding of social issues (Cross, 2006). This notion resonates with Piaget's assertion that people construct knowledge informed by their life experiences and actions about the world (Kitchener, 1986). A constructivist approach to curriculum development in a society capacitate learners to actively construct their own knowledge which is informed by past experiences to reconcile with new information (Smerdon, Burkam & Lee, 1999). Taber (2001) advises that during the conceptualization of knowledge, learners should be encouraged to pursue a conceptual framework of understanding that can be different from accepted knowledge as a precursor to reconcile with existing knowledge.

The education system in post-apartheid South Africa has brought about curricular changes that were premised on principles, values and practices of a democratic order for the society at all levels (Bisschoff & Nkoe, 2005). These curricular changes were enacted to transform past apartheid policies of the country, especially in education provision that were informed by a perceived inequality of races and lack of access to learning opportunities, as demonstrated by unequal funding and resource allocation, which resulted in the poor quality of education for the African majority in the society (Department of Education, 2001). A paradigm shift was achieved in 1994 through the democratic dispensation that ushered in a new curriculum that was premised on skills development through the enactment of different policies and legislation such as the South African Qualifications Act of 1995 and Skills Development Act of 1998 which were meant to bring equity and access to education, redress of training and learning opportunities and the integration of education and training (Department of Education, 1998).

Transformational changes were also enacted in the further education and training college sector that provided a basis for curriculum reform, governance and institutional development (Bisschoff & Nkoe, 2005). The further education and training college sector was to become central to a skills development trajectory that was to address the needs of different constituencies in the society that were excluded in the past, such as the out of school youth, the unemployed and workers who required reskilling and retraining to play a meaningful role in the economic development of the society (Department of Education, 1998). New legislation and policies for societal transformation through the design of a new curriculum was to address the long-term vision of the National Department of Education that supported the development of coordinated education and training which is flexible and of high quality and is responsive to the needs of a learning society (Department of Education, 2000).

International and South African studies on curricula state that curriculum development in the vocational and technical educational training sector should be guided by principles such as setting outcomes, process design, stakeholder participation, modularization, periodic evaluation, and practice orientation (McGrath, 2004; McMahon & Thakore,

2006; Pukelis, Savickiene & Fokiene, 2009). The 'Bandung Declaration' (2008) has identified the four pillars of vocational and technical education which are: vocational discipline, curriculum and qualification processes; vocational pedagogy; and research skills for vocational competencies as being integral to curriculum development for college lecturers in the new technological era (Papier, 2008).

An understanding of curricula which has been expressed by the Department of Education in South Africa during the implementation of the outcomes based curriculum approach refers to the specification and sequencing of knowledge and skills that are taught to learners (Allais, 2006).One researcher views the outcomes based approach to the curriculum as problematic in the sense that outcomes and standards on their own can lead to an arbitrary list of topics rather than an actual curriculum (Barnett, 2006). Other research study advises that curricula programmed at further education and training colleges should be geared towards the development of vocational and employment related knowledge that ensures that learners are able to progress further to higher education (Young, 2006). A view that persists is that what is required in the process of curriculum development at further education and training colleges in South Africa is the development of specialist knowledge for lecturers that empower them to provide their delivery of teaching in a manner that enables learners to acquire the knowledge and skills that have been deficient during their schooling tenure (Gamble, 2006).

Different research studies posit that the vocational and technical education curriculum is conceptualized as being the development and application of skills needed by the middle-level occupations of the society in response to the economic changes (Hrabak, 2009; Moodie, 2008; Young, 2008). The vocational and technical education curriculum has been categorized under three approaches which are: knowledge-based, standards based, and connective approaches (Young, 2008). These approaches are guided by the scientific knowledge that is based on natural science to augment workplace learning and performance whereby the key issues are not only about the nature of knowledge but who controls it in society (Priest, 2009). The experiences of German and Scandinavian countries of designing curricula for vocational colleges in a way that put

serious emphasis on the workplace element of the lecturer's experience through ensuring that curriculum programmes for lecturers' development are combined with specialized vocational subjects, pedagogy and industry internships as part of the configuration (Nielsen, 2002; Simmons & Thompson, 2007). The curriculum development challenge at further education and training college sector in South Africa is that four foundational competences in the form of subject, workplace, pedagogic and academic expertise should be developed in technical and pedagogic areas of vocational and occupational education programmes (Department of Education, 2008; Powell, Hall & Jaff, 2004).

Gamble (2006) advises about the vocational knowledge model that is based on the differentiation of knowledge that is dependent on context and the one which is independent of context which distinguished between 'procedural and whole parts'. Different researchers argue that curriculum knowledge in the further education and training college sector should be viewed as supporting performance and should not differentiate between abstract, applied and contextual knowledge (Gamble, 2006; Wheelahan, 2010). Young (2006) echoes a view that new curricula for further education and training colleges in South Africa pose serious implications for lecturers because of their pedagogic demands which requires clarity on new meanings.

The same view as that of Young (2006) is also shared by other researchers who argue that curriculum development in the technical and vocational colleges should be designed in a way that creates an opportunity for lecturers to acquire both technical and vocational knowledge which broadens their disciplinary skills (Fuller & Unwin, 2003). The importance of curriculum development for technical colleges provides a basis for practitioners to be familiar with the philosophy of such a curriculum that has a profound impact on learning, teaching and assessment (Lucas, 2004). A process of continuous improvement for lecturers in terms of the development of specialist knowledge and skills lies at the heart of the curriculum development processes in the further education and training colleges, particularly in South Africa where this sector has been treated as the step-child in the education system through the neglect for professional development (Barnett, 2006).

2.6. Conclusion

The literature review conceptualised technical vocational and education in general and in a particular for South Africa. An analysis of how the technical and vocational education and training sector (currently known as the further education and training college sector in South Africa) evolved, is provided. It also identified the debates around technical and vocational education and training qualifications, the Nated and National Certificate Vocation programmes and the curriculum development in a social context. What emerged from the literature review was that the South African education system has not yet developed recognized qualifications for further education and training college lecturers. Lack of qualifications influenced how the new curriculum affected lecturers at the public further education and training colleges in South Africa.

While literature review identified important issues for FET college sector such as development of further education and training college sector (Akoojee, Gewer & McGrath, 2005), relationship between Nated and National Certificate Vocation programmes (Papier, 2008 & 2011), and curriculum development in social context (Alters, 1997; Cross, 2006; Solomon, 1994), the researcher could not identify any literature review about how lecturers at further education and colleges have been trained to implement the new curriculum programme. Another identified knowledge gap is lack of literature on the development of appropriate qualification for FET college lecturers in South Africa. The only mention is of the Vocational Education and Occupation Programme (VEOP) pilot programme that was developed for FET college lecturers (Powel, 2012). This indicates that the social and academic narrative about how to better FET college lecturers' performance for curriculum implementation occurred in an absence of lecturers' voices. This study contribute to the body of knowledge by giving a voice to affected lecturers about how to identify and understand their everyday work challenges.

The next chapter focuses on the research methodology employed to conduct the study of this nature.

Chapter 3

Research Methodology

3.1. Introduction

The aim of this research was to explore the experiences of lecturers at the Pretoria campus of the Tshwane North FET College about the implementation of the National Certificate Vocation (NCV) programme. The primary research question that the research sought to answer is: what are the experiences of lecturers at the Pretoria campus of the Tshwane North FET College about the implementation of the National Certificate Vocation programme? The subsequent secondary questions of the research are:

- What are the views of lecturers at the Pretoria campus of the Tshwane North FET College about poor learner performance?
- How has professional development for lecturers at the Pretoria campus of the Tshwane North FET College been implemented?

This chapter on research methodology covers the following areas: research philosophy adopted for the research study; an outline of the research design, the sampling choice of research participants and data collection. The final section provides an explanation of how the data was analyzed, and the limitations during the conduct of the search.

3.2. Research philosophy

This research study was guided by an epistemology that is based on subjectivism as it assumes that the world is subjective and meanings are interpreted based on a subjective view of the participants (Crotty, 1998). The philosophical approach that guided the research methodology is interpretivism as I interpreted reality based on the subjective experiences of the participants regarding the implementation of the National Certificate Vocation programme (Creswell, 2003). The researcher adopted a philosophical approach that stated that reality is based on the subjective experiences of the lecturers at the Pretoria campus of the Tshwane North FET College. This was achieved through exploring the experiences of lecturers at the Pretoria Campus

about the implementation of the National Certificate Vocation programme. Slife and William (1995) advise that the research philosophy for a research study influences the practices of the research even though it can largely remain hidden. For this study, a philosophical approach was relevant in the sense that it allowed the participants to answer research questions based on their experiences and interpretation of reality and their understanding of the phenomenon as it affected them.

3.3. Qualitative Research Strategy

A qualitative research strategy was used in this project as it provided detailed experiences of lecturers during the implementation of the National Certificate Vocation (NCV) programme. The intention of the qualitative research strategy was to explore the context, setting and participants' frame of reference that added insight to the experiences of the lecturers at the Pretoria campus of the Tshwane North FET College about the implementation of the new National Vocational Certificate programme. Lecturers' experiences during the implementation of the NCV programme were subjectively explored so as to create meaning and understanding about the programme.

This strategy was useful in the sense that it provided rich experiences of lecturers that assisted in contextualizing the results. This agrees with Thomas's proposition about the importance of the study being able to explore how people define the situation they experience (Creswell, 2003). This also concurs with what other social researchers advise about the value of interpretive research in ensuring that there is an understanding of the human phenomenon in its context that will entail the use of relevant qualitative methodologies during the conduct of the research study (Blanche, Durrheim & Painter,2006).Lecturers' experiences were examined subjectively with the researcher interacting with participants through an inductive approach of asking questions based on their individual experiences and generating meaning from the data collected from these interactions (Babbie, 2010). The common method of design used to collect data was the exploratory case study.

3.4. The exploratory case study design

The exploratory case study design was useful for the researcher to conduct an intensive study on an individual participant within a particular context. Swanepoel and Erasmus in Galego (2008) emphasize that the choice of research methods depends on the nature of the research problem and purpose. This research design is relevant in this exploratory research study because it allowed respondents to explore relevant themes and meanings based on their own subjective experiences. During the use of exploratory case study design, there was a close collaboration between the researcher and participants while at the same time participants were allowed to tell their stories from their own experiences based on their own reality (Marshall& Rossman, 1999).

The qualitative exploratory case study design is also important in the sense that it allowed the researcher opportunities to explore the phenomenon in its context through different data sources which also support the construction and deconstruction of different phenomena (Yin, 2003). The advantage of this exploratory case study design was that it allowed for a close collaboration between the researcher and participants while at the same time enabling participants to tell their stories from their own experiences based on their own reality (Marshall & Rosman, 1999; Rossman & Rallis, 1998). Yin (2003) advises that during the design of a case study, the researcher's focus should be on answering the questions of "how" and "why", and not to manipulate the behaviour of the participants but to cover their contextual conditions as they are relevant to the study. Exploratory case study design was useful in this research as it allowed the researcher to explore the experiences of the lecturers at the Pretoria campus of the Tshwane North FET College about the implementation of the National Certificate Vocation programme which did not have a clear set of outcomes (Yin, 2003).

3.5. Sampling

Purposive sampling was used to select information–rich cases for the research study. This is in accordance with Dane (1990) who states the importance of following a procedure that allows for the selection of a specific unit of interest. Ten lecturers who

are teaching in Business Studies subject fields, levels two to four of the NCV programme constituted the sample for the study. A Further Education and Training expert who has conducted training of NCV programmes was also interviewed to validate the study. This sampling choice was important for the study to explore the experiences of lecturers to generate in-depth and rich information about the implementation of the NCV programme at the Pretoria campus of the Tshwane North FET College. Such information rich cases assisted the researcher to learn a great deal about issues of central importance during the implementation of the NCV programme and is relevant for the study as Patton (1987) advises.

The sample selected for the research study were lecturers at the Pretoria campus of the Tshwane North FET College who are teaching in the Business Studies subject fields of the NCV programme at levels two to four, both male and female with different professional qualifications. The reason for such a choice of sampling was that lecturers at further education and training colleges in South Africa have different academic and professional qualifications as some have workplace experience but lack academic qualifications, others have academic and professional qualifications but do not possess workplace experience. The usefulness of sampling these lecturers in this research study was to be sure that the researcher was able to generate information rich cases from relevant participants (Patton, 1987).

To avoid the sampling bias in the selection process of lecturers and obtain a broader perspective of issues, it was important that the sample should be inclusive of the lecturers in the NCV programme from levels two to four of the subject field Business Studies across all ages, race and qualification backgrounds. The choice of the location was the Pretoria campus of the Tshwane North FET College which primarily specializes in offering Business Studies subject fields where most of the research respondents are located in comparison to other campuses that offer other subject fields of studies such as Engineering and Utility Studies.

3.6. Method of Data Collection

Qualitative research data collection involves working with material that is richly related to a particular context as the researcher tries to make sense of feelings and experiences about the research problem as it occurs in the real world (Blanche, Durrheim & Painter, 2006). Unstructured open-ended interviews were used for collecting data to generate penetrating questions which allowed the researcher to explore what is meaningful to participants without being pigeon-holed (Patton, 1990; Welman, Kruger & Mitchell, 2005). Unstructured open-ended interviews were used through the development of an interview schedule to collect data from the ten lecturers of the Business Studies subject field in levels two to four of NCV programme at the Pretoria campus of the Tshwane North Public FET College (Appendix 1) and one further education and training expert (Appendix 2). An interview schedule was developed as a research guide to prompt the researcher's memory during the interview process.

The purpose of the research was explained to the interviewees, i.e. that the purpose of the study was to explore lecturers' experiences at the Pretoria Campus of the Tshwane North FET College about the implementation of the National Certificate Vocation programme. The interviewee was also made aware that the research is an evaluation of the programme implementation at the college. The choice of the interview method was informed by its usefulness in allowing the researcher to build trust and rapport with respondents in order to obtain in-depth information (Gall, Borg & Gall, 1996). Prior to the conduct of the interview, a letter of request was sent to the Department of Higher Education and Training that is responsible for the governance of the further education and training colleges in South Africa. The researcher was requested to fill in a departmental form and attached the letter from the research committee of the University granting him permission to conduct the study. Another letter of request for interviews was sent to the Pretoria campus manager of Tshwane North FET College (Appendix 3). Subsequent to that, letters were also sent to the identified participants who are ten lecturers in the Business Studies subject field levels two to four of the NCV programme at the college to request their participation in the research study (Appendix 4). Another

letter of request was sent to a Further Education and Training Expert at the University of South Africa who was identified by the College as having conducted the NCV training for FET college lecturers in order to cross reference the interview to ensure the reliability and consistency of the responses.

Before data was collected the respondents were briefed about the purpose of the research and their rights as participants were explained in order to get consent from them to participate in the research. A consent form was then signed by the respondents where they agreed to voluntary participate in the research (Appendix 5). A basic decision for the researcher during the interview process was how to record interview data. During the process of the interview the researcher used a tape recorder after obtaining permission from the participants. Patton (1990) advises about the importance of a tape recorder as being indispensable in order to capture as much information as possible. The tape recorder assisted the researcher to collect data more faithfully than hurriedly written notes which allowed the interviewer to focus on the research process. However, because some of the respondents did not wish to be recorded, notes were taken manually. This also made it possible for the researcher to follow up on questions that needed to be clarified.

3.7. Data Analysis

Data analysis is a process that a researcher uses to reduce data to a story or its interpretation (Le Compte & Schensul, 1999). Data analysis involves a process of themes identification where the researcher forms constructs before, during and after data collection (Ryan & Bernard, n.d). In this research study, a thematic content analysis was applied and allowed the researcher to immerse himself within the data that he collected and categorised into different themes by employing a bottom-up approach of generating themes as they emerged from the data transcripts (Smith, 1992). Transcripts were generated from unstructured open-ended interviews for data analysis.

The challenge in a qualitative research study is how to reduce large amount of collected data into a manageable text which can become a serious problem for the researcher if it is not properly managed as Miles and Huberman (1994) advise. Data analysis in the

form of coding was used and guided by questions, issues and searches for emerging patterns (Patton, 1990). Coding is useful to make sense of the collected raw data and to categorise it into different themes and patterns (Welman, Kruger & Mitchell, 2005). Open coding was used in this qualitative data analysis through dismantling texts and identifying different themes in order to systematically identify differences as they emerged from the data (Boeije, 2010). This coding technique was used for the analysis of data into concepts and themes, developing data systematically through organizing the raw data into concepts and themes and assessing and contrasting relationships among different concepts. Responses of the participants were classified into different categories informed by the established conceptual framework generated during the literature review. The subsequent steps were to group together responses into categories dealing with common themes and analyses of data as it unfolded. Different tools such as colour coding and mind mapping were used by the researcher to organized data as Bryman (2012) has advised.

3.8. Reliability

In order to ascertain the reliability in the research study the researcher ensured that his findings are credible to the extent that they can stand up to scrutiny (Raimond, 1993). For this qualitative research study, the notion of reliability was challenging to implement since human behaviour is ever-changing and there are different ways in which reality can be interpreted which renders it difficult for one particular study to be a replication of others (Merriam, 1988). Rather than ensuring reliability, the study focused on dependability or consistency of the findings whereby the researcher employed the audit trail strategy through verifying the findings with the respondents after generating transcripts (Guba & Lincoln, 1981). This methodology also allowed the researcher to reflect on what transpired during the research process since he kept a diary to reflect on every step that he took to arrive at the findings which was consistent with what Miles and Huberman (1984) have advised.

This study focused on whether the results that are provided are consistent with the data collected rather than compared with other studies. In order to ensure the consistency of the findings, after the researcher generated data transcripts they were sent back to the

respondents who confirmed whether transcripts truly reflected what they had said during the interview sessions. A further education and training expert who had conducted training on the teaching of NCV programme for lecturers was also interviewed to cross reference the responses of lecturers on the same issues and meanings emerging during the interview sessions in order to balance the research findings.

3.9. Validity

Validity is when the research findings accurately reflect what is happening in the real situation and is mainly used in quantitative rather than qualitative research studies (Coolican, 1992). However, in a qualitative study of this nature, the researcher employed internal validity which ensured that the findings were valid and accurately represented a true picture of how the research was conducted. Methodical triangulation was used whereby the researcher interviewed two types of respondents who are lecturers at Tshwane North FET College and a further education and training expert about a single problem which ensured consistency of the emerging themes and patterns for interpretation (Denzin, 1989).

The researcher was also consistent in using an interview schedule to collect data from all participants. After the transcription of the interviews, the transcripts were sent to the respondents who confirmed that what was written was consistent with their answers. This member check strategy of internal validity was used as Merriam (1995) had advised to ensure plausibility of the findings and interpretations. It is difficult to ensure external validity as findings cannot be generalized because of the limited sample selection of one campus due to the researcher's use of qualitative strategy (Neuman, 2011). However, it was necessary for the researcher to check how closely the research study matched the findings (Merriam, 1995).

3.10. Limitation of the study

This research study was limited to ten lecturers at the Pretoria campus of the Tshwane North FET College to explore their experiences about the implementation of the National Certificate Vocation programme. This was because of time constraints, lack of resources and the nature of the study which is a mini research project. The success of

the research depended on the willingness and cooperation of the participants. If lecturers were not willing to participate, the study may have been jeopardized. In order to counter this challenge, the researcher built a professional rapport with participants by earnestly explaining the purpose and importance of the study in order to solicit their cooperation. This resulted in the establishment of trust between the researcher and the respondents who saw the benefit of the research as it allowed them to tell their own stories about their experiences during the implementation of the National Certificate Vocation programme in their college campus.

The use of a tape recorder was a hindrance as some of the participants were not willing to be recorded. In such cases the researcher had a back-up system in the form of writing notes. This research, because of its limitation of scope might not give a true picture of experiences of lecturers at the Pretoria campus of the Tshwane FET College about the implementation of the new National Certificate Vocation programme. However, it could serve as a pilot study for future research study.

3.11. Conclusion

The purpose of this chapter was to explain the research methodology used in the research study. A philosophical approach used in this study which was guided by the ontology that the world is viewed based on subjective experiences and meanings in the life of participants. A qualitative research design was chosen as suitable for the study through the use of exploratory case study design to explore the experiences of lecturers at the Pretoria campus of the Tshwane North FET College about the implementation of the National Certificate Vocation programme. This allowed the respondents to interpret reality based on their own experiences, and provided meaning to their life context. The data collection method adopted were open-ended interviews as it was necessary to solicit rich cases and in-depth information from participants without limiting them. To ensure reliability of the research process, a further education and training expert who conducted training for the lecturers at the further education and training college was also interviewed to cross check the information that was obtained from the respondents. The researcher also ensured validity of the research study by using the same interview schedule for all the research participants.

CHAPTER 4

PRESENTION OF FINDINGS

4.1. Introduction

This chapter presents the research findings from the interviews conducted with ten lecturers in the Business Studies subject field who are implementing the National Certificate Vocation (NCV) programme at the Pretoria campus of the Tshwane North FET College and a Further Education and Training expert. The primary research question that the research sought to answer was: what are the experiences of lecturers at the Pretoria campus of the Tshwane North FET College about the implementation of the National Certificate Vocation programme? The subsequent secondary questions of the research are:

- What are the views of lecturers at the Pretoria campus of the Tshwane North FET College about poor learner performance?
- How has professional development for lecturers at the Pretoria campus of the Tshwane North FET College being implemented?

The aim of the study was to explore the experiences of the lecturers at the Pretoria campus of the Tshwane North FET College about the implementation of the National Certificate Vocation programme. The interview questions were used first to capture biographical data of the respondents and second the employment and curriculum implementation of the lecturers at the Pretoria campus of the Tshwane North FET College

4.2. Biographical Data

4.2.1. Age in years

All the respondents interviewed were above thirty years of age. Seventy percent of the respondents were over the age of thirty five years. Forty percent of the respondents were over the age of forty years. The lowest age of respondents was thirty-three years and the highest was fifty-three years

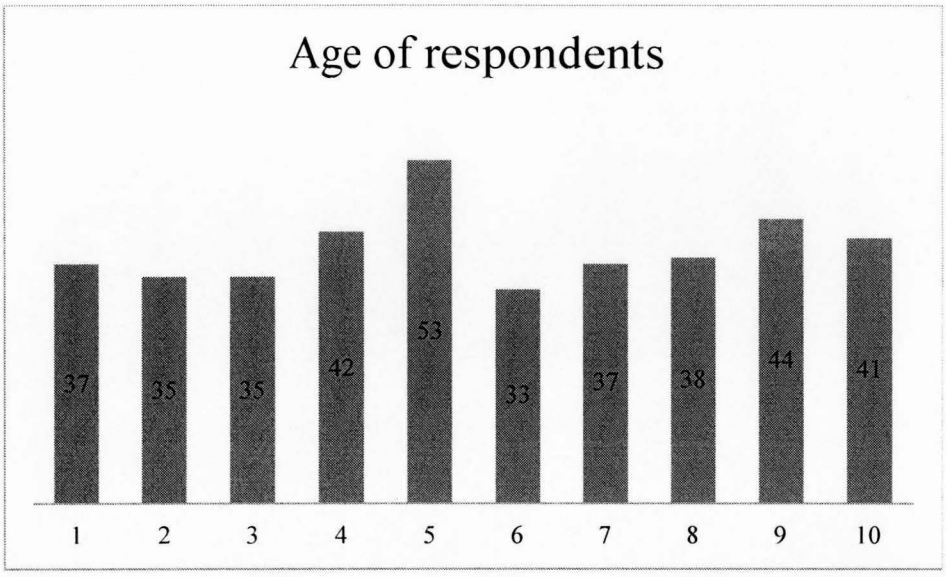


Figure 1: Age of Respondents

4.2.2. Gender of the respondents

Sixty percent of the respondents in the research study were female while forty percent were males. This was because in the Business Studies subject field in the levels two to four at the Pretoria campus of the Tshwane North FET College, the majority of lecturers are women as opposed to men.

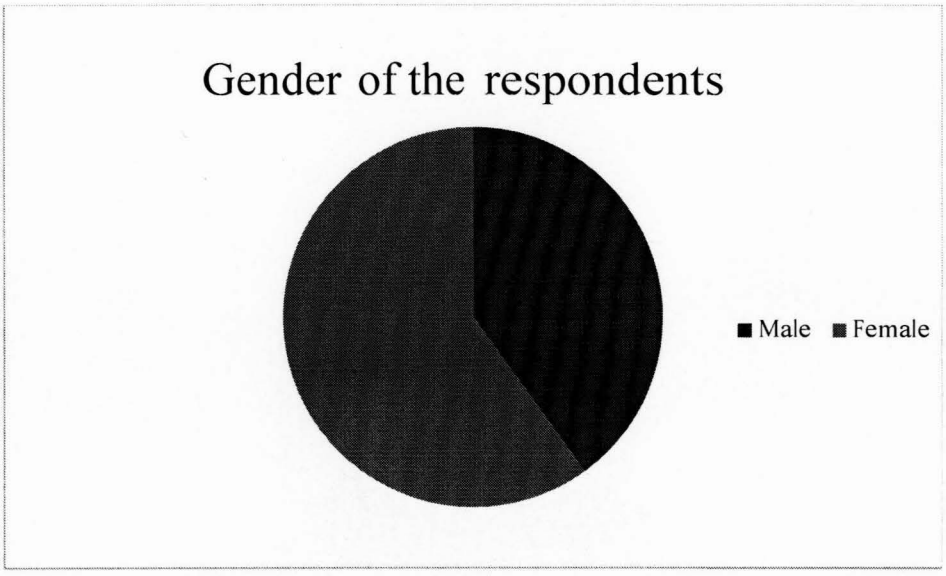


Figure 2: Gender of respondents

4.2.3. Qualification Category

Sixty percent of the respondents in the research study have acquired post-graduate qualifications. Twenty percent of respondents have bachelor degrees and the other twenty percent have diploma qualifications.

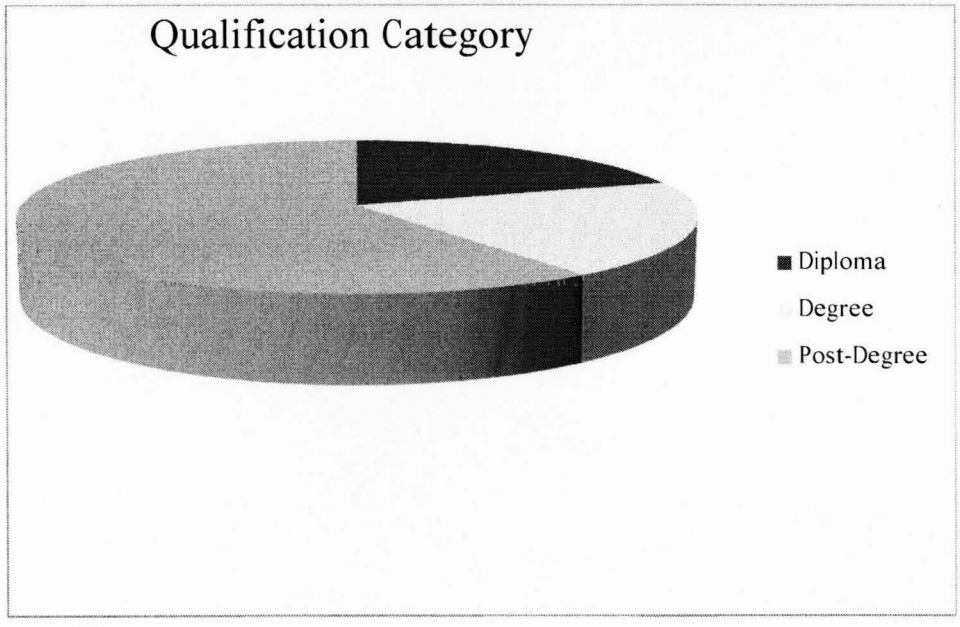


Figure 3: Qualification Category of respondents

4.2.4.Years of teaching experience

Ninety percent of the respondents have more than five years of teaching experience. Fifty percent of the respondents have more than ten years teaching experience. Fifty percent of the respondents have less than ten years of teaching experience. The lowest year of teaching experience was five years and the highest was twenty-eight years.

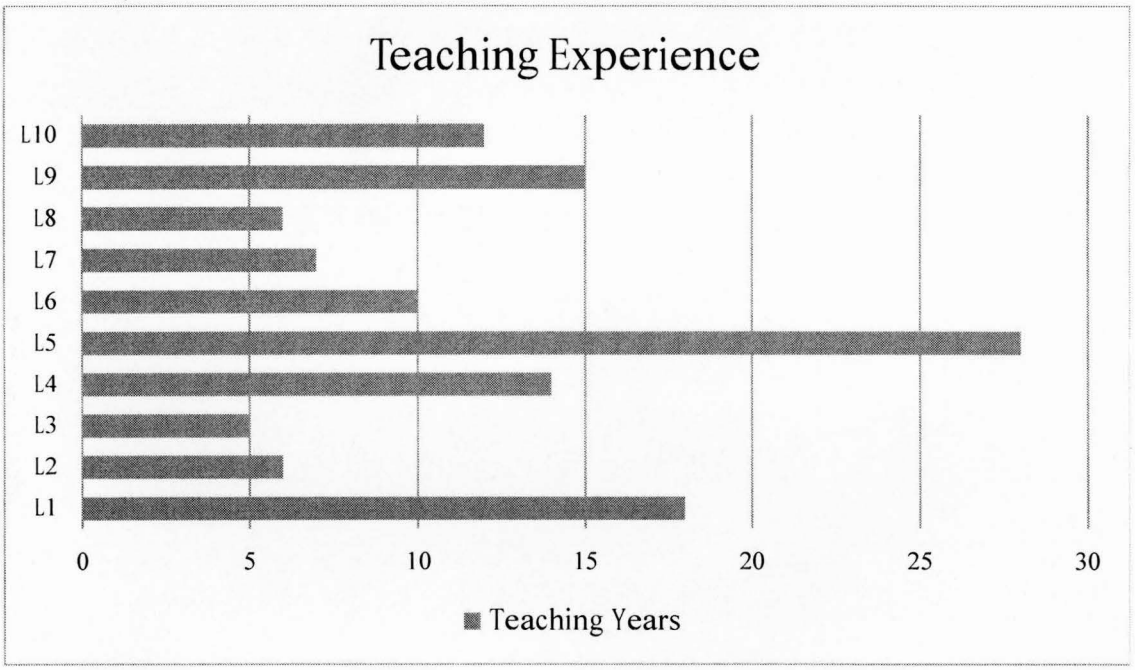


Figure 4: Teaching Experience of Respondents

4.2.5. Subjects Field in National Certificate Vocation (NCV) Programme

Amongst some subjects, fifty percent of the respondents are teaching Business Management, and forty percent Communication-related subjects. Other respondents are teaching the following National Certificate Vocation programme subject fields: Entrepreneurship, New Venture Creation, Personnel Management, Project Management, Marketing, Marketing Communication, and Hospitality at levels two to four in the Business Studies of the National Certificate Vocation programme. Fifty percent of the respondents are teaching Business Management subject field at level three of the programme.

Lecturer	NCV Subjects
1	Business Management; Marketing
2	Entrepreneurship; Business Communication
3	Business Management; Hospitality
4	Business Management; Marketing Communication
5	Entrepreneurship; Business Management
6	New Venture Creation; Hospitality
7	Marketing; Management Communication
8	Business Communication; Marketing
9	New Venture Creation; Personnel Management
10	Business Management; Project Management

Table 1: NCV Subjects Fields of Respondents

4.3. INTERVIEWS WITH LECTURERS

4.3.1. Employment at a Public FET College

All of the respondents reported that they were employed at the Tshwane North FET College by following a normal formal process of applying and being interviewed and subsequently offered their respective employment after being successful in the interview process. The respondents saw the advertisement in different forms of media such as newspapers and on the internet. One respondent said:

"*It was a relieving post as one of the lecturers was on maternity leave and was called later in 2004 for a permanent position*" (**Lecturer 6**).

4.3.2. Institution for post-school qualification

The respondents studied at different institutions for the post-school qualifications which were Technikon Northern Gauteng, Technikon North West, Mokopane College of Education, Tshwane University of Technology, University of South Africa, University of Pretoria, Vista University, and Odi Manpower College.

4.3.3. Competencies acquired in post-school qualification

Competencies such as communication, problem solving, analytical, research, macro-economic, interpretation and demonstration skills were acquired by the different respondents in the post school qualifications. Most of the respondents also mentioned subject specific competencies such as marketing, project management, clothing and cooking, food preparation skills being some of the competencies they have acquired.

4.3.4. Meaning of a public FET College lecturer

The views and experiences of the respondents were mixed about the meaning of a lecturer at an FET college. Only few respondents felt good about being lecturers at Tshwane North FET College. The majority were of the view that it is a challenging and disappointing job. Some of the reasons that they provided for their disappointment were levels of demotivation because of the different types of NCV learners as compared to the Nated learners, and a lack of knowledge about the curriculum that they are expected to teach.

The respondents who felt good about their work are of the view that they are contributing immensely to prepare learners for the world of work because education does not only mean what learners learn in a classroom. They provide guidance and advise learners on social matters. One of the lecturers stated the following about his role:

"*I want my learners to keep the pot boiling by making them employable in the world of work*". (**Lecturer 1**).

The majority of lecturers who felt that their work is not challenging but demotivating, gave the following reasons:

> "*You are required to teach a subject you do not have knowledge about because there are shortages of lecturers*". (**Lecturer 2**)
>
> "*I regard this job as part of demotion because in my case I am from model C school*". (**Lecturer 4**)

"*The kitchen we are using is very dirty. I discussed the situation with my colleagues but was called to the disciplinary hearing to be questioned. From that day, I told myself that I am going to keep things to myself and will not share them with any person except my learners.*" (**Lecturer 7**)

"*We are expected to do more of parenting because of high pregnancy rate. In my class, I have between five to six learners who are pregnant*". (**Lecturer 10**)

4.3.5. Process to introduce National Certificate Vocation programme

The majority of the respondents did not know much about the process that was followed when the National Certificate Vocation programme was introduced at the Tshwane North FET College. Their view was that the programme was imposed on them as they were not informed and were threatened that if they do not support the introduction of the new NCV programme their jobs would not be guaranteed. They mentioned that the people who were facilitating the introduction of the programme were not trained and therefore ill-informed about the process.

Respondents also complained that the management introduced the programme without taking lecturers for training. This resulted in many lecturers and learners being confused in terms of the implementation of the new National Certificate Vocation programme. The respondents were of the view that the management should have gone through the process of implementation with them. One of the respondents said:

"*If I look at the NCV programme, the content and the book are good but the problem is with implementation*". (**Lecturer 2)**

One respondent had a different view that the process was correct but the implementation was only on paper due to lack of resources. Based on her experience, the programme was less practical and more theoretical which is opposed to the mission of a public further education and training college. She stated that:

"*In our case, the learners must do practical but that is not happening. We do not have teaching equipments that should assist learners in practical learning*". (**Lecturer 5**)

4.3.6. Lecturers' involvement during the introduction of NCV programme

Discussions were held but the process was selective in the sense that heads of departments were taken for training. The problem is that most of the heads of departments were not subject specialists and were not able to assist lecturers mitigate challenges that were related to the specific subjects. The feeling among the majority of respondents was that they were not involved during the introduction of the NCV programme and this situation worked against them.

The senior management team was responsible for the coordination of the programme. In an instance where lecturers were involved, it was only a few since the criteria for their involvement was not clarified. Most of them were hand-picked based on their close relationship with the senior management team. The respondents also stated that the Department of Education compiled activities and tasks for the programme and lecturers were told to use those tasks without their input.

Lecturers were given Portfolios of Evidence and Assessments that they were expected to use to demonstrate their classroom teaching but were not taught how to use them since it was the first time they were to use them for classroom performance management.

Lack of subject specialists to guide lecturers on how to implement the new NCV programme was encountered. Most of the respondents felt that they were left on their own without any assistance.

4.3.7. Management of transition phase from Nated to National Certificate Vocation programme

The transition from Nated to National Certificate Vocation programme was difficult and challenging for the majority of the respondents. The reason for this was that unlike in the Nated programme, learners in the National Certificate Vocation programme were not committed to their studies and did not regularly attend classes. The quality of learners who registered for the NCV programme was poor as compared to that of Nated programme because the NCV learners did not reach grade 12 but enrolled for NCV programme after completing grade 10.

The views of the respondents were that transition from Nated to NCV programme was poorly managed in the Tshwane North FET College. Structures were not put in place to cater for learners who were performing poorly from the mainstream schools as the NCV programme is highly intensive and requires committed and mature learners. The Nated programme was viewed as being straightforward whilst the NCV programme has a lot of administrative work that lecturers were not accustomed to. As a result lecturers could not focus on assisting NCV programme learners to improve their learning abilities. To illustrate this point, one respondent stated:

"*Honestly, speaking, it is tough because even us as lecturers are struggling to implement the NCV programme. For example, in New Venture Creation, there are some chapters that I teach at NCV level 3 whereas when you go to Nated programme, they are taught at level 5*". (**Lecturer 6**).

4.3.8. Knowledge and skills to teach new NCV programme

The following knowledge and skills sets were identified by respondents as being important for teaching the new NCV programme:

- Psychological skills
- Administrative skills
- Learner support skills
- Pedagogical skills
- Practical application skills
- Workplace experience

- Management skills

Subject specialists who are well trained in the above-mentioned skills should train lecturers and assess them during the implementation of the new NCV programme. Some of the respondents did not possess the subject knowledge of the courses they are teaching because of poor retention rate in the FET College. The NCV programme has both fundamental and vocational courses which demanded a lot from lecturers who have only one set of skills and lack the other. One respondent said:

"*You cannot say you are teaching Life Orientation if you have not studied Psychology in your post school qualification as a course. You cannot teach Life Orientation if you have done Electrical Engineering because you will not be able to identify if a learner has learning problems that requires you to refer him for relevant assistance*". (**Lecturer 2**).

4.3.9. Training and support for public FET College lecturers

Some of the respondents were trained in Facilitation, Assessment, Moderation, First Aid and Firefighting courses. The other forms of training were provided by book publishers who coached lecturers about how the NCV programme was structured. Most of the respondents were not trained since they joined the Tshwane North FET College. Those who were trained complained that the quality of training was poor and the duration was short as it was between two to three days. Few of the respondents reported that these training sessions were helpful to them.

There was no continuous professional development support for lecturers at this FET College. There was also no support in terms of providing lecturers with necessary teaching materials and resources required for the NCV programme which puts an emphasis on practical application. There were no internet and library facilities at the FET College which made it difficult for learners to do their research and projects. Sometimes the college did not have printing paper for two to three days.

4.3.10 The effect of NCV programme on classroom teaching and learning

All of the respondents reported that the NCV programme has affected their classroom teaching negatively. The criteria for the registration of learners were not correct because

different learners with different knowledge levels were grouped together in one classroom and this made teaching and learning difficult. Some learners were demotivated and bunked classes. There were serious barriers to learning because some of the learners did not understand English and when a lecturer was compelled to switch to the mother tongue it affected those learners who did not understand the mother tongue.

There were learning gaps among learners which resulted in high failure rate. This was because some of the learners were at grade 12 level and others at grade 10 level being grouped in one classroom. The performance of better learners suffered as a result of classroom arrangements. The result was that learners absented themselves from attending classes. The other concern was that teaching and learning became unproductive as lecturers could not teach at the expected phase required in the year plan. Lack of practical equipment also resulted in teaching being more reliant on theory than practice which led to a lack of understanding by learners.

4.3.11. Lecturer attitude towards NCV programme

The attitude of the respondents was mixed in the sense that there were those who felt that the programme was good but its implementation was wrong. Others were of the view that the programme was difficult and should be done away with. Those who felt positive about the programme reasoned that it was advanced looking as it has the potential of making learners marketable in the workplace as compared to the Nated programme that was regarded as being outdated. There was a positive attitude about the programme and management was requested to make resources available to address challenges associated with its implementation.

A different view was that the NCV programme should be phased out as the standard was too high for the type of learners who are enrolled at the FET colleges. An issue that was raised as a concern was that the management assigned any person to teach a course regardless of whether he or she was a subject specialist. The burden of administrative work made the programme unviable as lecturers have to concentrate more on filling paperwork in the portfolio of evidence which takes teaching time. Lack of

programme articulation with universities caused learners drop-out of the college. One respondent stated:

> *"At the start of level two of the NCV programme you will have seventy to eighty learners in two classes but at level four you will be left with twenty learners. This demonstrates that learners do not cope and result in a problem of learners' drop-out"*. (**Lecturer 9**)

4.3.12. Suggestions on better NCV programme implementation

The reduction of paperwork to allow for sufficient teaching time has been identified as necessary to improve programme implementation. The focus should be more on practical application and less on theory by providing the required teaching resources and equipment. The Department of Education should employ properly qualified subject specialists to assess and monitor programme implementation and provide guidance to lecturers.

The Department of Education should also modify the programme and elect a committee of lecturers at the grassroots level who are implementing the programme at FET colleges to advise them and get their views. There was a need to change the criteria for registering learners in the programme. They should at least register learners who have failed matric because they have an idea of writing a national examination because NCV programme is a national examination. The Department of Education and the college management should also think carefully about an attendance register when giving learners money for transportation and bursaries. The bursary and transportation stipend should be given to learners who attend classes regularly.

4.4. INTERVIEW WITH FURTHER EDUCATION AND TRAINING EXPERT

An open-ended interview was also conducted with a further education and training expert who provided continuous professional development to public FET College lecturers in order to validate the findings of Tshwane North FET college lecturers.

The following questions guided the interview:

- What qualifications do FET college lecturers possess?
- What skills and competencies are relevant for NCV programme?
- What is the level of professional development of lecturers in South Africa?
- How is the design of NCV programme for FET colleges?
- What support do FET college lecturers require to teach NCV programme?
- What intervention programmes have been provided to FET college lecturers?

4.4.1. Qualifications of FET college lecturers

There has never been a guideline for FET college lecturers' qualifications in South Africa except the one provided by the Department of Higher Education and Training in 2013. The Department of Higher Education and Training has just released a guideline, the universities were preparing to finalize a qualification that could be provided in 2015. In 2007, the Department of Education in collaboration with Universities of Witwatersrand and Cape Town, through the support of Denmark Development Agency programme offered a short programme called Vocational Education and Occupation Programme (VEOP) to improve FET college lecturers' qualifications. The VEOP was premised incorrectly on an assumption that lecturers who enroll for it require didactic training because they did not have a professional teaching qualification. This premise was wrong as it assumed that all the FET college lecturers have a three year degree specialization and needed only didactic training.

The Belgian Technical Agency in South Africa (VVOB) conducted a study in collaboration with University of Free State where the respondent was a coordinator which found that there are variations of lecturers at public FET colleges in South Africa. There are percentage of FET lecturers that have Bachelor degrees and those that have N6 qualifications. Some lecturers have artisan qualifications in Engineering, Drawing and Design and Mechanics because they were working in different industries and offered their services to FET colleges on a part time basis. The respondent also noted:

"*The reality of the situation is that currently we do not have a qualification for lecturers in South Africa*". (**Further Education and Training Expert**)

4.4.2. Skills and competencies relevant for the NCV programme

FET college lecturers should have a holistic understanding of learners as they prepare them for the world of work. Learner support skills and work-placement experience were required and should be integrated to learner registration process. There must be pre-screening of learners who come to FET colleges so that they can be well supported. Many learners who enrolled at FET colleges dropped-out because the subject specialization they enrolled for was not suitable for their abilities because there was no proper screening during the registration process.

"*My experience when coordinating the DANIDA programme was that there was no proper screening of learner and lack of onsite programme to advise learners*" (**Further Education and Training Expert**)

The other weakness was the exit programme in a sense that the majority of FET colleges did not have partnerships that assisted learners to do practical work after they have completed their study programme.

4.4.3. Professional development of FET College lecturers

There was no professional development of FET college lecturers which has been an issue that the VVOB has taken up with South African Council for Educators (SACE) to assist them in continuing professional development. SACE needs to be expanded to deal with issues of professionalization of FET college lecturers without the Department of Education passing a new Act. The challenge was that SACE is accountable to the Department of Basic Education whereas FET colleges reside in the Department of Higher Education and Training.

SACE Act has stipulated that FET college lecturers should be registered with the council so that their teaching profession can be regulated but in reality that was not the case. The respondent stated:

"*For example, if you go to Tshwane North FET College and ask lecturers about their SACE registration number, you will find that only one out of five lecturers are registered*

with SACE because they are not qualified teachers". (**Further Education and Training Expert**)

4.4.4. The design of the NCV programme at FET colleges

The National Certificate Vocation programme was a noble act in terms of how it was designed because of the need for a well-rounded learner who understands figures and combines them with trade skills. What was lacking were support from development institutions like the Sector Education and Training Authorities (SETAs). During the design of the NCV programme efforts could have been made to link with the SETAs instead of creating different pathways for qualifications. Currently the qualification pathways are too numerous which creates confusion.

The Skills Development Act of 1998 talks of articulation between education and training institutions for creating a single platform for skills for employment. The problem in the design of the National Certificate Vocation and Sector Education and Training Authorities was that they have created different pathways for skills development instead of a single pathway for skills development. This problem was caused when the FET Colleges Act of 1998 was passed under the Department of Education whereas the Skills Development Act of 1998 was passed under the ambit of the Department of Labour. The challenge is that the government institutions do not align with each other.

4.4.5. FET college lecturers support to teach NCV programme

One of the major issues was the upskilling of FET college lecturers on didactics and setting norms and standards for basic requirements for vocational teaching. There were no guidelines about class size, provision of learning materials and resources at FET colleges. There was also a need for Professional Learning Communities because the FET college sector moves very fast as a result of new technology and FET college lecturers needed to network with colleagues across the world who are teaching the same things. There was also a need to network with industries.

"*You cannot be a good FET college lecturer if you do not understand the needs of the plumbing sector, for example*". (**Further Education and Training Expert**)

The support that FET college lecturers received during the implementation of the NCV programme has been minimal. One of the mistakes that the Department of Education made was a one-size fit all approach. NCV programme appealed to FET colleges in poor communities who did not have financial support base. The reason for this was that NCV learners received government subsidies in the form of bursaries and transport allowances and there was guaranteed payment for lecturers. The support FET lecturers received varies from FET college to FET college and the government subsidy was not enough as it covered only administrative costs.

4.4.6. Intervention programmes for FET college lecturers

The intervention programmes depended on the needs analysis from FET colleges. There was a VEOP training programme, didactics training, literacy training and the upgrading of mathematics skills in partnership with the Department of Education because of the realization that some lecturers were not at the required level for teaching mathematics at NCV level 2 and 3. The other training that was conducted was in SESD that upgraded skills of lecturers and management which also looked at infrastructural aspects of the FET colleges. The SESD programme also focused on assisting FET college lecturers to develop manuals for learner support services. The challenge was:

"*I hardly see the FET colleges using the manual which is very comprehensive in terms of pre-screening of learners and onsite support*". (**Further Education and Training Expert)**

Some intervention programmes were provided by the ETDPSETA but developed in isolation from the needs of FET colleges.

"*For example, ETDPSETA come to Ethikwini FET College and say that we have developed MBA programme for your managers in terms of our mandate. The problem I have is that do colleges need an MBA programme for managers. I could not get an answer as to how does an MBA relate with what they are doing on a daily basis.* (**Further Education and Training Expert**).

During the development of Workplace Skill Plans, the SETAs should engage with FET colleges and agree about the training priorities for FET lecturers rather than the SETAs' collating Workplace Skills Plans and deciding on their own what the FET colleges need. The major challenge was that both the SETAs and FET colleges were talking across each other.

4.5. Conclusions

The respondents complained about lack of involvement during the implementation of the National Certificate Vocation programme. They have raised concerns that they were not consulted during its programme implementation as they were overlooked in favour of the heads of departments who were poorly qualified to orientate them during the National Certificate Vocation programme implementation. Respondents felt strongly about the lack of consultation, lack of knowledge and skills in subjects that they were allocated. Poor quality of learners as a result of poor selection and recruitment processes has been identified as a major challenge that impacted negatively on poor learner output at the Pretoria campus of the Tshwane North FET College. The majority of respondents complained about the huge administrative workload that was the result of the National Certificate Vocation programme. Their view was that they have not been exposed to continuing professional development initiatives to mediate such challenges. The unintended consequence for the lack of continuing professional development contributed to poor motivation and commitment among the respondents.

Respondents raised concerns about poor programme implementation which was supported by a further education and training expert who mentioned that National Certificate Vocation programme was poorly implemented as there were no qualification programmes for further education and training college lecturers in South Africa. He also stated that professional development was weak in the further education and training colleges as the departments of Labour and Education were not working in synergy to address professional development challenges. Themes such as selection and appointment criteria; motivation and commitment; favouritism in training for FET college lecturers; curriculum changes; continuing professional development;

learner enrolment, and huge administrative workload emerged during the research findings and will be analysed in detail in chapter five.

Chapter 5

Data Analysis and Interpretation

5.1. Introduction

The aim of this research study was to explore the experiences of lecturers at the Pretoria campus of the Tshwane North FET College about the implementation of the National Certificate Vocation (NCV) programme. The main research question for this study is: "what are the experiences of the lecturers at the Pretoria campus of the Tshwane North FET College about the implementation of the National Certificate Vocation programme?" The subsequent secondary questions of the research are:

- What are the views of lecturers at the Pretoria campus of the Tshwane North FET College about poor learner performance?
- How has professional development for lecturers at the Pretoria campus of the Tshwane North FET College been implemented?

The researcher discovered that the majority of respondents were not happy about their employment at the Pretoria campus of the Tshwane FET College. Reasons for their unhappiness were the lack of continuing professional development opportunities, poor implementation of the National Certificate Vocation programme, and the learner enrolment strategy that the FET college used in the NCV programme. During the interviews it was found that lecturers at the Pretoria campus of the Tshwane North FET college did not have enough content knowledge in the subjects fields that they were allocated to teach because after their appointment they were allocated subjects based on the need to fill the post rather than their professional competencies to teach particular subjects and this resulted in poor learner output.

The study focused mainly on the implementation process of the National Certificate Vocation programme, the meaning of being a lecturer at a public FET college, competencies and skills required to teach the National Certificate Vocation programme and the transition process from the NATED programme to the National Certificate

Vocation programme. This chapter analysed the results of the research findings based on different categories of themes that were identified during transcriptions of the interview schedule. During the analysis, raw data from the interview processes were colour coded to identify the emerging themes from the respondents' responses. This was done in a form of open coding of the themes. These themes were analysed to identify the concepts, areas of agreements and contrasts. The following themes were identified from the responses of the respondents:

- Selection and appointment criteria
- Motivation and commitment
- Favouritism in training for FET college lecturers
- Curriculum changes
- Continuing Professional Development
- Learner enrolment
- Administrative workload

5.2. Selection and appointment criteria

The selection and appointment process did not appear to be a serious issue among the respondents as they felt that they are adequately qualified to teach at the Pretoria campus of the Tshwane North FET College. This could be attributed to the fact that the results from the interview schedule indicated that all the respondents followed a formal selection process to be employed at the Tshwane North FET College. The formal process for selection and appointment required the advertisement of posts in different media, such as newspapers, local radio stations and through the internet where the prospective applicants who have the required qualifications for the posts applied. After an interview process, applicants who were deemed to possess the required qualifications were appointed to lecturing posts. Based on the findings from the research interviews, all respondents felt that they were adequately qualified for appointment to teach at the Tshwane North FET College because they possess relevant qualifications such as diplomas, bachelor degrees and post-graduate degrees.

However, the problem with such an assumption is that in South Africa, FET colleges provide National Certificate Vocation programme courses that require both content knowledge theory and practical application skills that the majority of the respondents did not possess. The view of respondents of being adequately qualified to teach at further education colleges was contrary to that of Fisher, Jaffe, Powell and Hall (2004) who have identified poor management and teaching capacity among the staff because of the neglect of African technical colleges during the De Lange Commission's investigations about the technical college landscape in South Africa. The history of neglect in African technical colleges during apartheid did not prepare college lecturers to be well skilled to respond to the emerging skills development needs of the country by ensuring that adequate qualifications are provided to lecturers employed at the further education and training colleges in South Africa. This view also is shared by Gewer (2005) who indicated that one of the challenges of further education and training colleges in South Africa is its lack of continuing professional development for FET college lecturers to respond to new skills development challenges.

The researcher's analysis shows that the selection process for job placement at the Tshwane North FET College exemplifies a history of neglect in building institutional capacity, to which Gewer (2005) alluded to, that failed to ensure that lecturers were adequately prepared for the new task ahead which is to implement the new National Certificate Vocation programme. Most of the respondents were lulled into a false sense that they possessed the necessary qualifications to teach at further education and colleges whereas in reality they were not well trained for this particular job in the sector.

The reason for poor selection criteria at Tshwane North FET College might be attributed to poor institutional capacity because personnel in the selection panel did not possess the necessary skills to ascertain that prospective job applicants have both professional qualifications and workplace or practical experience required for teaching vocational and occupational courses at further education and training colleges in South Africa. One of the reasons for a mismatch could be that the selection panel did not have practical or workplace experience of the course programme or because of a low number of prospective and well qualified applicants who possess both content knowledge and practical experience.

This assumption was also confirmed by the FET expert who indicated that there were no relevant qualifications for lecturers at further education and training colleges in South Africa. This could be attributed to the failure of the Department of Higher Education and Training to publish policy guidelines for FET lecturers' qualifications in 2009. As a result, lecturers' qualifications for FET colleges were not being catered for at any of the universities. What is currently available is the Vocation Education Occupation Programme (VEOP) qualification that was piloted for FET college lecturers by only two universities in the whole country. Coetzee, Joubert and Steenkamp (2005) advise about the importance of ensuring that selection criteria are in line with the requirements for the job through ensuring that before an applicant is considered for employment, his abilities, qualifications, skills and knowledge should be matched to the selection criteria. The problem of the selection and appointment process at this particular FET college was that only one set of selection criteria was considered and the other set, which is workplace or practical application skills, was not considered. This view is also supported by Akoojee (2009) and Blaine (2008) who criticized the hastily implementation of the new National Certificate Vocation programme at FET colleges in South Africa that exacerbated poor learner performance because of a lack of qualified teaching staff in technical and vocational subjects as a result of staff attrition.

5.3. Motivation and Commitment

The role of motivation and commitment received little attention from respondents during interviews pertaining its impact on teaching at the Tshwane North FET College. However this theme was indicated by some of the respondents who felt that the challenges that they experienced in the FET college did not motivate them to perform to their maximum abilities. The respondents identified the following factors as having impacted negatively on their levels of motivation and commitment: a lack of commitment from learners, inadequate support from management, high pregnancy rate of female learners, and a lack of resource allocation to teach the NCV programme. The support that lecturers received from FET college management were insufficient to deal with the challenges of the new curriculum implementation because they were not provided with adequate resources and materials required to teach the NCV

programme. The views of the respondents were consistent with literature review studies by Cloete (2009) and Powell (2013) which have identified that support or lack thereof in the workplace can result in higher or lower levels of job satisfaction and performance as people want to be viewed as valued and appreciated by those in management.

There were contrasting feelings amongst respondents about their levels of motivation and commitment. Those who were demotivated were of the view that they were expected to play different roles such as being parents and counsellors to learners who are not able to take care of themselves in the absence of management support. Some of the respondents' complaints stem from the lack of a conducive environment for teaching which was characterized by dirty classrooms, lack of teamwork efforts and collegial relationships from their colleagues. In one instance, the situation got out of hand for one of the respondents because when she raised the issue of the cleanliness of the classroom she was called to a disciplinary hearing. This resulted in mistrust as she felt that she cannot be open and honest with her colleagues and she has resorted to keeping things to herself. Respondents' feelings were consistent with the research study conducted by Preston (1999) which indicates that mistrust and lack of self-belief is the result of poor orientation to face new challenges that can result in demoralisation in the workplace.

Preston's (1990) conclusions are reflected in the feelings that some of the respondents demonstrated during the interviews and identified as being some of the reasons for the poor implementation of the new National Certificate Vocation programme. This resulted in some of the respondents resorting to keeping things to themselves as they did not want to be exposed as poorly prepared for teaching the new NCV programme. The impression of the researcher was that some of respondents intend to resign from their positions at the Pretoria campus of the Tshwane North FET College if they can get better job offers somewhere else. Akoojee (2013) and Nzimande (2010) have also indicated that there has been poor professional development for lecturers at FET colleges in South Africa which was demonstrated by poor motivation and a lack of job

satisfaction with the unintended consequences of poor performance that resulted in high failure rate by learners in the FET college sector.

However, what was striking during the interview process was that two of the respondents were highly committed to their work as they felt that they contribute to the nation by working at the FET college through providing guidance to learners. This was contrary to the experiences of some of respondents who indicated that the management was not supporting them. One of the respondents stated that she is confused as she regards her job as being demotion from her previous one in a model C school. The findings indicated that the respondents demonstrated contrasting views about their levels of motivation and commitment. Whilst some of the respondents were demotivated and lacked commitment, two of their counterparts were highly motivated and committed as they see their role as part of nation building.

It was also interesting to realize that between the male and female lecturers, male lecturers were motivated and committed to the FET college whereas the female lecturers were mostly demotivated and wanted to exit the system. This might have to do with the coping skills of male lecturers when working under pressure.

5.4. Favouritism in training for FET college lecturers

The findings indicated that the necessary training for FET college lecturers to implement the new National Certificate Vocation programme has been neglected or did not take place at all. The findings also indicated that if any training was provided, there was a high level of favouritism in the choice of participants because of the relationship a particular respondent had with a head of department at the Pretoria campus of the Tshwane North FET College. Heads of departments controlled training activities and workshops for the inductions into the new NCV programme and dominated the participation rates. This top-down approach to training resulted in some respondents being denied exposure because of a lack of consultation during the design and planning for training activities. This has resulted in lecturers' resistance to implement that NCV programme as they were afraid that they will be viewed as incompetent.

The major areas of contestation by respondents were that the education department did not provide properly qualified subject specialists to guide and support them during the implementation of the NCV programme and there was a high level of favouritism that has been demonstrated by management who only took the heads of departments for training even though some of them did not have specific subject knowledge skills to guide lecturers during the implementation process. Lecturers were very skeptical about the proposed changes to the curriculum as they alluded to the fact that "change is something that is threatening".

Change management theory states that uncontrolled change can result in a higher level of instability as people move from their comfort zone to the levels of unpredictability which causes uncertainties if such change is not properly managed (Snowden & Boone, 2003). The change management theory is supported by Ehlers and Lazenby (2010) who advise about the need for strategic management during the implementation of a change process which requires managers to analyse the situation before implementing new change processes in order to achieve a buy-in from the affected parties. One of the mistakes that occurred during the implementation of the National Certificate Vocation curriculum was that management at FET colleges did not consider lecturers as important catalysts of change. Before any change can be implemented it is important to orientate and train employees to ensure that the proposed changes are aligned to the needs of those affected and are empowered with the necessary skills, attitude and commitment to own such change processes.

These views concur with those of Kotter (1995) who attributes failures in organisational changes as being a consequence of an inability by management and leaders to build consensus for change that does not result in a guiding coalition for change because of lack of vision by those in leadership positions. What appeared to be the case at the Pretoria campus of the Tshwane North FET College was that lecturers were not part of the consensus for curriculum change that took place and became obstacles to the proposed curriculum change because they were not brought in to be part of the coalition for change as they were not properly consulted because of their low status in the institutional hierarchy.

The poor management at the Pretoria campus of the Tshwane North FET College was blamed for being unable to integrate lecturers in the change management process by the FET expert. As Kotter (1995) indicates about the change management process, the NCV programme required lecturers who understood the philosophy, psychology and sociology of teaching. This was absent amongst the majority of the lecturing staff at the Pretoria campus of the Tshwane North FET College because of the different categories of lecturers that are in the FET colleges system in South Africa. There are three types of lecturers at FET colleges in South Africa that is, those who have professional qualifications but lack workplace experience, those with industrial and practical experience but lack professional teaching qualifications and those who did not have either workplace practical and teaching experience but were absorbed into the FET college system because of staff attrition.

It was therefore required from Tshwane North FET College management to engage and identify the training needs of lecturers during programme implementation of the new NCV curriculum and eradicate bad practices that can result in favouritism and exploitation by those in senior positions. This is more critical at FET colleges because of the different types of learners that were enrolled in the sector which are, those who have completed matric from the main school stream, the unemployed who were encouraged by the government through the Skills Development Act to enroll at FET colleges, and those who were coming directly from grade ten of the main schooling system (Republic of South Africa, 2008). Lack of consultation with FET lecturers resulted in an unconducive environment for teaching and learning hence "lecturers were crying for help saying they need a form of training that can prepare them to deal with different types of learners that the FET college system enrolled".

Lack of training for FET college lecturers has also been acknowledged by Booysens (2009) who posited that a significant number of teaching staff at FET colleges in South Africa are either 'under-qualified or unqualified'. The available statistic indicated that in 2002, only eight percent of FET lecturers were in possession of recognized tertiary qualifications (Booysens, 2009) and that those with necessary trade and industry experience did not hold formal teaching qualifications, whereby in one of the FET

colleges in KwaZulu-Natal, 75 per cent of the lecturing staff did not have necessary teaching qualifications (Moodley, 2006).

5.5. Curriculum change

The difficulties of curriculum change was raised as a serious challenge by all the respondents. Curriculum changes have proven to be problematic during the transition from the NATED programme to National Certificate Vocation programme at the Pretoria campus of the Tshwane North FET College. Different challenging factors such as learners' type and quality, new curriculum innovations, the pace of transition, and lecturers' coping skills were encountered during the transition from NATED to NCV programme at the FET college. The view about the challenges of curriculum changes concurs with that of Papier (2011) who posits that during such change further education and training college lecturers in South Africa were caught between two tensions of being an expert educator and industry expert without proper orientation for their envisaged roles. Haycock and Kelly (2011) supported this notion by identifying in their exploration study that dual tensions have been experienced for vocational teachers even internationally, in countries such as Australia, where their occupational identity has been challenged (Seddon, 2008). The standard of the NCV programme was higher and not suitable for the type of learners that were enrolled by the FET college. Immaturity and lack of commitment from NCV learners as opposed to the NATED programme learners were experienced among learners during curriculum change at the Pretoria campus of the Tshwane North FET College.

Lack of management of the curriculum change was also experienced on the Pretoria campus of the Tshwane North FET College as lecturers and learners struggled to cope with the new curriculum change. The importance of managing curriculum change is expressed by different authors who caution about the complexity of personal and contextual factors such as classroom management and its constraints (Hodson, 1993; Jansen & Christie, 1999; Schwartz & Lederman, 2002). Nicholls (1983) identifies important factors such as support provision for implementers, understanding of the implementation process, building the necessary capabilities for implementation, and the provision of materials and resources. Some of Nicholls' (1993) views concur with the

findings from some of the lecturers which indicated unevenness in some of the chapters of New Venture Creation for different levels of NATED programme and NCV programme. Some of the chapters of the New Venture Creation that were taught at level five in the NATED programme were taught at level 3 of the NCV programme.

The interview of the FET expert also highlighted problems in the manner that the NCV programme was designed which impacted on its implementation. The argument of the FET expert was that the NCV programme required a well-rounded learner who is able to understand figures and trade but this was absent at FET colleges in South Africa. The other problematic area was the lack of institutional linkages between further education and training colleges and Sector Education and Training Authorities (SETAs) in South Africa that were mandated to develop a seamless linkage and articulation that can create a single pathway for skills development as articulated in the Skills Development Act of 1998 (Department of Labour, 1998). This resulted in different pathways for skills development that affected the implementation of curriculum changes.

However, contrary to these views, some of the lecturers were satisfied with the manner in which curriculum changes were implemented in the FET college as they stated that it was progressively phased in and allowed them to acclimatized to its implementation as they were informed a year prior to prepare themselves. They supported the curriculum change because they regarded the NCV programme being at a higher level as compared to the NATED programme and that it was subsidized and funded by the Department of Education.

5.6. Continuing Professional Development

All the respondents voiced their dissatisfaction regarding the poor efforts of the Pretoria campus of the Tshwane North FET College to provide opportunities for continuing professional development to mitigate the challenges of the new NVC programme. What can be analysed from the research findings was that continuing professional development for FET college lecturers at the Pretoria campus of the Tshwane North FET College was lacking. There was a need for FET college lecturers to undergo in-service training in the form of continuing professional development as the majority of

them did not possess the content knowledge for the subject they were currently teaching. This was because of the selection and appointment criteria which focused only on qualification levels but did detail the skills set that are inherent within a particular subject.

Coetzee (2012) highlights the need for continuing professional development in learning institutions through the argument that when curriculum changes occur the methods of assessment also change which requires educational practitioners to undergo in-service training. This notion is also shared by Smith and Gillespie (2007) as they outline the necessity of continuing professional development that entails a longer duration to be effective in allowing teachers to improve on the teaching practice by focusing on better methodologies to improve their subject matter knowledge. The Department of Education in South Africa (2008) also identified continuing professional development as being an essential component for teacher improvement through improving the quality of education provisioning.

What has emerged from the findings indicated that most of the respondents need to be trained to acquire specialist subject skills for the courses they provide. One respondent indicated that some of the lecturers and head of departments did not possess subject knowledge of the subjects they were allocated and managed. This created difficulties in assessing learners' work and examination. The head of departments were not well-equipped to advise lecturers to improve their classroom performance.

The need for continuing professional development in a form of in-service training was critical for lecturers at the Pretoria campus of the Tshwane North FET College because of three types of lecturers that are in the college sector. Those that have professional qualifications but do not have workplace or practical experience, those with workplace and practical experience but do not have didactic or teaching methodologies and those that do not have either as they were absorbed from the FET college as students after completion of their N6 because of high staff attrition.

In the South African legislative context, the South African Council for Educators Act, No 31 of 2000, was passed to establish the South African Council for Educators that

compelled both educators at schools and lecturers at further education and training colleges to register as professionals before they are able to teach at these institutions. This act made it possible to develop professional ethics of educators and FET college lecturers and advise on their continuing professional development. However, one of the challenges was that since the separation of the Department of Education into Basic Education and Higher Education and Training, the act falls under the Department of Basic Education and the FET colleges have been moved to the Department of Higher Education and Training. This legislative separation made it possible for FET college lecturers to bypass requirements to register with SACE because of the confusion at FET colleges as to whether lecturers are still subjected to this Act (South African Council for Educators, 2011).

Lack of professional regulation of FET college lecturers was problematic in the sense that any person, even those who were found guilty of serious misconduct such as sexual abuse of learners at main stream schools, can be employed in the FET colleges. The other challenge was the failure to regulate the level of professionalism among FET college lecturers and develop continuing professional development activities which resulted in low quality of teaching and learning in the sector. This resulted in an unevenness in the provision of education, thereby rendering the further education and college sector as inferior in quality of teaching because of the low-status of the qualifications of lecturers (Hoeckel, 2007).

The research findings from an FET expert indicated a need to establish Professional Learning Communities among college lecturers so that they can network with their counterparts both nationally, internationally and across industries to share best practices and improve their teaching skills. His advice was that Professional Learning Communities should assist in enhancing the continued professional development of FET college lecturers, and not be regulated and this be easily accessible through all kinds of media such as the internet and smart phones to share innovative ideas and improve classroom practices as the technology in the industry is continuously improving. This view concurs with Elmore's (2002) proposition of reciprocal accountability for educational practitioners which argues that in order to hold

practitioners accountable for their performance, the system should be provide the necessary resources, which, in this instance, could be continued professional developmental opportunities (Elmore, 2002). Based on the professional development work by the FET expert for FET college lecturers, a professional guideline for continuing professional development of lecturers at FET colleges was developed with the assistance of South African College Principal Organisation (SACPO), which is a body of all FET college principals in South Africa.

5.7.Learner enrolment

The issue of learner enrolment was a major concern because of the strategy of the Department of Education of refocusing FET colleges to younger learners, which was blamed for discouraging business enterprises to provide learner placement at the expense of increasing learner enrolment (Karen & Press, 2008). This view also finds expression in the work of Papier (2011) who identified that government's policy shifted towards enrolling most of the out-of-school youth in its efforts to be responsive to the skills needs for the country. The research findings indicated that learners' enrolment at the Pretoria campus of the Tshwane North FET College posed major problems in the sense that different types of learners with different abilities and levels of cognitive understanding were enrolled in the same classroom. This had a negative impact on teaching and learning because lecturers were not able to complete their syllabi on time as they have to ensure that all the learners were at the same level of understanding. The reason for this was that the FET college has enrolled learners in the same classrooms who are at Grade 10, 11, and 12 levels and unemployed youth who have been absent from any form of schooling for some years.

Lack of uniform criteria for learner classroom enrolment resulted in high failure rate because they did not have the same cognitive skills. The other challenge was that enrolment of learners at the FET college was so lax that any learner who possesses any form of certificate from a mainstream school could enroll. The impression from the respondents was that the majority of learners enrolled for NCV programme to obtain bursaries and transport allocations from the Department of Higher Education and Training. Poor criteria for learner enrolment that were applied at the further education

and training colleges in South Africa impacted on performance outcomes as the majority of these learners were not able to exit the sector which was reflected in poor output rates which meant that only 4 991 (5,3%) were able to progress to the level four exit examination in 2009 (Gewer, 2010).

Lack of commitment on the part of learners created different problems for lecturers because they have to perform too much administrative work, such as filling the portfolio of evidence of learners because learners were not able to able to file the work that UMALUSI, a body responsible for assessment, requests as an evidence-based form of assessment. This resulted in respondents having to do more administrative work at the expense of time spent in the classroom teaching and learning.

Respondents also complained about the poor quality of learners enrolled at the further education and training college as another problem because most of these learners did not take classroom attendance very seriously. The view of all the respondents was that learners come to the FET college to socialize with their friends, rather than be in class or in the library to learn. The impression from most of the respondents was that the criteria for the enrolment of learners in the NCV programme were not correct and should be reviewed. All respondents indicated a huge amount of difference between learners in the NCV and NATED programmes. It was mentioned that learners in the phased-out NATED programme were mature as they were employed by different industries which made them value their learning at the Pretoria campus of the Tshwane North FET College.

The FET expert also elaborated more on the problematic nature of learners' enrolment at the FET college by highlighting that there should be a pre-screening process before learners could be enrolled so that the FET college can put measures in place to assist learners based on their level of cognitive development and preparedness to face the challenges of the NCV programme. He also cautioned that the pre-screening should not be done as a form of exclusion of learners who are not ready as this can contribute to a higher learner drop-out rate and unemployment which is at a high level in the country (Stumpf, Papier, Needham & Nel, 2009). The intention should be to group learners according to their cognitive levels and the practical skills that they demonstrate so that

they can lessen the workload of lecturers in order to enable them to focus on classroom teaching and better assessment.

Learner support at FET colleges was at its minimum level and this was an area that should be focused on so that it can help address the different challenges that learners bring to the FET college. The other problem pertaining to learner enrolment was a lack of exit programmes that assist with placement within the industries because many FET colleges did not have partnerships that assist learners to do practical work and internships after they have completed their FET college studies. This was one of the reasons why many learners from the sector were not motivated to improve their performance because they are aware that they will not be absorbed in the labour market and will remain unemployed after their studies.

5.8. Administrative workload

All respondents identified the administrative workload of lecturers at the Pretoria campus of the Tshwane North FET College as a major problem during the implementation of the NCV programme which created serious difficulties in improving learning performance. The administrative workload was experienced through filling portfolio of evidence and portfolio of assessment, Internal Continuous Assessment (ICASS) and Integrated Summative Assessment (ISAT) that have to be submitted to UMALUSI as part of the evidence of work performance. The views of lecturers were that these administrative workloads take a lot of time which could have been better spent on teaching and learning.

Respondents also indicated that they were required to follow up on learners who do not attend classes and report the steps that they have taken to ensure that they are accounted for. The majority of lecturers felt that this was not part of their work but rather the work of parents and management because they cannot look after the absent learners because they will neglect those who are showing interest in coming to the college.

The administrative workload has resulted in lecturers having different views about the implementation of the NCV programme. The respondents felt that

they were incapacitated by the huge administrative workload that came with the new NCV as they were not adequately prepared for its implementation which rendered them incompetent and unqualified for the job (Booysens, 2009). The majority of the lecturers felt that the NCV programme was too complicated and should be phased out. The FET college should revert back to the NATED programme as it was much easier to manage and demanded less administration. The FET expert agreed with lecturers who did not support the NCV by indicating that it was narrow in the sense that it focused only on FET colleges and did not integrate with Workplace Integrated Learning. This was attributed to the thinking of the Department of Education that did not have a practical outlook during the design of the programme.

This view was contradicted by the minority of lecturers who supported the implementation of the NCV programme as they reasoned that it is of a high standard and, if properly managed, it can produce better quality learners who can contribute productively to the development of the country. Kraak and Press (2008) concur with respondents who supported the implementation of the NCV programme by criticizing the NATED programme for being slow to change and being removed from the needs of the industry. The reason for this agreement was based on the fact that the NATED programme was outdated. All respondents were in agreement about the need for reduction in the administrative workload of the NCV. Most of the respondents indicated that the Department of Education should engage lecturers in strategizing for the NCV programme and invite their input with regard to minimizing the administrative workload.

5.9. Conclusion

Based on the analysis of the research findings, the Pretoria campus of the Tshwane North FET College experienced poor implementation of the National Certificate Vocation programme that negatively impacted on the capacity of lecturers to provide quality learning and teaching in the classroom. The selection processes were poor in the sense that they could not detect that some of the lecturers who were appointed to teach did not possess practical skills required in the teaching of the new National Certificate Vocation programme. However, it should also be emphasised that there were

no proper qualifications that were geared towards the implementation of the new NCV programme in South Africa.

Lack of continuing professional development for lecturers at the Pretoria campus of the Tshwane North FET College was regarded by the respondents as a major cause of poor learner output as the majority of lecturers were not adequately trained to respond to the challenges of the new National Certificate Vocation programme. Poor performance at the Pretoria campus of the Tshwane North FET College had become a norm because of high levels of favouritism during training for FET college lecturers and this affected the motivation and commitment of the respondents. However, what was striking was that all the respondents who were interviewed were of the view that they were adequately trained to work in the further education and training colleges, notwithstanding their lack of practical work experience. Instead they blamed the poor implementation that has been demonstrated as a result of lack of consultation from the management of the Pretoria campus of the Tshwane North FET College and the Department of Higher Education and Training.

The large administrative workload was also identified by the respondents as a major contributory factor to poor teaching and learning that lead to poor learner output. All the respondents have accepted that poor performance has become a norm at the Pretoria campus of the Tshwane North FET College because of poor selection and recruitment processes of learners by management as these learners were not prepared for the sector. What can be analysed from the research study was that respondents were not prepared to accept that they were not adequately trained to teach at further education and training colleges but have shifted the responsibility for poor performance to poor management practices, lack of learner preparedness for the further education and college sector, and a huge administrative workload as those were experienced during the implementation of the new curriculum.

Themes that respondents felt strongly about are: continuing professional development, favouritism in training for FET college lecturers, curriculum change, learner enrolment and administrative workload. Themes that received less attention from the respondents are: selection and appointment criteria, and motivation and commitment.

Chapter 6

Conclusion and Recommendations

6.1. Introduction

The purpose of the research was to explore the experiences of lecturers about the implementation of the National Certificate Vocation (NCV) programme at the Pretoria campus of the Tshwane North FET College. The main research question for this study is: "what are the experiences of the lecturers at the Pretoria campus of the Tshwane North FET College about the implementation of the National Certificate Vocation programme?" The subsequent secondary questions of the research are:

- What are the views of lecturers at the Pretoria campus of the Tshwane North FET College about poor learner performance?
- How has professional development for lecturers at the Pretoria campus of the Tshwane North FET College been implemented?

The research findings indicated that respondents regarded themselves as suitably qualified for employment at the Pretoria campus of the Tshwane North FET College. Respondents have acquired their teaching qualifications in the form of diplomas, bachelors and post-graduate degrees at different colleges, universities and universities of technology in South Africa. During the research, respondents identified competencies such as communication, problem solving, analytical and research skills as being important for their teaching work at the Pretoria campus of the Tshwane North FET College.

The research findings indicated contrasting views from the respondents about the meaning or purpose of public FET college lecturers because eight of them were disappointed about their work as lecturers while only two felt that they are contributing to skills development of learners in the country. Also during the research, respondents were unhappy about the manner in which the new NCV programme was introduced at their FET college, as they felt that they were not consulted but the programme was

imposed on them by FET college management in their institution. The research also indicated that the respondents were not happy about the quality of training and support they received at the Pretoria campus of the Tshwane North FET College and this impacted negatively on their classroom teaching and learning which resulted in poor learning output. Almost all the respondents indicated a negative attitude towards the implementation of the new NCV programme at the Pretoria campus of the Tshwane North FET College.

Key themes that respondents felt strongly about in the data analysis and interpretation process are: favouritism in training for FET college lecturers, curriculum changes, continuing professional development, learner's enrolment and administrative workload. Themes that received less attention from the respondents are: selection and appointment criteria, motivation and commitment. This final chapter of the research study provides conclusions based on each theme and makes recommendations which are informed by the research findings, data analysis and interpretation. The final section proposes areas for further research study.

6.2. Conclusion

The research conclusion is drawn from every theme of the study so that recommendations can be made with regard to each theme generated during the data analysis. During the research analysis, it was discovered that the majority of respondents were not happy about their employment at the Pretoria campus of the Tshwane FET College. Reasons for their unhappiness varied based on the following: lack of continuing professional development opportunities, poor implementation of the National Certificate Vocation programme, and learner enrolment processes and practices that the Pretoria campus of the Tshwane North FET College used to admit learners in the NCV programme. During the analysis it was found that lecturers at the Pretoria campus of the Tshwane North FET College did not have enough content knowledge of the subject fields that they were allocated to teach because of poor selection criteria during their appointment process. Respondents were also allocated subjects based on the need to fill the post rather than their professional ability to teach such particular subjects which caused poor learner output.

Selection and appointment criteria

The selection and appointment process at the Pretoria campus of the Tshwane North FET College was weak in the sense that it did not cover both the professional and practical skills required to teach at the further education and training college. There were different types of lecturers; first, those with professional qualifications but lacking workplace experience. The second category of lecturers were those who have workplace experience but did not possess professional qualifications for teaching. The third category were those who have passed the N6 qualifications that were offered before they were phased out by the technical college and did not possess either workplace experience or professional teaching qualifications. Lack of a recognized qualification for lecturers in further education and training colleges in South Africa made it difficult to appoint suitably qualified lecturers to implement the National Certificate Vocation (NCV) programme. The majority of lecturers at the Pretoria campus of the Tshwane North FET College were appointed based on their professional qualifications which were not suitable for the content knowledge and practical applications required to teach the National Certificate Vocation programme. All of the respondents have general qualifications but lack specialized qualifications that require content knowledge and workplace or practical skills to implement the NCV programme.

The selection and appointment criteria did not ensure that lecturers at this particular institution are well qualified to deal with the new challenges of implementing a new curriculum. However, contrary to this view, all respondents were of the view that they are well qualified to teach at the further education and training colleges, particularly at the Pretoria campus of the Tshwane North FET College. One of the problems that can be deduced from such thinking is that the management of the campus created an impression that those who were appointed were qualified to teach the new NCV programme whereas in reality that was not the case. Poor learner output can be attributed to the skills mismatch between the lecturers and the requirements for the new NCV curriculum. It can also be deduced that those who were responsible to interview respondents for selection and appointment did not design clear criteria to apply during selection and appointment processes. One of the reasons for this can be attributed to

the promotion of the heads of departments for particular subject fields without ascertaining that those appointed to such positions possess the necessary knowledge and skills befitting their appointments. Heads of departments are required to be subject matter specialists who understand and are able to evaluate the suitability of a prospective lecturer to teach a particular NCV subject field.

Motivation and Commitment

Whilst it can be agreed that motivation and commitment received less attention from the respondents during the interview, it is important to note that the role of motivation and commitment in the workplace is critical for successful job performance. Respondents demonstrated, based on their views, a high level of demotivation for their work at the Pretoria campus of the Tshwane North FET College which influenced how lecturers taught the NCV programme and how learners were willing to perform. Demotivated and uncommitted lecturers could not motivate their learners to get the best out of learning and teaching. Poor support from management has been identified as a major cause for the lack of motivation and commitment from lecturers as they were not provided with the necessary resources and psychologically support to implement the National Certificate Vocation programme. Out of ten respondents who participated in the study, eight of them were prepared to exit the further education and training college sector if they could find other jobs. This contributed to high staff attrition rates at the college which makes it difficult for long term planning for teaching stability, as the college has to advertise lecturing posts and this situation negatively affected curriculum delivery because learners were not able to build relationships with their lecturers.

All ten respondents were not consulted or involved during the design and development of the new National Certificate Vocation programme and regarded themselves as outsiders, which led to resistance during implementation process. The Department of Education and further education and training college management adopted a top-down approach during the process implementation which resulted in a lack of commitment and ownership at the grassroots level in the further education and training college

sector. Respondents were compelled to teach the new programme because they were threatened to lose their jobs if they failed to comply with management orders.

This had negative consequences for curriculum teaching because the respondents viewed the new curriculum as a recipe for failure during its implementation in the classroom. If people do not have a sense of ownership in a programme they are tasked to implement, chances of success are very low. This was regarded as one of the main causes for poor implementation of the new NCV programme at the Pretoria campus of the Tshwane North FET College by the respondents.

Favouritism in training for FET college lecturers

Favouritism in the training of lecturers at the Pretoria campus of the Tshwane North FET College was raised as a major concern. Favouritism has been demonstrated through denying some lecturers opportunities to empower themselves with new knowledge and skills needed for the implementation of the new NCV programme. For a lecturer to be selected to attend training aimed at upskilling him or her, he or she would have to be on good terms with the head of the department as he can influence who should be chosen for continuous professional development and training. Management at the Pretoria campus of the Tshwane North FET College should bear responsibility and blame for not developing the policy and procedures that should have been applied during staff development processes. This was against fair labour practices in South Africa that stipulated that every employee is entitled to a professional development opportunity in a workplace at least once a year.

In South Africa, the Skills Development Act, no 97 of 1998 was enacted to guarantee every employee training opportunity in the workplace. According to the views of respondents, the management of the Tshwane North FET College has demonstrated a dereliction of its duty of ensuring that the workplace was harmonious by ensuring that every worker has an opportunity to be provided with a safe working environment that can maximise his or her chances of success. Teaching is a collective effort whereby every member should work as part of a team and be prepared to share his or her experiences in order to build professional collegiality. In a situation that is characterized by favouritism, especially in the provision of training opportunities, chances of success

are minimal. The implementation of the new NCV programme was also hampered by the atmosphere of favouritism that prevailed at the Pretoria campus of the Tshwane North FET College during the allocation of training opportunities for lecturers. The institution at this FET college did not build a culture of professional collegiality among the lecturing staff which resulted in poor learning output and failure to implement the new NCV programme.

Continuing professional development

The analysis indicated that the respondents relied on the institution to provide them with necessary continuing professional developmental opportunities. However, the Pretoria campus of the Tshwane North FET College did not provide the respondents with continuing professional development opportunities in the form of in-service training to improve their teaching and practical application skills which are necessary for effective teaching of the National Certificate Vocation programme. The consequences of this were poor learner performance which was demonstrated by a high failure rate as the majority of lecturers did not have necessary skills required to teach the new curriculum programme.

The research findings and analysis revealed that all of the respondents viewed management at the institution as being responsible for their continuing professional development. While it is a statutory requirement in South Africa for the employer to create an enabling environment for workplace training, professionals are responsible for their own professional development. It appeared from the findings and analysis that respondents were not prepared to carry some of the responsibility to improve their teaching practices and blamed the management of the institution. Another challenge experienced is the lack of proper application of the South African Council for Educators Act of 2001 to regulate registration and professional development of lecturers in the further education and training college sector which was a source for concern. According to this Act, any person who aspires to teach at an educational institution such as a school or an FET college should register with the statutory body and undergo continuous professional development to remain in the profession. However, there was

laxity in enforcing the SACE Act in many further education and training colleges in South Africa.

Curriculum change

All the respondents complained about the processes that were followed to implement the new NCV programme. The respondents reasoned that curriculum change at the Pretoria campus of the Tshwane North FET College occurred in an absence of a coherent plan. The management of the institution was caught by surprise as the college council had to come to the institution and inform lecturers that the Department of Education has phased out the NATED programmes and were implementing the new National Curriculum Vocation programme. Respondents were caught off guard as they were teaching the old NATED programme. Two out of eight respondents felt that the phasing in of the new curriculum was implemented properly as they were told a year before. Contrary to this view, the remaining eight argued that the manner in which the new NCV programme was phased in was a recipe for failure. Their view was that before a new curriculum could implemented they should have been consulted and detailed explanation given about its implication for classroom teaching practices. Eight of the respondents felt that they did not support the implementation of the new NCV programme and were not enthusiastic about it and therefore it should be scrapped. Their view was that both lecturers and learners at the Pretoria campus of the Tshwane North FET College were not well trained and oriented towards its implementation.

Curriculum change in the further education and training college occurred in the absence of better strategic planning from college management because they did not consider the needs and requirements of lecturers to be able to possess necessary skills and competencies to deliver the expected teaching results. The selection and appointment processes in the college were not aligned to meet the criteria of the curriculum change.

This was demonstrated by the selection and appointment processes that did not ensure that those who were appointed to teach the new curriculum possessed the required skills.

Learner enrolment

Learners' enrolment at Pretoria campus of the Tshwane North College was problematic. Respondents argued that it was not possible to derive maximum performance if learners of different cognitive aptitudes and abilities, because of their schooling diversity, are grouped together in the same classroom. A serious concern has been the placement of learners in the same classroom irrespective of their level of education and performance ability. This made the work of lecturers difficult because they were forced to adjust their teaching strategies to accommodate slow learners which negatively affected good learners who lost interest to attend classes. The reason for this anomaly was that there were no placement tests conducted by the college to assess the level of cognitive development of learners before they were placed in a particular classroom.

These views were also shared by the Further Education and Training expert who cautioned that many FET colleges in the country did not have screening processes for learners. Whilst his argument was that learners should not be excluded from the further education and colleges because of their cognitive aptitudes and abilities, screening processes were necessary to enable the management of the colleges to understand the types of learners in the institutions so that they could develop better student support strategies. Respondents complained about the poor quality of student support services which was critical in assisting lecturers to rehabilitate or provide psycho-social assistance to learners. Respondents complained that they were over-burdened as they have to play different roles, such as those of social workers, psychologists and to a lesser extent, health practitioners, even if they were not trained for such responsibilities.

Administrative workload

All the respondents complained about the administrative workload that hampered their teaching in the classroom. The administrative workload was viewed as problematic because it posed serious difficulties to teaching and learning in the classroom as lecturers have to spend most of their time addressing administrative issues pertaining to the filling in of portfolio of evidence and assessment and the checking of learners' attendance rather than focusing on the core business which is teaching and learning in

the classroom. This affected the implementation of the new National Certificate Vocation programme at the Pretoria campus of the Tshwane North FET College.

Respondents also complained that the college management demanded that they should track learners who were absent from classes and report to the institution what remedies they have implemented. This impacted negatively on cooperative learners who lost valuable teaching time because lecturers had to trace absent learners. Respondents argued that their job responsibilities did not include tracing absent learners as this posed an extra workload on them to the detriment of teaching and learning in the classroom. Respondents also highlighted that they need to be provided with administrative support so that they could focus more on classroom teaching.

The next section puts forth recommendations to address some of the challenges that have been identified in the research findings and data analyses of the research study.

6.3. Recommendations

The following recommendations are made to address each theme that has been generated in the analysis process.

Selection and appointment criteria

The Pretoria campus of the Tshwane North FET College should develop relevant selection and appointment criteria that can ensure that well qualified personnel who possess both the subject knowledge and practical skills required for the new National Certificate Vocation programme are employed. For lecturers who are already appointed by the institution, opportunities should be made available for them to gain exposure in the industry and understand the nature of workplace experience that can be integrated with the theoretical knowledge that they already possess.

The Pretoria campus should also make bursaries available to lecturers who do not have professional teaching experience to study part-time. The institution should build strong partnerships with the Education, Training Development Practices Sector Education and Training Authority (ETDPSETA) to devise workplace skills plans though conducting skills audit for lecturers and implement in-service training opportunities that will

address the skills gaps. Professionally competent personnel who are subject matter experts should be the ones who form the selection and appointment committees to ensure that competently qualified personnel are appointed in specific subject fields.

Motivation and Commitment

Motivation and commitment play a critical role in the success of any project implementation. The management of the Pretoria campus of the Tshwane North FET College should design and develop strategies that can enhance teamwork as successful implementation of the new NCV programme will depend on the level of teamwork that can be demonstrated by all role players and stakeholders. Teamwork workshops and sessions that are conducted by professionally qualified experts should be arranged. The institution should also embark on a strategic planning exercise where a new vision and mission for the college that is supported by all role players and stakeholders can be crafted. Management should acknowledge their mistake during the implementation process of the new NCV programme and implement management strategies and approaches that will allow them to be a listening organisation and accommodate different views. This will require the management of the Pretoria campus to adopt a bottom-up approach in its communication strategies.

Favouritism in training for FET college lecturers

The Pretoria campus of the Tshwane North FET College should adopt a zero tolerance approach against favouritism in the allocation of training opportunities for FET college lecturers. Policies and procedures that put forth the expectations of heads of departments in terms of fair treatment should be put in place and enforced. Heads of departments should be subjected to skills audits to ascertain whether they possess necessary subject matter expertise to manage departments and their level of competency. Those who are found to be lacking should be provided with skills development opportunities to close skills gaps. Performance management systems should be put in place which should also entail the management of human relations. Reorientation about the new NCV programme should be conducted for both lecturers and heads of departments in specific subject fields. Coaching strategies coupled with monitoring, reporting and response processes should be

designed to identify challenges during programme implementation.

Continuing professional development

Lecturers at the Pretoria campus of the Tshwane North FET College should be assisted to establish Professional Learning Communities that can expose them to continuing professional development opportunities. The role of the South African Council for Educators should be strengthened with a clear focus based on their statutory mandate to ensure that they play an important role in designing in-service activities that result in continuing professional development opportunities for FET college lecturers. Lecturers who participate in professional development opportunities that are relevant for the college sector should be duly provided with incentives and professional recognition to enhance the status of their profession.

There is a need to completely revamp the training of further education and training college lecturers which should be informed by a training needs analysis for the sector whereby lecturers can play an active role by ensuring that their identified training needs are relevant for the sector and fit for purpose to learning and teaching within the sector.

Curriculum change

Before any new curriculum is implemented, evidence-based studies should be conducted to ascertain the relevance of such a curriculum in improving skills needed the country. During the design and development of a new curriculum all affected stakeholders such as government, industry, academia and social communities should e engaged to provide inputs that can result in a broader buy-in from all sectors. Curriculum change should be preceded by the development of proper and relevant qualifications for FET college lecturers to provide necessary manpower for its implementation. The Department of Higher Education and Training should publish and implement new norms and standards for further education and training colleges' lecturers' qualifications. The Department of Higher Education and Training should also approach higher education institutions to provide qualifications that are relevant to the new NCV programme. This strategy can ensure that only qualified and competent lecturers are appointed to work at the further education and training college sector in

order to enhance the respect for the college sector.

The Department of Higher Education and Training should identify qualified subject specialists to assess and monitor the implementation of the National Certificate Vocation programme in the public college sector and also provide necessary resources and materials required to teach the programme. These subject specialists should provide guidance and support for lecturers to deal with the challenges of implementing the new curriculum.

Learner enrolment

The Pretoria campus of the Tshwane North FET College should develop appropriate policies and procedures that should guide learner enrolment. Proper screening processes and practices for learners during enrolment should be designed to identify their aptitudes and abilities. Leaners who have poor aptitudes and abilities should be catered for by strengthening the learner support services at the Pretoria campus of the Tshwane North FET College. Competent and professional experts and practitioners should be appointed or linked with the institutions so that learners who experience learning and psycho-social challenges can be referred for quality assistance.

Administrative workload

The administrative workload for lecturers should be reduced at the Pretoria campus of the Tshwane North FET College by enlisting support services from the EDTPSETA to allocate unemployed graduates who are qualified in administration to provide administrative support to lecturers. Quality time should be allocated to FET college lecturers to engage in curriculum coverage through teaching and learning. Curriculum toolkits that can assist lecturers to better manage their work should be designed. The services of subject specialists should be sought to train and coach lecturers in better teaching strategies to improve the subject matter knowledge. Lecturers should also be exposed to workplace training opportunities so that they can acquire the necessary experience to provide practical teaching experiences to learners that are required for the implementation of the new National Vocation programme.

6.4. Areas for further research

Most of the challenges that were raised regarding the experiences of the lecturers during the implementation of the new National Certificate Vocation programme at the Pretoria campus of the Tshwane North FET College are not unique to the South African situation. As a result, further research studies are proposed to:

Compare how developing countries that share the same contexts with South Africa have implemented curriculum changes in the technical and vocational education and training sector.

Conduct an investigative study about relevant qualifications for practitioners in the technical and vocational educational and training sectors; and

Research study how change management processes have been applied at technical and vocational educational and training institutions to mitigate curricula challenges.

6.5. Conclusion

The further education and training college sector in South Africa has undergone different policy changes and the curriculum has been greatly affected by these changes. Curriculum change has impacted negatively on the quality of teaching and learning in the sector as new changes are difficult to implement in the absence of a coherent strategy to orientate those who are to effect those changes. This has resulted in poor performance among lecturers at the Pretoria campus of the Tshwane North FET College. Poor performance has resulted in poor learner output. Some of the identified challenges that have been experienced during the implementation of the new National Certificate Vocation programme are: the lack of knowledge and practical skills for lecturers, lack of commitment and motivation, poor selection and appointment criteria, favouritism during the training of FET college lecturers, lack of and poor continuing professional development opportunities, lack of policies that guide learner enrolment, and a huge workload for lecturers as a result of the new NCV programme.

All the challenges need to be addressed by both the Tshwane North FET College management and the Department of Higher Education through the adoption of better

curriculum implementation strategies that can increase learner success rate in the FET college sector.

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Appendix 1

Interview Guide for Tshwane North FET College lecturers

The interview is intended to explore your experience as a lecturer about the implementation of the National Certificate Vocation (NCV) programme at Tshwane North FET College. The questions are open-ended and allow you to talk about your individual experiences about teaching at the FET College, your understanding of the NCV programme and how it has been implemented. The questions are intended to guide the interviewer and not be followed rigidly. It is not intended that each and every question be asked in a form stated. The first section requires your biographical information. The second question focus on how the NCV programme is implemented in your institution.

Section A: Biographical Data

1. Age in years.
2. Gender
3. Qualification category
4. Years of teaching experience.
5. Which subject field are you currently teaching?

Section B: Employment at FET College & Curriculum Programme

6. How did you get employment at the Tshwane North public FET College?
7. Where did you study for your post-school qualification?
8. What competencies have you acquired in your post-school qualification?
9. What does it mean for you to be a lecturer at an FET College?
10. What process was initiated to introduce the National Certificate Vocation (NCV) programme in your FET College?
11. Can you explain the level of involvement of lecturers at your FET College during the introduction of the NCV programme?
12. How were lecturers prepared for the introduction of the new NCV programme?

13. How was the transition from the Nated programme to the NCV programme managed in your FET college?
14. Based on your own opinion, what skills and knowledge do you require to teach the new NCV programme?
15. What training did you receive to teach the NCV programme?
16. What other training opportunities where provided to lecturers?
17. What ongoing support are you provided with to teach the NCV programme?
18. How did the implementation of NCV programme affect teaching and learning in a classroom?
19. What is your attitude as an FET College lecturer towards the NCV programme?
20. Is there any other suggestion you can provide about any issues related to the implementation of NCV programme?

Thank You for your participation.

Appendix 2

Interview Guide for FET Expert

The interview is intended to explore your experience as a FET expert about the implementation of the National Certificate Vocation (NCV) programme at further education and training colleges in South Africa. The questions are open-ended and intends to explore your experience during training of lecturers at further education and training colleges in South Africa, your understanding of the NCV programme and how it has been implemented. The questions are intended to guide the interviewer and not be followed rigidly. It is not intended that each and every question be asked in a form stated.

1. What qualifications do FET College lecturers that you have trained possess?
2. What competencies and skills are required for a person to lecture NCV programme?
3. What knowledge, skills and competencies do lecturers that you have interacted with possess?
4. What are the types of qualifications are provided for FET college lecturers?
5. How relevant are those qualifications to the teaching of National Certificate Vocation programme?
6. What is the level of professional development of FET college lecturers in South Africa?
7. How is the NCV programme at FET colleges designed?
8. What support do FET college lecturers require to teach NCV programme?
9. How are FET college lecturers supported during the implementation of the NCV programme?
10. How can an FET college lecturer be empowered to acquire relevant knowledge, skills and competencies to implement an NCV programme?
11. What training intervention programmes have you provided to FET college lecturers?
12. How do FET college lecturers interact with the NCV programme?

13. What is your view about the manner in which the NCV programme was implemented in the FET college sector?
14. How do you rate the quality of training intervention provided to FET college lecturers in South Africa?

Appendix 3: Letter of request to conduct interviews

Date: 19 March 2014

The Campus Manager
Tshwane North College, Pretoria Campus
P.O. Box
Pretoria
0001

Dear Sir

Re: Request to conduct interviews on lecturers' experiences at the Pretoria campus of the Tshwane North FET College about the implementation of the National Certificate Vocation programme

My name is Mr Kaizer Makole, a final year MM PDM student at University of Witwatersrand, School of Public Management and Governance (St number 575584). I request permission from your institution to conduct interviews for my research study towards the fulfillment of the Master Degree programme. My research topic is titled: **The Implementation of the National Certificate Vocation (NCV) programme at Tshwane North Further Education and Training College.**

The purpose of the research is to explore the experiences of lecturers at the Pretoria campus about the implementation of the National Certificate Vocation programme. The aim of the research is to explore the experiences of lecturers at the Pretoria campus about the implementation of the NCV programme.
I request to interview ten lecturers in the field of Business Studies, across different sub-fields, from level two to level four of the National Qualification Framework, both male and female, with different qualifications and teaching experiences.

This research is for academic purposes only and no information and identity of the participating lecturers will be disclosed to any person. The rights of confidentiality of participants will be adhered to. Lecturers who are interested to participate in the study can contact me at the following details: email: kaizerraseane@gmail.com, Cell: 072 216 4306

NB: The proposed dates for the interviews are 8 to 21 April 2014. I propose to interview two lecturers per day on one to one session, preferably during their free periods or after their teaching time. Each interview session will last for 30 minutes.

For more information pertaining to the research study you can contact my supervisor at University of Witwatersrand, Mr Enoch Motswaledi at the following details: mteresource@yahoo.com.
I attached the research proposal for your perusal.

Thank you in advance.

Yours sincerely Mr
Kaizer Makole
Cell: 072 216 4306

Appendix 4: Letter of request to participants

Date: 2 April 2014

Dear FET College Lecturer

Re: Request to conduct interviews on lecturers experiences about the implementation of the National Certificate Vocation programmeat the Pretoria Campus of the Tshwane North FET College

My name is Mr Kaizer Makole, a final year MM PDM student at University of Witwatersrand, School of Public Management and Governance (St number 575584). I request your permission to conduct interviews for my research study towards the fulfillment of the Master Degree programme. My research topic is titled: **The Implementation of the National Certificate Vocation (NCV) programme at the Tshwane North public Further Education and Training College.**

The purpose of the research is to explore the experiences of lecturers at the Pretoria campus about the implementation of the National Certificate Vocation programme. The aim of the research is to explore the experiences of lecturers at the Pretoria campus about the implementation of the NCV programme.
I request to interview you as the lecturer in the field of Business Studies, across different sub-fields, from level two to level four of the National Qualification Framework, both male and female, with different qualifications and teaching experiences.
This research is for academic purposes only and no information and identity of the participant will be disclosed to any person. The rights of confidentiality of participant's will be adhered to. If you are interested to participate in the study can contact me at the following details: email: kaizerraseane@gmail.com, Cell: 072 216 4306

NB: The proposed dates for the interviews are 8 to 21 April 2014. I propose to interview one lecturer per day on one to one session, preferably during your free periods or after their teaching time. Each interview session will last for 30 minutes.
For more information pertaining to the research study you can contact my supervisor at University of Witwatersrand, Mr Enoch Motswaledi at the following details: mteresource@yahoo.com.
I attached the research proposal for your perusal.

Thank you in advance.
Yours sincerely
Mr Kaizer Makole
Cell: 072 216 4306

Appendix 5

Consent Form for Research Participation

I ..... hereby give consent to participate in the research study about the implementation of National Certificate Vocation programme at public FET College.

I understand that this is voluntary participation and all the information will be confidential.

The purpose of this study is purely academic.

Sign.....

Date:.....

Appendix 6: Letter of permission to conduct interview from supervisor

Graduate School of Public and Development Management

Wards Place, Parktown, Johannesburg

Box 601, Wits, 2050, South Africa, Telephone +27 (0)11 717 3500

Monday, May 06 2014

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Ms R Pillay
Directorate, Research Coordination, Monitoring and Evaluation
Department of Higher Education and Training
123 Francis Baard Street, Pretoria CBD
Tel: 012-312 56191

Email: Pillay.r@dhet.gov.za

This serves to confirm that Kaizer Raseane Makola (Student Number: 575584), is registered for the degree Masters of Management (MM) in Public & Development Management at the Graduate School of Public and Development Management (soon to be launched as the Wits School of Governance).

The title of his Research Proposal / Report is: **The implementation of the National Certificate Vocation programme at Tshwane North FET College**

It is recommended that Mr Makola be given assistance in terms of gathering information for research purposes towards his Masters of Management Degree. Kindly note that all information gathered will be exclusively used for academic research purposes.

Yours sincerely

Thotse E Motswaledi (Mr)(MIBA; M.PMSA)
Study Supervisor

Africa's Leading School of Governance

PDM