

**MANAGEMENT OF NATIONAL CERTIFICATE VOCATIONAL CURRICULUM IN
ADDRESSING SKILLS SHORTAGE IN NEWCASTLE, KWAZULU-NATAL**

by

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DECLARATION

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MANAGEMENT OF NATIONAL CERTIFICATE VOCATIONAL CURRICULUM IN ADDRESSING SKILLS SHORTAGE IN NEWCASTLE, KWAZULU-NATAL

Declare that the above thesis is my own work and has never been submitted to any university before.



SIGNATURE

June 2017
DATE

DEDICATION

I dedicate this study to all the people who participated in it and to all those who are working hard towards improving education in South Africa.

I also dedicate this study to my late husband, Wilson; my late parents Fakazi and Catherine; to my sister Ntombenhle; my children Nontobeko, Nhlakanipho, Fika and my late baby, Nonhlanhla; not leaving out Nokulunga, S'bu, Yenziwe and Nthabi.

I say, "Perseverance is the mother of success"

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ABSTRACT

The aim of this study was to investigate how the National Certificate Vocational (NCV) curriculum is being managed at Majuba TVET College in ensuring that it impacts positively in addressing skills shortage in the Newcastle area.

The following was the main question for the study:

How is Majuba TVET College managing the National Certificate Vocational (NCV) curriculum in addressing skills shortage in the Newcastle area?

A comprehensive literature review was conducted to provide strong arguments as presented by different authors who wrote on the topic after conducting research about Technical Vocational Education and Training (TVET) Colleges

A qualitative method was chosen by the researcher to gather data on the management of the NCV curriculum in addressing skills shortage. The main aim was to discuss the methods the researcher used in the study to collect data meant to acquire the impact of the NCV curriculum management in addressing skills shortage.

Data was collected through face-to-face interviews, non-participant observation and literature review. It was then put together and analysed according to themes aligned to the main study problem and the sub problems in order to realise the main aim of the study and the sub-aims.

On the basis of the findings and the recommendations, the researcher proposed the importance of the college to review the NCV curriculum so that it is aligned with practical exposure enhanced by NCV students from the industry.

In conclusion, the findings pointed out that NCV students' practical exposure may have a big impact in addressing skills shortage and combating the high unemployment rate in the Newcastle area.

KEY TERMS:

National Certificate Vocational; Curriculum; Skills shortage; Placement; Work exposure; Partnership; Review.

ACRONYMS

DHET	Department of Higher Education and Training
FET	Further Education and Training
ILO	International Labour Organisation
NCV	National Certificate Vocational
NSDS	National Skills Development Strategy
SAQA	South African Qualification Authority
SETA	Sector Education and Training Authority
TVET	Technical Vocational Education and Training
WBE	Work Based Experience
WIL	Work Integrated Learning
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UMALUSI	Quality Council for General and Further Education and Training Education

TABLE OF ABBREVIATIONS

ASGISA	Accelerated and Shared Growth Initiative for South Africa
CoP	Community of practice
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
FET	Further Education and Training
ILO	CHECK TEXT / EXISTING GLOSSARY FOR DEFINITION
JIPSA	Joint Initiative on Priority Skills Acquisition
NDP	National Development Plan
NEET	Not in employment, education nor training
NPC	National Planning Commission
NQF	National Qualifications Framework
NSA	National Skills Authority
QCTO	Quality Council for Trades and Occupations
SACCI	South African Cooperation Initiative
SDA	Skills Development Act
SETA	Sector Education and Training Authority
SSACI	Swiss-South African Cooperation Initiative
TETA	Transport Education and Training Authority
TVET	Technical and Vocational Education and Training
WBE	Work based experience
WIL	Work integrated Learning

TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION AND BACKGROUND INFORMATION

2.4.1 LEGISLATIVE INFLUENCE	25
2.4.2 FUNDING AND SUPPORT FOR NC (V) STUDENTS.....	25
2.4.3 CAREER GUIDANCE SUPPORT FOR THE NC (V) STUDENTS.....	27
2.4.4 SKILLS DEVELOPMENT OPPORTUNITIES FOR THE NC (V) GRADUATES AND PROGRESSION TO INSTITUTIONS OF HIGHER EDUCATION	28
2.4.5 WORK INTEGRATED LEARNING IN TVET COLLEGES.....	29
2.4.6 WORK-BASED EXPERIENCE (WBE) IN THE NCV PROGRAMME.....	30
2.5 MEASURING OF SUCCESSFUL PARTNERSHIPS BETWEEN DEPARTMENT OF HIGHER EDUCATION, TVET COLLEGE AND EMPLOYERS.....	31
2.5.2 DEPUTY MINISTER PROMOTES PARTNERSHIPS BETWEEN TVET COLLEGES, INDUSTRY.....	31
2.5.2 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) COLLEGES AND OTHER STAKEHOLDERS.....	33
2.5.3 DEVELOPING PARTNERSHIPS IN THE SOUTH AFRICAN TVET COLLEGE SECTOR.....	33
2.6 RELATED THEORETICAL FRAMEWORKS	34
2.6.1 CONNECTIVISM.....	36
2.6.2 APPRENTICESHIP.....	37
2.6.3 MAJUBA TVET COLLEGE FORGING PARTNERSHIP WITH MERSETA FOR APPRENTICESHIP FOR NCV LEVEL 4 TO ARTISAN-27 JANUARY 2016	38
2.6.3.1 Artisan Development In South Africa.....	38
2.6.3.2 How The Mining Qualification Authority (MQA) Project Started.....	39
2.6.3.3 Recruitment Of Graduates.....	39
2.6.3.4 Recruitment Of Host Companies	39
2.6.3.5 Companies That Are Part Of the Project.....	40
2.6.3.6 Legislation And Transitional.....	40
2.6.3.7 Funding Of The Project and Payment Of a Stipend.....	41
2.6.3.8 Rights Of The Learner.....	41
2.6.3.9 Duties Of The Learner.....	42
2.6.3.10 Duties Of The Host Employer.....	42
2.6.3.11 Duties Of The Training Provider.....	43
2.6.3.12 College Responsibility.....	43
2.6.3.13 Termination Of The Agreement.....	44
2.6.3.14 Leave/Hours Of Work.....	44
2.6.3.15 Occupational Health & Safety.....	44
2.6.3.16 Monitoring and Verification	45
2.6.3.17 What Does This Project Mean To The College?	45
2.6.3.18 Project Officer For MQA Project.....	45
2.6.4 COMMUNITY OF PRACTICE (COP) IN VOCATIONAL EDUCATION AND TRAINING	45
2.7 SUMMARY	47
3.1 INTRODUCTION	48
3.2 RESEARCH DESIGN.....	49
3.2.2 QUALITATIVE APPROACH.....	49

3.2.3 CHARACTERISTICS OF QUALITATIVE RESEARCH APPROACH	51
3.3 RESEARCH METHODS	53
3.3.1 LITERATURE REVIEW	53
3.3.2 INTERVIEWS	55
3.3.2.1 <i>Individual Interviews</i>	57
3.3.3 NON-PARTICIPANT OBSERVATION	57
3.3.3.1 <i>Subjectivity</i>	58
3.3.3.2 <i>Inadequate Observation</i>	58
3.3.3.3 <i>Unnatural And Formal Information</i>	58
3.3.3.4 <i>Inconvenience To The Respondents</i>	59
3.4 ETHICAL CONSIDERATIONS.....	59
3.4.1 INFORMED CONSENT AND PERMISSION	59
3.4.2 PRIVACY, CONFIDENTIALITY AND ANONYMITY	60
3.5 CONCEPTUAL PHASE	61
3.5.1 REFLEXIVITY	61
3.5.2 THE RESEARCHER’S PROCESS OF BRACKETING	62
3.5.3 INTUITING	63
3.6 NARRATIVE PHASE	63
3.6.1 RESEARCH APPROACH	64
3.6.2 POPULATION AND SAMPLING	64
3.6.2.1 Research population	64
3.6.2.2 <i>Purposive Sampling</i>	64
3.6.2.3 Sample	65
3.6.2.4 Sampling size	65
3.6.2.5 Sampling process	65
3.8 VALIDITY	66
3.9 DATA ANALYSIS.....	68
4.1. INTRODUCTION	72
4.2. INTERVIEWS.....	72
4.2.1 THEME 1: NCV IS A SOLUTION IN ADDRESSING SKILLS SHORTAGE.	73
4.2.2 THEME 2: RELEVANCE OF NCV CURRICULUM	73
4.2.4 THEME 4: WORK EXPOSURE AND CAREER DEVELOPMENT FOR NCV STUDENTS	74
4.3 SECTION A: INTERVIEW WITH THE COLLEGE SENIOR MANAGEMENT FROM CENTRAL OFFICE.....	75
4.3.1 SUB THEME 1: NCV EXPERIENCES CHALLENGES WITH REGARDS TO STATE OF READINESS	75
4.3.2 SUB THEME 2: NEED FOR RESEARCH DEPARTMENT AT THE COLLEGE	76
4.3.3 SUB THEME 3: EDUCATORS NEED CONTINUOUS TRAINING	78
4.3.4 SUB THEME 4: FINANCE IS THE BIGGEST CHALLENGE	79
4.3.5 SUB THEME 5: PLACING LECTURERS AND STUDENTS FOR INDUSTRY EXPOSURE	81
4.4 SECTION B: INTERVIEW WITH THE COLLEGE STAFF FROM TWO BUSINESS CAMPUSES	83
4.4.1 SUB THEME 1: NCV PROGRAMME LEADS TO EMPLOYABILITY	83
4.4.2 SUB THEME 2: CURRICULUM NEEDS TO BE REVIEWED	85

4.4.3 SUB THEME 3: WBE AND WIL TO DEAL WITH CAPACITATION OF LECTURERS	87
4.4.4 SUB THEME 4: NEWCASTLE BEING A SMALL TOWN WITH HIGH UNEMPLOYMENT RATE	89
4.4.5 SUB THEME 5: INVITE BUSINESSES TO GIVE CAREER GUIDANCE DURING ENROLMENTS.....	90
4.5 SECTION C: INTERVIEW WITH EMPLOYERS.....	93
4.5.1 SUB THEME 1: NCV STUDENTS HAVE AN ABILITY TO LEARN AND SHOW SOME COMMITMENT	93
4.5.2 SUB THEME 2: STATE OF SOUTH AFRICAN ECONOMY AND HIGH UNEMPLOYMENT RATE	94
4.5.3 SUB THEME 3: PLACEMENT CONFIRMS EMPLOYMENT	95
4.5.4 SUB THEME 4: PLACEMENT SHOULD BE PROPERLY PLANNED.....	96
4.5.5 SUB THEME 5: GET MIND-SET AWAY FROM CLASS ENVIRONMENT INTO WORK ENVIRONMENT	97
4.5.6 SUB THEME 6: CONTINUOUSLY CONDUCTING REVIEWS ON NCV PROGRAMMES	98
4.6 NON-PARTICIPANT OBSERVATION	99
4.6.1 SUB THEME ON NON-PARTICIPANT OBSERVATION: NCV STUDENTS RECEIVE HIGH QUALITY TRAINING	100
4.7 LITERATURE REVIEW – FINDINGS.....	104
4.8 SUMMARY	105
5.1 INTRODUCTION	107
5.2 SUMMARY OF THE RESEARCH	107
5.3 SUMMARY OF THE QUALITATIVE STUDY AND KEY FINDINGS	110
5.3.1 FEEDBACK FROM COLLEGE SENIOR MANAGEMENT	110
5.3.2 FEEDBACK FROM COLLEGE STAFF	111
5.4 RESEARCH QUESTIONS CONCLUSION	114
5.4.1 RESEARCH QUESTIONS	115
5.4.1.1 <i>First sub aim and First question</i>	115
5.4.1.2 <i>Second sub aim and Second question</i>	116
5.4.1.3 <i>Third sub aim and Third question</i>	117
5.5 RECOMMENDATIONS	118
5.6 RECOMMENDATIONS FOR FURTHER RESEARCH	119
REFERENCES.....	121

CHAPTER ONE

INTRODUCTION AND BACKGROUND INFORMATION

1.1 INTRODUCTION

The unemployment rate in South Africa can be combated through skills development offered in the Technical Vocational Education and Training (TVET) sector (DHET, 2012). Currently, most of the young people who have graduated from universities and TVET colleges are not employed. On the one hand, employers often complain that graduates lack practical work experience and are not work ready (Elliot, 2010). On the contrary, Education and Training institutions find it very hard to design programmes or courses that will suit each and every workplace.

To address the latter problem, the National Skills Accord (2011:15) states that “all stakeholders saw NCV programmes very useful and encouraged businesses to adopt Further Education and Training (FET) Colleges. That would form a strong partnership, and ensure that companies are able to work with FET Colleges. That would also make sure that what colleges offered would meet what the industry is expecting in addressing the skills shortage. The government, Department of Higher Education, curriculum designers and training institutions came up with a plan of introducing education that is linked to workplace experience. This endeavour brought the National Certificate Vocational (NCV) programme into being. The Swiss-South African Cooperation Initiative (SSACI) is a non-profit development agency, established in 2015 which also took part at strengthening the skills training by implementing Work Integrated Learning (WIL) Technical Vocational Education and Training (TVET) Colleges.

1.1.1 Background

In January 2007, changes were made to qualifications in FET, currently known as Technical Vocational Education and Training (TVET) Colleges. A National Certificate Vocational (NCV) qualification at Levels 2 to 4 on the National Qualifications Framework

was introduced (DHET., 2012).

Majuba Technical and Vocational Education and Training (TVET) College, as one of the TVET Colleges, is situated in Newcastle in the Northern part of KwaZulu-Natal. This institution is one of the institutions mandated by the government to take part in this endeavour of producing learners that are skills trained. Majuba has five campuses offering Engineering and Business Programmes.

Newcastle is predominantly a manufacturing and mining town with limited research development activity which is seen as a major need as labour is outsourced (Newcastle Municipality Report, 2014). The main tertiary education and training facility in Newcastle is Majuba TVET College which currently hosts 25 000 students. Out of the five campuses, three are for Engineering and two are for Business. The NCV programme is offered at all campuses.

1.1.2 Aim of the study

The aim of this study was to investigate how the National Certificate Vocational (NCV) curriculum is managed at Majuba TVET College in ensuring that they impact positively on the limited skills development in the Newcastle area and to create more job opportunities for students that are produced by this institution.

1.1.3 Significance of the Study

This study sought to describe and explore the need for the reviewing of the National Certificate Vocational (NCV) curriculum (Umalusi, 2006-2008). The subjects offered in NCV programme were aimed at helping the students to acquire more skills that were required to address skills shortage around Newcastle area. The qualifications and the capacity of lecturers of Majuba TVET College, to deliver skills development programmes, including work placement opportunities were considered. Key linkages that should be in place and partnerships that the college needed to forge with industry and business

organisations around Newcastle are still not viable. The study also looked at Newcastle as a town, its business development, expansion of new businesses and its linkages with Majuba TVET College. The study further focused on Work Based Exposure (WBE) and Work Integrated Learning (WIL) and placement of students.

1.1.4 Statement of the problem

A literature review has revealed that National Certificate Vocational (NCV) curriculum has not yet been reviewed so as to address the skills shortage in South Africa (Elliot, 2010). The DHET (2012), insist that Sector Education and Training Authority (SETA) should have a significant role in making vocational education and skills training for TVET institutions aligned with employers. The DHET (2012) put it clearly that FET Colleges had some challenges around NCV Levels 2-4 in 2007. When NCV started in 2007, its main business was to ensure that learners were properly channelled towards work related experience

Majuba TVET College had a challenge of enrolling NCV students who were experiencing some learning challenges from schools and also come from economically disadvantaged backgrounds. From the college facet, its main focus is only on the throughput rate.

Most of the time spent with learners is in class doing theory, not practical work that is workplace related. There are also questions on lecturers who do not possess industrial qualifications. The close partnership between Majuba College and employers in and around Newcastle should assist the college in locating workplace opportunities for students to acquire workplace experience.

Elliot (2010), states that when NCV new curricula started to roll out in 2007, it attracted learners who were not doing well in the basic education. The following main question for the study was formulated as follows:

How is Majuba TVET College managing the National Certificate Vocational (NCV) curriculum in addressing the skills shortage in the Newcastle area?

The following are sub questions that can emerged from the general question:

- Has NCV curriculum been revised to ensure that learners are prepared to be work ready?
- Is Majuba TVET College working in partnership with employers that provide workplace based training?
- What strategy is used by the college to promote comprehensive career development?

1.1.5 Objectives of the study

- To review the NCV curriculum of Majuba TVET College to provide quality work related programmes;
- To investigate the lecturing capacity of the college educators in delivering skills development programmes, including work placement opportunities;
- To identify some challenges encountered by Majuba TVET linkages with Newcastle business sector to address skills shortage and combat high unemployment rate; and
- To assist in coming up with new strategies that will help Majuba College to produce students that are employment-led and demand-driven.

1.2 LITERATURE REVIEW

1.2.1 Introduction

The literature review of this study covered all what is viewed, experienced and expressed by authors who wrote about colleges or institutions and their vocational education and training programmes. Creswell (2008: 116) argues that a literature review is a written summary of articles, books, and other documents that describes the past and current state

of knowledge about a topic, organizes a literature into topics, and documents a need for a proposed study.

1.2.2 Theoretical framework

This study's theoretical framework is based on the Systems Theory Approach. According to Miller (2016), McMillan (2010), Ormrod (2005), systems theory framework is described as an approach that has an influence on individuals' career development. This also includes individual, social and the social being. Creswell (2009), insists that a literature review is the written knowledge that is obtained from articles, books, and other documents that give the past as well as current information on the topic of a particular proposed study. This study as well is meant to explore if the management of the NCV curriculum is aligned with industry and to ascertain whether the curriculum is effective or not in addressing the skills shortage in the Newcastle area as outlined in the statement of the problem.

The FET College education system which is currently known as Technical Vocational Education and Training (TVET), implemented an education system that would create more opportunities for students and adults to acquire more skills and knowledge so as to be employable (Government Gazette, 2006). This indicated that the NCV curriculum was to be designed in such a way that it would address the industry needs of the students with the ultimate aim of meeting South Africa's economy demands. (Rasool, 2014), states that the discussion on the implementation of Technical Vocational Education and Training (TVET) colleges in South Africa, which was created by the policies that were introduced by old regime before 1994. Since the birth of democracy in 1994, South Africa had a clear vision of how the labour market was going to be designed. Further Education and Training Colleges Act No 16 of 2006, predicted what could be done by TVET Colleges, to help students acquire the relevant skills so that they would be well skilled and be ready for employment. According to the historical assessment of technical colleges, FET Colleges and current TVET Colleges, there has been a common view that this sector was not addressing the needs of the economy and the country as a whole. The National Planning Commission (NPC) emphasised that the FET Sector was not effective and it was not big

enough to produce students of high quality and empowered with work related skills. According to The Green Paper (DHET), since 1994 many attempts had been made. The sector continued to focus on pass rate and throughput rates. The main challenge that the TVET faced in South Africa was to access the technical vocational education of high quality, without losing its focus on the TVET's special relationship with the industry (DHET., 2012)

1.2.3 Establishment of the National Certificate Vocational (NCV) programme.

When the NCV, programme was introduced in 2007, TVET Colleges were mandated to implement aggressive marketing strategies in their endeavour to ensure that they attract many learners so as to have proper enrolment of learners in the programme, (Mehrotra, 2015). Majuba TVET College is one of the TVET Colleges in Kwa-Zulu Natal that advertised aggressively on its website. It advertised what the learners would achieve after the completion of the programme (Cohen, et al., 2011).

According to the web page of Majuba FET College, as it was previously known, the National Certificate Vocational (NCV) took the place of NATED courses (N1 – N3). The NCV commenced from level L2, L3 and L4 of the National Qualifications Framework (NQF). In 2007, it started with L2, 2008 it was L3, and then in 2009 was L4. The NCV was introduced in both public and private FET Colleges around South Africa with the intention of giving Grade 9 learners a Vocational education equivalent to an academic Grade 10-12. It was also offering industry-focused training on the NQF levels 2-4 (Gazette, 2006). The intention of this qualification was to provide both theory and practical exposure to students. The practical part of the study was to be offered in a real workplace environment. It provided students with an opportunity to be exposed to the real work situations during their period of study. Students would also qualify to further their qualifications with the institutions of higher education. The ILO Report argues that a better educated labour force can only be recognised if it contributes to higher economic growth which shows that successful economies in the developing world have developed or there are developing systems and strategies to support lifelong learning and workforce

development. These strategies emanate from failures of foundation education in basic (elementary/primary) schools, and that would lead to Higher Education and FET Colleges. This study investigated whether the NCV curriculum is well managed by Majuba College to prepare the students for the world of work or to further their studies. It also looked into whether the NCV programme has achieved its objectives as mandated in the DHET National policies which were also well stipulated by the college in its marketing strategies.

1.2.4 Concepts of the National Certificate Vocational (NCV) programme

Chabane (2012) reports that a collective agreement on skills development that was chaired by the National Skills Authority (NSA) and the Quality Council for Trades and Occupations (QCTO) sponsored by the Department of Higher Education and Training (DHET), did not specifically focus on the NCV articulation. The Report stated that an important aspect of any education system is to know how to channel the learners to achieve learning across different programmes, and the requirements for this access was known as articulation. The learners may be channelled in either an academic direction or a vocational direction. It should be feasible to move across directions to access new skills or to build on the ones they already have. Adults who are still learning in the workplace need not necessarily obtain full qualifications but need to do shorter programmes with the aim of achieving the development of a particular labour skill (Field, 2014). The critical point on this concept is that achievement is defined as the ability not only to access learning programmes but to receive approval for any knowledge achieved either in an institution or a workplace, which may lately be applied towards a qualification whenever the opportunity emerges. Giving effect to this concept resulted in some challenges for education policy designers.

Higher education institutions such universities also encountered some challenges in determining the equivalencies for those potential learners who had no academic qualifications but had to work for many years, which is relevant to their programme of choice. This caused many people to ask themselves whether work experience can

prepare a person for the readiness of academic study. Practical responses to these and other same difficulties were common to ensuring that all learners had adequate access to any form of learning direction they wished to take at a given time.

The DHET SAIVCET Report (2012) by the Department of the Higher Education and Training states that the FET Colleges were struggling with some challenges around the National Certificate (Vocational) programmes. As it is stated in Section 3(4)(l) of the National Education Policy Act, 1996 (No. 27 of 1996) popularly known as NATED courses, which had previously provided the trade-theory component of apprenticeships for students. In contrary to the Report on the conduct of the National Examinations (2009:5) that stated that the NCV programmes were formed to respond directly to the scarce skills demands of the modern South African economy by exposing students to quality skills and work exposure knowledge, the SAIVCET Report of 2012 uncovered that the colleges struggled to market the NCV to the industries. The DHET (2012) SAIVCET Report further mentioned that since the NCV was not intended to be part of an apprenticeship, it did not seem to address the urgent need for more artisans and its reliability with the industry suffered as a result. This Report also stated that the colleges had not aligned their NCV delivery with the needs of the sector up until some of the FET Colleges entered into partnerships with some employers. This was to give the students' workplace experience to overcome the challenge of learners studying for three years without having being trained in the relevant industry.

Kraak (2011), concludes by stating that the labour market for young people, is marked by some challenges, including its failure to facilitate the progression of learners from school to other learning or employment programmes. There was clearly some inconsistency between the number of learners being produced by schools and the real job opportunities available in the South African labour market.

1.3 RESEARCH METHODOLOGY AND DESIGN

1.3.1 Introduction

Research is based on some underlying philosophical assumptions about what constitutes

'valid' research and which research method(s) is/are appropriate for the development of knowledge in a given study. In order to conduct and evaluate any research, it is therefore important to know what these assumptions are. In addition, the chapter discusses the research methodologies, and design used in the study including strategies, instruments, and data collection and analysis methods, while explaining the stages and processes involved in the study.

1.3.2 Qualitative approach

Tavallaei (2010), points out that qualitative research allows the observation of behaviour as it occurs naturally where there is no control of behaviour or settings, and where there are no externally imposed constraints. Ormrod (2005), also states that qualitative research permits the researcher to obtain more understanding about a particular event, develop other concepts or theoretical views about the phenomenon and discover the challenge that exists within that phenomenon.

A qualitative method was used in the interviews that were conducted with Majuba college senior management representatives, a representative from the college placement unit and curriculum department, lecturers' representatives and representatives from employers. The researcher also designed the interviews schedule comprising of sets of questions for each category of units that would be interviewed. The college participants were divided into three groups with each group consisting of three of them that were at the same level. Those groups were of the College Senior Management Representative; College Placement Department; Curriculum Department; and lecturers. Employers had a different set of questions solely designed for them to seek specific data that would relate to the study.

The methodology as argued by Ary, Jacob and Razavieh (2010), refers to research that analyses verbal or written data and is concerned with the themes and meanings in the data.

The researcher put more focus on interviewing, non-participant observation and literature review to collect data so the researcher could conclude the findings and make recommendations based on those findings.

1.3.3 Case Study

The case study approach was used in this study. Ormrod (2005), points out that a case study involves an in-depth study of a programme or event for a given period. A case study is suitable for learning more about a case which is less known or when it is a poorly understood situation. The authors further reiterate that a case study allows the research to collect sufficient data on the participants and programmes on which the study is premised. According to Cohen Louis, Manion Lawrence and Morrison Keith (2011) state that, case studies make provisions for real people in real situations, allow readers to comprehend ideas more succinctly, in contrast, to merely presenting the ideas with abstract theories. Case studies do have geographical parameters.

Majuba College was used as a case study in this study. This case study explored the learning and work relations and the role of the college as the institution of further and higher education. The population of the study was identified within Majuba College.

1.3.4 Population and sampling

1.3.4.1 Population

The total population for this study was identified from the five campuses of Majuba TVET College as they all offer the National Certificate Vocational (NCV) programmes Levels 2-4. Ritche (2003), indicates that a population constitutes a group of elements that are guided by a specific criterion and on which the research results can be formulated. This study's population comprised of eight purposively selected college staff members; one senior management member of the college, two assistant directors from curriculum and placement department, three lecturers, one from each programme, which was, office administration, hospitality and tourism and employers from the business sector. The sample was eight in total.

1.3.4.2 Site Selection

This study was conducted at Majuba TVET College's Central Office where the college senior management and placement unit is based, two college campuses where the staff is and some employers from the business sector. The two campuses that were targeted were People for Centre Development and Information and Business. Both these campuses are situated in the Western Region, Amajuba District and Newcastle Municipality.

1.3.4.3 Sampling

Purposeful sampling was used for the recruitment of participants for this study. Purposeful sampling is commonly used in qualitative research. It involves selecting research participants according to the needs of the study. Here, researchers choose participants who give a richness of information which is suitable for detailed research, (Strauss, 1990). Researchers rely on their experience, ingenuity and previous research findings to deliberately obtain units of analysis in such a manner that the sample they obtain may be regarded as representative of the relevant population (Welman, 1999).

The sampling was derived from Majuba College management, staff and employers from the businesses sector. This would allow the researcher to be aware of the key individuals who were involved in the administration of the NCV curriculum and work-based training of students.

1.3.5 Data collection procedures and instrumentations

1.3.5.1 Semi-structured interviews

Neuman (1997), states that a researcher learns more about a phenomenon if the information given to him or her by the participants is detailed and provided in confidence. He or she has a principled commitment to upholding the secrecy and confidentiality of data collected from participants. This includes not disclosing participants' names in the transcripts and scrap notes. Neuman (1997), adds that the intimate knowledge and reports that the researcher obtains, on the one hand, and the rights of the respondent on

the other, create a dilemma.

The researcher used an interview guide as the research instrument during the interview process. The interviews were tape recorded and transcribed. Recording the interviews ensured conclusion of the data collected and allowed for reliability check-ups. The recorded interview was transcribed to ensure the accuracy of the data collected.

1.3.5.2 Observation

According to Cohen et al. (2011), observation affords the researcher the chance to collect real-time data from situations that occur naturally. The researcher made use of non-participant observation based on the fact that it was also a convenient data collection method. Kawulich (2005), points out that non-participant observation permits the researcher to obtain the participants' understanding of the phenomenon under study.

1.3.6 Data Analysis and Interpretation

Rossman (1989), states that in qualitative research, data collection and analysis must be a process that should go together. Smith (2013) Phenomenology describes the essential structure of a phenomenon in its analysis. Data analysis method appeared to be an appropriate methodology for this study because it focused on finding strategies and experiences that the participants provided in managing and reviewing the NCV curriculum to be relevant in addressing the skills shortage (Smith, 2013)..

First, the researcher transcribed the data collected from the interviews to get a general sense of ideas presented. Secondly, critical statements and phrases about the phenomenon being studied were extracted from each transcript. Meanings were then formulated from the important statements. Then the meanings were organised into themes, and these themes were developed into theme clusters, and then into theme categories.

Validation was so the participants could validate the researcher's description results with

their experiences. Triangulation from different data sources was used to build a logical vindication for the themes.

Procedural Rigour; the researcher clearly stated the steps taken to ensure that data were accurately recorded and that data obtained were representative of the data as a whole. Members were checked to determine the accuracy of the findings through taking the final report or specific descriptions or themes back to participants to determine accuracy (Creswell, 2009). Validity was also captured in a trustworthy manner. Authenticity and credibility were also addressed with an update on the current views and controversies (Miller, 2000). Trustworthiness was determined by credibility, transferability, dependability, and confirmability. Member checking was also established through sending participants their transcript for review verification. Each participant had to agree if the transcript was his or hers.

The researcher had to anticipate any ethical issues that could arise during the qualitative research process (Creswell, 2009).

The following safeguards were used by the researcher to protect the participants' rights:

- 1) Participants were notified in writing of the voluntary state of their participation and that they could withdraw from the study at any time without being penalised. They were also advised that during the process, they could reserve to answer any question posed by the researcher.
- 2) The research objectives were clearly outlined in writing and articulated to the participants.
- 3) A written consent form was obtained and signed by each participant.
- 4) The participants were informed in writing of all data collection methods and activities.
- 5) Provisions were made to monitor the data collected to ensure the safety of the participants.

1.3.6.1 Analysis of semi-structured interviews

The researcher tape recorded the data and transcribed it word-for-word. Relevant themes and categories were identified from the interview transcripts. The categories and themes based on the interview schedule were listed on the interview guide. According to Schumacher (2011), it is easier to use predetermined categories, and these could be premised on the interview questions or the research questions. The basis for data analysis was tapes, notes and transcripts (De Vos, 2002).

1.3.6.2 Analysis of observations

The researcher had to make use of an unstructured observation guide. That was used to analyse data. The observation guide consisted of information that was real workplace related involvement when attending to students' practical work in class. Resources and practicum rooms were also observed.

1.3.7 Reliability and validity

The researcher had to ensure solidness and truthfulness of the research results by building up the recorded responses from the participants with the record made during the interviews and observations. The fixed recorded data provided records that were authentic and outright. The researcher also conducted participant review, which could allow the participants to review their transcripts for accuracy and synthesis (Schumacher, 2011).

1.3.8 Research Ethics

Neuman (1997) states that a researcher learns more about the phenomenon if the information given to him or her, by the participants, is detailed and is provided in confidence. He or she has a principled commitment to upholding the secrecy and confidentiality of data collected from participants. This includes not disclosing participants' names in the transcripts and scrap notes..According to De Vos (2011) ethics are defined as a set of moral principles which are put forward by an individual group and are applied widely. It governs behavioural expectations about the most acceptable conduct when dealing with participants in research. The researcher observed the following ethical

components:

1.3.8.1 Disclosure

The researcher informed the participants as fully as possible of the nature and purpose of the research and the procedures that would be followed.

1.3.8.2 Confidentiality and Anonymity

The researcher ensured that the privacy of the participants was not violated. The information from the participants was strictly used for the purpose of the study, and no names of the respondents were attached or mentioned.

1.3.8.3 Voluntariness

The participants' consent to participate in the research was voluntary; free of any coercion or compulsion.

1.3.8.4 Consent

The potential human subject was the one to authorise their participation in the research study, and that was done in writing.

1.3.9 Limitations of the study

The researcher had an intention that this research reaches its aims. However, there might be some unavoidable limitations. Firstly, time factor, due to some participants who were experiencing personal problems and commitments and not being available to take part in the research. Secondly, business people and employers whose focus was on production and making a profit developed some negativity towards this investigation. Financial constraints were another limitation of this study.

1.3.10 Delimitations of the Study

The delimitations section of this study explicated the criteria for participants to take part in this study. The researcher was in control of all the delimitations of this study, starting from

its objectives, the research questions, research methodology and design, the population that the researcher chose to investigate, the geographic region covered in the study and the profession or organisations involved.

1.3.11 Preliminary Chapter divisions

The chapter division was as follows:

Chapter 1

This chapter contained the introduction, statement of the problem, research questions, methodology, definition of terms, limitations and delimitations of the study and conclusion.

Chapter 2

This chapter was based on the full review literature that expanded upon the introduction and background information presented in Chapter 1.

Chapter 3

Chapter 3 was on the research methodology that was employed in the study and data analysis procedure of data collection.

Chapter 4

In this chapter, results of data analysis and findings of the study were provided.

Chapter 5

The summary, conclusion and recommendations were provided.

1.4 CONCLUSION

This chapter's main focus was the need to conduct a study on the management of the National Certificate Vocational (NCV) curriculum in addressing the skills shortage in Newcastle. The SAIVCET Report indicated that the colleges had not aligned their institution-level delivery of the NCV with the needs of the local industry and that until very recently few FET Colleges arranged any workplace experience for NCV students. As a result, most NCV students had studied for three years, full-time, without ever setting foot in the industry for which they were supposedly being trained. This had not done much to enhance their employability nor for the credibility of the NCV, not only in South Africa as it is a global challenge facing vocational education. This study, therefore, concluded by indicating that there was still enough room to review NCV curriculum. The researcher utilised the qualitative approach and used semi-structured interviews, observation and examination of documents as data collection methods. The purposive sampling method was used. The data analysis was based on the data collection techniques which were semi-structured interviews, observations and document review. The research also pointed out some ways to ensure reliability and validity of the research results. Research ethics were observed and those included disclosure, understanding, consent, voluntariness, confidentiality, the right of participants to withdraw and non-maleficence.

1.5 DESCRIPTION OF THE RESEARCH PLAN AND TIME LINE

Activity	Timeframe
Submission of a Draft Proposal	January – 6 April 2016
Proposal defence	5-6 May 2016
Submission of Final Proposal (Final document)	May-June 2016
Literature review	July 2016
Research designs & Methodology	September 2016
Data collection	October-November 2016
Finalising the document	Dec 2016-January 2017
Submission of dissertation	February 2017
Article writing	May 2017

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

In this chapter, the following were addressed: Introduction, the conditions under which the National Certificate Vocational (NCV) is managed in addressing skills shortage,

perspectives on the NCV, strategies in mapping NCV curriculum in ensuring work ready graduates, measuring of successful partnerships between the Department of Higher Education, TVET College and Employers, related Theoretical Frameworks and Summary. The literature reviewed covered literature, views and experiences as expressed by authors after conducting research about Technical Vocational Education and Training (TVET) Colleges which specialise in Vocational Education and Training Programmes. Creswell (2008) argues that a literature review is a written summary of articles, books, and other documents that describe the past and current state of knowledge about a topic. Further, a literature review organises literature into topics, and documents a need for a proposed study. This study was meant to explore the need for the reviewing of the NCV curriculum as outlined in the significance of the study in chapter one, point 1.3 and in the statement of the problem under point 1.4 (Sooklal, 2005).

In this chapter, the researcher explored literature that elucidates on the understanding of issues associated with work readiness of students who pursued studies in Vocational Education and Training Programmes. This study intended to determine whether the programmes are relevant or not. Furthermore, this study aimed at determining whether the programme addressed questions designed to determine aspects of the programme that proved to be relevant and those that turned out to be irrelevant and what improvement were required.

The other aim of this chapter was to study the vocational educational and training programmes compared to other countries to see what was functional and productive so as to adopt and select programmes wisely. The NCV programme was the result of the process of change in South African technical and vocational education and training over many years of practice.

In this chapter, the aim was to understand the literature that shares insight about vocational qualification and its impact in producing employable graduates.

2.2 THE CONDITIONS UNDER WHICH THE NATIONAL CERTIFICATE VOCATIONAL (NCV) IS MANAGED IN ADDRESSING SKILLS SHORTAGE

2.2.1 Introduction

The TVET College sector in South Africa has a historical context that can be traced as back as the 1800s. A thesis by Sooklal (2005) clearly outlined the historical context origins and establishment of the technical college sector in South Africa from 1867 to 1994. FET Colleges' importance can be attributed to their role in providing people with skills and employment prospects that are not obtainable from the education sector. The growth of technical colleges was fast during the 19th and 20th centuries and was accompanied by apprenticeship training that formalised to address the needs of South Africa's mining industry, as well as the railways and other industries of that time. In 1995, South Africa introduced the South African National Qualifications Framework to promote different qualifications that can be clearly recognised by the institutions, employers and other stakeholders. The purpose of this framework was to facilitate a lifelong learning that would improve access to higher level of education.

The FET College system currently known as the TVET system was designed to create job opportunities for young people and adults to acquire skills, knowledge and values for employability. The NCV curriculum should address the needs of the students, industry, and community with the ultimate goal of addressing the skills shortage in South Africa. Rasool (2014) emphasises this point by indicating the TVET.

The promulgation of the Further Education and Training Colleges Act, No 16 of 2006, envisaged a considerably broad role for TVET Colleges. This role included enabling students to acquire the necessary knowledge; practical skills and applied vocational and occupational competence. Further, providing students with the necessary attributes required for employment entry to a particular vocation, occupation or trade, or entry into a higher education institution..

Although according to the Green Paper (DHET, 2012), "the vision for the Public FET Colleges is one of vibrant institutions that offer vocational and occupational qualifications, mainly to young people (16 to 24 years old) this has not been realised". From the historical analysis of the technical colleges, FET Colleges to the current TVET Colleges there was a consensus that the sector was not meeting the needs of the economy and society as a whole (Commission, 2012). The National Planning Commission (NPC) candidly asserts that the FET Sector was not effective and it was too small and its quality output was poor.

According to The Green Paper (DHET, 2012) “Although many advances and gains had been made since 1994, the sector continues to produce and reproduce gender, class, racial and other inequalities regarding access to educational opportunities and success”. In conclusion, the researcher argues that at the centre of this policy were changes; all stakeholders did not adequately consult the curriculum review. The real challenge that faced the TVET system in South Africa was to provide access to high quality technical vocational education for all, without losing sight of the TVET’s special relationship with the world of- work (McGrath, 2013).

To achieve this, the theoretical grounding of the South African TVET policy needs to move from the human capital approach and expand to include human capability and sustainable development methods.

The public FET College sector was transferred to the newly established DHET regarding the Presidential proclamation of May 2009. Gewer (2010: 7) described this shift as the repositioning of the college to contribute to the development of effective skills base for advancing the South African economy. The Preamble of the FET Act (FET, 2006) declares that when it comes to training and expertise development, there are two key concerns for the Further Education and Training (FET) Colleges Act of 2006. These are “to restructure and transform programmes and colleges to respond better to the human resources, economic and development needs of the Republic, and to provide optimal opportunities for learning, the creation of knowledge and the development of intermediate to high-level skills in keeping with international standards of academic and technical quality” (FET, 2006).

2.2.2 National Certificate Vocational (NCV)

UMALUSI (2007) defines the National Certificate (Vocational) as a certificate awarded as a final exit qualification at the end of Levels 2 to 4 on the NQF. This certificate is awarded to candidates who have complied with the national education policy on the National Certificate (Vocational) as published in the Government Gazette, No. 28677 of 29 March 2006, as amended in the Government Gazette No. 30287, of 12 September 2007.

The impact of the NC (V) on job creation opportunities was embedded for the purpose of this programme as stated in the Guidelines and Directives for Certification by UMALUSI

(2007). According to the guidelines, the purpose of the NCV was to enable students to acquire the necessary knowledge, practical skills, applied competence and understanding required for employment:

The purpose of the NC (V) programmes had been achieved. Each of the qualifications on Levels two, three and four on the NQF had a minimum total of 130 credits as per the policy of (UMALUSI, 2007). The qualification consists of two components, namely, the fundamental, which is a necessary component, including Language, 20 credits, Mathematical Literacy, 20 credits and Life Orientation, ten credits. All learners do this component. The other component is vocational, 80 credits: 20 credits for each subject. This component defines the specialisation of the qualification levels two, three and four qualifications on the NQF structure.

The entrance requirements for NCV Level 2 are Grade 9; or ABET Level 4 and NQF Level 1. This entrance requirement accommodates learners from general schools, technical schools, unemployed youth and youth or adults with informal knowledge or experience that can be credited through the formal assessment process.

This arrangement enhanced the prospects of the learners undertaking the NCV programme as the SETA, industry and Colleges are managed and coordinated by one department. The report on adopting the virtues of SA's vocational training option indicated that the national certificates were designed in consultation with business and industry, owing to the critical skills shortage and students exiting matriculation without practical skills, and having to be trained to enter the workplace. Also, it allows students more flexibility in future career choices.

Regulation 8(1) of the National Standards Bodies Regulations of 1998, states that, "Accordingly, the NC (V) Level 4 intends to enable students to acquire the necessary knowledge, practical skills, applied competence and understanding required for employment at an elementary level of a particular occupation or trade, or class of occupations or trades. It provides learning experiences in situations contextually relevant to the particular area in which the programme is situated.

The NCV Level 4 offered programmes in the form of subjects that consist of academic knowledge and theory integrated with the particular skills and values specific to each

vocational area”.

2.3 Perspectives on the National Certificate Vocational (NCV)

On its website, Majuba TVET College advertised its programmes by clearly stating to its target audience the introduction and understanding of the NC (V) by highlighting that from 2007, the Public FET Colleges were offering an exciting and relevant programme of study in vocational programmes. The vocational programmes were of high quality and high knowledge programmes that were introduced at FET Colleges in 2007. The programmes were intended to address to skills shortage of the South African economy directly. The National Certificate qualification is a full year programme at each of the NQF levels of study. A student is issued with a certificate of completion of each level of study. The list below represents the NCV programmes that were offered by Majuba TVET College:

- Office Administration National Certificate;
- Finance, Economics & Accounting National Certificate;
- Management National Certificate;
- Information Technology & Computer Science National Certificate;
- Primary Agriculture National Certificate;
- Hospitality National Certificate;
- Tourism;
- Electrical Infrastructure Construction;
- Primary Agriculture; and
- Safety in Society.

Due to the high failure rate in some of these programmes and lack of qualifications and expertise from the staff, the College decided to phase out some of the programmes. Those programmes were:

- Finance, Economics & Accounting National Certificate;
- Management National Certificate; and
- Information Technology & Computer Science National Certificate.

The DHET (2012) SAIVCET Report stated that since the NCV was not intended or designed to be part of a traditional apprenticeship, it did not seem to address the urgent

need for more artisans and its credibility with industry suffered as a result. This Report also indicates that the colleges had not aligned their institution-level delivery of the NCV with the needs of local industry and until some of the FET Colleges arranged some workplace experience for NCV students to overcome the problem learners. These learners were to study for three years, full-time, without having to be in the industry for which they were supposedly being trained.

A study by UMALUSI (2007), comparing the school and the college subject, pointed out that curriculum designers and programme developers, who were ensuring that vocational programmes were to prepare learners for higher education, have played a role in making such programmes more useful to learners as well as in putting up the standard of the programmes. Umalusi was aware of the fact that vocational programmes are supposed to prepare learners for the workplace. However, ascertaining whether or not a learning programme prepared learners for the workplace was complicated, as the workplace was a more wide-ranging sector and had different requirements. This research intended to explore the extent to which the NC (V) qualification was able to influence the intake of learners into the workplace as well as learner progression in pursuing their studies in higher education.

The study of Scottish Accounting Degree discusses that the history of student placement within higher education was a success in Scotland. Students and employers participating in work placements agreed that they were effective in developing students' skills. Their views were then compared with those of students from the university who were not involved in any placement degree. Degrees including a work placement were found to be more efficient.

Kraak (2011), concludes that the youth labour market, as an institutional system, is characterised by severe problems, including most fundamentally, its inability to facilitate the progression of young people from school to other learning or employment activities. There was clearly a mismatch between the outputs of schooling and the options for the actual job opportunities available in the labour market.

2.4 Strategies in mapping NCV curriculum in ensuring work ready students

2.4.1 Legislative influence

During the Budget Vote Speech (2011:8), the Minister of Higher Education and Training, Dr Blade Nzimande, announced that he had appointed a Task Team to undertake a review of the National Certificate Vocational (NCV) qualifications. The review would ensure that these qualifications served their intended purpose of delivering high-level conceptual knowledge linked to practical training, either as preparation for entry into the job market or university entry. He further indicated that the Public FET College sector offered leadership in partnership with various SETAs, Department of Labour as well as commerce and industry. Public FET programmes offered learners the opportunity of exiting at the end of a specific NQF level with the relevant certificate.

The Green Paper Media Statement (2012:5) argues that the Sector Education and Training Authority (SETA) have a vital role to play in ensuring effective vocational education and skills training and in promoting and funding partnerships between educational institutions and employers. SETAs play a major role in strengthening and advancing the artisan training system and in building linkages between the theoretical education in colleges and universities on the one hand and practical workplace experience on the other. This would be based on the National Skills Accord in which government, business and labour have made commitments to increase the numbers of apprenticeships, learnerships and internships.

One of the important themes running through the entire Green Paper is the need to build consistency within the post-school system as a whole, between basic education and the post-school system, and between the post-school system and the labour market. There was a lack of information about labour market needs and future growth possibilities, and this made planning and targeting of provision difficult. The levy-grant institutions – the SETAs and the National Skills Fund (NSF) – were poorly managed with public provision, and very little of the skills levy funding had been used to pay for education in the public universities and colleges (Green Paper Media Statement, 2012: 6)

2.4.2 Funding and support for NC (V) students

Support for students including financial assistance, played a major role in enhancing the student chances of completing the NC (V) programme and later accessing further career opportunities. The DoE Report (1997:37- 38) on education indicated that the FET College

sector in the 1990s was a neglected sector, colleges lacked infrastructure, governance and management structures, administrative and organisational systems; quality training of trainers; linkages with industry; quality assurance and management information systems. Among government interventions to improve vocational education in South Africa, student financial aid and erratic funding emerged as a challenge. As a result, the government introduced a recapitalisation process from 2006 to 2009 to improve the state of affairs including the infrastructure.

During the Budget vote speech in 2011, the Minister of Higher Education and Training, Dr B E Nzimande (DHET 2011:7-8), pronounced that since the last period of the last budget vote there was an intensive policy consultation and development. He emphasised that hands-on support was given to FET Colleges in the areas of governance and management; curriculum and qualifications; examinations and assessment; planning and funding; and the establishment of partnerships and linkages with employers, SETA and other stakeholders. He emphasised that the aim of the department was the substantial transformation and improvement of the capacity of the colleges over the next few years to offer a range of courses for the production of mid-level skills for the economy. The Minister announced that for 2011, the allocation for the FET Colleges bursaries had tripled. R1.235 billion was made available to financially needy yet academically capable students.

This meant that 100% of eligible students from poor and working-class households enrolled in the NC (V) and Report 191 (NATED) would be totally exempted from college fees covering, for the first time, more than 169 000 students. The Minister elaborated further that “An announcement by the President was made on January 8 Statement 2011 and elaborated in his State of the Nation Address regarding further assistance for FET students and final year university undergraduates who qualify for the National Student Financial Aid Scheme (NSFAS)”.

The Minister of Higher Education and Training Dr B.E Nzimande was quoted by the City Press newspaper of the 17th October 2011 (Moyane, 2011), saying that South Africa, based on its gross national income, was classified as a middle-income or developing economy.

Moreover, with the complex and fast-growing economy the country had, it must also have competent, well skilled and top-notch human capital to manage and drive such an economy for the benefit of its citizens. Out-of-school and unemployed youth were also encouraged to register with their nearest FETs and higher learning institutions to further their studies. The bottom line here was that money was no longer a barrier for those who were thirsty for knowledge and skills. Anyone could now pursue a career of his or her choice. From the policy point of view, as attested in the above paragraph, the South African TVET model had political and financial support.

Cosser (2011) reported that from the 2010 FET audit, 58% of students nationally were not recipients of financial assistance and that if this figure was indeed representative of the country as a whole, it underscored the significance of the DHET decision to fund all final year financially needy FET College students enrolled in 2011. It was important to emphasise that learners who enrolled for NC (V) programmes received tremendous financial support given the nature of the departmental programmatic funding norms. The assumption was that funding did not inhibit learners' performance.

2.4.3 Career guidance support for the NC (V) students

Career guidance support to the prospective TVET College students before their admission into various college programmes played a major role in ensuring good throughput rates. The social dialogue analysis Report (Chabane, 2012) argues that career guidance was a useful vehicle for assisting young people to make informed choices in school. It was made available to young learners from about junior secondary level. In some countries, career guidance was available up to further and tertiary institutions.

The importance of career guidance services ranged from educating pupils about available career opportunities, assisting with subject choice based on the interests of the individual as well as labour market conditions, and promoting retention or minimising the dropout rate from junior to senior secondary phase.

Career guidance also attempts to empower learners to identify their strengths and weaknesses and use them to guide their subject and career choices. It was an opportunity to begin educating learners about the world of work. The Chabane (2012) Report pointed out that Ireland and Denmark had career guidance entrenched in law, specifying the scope

and methods of career guidance to be made available to learners; with Denmark investing in a relatively expansive infrastructure to ensure that guidance services were widely available. The availability of career guidance and its quality was highly varied across different types of institutions. Furthermore, career guidance was subject to economic changes; in periods of economic uncertainty. This was one of the services that were likely to be compromised or eliminated from school programmes. Career guidance and academic support remained crucial to the future success of the NC (V) graduate performance and possibly the post-college prospects.

2.4.4 Skills development opportunities for the NC (V) graduates and progression to institutions of higher education

The renewed recent focus aiming to strengthen support for the FET College sector and as a result of the NC (V) programmes, was of interest to the recommendation of this study. The DHET Media Statement (2012:4) regarding the Green Paper on Post-School Education and Training cited that the key area of focus for expansion would be the Public FET College sector. The expanded FET Colleges sector was envisaged to play the central role in expanding the development of artisanal and other mid-level skills for the economy. Such skills were in extremely short supply and colleges, working together with employers, from both public and private sectors, would spearhead the tackling of this problem.

This statement was attested to by the Majuba TVET College webpage which claimed that the education and training offered at the College were customised and responsive to the needs of learners and industry and the careers encouraged were essential for the upliftment of the South African economy. Majuba College further stated that a FET vocational programme equipped learners for a successful and rewarding career in an industry that had a great need for practical skills, experience and knowledge. Additionally, it also provided learners with access to higher education and lifelong learning. The Further Education and Training college sector was regarded as a supply side for the skills development programmes such as learnerships and apprenticeships, which form part of a career path for the NC (V) graduates. Daniels (2007), contests that the Department of Labour's National Skills Development Strategy reiterated the importance of learnerships, which were published as part of the Skills Development Act (SDA).

Cosser (2011) argues that the reality after a decade of training is that the FET Colleges were not brought into the loop of SETA learnership training, since private sector training agencies run the bulk of Sector Education and Training Authority (SETA) training initiatives. Much of the training conducted was foundational, located at the low NQF levels. The National Skills Summit of 2010 culminated in the declaration by social partners who sought to increase access to programmes leading to intermediate and high-level learning, by improving NC (V) success rates. The other imperative declaration concerned the increase of access to occupationally-directed programmes for adults and youth in needed areas. Thereby the availability of intermediate level skills would be increased. The number of workplace learning opportunities for those who have completed vocational programmes, such as the 'N' or NCV programmes, through the provision of appropriately restructured learnerships, internships or apprenticeships, would also be increased (DHET, 2010).

One of the objectives of the NCV was to allow the learners to progress to university or other higher education studies. The DHET (2012) attested to this fact by emphasising that vocational training at the FET Colleges must not be a dead-end; the Green Paper makes proposals to ensure pathways that NVC allows students to move on to university studies after completing their vocational qualifications if they wish to do so. In this regard, the NCV can draw a lesson from Botswana Policy on Vocational Education and Training, which states the need to improve the quality of vocational education and training.

“To promote flexible educational career paths in both systems, and to enhance horizontal and vertical mobility, close links were developed between the National Vocational Education and Training System and the other sectors of the formal education system. This was particularly in the development of the curriculum, strengthening of pre-vocational subjects in schools, and career guidance and counselling” (Botswana Policy on Vocational Education 1997:14).

2.4.5 Work Integrated Learning in TVET Colleges

Work Integrated Learning (WIL) was implemented in 2008 by the Swiss-South African Cooperation Initiative (SACCI) in collaboration with the Department of Higher Education and Training (DHET) (DHET, 2013).

The aim was to:

- Align the NCV curriculum closer to the needs of industry;
- Assist TVET Colleges to establish college-industry partnerships;
- To improve and strengthen the NCV students' experience in real work while studying, presenting them with the opportunity to enrich their learning by linking theory to practice and opportunities to apply learning to real work;
- Lecturers are exposed to technology and work processes in the industry routinely, enhancing their knowledge positively impacting on teaching; and
- NCV assessments align and comply with industry standards and processes raising the quality and standard of the assessments.

Workplaces should enter into partnerships with TVET Colleges to engage with and support the college curriculum in contributing to the college governance, ensuring that the vision and strategic focus of colleges are in line with the national strategy and local growth plans.

2.4.6 Work-Based Experience (WBE) in the NCV programme

Workplace Based Experience (WBE) is a typology of WIL, referring to a short 5 – 15 days placement at a place of work. The aim is to experience the real world of work in a particular profession or industry. During this time, students are inducted into the company, job shadow and are apportioned work, based on their skills..

Colleges must increase their relationships to accommodate the expanding need for placements in the future. WBE/WIL forms part of the core WBE survey of 350 NCV students and revealed the following: 90% of students indicated they were provided with helpful feedback from the supervisor at the workplace. These students reported that the feedback assisted them to gain confidence; to gain a better understanding; to perform well; to rectify mistakes, identify their strength; understand their lack of skills and theory; to work harder; to improve; to work with people; and to communicate.

Ninety four per cent (94%) of the students, after their WBE experience, felt that workplace experience should be included as part of the NCV programme. Seventy six per cent (76%) of the students said they first observed, then worked under the supervision and then

without. The majority (77%) of the college monitoring staff also indicated that students were allowed to work first under the supervision and then without it (Akoobhai, 2015).

2.5 MEASURING OF SUCCESSFUL PARTNERSHIPS BETWEEN DEPARTMENT OF HIGHER EDUCATION, TVET COLLEGE AND EMPLOYERS

2.5.1 Introduction

The need for forging relationship between colleges and industries has been the first one on the Department of Higher Education priority list. This is due to some students at colleges who are unable to find workplace experience, which is required to complete National Diplomas but valuable for all students. Furthermore, most of the colleges have almost no formal linkages with industry to allow students some work exposure.

2.5.2 Deputy Minister promotes partnerships between TVET Colleges, industry

On the 28 January 2016, the Deputy Minister of Higher Education and Training, Mr Mduzuzi Manana, MP, visited captains of industry workplaces in Polokwane in a bid to bring to the fore the need for employers to play a significant role in artisan development and training by partnering with nearby TVET Colleges. “The relationship between colleges and industries are, with some exceptions weak. Some students at colleges are unable to find workplace experience, which is required to complete National Diplomas but valuable for all students. Furthermore, most of the colleges have almost no formal linkages with industry, except where they are offering apprenticeships, learnerships or other skills programme that has inherent practical workplace requirements,” said the Deputy Minister (The Green Paper for Post-School Education and Training (DHET, 2012), and the White Paper (DHET, 2013)

Currently, the workforce is not keeping up with the skills needed to remain competitive in an increasingly knowledge-based economy. There is a need to ensure the continuous upgrade of skills in the workforce, to help ensure a measurable increase in the intermediate skills pool, especially in artisan, technician, and related occupations attributable to increased capacity at education and training institutions and increased workplace experiential learning opportunities. The Deputy Minister said, “It is for this

reason; that the Department of Higher Education and Training (DHET) deem it fit to engage employers in partnering with us, by opening up your workplace doors for experiential learning for the young people (learners) of our country.” The campaign is the Limpopo leg of Deputy Minister Manana’s flagship project of the decade of the artisan (2014-2024) where he travels quarterly to provinces to advocate for artisanship to employers; youth **Not in Employment, Education or Training** (NEET) and high school learners. The need for the development of qualified artisans to support the economy remains a top priority, especially when considering that a significant number of skilled and competent artisans are required for the government’s strategic infrastructure projects such as building roads, schools, ports, universities, colleges, power stations and all the other projects. Most of these projects have been developed in line with the National Development Plan (NDP 2030)..

The government expects that Technical, Vocational Education and Training (TVET) colleges will become the cornerstone of the country’s acute skills shortage. “Hence, the partnership between the employers and the colleges is integral to advance artisan development to meet the 30 000 per annum artisans by 2030 as required by the NDP,” said the Deputy Minister. Ms Rhulani Matshidze, General Manager of Eskom Limpopo, committed to working closer with the Capricorn TVET College and pledged that, “through these engagements, Eskom will for this period provide N6 experiential training and apprenticeship to Capricorn TVET College learners as well as assist the College lecturers during holidays with technical exposure” (The Green Paper for Post-School Education and Training DHET, 2012; and the White Paper DHET, 2013). She also made a call to other employers in all sectors to support the decade of the artisan campaign. The SETAs play a vital role in facilitating workplace learning partnerships between employers and educational institutions. The Deputy Minister thanked the Transport Education and Training Authority (TETA) for hosting the event together with the Capricorn TVET College. He also thanked the host employers, Toyota, Prime Furnitures, Eskom and Tsogo Sun for opening their boardrooms for this noble cause.

2.5.2 Technical and Vocational Education and Training (TVET) colleges and other stakeholders.

The Green Paper for Post-School Education and Training (DHET, 2012), and the White Paper (DHET, 2013), point to promoting the growth of strong partnerships between TVET Colleges and employers..

However, both policy papers specifically forewarn that the possibility of partnerships between public and private institutions should be explored within a clearly defined regulatory framework that sets out the parameters for operation. It is the contention of this paper that this, indeed, is precisely what is lacking in the TVET College partnership discourse.

The most common reason advanced for college-industry partnerships is the need to ensure that the curriculum of TVET Colleges is aligned to the needs of the workplace to ensure a smooth transition from college-to-work.

The major focus tends to be on the breadth or number of partnerships from a statistical perspective, however, defined, rather than the qualitative dimensions, modalities and outcomes of partnerships. For instance, the Department of Education's Linkages and Partnerships: Audit 2003 is primarily a quantitative description of the relationships developed by TVET Colleges with industry, non-government organisations, communities and government. Arguably, the weakness of this approach in the discourse mentioned earlier, is that it often creates the misleading impression that partnerships in the TVET College sector are widespread.

There are no specific models to adopt directly when establishing partnerships. Varying national, historical, political, ideological, cultural and socio-economic contexts of different TVET systems make it impossible to find turnkey solutions. What works in one context may fail in another.

2.5.3 Developing partnerships in the South African TVET college sector

There is consensus from all stakeholders of the necessity for TVET Colleges to form partnerships to ensure responsiveness to local community needs both in South African and international literature (UNESCO, 2012). The most common reason for partnerships is the need to ensure successful labour market outcomes by ensuring quick employment

of graduates into the workplace. Callan and Ashworth (2004) add that partnerships offer more opportunities for generating income for TVET Colleges. It also provides opportunities to generate new sets of knowledge and capabilities which add to the competitive positioning of those involved. According to Njengele (2014) forging a solid partnership platform for TVET Colleges necessitates a paradigm shift from administrative compliance to adaptability innovation. Carnall (2003) concurs that TVET Colleges, like those in other sectors, are being asked to rethink the 'rules of the game'. As Collins (2001) found, the most successful companies develop cultures in which people go with change as an opportunity well before the change becomes an external threat.

In South Africa, there is an acknowledgement that an effective TVET College sector in the post-school education and training system is a pillar of any successful economy. It can serve to alleviate poverty, build sustainable livelihoods, reduce inequalities and boost GDP growth (DHET, 2012). TVET College partnerships, especially but not exclusively to industry, are mentioned in major policy positions of government. The NDP (2012: 321) makes reference to building a strong relationship between the college sector and industry to ensure quick absorption of college graduates into jobs. The New Growth Path (2012: 20) gives attention to TVET Colleges playing an important role in developing middle-level skills of the youth. The Green Paper for Post-School Education and Training (2012: 26) supports fostering of TVET College-industry partnerships and acknowledges that the relationship between colleges and industries are, with some exceptions, weak. The White Paper (DHET, 2014) also recognises the importance of partnerships between educational institutions and employers.

2.6 RELATED THEORETICAL FRAMEWORKS

Traditional philosophies of vocational education were aimed at providing learners with job entry skills for occupations. This point was argued by Foster (2008) that "The real issue is thus not between academic and hands-on, an artificial distinction, but rather one of wholeness." Traditional education was more one-sided as is vocational education. The traditional curricula that still prevails seems to separate the whole life into different parts with more or less value. Educational efficiency requires us to learn and understand by

seeing and touching what we learn. We should reconstruct and reintegrate knowledge and curricula into what we now understand are more holistic and natural divisions (<http://www.journal.kfionline.org/issue-12/the-philosophy-of-vocational-education>)..

In concurring with (Foster, 2008) concerning the importance of ensuring the interconnection of theory and practice, this research determined the extent to which the NC (V) theory acquired by the students enabled them to link with the world of work and further training. As such, in this study, the theory of Connectivism was selected because of its appropriateness in promoting the connection of the theoretical offering by the college and the practice in the workplace and it was discussed in the succeeding paragraphs. Given the success of the history of the South African technical and vocational education with its close link to industry, there was seemingly no need to assess the impact of the vocational programme since they were offered in conjunction with the employers.

As a result, there was a limited amount of research conducted on the vocational education and training on college students of the new National Certificate Vocational programmes, which were introduced in 2007. Shelhamer and Latham (1986) in their study discovered that the core philosophy of vocational education underwent modifications as follows:

- Vocational education should involve occupational awareness, exploration and preparation;
- Vocational education emphasises leadership development, hands-on experience, entrepreneurship, as well as attitudes, knowledge, and skills related to jobs and job tasks; and.
- Vocational education prepares students for advanced training and education at the post-secondary level.

The researcher concurs with these three philosophical modifications that do not only form the fundamental purpose of the vocational education and training up to today but was also covered in the purpose of the NCV qualification. This study intended to determine the extent to which the NCV qualification realised the three modifications. McGrath (2013) argue that South Africa's apartheid-driven industrial development path has led to an extreme polarisation of skills between high skill and low skill elements; with a serious underdevelopment of the intermediate skill segment which was seen as essential to

successful industrialisation and competitiveness internationally. The situation was aggravated by the reduction of industrial training of vocational occupation by industry resulting in more and more colleges offering theoretical training to scores of learners who could not get practical training from the workplace. The circumstances led to the change in philosophy as there has been a recent trend to reform the vocational educational systems leading to redress of the historical baggage that excluded, in particular, African people. Educational reform was also creating a pool of employable students, who should be able to work in industry, pursue further studies or establish their own business.

The vocational education and training approach changed from theory of Connectivism to the development of a learning society. Therefore, the basic philosophy of vocational education was being questioned since the purpose of vocational education shifted from just imparting craftsman with skills to providing a basis for further learning as well as equipping students with the necessary development skills. Hence, it was the purpose of this study to assess the extent to which the NC V training programme provides students with the necessary skills for immediate employment after graduation to address the shortage of competencies or simply provide students with the necessary qualifications for further training after college study.

2.6.1 Connectivism

This study sighted the connection and interrelatedness of the NCV programme in the sense that it aimed to prepare students for a number of opportunities. It was thereby obliged to address the fundamentals of the chosen future occupations, the higher education specific prerequisites subjects, the life and critical skills subject as well as the practical component of the qualification. This approach tended to assume the framework of the learning theory. Learning is commonly defined as the process of gaining knowledge or skill by studying or experiencing something or making changes in one's knowledge, skills, values, and worldviews (Illeris, 2009). It is also thought of as the way in which information is absorbed, processed, and retained.

To place the framework of Connectivism into perspective on this study, it was important to understand what Connectivism is. An online article on 'Connectivism: a learning theory for the digital age by Siemens (<http://www.elearnspace.org>), states that "Connectivism is

driven by the understanding that decisions are based on rapidly altering foundations. New information is continually acquired. The ability to draw distinctions between important and unimportant information is vital.” For the use of this research, the students should be able to recognise the connections between the theoretical knowledge acquired at the colleges with their new anticipated environment to be declared competent and effective in their career.

The theory of Connectivism is enhanced by other learning theories such as the theory of constructivism that suggest that learners create knowledge as they attempt to understand their experiences (Driscoll, 2000). Given the emphasis that is placed on the “hands-on” experiences of the NCV students to facilitate their career advancement in the workplace, it is important to understand that the college curriculum should instil right behaviour, attitude and knowledge of the students. In this regard, Driscoll (2000) further argues that behaviourism and cognitivism view knowledge as external to the learner and the learning process as the act of internalising knowledge; while constructivism assumes that learners are not empty-headed beings to be filled with knowledge.

In this study, the researcher viewed the students as active participants, aiming at creating meaning by establishing other connections in theory and practice as well as with other stakeholders and the environment that enhances their career opportunities. Students choose and pursue their post-college destinations, sometimes with little knowledge that real-life learning is complicated. These theories direct our attention to those changes that were crucial in finding solutions. The purpose of the NCV programme was explained earlier as being diverse in the preparation of learners for the world of work and further studies.

2.6.2 Apprenticeship

The olden way of training vocational skills was the master craftsman to demonstrate the skills that the learner should learn and master. The learner had to understudy the master craftsman for years by making connections of how the master executed tasks and competencies to completion. The vocational education theory later expanded into the apprenticeship model where industry entered into a training contract with the apprentice. An apprentice was required to spend about 10% of his or her time at a college learning

theory related to his trade and the rest of the time in the workplace understudying a qualified artisan. Unfortunately, this upgraded approach had its limitations in the sense that the theoretical scope of the trainees was limited and did not prepare the learner for further studies or even prepare him or her for holistic development as no other critical life skills, managerial, business skills or communication skills were provided. The theory of Connectivism adopted in the modelling of the NCV was informed by some government priorities. Also some researchers such as Kraak (2011) argued that the youth labour market was probably the most important phase in any young person's development, particularly the transition from school to work or to further or higher education and training. These included institutions of further and higher learning, pre-employment training, and those that provide employment advice and career counselling.

The introduction of the NCV qualification was a deliberate intervention of government to redress the backlog in skills development created by an inadequate system of the past. The intervention was aimed at enabling students to acquire the necessary knowledge, practical skills, applied competence and understanding required for employment. A similar view was that of the Botswana Ministry of Labour and Home Affairs (1997:13), which was to develop an Integrated National Vocational Education and Training System. This system would provide for the education and training of a skilled workforce for the economy and require the involvement of all key stakeholders, that was, government, the private sector, employers, and employees in the development and running of the system. It also encompassed trades and occupations covering a wide variety of economic activities and was flexible enough to be able to integrate new occupational activities as they develop the Botswana National Policy on Vocational Education and Training.

2.6.3 MAJUBA TVET College forging partnership with MERSETA for Apprenticeship for NCV Level 4 to Artisan-27 January 2016

2.6.3.1 Artisan Development In South Africa

- This Project has come at an opportune time as the Deputy Minister of Higher Education and Training, Mr M Manana has declared 2014 – 2024 as the DECADE OF THE ARTISAN.
- The focus of MQA and DHET is on Artisan Development.
- The target of 30000 Artisans to be trained by 2030 in line with the NDP.

World Skills South Africa held the National Competition in Cape Town at the end of January 2015

2.6.3.2 How The Mining Qualification Authority (MQA) Project Started

- MQA engaged with MAJUBA TVET College to partner for the purpose of Artisan Development for lecturers and NCV Level 4 students.
- Ongoing discussions with MQA to ensure the project is implemented successfully.
- The target was NCV Level 4 Graduates.
- MQA signed an MOU for 45 NCV Level 4 graduates.

2.6.3.3 Recruitment Of Graduates

▶ NCV Level 4 Graduates in the fields of:

- ELECTRICAL
- WELDING
- FITTING
- BOILER MAKING
- AUTOMOTIVE

2.6.3.4 Recruitment Of Host Companies

Industry Response

- After intense recruitment with an effort from College and MQA, companies responded.

- All companies that responded to this project are SETA Approved Companies involved in Manufacturing and Engineering in Newcastle and surrounding areas.

2.6.3.5 Companies That Are Part Of the Project

Elinem Construction (Pty) Ltd

- Elinem specialises in high-pressure parts fabrication and maintenance e.g. Boiler tubings.

The company's main objective is to render professional cost effective services to its clients free from faulty workmanship. Clients satisfaction is of utmost importance

DCD Venco

- DCD is an international manufacturing and engineering company providing products and solutions to the rail, defence, mining and energy and marine sectors. It comprises 11 businesses, each focused on a manufacturing niche and a recognised leader in its field.
- The companies are long-established with the oldest in the group having been in operation for over 100 years.

Newcastle VW AND AUDI

- One of the leading Automotive Car dealerships in Newcastle.
- Newcastle Volkswagen understands its business. They offer a wide range of medium commercial vehicles.
- Their sales people are specially trained to be attuned to the clients' business needs, so whatever the requirements are, they have just the right vehicle for the clients.

2.6.3.6 Legislation And Transitional

- Transitional Arrangements: Non –contracted learners
 - Section Non-contracted learners.
 - NOTE: This replaces what was previously known as “Section 28” Trade Testing.

- Relevant engineering NC(V) 4 plus completion of all relevant work experience modules and a minimum of 18-months relevant work experience;

2.6.3.7 Funding Of The Project and Payment Of a Stipend

- MQA will fund the learner stipend.
- The Stipend is R2500 for 5.5 months at a Training Centre plus 18 months at the workplace.
- The college will pay the learner directly.
- Payment will be made on the 30th of each month.
- Supervisors/HR managers must submit to the Placement Unit the Time Sheets and any relevant Reports on the 20th of each month.

2.6.3.8 Rights Of The Learner

- It is the responsibility of the Apprentice to ensure that his/her time sheet is accurately completed and submitted.
- Receive an induction to the Apprenticeship;
- Be educated and trained for a maximum of 30 weeks in accordance with Modular training for apprenticeship;
- Access to the required resources for the achievement of the specified outcomes for the structured learning component as well as specified practical workplace experience activities of the apprenticeship;
- Be assessed and have access to the assessment result for the structure learning component as well as the specific practical workplace experience activities of the apprenticeship; and
- Be placed at the Host Employer workplace for 18 months after completion of the 30 weeks Modular training.

2.6.3.9 Duties Of The Learner

- Carry out all occupationally related work for the employer required for the practical workplace experience activities specified in the apprenticeship;
- Comply with the employer's workplace policies and procedures;
- Be available for, and participate in, all structured learning and practical workplace experience activities required by the apprenticeship;
- Attend all theoretical learning sessions and practical learning activities with the training provider;
- Complete log books neatly and accurately;
- Ensure that the log book is signed off by instructor/supervisor;
- Complete timesheet and projects and participate in any assessment activities that are required for the final evaluation at the end of the apprenticeship;
- Undertake all learning relating to the apprenticeship conscientiously.

2.6.3.10 Duties Of The Host Employer

- Provide the facilities and resources required for the specified practical and theoretical workplace experience activities of the apprenticeship;
- Provide the learner with supervision, mentoring and coaching at work;
- Provide the learner with appropriate education and training to competently perform the specific workplace experience activities required by the apprenticeship;
- Conduct on-the-job assessment (where required) for the specified workplace experience activities, or cause it to be conducted;
- Conduct on-the-job assessment (where required) for the specified workplace experience activities, or cause it to be conducted;

- Apply the same disciplinary, grievance and dispute resolution procedures to the learner as to any other employee; and
- Ensure that the learners are prepared for Trade Test preparation and Trade Test

2.6.3.11 Duties Of The Training Provider

- Provides the structured learning specified in the apprenticeship which is 30weeks of SETA accredited Modular training;
- Provides the learner support, mentoring and coaching as required by the apprenticeship;
- Records, monitors and retains details of the education and training provided to the learner regarding the apprenticeship and periodically discuss progress with the learner and the employer;
- Conducts off-the-job assessments for the structured learning component specified in the apprenticeship, or cause it to be conducted;
- Ensures that the assessment against the outcomes of the qualification associated with the apprenticeship is conducted at the end of the apprenticeship; and
- Issues a written statement of result in respect of the learner's final results

2.6.3.12 College Responsibility

- Payment of Stipends on a Monthly basis
- Provision of Personal Proactive Equipment (PPE) by the training provider
- Basic Toolbox (on completion of institutional training before starting at the workplace)

- Costs incurred with training centres (pre-assessments, institutional training, trade test prep, trade test; only two attempts
- Expenses incurred for Medical Testing

Some Aspects Host Employers/Training Providers can cover at Induction:

- Attendance of Interns
- Punctuality
- Dress Code Policy
- Work Ethics
- Policy on Use of Cell Phones
- Use of Resources for Social Media Purposes
- Hours of Work
- Leave
- Lines of Communication/Reporting
- Health and Safety

2.6.3.13 Termination Of The Agreement

- An employer fairly dismisses the intern for a reason related to the intern's conduct or incapacity as an employee

2.6.3.14 Leave/Hours Of Work

- The Apprentice will be bound by the employer's HR policy and procedures in this regard.
- Must be in accordance to Basic Conditions of Employment Act. The HR Manager is to inform/advise the Apprentice in this regard.
- No annual leave unless company closes operationally

2.6.3.15 Occupational Health & Safety

- Learners to abide by the Health and Safety Regulations of the organisation in line with the OHS.

2.6.3.16 Monitoring and Verification

- MQA will conduct monitoring and verification.
- The College will also conduct Monitoring on a Quarterly basis.
- Companies to raise any issues regarding Interns including Disciplinary issues to the Occupational Programmes Unit.

2.6.3.17 What Does This Project Mean To The College?

- This Project has bridged the gap between industry and College, thanks to the MQA.
- Companies know what the college is about.
- The college can build on meaningful public/private partnerships.
- The project may open doors to better opportunities with industry.
- The college meets its objectives on Artisan Development.

2.6.3.18 Project Officer For MQA Project

- Occupational Programmes Unit
- Dumisani Mabizela
- Contact Number:
- Email Address: dmab@crazyweb.co.za

2.6.4 Community of Practice (CoP) in Vocational Education and Training

The Community of Practice was not developed by the FET College sector to enhance other curriculum review processes. A community of practice is a group of people who share a common goal concerning a set of problems, or interest in a topic and who come together to fulfil both individual and collective goals. CoPs often focused on sharing best practices and creating new knowledge to advance a sector of professional practice. Interaction on an ongoing basis was an essential part of this. A community's specific purpose and goals informed the appropriate activities and technologies that should support it. Many virtual communities of practice rely on face to face meetings as well as Web-based collaborative environments to communicate, connect, and conduct community activities. (<http://www.educause.edu/nlii/VirtualCommunities/944> evaluating

community- oriented technologies). These learning principles can benefit the colleges with the promotion of student experiential learning, the relevance and responsiveness of the NCV programmes. The FET Colleges made use of the Academic Boards to monitor and to review the success of their academic programmes and curriculum, including the NCV programmes. These boards were made of mostly internal representatives of each college ranging from the lecturers, student support officials, campus managers, and heads of departments led by the principal. These boards failed to address curriculum matters given the issues that outlined the prevailing conditions in the FET Sector. At the national level, the DHET coordinates the FET College programme review process by, among others, inviting participants from industry and the colleges. From both college and DHET processes, the FET College graduates find it difficult to access workplace for practice training and employment fully.

This study argued that the theory of Connectivism combined with the establishment of the FET College Community of Practice (CoP) learning theory could reduce the gap between the NCV programme theory and practice. Wenger (1998) describes the structure of a CoP as consisting of three interrelated terms. These are 'mutual engagement', 'joint enterprise' and 'shared repertoire'. In agreeing with Wenger, the introduction of College CoP would allow members to establish norms and build collaborative relationships that lead to a social entity. College CoP would, through their interactions, create a shared understanding of the key drivers for the curriculum or programme review. Lesser and Storck (2001), indicate that an important aspect and function of communities of practice was increasing organisation performance of which, in the case of the FET Colleges, the connection to the world of work would improve the NCV programme's responsiveness to the skills needs. Lesser and Storck (2001) identify four areas of organisational performance that can be affected by communities of practice: decreasing the learning curve for new employees; responding more rapidly to customer needs and inquiries; reducing rework and preventing "reinvention of the wheel" and spawning new ideas for products and services. The College CoP should be guided by the four organisational performances to address the NCV curriculum and experiential learning for the college

students.

2.7 SUMMARY

In this chapter, the researcher focused on how the NCV curriculum could be reviewed in directing students to an employable destination of their career. The researcher explored literature that elucidates on the understanding of issues associated with work readiness of students who pursued studies in Vocational Education and Training Programmes.

Another focus of this chapter was to study the vocational educational and training programmes compared to other countries to see what was functional and productive so as to be able to adopt and select programmes wisely. The NCV programme was the result of the process of change in South African TVET Colleges over many years of practice.

It was observed that although Connectivism as a learning framework was the closest to how learning was organised in the NC (V) programme, the programme prepared students broadly, thereby requiring them to construct new ideas and strategies as they endeavour to achieve their goals.

Cosser (2011), emphasises the importance of the efficiency rates that, when all was said and done, colleges were inevitably judged on the quality of their student outputs. The analysis of their research indicated that the throughput rates for the NCV of the FET Colleges left much to be reviewed. He acknowledged that if the sector has been severely neglected to compete, it would need to pay more attention to the quality of teaching and learning. Further, that colleges would have to be judged, to a great measure, by their students' academic performance. Cosser (2011) further discovered a noticeable trend in college efficiency rates of a steady improvement in the throughput rate within the NCV across all South African provinces between 2007 and 2009. This study was given great impetus by the findings of Cosser as it was one of the early research undertaken on the NCV qualifications.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

A qualitative research methodology was employed by the researcher to gather data on the management of the NCV curriculum in addressing the skills shortage. This method was also used in the interviews conducted with the college senior management representative, the representative from curriculum and placement units, lecturers from Business Campuses as well as the employers to which Majuba College NCV students are placed for workplace training.

Mason (2002) states that, qualitative data can provide information about the quality of standardised case records and quantitative survey measures, as well as offer some insight into the meaning of particular fixed responses.

The improvement of the TVET College graduates including the NCV graduates was highlighted in the National Development Plan (NDP) 2030 (2012:3) concerning the poor skills levels and poor work readiness of many young people leaving basic and tertiary education and entering the labour market for the first time. The DHET (2013) argues that the lack of skilled workforce is contributed by weak linkages between institutional and workplace learning, thus reducing the employability and work readiness of the successful

graduates from TVET institutions. The DHET (2011-2016) concurs with the NDP pertaining the poor skills levels and poor work readiness of many graduates leaving basic and tertiary education and entering the labour market for the first time.

The aim of this chapter was to discuss the methods the researcher used in the study to collect the data meant to acquire the impact of the NCV curriculum relevancy and how Majuba TVET College manages its curriculum for the vocational training of students. The independent variable of this study was the employability of graduates, and the dependent variable implied the educational and employment future of the students who have graduated from the college.

In 2007, the Department of Education introduced NCV with the aim of aligning the college tuition with the industrial and business skills that are in demand. The NCV programme was developed to promote articulation of the Further Education and Training College (FET) graduates to a higher education institution and to prepare graduates for the workplace training. The research design used the qualitative aspect which was conducted through interviews.

3.2 RESEARCH DESIGN

3.2.1 Introduction

Research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the **research** problem; it constitutes the blueprint for the collection, measurement, and analysis of data.

3.2.2 Qualitative approach

This study employed a qualitative research approach. Data was collected using face to face interaction with selected participants in their natural settings through interviews as supported by Mcmillan (2001). The researcher personally visited the selected participants from Majuba TVET College Central Office. There was one senior manager, two managers from curriculum and placement department, six lecturers from two business campuses

and two employers from the business sector for data collection and interacting with the selected participants to understand their real life experiences. In this study, the collected data was presented in the form of words.

According to Creswell (2007) as cited in McMillan (2010), qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To explore this problem, qualitative researchers use an emerging qualitative approach to inquiry. Further, they use the collection of data in a nature setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflectivity of the researcher, and a complex description and interpretation of the problem.

Qualitative research relies on data in the form of words and investigators depend on the description to express data (Badenhost, 2010). Qualitative research designs emphasise gathering data on naturally occurring phenomena. The researcher must search and explore, with a variety of methods, until a deep understanding is achieved (McMillan, 2006). The goal of qualitative research is, therefore, defined as describing and understanding rather than the explanation and prediction of human behaviour (Babbie, 1998).

Qualitative approach originates from an anti-positivistic, interpretative approach, is idiographic and thus holistic in nature, and aims mainly to understand the social and meaning that people attach to everyday life (Fouche, 2002). The researcher aimed at understanding the human phenomena and investigate the sense that respondents give to events relating to discipline management. In qualitative research, the researcher attempts to understand people regarding their definition of their world (Mouton, 1996). Qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts, and perceptions (McMillan, 2006). Consequently, the researcher chose qualitative approach to explore the behaviour, beliefs, perceptions and experiences of the participants regarding the management and relevance of NCV curriculum in addressing skills shortage. Qualitative approaches are used when the researcher aims to understand

human phenomena and investigate the meaning that people give to events that they experience. The qualitative research approach enabled the researcher to understand the social phenomenon from the participants' perspectives. McMillan (2006) concurs that qualitative research is more concerned with understanding the social phenomenon from the participants' perspectives.

In qualitative research, the researcher usually works with a rich descriptive data, collected through methods such as observation, interviewing and document analysis (Mouton, 1996). In qualitative research, researchers tend to keep field notes as they observe in the fieldwork often in natural field settings (Mouton, 1996). Qualitative research is interactive, face to face research, which requires a relatively extensive amount of time to interview, systematically observe, and record processes as they occur naturally (McMillan, 2006). In qualitative research, the natural and subjective components of the sample are emphasised. It is for this reason that qualitative research is also referred to as naturalistic research (Mouton, 1996).

The research strategy is usually of a precise nature. This involves a focus on the individual case, or a small number of cases, in its specific context of meanings and significance (Mouton, 1996). The researcher chose the qualitative approach so as to focus on a number of individuals, not a large number of participants like in the quantitative approach.

3.2.3 Characteristics of qualitative research approach

According to McMillan (2010), qualitative research is characterised by the following features:

- Direct data collection: Qualitative researchers collect data directly from the source. They collect data themselves through interviewing participants, examining documents, observing behaviour, or understanding of the phenomenon. (Creswell, 2009). So, qualitative the researcher is seen as the “main instrument” in the research process
- Natural settings: In qualitative research, behaviour is studied as it occurs naturally. Qualitative researchers collect data in the field or site where participants

experience the issue or problem under study (Creswell, 2009). Therefore, research is conducted in the natural setting of social actors (Babbie, 2010).

- Context sensitivity: The situational context is important in understanding behaviour. This is based on the belief that human actions are strongly influenced by the setting in which they take place. The main concern is to understand social action regarding its specific context (ideographic motive) rather than attempting to generalise to some theoretical population (Babbie, 2010).
- Rich narrative descriptions: Qualitative research involves detailed narratives that provide an in-depth understanding of behaviour. Every detail that is recorded contributes to a better understanding of behaviour. The primary aim of qualitative research is in-depth descriptions and understanding of actions and events (Babbie, 2010).
- Process orientation: The qualitative researcher wants to know how and why behaviour occurs. The focus is on process rather than outcome. (Babbie, 2010)
- Inductive data analysis: Generalisations are induced from synthesising gathered information. This means the data is collected first and then synthesised inductively to generate generalisations. Qualitative researchers build their patterns, categories, and themes from the bottom up, by organising the data into increasingly more abstract units of information (Creswell, 2009). This inductive process illustrates working back and forth between the themes and the database until the researchers have established a comprehensive set of themes. So, this implies that the research process is often inductive in its approach, resulting in the generation of new hypotheses and theories (Babbie, 2010).
- Participant perspectives: The focus is on participants' understanding, descriptions, labels, and meanings. The goal of qualitative research is to understand participants from their point of view and in their voices. In qualitative research, the actor's perspective is emphasised (Babbie, 2010). Therefore, in the entire qualitative

research process, the researcher keeps a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research or writers express in the literature (Creswell, 2009).

- Emergent design: The design evolves and changes as the study takes place. This means that the initial plan for the research cannot be tightly prescribed, and all phases of the process may change or shift after the researcher enters the field and begins to collect data (Creswell, 2009). For example, the questions may change, the forms of data collection may shift, and the individuals studied and the sites visited may be modified.
- Complex understanding and explanation: Understandings and explanations are complex, with multiple perspectives. Central to qualitative research is the belief that the world is complex and that there are few simple explanations for human behaviour. The methods that investigate behaviour, as well as the explanations, need to be sufficiently complex to capture the true meaning of what has occurred. This leads researchers to examine multiple perspectives. This involves reporting multiple perspectives, identifying the many factors involved in a situation, and sketching the larger picture that emerges (Creswell, 2009).

3.3 RESEARCH METHODS

A variety of techniques were applied for gathering data. In this study literature review, individual interviews and non-participant observation were employed.

3.3.1 Literature review

A literature review is writing that is a systematic, critical evaluation and synthesis of existing scholarly works, studies, theories and current thinking on a given research subject or area (Gilbert, 2008). A literature review is based on the theories that knowledge accumulates and that people learn from and constitute on what others have done (Neuman, 2006). This means that this data collection method deals with existing data. Both primary and secondary sources were employed. These documents were studied to

establish what other scholars have already gathered with a view to the study. Mouton (2008:87) states that a researcher should start with a review of the existing scholarship or available body of knowledge to see how other scholars have investigated the research problem that she/he is interested in. So, the sources were consulted to acquire knowledge about school discipline (management and maintenance of discipline in schools). A review of literature was used to document the importance of the topic (McMillan, 2010). A qualitative review simply introduces the purpose of the study and the initial broad questions that will be reformulated during data collection (McMillan, 2006).

Neuman (2006) highlights four goals of literature review:

- To demonstrate a familiarity with a body of knowledge and establish credibility. A review tells a reader that the researcher knows the major issues. A good review increases a reader's confidence in the investigator's professional competence, ability, and background.
- To show the path of prior research and how a current project is linked to it. A review outlines the direction of research on a question and demonstrates the development of knowledge. A good review places the research project in a context and demonstrates its relevance by making connections to a body of knowledge.
- To integrate and summarise what is known in an area. A review pulls together and synthesises different results. A good review points out areas where prior studies agree, where they disagree, and where major questions remain. It collects what is known up to a point in time and indicates the direction for further research.
- To learn from others and stimulate new ideas. A review tells what others have found so that a researcher can benefit from the efforts of others. A good review identifies blind alleys and suggests hypotheses for replication. It divulges procedures, techniques, and research designs worth copying so that a researcher can better focus hypotheses and gain new insights.

Research should ensure that the anticipated goals are met.

Gilbert (2008) also, highlights additional aims of a literature review:

- Identify what has been achieved and what needs to be done in regards to the research area;
- Outline all the factors or variables impinging on the research question;
- Provide a contextual framework for the research question;
- Explain the methods or research processes used and their effectiveness in previous studies;
- Explore the relationships between the theories and the practices in the research field under study;
- Provide a rationale for the research question or problem under study;
- Demonstrate a deep knowledge of the history and breadth of the subject under study as well as how the intellectual field around it has developed; and
- Display a knowledge and mastery of the field's vocabulary in discussing the research question.

Literature review, as a data collection method, was employed in this study for the following basic reasons as stated by Gilbert (2008):

- To learn as much as the researcher can about the research topic;
- To develop the searching and analytical skills necessary in a research project; and
- To demonstrate this knowledge through a coherent and systematic text that helps to link what the researcher has learnt from previous research to what the researcher was researching for the project.

3.3.2 Interviews

The interview refers to a personal exchange of information between an interviewer and an interviewee (Ruane, 2008). This implies that it is a two-way communication initiated by the interviewer for the specific purpose of obtaining research relevant information from the interviewee. (Cannell & Kahn, 1968 as cited in Cohen, 2000). In this study, face to face interviews were conducted. The researcher personally visited sampled sites to interview participants. A semi-structured interview was conducted whereby an interview schedule

was prepared beforehand.

The interview has various purposes as indicated in Cohen (2000):

- To evaluate or assess a person in some respect;
- To select or promote an employee;
- To effect therapeutic change, as in the psychiatric interview;
- To test or develop hypotheses;
- To gather data, as in surveys or experimental situation;
- To sample respondents' opinions, as in doorstep interviews;
- Interviews may be used as the principal means of gathering information having direct bearing on the research objectives;
- It may be used to test hypotheses or to suggest new ones; or as an explanatory device to help identify variable and relationships; and
- It may be used in conjunction with other methods in a research undertaking.

Kvale (1996:30) as cited in Cohen (2000) indicates key characteristics of qualitative research interviews, which should do the following:

- Engage, understand and interpret the key feature of the lifeworlds of the participants;
- Use natural language to gather and understand qualitative knowledge;
- Be able to reveal and explore the nuanced descriptions of the lifeworld of the participants;
- Elicit descriptions of specific situations and actions, rather than generalities;
- Adopt a deliberate openness to new data and phenomena, rather than being too pre-structured;
- Focus on specific ideas and themes, i.e. have direction, but avoid being too tightly structured;
- Accept the ambiguity and contradictions of situations where they occur in participants if this is a fair reflection of the ambiguous and contradictory situation in which they find themselves;

- Accept that the interview may provoke new insights and changes in the participants themselves;
- Regard interviews as an interpersonal encounter, with all that this entails; and
- It should be a positive and enriching experience for all participants.

3.3.2.1 Individual Interviews

A semi-structured interview was conducted. Semi-structured interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of participants to explore their perspectives on a particular idea, programme or situation (Boyce, 2006). They further indicate that semi-structured interviews are useful when you want detailed information about a person's views and behaviours or want to explore new issues in-depth. Semi-structured interviews were conducted whereby major questions were asked the same way each time, but their sequence and wording were altered depending on the participants' responses.

Semi-structured interviews are open-ended questions to obtain data of participant's meanings; how individuals think about their world and how they explain or make sense of the important events in their lives (McMillan, 2006). The semi-structured interviews were conducted with individual participants to hear how people in the research setting make sense of their situations, lives, work and relationships.

3.3.3 Non-participant observation

Non-participant observation involves observing participants without actively participating. The researcher used this method to understand the phenomenon by entering the community involved. This was the Majuba TVET College students who were placed for workplace learning. This meant the researcher would remain separate from the activities being observed.

"The observation process is a three-stage funnel, according to Spradley (1980) beginning with descriptive observation, in which researchers carry out broad scope observation to get an overview of the setting. The researchers then move to focused observation, in

which they start to pay attention to a narrower portion of the activities that most interest them. They then select observation, in which they investigate relations among the elements they have selected as being of greatest interest. Observation should end when theoretical saturation is reached, which occurs when further observations begin to add little or nothing to the researcher's understanding. This usually takes a period of days or months, but, depending on the phenomenon in question, sometimes several years" (Liu, 2010).

Non-participant observation is often used in tangent with other data collection methods and can offer a more "nuanced and dynamic" appreciation of situations that cannot be as easily captured through other methods (Liu, 2010).

The researcher had to guard against the following points so as to collect data accordingly:

3.3.3.1 Subjectivity

The researcher was not supposed to have clarity about certain events on activities. She could not clear her doubts by asking various questions to the participants. Therefore she had to understand and interpret what she simply observed. The reason for this was to prevent the researcher from understanding before observing which could have made some of her findings biased and coloured by her personal prediction, belief and pre-conception.

3.3.3.2 Inadequate Observation

The researcher could observe only those events which took place in front of her. However, that was not enough and only a part of the phenomena as a vast range of information required for the research. The researcher could know many things about the participants when they participated in the group and interacted with other group members.

3.3.3.3 Unnatural And Formal Information

The participants could become suspicious of a person who would just observe them. In

the presence of an outsider, they could feel conscious and provide only some formal information in an unnatural way. This could create bias and what the researcher collected would not be the actual representation but only accurate information.

3.3.3.4 Inconvenience To The Respondents

The participants could feel uncomfortable when they know that an outsider critically analysed their behaviour. It is always better for a researcher to become a member of the group to learn more much about it.

3.4 ETHICAL CONSIDERATIONS

Ethics are set of guidelines, principles and codes which in the case of research are used to guide the behaviour of the researcher when conducting research (Merrill, 2009). According to May (2001:67) as cited in Merrill (2009) “the use of ethics in research is important because the development and application of research ethics is required not only to maintain public confidence and to try to protect individuals and groups from the illegitimate use of research findings but also to ensure its status as a legitimate and worthwhile undertaking”.

The domain of research ethics is concerned with the protection of the rights and interests of research participants (Mouton, 1996). According to McMillan (2006), the researcher is ethically responsible for protecting the rights and welfare of the subjects who participate in a study, which involves issues of physical and mental discomfort, harm and danger. Therefore, the researcher ensured that the planned research was ethically accountable. That is, to make sure that it conforms to acceptable norms and values. In addition, the researcher guaranteed the protection of the rights and welfare of the participants in this study.

The following research ethics were taken into account in this study:

3.4.1 Informed consent and permission

The principle of informed consent is about the right of individuals to determine, for themselves, whether or not they want to be part of a research project (Ruane, 2008). More specifically, informed consent refers to the right of research participants to be fully

informed about all aspects of a research project that might influence their decision to participate.

According to Ragin (2011), to prove that individuals are entering research studies voluntarily and adequately informed, researchers are often required to obtain informed consent from all participants or the participants' legally authorised representatives. Furthermore, to obtain informed consent, researchers must clearly communicate the research procedure, purposes, risks, and benefits to the participants in "jargon-free" language. Also, researchers must clearly communicate that participation is voluntary and that the participant can withdraw at any time. Merrill (2009) also concur that it is essential that all participants enter the research process voluntarily and willingly through 'informed consent' and that they are aware of their rights as participants.

In the researcher's study permission to conduct the research, permission was obtained from the Majuba TVET College Principal, the business campuses and the participants. In gaining permission, the researcher gave participants assurances of confidentiality and anonymity and described the intended use of the data. The participants also completed and signed informed consent forms as proof that they were informed of the study details.

3.4.2 Privacy, confidentiality and anonymity

The right to privacy refers to our ability to control when and under what conditions others will have access to information about us (Ruane, 2008). A subject's right to privacy requires the researcher to pay attention to three different privacy issues:

- The sensitivity of the information being solicited;
- The location or setting of the research; and
- The disclosure of a study's findings.

The researchers should respect and protect the participants' privacy. Access to participants' characteristics, responses, behaviour, and other information is restricted to the investigator (McMillan, 2010). So privacy is ensured by applying three practices: anonymity, confidentiality and appropriate storing of data.

To meet the oath of anonymity, the collection of data is structured so that the researcher cannot link specific information with the individuals who provide it (Ruane, 2008). Furthermore, the author indicates that the promise of confidentiality is an assurance by

the researcher that the information provided by participants will never be linked to them publicly. So, the researcher ensured that the information provided by participants did in no way reveal their identity as supported by Cohen (2000). The researcher assured the participants that they would remain anonymous. Data collected was certainly not be linked to participants' names. The researcher treated confidential information as such. The researcher let no one access the collected data or the names of participants. The participants' right to privacy was respected and protected by also informing them that they had the right to refuse to take part in the research; to limit the time needed for participation; to refuse to answer any questions and not to be interviewed during mealtimes or at night.

3.5 CONCEPTUAL PHASE

In the conceptual phase, the researcher formulated the research question as well as the objectives of the study. Reflexivity, the process of bracketing and intuiting were described.

3.5.1 Reflexivity

In qualitative research, the researcher is both the researcher and the participant and can therefore not be divorced from the phenomenon under study. According to Parahoo (1997) reflexivity is a continuous process whereby researchers reflect on their presupposed values, and those of the participants, such as reflecting on how data collected will be influenced by how the participants perceive the investigator. Holloway (2002) adds that researchers should consider their actions, feelings and conflicts experienced during research. To achieve credibility of the study, the researcher adopted a self-critical point of view to the study, the participants, their role, relationships and assumptions. Reflexivity is not easy to carry out, as it is not always easy to stand back and examine the effects of one's preconceptions. Some researchers validate the data by going back to the participants to confirm whether the interpretation was correct. Validation of data provides an opportunity for clarification and for researchers to recognise their prejudices (Parahoo, 1997). The three reasons for reflexivity are:

- Helping the researcher with self-monitoring, to spot if something is going wrong and rectify it;
- Analysis of the data and finding a way through the mass of data; and
- Self-commanding and showing others to believe in the researcher's interpretation.

In this study, the researcher wrote down any feelings, preconceptions, conflicts and assumptions she had about the study. This enabled self-monitoring to prevent bias and increase objectivity.

3.5.2 The researcher's process of bracketing

Qualitative researchers use bracketing to improve the rigour and to reduce bias in research. Parahoo (1997), defines bracketing as "suspension of the investigator's preconceptions, prejudices, and beliefs so that they do not interfere with or influence the participants' experience". Burns (2001) adds that bracketing means that the researcher lays aside what he or she knows about the experience being studied. Streubert (1999) affirms that bracketing means not making a judgement about what was observed or heard and remain open to data as it is revealed. Bracketing was therefore conducted throughout. Brink (1998) assert that bracketing is achieved by the researcher first writing out fully everything that she has experienced or thought about the topic. Bracketing made it possible for the researcher to focus on the participants' experience and shape the data collection process according to it. Bracketing in this study was achieved through the following:

- Burns (2001) states that some researchers do not bracket but identify beliefs, preconceptions and assumptions about the research topic and these are written down at the beginning of the study for self-reflection and external review. The researcher wrote a narrative description of her opinion of pain in patients who have dementia. This was to express the researcher's thoughts and set them aside which

would help to maintain an open approach when interviewing the participants and analysing the findings.

- The individuality of experience by participant regarding the phenomenon. This helped the researcher with bracketing when approaching participants in the formal study, and to see them as unique individuals regarding their experience.

3.5.3 Intuiting

According to Polit (2001), intuiting occurs when the researcher remains open to meaning attributed to the phenomenon by those who have experienced it. It requires the researcher to vary the data until shared understanding emerges (Streubert, 1999). The researcher suspended her preconceived ideas and was open-minded when observing the participants' experience of the phenomenon. Intuiting was achieved through the following:

- According to Streubert (1999), intuiting is a process whereby the researcher begins to know about the phenomenon from the participants' perspective. In intuiting, the researcher is required to be totally engaged in the study.
- The researcher avoided all criticism, evaluation and opinion and paid attention to how the phenomenon under investigation was described. The researcher was an "instrument" during the interview process. The researcher was the tool for data collection and listened to lecturers who were directly involved with the students. The researcher studied the data as they were transcribed and reviewed what the participants had described as their opinion as far as the management of curriculum by the college in exposing the student to the workplace, so that they are employable after their qualification.

3.6 NARRATIVE PHASE

The narrative phase involved planning the study

3.6.1 Research Approach

The research population, sample, sampling size, sampling process and procedure and the setting were discussed.

3.6.2 Population and sampling

The group of subjects or participants from which the data is collected is referred to as sample (McMillan, 2006). The sample can be selected from a larger group of persons, identified as the population. In this study, the population was Majuba TVET College, and the sample comprised of a senior manager, assistant directors and lecturers. Most importantly, the researcher had to identify the population first and then the sample. This process of selecting participants is referred to as sampling.

3.6.2.1 Research population

Parahoo (1997) defines population as “the total number of units from which data can be collected”, such as individuals, artefacts, events or organisations. Burns (2001) describes population as all the elements that meet the criteria for inclusion in a study. Burns (2001) defines eligibility criteria as “a list of characteristics that are required for the membership in the target population”.

The criteria for inclusion in this study were:

- Deputy Director (Academic)
- Assistant Directors for Curriculum and Placement
- Lecturers responsible for National Certificate Vocational
- Employers that work with the college in placing students for WBE and WILL

3.6.2.2 Purposive Sampling

In this study, purposive sampling was employed. The idea behind the qualitative research was to purposefully select participants and a site that will best help the researcher to understand the problem and the research question (Creswell, 2009). Majuba TVET

College was purposefully selected for this research. One senior manager, two assistant directors from curriculum and placement and six lecturers from two business campuses. The researcher's reason for choosing Majuba TVET staff was that they are knowledgeable and informative about the phenomena the researcher was researching about. Further, it was to get their views on how to review NCV curriculum so as to produce employable graduates.

3.6.2.3 Sample

Polit (2001) defines a sample as "a proportion of a population". The sample was chosen from Majuba TVET college senior management, lecturing staff and employers. A carefully selected sample can provide data that is representative of the population from which it is drawn.

3.6.2.4 Sampling size

Holloway (2002) asserts that sample size does not influence the importance or quality of the study and note that there are no guidelines in determining the sample size in qualitative research. Qualitative researchers do not normally know the number of people in the research beforehand; the sample may change in size and type during research. Sampling goes on until saturation has been achieved; when no new information is generated (Holloway, 2002).

In this study, the total number of participants was 11. The researcher chose the participants according to their scope of work within the NCV programme. All the 11 participants targeted were willing to take part in this study.

3.6.2.5 Sampling process

Burns (2001) refers to sampling as a process of selecting a group of people, events or behaviour with which to conduct a study. Polit (2001) confirms that in sampling, a portion that represents the whole population is selected. Sampling is closely related to generalisability of the findings. In this study, the sampling was purposive. According to Parahoo (1997), in non-probability sampling researchers use their judgement to select the subjects to be included in the study based on their knowledge of the phenomenon.

Purposive sampling was employed in this study. Parahoo (1997) describes purposive sampling as “a method of sampling where the researcher deliberately chooses whom to include in the study based on their ability to provide necessary data”. The rationale for choosing this approach was that the researcher was seeking knowledge about the NCV curriculum relevance which the participants would provide by virtue of their experience. In this study, only eligible Majuba College staff were purposively chosen to participate in this study.

3.7 RELIABILITY

Reliability is a matter of whether a particular technique, repeatedly applied to the same object, would yield the same results each time (Babbie, 1998). Qualitative reliability indicates that the researcher’s approach is consistent across different researchers and various projects (Gibbs, 2007 as cited in Creswell, 2009). Qualitative reliability also implies that the same research could yield same results if conducted by different researchers or the same researcher repeatedly. So, reliability is achieved if the research when repeated could yield the same results. According to Neuman (2006), reliability means dependability or consistency. In this study, a variety of techniques (interviews, non-participant observation and document studies) were employed to record the researcher’s observations consistently. Thus, the use of triangulation addressed the reliability of the findings.

To check whether the findings are consistent or reliable, the following reliability procedures served as a guideline in this study (Gibbs, 2007 as cited in Creswell, 2007). Checking of transcripts to make sure that they do not contain obvious mistakes made during interviews.

The researcher had to make sure that there was no drift in the definition of codes, a shift in the meaning of the codes during the process of coding. This was accomplished by constantly comparing data with the codes and their definitions.

3.8 VALIDITY

The term validity refers to the extent to which an empirical measure adequately reflects

the real meaning of the concept under consideration (Babbie, 1998). Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures (Creswell, 2009). Validity is based on determining whether the findings are accurate from the researcher and the participant's perspective. Therefore, validity refers to the degree to which the interpretations have mutual meaning between the participants and the researcher. Neuman (2006) postulates that validity means truthfulness. So, qualitative researchers are more interested in authenticity than in the idea of a single version of the truth. The researcher further explains that authenticity means giving a fair, honest and balanced account of social life from the viewpoint of someone who lives it every day.

McMillan (2010) suggests strategies that enhance validity. In this study, the following strategies were utilised to heighten validity.

Prolonged and persistent field work: Non-participant observation, focus group interviews and in-depth interviews were conducted in the natural settings of the participants to reflect lived experiences. The lengthy data collection period assists the researcher to develop an in-depth understanding of the phenomenon under study. The more the researcher connects with the participants in their natural setting, the more accurate or valid the findings will be.

Multi-method strategies: Various data collection methods were employed to allow triangulation of data across inquiry techniques. Different strategies may yield clear insights about the topic of interest and increase the trustworthiness of findings.

Participant language and verbatim accounts: Interview questions are phrased unequivocally to permit maximal participation. The participants' viewpoints were expressed in their words.

Low-inference: Concrete, precise descriptions from field notes and interview elaborations are the hallmarks of qualitative research and the principal method for identifying patterns in the data. This implies that the researcher records precise, almost literal, and detailed descriptions of people and situations. The researcher cautiously employs terms that are understood by the participants.

Mechanically recorded data: A tape recorder was utilised during data collection. So, situational aspects that affected the data record were noted so that the data was usable.

3.9 DATA ANALYSIS

McMillan (2006) defines qualitative data analysis as primarily an inductive process of organising data into categories and identifying patterns or relationships among the categories. Categories and patterns come from the data, rather than being put on them before collection. Furthermore, they explain that qualitative analysis is a relatively systematic process of coding, categorising, and interpreting data to provide explanations of a single phenomenon of interest. Creswell (2009) indicates that the process of data analysis involves making sense of text data, preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data.

Qualitative data analysis in this study involved organising, accounting for and explaining the data, in short, making sense of the data in terms of participants' definitions of the situation. As well as noting patterns, themes, categories and regularities (Cohen, 2000), as supported by De Vos (2002) that data analysis is the process of bringing order, structure and meaning to the mass of collected data.

During and after the process of data collection, the researcher identified and listed the categories and reduced them into themes as data analysis involves "breaking up" the data into manageable themes, trends and relationships. Data collected was coded, categorised, and interpreted to provide explanations of a single phenomenon of interest. Creswell (2009) identified six steps for qualitative data analysis while McMillan (2010) identified five steps:

Six steps for qualitative data analysis by Creswell (2009):

Step 1: Organise and prepare the data for analysis

This involves transcribing interviews, optically scanning material, typing up field notes, or sorting and arranging the data into different types depending on the sources of information.

Step 2: Read through all the data

A first step is to obtain a general sense of the information and to reflect on its overall meaning. In this stage, the researcher tries to figure out the answers to the following:

- What general ideas are participants saying?
- What is the tone of the ideas?
- What is the impression of the overall depth, credibility, and use of the information?

Sometimes qualitative researchers write notes in the margins or start recording general thoughts about the data at this stage.

Step 3: Begin detailed analysis with coding process.

Coding is the process of organising the material into chunks or segments of the text before bringing meaning to information. It involves taking text data gathered during data collection, segmenting sentences (or paragraphs) into categories, and labelling those categories with a term, often a term based on the actual language of the participant (called *in vivo* term).

Step 4: Use the coding process to generate a description of the setting or people as well as categories or themes for analysis

Description involves a detailed rendering of information about people, places, or events in a setting. Researchers can generate codes for this description. Then use the coding to produce a small number of themes or categories, perhaps five to seven categories for a research study. These themes are the ones that appear as major findings in qualitative studies and are often used to create headings in the findings sections of studies. They should display multiple perspectives from individuals and be supported by different quotations and specific evidence.

Step 5: Advance how the description and themes will be represented in the qualitative narrative

The most popular approach is to use a narrative passage to convey the findings of the analysis. This might be a discussion that mentions a chronology of events, the detailed discussion of several themes (complete with subthemes, specific illustrations, multiple perspectives from individuals, and quotations) or discussion with interconnecting themes.

Step 6: A final step in data analysis involves making an interpretation or meaning of the data.

Interpretation in qualitative research means that the researcher draws meaning from the findings of data analysis. This meaning may result in lessons learnt, information to compare with the literature, or personal experiences. These lessons could be the researcher's personal interpretation, couched in the understanding that the inquirer brings to the study her/his culture, history and experiences. It could also be a meaning derived from a comparison of the findings with information gleaned from the literature or theories. In this way, the findings confirm past information or diverge from it. It can also suggest new questions that need to be asked; questions raised by the data and analysis that the inquirer had not foreseen earlier in the study.

These are five steps for qualitative data analysis by McMillan (2010):

(a) Data organisation

In this phase data collected during interviews is organised and analysed later. Organising the data separates it into a few functional units. The interview responses are organised separately to be compared later in the process.

(b) Data transcription

The researcher transcribed data collected during interviews and observations to convert it into a format that will facilitate analysis.

(c) Coding

Data coding begins by identifying small pieces of data that stand alone. These data parts, called segments, divide dataset. Segments are then analysed to come up with codes so

that each segment is labelled by at least one code (some segments have more than one code). In this phase, data need to be coded to provide meaning to the segment for easy interpretation.

(d) Forming categories or themes

Categories are entities comprised of grouped codes. A single category is used to give meaning to codes that are combined. The researcher divided data collected into categories as data analysis involves “breaking up” the data into manageable themes, trends and relationships; to show similarities and dissimilarities for easy identification.

(e) Discovering patterns

A pattern is a relationship among categories. In searching for patterns, researchers try to understand the complex links between various aspects of people’s situations, mental processes, beliefs and actions. The dominant pattern(s) serves as the framework for reporting the findings and organising the reports. The patterns assisted the investigator to consider what is critical and meaningful in the data.

Both these two sets of qualitative data analysis steps served as a guideline for the research project.

3.10 SUMMARY

This chapter provided a detailed discussion of qualitative research design and methodology. The qualitative research methodology used to collect data on the management of the NCV curriculum in addressing the skills shortage at Majuba TVET College. Data collection methods used were a literature review, interviews and non-participant observation. These methods were discussed in detail in this chapter. Data analysis procedures were also outlined.

The following chapter will be used to discuss the findings of the research, and for data analysis and interpretation.

**CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

4.1. INTRODUCTION

In this chapter, the researcher reduced and displayed data from interviews, literature review and non-participation observation. The aim was to gather data from the respondents to validate and support the information that was used to support the objectives of the study and for analysis purposes. The data was put together and analysed according to themes aligned to the main study problem and the sub problems in order to realise the main aim of the study and the sub aims as stated below:

- To review the NCV curriculum of Majuba TVET College to provide quality work related programmes.
- To investigate the lecturing capacity of the college educators to deliver skills development programmes, including work placement opportunities.
- To identify some challenges encountered by Majuba TVET linkages with the Newcastle business sector to address skills shortage and combat the area's high unemployment rate.
- To assist in coming up with new strategies that will help Majuba College to produce students that are employment-led and demand-driven.

4.2. INTERVIEWS

The interviews were conducted and data was organised by consolidating all information recorded and then reducing it through the process of identifying common themes and concepts. The researcher came up with four main themes with sub themes for each theme. The responses from the participants are presented verbatim which is in italics.

Theme 1: NCV is a solution in addressing skills shortage

Theme 2: Relevance of NCV curriculum

Theme 3: Challenges in introducing the programme to employers

Theme 4: Work exposure for NCV students

4.2.1 Theme 1: NCV is a solution in addressing skills shortage.

In 2007, when NCV started, colleges were experiencing growth in enrolment and improvement of pass rates resulting in NCV students pursuing other trends in education such as going to universities. Students in L4 are given an opportunity to participate in industry work to gain work experience. DDA confirms by saying, *“Although the objectives of the NCV programme have not yet been met, it is starting to show some signs of improvement especially the results have increased drastically. Our students also participate in industry work to gain work experience.”* At the beginning, the NCV programme was not welcomed well by most stakeholders. Gradually, it became clear that the objectives for NCV were going to be met. NCV qualifications had been planned in a very successive manner in such a way that students are prepared for the world of industry. OAL stated that, *“My view on the NCV programme is that it’s a good idea that it was implemented here in South Africa, basically for the learners that were not able to complete their matric at school now they have an opportunity to come to the college and complete.”*

4.2.2 Theme 2: Relevance of NCV curriculum

Skills training offered should be of relevance to the industry and also to enable students to be employable and also become entrepreneurs. The college’s strategy is to link learners to its Training Centre so as to close the gap between the current NCV curriculum and modern needs and demands of the industry. There should be improved funding support from the DHET and SETAs so as to allow the smooth running of students’ placement. In essence, the DHET should facilitate the strengthening of the partnership between colleges and SETAs. The NCV curriculum policy review is also the best answer as HPU stated that, *“Under normal circumstances it is adequate to review the NCV policy and to update the subjects with input from college and industry.”* The focus of NCV curriculum is not only to be on theoretical knowledge, practice and continuous improvement and learning, but

also it needs to be of generic workplace competencies. OAL stated that, *“It is vital to continuously review current curriculum for the development of NCV in industry.”*

4.2.3 Theme 3: Challenges in introducing the programme to employers

The challenge that should be taken into consideration so that the college can forge partnerships with the businesses around Newcastle was to make employers understand the NCV programme. Newcastle is a small town and does not have a wide range of businesses where students can be placed. Employers focus on their profit and do not want to receive students for placement. HPU stated that, *“I think some of the challenges are how to get other companies on board.”*

Finance is the biggest challenge in allowing proper placement to take place. DDA stated that, *“Finance is another challenge whereby most other placements cannot be done due to financial constraints.”* The NCV students had no idea of what the workplace environment was like. E2 stated that, *“I would say everything you do has its own challenges at an initial stage. You’ll find that it becomes a challenge for the students to adjust to the working environment.”*

4.2.4 Theme 4: Work exposure and career development for NCV students

The college should play an important role in promoting comprehensive career for NC (V) students and educators. There should also be partnerships between the college internal departments and the college and other external stakeholders. TL stated that, *“Our College needs to come to partnership with other businesses so as to allow our students for placement.”*

Students should be skilled in such a way that they create job opportunities for themselves. The college should also cater for skills that can prepare them in terms of improving career development for both lecturers and learners. There must be people who are able to further advice learners on that specific career development. The College should run some campaigns in the community where people can be educated on career development and the courses offered by the college. HL stated that, *“I think that the strategies that can be*

used, the first would be campaigns with the community where they will educate them about career development, the courses offered by the College and also to develop an online or technological way where everyone will be able to view what the college offers to the community than where everyone has to come to campus to find information.”

4.3 SECTION A: INTERVIEW WITH THE COLLEGE SENIOR MANAGEMENT FROM CENTRAL OFFICE

One Deputy Director (Academic), one Assistant Director (Curriculum) and one Head of Department (Placement Unit) were available to participate and respond to this section of the interview schedule. The interviews were conducted at Central Office on different dates. The respondents were identified as “DDA”, “ADC” and “HPU”.

4.3.1 Sub theme 1: NCV experiences challenges with regards to state of readiness

Question 1: Do you think the objectives of NC V programme have been met since its establishment in 2007?

Respondent: *At the beginning it was very slow with very low student numbers enrolling and challenges with regard to the college’s state of readiness. After some time, the colleges are now experiencing growth in enrolment and improvement of pass rates resulting in NCV students pursuing other trends in education. Our students also participate in industry work to gain work experience.*

Objectives of NCV programme are not yet fully met since Work Integrated Learning is still not fully effective private sector is not fully involved in opening –up their workplaces for our students

SETAs have recently started to fund the colleges in placing students in industry since the establishment of DHET in 2009.

Objectives are not yet met due to low entry requirement of Grade 9 and most of those learners were poor performing at school. It was also a challenge for them to share the same class with Grade 12 students making class management and teaching difficult

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It was also a challenge for them to share the same class with Grade 12 students making class management and teaching difficult

Grade 12 students felt that they were repeating levels of learning with different learning content that leads to wrong type of students being targeted, that is , students who have failed repeatedly and those who dropped out from school.

Analysis:

Firm recommendations were made by respondents that at the beginning, NCV programme had a number of challenges. The respondents collectively agreed that although the objectives of the NCV programme have not been met, it is starting to show some signs of improvement especially a drastic improvement in the results. Another improvement is of student placement in the industry for work exposure.

It was also mentioned by respondents that NCV objectives could not be met in its record time as it has been hindered by the employers who were reluctant to receive students for work exposure in their businesses. Students' high rate of absenteeism was another delaying factor.

4.3.2 Sub theme 2: Need for research department at the college

Question 2: How is the college managing its curriculum in addressing skills shortage around Newcastle?

Respondents: *The point of departure is to understand the purpose of the NCV programme.*

The NCV was aimed at reducing irrelevant skills and increase skills that will be relevant to the needs of business and industry as well as. The college felt there was a need to have a research unit which is still absent even today. Slowly we are starting to work on our economic drives as our drives here in Newcastle are Coal, Mining, Hospitality and Tourism to move with the times. On curriculum part the College hasn't done enough to respond to our economic drivers but it is slowly getting there.

As the College we thought twice to close the gap between our curriculum and the needs of the industry. Our strategy was to link our learners to our Training Centre so as to close the gap. We are working with SETAs to fund in the placement of our learners.

In terms of how we minimise to show that our curriculum is relevant we go out and engage with other stakeholders like the Department and SETAs so as to prepare our learners for work exposure and to be employable.

We have a curriculum that should meet the requirements of the industry.

What is lacking on the college side is research department to look at how the NCV curriculum is relating in terms of the demand of the industry. What we have done with L4 graduates we placed them on the placement we looked at 20 skills gap so as to start training them before they complete their studies. We also did skills gap assessment so as to fill those gaps so that they are ready for industry. Under normal circumstances it is adequate to review the NCV policy and to update the subjects with input from college and industry. Programme reviews are undertaken to align NCV qualification with the demands of the industry.

Analysis:

Strong recommendations were made by the respondents that there is a need for the

college to have a research department so as to conduct studies on the NCV curriculum review in meeting the demands of the industry. Skills training offered should be of relevance to the industry and also to enable students to be employable and also become entrepreneurs. The college's strategy is to link learners to its Training Centre so as to close the gap between the current NCV curriculum and modern deals and demands of the industry. There should be improved funding support from the DHET and SETAs so as to allow the smooth running of students' placement. In essence, DHET should facilitate the strengthening of the partnership between colleges and SETAs. Some of the direct quotes from the respondents were:

"The NCV was aimed at reducing irrelevant skills and increase skills that will be relevant to the needs of business and industry as well."

"What I can say is that what's lacking on the College side is a research department simply because we need to look at how the curriculum that the NCV has is actually related to the industry."

"Under normal circumstances it is adequate to review the NCV policy and to update the subjects with input from college and industry."

"We have the idea in terms of how we minimise the gap between our curriculum and the needs of industry by going out there and engage with SETAs to fund the placement of our learners."

4.3.3 Sub theme 3: Educators need continuous training

Question 3: What is the capacity of the college educators in delivering skills development programmes, including workplace opportunities?

Respondents: *The college has adequately educated staff. A number of staff who used to work in the private sector has out-dated qualifications. Lecturers need to be*

continuously trained so as to move with the times. Lecturers need to be beefed up with current skills so that they are able to deliver lessons that will give learners practical insight in terms of what is actually happening in the workplace.

Educator capacity is another gap in the NCV programme. Most of our lecturers are coming from the basic education system and do not have technical qualification. It is expensive to capacitate them. Currently we are closing the gap by exposing to industry through placement.

It is envisaged that we are sitting with a number of lecturers that cannot teach engineering subjects.

Educators teaching NCV are qualified and able to deliver both theory and practical. Engineering educators have artisans in the trade that they have. The college has done well in terms of capacity including staff workplace opportunities. The college has someone who is looking at partnering with the public sector to give lecturers workplace exposure so as to know what the new technologies are out there. Industry trains our lecturers to bring work exposure into the classroom in preparing learners for the labour market.

Analysis:

There were different perceptions about the capacity of the college educators pertaining workplace exposure; such as lack of technical qualification; relevant training of staff on industry; industry involvement in taking college staff to acquire workplace exposure. One of the perceptions is that lecturers need to be continuously trained so as to move with the times and that the industry trains lecturers so as to bring work exposure into the classroom.

4.3.4 Sub theme 4: Finance is the biggest challenge

Question 4: What are the challenges that are encountered by the College linkages

with the Newcastle business sector to address skills shortage?

Respondents: *The first challenge is that employers focus on their profit and don't want to receive our students for placement. The duration for placement is very short for students to learn all the dynamics of work exposure. The time that is allocated for students for placement is during holidays and some of the students don't come for placement. Newcastle is a small town and does not have a wide range of businesses where our students can be placed. Finance is another challenge whereby most other placements cannot be done due to financial constraints.*

Finance is the biggest challenge in allowing proper placement to take place. Limited time is budgeted for placement of NCV students of which it does not allow the students enough exposure. Other employers have negative attitudes towards placement of students. They consider it as time consuming for their businesses. Another challenge is the syllabus that needs to be completed in class does not allow students to be on practical exposure.

I think some of the challenges are how to get other companies on board.

Lots of companies are reluctant to place our learners because of confidentiality. Other challenges from employers are of Health and Safety of what can be done if a learner is injured on duty. Another challenge would be we don't have enough private companies in Newcastle since we are a bit rural. Some of these companies are very small they don't have enough operational resources and infrastructure to take on the learners. Some of the private sectors don't have enough of their resources that can be able to assist these learners with.

Analysis:

Firm recommendations were made by the respondents on the challenges that should be taken into consideration so that the college can forge partnerships with the businesses around Newcastle. We're living through challenging times. The challenges encountered by the college could be turned into opportunities for renewal and transformation. The

current economic crisis offers the chance for industry to re-consider how they can work together with the college so as to address skills shortage and job creation in Newcastle. These direct quotes attest to this:

“The first challenge is that employers focus on their profit and don’t want to receive our students for placement.”

“Finance is another challenge whereby most other placements cannot be done due to financial constraints.”

“Other employers have negative attitude towards placement of students. They consider it as time consuming for their businesses.”

“Other challenges from employers are of Health and Safety of what can be done if a learner is injured on duty.”

4.3.5 Sub theme 5: Placing Lecturers and students for industry exposure

Question 5: Can you suggest some strategies that can be devised by the College to promote a comprehensive career?

Respondents: *I think we already have a strategy by placing our learners for work exposure. The other one is to develop the skill of entrepreneurship development from our students as we cannot guarantee that they will all be employable. We need to invite guest lectures that are in the field to bring an insight of what is actually happening on the working environment.*

It is important for me to promote the career development by including our HR Department to work hand in hand with the placement unit. The second one is that we currently do not have the department that deals with research. We need to have research to exactly know of what is happening out there in the industry. Our strategic plan should also cater for preparing ourselves in terms of improving career development for both lecturers and learners.

I think one of the strategies is the student support department and marketing department

is that we want to look at the enrolment data we have for example videos of the different programmes that can be run or trade occupational. I think one of the strategies is we hope it can be fulfilled and that there must be people who must be able to further advise the learner on that specific career development on the enrolment so the learner makes an informed choice and his choice is not based on because my friend or because I like to do it. Marketing department needs to go out on career exhibitions to do school visits and then they do school presentation, videos, they hand out brochures showing the programmes we offer but I think again. We need to move towards a direction of saying let us register students based on what is it the labour market buy that's the way we should work in the future.

Analysis:

The responses to this question indicated that the college should play an important role in promoting comprehensive careers for NC (V) students and educators. There should also be partnerships between the college internal departments and the college and other external stakeholders. Students should be skilled in such a way that they create job opportunities for themselves. The college should also cater for skills that can prepare them in terms of improving career development for both lecturers and learners. There must be people who must be able to further advice learners on that specific career development. The college should play a bigger role as far as career development is concerned. This is attested to by some of the direct responses below:

“It is important for me that the college promotes the career development by including our HR Department to work hand in hand with placement unit.”

“The other one is to develop the skill of entrepreneurship development from our students as we cannot guarantee that they will all be employable.”

“The second one is that we currently do not have the department that deals with the research, we need to have research to exactly know of what is happening out there in the industry.”

“I think one of the strategies is the student support department and marketing department is that we want to look at the enrolment data we have for example videos of the different programmes that can be run or trade occupational skills.”

4.4 SECTION B: INTERVIEW WITH THE COLLEGE STAFF FROM TWO BUSINESS CAMPUSES

One lecturer was from NCV Office Administration division, the other one from NCV Hospitality division and the last one from the Tourism division. These lecturers availed themselves to participate and respond to this section of the interview schedule. The interviews were conducted at the IT and Business Campus and were conducted on different dates. The respondents were coded as “OAL”, “HL” and “TL”.

4.4.1 Sub theme 1: NCV programme leads to employability

Question 1: Do you think the objectives of NC V programme are met since its establishment in 2007?

Respondents: *My view on the NCV programme is that it's a good idea that it was implemented here in South Africa, basically for the learners that were not able to complete their matric at school now they have an opportunity to come to the college and complete.*

It gives them an opportunity to come back to college to obtain a skill because now it's different from being in the school whereby they just learn and then they're expected to go to a university level. They do theory and practical which means the learners are equipped with a particular skill especially the skills that are scarce in South Africa. I see it as a good programme even though I believe the implementation was not done in a proper way, but as time goes on it's a good programme.

In terms of the NCV programme I think it is a good programme as it focuses on the

theoretical and practical part of the programme.

I think the syllabus is very difficult these learners, which makes or create a high failure rate of NCV programmes. Acts as a disadvantage to the community to enrol to study NCV because when it comes to the certification rate or graduates of the NCV we have a very limited or less number compared to the NATED programme. If you look at the programme its very good in terms of skills and since here in South Africa we have a shortage of skills.

NCV programme is very good because it acquires a learner with the skill while they are learning. If it could be changed somehow in terms of the learners that will enrol for NCV that will maybe start from a Grade 11 part then starting there at Grade 10, but it is a good programme.

We cannot say we have not met the needs since the rate is very low and no specific target was set and certificate very low. The NC (V) was aimed at producing a skilled citizenry. The objective of curricula was to introduce a vocational education system programme that can bear fruit at the end. The challenge is that if industry does not know a programme, it regards it as a waste of time for their business. The first three years of NCV had numerous challenges as the system was faced with teething problems. The economic sectors were targeted during the development of the programme but their participation was not good. In summary, ample research exists on the development of a holistic citizen and the NC (V) produces a good base for further development including artisans.

Analysis:

Unanimously, all respondents agreed that at the beginning of the NCV programme, it was not welcomed well by most stakeholders. However, it is gradually becoming clear that the objectives for NCV are going to be met. NCV qualifications have been planned in a very successive manner in such a way that students will be prepared for the world of industry. Additionally, learners from basic education, who have not yet completed Grade 12 are given an opportunity to choose an occupation at an elementary level of their education.

Some of the direct quotes from the respondents were:

“My view on the NCV programme is that it’s a good idea that it was implemented here in South Africa, basically for the learners that were not able to complete their matric at school now they have an opportunity to come to the college and complete.”

“In terms of the NCV programme I think it is a good programme as it focuses on the theoretical and practical part of the programme.”

“We cannot say we have not met the needs since the rate is very low and no specific target was set and certificate very low. The NC (V) was aimed at producing a skilled citizenry.

4.4.2 Sub theme 2: Curriculum needs to be reviewed

Question 2: How is the college managing its curriculum in addressing skills shortage around Newcastle?

Respondents: *For the college to come to an informed conclusion as to what can be done to improve the NCV curriculum, I think we should understand the initial purpose of the NCV programme and why it was implemented. NCV was aimed at increasing skills that would be relevant to the needs of the industry as well as creating a platform for growing self-employed populace. It is vital to continuously review current curriculum for the development of NCV in industry. Failure to do that will lead to not achieving its objectives as to what is relevant to industry, and will produce students who will have lost touch with the real world of work. This implies that our curriculum needs to reflect our position among the globally competitive world. It is important to state that there is nothing wrong with the NCV curriculum, it is just that it needs to be reviewed from time to time.*

This means lecturers must improve their knowledge and develop their qualifications so as to be on par with the changing world. They also need to visit other countries so as to share good practices and areas of improvement on teaching and learning. To add on this, as the college, we should be aware of the negative comments about this programme from the public. So we should change the public mentality by making their children employable. The perception is that our NCV curriculum is of poor quality. The NC (V) programmes are different from the NATED programmes and the SETAs are funding and to support the placements of students in industry.

In general, the curriculum is good as it allows students to link what they have acquired theoretically with industry. Reviewing of the curriculum will help in providing more placement opportunities for our students. DHET should influence the linkages between the college, SETA and industry to improve their partnerships. There should be improved support from the DHET with respect to better administration system and the revision of programmes. Additional comment is that there should be a better link with schools and the Department of Basic Education (DBE) that is responsible for general schooling phase and DHET in order to improve the quality of learners coming out of the schooling system since failure to do so will lead to high failure rate at the level of the colleges.

Analysis:

Respondents highlighted that the focus of NCV curriculum should not only be on theoretical knowledge, practice and continuous improvement and learning, but also it should also be of generic workplace competencies. Accelerated learning, simulation and on-the-job training become a critical component of the move towards curriculum reforms. The new National Certificate Vocational NCV represents a minimum programme that places the College on the road to truly respond to the demands of the Accelerated and Shared Growth Initiative for South Africa (ASGISA) and the Joint Initiative on Priority Skills Acquisition (JIPSA). The College sees it as a challenge to also address lifelong learning and developmental needs of individuals, organisations and economic sectors. Pertaining the current curriculum, the college is linking up with industry so as to be responsive,

effective and efficient as well as accountable to its clients and stakeholders and more prepared to meet training demands.

4.4.3 Sub theme 3: WBE and WIL to deal with capacitation of lecturers

Question 3: What is the capacity of the college educators in delivering skills development programmes, including workplace opportunities?

Respondents: *With this one I'm not sure, to be honest with you, I'm not sure whether the college has done more to capacitate staff in delivering skills development programmes. There is WBE which is Work Based Exposure and WIL which is Work Integrated Learning but as it involves the learners it also involves the lecturers whereby the lecturers are exposed to the work industry because remember, the majority of us as lecturers is not qualified as to what is happening in the work industry we only know how to deliver lessons. I'm happy that we have WBE and WIL to deal with the capacitation of lecturers as far as the work exposure is concerned.*

Concerning the capacitation of educators, I would say it differs from campus to campus. With engineering campuses the lectures there are very highly skilled some of them are retired artisans from different companies and others are ex-managers from industry background, so the skill is very good when it comes to the lecturing. With the business lectures 50% do have the technical skill the other 50% has the educational skill. The college is also working on that with the WIL that has been implemented by the placement unit again to give exposure to those lectures that don't have the industry skill and in terms of qualification. I think 100% of our lectures are highly qualified it's just that the skills that we need is to work on is to give exposure to the lectures that are lacking industry skill. We also have some of the workshops that the lectures attend during the year, the facilitator and the other programme workshops that the lectures are sent to during the year.

The initiative by SSACI has helped in developing lecturer capacity through industry-based

workplace exposure. It is vital that lecturers receive this work experience to ensure that our training is up dated so that we understand all the needs of the industry before we even we send out our students. This can also help lecturing staff to align themselves with the industry changing world. The only challenge that I have witnessed is that lecturers have a negative attitude towards the lecturer placement. Should you need a lecturer to do something during their spare time, put the incentives first, then your wish will be fulfilled. DHET and SETAs should pump more funding as far as the staff capacitation is concerned.

Analysis:

Firm recommendations from respondents were that lecturer capacitation is vital so that lecturers should be first ones to be industry exposed so that they will feel empowered and be able to practise that in the classroom environment and impart that practical knowledge to students. Exposing lecturers into industry may develop and deepen the relationship between the college and industry. It was also highlighted that reviewing the current curriculum may assist in making it relevant to industry. Funding is another problematic factor to ensure that lecturing staff receive proper work exposure training. Some of the direct quotes from the respondents were:

“There is WBE which is Work Based Exposure and WIL which is Work Integrated Learning but as it involves the learners it also involves the lecturers whereby the lecturers are exposed to the work industry because remember, the majority of us as lecturers is not qualified as to what is happening in the work industry we only know how to deliver lessons.”

“Concerning the capacitation of educators, I would say it differs from campus to campus. With engineering campuses the lectures there are very highly skilled some of them are retired artisans from different companies and others are ex-managers from industry background, so the skill is very good when it comes to the lecturing. With the business lectures 50% do have the technical skill the other 50% only have educational skill.”

“The only challenge that I have witnessed is that lecturers have a negative attitude towards the lecturer placement. - Should you need a lecturer to do something during their spare time, put the incentives first, then your wish will be fulfilled.”

4.4.4 Sub theme 4: Newcastle being a small town with high unemployment rate

Question 4: What are the challenges that are encountered by the College linkages with Newcastle business sector to address skills shortage?

Respondents: *As a College, we have four campuses and due to Newcastle being a small town, it become a challenge for us to place our students, which are more than 10 000.*

Another challenge is the companies which are not doing the type of work that is aligned to programmes that are offered in the NCV. Unemployment rate is another biggest problem in Newcastle. The only common type of jobs around our town is textile manufacturing which cannot be of help to the skills that the College is targeting.

Well, the first challenge I would say it's the unemployment rate and our economy in Newcastle. Another one would be career development, if you look at Newcastle residents we have a lot of youth that doesn't have matric and if you look at the enrolment of our students as I have said previously a majority of them they are not Newcastle residents so we need to have campaigns and workshops whereby the college will go to the businesses to educate them and make them understand what the college offers. A number of high schools around Newcastle do not know what the college is all about. We also need to increase numbers and do a lot of marketing in terms of CoPs. Another challenge is that we have less numbers in terms of young people that need to undergo career development. There is a lot that needs to be done by the College in strategising to minimise the challenges in our Newcastle community area.

The first challenge is that our NCV curriculum is not talking to what is done in the industry. The industry is doing something else and the classroom focuses on something else as well.

Secondly, challenge of finance. SETAs are trying to fund colleges for student workplace exposure, but I think it is not enough. Lecturers that are negative towards workplace exposure because they think it is time wasting.

Newcastle as a town does not have big businesses that can accommodate the number of students we have for workplace exposure.

Analysis:

Most respondents highlighted that the biggest challenge facing the College in addressing skills shortage is the size of Newcastle as the town. OAL stated that, *“As a College, we have four campuses and due to Newcastle being a small town, it becomes a challenge for us to place our students, which are more than 10 000.”*

There are limited businesses that can accommodate the students for placement. Other businesses are negative towards student placement because their focus is on profit. The unemployment rate is another biggest problem in Newcastle. OAL continued, *“Unemployment rate is another biggest problem in Newcastle.”* Most young people do not have Grade 12 and they depend on the textile industry for sustenance, which does not pay that much. Another challenge is the companies are not doing the type of work that is aligned to programmes that are offered in the NCV. Additionally, it is lecturers that are negative towards workplace exposure because they think it is time wasting. Funding that is from SETAs is not enough to make placement of students effective and successful.

4.4.5 Sub theme 5: Invite businesses to give career guidance during enrolments

Question 5: Can you suggest some strategies that can be devised by the College to promote comprehensive career?

Respondents: *I think as a college we should do some excursions for our students so as*

to see how theory is practice industry environment. The reason why I say that, I did answer in one of your questions that Newcastle is still a small town it is not well developed here when it comes to career development. Outside we will learn more and then we can bring it to Newcastle. We also need to speak to industries around Newcastle so as to expose them to what NCV is. Industry should understand the difference between a matriculated learner and a learner with NQF level 4 that this learner is ready to work because they learnt both the skill and theory part of the programme.

I think that the strategies that we can use, the first would be campaigns with the community where they will educate them about career development, the courses offered at Majuba College and also to develop an online or technological way where everyone will be able to view what the college offers to the community than where everyone has to go to campus to find information, so to make everything available on our websites, the community radio, just to have that technology website and technological documents that will be available for the community in terms of applications, in terms of information that is available for them, the programmes offered, applications that will be done online and then also to work with the municipality, the district municipality offices and the local municipality from their IDP plan just find out what is their plan in terms of future and planning for Newcastle as a whole then that will assist us in terms of introducing programmes that will be relevant and guarantee or ensure that all our graduates or students here at Majuba College will get a chance of employment or will be employable within Newcastle so working with district office, Majuba District offices and local municipality will assist a lot and also develop contacts with other municipalities from regional point of view and the province as a whole just to find out what their plan in terms of career is development and what are their strategies in terms of fighting the unemployment rate within our province and within our town.

Our College needs to come to partnership with other businesses so as to allow our students for placement. Another strategy is to invite businesses to be part of our enrolment by giving proper career guidance which will help the students to choose the courses

according to their skills. Excursions can also play a big role whereby big cities can be visited and students can see of what is happening out there. SETAs should put more money into the college so that proper work placement is run efficiently. I also think NCV curriculum should be revisited so that it is aligned with industry needs.

Analysis:

The respondents recommended that the college should come to partnership with other businesses so as to enable the students to be eligible for placement. Campaigns with the community where people will be educated about career development and about courses that are offered by the College so that they can attend. It was also recommended that SETAs should put more money into the college so that proper work placement is run effectively. The challenge of Newcastle as a small town was also mentioned as a reason why student placement is not done effectively. It was then recommended that students should be taken out to big cities where they will be exposed to bigger machinery and other resources. Another strategy is to invite businesses to be part of the college's enrolment by giving proper career guidance which will help the students to choose the courses according to their skills. Here are some direct quotes from the respondents:

"The first strategy is for the college to invite businesses to be part of our enrolment by giving proper career guidance which will help the students to choose the courses according to their skills.

"I think as a college we should do some excursions for our students to visit big cities with big companies and big machinery so as to see what industry environment is like."

"I think that the strategies that can be used, the first would be campaigns with the community where they will educate them about career development, the courses offered by the College and also to develop an online or technological way where everyone will be able to view what the college offers to the community than where everyone has to come to campus to find information."

“SETAs should put more money into the college so that proper work placement is run efficiently.”

4.5 SECTION C: INTERVIEW WITH EMPLOYERS

4.5.1 Sub theme 1: NCV students have an ability to learn and show some commitment

Question 1: What are your perceptions of the performance of NCV graduates placed in your organisation?

Respondents: *We’ve to date, had three groups of NCV students and in terms of performance we are satisfied with it. Like any industry, we could have minor issues here and there but overall they are absolutely perfect. They just need to give them opportunities to get some in service, get them out of the classroom environment into the work place, but their performance has been very good.*

What I have realised with the NCV students is that they receive a lot of training at college. I’m saying that because they know most of the catering staff. They are also willing to learn more from what we do here in the restaurant.

It’s just that our business allows us to take a certain number of chefs and waiters; otherwise we would be taking all of them to work with us.

Analysis:

Firm recommendations from both respondents recommended that NCV students are doing very well as they are placed in their businesses. E1 stated that, *“They just need to give them opportunities to get some in service training, get them out of the classroom environment into the work place, but their performance has been very good.”* They also

appreciated the initiative of the college to place its students for work exposure. The perception was that this partnership between the college and industry is of benefit to all stakeholders. One respondent confirmed that if it were not that the students were still pursuing their studies and they were compelled to take a certain number of employees, they would not hesitate to employ them due to their commitment and dedication in what they are assigned to do.

4.5.2 Sub theme 2: State of South African economy and high unemployment rate

Question 2: How are the opportunities for the National Certificate Vocational graduates to be employable after completing their studies?

Respondents: *Well, obviously, our focus as well as boiler makers like anybody else whoever gets qualified and it depends on where you are and your levels of interest in the industry. The main problem, as you know is the state of our economy here in South Africa and the high unemployment rate. It will be so unfair of me to guarantee any employment for these young people. If you look at Newcastle, it has very few companies that can be a hope for employment for these students when they complete their studies.*

If I were to advise these students, I would advise them to study more so as to climb the catering ladder before starting being interested in finding jobs. In this business of ours the opportunities are there when you are highly qualified. Otherwise, they'll end up as waiters, of which it doesn't pay that much. Another thing is that most of these students are not from Newcastle. They are just here to study. By so saying, I do hope they will find jobs at their places of origin. I'm also convinced that the College will be of assistance to them by connecting them with other businesses when they completed their studies. These kids just need to be held by hand and be channelled correctly to the right way. As I have mentioned, the College should not leave them hear on this placement stage. They should also expose them to some employment recruitment.

Analysis:

The economy of South Africa and its high unemployment rate is one of the factors why they could not guarantee any employment for the NCV graduates.

Respondents were not too sure whether the students would be employable or not after completion of their studies. The recommendations were that; the college should assist in exposing the students even after completion of their studies. Respondents' direct quotes were as follows:

“The main problem, as you know is the state of our economy here in South Africa and the high unemployment rate. It will be so unfair of me to guarantee any employment for these young people.”

“I’m also convinced that the College will be of assistance to them by connecting them with other businesses when they’ve completed their studies.”

4.5.3 Sub theme 3: Placement confirms employment

Question 3: Have you employed any of the NCV graduates after being exposed to your training?

Respondent: *This is our first NCV group to be placed with us. Well I’d actually go one further, I think the exposure they’re getting from us specifically because they are placed with us, confirms that some of them will be employed by this company. We don’t use the students as cleaners or use them to clean the workshop. We use them in production. So the better we train these guys, when I say guys we include ladies as well. These students are getting the maximum exposure and I don’t think they will be as guaranteed that they will be able to work in any company at any stage after they qualified due to the exposure that they’re getting. That’s without a question. I can actually guarantee that they receiving qualified experience of which some of them are guaranteed employment.*

Analysis:

Respondents confirmed that placement obviously confirms the employment of NCV students. E2 stated that, *“This hotel has placed NCV graduates who are doing catering. The exposure that they are receiving has resulted in some of them being employed.”*

The NCV students were identified by the college and placed in the workplace like all other TVET College students. The respondents highlighted that the NCV students had no idea of what the workplace environment was like. Through commitment and dedication, they learnt all that had been shown to them. Employers were so happy with the students' performance in such a way that they had employed some of them.

3.5.4 Sub theme 4: Placement should be properly planned

Question 4: Do you think the workplace exposure and training sessions given to NCV graduates are enough for them to acquire most skills they are expected to acquire?

Respondents: *Training managers and mentors play a very important role in training and assessing the students on an on- going basis. This is normally done informally so that students learn in a relaxed but focused manner. This helps the students to be clear on how their performance is seen so that they develop a picture over the placement of how they are building their skills.*

Of course they do acquire most skills they are expected to acquire, depending on the time given for that particular placement.

Yes, if placement is properly planned and conducted with the aim of achieving its objectives.

During placement work experience, we always advise students to document what they have been doing through a log or a diary, since they may not remember everything have achieved.

They can then compare the skills they have developed against the ones they need, to get into a particular set up. We also train them to reflect on how they have changed and developed as a result is an important aspect of learning through the working environment. The college also helps by assessing the students just to see what they have achieved during their placement.

Analysis:

Respondents firmly recommended that NCV should be properly planned so that graduates acquire most skills they are expected to acquire, depending on the time given for that particular placement. E2 stated that, “*Yes, if placement is properly planned and conducted with the aim of achieving its objectives.*” E1 added, “*Of course, they do acquire most skills they are expected to acquire, depending on the time given for that particular placement.*” This can also happen if a placement session is properly planned and conducted with the aim of achieving its objectives. During this workplace exposure, they compare the skills they have developed against the ones they need, to get into a particular set up. The assessment that is conducted by the college during placement helps the students to realise what they have achieved from placement.

4.5.5 Sub Theme 5: Get mind-set away from class environment into work environment

Question 5: What is the biggest challenge experienced by your organisation due to the placement of graduates?

Respondents: *I think the challenge would be to get the mind-set of students away from a class environment into the work environment. Where you have your employee relationship where you cannot really see yourself as private person anymore but now you're an employee we find this as a bit of an adjustment that they have to get used to working hours, company policies and procedures, disciplinary process but It's an initial*

thing that, I'd say is the only challenge that we have in the beginning of the process.

There is time lost when assigning other staff members to be responsible for students. That on its own becomes another challenge, why because, they are now removed from their daily routine duties but now focusing on training students. During students' assessments by college staff, we also face some challenges of time being wasted on that exercise and distraction of our daily business schedule.

Analysis:

Respondents pinpointed some challenges that they encounter during students' placement. There is a challenge of adjustment from the students' perspective from classroom environment to the work one. E1 stated that, *"I think the challenge would be to get the mind-set of students away from a class environment into the work environment."* Splitting of personnel to assist in the placement process, also becomes a challenge to the business as other tasks are partially attended to. As we know that time is money, there is loss of time during the placement process. The daily business routine is also distracted.

4.5.6 Sub theme 6: Continuously conducting reviews on NCV programmes

Question 6: What will your advice be to Majuba College pertaining improvement of NCV qualification?

Respondents: *I think it is as I mentioned previously about the boiler makers really it could and be more focus, but we have communicated some of these issues through the college and I think these are great banner choice because what we saw at our initial assessment has been communicated with the top levels of the College. In terms of development and calculating that also needs to be addressed by the College. The College curriculum should be reviewed so that more calculations and measurements are more practised.*

Department and Colleges should continuously conduct reviews on NCV programmes so

as to be acquainted with modern style of catering sector. The College should have its own infrastructure and equipment like mini bars and other relevant sections to allow their student to practise on daily basis. Students' soft skills like self-confidence, interpersonal and communication need some improvement.

Analysis:

Respondents firmly recommended that the review and development of NCV curriculum should be undertaken urgently where the College should play a leading role. E2 recommended that, *“Department and Colleges should continuously conduct reviews on NCV programmes so as to be acquainted with modern style of catering sector.”* The curriculum should pay more attention on developing some students' soft skills such as interpersonal as well as communication skills. The college should have its own infrastructure and equipment that can help the students to be acquainted with the modern way of doing things. E2 continued, *“The College should have its own infrastructure and equipment like mini bars and other relevant sections to allow their students to practice on daily basis.”*

Students should imagine themselves starting their own businesses. The workplace experience component should run parallel to the college theoretical tuition from the beginning.

4.6 NON-PARTICIPANT OBSERVATION

The researcher chose to engage in non-participant observation as one of the methods for collecting data because of the following reasons:

- It reduces the level of interaction between the researcher and the participants;
- It allows the researcher to collect data personally where they can make judgements on what they have seen and heard.
- There are no ethical issues if participants are aware that they are being observed.

The researcher compiled a checklist that would be used to collect data:

4.6.1 Sub theme on non-participant observation: NCV students receive high quality training

Observation Checklist

Date:	17 November 2016
Venue:	Elinem Construction
Training Centre Manager	Warren Burchell
Component	Comments
Pre-delivery planning	
<ul style="list-style-type: none"> Setting up appointment 	<ul style="list-style-type: none"> ✓ The researcher visited the company on the 14 November 2016 to make an appointment of the actual date for observation. ✓ The convenient date was 17 November 2016
<ul style="list-style-type: none"> Present what to be observed 	<p>The researcher presented to the Training Manager the components that needed to be observed:</p> <ul style="list-style-type: none"> ✓ Safety ✓ Distribution of participants ✓ Interactions between participants and trainers ✓ Cooperation from participants ✓ Acquiring of skills and knowledge by participants ✓ How trainers give feedback to participants.
<ul style="list-style-type: none"> Advice on what to expect 	<p>The Training Centre Manager advised the researcher of the company safety</p>

	<p>precautions. It was emphasised that on the day of observation, the researcher would be expected to wear the company protective clothes and not to come too close to the machines.</p>
<ul style="list-style-type: none"> • Set up for participation 	<p>Participants would be set up in such a way that would allow the researcher to observe all that would be happening.</p>
<p>Safety:</p>	<ul style="list-style-type: none"> ✓ The researcher was at the company at 7:20 and had to put on the PPE given by the Safety Officer. ✓ The participants clocked at 7:30 ✓ They headed to their change rooms ✓ They came out with their PPEs on which were: overalls, goggles, gloves, helmets and boots.
<p>Participant Distribution:</p>	<ul style="list-style-type: none"> ✓ They went to different working areas inside a big warehouse with different types of machinery, accompanied by their trainers
<p>Interactions:</p>	<ul style="list-style-type: none"> ✓ Trainers were working with a group of 4-6 participants ✓ Some recapping questions were posed to the participants by the trainers. ✓ One of the participants from the group closer to the researcher lifted up a cylindrical pipe-like

	<p>metal and started explaining with the help of the ruler on what was done the previous day.</p> <ul style="list-style-type: none"> ✓ The trainer was quite impressed with the participant's explanation and then commended him for that. ✓ The next one followed suit, until they were all done.
<p>Participant Cooperation:</p>	<ul style="list-style-type: none"> ✓ According to the researcher's observation, a degree of cooperation was displayed by the participants. ✓ They were working effectively as a team under the Trainer's instructions. ✓ They were all focused and practising active listening skills. ✓ Other participant helped the other one while the Trainer was still busy with the other ones.
<p>Skills and Knowledge:</p>	<ul style="list-style-type: none"> ✓ According to the researcher's observation, participants seemed to acquire a number of skills during this placement. ✓ To mention a few: <ul style="list-style-type: none"> ✚ Teamwork skills ✚ Critical thinking skills ✚ Problem-solving skills ✚ Communication skills ✚ Listening skills

	<ul style="list-style-type: none"> ✚ Self-management skills ✚ Calculations and measurement skills
<p>Trainer Observation and Feedback:</p>	<ul style="list-style-type: none"> ✓ The trainer was going from participant to participant observing how they were doing with the work they were busy with. ✓ He seemed to be experienced as a trainer. He was interacting with the participants in a warm tone, smiling at them while explaining how some other work should be done. ✓ He had a hard file in his hand, jotting from time to time. ✓ His feedback to the participants was an immediate one. ✓ All other trainers were doing one and the same thing in the training of the participants.
<p>Analysis:</p> <p>From the researcher’s observation, it was confirmed that the students received high quality training. Safety measures were the company’s priority. Planning and order was also the company’s priority as well. For each trainer to handle a handful of students was of benefit to both trainers and students. The interaction between Trainers and students provided more effective training to the students by obtaining accurate information. The students’ cooperation was of benefit to them as they were acquiring skills and knowledge without any difficulties. The skills and knowledge acquired by the students was of high quality and confirmed that these students would indeed be</p>	

employable and also addressing the skills shortage in the Newcastle area.

4.7 LITERATURE REVIEW – FINDINGS

The literature reviewed covered literature, views and experiences as expressed by authors who wrote after conducting research about Technical Vocational Education and Training (TVET) Colleges which specialises in Vocational Education and Training Programmes. Creswell (2008), argues that a literature review is a written summary of articles, books, and other documents that describes the past and current state of knowledge about a topic, organises literature into topics, and documents a need for a proposed study. This study was meant to explore the need to review the National Certificate Vocational (NCV) curriculum as outlined in the significance of the study in chapter one, point 1.3 and in the statement of the problem under point 1.4 of chapter one (Sooklal 2005).

- UMALUSI (2007) defines the National Certificate (Vocational) as a certificate awarded as a final exit qualification at the end of Levels 2 to 4 on the NQF to candidates who have complied with national education policy on the National Certificate (Vocational) as published in the Government Gazette, No. 28677 of 29 March 2006, as amended in the Government Gazette No. 30287, of 12 September 2007.
- The impact of the NCV on job creation opportunities was embedded in the purpose of this programme as stated in the Guidelines and Directives for Certification by UMALUSI (2007). According to the guidelines, the purpose of the National Certificate Vocational was to enable students to acquire the necessary knowledge, practical skills, applied competence and understanding required for employment.
- The purpose of the NCV programmes had been achieved. Each of the qualifications on Levels 2, 3 and 4 on the NQF had a minimum total of 130 credits as per the policy of UMALUSI (2007). The qualification consists of two components,

namely, the fundamental, which is a compulsory component, including Language, 20 credits, Mathematical Literacy, 20 credits and Life Orientation, 10 credits. This component is done by all learners. The other component is vocational, 80 credits: 20 credits for each subject. This component defined the specialisation of the qualification levels 2, 3 and 4 qualifications on the NQF structure.

- The entrance requirements for NCV Level 2 are Grade 9; or ABET Level 4, NQF Level 1. This entrance requirement accommodates learners from general schools, technical schools, unemployed youth and youth or adults with informal knowledge or experience that can be credited through the formal assessment process.
- Generally, there was consensus from all stakeholders of the necessity for TVET Colleges to form partnerships to ensure responsiveness to local community needs both in the South African and international literature (UNESCO, 2012). The most reason for partnerships is the need to ensure successful labour market outcomes by ensuring quick employment of graduates into the workplace. Callan and Ashworth (2004) add that partnerships offer more opportunities for generating income for TVET Colleges. It also provides opportunities to generate new sets of knowledge and capabilities which add to the competitive positioning of those involved. According to Njengele (2014) forging a solid partnership platform for TVET Colleges necessitates a paradigm shift from administrative compliance to adaptability innovation.

4.8 SUMMARY

This chapter dealt with data that was collected, put together, summarised, and analysed. All college management and staff showed some willingness to participate in the study. Data collected through individual interviews was in most cases the same and showing same understanding of the purpose of reviewing NCV curriculum so as to meet the needs of the industry. It was obvious that there were different perceptions about the lecturing capacity of the college educators pertaining workplace exposure such as lack of technical qualification, relevant training of staff on industry and industry involvement in taking

college staff in enquiring workplace exposure. Both employers interviewed, were impressed with the performance of the NCV students placed within their businesses. They were even willing to employ some of them after graduating.

Employers confirmed that they would not hesitate to employ students after completion of their studies. The review of NCV curriculum had to be taken into consideration so as to be aligned with the industry. The researcher chose to engage in non-participant observation as one of the methods for collecting data because it was going to reduce the level of interaction between the researcher and the participants and secondly it would allow the researcher to collect data personally and make judgements on what she had seen and heard. This chapter was concluded by literature reviewed that covered literature, views and experiences as expressed by authors who wrote their work after conducting research on Technical Vocational Education and Training (TVET) Colleges which specialise in Vocational Education and Training Programmes including NCV.

CHAPTER FIVE

SUMMARY OF THE RESEARCH, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter introduces the reader to the summary, conclusion and recommendations of this study as presented under the following sub headings: introduction, summary of all chapters, literature review findings, limitations of the study, summary of the qualitative empirical study and its findings, conclusion of the study, recommendations and areas for future study.

Chapter four produced information from the qualitative data analyses. Findings in this study concentrated on the problem statement, the research questions and the aim of the research in relation to the interview schedule, non-participant observation and literature review. Key findings were presented, and recommendations that were aimed at managing the NCV curriculum were made. All chapters and sections were evaluated against the initial objectives of the study in order to ensure that they align with the processes of the design and the methodology that was applied. The conclusion of the chapter has come up with the finding whether the management of NCV curriculum will address skills shortage or not.

5.2 SUMMARY OF THE RESEARCH

Under summary of the research, the researcher tendered a summary of the research by providing an outline of each and every chapter that presented how the research problem was addressed.

Chapter 1 of this study, unfolded with an introduction to the series of the research. These series were initially informed by the research title that intended to investigate the management of the NCV curriculum in addressing skills shortage. Chapter one outlined a summary of sections and activities leading to the expected outcomes. These included the problem statement to clarify the focus of the study, background of the NCV programme and the reasons of its establishment in 2007. TVET Colleges to carry out mandate of exposing NCV graduates to industry in addressing skills shortage in South Africa. The aim and sub aims of the study that gave direction to the research framework were taken into consideration. The theoretical concepts that impacted his study were defined to provide a common understanding of their meaning in the study. The summary of the research methodology and the research design, sampling strategies, the methods of data collection and analysis were discussed. Issues relating to ethical considerations and the delimitations of the study were also presented.

Chapter 2 presented the views and perceptions on the understanding of the NCV programme qualification after its introduction in 2007. The views from different authors and academics had implications on the NCV curriculum which needs to be reviewed so as to be aligned with industry needs. Strategies in mapping NCV curriculum in ensuring students who are work experienced. Ensuring successful partnership between DHET, SETAs, College and industry was also pinpointed. The theory of Connectivism was selected in promoting the connection between theory offered in class and practical offered by industry. The chapter concluded by discussing the funding of workplace exposure for NC (V).

Chapter 3 focused on the research methodology and design. The qualitative method was chosen by the researcher to gather data on the management of the NCV curriculum in addressing skills shortage. The aim of this chapter was to discuss the methods the researcher used to collect the data meant to acquire the impact of the NCV curriculum management in addressing skills shortage. The independent variable of this study was the employability of graduates and the dependent variable implied the educational and

employment future of the students who have graduated from the offered programmes and vocational training of study. Interviews were conducted in the collection of the qualitative data. Individual face to face interviews were conducted with three college managers and six staff members. The other interviews were conducted with two employers. A variety of techniques were applied for gathering data. In this study, individual interviews, non-participant observation and literature review were employed.

In Chapter 4 data was collected, put together, summarised, and analysed. All college management and staff showed some willingness to participate in the study. Data collected through individual interviews was in most cases the same and showing the same understanding of the purpose of reviewing NCV curriculum so as to meet the needs of industry. It was obvious that there were different perceptions about the lecturing capacity of the college educators pertaining workplace exposure such as lack of technical qualification, relevant training of staff on industry and industry involvement in taking college staff to acquire workplace exposure. Both interviewed employers were impressed with the performance of the NCV students placed within their businesses. They were even willing to employ some of them after graduating. Employers confirm that they would not hesitate to employ students after completion of their studies. The review of NCV curriculum had to be taken into consideration so as to be aligned with industry. The researcher chose to engage in non-participant observation as one of the methods for collecting data because it was going to reduce the level of interaction between the researcher and the participants. Secondly, it would allow the researcher to collect data personally and make judgements on what they have seen and heard. This chapter was concluded by literature reviewed that covered literature, views and experiences as expressed by authors after they had conducted research on Technical Vocational Education and Training (TVET) Colleges which specialise in Vocational Education and Training Programmes including NCV.

Chapter 5 concludes with the summary, findings, conclusion and the recommendations of the study. On the basis of the findings and the recommendations, the researcher proposed the importance of the college to review the NCV curriculum so that it is aligned with

practical exposure enhanced by NCV students from industry. The findings pointed out NCV students' practical exposure may address skills shortage and combat high unemployment rate in Newcastle area.

5.3 SUMMARY OF THE QUALITATIVE STUDY AND KEY FINDINGS

Interviews were conducted with the college management, staff and employers. The respondents had an insight of the entire interview schedule. They responded in a relaxed manner and their responses were of full participation and honesty. The researcher did not encounter any problems in conducting this interview. The college and employers had a common understanding that the NCV student placement for work experience exposure was a good initiative in empowering students with industry skills when they are still doing their courses. Most of the participants highlighted that Newcastle as a town does not have big industries whereby the students can acquire more skills. There were uncertainties on whether the community and the employers accepted the validity of the NCV qualifications of the colleges. The establishment of the programme had many problems at the initial stage such as the targeting of wrong students for the programme, lack of proper resources, and the curriculum that was irrelevant for the NCV programme objectives. The positive impact of the NCV qualification was hampered by a number of employers who would not allow NCV students to get workplace exposure. Proper planning and implementation of the NCV programme were negatively impacted by initial problems such as the lack of relevant qualifications for lecturers, lack of resources, and under-estimation of the programme by the public.

5.3.1 Feedback from College Senior Management

The respondents collectively agreed that although the objectives of the NCV programme have not been met, it was starting to show some signs of improvement especially in the area of results that have improved drastically. Another improvement was of student placement in the industry for work exposure. It was also mentioned by respondents that

NCV objectives could not be met in its record time as it had been hindered by the employers who were reluctant to receive students for work exposure in their businesses. Strong recommendations were made by the participants that there was a need for the college to have a research department so as to conduct studies on the reviewing of the NCV curriculum in meeting the demands of the industry. There were different perceptions about the capacity of the college educators pertaining workplace exposure such as lack of technical qualifications, relevant training of staff on industry and industry involvement in taking college staff to acquire workplace exposure. The current economic crisis offers the chance for industry to re-consider how they could work together with the college so as to address skills shortage and job creation in the area of Newcastle.

5.3.2 Feedback from College Staff

The staff agreed that at the beginning of NCV programme, it was not welcomed well by most stakeholders. Gradually, it was becoming clear that the objectives for NCV are going to be met. NCV qualifications had been planned in a very successive manner in such a way that students would be prepared for the world of industry. On the NCV curriculum, it was highlighted that the focus of NCV curriculum was not only to be on theoretical knowledge, practice and continuous improvement and learning, but it also needed to be of generic workplace competencies. Accelerated learning, simulation and on-the-job training became a critical component of the move towards curriculum reviewing. It was also recommended that lecturer capacitation was vital so that lecturers could be the first ones to be industry exposed so that they would feel empowered and be able to practise that in the classroom environment and impart that practical knowledge to students. Exposing lecturers into industry may develop a broader and deeper relationship between the college and the industry. The challenges facing the placement of students were raised by the staff: Most respondents highlighted that the biggest challenge facing the college in addressing skills shortage was the size of Newcastle as a town. There are limited businesses that can accommodate the students for placement. Other businesses were negative towards student placement because of their focus on profit. The unemployment rate was another biggest problem in Newcastle. Most young people do not have Grade

12 and they depend on the textile industry which does not pay that much for them to look after their families. Another challenge is the companies which are not doing the type of work that is aligned to programmes that are offered in the NCV. Lecturers who are negative towards workplace exposure because they think it is time consuming as their focus is on how to pass the students. Funding from SETAs which is not enough to make placement effective and viable was also mentioned. Recommendations on how the College could strategise to make placement of students possible were: Campaigns with the community where they would educate them about career development and the courses offered by the college. It was also recommended that SETAs should put more money into the college so that proper work placement was run effectively. Another strategy would be to invite businesses to be part of enrolment by giving proper career guidance which would help the students to choose the courses according to their skills.

5.3.3 Feedback from employers

Employers' recommendations were that NCV students are doing very well as they are placed in their businesses. They also appreciated the initiative of the college to place its students for work exposure. The perception was that this partnership between the college and industry was of benefit to all stakeholders. Challenges experienced by employers were, adjustment from the students' perspective from classroom environment to the work environment. Splitting of personnel to assist in the placement process, also becomes a challenge to the business as other tasks are partially attended to. Time is money and there is loss of time during the placement process. The daily business routine is also distracted. Review and development of curriculum should be undertaken urgently where the college plays an important role. Curriculum review should be aligned with industry participation and experiential learning at the workplace. Curriculum should pay more on developing some students' soft skills such as interpersonal as well as communication skills.

5.3.4 Data collected from non-participant observation

From the data collected from non-participant observation, it was confirmed that the students were receiving high quality training. Safety measures were the company's

priority. Planning and order was also the company's priority. For each trainer to handle a handful of students was of benefit to both trainers and students. The interaction between trainers and students provided more effective training to the students by obtaining accurate information. The students' cooperation was of benefit to them as they were acquiring skills and knowledge without any difficulties. The skills and knowledge acquired by the students was of high quality and confirmed that these students would indeed be employable. Further, they address the skills shortage in the Newcastle area.

5.3.5 Literature review findings

The literature reviewed covered literature, views and experiences as expressed by authors after conducting research about Technical Vocational Education and Training (TVET) Colleges which specialise in Vocational Education and Training Programmes including NCV.

5.3.5.1 The Conditions Under Which The National Certificate Vocational (NCV) Is Managed In Addressing Skills Shortage

The impact of the NCV on job creation opportunities was embedded in the purpose of this programme as stated in the Guidelines and Directives for Certification by UMALUSI (2007). According to the guidelines, the purpose of the NCV was to enable students to acquire the necessary knowledge, practical skills, applied competence and understanding required for employment.

The purpose of the NCV programmes had been achieved. Each of the qualifications on Levels 2, 3 and 4 on the NQF had a minimum total of 130 credits as per the policy of UMALUSI (2007). The qualification consists of two components, namely: the fundamental, which is a compulsory component, including Language, 20 credits, Mathematical Literacy, 20 credits and Life Orientation, 10 credits. This component is done by all students. The other component is vocational, 80 credits: 20 credits for each subject. This component defined the specialisation of the qualification levels 2, 3 and 4 qualifications on the NQF structure.

5.3.5.2 Review On The College's Stance Towards National Certificate Vocational

On its website, Majuba TVET College advertised its programmes by clearly stating to its target audience the introduction and understanding of the NC (V) by highlighting that from 2007, the Public FET Colleges had been offering exciting and relevant programmes of study in vocational programmes. The vocational programmes were of high quality and high knowledge programmes that were introduced at FET Colleges in 2007. The programmes were intended to directly address skills shortage of the South African economy. The National Certificate qualification is a full year programme at each of the NQF levels of study. A student is issued with a certificate on completion of each level of study. The list below represents the NCV programmes that were offered by Majuba TVET College:

- Office Administration National Certificate
- Finance, Economics and Accounting National Certificate
- Management National Certificate
- Information Technology and Computer Science National Certificate
- Primary Agriculture National Certificate
- Hospitality National Certificate
- Tourism
- Electrical Infrastructure Construction
- Primary Agriculture
- Safety in Society

Due to the high failure rate in some of these programmes and lack of qualifications and expertise from the staff, the college decided to phase out some of the programmes. Those programmes were:

- Finance, Economics and Accounting National Certificate
- Management National Certificate
- Information Technology and Computer Science National Certificate

5.4 RESEARCH QUESTIONS CONCLUSION

To conclude this study, it was important for the researcher to present the Statement of the problem as: *“How is Majuba TVET College managing the National Certificate Vocational*

(NCV) curriculum in addressing skills shortage in the Newcastle area?”

The literature review revealed that the NCV curriculum has not yet been reviewed so as to address skills shortage in South Africa (Elliot, 2010). The DHET (2012) argues that the SETAs have a key role to play in strengthening vocational education and skills training between TVET institutions and employers. The DHET (2012), states that FET Colleges were grappling with a number of issues around the National Certificate Vocational (NCV) Levels 2-4 in 2007. The implementation of the NCV Levels 2-4 in 2007 core business was to ensure that learners were properly channelled towards work related experience (Umalusi, 2007).

Majuba TVET College has a challenge of enrolling NCV students that have been experiencing some learning challenges from schools and who also come from economically disadvantaged backgrounds. From the college facet, its main focus is only on the throughput rate.

Most of the time spent with learners is in class doing theory not practical work that is workplace related. There are also questions on the availability of competent and qualified lecturers and their role on how a specific occupation or trade should be done and determined when a learner's work meets relevant standards. Close partnership between Majuba College and employers in and around Newcastle should assist the college in locating workplace opportunities for students to acquire workplace experience.

5.4.1 Research questions

5.4.1.1 First sub aim and First question

The sub aim is about the revision of NCV curriculum which had not yet been reviewed so as to address the skills shortage.

First question: Has NCV curriculum been revised to ensure that learners are prepared to be work ready?

The literature review revealed that the NCV curriculum had not yet been reviewed so as to address skills shortage in South Africa (Elliot, 2010). The DHET (2012) argues that the SETAs have a key role to play in strengthening vocational education and skills training between TVET institutions and employers. The DHET (2012) states that FET Colleges

were grappling with a number of issues around NCV Levels 2-4 in 2007. The implementation of the National Certificate Vocational (NCV) Levels 2-4 in 2007 core business was to ensure that learners were properly channelled towards work related experience (Umalusi, 2007).

Majuba TVET College has a challenge of enrolling NCV students that have been experiencing some learning challenges from schools and also come from economically disadvantaged backgrounds. From the college facet, its main focus is only on the throughput rate.

Most of the time spent with learners is in class doing theory not practical work that is workplace related. There are also questions on the availability of competent and qualified lecturers and their role on how a specific occupation or trade should be done and determined when a learner's work meets relevant standards. A close partnership between Majuba College and employers in and around Newcastle should assist the college in locating workplace opportunities for students to acquire workplace experience.

Elliot (2010) states that in the rollout of the new curricula in 2007, the NCV tended to attract learners who were failing in the school system. In view of the above, the following main question was formulated as follows:

5.4.1.2 Second sub aim and Second question

The sub aim is about the partnership that should be forged between the college and the industry so as to allow Work Based Exposure for NCV students.

Second question: Is the college working in partnership with employers that provide workplace based training?

According to the webpage of Majuba FET College, as it was previously known, the National Certificate Vocational (NCV) had replaced the NATED courses (N1 – N3). The NCV was a new and modern qualification at levels 2, 3 and 4 of the National Qualifications Framework (NQF). The NCV was introduced at FET Colleges at NQF Level 2 in 2007, Level 3 in 2008 and Level 4 in 2009. The National Certificate Vocational (NCV) was the new curriculum that was introduced to public and private FET Colleges around South Africa to give Grade 9 learners a vocational education to an academic Grade 10-12 by

offering industry-focused training on the NQF levels 2-4 (Gazette, 2006). This qualification was designed to provide both the theory and practice. The practical component of the study could be offered in a real workplace environment. It provided students with an opportunity to experience work situations during the period of study. The qualification also provided learners with the opportunity to proceed to higher education studies. The ILO Report on Closing Skills Gap argues that the recognition that a better educated labour force contributes to higher economic growth implies that successful economies in the developed world have developed or are developing systems and strategies to support lifelong learning and workforce development. These strategies are built on the failures of foundation education in schools and offer flexible access to Higher Education and FET Colleges. This study investigated whether the NCV lacked the necessary rigour and relevance to prepare students for the world of work or for future studies. Additionally, to look into whether the NCV achieved its intended objectives as advocated in the DHET National policies which were also well articulated in the marketing strategies of colleges.

5.4.1.3 Third sub aim and Third question

The sub aim is about strategies used by the college in promoting comprehensive career development for its lecturing staff and students

Third question: What strategy is used by the college to promote comprehensive career development?

To address the latter question, The National Skills Accord (2011:15) states that “The parties see value in a programme that encourages businesses to forge partnership with TVET Colleges. This will foster close relationships, and ensure that companies are able to support public colleges. It will also ensure better alignment between what colleges offer and what industry needs in a specific area.” The government, Department of Higher Education curriculum designers and training institutions came up with some mechanisms of introducing education that is linked with workplace experience. This attempt brought the NCV programme into existence. The Swiss-South African Cooperation Initiative (SSACI) is a non-profit development agency, established in 2015 which also took part at strengthening the skills training by implementing WIL in Technical Vocational Education

and Training (TVET) Colleges. To respond to this initiative, Majuba College established a placement unit that would deal directly with the placement of students for Work Based Exposure.

5.5 RECOMMENDATIONS

- The College should have a research department in order to conduct studies on how the NCV curriculum can be reviewed in meeting the demands of the industry. There should also be a link of learners to the Training Centre to close the gap between the current NCV curriculum and modern deals and demands of the industry.
- Lecturers should be continuously trained to move with the times and should also receive industry exposure to bring work exposure into the classroom.
- The college should extend the partnerships with the businesses around and outside Newcastle to expose NCV students to more skills that are more needed by the industry.
- Work placement exposure to practical situations for both lecturers and students should be intensified to improve teaching and learning. In essence, the DHET should facilitate and promote the partnership between colleges, the SETAs and industry.
- SETAs should provide more money to the College to allow more students and lecturers' effective and viable placements.
- Some of the students should also be placed out of Newcastle, as it cannot handle all the students for workplace exposure. Big cities can expose them to bigger machinery and resources that could allow them to acquire more skills.

- The existing college placement unit should have well-staffed with highly trained personnel. The staff should be sent to other countries to observe how they place their students to address skills shortage.
- The DHET should establish SETAs offices in the college to facilitate student placements in industry. These offices should be well capacitated to ensure that the intended objectives of the NCV are realised. Career guidance officers should be appointed at the College to provide counselling services to students and the public at large.
- High quality of the experiential training should be improved by developing a workplace learner industry guide in order to improve training. Employers highlighted that the NCV students were not well prepared for the workplace environment and found it difficult to cope with long working hours. Although that was still experienced as one of the challenges regarding the students, most employers were happy with the performance of the students on placement.
- The college should have its own infrastructure and equipment that will serve as training workshops or practicums and other relevant resources to allow the students to practise on a daily basis. Lecturers with industry experience should be appointed to train the students.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

This study could not reach other important areas which could be of help to other future researchers. To mention the few:

- A study on the perspective of government to provide education that is work related aligned.
- A study to look at training quality teachers with a speciality on scarce skills

- A study on the perspective of training centres that would be training employers from different companies specialising on scarce skills
- A study on the enhancement of skills planning beyond skills shortage

5.7 SUMMARY

Chapter five concludes with the summary, the findings, the conclusion and recommendations of the study. On the basis of the findings and the recommendations, the researcher proposed the importance of the college in reviewing the NCV curriculum so that it is aligned with practical exposure enhanced by NCV students from the industry. The findings pointed out NCV students' practical exposure would address skills shortage and combat the high unemployment rate in Newcastle area.

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APPENDICES

APPENDIX A: CONSENT FORM

Dear Prospective Participant

My name is Olpha Selepe and I am doing research towards a Master of Education with specialization in Education at the University of South Africa. I am inviting you to participate in a study entitled Management of National Certificate Vocational curriculum in addressing the skills shortage in Newcastle, KwaZulu-Natal.

WHAT IS THE PURPOSE OF THE STUDY?

This study seeks to review the NCV curriculum of the College to provide quality work-related programmes, to investigate the capacity of the college educators in delivering skills development programmes, including work placement opportunities, to identify some challenges encountered by the college in forging partnerships with business sector to address skills shortage and combat high unemployment rate and to assist in coming up with new strategies that will help the college to produce students that are employment-led and demand-driven.

WHY AM I BEING INVITED TO PARTICIPATE?

Why did you choose this particular person/group as participants?

The researcher used purposive sampling to select key individuals who are involved in the management of National Certificate Vocational (NCV) curriculum and work-based training of students. The researcher identified 1 Deputy Director, 2 Assistant Directors from Curriculum and Placement Departments from College Central Office, 6 Lecturers from 2 Campuses of the College and 2 Employer from business sector. The total number of participants is 11.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves semi-structured interviews that will be recorded verbatim. Open ended questions will be used to get an in-depth information on reviewing NCV curriculum to produce

graduates that are employable by the College. The duration of the semi-structured interview will be between 15-20 minutes. Indicate what sort of questions will be asked or show the questions on this document. (Appendix C: Interview Schedule attached).

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. There is no compensation for participation and the data collected will be used for the sole purpose of the study.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

I do not foresee any risks or discomforts.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

Although the semi-structured interview will be tape recorded, your responses will remain anonymous and no names will be mentioned in the research report. Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked in the household safe for future research or academic purposes; electronic information will be self-e-mail.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There is no compensation for participation and the data collected will be used for the sole purpose of the study.

HAS THE STUDY RECEIVED ETHICS APPROVAL

This study has received written approval from the Research Ethics Review Committee of the CEDU ERC, Unisa. A copy of the approval letter can be obtained from the researcher if wished so.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Olpha Selepe on +27 729151281 or 53020510@mylife@unisa.ac.za. The findings are accessible from April 2017.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Olpha Selepe on +27 729151281 or 53020510@mylife@unisa.ac.za.

Should you have concerns about the way in which the research has been conducted, you may contact Dr P.R. Machaisa on +27735194485 or machapr@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Olpha Selepe

APPENDIX B: ETHICAL CLEARANCE



COLLEGE OF EDUCATION RESEARCH ETHICS 2016 APPLICATION FORM

DUE DATES FOR SUBMISSION OF APPLICATIONS 2016

Applications received after the closing date will stand over to the next CEDU REC review meeting

27 Jan	24 Feb	30 March	27 April	25 May
29 June	27 July	31 Aug	28 Sept	26 Oct

Master's and doctoral students, who have any questions or require assistance with the completion of this form, should please contact their supervisors. Staff members who need guidance with the completion of this application form should contact Dr M Claassens at mcdtc@netactive.co.za

This application form must be completed after reading the UNISA policy on Research Ethics. Students should request the policy or the link from their supervisors. **PLEASE STUDY THE DOCUMENT, "GUIDELINES AND EXAMPLES FOR CEDU REC APPLICATION" BEFORE COMPLETING THE APPLICATION FORM.** If your supervisor did not provide you with these guidelines and examples, request them *before* completing the form.

1. This template [©2016] is the official application form that must be used by both staff and students of the College of Education to apply for research ethics clearance directly involving humans. **A new application made on previous versions of the template cannot be accepted and will be returned to the applicant.**
2. Please note that the UNISA Policy on Research Ethics DOES NOT APPLY RETROSPECTIVELY. If data collection has already commenced, or is in progress, the CEDU REC will not consider the application.
3. The application must be submitted as *one* document. **Do not submit separate attachments as the application will be returned to you.**
4. This application form provides for the following types of application directly involving humans through fieldwork activities:
 - 4.1 Master's and doctoral students
 - 4.2 Research conducted by College staff (for non-degree purposes) to produce research output in the form of academic articles, papers to be presented at conferences or research reports or books

- 4.2 Research that involves UNISA staff, students or data
- 4.3 External researchers conducting research within CEDU
- 4.4 The use of secondary data in consolidation with the use of primary data (involving human participants).
5. The CEDU REC will evaluate the ethical soundness of each application. Ethical soundness relates to scientific quality.
6. Decisions will be communicated within ten working days after the meeting.
7. If the application is referred back, the applicant should respond to the committee's feedback within **two months** of receiving the formal feedback. A memorandum confirming that comments have been attended to, should accompany the revised application. **All amendments should be clearly highlighted in the revised application form and supporting documents. The application will be removed from the CEDU REC agenda if no feedback is received within 2 months. A new application would then have to be tabled.**

APPLICATION FOR ETHICS REVIEW AND CLEARANCE: 2015

Application to be submitted to **BOTH** mcrtc@netactive.co.za and (Salesm@unisa.ac.za)

SECTION 1: RESEARCHER'S DETAILS

Please do not leave blank spaces. If it is not applicable to you please complete by indicating N/A

1.1 FULL NAMES AND CONTACT DETAILS OF RESEARCHER SUBMITTING THE APPLICATION

Title	Mrs
First name	Olpha
Middle name	Nkosingiphile
Surname	Selepe
Telephone	0343181206
Cell phone	0729151281
Email address	53020510@mylife.unisa.ac.za

1.2 STUDENT or STAFF NUMBER (Attach letter of registration confirmation as Appendix A)

Student number:	53020510
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Staff number:	N/A		
Proof of registration. Has it been attached as Appendix A? (Place X in appropriate box)	Yes	No	
	X		

1.3 ACADEMIC AND PROFESSIONAL QUALIFICATIONS (Do not attach your CV)

Academic (Degree(s))	Bed Honours
Professional (Diploma (s))	Teachers Diploma

1.4 NAME OF SUPERVISOR/ PROMOTOR/STAFF MEMBER AND CONTACT DETAILS

Title, initials, surname	Dr PR Machaisa
Department	Education
Telephone	0735194485
Email	machapr@unisa.ac.za

1.5 NAME OF CO-SUPERVISOR/CO-PRESENTERS OF MODULE (if not applicable fill in N/A)

Title, initials, surname	N/A
Department	N/A
Institution	N/A
Telephone	N/A
Email	N/A

1.6 SPONSORS OR FUNDERS (if not applicable fill in N/A)

Name	Majuba TVET College
Address	83 Allen Street Newcastle
Contact details	034 3264 888

SECTION 2: DETAILS OF PROPOSED RESEARCH

2.1 APPLICATION STATUS

First submission	X
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Revised submission (with corrections highlighted)		N/A
Date(s) of previous submission(s) if any	N/A	

2.2 TYPE OF APPLICATION (more than one option might apply) (Place X in applicable box)

Masters' student	X	Using UNISA data, students, staff	N/A
Doctoral student	N/A	Community engaged research	N/A
Staff application for non-degree purpose: i) Journal articles; ii) Conference papers (Indicate i or ii)	N/A	Collaborative research	N/A
Research and Development (R&D) leave	N/A	Commissioned research	N/A

2.3 PROGRAMME DETAILS

Degree/project/module	Master of Education
Area of specialisation (if applicable)	Educational Management

SECTION 3: RESEARCH/PROJECT SUMMARY

3.1 TITLE OF DISSERTATION/THESIS/PROJECT

Management of National Certificate Vocational curriculum in addressing skills shortage in Newcastle, KwaZulu Natal
--

3.2 STATUS OF FIELD WORK (place X in appropriate box)

Data collection has commenced or is completed	Yes	No X
Pilot study has commenced or is completed	Yes	No X

3.3 CONSULT THE RISK ASSESMENT IN THE GUIDELINES DOCUMENT (SECTION 2.7) AND INDICATE YOUR RISK CATEGORY

Category 1	N/A
Category 2	X
Category 3	N/A

Category 4	N/A
---------------	-----

3.4 OTHER PERTINENT INFORMATION SUCH AS CONFLICT OF INTERESTS AND HOW THIS WILL BE DEALT WITH (e.g. are you conducting research at your workplace?)

There is no conflict of interest

3.5 HOW SHOULD THIS STUDY BE CHARACTERISED? (Please place X in the appropriate boxes)

Only literature, no empirical (field) study (If “yes” you do not need to complete the rest of the table)	Yes	No X
Information to be collected directly from participants	Yes X	No
Participants to undergo psychometric / projective testing	Yes	No X
Identifiable information to be collected about people from available records (e.g. medical records, staff records, student records, etc.)	Yes	No X
Anonymous information to be collected from available records	Yes	No X
Use of secondary data (data collected by students)	Yes	No X
Research involving UNISA staff, students or data	Yes	No X
Community engagement	Yes	No X

3.6 RESEARCH BACKGROUND

Provide a brief *background* to the research including the *research question* (problem statement) and *sub-questions*, as well as the *purpose* and the *anticipated outcomes* of the research. *It may not exceed 1½ page. Use font size 11.* (Please do not use acronyms or abbreviations in your abstract.)

PLEASE ADD REFERENCES TO SUBSTANTIATE YOUR ARGUMENTS (At least 5)

Background of the study

In January 2007, changes were made to qualifications in Further Education and Training (FET), currently known as Technical Vocational Education and Training (TVET) Colleges. A National Certificate Vocational (NCV) qualification at Levels 2 to 4 on the National Qualifications Framework was introduced (DHET., 2012). The college is situated in Newcastle in the Northern part of KwaZulu-Natal. This institution is one of the institutions mandated by the government to take part in this endeavor of producing learners that are skilled trained. The college has five campuses offering engineering and business programmes. Newcastle is predominantly a manufacturing and mining town with limited research development activity which is seen as a major need as labour is being outsourced (Newcastle Municipality Report, 2014). The main tertiary education and training facility in Newcastle is Majuba TVET College which currently host 25 000 students. Out of five campuses, three are, Engineering and two are Business. NCV programme is offered in all campuses.

Problem statement/Research Question

Literature review has revealed that the National Certificate Vocational (NCV) curriculum has not yet been reviewed so as to address skills shortage in South Africa (Elliot, 2010). The implementation of the National Certificate Vocational (NCV) Levels 2-4 in 2007 core business was to ensure that learners are properly channelled towards work-related experience (Umalusi, 2007).

This TVET College has a challenge of enrolling NCV students that have been experiencing some learning challenges from schools and also come from economically disadvantaged backgrounds. From the college facet, its main focus is only on throughput rate. Most of the time spent with learners is in class doing theory not practical that is workplace-related. There are also questions on the availability of competent and qualified lecturers and their role on how a specific occupation or trade should be done and determined when a learner's work meets relevant standards. Close partnership between the college and employers around Newcastle should assist the college in locating

workplace opportunities for students to acquire workplace experience. (Elliot, 2010) states that in the rollout of the new curricula in 2007, The NCV tended to attract learners who were failing in the school system In view of the above, the following main question for study is formulated as follows:

How is the college managing the National Certificate Vocational (NCV) curriculum to ensure its relevancy in addressing skills shortage in the Newcastle area?

The following are sub-questions that can emerge from the general question:

- How has NVC curriculum been revised to ensure that learners are prepared to be work ready?
- How effective is the partnership with employers that provide workplace-based training?
- What strategy is used by the college to promote comprehensive career development?

Purpose and anticipated outcomes of the research

This study seeks to describe and explore the need for the reviewing of the National Certificate Vocational (NCV) curriculum (Umalusi, 2006-2008). The programmes offered in the National Certificate Vocational (NCV) are aimed at enabling students to acquire the necessary skills that apply competence and understanding that is required to address skills shortage around Newcastle. The qualifications and the capacity of lecturers of the college to deliver skills development programmes, including work placement opportunities will be considered. The college should forge partnerships with industry and business organisations around Newcastle. The study will also look at Newcastle as a town, its business development, expansion of new businesses and its linkages with the college. The study will further focus on Work-Based Exposure (WBE) and Work Integrated Learning (WIL) and placement of students. The anticipated outcomes of the study is:

- To review the NCV curriculum of the college to provide quality work related programmes.

- To investigate the capacity of the college educators to deliver skills development programmes, including work placement opportunities.
- To identify some challenges encountered by the college in forging partnership with Newcastle business sector to address skills shortage and combat high unemployment rate.
- To assist in coming up with new strategies that will help the college to produce students that are employment-led and demand-driven.

3.7 RESEARCH DESIGN AND METHODOLOGY – PLEASE PROVIDE THE RELEVANT INFORMATION

<p>3.7.1 Research approach (✓ tick appropriate one) and give the specific name of the research design</p>	<p>Qualitative <input checked="" type="checkbox"/></p> <p>Name of the research design: Case Study ----- ---</p>	<p>Quantitative <input type="checkbox"/></p> <p>N/A</p> <p>Name of the research design: N/A ----- ----</p>	<p>Mixed method <input type="checkbox"/></p> <p>N/A</p> <p>Name of the research design: N/A ----- -</p>	<p>Conceptual – theoretical literature review <input type="checkbox"/></p> <p>N/A</p>
---	--	---	--	---

3.7.2 POPULATION (describe the population(s). **Place X in appropriate boxes.** You may mark more than one.

Principal s N/A	Teachers/ trainers X	COD/HOD N/A	Adults (18 years and older) X	Children below the age of 18 N/A	Both parents N/A
Mothers only N/A	Fathers only N/A	Grand- parents N/A	Guardians N/A	Foster parents N/A	Counsellor N/A
Unisa lecturers N/A	Unisa students N/A	Official(s) at Department of Education N/A	Members of SGB N/A	Acting Assistant Directors Curriculum and Work Integrated Learning: Majuba Technical and Vocational and Education and Training	

3.7.3 SAMPLING METHODS (Place X in appropriate box)	Convenient N/A	Purposive X	Random N/A
	Systematic N/A	Stratified N/A	Quota N/A
	Cluster N/A	Judgement N/A	Snowball N/A
	Multistage N/A	Other (please specify): N/A	

3.7.4 SAMPLE SIZE (Describe and include *all* groupings, e.g. 5 school principals, 10 teachers, 3 parents, 10 Grade 4 learners, etc.):
 1 Deputy Director Academic from the college
 2 Assistant Directors from curriculum and placement departments
 6 Lecturers. 3 from each business campus, each from the following programmes; Office Administration, Hospitality and Tourism.
 2 Employers selected according to the programmes offered by the college. 1 for Office Administration and 1 for Hospitality and Tourism.
 The total number of participants will be 11

3.7.5 INDICATE TO WHICH CATEGORY PARTICIPANTS BELONG (Place X in appropriate box)		
Children (below the age of 18) N/A	Adults (18 years and older) X	The elderly (65 and older) N/A

3.7.6 PARTICIPANT SELECTION (describe *comprehensively* how the participants will be identified and selected (mention selection criteria).
Purposive Sampling
 The researcher will use purposive sampling for the recruitment of participants who are

knowledgeable and involved according to the needs of the study. Purposive sampling will allow the researcher to choose participants who give richness of information that is suitable for detailed research (Strauss, 1990). Purposive sampling allows access to knowledgeable individuals who have a thorough understanding of particular issues backed by their expertise and experience (Cohen, 2011:156).

The researcher will use purpose sampling to select the following categories of participants:

1 Senior Management of the college-This will allow the researcher to be aware of the strategies that the Senior Management individuals have in place in addressing skills shortage and ensuring job creation for National Certificate Vocational produced by the College.

2 Assistant Directors from curriculum and placement department-These are key planners for their respective departments, for example, curriculum department, in reviewing the National Certificate Vocational curriculum to ensure that learners are prepared to be work ready

6 Lecturers, 3 from each business campus, 1 from each programme, Office Administration, Hospitality and Tourism-these are subject matter experts, however, it should be investigated if they are well capacitated to deliver skills development programmes, including work placement opportunities for graduates produced by College.

2 Employers were selected according to the programmes offered by the college. 1 that places Office Administration students and 1 for Hospitality and Tourism students.

The permission to conduct research at the college was granted by the principal (See appendix B).

A consent letter would be sent to participants to request them to take part in the study (See appendix C and D)

3.7.7 DATA COLLECTION INSTRUMENTS Complete **ONLY** those sections relevant to your research.

Use the **bullet points as subheadings** when you complete the section relevant to your research.

a) Document collection

- Name type(s) of documents. N/A
- How will you obtain the documents? N/A

b) Focus group

- Size of group. N/A
- Number of interviews. N/A

- Site(s) where the interview(s) will take place. N/A
- Who will be interviewed? N/A

Attach focus group interview schedule(s) as an Appendix and indicate the number of the Appendix here: _____N/A

c) Observation

- Non-participant or participant observation? Non participative observation
- Describe the nature (i.e. who / what will be observed, when and where?)
Majuba students, during work placement, receiving training in the workplace.
- ***Attach observation guide(s) or checklists as an Appendix and indicate the number of the Appendix here: F***

d) Interview

- Who will be interviewed? Majuba TVET College Senior Manager, Assistant Directors for curriculum and placement department, Lecturers and Employers.
- Will the interviews be structured or unstructured? Semi-structured.
- Name the type of interview - Face-to-face interviews.
- First interview. Only first interviews will be conducted.
- Follow-up(s). No follow up interviews will be conducted

Attach interview schedule(s) as an Appendix and indicate the number of the Appendix here: G & H

e) Questionnaire/Online surveys N/A

- Who will complete the self-designed questionnaire? N/A
- How will it be made available to the participant? N/A

Attach questionnaire/online survey as an Appendix and indicate the number of the Appendix here: _____N/A

*Note that a standardised questionnaire should be listed under “Psychometric test”.
Note that confidentiality may be compromised if administered in a group context and that it should be mentioned as a risk in the consent/assent letter.*

f) Scholastic or performance test N/A

- Name test(s) but do not append if standardised. N/A
- Who will complete the test? N/A
- Will the test(s) be administered in group context? N/A
- If administered as a group test, how big is the group? N/A
- Are you assisted by a field worker(s)? N/A
- If assisted by field workers, indicate the level of training and experience of each field worker. N/A

Attach self-designed test(s) without standardised norms, as an Appendix and indicate

the number of the Appendix here: _____ N/A

Please note that confidentiality may be compromised in a group and that it should be mentioned as a risk in the consent/assent letter

g) Projection media or technique N/A

- Name test(s) but do not append. N/A
- Who will complete the test? N/A
- Describe the relation of the test administrator to yourself. N/A

Attach proof of registration of the test administrator at the HPCSA if test administration is in South Africa or of an equivalent board if administration is outside South Africa as an Appendix and indicate the number of the Appendix here: _____ N/A

h) Psychometric test N/A

- Name test(s) (write acronyms out) but do not append. N/A
- Who will complete the test? N/A
- Describe the relation of the test administrator to yourself. N/A

Attach proof of registration of the test administrator at the HPCSA, if test administration is in South Africa or of an equivalent board if administration is outside South Africa as an Appendix and indicate the number of the Appendix here: _____ N/A

i) Artefacts N/A

- Describe the nature (i.e. what will be collected, when and where?) N/A

j) Self-reports or diaries N/A

- Describe the nature (i.e. what will be collected, when and where?) N/A

k) Photographs N/A

- Who will take the photos? N/A
- What/who will be photographed? N/A
- How will anonymity / privacy be protected? N/A

l) Video N/A

- Who will record the video? N/A
- What/who will be video-taped? N/A
- How will anonymity / privacy be protected? N/A

m) Therapy N/A

- Briefly describe the therapy. N/A

n) Intervention N/A

- Briefly describe the intervention. N/A

Other (please specify):

- Please describe any other type of data collection not listed above that you are planning to use. N/A

3.8 THE PROCESS OF DATA COLLECTION

Describe *comprehensively* how data will be collected. Include all the participants and instruments mentioned in number **3.7.8** above. Pay attention to detail, for example, How will the questionnaires be delivered to the participants and returned to the researcher? This is an important step to ensure compliance with ethical research.

Semi-structured interviews

Semi-structured interviews will be conducted. The interviewer and respondents will engage in a formal *interview*. The interviewer will develop by using an interview schedule during the interview process. An interview schedule is a list of questions and topics that need to be covered during the conversation, usually in a particular order. The interviews will be conducted at four different levels. The first level interviews will be conducted with 1 Deputy Director responsible for academic. The second level interviews will be held with the 2 Assistant Directors, 1 responsible for curriculum, including the NC (V) programmes and 1 responsible for NCV placement. The third level will be held with 6 Lecturers of which will be 3 from each of the two business campuses, 2 from each programme. The last level will be the one with 2 Employers, selected according to the programmes offered by the college. 1 that places Office Administration students and 1 for Hospitality and Tourism students.

The researcher will have to obtain informed consent from the participants to conduct the interviews. The purpose of the study and other ethical considerations such as confidentiality, no harm and anonymity and that the interviews are to be recorded will be explained before the interviews. After having consented through signing of the consent forms appropriate private and comfortable venues will be identified within the campuses. The interviews will be recorded verbatim and additional notes will be taken by the interviewer. The researcher will agree on the appropriate times with the participants. The duration of the interview will be between 15 – 20 minutes.

Observation

A non-participative observation will be conducted to afford the researcher to collect real time data. Researcher will visit two business sites to observe College students on training. The researcher will adopt a distant role than that of the Participant Observer. Aspects that will be observed pre-delivery planning, safety, participants distribution, interactions, participants' cooperation, skills and knowledge and trainer feedback to participant. The researcher will observe in different departments, starting from training, assessments to independent involvement of participants. The observation will be for 1 hour. The collection of detailed field notes will be used as key to successful non-participant

observation. The researcher will make use of non-participant observation basing on the fact that it is also a convenient data collection method. (Kawulich, 2005), Points out that participant observation allows the researcher to obtain participant's perceptions of the phenomenon under study.

3.9 DATA ANALYSIS

Explain how the data will be analysed:

The researcher will transcribe the recorded data. The transcriptions and notes taken during the semi-structured interviews will be thematically analysed as the researcher has opted for qualitative approach. (Rossman, 1989), states that data collection and analysis must be simultaneous process in qualitative research. Important statements and phrases pertaining to the study will be extracted from each transcript. Meanings will be then formulated from the significant statements. Then the meanings will be organised into themes, and these themes will be developed into theme clusters, and then into theme categories. To analyse observations the researcher will use sticky notes to make observations, stick all the observations on a wall and announce the purpose of the study to make sure everyone is on the same page. (For example, "This study aims to find how NCV students are coping with workplace exposure." Then, will also working as a team. What the researcher will be doing here is interpreting observations as a team to gain a

shared understanding of the **observations**.

3.10 HOW WILL THE DATA BE STORED?

The soft copies will be saved onto a password locked laptop and the hard copies will be locked away in a filing cabinet for five years

SECTION 4: PROPOSAL AND RISK RELATED INFORMATION

4.1 DESCRIPTION OF THE RISKS OF THE PROCEDURES WHICH PARTICIPANTS MAY BE EXPOSED TO

Please indicate any participant discomfort, pain/physical or psychological problems/side-effects, persecution, stigmatisation or negative labelling that could arise during the course or as an outcome of the research undertaken. **If no risk is anticipated, state that no risks are foreseen.**

(See Section 2.6 in the Guidelines and Example Document for a list of risks that need to be taken into consideration.) This point is of particular importance to research involving vulnerable groups.

No risks are foreseen.

4.2 DESCRIPTION OF STEPS TO BE UNDERTAKEN IN CASE OF ADVERSE EVENT OR WHEN INJURY OR HARM IS EXPERIENCED BY THE PARTICIPANTS ATTRIBUTABLE TO THEIR PARTICIPATION IN THE STUDY

N/A

4.3 DESCRIPTION OF HOW PARTICIPANTS WILL BE INFORMED OF THE FINDINGS OR RESULTS

(Provide specifics as participants are entitled to **age-appropriate** feedback)

The researcher will include all the necessary study reference numbers that the participants might need in the future in order to access the study findings if they are going to be placed on a website. The reference numbers required by participants may vary depending on how and where the researcher decides to make the findings available.

4.4 DESCRIPTION AND/OR AMOUNTS OF COMPENSATION INCLUDING REIMBURSEMENTS, GIFTS OR SERVICES TO BE PROVIDED TO PARTICIPANTS (IF

APPLICABLE)

N/A

4.5 DESCRIPTION FOR ARRANGEMENT FOR INDEMNITY (IF APPLICABLE)

N/A

4.6 DESCRIPTION OF ANY FINANCIAL COSTS TO PARTICIPANTS (IF APPLICABLE)

N/A

4.7 DESCRIPTION OF PROVISION OF INSURANCE TO PARTICIPANTS (IF APPLICABLE)

N/A

4.8 DISCLOSURE OF PREVIOUS ETHICS REVIEW ACTION BY OTHER ETHICS REVIEW BODIES

(If applicable attach any other Ethics Clearance Certificate from another institution)

N/A

4.9 DESCRIPTION OF REPORTING TO ETHICS RESEARCH COMMITTEE

The supervisor usually informs the REC of any adverse events.

In the event of any changes to the research methodology or in an adverse event the chair of the CEDU ERC will be informed via the supervisor.

in the Guidelines document)

5.1 DESCRIPTION OF THE PROCESS OF OBTAINING PERMISSION, INFORMED CONSENT AND

ASSENT. First list the procedure and then describe in detail as indicated in 1 and 2.

1. List the procedure followed from highest authority for example, GDE, Circuit Office, gate keepers, principals, to the individual participant. Please note: It is the researchers' responsibility to ensure that the *correct procedure* is followed in order to obtain permission to undertake the study. Also note that *institutions grant permission* and *participants grant consent or assent*.

2. Describe in detail how you will obtain permission, consent and assent. E.g. **Permission – Gauteng Department of Education:** *submit the prescribed completed*

form

Consent – parent: *I will phone each parent and determine whether they are willing to let their child participate in the study upon which I will send them a consent letter. Attach the letter.*

Assent – child: *A child should give assent before participating in a study*
Continue here with your list and description:

The researcher will adhere to the procedure published in the Government Gazette No. 38590 on the 3rd of July 2016 'Higher Education and Training Information Standard DHET 004 Approval to Conduct Research in Public Colleges May 2016'. The researcher will complete an official application titled "Approval to conduct research in public colleges and submit it to the Head of The Institution. This is governed by 5.1 of the Government Gazette No 38590 on published 3rd if July 2016 on application procedure for researchers which states that "Researchers who wish to undertake research in less than ten public Colleges must submit their application to the Head of the institution/s concerned. The applicant is expected to complete and official application form titled "Approval to conduct research in public colleges. The researcher will use consent forms to be signed by the participants to acknowledge their willingness to participate since the concerned parties are all eighteen and above years.

5.2 INFORMED PERMISSION, CONSENT AND ASSENT LETTERS

Attach permission, consent and assent letters in English and the language in which the research will be conducted. Attach only an example of the letters outlining the study and requesting permission, consent or assent, not an indication

that the form has been signed. It is not necessary to have the letters signed before applying for ethics clearance.

Attach each document as a separate appendix. Please start each appendix on a new page.

(You are welcome to use examples provided in the Guidelines and example document)

THE FOLLOWING BULLET POINTS ARE EXTREMELY IMPORTANT

- Note that all letters requesting participation in the study – regardless of to whom they are directed – must provide
 - the title and purpose of the study
 - the name of the university (Unisa) and the supervisor
 - the researcher’s contact details
- Use the prompt sheet provided below to ensure that all the aspects are covered in the letter requesting the participant to be involved in the research. (Prompt sheet at the bottom of this description)
- At the bottom of your covering letter, provide space for the participant to acknowledge the above and provide permission / consent / assent by signing the consent form section and providing the date. Mention explicitly permission / consent / assent for digital recordings on this reply slip. It is preferable that the researcher co-signs this section.
- Attach only an example of the letters outlining the study and requesting permission, consent or assent.
- The letter must be written in a comprehensible language and in formal letter format.
- Also include a confidentiality agreement for participants in the event of focus groups or group interventions.
- If the research involves collaborative, multi-institutional or multi-country research this must be explained in detail.
- If respondents cannot read or write you have to explain the process that will be followed to get informed consent or assent. If you believe that a case can be made for following a less ‘formal’ process than asking for a signature, such as digital recording of consent or writing names on a register, please also state the case here.

Informed consent prompt sheet: Please ensure that the following aspects are included in the informed consent form:

Include information about the following in a reader friendly style	√
Name of the researcher and purpose of the research	√
Participants’ role in the study – involved in an interview; complete questionnaires etc.	√
Expected duration of participation	√
Approximate number of participants and which other groups will be participating e.g. teachers, learners etc.	√

Benefits to participation and to others, compensation, reimbursements	√
Procedures of selection of participants	√
Foreseeable risks or discomforts to participants	√
Guarantee of privacy, anonymity and confidentiality	√
Voluntary participation and invitation to ask questions	√
Withdrawal without penalty	√
Names of contact person for research related inquiries	√
Summary of findings/debriefing	√
Institution that guides/gave ethics approval	√
Contact details of researcher	√

Child assent prompt sheet: Please ensure that the following aspects are included in the child assent form.

Include information about the following on a level that the child will understand	N/A
A statement of the purpose of the research or study	N/A
A description of the procedure to be applied to the minor	N/A
A statement that the minor's identity will not be revealed	N/A
A description of the potential risks or discomforts associated with the research	N/A
A description of any direct benefits to the minor	N/A
A description that the minor is not compelled to participate	N/A
A statement that the minor is free to withdraw at any time	N/A
A statement that the minor should discuss participation with the parents prior to signing the form	N/A
A statement that the parent(s)/guardian(s) of the minor will be asked for permission on behalf of the minor	N/A
A statement that the parent(s)/guardian(s) of the minor will receive a copy of the signed assent form	N/A
Invitation to ask questions	N/A
Contact details of researcher	N/A
Note that only the minor and the researcher obtaining assent should sign the child assent form. A copy of the child assent form should be given to the parent or legal guardian.	

APPENDICES:

Refer here to your consecutively numbered appendices which contain the permission, consent, assent letters, interview schedule, questionnaire, observation checklist, etc. for example **Appendix A: Proof of Registration; Appendix B: Permission letter to principal, Appendix C: Interview schedule, Appendix D: Observation checklist, etc.**

Appendix A:

Appendix B:
Appendix C:
Appendix D:
etc.

5.3 Please note the following important information:

Please alert the committee if exceptions occur in terms of the Criminal Law (Sexual Offences and Related Matters) Amendment Act, 32 of 2007, the Children’s Act 38 of 2005, and the Child Justice Act 75 of 2008, or similar pieces of legislation in which instance the researcher should also take note of the obligation to report such abuse to the relevant authorities.

N/A

SECTION 6: ONLY FOR UNISA STAFF INVOLVED IN PROJECT RESEARCH OR THE USE OF SECONDARY DATA.

UNISA staff involved in project research, or the use of secondary data, must attach CVs of principal investigators as an Appendix.

SECTION 7: DECLARATION

75 of 2008, or similar pieces of legislation in which instance the researcher should also take note of the obligation to report such abuse to the relevant authorities.

SECTION 6: ONLY FOR UNISA STAFF INVOLVED IN PROJECT RESEARCH OR THE USE OF SECONDARY DATA.

UNISA staff involved in project research, or the use of secondary data, must attach CVs of principal investigators as an Appendix.

SECTION 7: DECLARATION

STATEMENT AGREEING TO COMPLY WITH ETHICAL PRINCIPLES SET OUT IN UNISA POLICY ON RESEARCH ETHICS

L. Olpha Nkosingiphile Selepe (full name of main researcher), declare that I have read the Policy on Research Ethics of UNISA and the contents of this document are a true and accurate reflection of the methodological and ethical implications of my proposed study. I shall carry out the study in strict accordance with the approved proposal and the Policy on Research Ethics of UNISA. I further undertake to inform the relevant research ethics review committee of the College of Education in writing of any adverse events that occur arising from the injury or harm experienced by the participants in the study. I shall also notify the research ethics review committee if any changes to the study are proposed. I shall maintain the confidentiality of all data collected from or about the research participants, and impose strict controls in the maintenance of privacy. I shall record all data captured during interviews in accordance with ethical guidelines outlined in my proposal. The Policy on Research Ethics places huge emphasis on the integrity of the research and I shall ensure that I conduct the research with the highest integrity taking into account UNISA's Policy for Copyright Infringement and Plagiarism. No data that was gathered retrospectively will be used. I acknowledge that as main researcher it is my responsibility to ensure that the co-researchers, if any, to this research project adhere to the ethical principles set out in the UNISA Policy on Research Ethics.

L. Olpha Nkosingiphile Selepe
 (Signature)

24/08/2016
 (Date)

Approved by supervisor (if applicable)

..... (name of supervisor) declare that I have checked that this form is correctly and honestly completed. I subsequently approve the submission of the proposal for ethical clearance. If applicable, I will ensure that the student reports unanticipated problems or serious adverse events to the Research Ethics Committee of the College of Education.

.....
 (Signature)

.....
 (Date)

Approved by co-supervisor (if applicable)

..... (name of supervisor) declare that I have checked that this form is correctly and honestly completed. I subsequently approve the submission of the proposal for ethical clearance. If applicable, I will

APPENDIX D: PROOF OF REGISTRATION

53020510 UNISA Registration - Outlook

Page 1 of 2

Appendix A:

The screenshot shows an Outlook email window. The left sidebar contains folders: Mail, Calendar, Contacts, Deleted Items, Drafts, Inbox (150), Junk Email [2], and Sent Items. The main pane displays an email from 'mandd@unisa.ac.za' with the subject '53020510 UNISA Registration'. The email body contains registration details for a student, including contact information, a table of registered study units, and a balance statement.

53020510 UNISA Registration
mandd@unisa.ac.za [mandd@unisa.ac.za]
Sent: Monday, July 18, 2016 8:56 PM
To: SELEPE O N

1056

SELEPE O N MRS
P O BOX 141002
MADADENI
2951

STUDENT NUMBER : 5302-051-0
ENQUIRIES TEL : 0861670411
FAX : (012)429-4150
eMAIL : mandd@unisa.ac.za
2016-07-19

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: MED (EDUC MANAGEMENT) (98405)

CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LANG.	PROVISIONAL EXAMINATION EXAM.DATE	CENTRE (PLACE)
Study units registered without formal exams:						
DFEDU95		M ED - EDUCATION MANAGEMENT	96	E		

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

BALANCE ON STUDY ACCOUNT: 0.00

Yours faithfully,

Prof G Zide
Registrar

0108 0 00 0

APPENDIX E: PERMISSION LETTER TO THE PRINCIPAL & APPROVAL LETTER



higher education
& training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Appendix B:

DHET 004: APPENDIX 1:

APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

1. APPLICANT INFORMATION

1.1.	Title (Dr /Mr /Mrs /Ms)	Mrs								
1.2	Name and surname	Olpha Selepe								
1.3	Postal address	P.O. Box 141002 Madadeni 2951								
1.4	Contact details	Tel: 034 31 81206 Cell: 0729151281 Fax: 034 31 81262 Email: olphaselepe@hotmail.com								
1.5	Name of institution where enrolled	UNISA								
1.6	Field of study	Educational Management								
1.7	Qualification registered for:	<p><i>Please tick relevant option:</i></p> <table border="1"> <tr> <td>Under-graduate Degree</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Honours Degree</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Master's Degree</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Doctoral Degree (PhD)</td> <td><input type="checkbox"/></td> </tr> </table>	Under-graduate Degree	<input type="checkbox"/>	Honours Degree	<input type="checkbox"/>	Master's Degree	<input checked="" type="checkbox"/>	Doctoral Degree (PhD)	<input type="checkbox"/>
Under-graduate Degree	<input type="checkbox"/>									
Honours Degree	<input type="checkbox"/>									
Master's Degree	<input checked="" type="checkbox"/>									
Doctoral Degree (PhD)	<input type="checkbox"/>									

2. DETAILS OF THE STUDY

2.1	Title of the study	Management and relevance of Majuba I.VET College National Certificate Vocational Curriculum in addressing skills shortage in Newcastle, KwaZulu Natal
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DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

2.2	Main purpose of the study
To describe and explore the need for reviewing of the NCV curriculum to enable Majuba TVET college students to be work competent and employable.	

3. SUPPORT NEEDED FROM THE INSTITUTION

<i>Please indicate the type of support required from the institution (Please tick relevant option/s)</i>			
Type of support		Yes	No
3.1	The institution will be required to identify participants and provide their contact details to the researcher.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.2	The institution will be required to distribute instruments to participants on behalf of the researcher.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.3	The institution will be required to provide official documents. <i>Please specify the documents required below</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.4	The institution will be required to provide data. <i>Please specify the data required below</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.5	<i>Other, please specify below</i>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			

4. TYPE/S OF ACTIVITIES TO BE UNDERTAKEN IN THE INSTITUTION

<i>Please indicate who is expected to participate in your study (for example, lecturers, students, College Principals, campus Heads, support staff, Heads of Departments).</i>				
4.1	Complete questionnaires	Expected participants		Number of participants
		a)	N/A	
		b)		
		c)		
		d)		
		e)		

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

2.2	Main purpose of the study
To describe and explore the need for reviewing of the NCV curriculum to enable Majuba TVET College students to be work competent and employable.	

3. SUPPORT NEEDED FROM THE INSTITUTION

<i>Please indicate the type of support required from the institution (Please tick relevant option/s)</i>			
Type of support		Yes	No
3.1	The institution will be required to identify participants and provide their contact details to the researcher.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.2	The institution will be required to distribute instruments to participants on behalf of the researcher.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.3	The institution will be required to provide official documents. <i>Please specify the documents required below</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.4	The institution will be required to provide data. <i>Please specify the data required below</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.5	<i>Other, please specify below</i>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			

4. TYPE/S OF ACTIVITIES TO BE UNDERTAKEN IN THE INSTITUTION

<i>Please indicate who is expected to participate in your study (for example, lecturers, students, College Principals, campus Heads, support staff, Heads of Departments).</i>				
4.1	Complete questionnaires	Expected participants		Number of participants
		a)	N/A	
		b)		
		c)		
		d)		
		e)		

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES**6. DECLARATION BY THE APPLICANT**

<p>I undertake to use the information that I acquire through my research, in a balanced and a responsible manner. I furthermore take note of, and agree to adhere to the following conditions:</p>	
<p>a) I will schedule my research activities in consultation with the said institution and participants. I will not interrupt the said institution's programmes.</p>	
<p>b) I agree that involvement by participants in the research study is voluntary, and that participants have a right to decline to participate in the investigation.</p>	
<p>c) I will therefore provide consent forms to participants to complete prior to the commencement of the research.</p>	
<p>d) I will obtain written parental consent of students under 18 years, if they are expected to participate in the study.</p>	
<p>e) I will honour the right of participants to privacy, anonymity, confidentiality and respect for human dignity at all times. Participants will not be identifiable in any way from the result of the investigation.</p>	
<p>f) I will not include the names of the said institution or research participants in my research report, without the written consent of each of these individuals and/or institutions.</p>	
<p>g) I will not use the resources of the said institution (such as stationery, photocopies, faxes, and telephones) for the research study.</p>	
<p>h) I will inform participants about the use of monitoring devices such as tape-recorders and cameras, and participants will be free to reject them if they wish.</p>	
<p>i) I will include a disclaimer to any report, publication or presentation arising from the investigation, that the findings and recommendations does not represent the views of the said institution.</p>	
<p>j) I will provide a summary of the findings of the research to the Head of the specific institution.</p>	
<p>I declare that all statements made in this application are true and accurate. I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.</p>	
SIGNATURE:	<i>[Handwritten Signature]</i>
DATE:	<i>16/08/2016</i>

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

FOR OFFICIAL USE

DECISION BY HEAD OF INSTITUTION

Please tick relevant decision and provide conditions/reasons where applicable

Decision		<i>Please tick relevant option</i>
1	Application approved	<input checked="" type="checkbox"/>
2	Application approved subject to certain conditions. <i>Specify conditions below.</i>	<input type="checkbox"/>
3	Application not approved. <i>Provide reasons for non-approval below.</i>	<input type="checkbox"/>
NAME AND SURNAME:		
SIGNATURE:		Senete J. Mlotshwa
DATE:		18/08/2016

MAJUBA TVET COLLEGE
 CENTRAL OFFICE
 18 AUG 2016
 TEL: 034 - 325 4888
 PRIVATE BAG X0602
 NEWCASTLE 2940

APPENDIX C: CONSENT LETTER TO COLLEGE STAFF

UNISA | 
college of
education
24 August 2015

Title: Management of National Certificate Vocational curriculum in addressing the skills shortage in Newcastle, KwaZulu Natal

Dear Prospective Participant

My name is Olpha Selepe and I am doing research towards a Master of Education with specialization in Education at the University of South Africa. I am inviting you to participate in a study entitled Management of National Certificate Vocational curriculum in addressing the skills shortage in Newcastle, KwaZulu-Natal.

WHAT IS THE PURPOSE OF THE STUDY?

This study seeks to review the NCV curriculum of the College to provide quality work-related programmes, to investigate the capacity of the college educators in delivering skills development programmes, including work placement opportunities, to identify some challenges encountered by the college in forging partnerships with business sector to address skills shortage and combat high unemployment rate and to assist in coming up with new strategies that will help the college to produce students that are employment-led and demand-driven.

WHY AM I BEING INVITED TO PARTICIPATE?

Why did you choose this particular person/group as participants?

The researcher used purposive sampling to select key individuals who are involved in the management of National Certificate Vocational (NCV) curriculum and work-based training of students. The researcher identified 1 Deputy Director, 2 Assistant Directors from Curriculum and Placement Departments from College Central Office, 6 Lecturers from 2 Campuses of the College

and 2 Employer from business sector. The total number of participants is 11.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves semi-structured interviews that will be recorded verbatim. Open ended questions will be used to get an in-depth information on reviewing NCV curriculum to produce graduates that are employable by the College. The duration of the semi-structured interview will be between 15-20 minutes. Indicate what sort of questions will be asked or show the questions on this document. (Appendix C: Interview Schedule attached).

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. There is no compensation for participation and the data collected will be used for the sole purpose of the study.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

I do not foresee any risks or discomforts.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

Although the semi-structured interview will be tape recorded, your responses will remain anonymous and no names will be mentioned in the research report. Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any

publications, or other research reporting methods such as conference proceedings.

A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked in the household safe for future research or academic purposes; electronic information will be self-e-mail.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There is no compensation for participation and the data collected will be used for the sole purpose of the study.

HAS THE STUDY RECEIVED ETHICS APPROVAL

This study has received written approval from the Research Ethics Review Committee of the CEDU ERC, Unisa. A copy of the approval letter can be obtained from the researcher if wished so.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Olpha Selepe on +27 729151281 or 53020510@mylife@unisa.ac.za. The findings are accessible from April 2017.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Olpha Selepe on +27 729151281 or 53020510@mylife@unisa.ac.za.

Should you have concerns about the way in which the research has been conducted, you may contact Dr P.R. Machaisa on +27735194485 or machapr@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

.....
Alpha Selepe

APPENDIX D: CONSENT TO PARTICIPATE IN THIS STUDY (RETURN SLIP)

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the semi-structured interview.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname..... (please print)

Participant Signature.....Date.....

Researcher's Name & Surname(please print)

Researcher's signature.....Date.....

APPENDIX E: CONSENT LETTER TO EMPLOYERS



Title: Management of National Certificate Vocational curriculum in addressing the skills shortage in Newcastle, KwaZulu Natal

Dear Prospective Participant

My name is Olpha Selepe and I am studying doing research towards a Master of Education with specialization in Educational Management at the University of South Africa. I am inviting you to participate in a study entitled Management of National Certificate Vocational curriculum in addressing the skills shortage in Newcastle, KwaZulu-Natal.

WHAT IS THE PURPOSE OF THE STUDY?

This study seeks to review the NCV curriculum of the college to provide quality work related programmes, to investigate the capacity of the college educators to deliver skills development programmes, including work placement opportunities, to identify some challenges encountered by the college in forging partnership with Newcastle business sector to address skills shortage and combat high unemployment rate and to assist in coming up with new strategies that will help the college to produce students that are employment-led and demand-driven.

WHY AM I BEING INVITED TO PARTICIPATE?

Why did you choose this particular person/group as participants?

The researcher used purposive sampling to select key individuals who are involved in the management of National Certificate Vocational (NCV) curriculum and work-based training of students. The researcher identified 2 Employers from business sector. The total number of participants is 2.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves semi-structured interviews that will be recorded verbatim. Open ended questions will be used to get in-depth information on reviewing NCV curriculum to produce graduates that are employable by the College. The duration of the semi-structured interview will be between 15-20 minutes. Indicate what sort of questions will be asked or show the questions on this document. (Appendix C: Interview Schedule attached).

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. There is no compensation for participation and the data collected will be used for the sole purpose of the study.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

I do not foresee any risks or discomforts.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

Although the semi-structured interview will be tape recorded, your responses will remain anonymous and no names will be mentioned in the research report. Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked in the household safe for future research or academic purposes; electronic information will be self-e-mail.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There is no compensation for participation and the data collected will be used for the sole purpose of the study.

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This study has received written approval from the Research Ethics Review Committee of the CEDU ERC, Unisa. A copy of the approval letter can be obtained from the researcher if wished so.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Olpha Selepe on +27 729151281 or 53020510@mylife@unisa.ac.za. The findings are accessible from April 2017.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Olpha Selepe on +27 729151281 or 53020510@mylife@unisa.ac.za.

Should you have concerns about the way in which the research has been conducted, you may contact Dr P.R. Machaisa on +27735194485 or machapr@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.



.....

Olpha Selepe

APPENDIX F: OBSERVATION CHECKLIST

Date:	
Venue:	
Component	Comments
Pre-delivery planning:	
Safety:	
Participant Distribution:	
Interactions:	
Participant Co-operation:	
Skills & Knowledge:	
Trainer Observation and Feedback	

APPENDIX G: INTERVIEW SCHEDULE FOR COLLEGE STAFF

1. Could you please tell me what your position entails here at the College?
2. What are your key responsibilities within your area of work?
3. What is your view on the implementation of the National Certificate Vocational programme?
4. How are the opportunities for National Certificate Vocational graduates to be employable after completing their study?
5. How is the college managing its curriculum to ensure its relevancy in addressing skills shortage around Newcastle?
6. What is the capacity of the college educators in delivering skills development programmes, including workplace opportunities?
7. The College needs to link with business sector to combat high employment rate around the Newcastle area. What do you think can be challenges in this regard?
8. How often does the college send students to workplace exposure and training?
9. Can you outline the procedures that the College under go when placing its students?
10. Can you suggest some strategies that can be devised by the College to promote comprehensive career development?
11. Do you have any other comments?

APPENDIX H: INTERVIEW SCHEDULE FOR EMPLOYERS

1. Could you please tell me what your position entails in the business?
2. What are your key responsibilities within your area of work?
3. What are your perceptions of the performance of NCV graduates placed in your organization?
4. How are the opportunities for National Certificate Vocational graduates to be employable after completing their study?
5. What has been your experience with regard to the training of NCV graduates?
6. Have you employed any of the NCV graduates after being exposed to your training?
7. Has your organization ever intended of increasing the number of graduates to be trained?
8. Do you think the workplace exposure and training sessions given to NCV graduates are enough for them to acquire most skills they are expected to acquire?
9. What is the biggest challenge experienced by your organization due to the placement graduates?
10. What will be your advice to the College pertaining improvement of NCV qualification?
11. Do you have any other comments?

APPENDIX I: INTERVIEW SCHEDULE

1. Could you please tell me what your position entails here at the College?
2. What are your key responsibilities within your area of work?
3. What is your view on the implementation of the National Certificate Vocational programme?
4. How are the opportunities for National Certificate Vocational graduates to be employable after completing their study?
5. How is the college managing its curriculum to ensure its relevancy in addressing skills shortage around Newcastle?
6. What is the capacity of the college educators in delivering skills development programmes, including workplace opportunities?
7. The College needs to link with business sector to combat high employment rate around the Newcastle area. What do you think can be challenges in this regard?
8. How often does the college send students to workplace exposure and training?
9. Can you outline the procedures that the College under go when placing its students?
10. Can you suggest some strategies that can be devised by the College to promote comprehensive career development?
11. Do you have any other comments?

APPENDIX J: TRANSCRIPT

A1- I'm a lecturer, a business practice, new venture creation lecturer.

A2- I facilitate lessons, giving lectures. I set assessments and mark them. I invigilate around exam time. I do administration stuff like signing the registers, controlling the attendance of learners.

A3- The implementation if I may focus on just the implementation I would say it was not done very well, it was not thought of tarelly because when you look at how it operates or how the whole thing is operated rather, students are just taken anyhow. There are no perrecuses for certain courses. If you want to do IT then "okay that's what you want to do, come in", you want to do OA then "okay that's what you want to do, come in". So my problem is there were no protective prerecutives for students to be in a course they'd actually pass, that's the problem.

A4- If I can ignore our current situation in South Africa, the unemployment rates and how bad things are and just focus on their opportunities as NCV students I would say they are very great. The reason I say that is because these students are different, they get to focus on one area of expertise. So once they go out there already they are very ready to face whatever their jobs might entail. For example for an Office Administration student, you've learnt everything there is to know about the office so you are more than ready to be employed in an office environment. Based on that alone, I think the employment chances are quite high.

A5- The college as a whole it's only a few campuses that actually manage their curriculum to address the skills shortages in Newcastle. Campuses such as the training centre and all our engineering campuses I can say yes they are doing something for skills shortage but business campuses, we still have a lot of work to do to aline our courses to actually help the problem of skills shortage in Newcastle.

A6- I think we quite trained and able to deliver skills programs. The reason I say that is because most lecturers or educators are getting training from the college quite a lot, and that is equipping us to be able

to deliver such skills development programs. For example I am one of the lecturers that were busy with the wholesale and retail training. Because of that I can now offer a skills development program in that line of wholesale and retail. So educators in this college are quite capable of delivering such programs.

A7- The challenges would be firstly that Newcastle itself as an area does not have that many businesses for us to link with, the centrum of businesses is not that open in Newcastle. Then secondly another challenge that the college itself would have is that there are students as I said they don't have courses that are aligned, so even if you get those students to graduate maybe they don't have what is needed by these businesses so irrelevancy of certain qualifications for students being that.

A8- I would say every semester from what I know because it's not something I'm that exposed to but I noticed that every semester as soon as they are N6 exiting students, they get to hear about these workplace exposure and placement happening.

A9- What I think happens is that the person responsible of placing students calls the companies and arranges a place for them within the company and then look at a certain number of students from the report 191 program every semester and at the end of the year it's both report 191 and NCV level 4, they look at a certain number and probably also how they pass, their marks and what not then they choose the best students to go and place in these companies they've already made an arrangement with.

A10- The first one would be introducing this thing called career counseling, because that would help students to choose a course that really fits their character and personality. And then they should introduce now and then have this career guidance, I wouldn't know what to call them but it happens at Farmers Hall sometimes. Take students there to that career guidance thing where different careers will be explained to them and then also, control the entry level of students in

certain courses according to what do they want to do in terms of their career. Don't put a student in a OA course when the student has said they want to be an IT technician for example, but because of certain reasons you like "You want to fill up Office Administration, go into this". So another strategy they should use is to put students in courses that will actually drive them to their career.

APPENDIX K: APPLICATION TO CONDUCT RESEARCH



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Appendix B:

DHET 004: APPENDIX 1:

APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN
PUBLIC COLLEGES

1. APPLICANT INFORMATION

1.1.	Title (Dr /Mr /Mrs /Ms)	Mrs								
1.2	Name and surname	Olpha Selepe								
1.3	Postal address	P.O. Box 141002 Madadeni 2951								
1.4	Contact details	Tel: 034 31 81206 Cell: 0729151281 Fax: 034 31 81262 Email: olphaselepe@hotmail.com								
1.5	Name of institution where enrolled	UNISA								
1.6	Field of study	Educational Management								
1.7	Qualification registered for:	<p><i>Please tick relevant option:</i></p> <table border="1"> <tr> <td>Under-graduate Degree</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Honours Degree</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Master's Degree</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Doctoral Degree (PhD)</td> <td><input type="checkbox"/></td> </tr> </table>	Under-graduate Degree	<input type="checkbox"/>	Honours Degree	<input type="checkbox"/>	Master's Degree	<input checked="" type="checkbox"/>	Doctoral Degree (PhD)	<input type="checkbox"/>
Under-graduate Degree	<input type="checkbox"/>									
Honours Degree	<input type="checkbox"/>									
Master's Degree	<input checked="" type="checkbox"/>									
Doctoral Degree (PhD)	<input type="checkbox"/>									

2. DETAILS OF THE STUDY

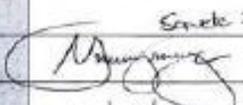
2.1	Title of the study
	Management and relevance of Majuba IVET College National Certificate Vocational Curriculum in addressing skills shortage in Newcastle, KwaZulu Natal

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

FOR OFFICIAL USE

DECISION BY HEAD OF INSTITUTION

Please tick relevant decision and provide conditions/reasons where applicable

Decision		<i>Please tick relevant option</i>
1	Application approved.	<input checked="" type="checkbox"/>
2	Application approved subject to certain conditions. <i>Specify conditions below.</i>	<input type="checkbox"/>
3	Application not approved. <i>Provide reasons for non-approval below.</i>	<input type="checkbox"/>
NAME AND SURNAME:		
Seneke J. Mlotshwa		
SIGNATURE:		
		
DATE:		
18/08/2016		

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