MANAGING CURRICULUM DELIVERY IN
SOUTH AFRICAN TVET COLLEGES:
A CASE STUDY

By

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DECLARATION

I, Angelona Rewhydah Williams, hereby declare that:

this dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the dissertation to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at UNISA for another qualification or at any other higher education institution.

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ABSTRACT

Technical and Vocational Education and Training (TVET) colleges represent a new landscape in the Department of Higher Education and Training's (DHET) service delivery. According to the White Paper for Post–School Education and Training (DHET 2013: 11), the main purpose of TVET colleges is to train young school leavers by providing them with the skills, knowledge and attitudes necessary for employment in the labor market. The TVET curriculum is, therefore, expected to address the numerous requests of an economic, social and environmental nature by helping youth and adults develop the skills they need for employment, entrepreneurship, promoting equitable, inclusive and sustainable economic growth and supporting transitions to green economies and environmental endurance (United Nations Educational, Scientific and Cultural Organization [UNESCO] 2016:4).

This qualitative study specifically explores how lecturers deliver the NC(V) curriculum with reference to the influence of lecturer qualifications, lecturer skills and abilities as well as the influence that teaching resources have on the delivery of the NC(V) curriculum. The research site was a TVET College, in the Eastern Province of South Africa. Data were gathered by means of individual and focus group interviews with 1 Official from DHET, 2 Campus managers and 12 post-level 2 and 3 lecturers selected by means of purposeful sampling. The findings were organized around the following key themes, namely planning, monitoring and evaluation of the NC (V) curriculum and tools and aids to deliver the NC(V) curriculum. Lastly, the study makes recommendations for the effective implementation of the NCV curriculum.

Key words: Curriculum delivery; Technical and Vocational Education; Teaching effectiveness.

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But thanks be to God, who in Christ always leads us in triumphal procession, and through us spreads the fragrance of the knowledge of him everywhere.
(2 Corinthians: 2-14)

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DEDICATION

I dedicate this dissertation to my late sister, Fatima Bussack and her children, Faghri and Shafeera who passed on 1 February 1998.

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LIST OF ACRONYMS AND ABBREVIATIONS

ANC	African National Congress
CHE	Council for Higher Education
CIHET	Commission of Inquiry into Higher Education and Training
CMEC	Council of Ministers of Education, Canada
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoE	Department of Education
ESLLs	English Second or Third Language Learners
FET	Further Education and Training
GPPET	Green Paper for Post-School Education and Training
HDC	Human Development Council of South Africa
HEQC	Higher Education Quality Council
HRDC	Human Research Development Council
ICS	Interim Core Syllabus
ICT	Information and Communications Technology
JET	Joint Education Trust
NC	National Certificate
NC(V)	National Certificate (Vocational)
NCS	National Curriculum Statement
ND	National Diploma
NDP	National Development Plan
NFC	National Foundation Certificate
NHD	National Higher Diploma
NMBMM	Nelson Mandela Bay Metropolitan Municipality
NPDE	National Professional Diploma in Education

NQF	National Qualifications Framework
NSFAS	National Student Financial Aid Scheme
OBE	Outcomes-Based Education
OECD	Organisation for Economic Cooperation and Development
PGCE	Post-Graduate Certificate in Education
PSET	Post-School Education and Training
PVC	Pre-Vocational Certificate
QCTO	Quality Council for Trades Occupations
SACE	South African Council for Educators
SAIDE	South African Institute for Distance Education
SAQA	South African Qualifications Authority
SI	Supplementary Instruction
SSS	Student Support Services
TET	Technical Education and Training
TQM	Total Quality Management
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNISA	University of South Africa's
VET	Vocational Education and Training
WBE	Work-Based Education
WFCP	World Federation of Colleges and Polytechnics
WIL	Work Integrated Learning

CHAPTER 1

SCOPE OF STUDY

1.1 INTRODUCTION

Schools, colleges, universities, workplaces, armed forces, prison services, community projects, charities, alternative provisions etcetera are education providers that provide various forms and levels of teaching and learning (Munna & Kalam, 2021:147).

This chapter presents a brief background of the study, the rationale for the study and the statement of the problem. A literature review is undertaken and the research design and methodology are discussed. Issues pertaining to ethical considerations are highlighted and key concepts used throughout the study are explained.

1.2 BACKGROUND OF THE STUDY

Technical and Vocational Education and Training (TVET) colleges represent a new landscape in the Department of Higher Education and Training's (DHET) service delivery. These colleges were formally known as Further Education and Training (FET) colleges during the restructuring of the college sector, which began in 2000 (Joint Education Trust [JET] 2013:20). By 2009, the restructuring had resulted in the establishment of 50 multi-campus colleges through a merger of 152 technical colleges (JET Education Services 2013:20). By 2030, the FET sector should cover roughly 25% of the age-relevant cohort, which suggests an increase in the current FET student population of about 300 000 to around 1.25 million by 2030 (National Development Plan [NDP] 2030 2012:40).

According to the White Paper for Post-School Education and Training (DHET 2013: 11), the main purpose of TVET colleges is to train young school leavers by providing them with the skills, knowledge and attitudes necessary for employment in the labour market. The White Paper also anticipates the development and support of an articulated post-school education and training (PSET) system that creates bridges between vocational and/or occupational programmes and academic programmes. Such programmes will be offered both vertically and horizontally, in such a way that students can continue with studies at the institutions of higher learning (DHET

2013:71). The TVET curriculum is therefore expected to address the numerous requests of an economic, social and environmental nature by helping youth and adults develop the skills they need for employment, entrepreneurship, promoting equitable, inclusive and sustainable economic growth and supporting transitions to green economies and environmental endurance (United Nations Educational, Scientific and Cultural Organization [UNESCO] 2016:4).

The Green Paper for Post-School Education and Training (GPPET 2012:22) confirms the DHET's commitment to National Certificate (Vocational) (NC(V)) programmes, as it recognises these programs' worth in general vocational learning. According to this paper, such education includes foundational subjects as well as access to learning that takes place in a practical way and which specialises in areas linked to aspects of the labour market (GPPET 2012:22).

The NC(V) vocational programmes are offered at levels 2, 3, and 4 of the National Qualifications Framework (NQF) (DHET 2011:1). The reason behind the current curriculum was to provide school leavers with the required foundation to access the workplace and become up-skilled towards specialised mid-level occupations (Field, Musset & Álvarez-Galván 2014:19; Human Research Development Council [HRDC] 2014:7). The practical component of study within these programmes may take place in the workplace or in simulated surroundings at the given TVET colleges (HRDC 2014:7).

Alsubaie (2016:106), argues that the most salient person in the curriculum implementation process is the teacher, since teachers are the ones who hold the required and relevant knowledge, experience and competencies that are central to any curriculum development effort. Better teachers support can, thus, equate to better learning, as teachers are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum into the classroom (Alsubaie 2016:106). Based on the valuable role that teachers play in the delivery of the curriculum, the objective of this study was to investigate how lecturers deliver of the current NC(V) curriculum.

1.3   RATIONALE FOR THE STUDY

According to Hollins (2015: iv), the quality of teaching practices determines the quality of students' learning. Darling-Hammond (2004:1065, in Hollins 2015: iv) further note that teacher quality is one of the most important determinants of student achievement. Nilsen, Gustafsson and Blömeke (2016:5) define teacher quality in terms of both teacher qualifications and characteristics (inputs) that influence teachers' instruction (process) and student outcomes (e.g., achievement and motivation). The NC(V) qualification was originally meant to be a general vocational qualification for young people completing Grade 9 (Human Research Development Council [HRDC] 2014:9). However, colleges allow, and even encourage, students with a matric certificate to register for the NC(V) programme as well (HRDC 2014:9). In addition to that, whilst the NC(V) curriculum was designed to accommodate and serve the educational needs of this cohort of students, it is expected to be aligned with the needs of the economy (RSA 2017:19).

In the Green Paper on FET (RSA 1998a), it is noted that one of the main challenges of the post-school system is the need to consider expand access to, and improve success in, education and training within the next 20 years for both youth and adults, regardless of whether or not they have completed school (DHET 2013:7). The curriculum therefore needs to address the needs of the learners, industry and community or society (HRDC 2014:6). Against the backdrop of increasing student enrolments, it has become necessary to investigate the readiness of lecturers to successfully deliver the NC(V) curriculum within the TVET classroom.

1.4   STATEMENT OF THE PROBLEM

The NCV curriculum has been questioned since its introduction (Gewer 2010:10). Despite numerous changes intended to improve the quality and efficiency of the colleges, they are still viewed as underperforming, perhaps even impenetrable to change efforts (Joint Education Trust [JET] Education Services 2016: viii).

During the unveiling of the government's Turnaround Strategy in November 2012, Dr. Blade Nzimande, Minister of Higher Education and Training, Science and Innovation noted that many TVET colleges were, at the time, not only under-performing, but were

failing to align the curriculum to the changing needs of the country's economy and its business (DHET 2012:1). Dr. Nzimande in the Imbizo Report on 14 November 2012 further stated that the Turnaround Strategy had a strong focus on improving lecturer qualifications, student pass rates and the overall quality of the teaching staff and systems (DHET 2012:1; DHET 2020:2). With specific reference to the *Turnaround Strategy for FET Colleges*, the DHET (2012) states:

> …many college councils and management structures have been dysfunctional and have not provided strategic leadership and guidance in colleges. These conditions create high levels of instability and undermine the effectiveness of the institutions (DHET 2012:3).

Oviawe (2018:78), further asserts that the delivery of quality TVET is dependent on the competence of the lecturers. Most lecturers possess the theoretical knowledge but lack the technical and practical skills (Field, Musset & Álvarez-Galván 2014:12; Oviawe 2018:78).

During an informal personal conversation with one of the managers of the NC (V) curriculum, it was confirmed that in order to deliver the NC(V) curriculum successfully, both technical as well as pedagogical skills are necessary. It was further noted that currently, however, many TVET college lecturers display confusion as to the most effective way to implement the curriculum, due to a lack of training and development in both technical and pedagogical skills.

Based on the preceding literature and the informal conversation, the researcher deemed it necessary to examine how lecturers are currently delivering the NC(V) curriculum by exploring the influence of lecturer qualifications, the skills and abilities of lecturers implore as well as how and which resources are used to deliver the NC(V) curriculum.

1.4.1 Aims and objectives of the study

The aim of this study was to explore the current implementation strategies aimed at improving curriculum delivery in TVET colleges. It is hoped that the practical contributions of this dissertation will lead to the TVET sector becoming the preferred choice for tertiary education. Specifically, the objectives of the study were to:

- Establish how professional qualifications, or the lack thereof, impact successful curriculum delivery.
- Understand how lecturers' skills and abilities influence the success of curriculum delivery.
- Determine how, and which resources are currently employed by lecturers to assist with curriculum delivery.

1.4.2   Research questions

The main research question for this study was: "How do lecturers manage curriculum delivery in South African TVET colleges?"

This main question gave rise to the following sub-questions:

- To what extent do TVET lecturers' qualifications impact curriculum delivery?
- What skills and abilities are employed by TVET lecturers to ensure effective and successful curriculum delivery?
- Which and how are resources currently employed to assist with curriculum delivery in South African TVET Colleges?

1.5   LITERATURE REVIEW

Snyder (2019:334), holds that consideration of prior, relevant literature is mandatory for all research disciplines and all research projects. A formal literature review is an evidence-based, in-depth analysis of a subject (Snyder 2019:334). There are a number of motivations for writing one and these will influence the length and style of your review, but in essence a literature review is a critical appraisal of the current collective knowledge on a subject (Winchester & Salji 2016:208).

The literature review conducted in this study focused on factors that influence how curriculum delivery is managed in South African TVET colleges. Attention was specifically given to factors pertaining to lecturer qualifications, lecturer skills and abilities and the impact of teaching resources used, as well as international and local perceptions pertaining to curriculum delivery. The next section represents an outline of a more in-depth literature review which is discussed in Chapter 2.

1.5.1 Global perspectives on curriculum delivery

Different studies around the world, revealed that different curriculum perspectives are held. In this section, the researcher focused on curriculum delivery perspectives in the United States of America, curriculum perspectives in Africa, as well as the developments after the first democratic elections in South Africa. Further discussions on global perspectives of curriculum delivery are discussed in Chapter 2.

Timothy and Erasmus (2013:62), describe the approach of curriculum delivery during the 1960s and 1970s in the United States as a rather aspiring and often complicated community-based approach. The drive for social change and justice associated with curriculum delivery was made particularly explicit in-service learning literature, which began to surface in Timothy and Erasmus (2013:64) work. At this point in the research, it was found that curriculum reform advocates tended to focus on the teaching and learning process, as well as the importance of active, experience-based learning. The debate surrounding pedagogy and the role of experience also began to affect the core liberal arts and other applied, practical disciplines (Timothy and Erasmus 2013:66).

According to Stanton and Erasmus (2013:73), in South Africa, service-learning development was shorter than in the United States. However, the speed at which the change towards service-learning took place was more dramatic that in the United States (Stanton & Erasmus 2013:73). In particular, soon after the fall of Apartheid and upon the country's first democratic election in 1994, the African National Congress (ANC) government's Ministry of Education issued the Education White Paper, in which the ministry outlined a specific programme aimed at the transformation of higher education (DHET 1997:6).

According to Deboer (2014:3), it is important to point out that curriculum development is not just a recurrent process. Society's values may move between a focus on the individual and social activism. This may influence what our educational goals are, but we do find out more about how students learn, and we do develop more effective ways of engaging students with important science content (Deboer 2014:3).

1.5.2 Curriculum delivery perspectives in Africa

The synthesis report on TVET teacher education in Africa presented by Grijpstra (2015:61), argues that additional training certificates (i.e., qualifications) have a positive effect on trainees' labour market positions. However, findings of a study conducted across five African countries have demonstrated that, in many instances, the curricula for prospective TVET teachers tend to be inadequate and often contain outdated technologies (Grijpstra 2015:61). Another problem that pertains particularly to Sub-Saharan African countries is the overall lack of resources assigned to TVET teacher education (Grijpstra 2015:61).

Udosen (2014:41), further asserts that most teachers operating within the higher education level in Nigeria tend to lack professionalism and the commitment required to translate the vision of the curriculum into reality. It is worth noting, however, that Nigeria – by means of its appropriate regulatory bodies – is providing relevant curriculum at the higher education levels (Udosen 2014:41). Yet, it is unclear whether or not the curriculum is being effectively delivered in a manner that will achieve the desired goals (Udosen 2014:41).

1.5.3 Post-1994 educational developments in South Africa

Since 1994, South Africa has undergone tremendous of educational change (du Plessis 2013:54). This change was necessary as a result of the problematic educational landscape that had been inherited by the first democratic government (du Plessis 2013:54). One of the main aims of the post-1994 education reform was to restructure education in such a way as to produce employable school leavers and graduates (Booyse, Le Roux, Seroto & Wolhuter 2011:279). In 1997, TVET colleges were regarded as a core component of the national skills development strategy put forward by the DHET (DHET 2014a).

One of the recommendations of the new institutional landscape document (Department of Education [DoE] 2001a) was to reform technical education and align it with the objectives of the South African National Qualifications Framework. Such changes would include creating a national framework of learning achievements; facilitating access to, and progression in, education training and career paths; and

enhancing the overall quality of education and training (South African Qualifications Authority [SAQA] 2001:9). In order to achieve this goal, the DoE (2006a), introduced the new NC (V) for FET colleges in March 2006. This curriculum was implemented in January 2007 (Gewer 2010:10; Madileng 2017:5).

The introduction of outcomes-based education (OBE) in South Africa also signified a momentous change in South African education (Booyse et al. 2011:280; Schmidt 2017:371). In particular, the new curriculum represented an approach of outcomes-based teaching and learning, with continuous assessments and moderation, along with a national summative examination set by the National Department of Higher Education Examinations and Assessments (SAQA 2015:15). Programme certification was and still continues to be, conducted by *Umalusi* (i.e., the Council for Quality Assurance in General and FET).

However, while, symbolically, outcomes-based curriculum brings South Africa to the global arena by offering a curriculum equal to that in Western countries, there were serious problems that need to be attended to internally (Schmidt 2017:374).

As a result, upon implementation of the approach, educators were concerned about the extent to which the state intervened in the curriculum process (Booyse et al. 2011:280).

Policy documents such as Green Paper on FET (RSA 1998a); White Paper 4 (RSA 1998b); the FET Act (98 of 1998) and the FET College's Act (16 of 2006) were developed to drive the transformation of the college sector. According to Bitzer (2009:13), this array of policies, which came into effect after 1994, was meant to bring hope to the nation by cutting across all sectors.

1.5.4   Definition of management

Much has been written about the concept of management and management models (Botha 2013:1; Bush & Glover 2016:2015). According to (Hellriegel, Slocum, Jackson, Louw, Staude & Amos 2012:7), the term 'management' refers to the process of achieving goals in an effective and efficient manner. Botha (2013:2), further argues that management relates to the acknowledgement of the knowledge, skills and competencies that managers require in order to offer high-quality leadership for

organisational effectiveness. The author also notes that management is an interactive and interdependent process (Botha 2013:2).

1.5.5   Theories of management

According to Mahmood, Basharat and Bashir (2012:512), management is considered the hub of any organisation. The knowledge of management theories is, thus, essential for successful management and leadership (Mahmood et al. 2012:512). Bush (2011: 40), also notes that 'formal models' is an umbrella term used to highlight the number of similar, but not identical, approaches to management. In particular, management theories emphasize the official and structural elements of an organisation (Bush 2011:40).

Bush (2011:40), also asserts that various formal models hold several common features. According to Bush (2011:41), seven basic features are present, to a greater or lesser degree, in each of the individual theories of management. Together, these features comprise the following formal models:

- Structural models;
- Systems models;
- Bureaucratic models;
- Rational models; and
- Hierarchical models (Bush 2011:41).

For the purpose of this current study, the researcher focused on the bureaucratic model. Per the bureaucratic model, all large organizations, including educational institutions, contain some bureaucratic elements (Hussain, Haque & Baloch 2019:158). For example, schools and colleges all have many bureaucratic features, including hierarchical structures that place the head teacher or principal at the apex (Bush 2011:49).

1.5.6   The impact of lecturer qualifications on curriculum delivery

Mgijima (2014:359), holds that poor throughput rates, high drop-out rates, low progression and poor completion rates amongst students within the current NC(V) programme in TVET colleges are symptoms of poor teaching and learning. At present,

there is a plethora of literature highlighting a correlation between the quality of educators and students and, by extension, the quality of the education system (South African Council for Educators [SACE] 2011:10). In his opening speech at the FET Summit 2010, the Minister of Higher Education, Science and Innovation, Dr. Blade Nzimande, recognised the challenge of poor learner performance when he mentioned that "quality interventions will include initiatives to improve management capacity, materials development and the introduction of formal qualifications for lecturers" (FET Summit Report 2010:5).

The fact that the policy document, *Norms and Standards for Educators in Schooling, 2000* (DoE 2000), did not, however, make specific provision for professional qualifications for TVET lecturers resulted in lecturers without a formal teaching qualification being employed by the TVET sector (Government Gazette 2013:6). This is evident when from 1991, professional qualifications for teachers in schooling – including 3-year national diplomas (NDs); 1-year national higher diplomas (NHD); and Bachelors in, for example, technology in Post-School Education and Training [PSET] (namely technical education, commercial education, home economics and natural sciences) – were recognised as valid for employment in TVET institutions (Government Gazette 2013:6).

As a catalyst for development of lecturer qualifications and due to varied qualifications being accepted as valid to gain employment at a TVET college, the policy related to professional qualifications for lecturers in TVET further contributes to the availability and development of quality lecturers for the TVET sector by establishing a set of suitable higher education qualifications (DHET 2013:3) These qualifications are: Diploma in Technical and Vocational Education Teaching, Bachelor of Education in Technical and Vocational Teaching and the Advanced Diploma in Technical and Vocational Teaching (DHET 2013:16). The Policy on Professional Qualifications for Lecturers in Technical Vocational Education and Training also make provision for post-professional qualifications. These are: Advanced Certificate in Technical and Vocational Education and Training, Advanced Diploma in Technical and Vocational Education and Training as well as the Postgraduate Diploma in Technical and Vocational Education and Training (DHET 2013:16). Furthermore, according to the White Paper for Post-School Education and Training (DOE 2014:5), lecturer workplace

experience (LWE) is also an integral part of all newly developed TVET lecturer qualifications, and incorporate anywhere between two and 20 weeks of LWE. The establishment of LWE aimed at:

- Positively impacting lecturers (i.e., developing, motivating, energising and enhancing lecturers' existing skills);
- Developing broader and deeper relationships between colleges and industry;
- Establishing a systematic approach that has specific phases (i.e., planning, engagement, reflection and integration – LWE is incorporated into lesson plans);
- Leading lecturers to take responsibility for industry engagement as part of their own professional development (DOE 2014:5).

1.5.7   Influence of lecturer skills and abilities on curriculum delivery

According to the Human Resource Development Council of South Africa (HRDCSA), the TVET system, which is located in a developmental state, is aimed at helping students secure sustainable livelihoods (HRDCSA 2014:10). In the medium- to long-term, South Africa's developmental needs include economic growth, equity and transformation. The system should, therefore, link education provisioning to the developmental needs of the country (National Development Plan 2030:17). The purpose of such a TVET system would then be to create opportunities for youth and adults to acquire skills, knowledge and values for life-long learning (HRDCSA 2014:12).

In addition, it should be noted that a teacher's own knowledge, professional skills and abilities cannot be enough for the whole period of his or her pedagogic activity (Abykanova, Tashkeyeva, Idrissov, Bilyaova, & Sadirbekova 2016:2200). According to Abykanova et al. (2016:2198), it is also paramount for teachers to have the ability and opportunity for self-education as well as professional and personal self-development. Krasnof (2016:2), holds that a teacher's opinion, conduct and assumptions are influenced by race, ethnicity, social class and language. Prospective teachers must narrowly look into their own socio-cultural identities and biases in the surroundings in which they teach so that they can be able to recognise inequalities of race, gender, culture et cetera (Krasnof 2016:2). The new education model, thus,

demand that teachers provide students with more than knowledge but also the ability to practice skills and abilities taught in ever changing economic conditions (Abaykanova et al. 2016:2199).

Lecturers need to be disciplined specialists as well as specialist teachers who fully understand the context in which they are working (Government Gazette 2013:13). This includes ensuring that lecturers have the necessary knowledge about what needs to be taught as well as determining how the subject matter can be taught and assessed in ways that effectively suit the context in which it is being taught. Such considerations include accommodating the learning needs of a diverse range of students. The Government Gazette (2013:13), highlights the following types of learning associated with the acquisition, integration and application of knowledge for lecturing purposes:

- Disciplinary learning;
- Pedagogical learning;
- Practical learning;
- Situational learning; and
- Fundamental learning (Government Gazette 2013:13).

Therefore, the core business of a TVET lecturer consists of planning and designing learning programs as well as facilitating and managing students' learning (JET Education Services 2013:41).

1.5.8   Resources employed by lecturers to assist with curriculum delivery

Education resources refer to all human, material, non-material audio-visual school environment and community materials available in an academic environment to facilitate school administration and simplify the teaching-learning process (Dangara 2016:30).

Hill, Blazar and Lynch (2015:2), argue that curriculum may be considered an institutional resource in that it is ordinarily selected and provided by the district or school and can embody broad-scale policy expectations into material resources, such as textbooks and guides, that students and teachers make us of in the classroom.

A crucial element that impacts the quality of every TVET system is the allocation of resources (Grijpstra 2015:62). This is evident when DHET released a list of various resources ranging from human to physical to agricultural used in the NC(V) programmes (DHET 2016:1). In 2003, South Africa's Council for Higher Education (CHE) commissioned a study to explore mechanisms that could be used to harness the best expertise in the country in order to develop high quality learning resources for widespread use in the higher education sector (South African Institute for Distance Education [Saide] 2005:1; DHET 2015:4). At the time of the study, a variety of approaches were used to obtain learning resources, including the purchase and use of existing resources, the adaptation and revisioning of existing resources and the origination of resources that were unobtainable or unsuitable for the context (Saide 2005:1). The study found that South Africa has to cope with under-resourced institutions and overstretched teaching staff (Saide 2005:1). Moreover, in 2015 the South African Council for Higher Education (2013:23), reiterated that adequate staffing, in terms of numbers and expertise, is an essential resource for implementing the new structure.

Based on the aforementioned study's findings, the South African educational landscape has since been guided by a number of policies, including the White Paper for PSET, which was published on 27 February 2014, the White Paper on the Reconstruction and Development Programme (1995) and the National Development Plan (NDP)-2030. Such policies highlight the attention to be given to the upskilling of (TVET) lecturers.

1.6   RESEARCH DESIGN AND METHODOLOGY

Study data can be either qualitative or quantitative in nature (Queirós, Faria & Almeida 2017: 369). According to Fred, Perry and Nichols (2015:78), these two types of data have their origins in different disciplines. Specifically, quantitative research has come primarily from the field of psychology, where there has been heavy emphasis on the use of statistics in order to make generalisations from samples to broader populations; thereby initiating quantitative methods. Conversely, most qualitative methods have originated from the fields of anthropology and sociology, which rely more heavily on verbal descriptions rather than numbers/quantities (Fred et al. 2015:78). Rahman (2017:102), holds that qualitative evidence is most often associated with the

interpretive paradigm, while quantitative research aligns more with the positive/normative paradigm.

For this current study, the researcher's intent was to explore the factors that impact curriculum delivery so as to improve curriculum delivery practices at South African TVET colleges. In order to meet this purpose, the researcher employed a qualitative research approach, which allowed the researcher to understand and get close to the phenomenon that was studied by making distinctions, generating and analysing empirical evidence (Aspers & Corte 2019:155). While qualitative data can be collated and aggregated so as to provide numerical responses, the actual strength of such data lies in the way that quoting directly from participants can offer a more intense and all-inclusive insights into the data analysis (Burton, Brundrette & Jones 2008:147; McGuirk & Phillip 2016:10).

Holliday (2016:6), argues that the qualitative mode enables researcher to explore, view, illuminate and then (attempt to) interpret parts of reality. Qualitative research is unstructured and exploratory in nature and based on samples that provide insights into and understandings of a given research problem (Suresh, Ronaldson, Berman & Krul 2008:253). The nature of this current study was, thus, exploratory and descriptive. Within the interpretive paradigm, the research process is underpinned by democratic principles that offer equal status to participants and welcome diverse perspectives (Burton et al. 2008:61).

The population of this study consisted of 15 participants (One official from DHET, two campus managers and 12 (post level 1 to 3) lecturers from a TVET college in South Africa. The method of selecting participants was random, purposive sampling. Purposive sampling involves purposefully and actively selecting participants who are 'information- rich' on the topic to gain deeper understanding of the phenomenon being studied (Hennink, Hutter & Baily 2020:92). Hennink, Hutter and Bailey (2020:92), hold that purposive sampling also allows for diverse interpretations of participants of a particular phenomenon and therefore strengthening the sample. Participant selection criteria included, but were not limited to, participants who were the agents of curriculum delivery at the institution and those who had been teaching at the institution. Such criteria ensured that participants had sufficient first-hand experiences regarding the journey towards the current TVET system.

According to Fred et al. (2015:55), a sample is the source from which data are drawn so as to answer a given research question(s) and/or to test a hypothesis(es). In most studies, sample cases are made up of human beings who are referred to as 'subjects' or 'participants' (Fred et al. 2015: 55).

1.6.2   Instrumentation and data collection techniques

Qualitative data can be collected in the following ways (Suresh, Ronaldson, Berman & Krul 2008:253; Yin 2011: 130; Barrett & Twycross 2018:63):

- Case studies;
- In-depth-interviews;
- Observations;
- Content analysis;
- Focus groups;
- Feeling and
- Collecting and examining (Suresh et al. 2008:253; Yin 2011:130; Barrett & Twycross 2018:63).

For this current study, the researcher used three individual interviews (Appendix E & F), two focus group interviews (Appendix G) and document analysis to gather relevant data. During the respective interview phases, the researcher used an audio-recorder to collect data, as this format allowed for a reversion to participant responses, as required, in order to accurately capture, analyse and present the data (Kabir 2016 :212). The researcher also made field notes during data collection, in addition to having a scribe who also took field notes to ensure that no information is lost during the conversations.

Some advantages of conducting in-depth-interviews are that researchers can gather a full range of honest information and develop relationships with participants and it helps to uncover more detailed and in-depth information than other data collection methods like surveys (Shuresh et al. 2008:257; Showkat & Parveen 2017:5).

1.6.3   Data analysis and interpretation

In order to analyse and capture data for interpretation, the researcher:

- Manually analysed the raw data;
- Interpreted the findings – according to Anderson and Pool (2009:27; Willig 2017:278), the process of data interpretation can involve summarising the data into a temporarily manageable length so as to categorise the information, identify themes and analyse and access findings. After summation, the researcher, for this current study searched for meanings within the data that related the study's findings to previous studies in order to determine whether or not the findings supported existing research; and
- Presented recommendations (see Chapter 5).

1.7   RESEARCH ETHICS AND ETHICAL CONSIDERATIONS

In a qualitative study, ethical considerations have a distinct plangency due to the in-depth nature of the study process (Arifin 2018:30).

The researcher applied and obtained ethical clearance from UNISA (Appendix H). The researcher also complied with the University of South Africa's (UNISA) policy on ethical clearance, which states that the rights and interests of human participants are to be protected by securing that their identities were protected and conveying to them that they have the right to choose not to continue participate in the study if they felt uncomfortable in any way.

The researcher for this current study sought the approval of the management of the chosen TVET College prior to arranging appointments to interview participants. Letters were then sent via email to the DHET, the selected TVET College and prospective participants in order to request their participation in the study. As part of these letters, the title and purpose of the research were clearly stated (Appendix D).

Furthermore, while the original target population consisted of one official from the DHET, three campus managers and 12 post-level 1 to 3 lecturing staff, all (potential) participants had the right to choose not to participate in the study. In this instance, one campus manager opted to not participate in the study. In order to guarantee voluntary

participation in this study, the researcher first ensured that participants were fully briefed via email with regard to the purpose and scope of the study. Participants were also informed of their right to withdraw at any point of the study without fear of retribution or liability.

The protection of participants' anonymity and confidentiality was strictly adhered to. Specifically, the researcher ensured strict confidentiality pertaining to the personal details and individual responses of those who chose to participate in this study by giving participants codes on the field notes from the various interviews. Such details and responses may only be divulged to a third party with the express written consent of the participant(s) concerned. The researcher also committed to not causing the participants any harm (e.g., physical, emotional, financial) as a result of their involvement in the study. Greater details in this regard are discussed in Chapter 3.

1.8   DEFINITION OF KEY CONCEPTS

1.8.1   Curriculum delivery

For the purpose of this study, it is important to understand what a curriculum entails. According to Udosen (2014:41), the term 'curriculum' embodies the "strategies, techniques, approaches, methods and resource media that teachers employ to facilitate learning". Lange (2017:32), concurs that curriculum is the process of betrothment of students and staff with understanding, behaviour and identity in different disciplinary conditions.

Curriculum is, thus, more than merely the government document that demarcate the subjects that are taught, it includes how the learning encounters within the subjects contribute to the attainment of the wider educational goals (Fleisch, Gultig, Allais & Maringe 2018:6).

1.8.2   Technical and Vocational Education

Technical and vocational education refers to an all-inclusive term referring to general education as well as the study towards an occupation specific curriculum. The outcomes of such curricula are to gain practical skills, attitudes, understanding and knowledge related to various occupations in

different sectors of the economic and social life (UNESCO-International Centre for Technical and Vocational Education and Training [UNEVOC]).

1.8.3 Teaching effectiveness

Teaching effectiveness is a complex and controversial concept (Marland 2007:9; Ko & Bakkum 2016 :11). Marland (2007:9), defines teaching effectiveness as:

> *"What teaching effectiveness is, varies according to time, place and the learners in the classroom. What is effective for one teacher will not work for another teacher. What is effective in Grade 1 will certainly not be effective in Grade 6 or Grade 12. What is effective in this era will not be effective in the next. Teaching effectiveness varies from teacher to teacher, class to class and from one era to the next"* (Marland 2007:9).

Ko and Bakkum (2016:13), cement this definition when they refer to teacher effectiveness as the focus on student outcomes and general behaviour of teachers in terms of classroom practices to ensure better student outcomes.

In order for a teacher to be effective, he or she should be knowledgeable, enthusiastic, confident, optimistic, effective in communicating, committed, compassionate, curious, patient and persistent, willing to share and collaborate, resourceful and inventive, well organised, ethical and reflective (Kivunja 2014:38).

1.9   CHAPTER OUTLINE

This current study is divided into five chapters.

Chapter 1 outlined the scope of the study, the problem statement, the research aims and objectives, the research questions and the research methodology.

Chapter 2 comprises the theoretical framework and literature review. The review of the literature revolves around the impact of lecturer training with regard to curriculum delivery and the impact of lecturer skills and abilities on curriculum delivery. The researcher also elaborated on which and how resources are used by lecturers ensure successful curriculum delivery.

Chapter 3 presents this study's research methodology and design.

Chapter 4 focusses on the research results and the discussions of the findings of the research.

Chapter 5 offers conclusions and recommendations related to the study. Recommendations for possible future research are also presented, along with the limitations of this current study.

1.10   CONCLUSION

This first chapter offered discussions on the research questions, along with the aims and objectives of the study. The chapter also provided the rationale for the study. In the next chapter, the researcher highlights the different theories and extant literature that informed this current study.

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1   INTRODUCTION

The previous chapter offered a brief background of the TVET sector, along with the reasons as to why this current study is important. The statement of the problem was discussed and the aims and objectives clearly defined so as to address the main research question: "How do lecturers manage curriculum delivery in South African TVET colleges?"

Henceforth, this chapter specifically reviews literature pertaining to how lecturers manage curriculum delivery at TVET colleges, globally. This chapter elaborates on the different role-players and organisational structures involved in, as well as the influence that financial resources have on curriculum delivery. The researcher also explores literature regarding the various challenges experienced during curriculum delivery at TVET colleges in South Africa. In this present chapter, the researcher discusses the theories that guided and supported this study.

2.2   THEORETICAL FRAMEWORK

Grant and Osanloo (2018:13), state that a theoretical framework is the 'blueprint' for an entire dissertation investigation. Grant and Osanloo (2018:13), further argue that a theoretical framework serves as the guide which researchers use to underpin their studies. This framework also provides the necessary structure for defining how researchers will philosophically, epistemologically, methodologically and analytically approach the dissertation as a whole (Grant & Osanloo 2018:13). Adom, Hussein and Agyem (2018:2), concur with this notion by stating that the theoretical framework provides guidance to the researcher and should reverberate with every element of the research process from problem statement through to the literature review, methodology, presentation and discussion of the findings and recommendations. Similarly, Collins and Stockton (2018:2), describe 'theory' as being symbiotic with humans' actions and dispositions. According to Collins and Stockton (2018:2), a theory generally represents a 'big idea' that organises many other smaller ideas with a high degree of explanatory power. Theory (or methodology) also provides a pathway to

researchers so that they can make sense of what methods could actually assist them in answering the relevant research questions (Collins & Stockton 2018:2). The various theories present within educational research reflect the different ways of comprehending and making sense of events and behaviours in TVET colleges. Hence, theories demonstrate different origins and epistemologies (Collins and Stockton (2018:2).

For this study, detailed references are made to the following theories: 1) quality management theory, 2) general systems theory, 3) instructional leadership theory and 4) democratic governance theory. These theories are utilised, conjointly, as the lens through which to understand the main research question, as well as the following sub-questions:

- To what extent do TVET lecturers' qualifications impact curriculum delivery?
- What skills and abilities are employed by TVET lecturers to ensure effective and successful curriculum delivery?
- Which and how are resources currently employed to assist with curriculum delivery in South African TVET Colleges?

2.2.1 Total quality management theory

Elshaer (2014:3), argues that while the term 'quality' is widely propagated by practitioners and academics, there is no generally agreed upon definition thereof. Historically, Total Quality Management (TQM) first emerged through the contributions of 'quality gurus', such as Deming and Juran, in Japan, after the Second World War (Ishikawa 1985:44; Neyestani 2017:2). Then, Crosby, Feigenbaum, Ishikawa and others developed this management technique as a means of fostering improved business quality within organisations (Ishikawa 1985:44; Neyestani 2017:2).

TQM tend to assist firms in continuously improving the performance of the organisation in order to satisfy customers and survive in the market (Neyestani & Juanzon 2016:33). Neyestani (2017:2), holds that TQM is a set of opinions and ideas aimed at improving the quality of products and/or services, widely termed "management philosophy". Elshaer (2014:6), further asserts that 'quality' consists of a set of inherent

features which consistently fulfil the continuously changing needs of an organisation's customers and other stakeholders.

According to Mitra (2016:12), quality control may generally be defined as a system that maintains a desired level of quality through feedback regarding product and/or service features, as well as the implementation of remedial actions to address cases of deviations from a specified standard. Talib (2013:3), argues that the philosophy of TQM is one of the most popular and often recommended approaches to quality assurance. This philosophy is aimed at integrating all organisational functions (i.e., top management; head office; factories; and individual departments, such as production, design, technical, research, planning, market research, administration, accounting, materials, warehousing, sales, servicing, and general affairs must work together) (Talib 2013:3). Such integration is focussed on meeting and exceeding customers' requirements and organisational objectives (Talib 2013:3). Furthermore, TQM delights customers (both externally and internally) by satisfying their needs on a continuous basis, as this approach involves everyone within an organisation working for continuous improvement in all products and/or processes by applying of a problem-solving methodology (Talib 2013:3).

2.2.1.1 *The meaning of quality*

Buntak, Adelsberger, and Nad (2012:274), explain that most definitions of 'quality' take, as a starting point, consumer requirements as a goal that needs to be accomplished. Therefore, to each individual, the concept of quality represents an interrelation between wishes and expectations on one side and financial possibilities on the other (Buntak et al. 2012:274). Ehsani (2015:53), further notes that the quality of a product can be viewed as "the customer's perception of the overall quality or superiority of the product or service with respect to its intended purpose, relative to alternatives".

Buntak et al. (2012:274), state that in spite of numerous definitions of quality, the term cannot be defined as a relative category, since it clearly positions each product and/or service on and within a particular market. In the technical sense, then, quality has two meanings: 1) characteristics of a product and/or service that have the capability of

meeting the determined or assumed requirements of stakeholders, and 2) a 'flawless' product or service (Buntak et al. 2012:274).

According to Mukhopadhyay (2020:6), defining quality in education is difficult because it deals with the most sensitive creatures on earth – human beings. Mukhopadhyay (2020:7) posits that compared to finished industrial products, humans' education is ongoing and continues until a person's last breath (Mukhopadhyay, 2020:7).

2.2.1.2   *Quality management process*

In order to ensure the effective management of quality, the focus should not only be on the quality of the product and/or service itself. Rather, focus should also be placed on attaining it (Ahire 1997; Prajogo & Sohal 2006; Kaynak 2003).

Total Quality management uses management techniques and tools in quality assurance and control processes so as to attain the consistent quality of products and/or services (Ahire 1997; Prajogo & Sohal 2006; Kaynak 2003).

Therefore, in order to survive competition, organisations need to improve the quality of their products and/or services (Rao, Kumar & Aitahal 2015:1). According to Ngambi and Nkemkiafu (2015:69), several principles have been identified for successful TQM practices, which include top management commitment, customer focus, supplier relationship, benchmarking and quality. It is critical, therefore, that senior managers show a strong commitment to continuous quality improvement, create a supportive environment and manage change in a strategic and systematic way (Mosadeghrad 2014:549). TQM is also crucial to the process of satisfying customers' needs (Chaudary, Zafar & Salman 2014:1). Thus, the researcher for this current study opted to investigate the quality of curriculum delivery in TVET colleges according to TQM.

2.3   GENERAL SYSTEMS THEORY

Adams (2012:218), proposes that systems theory is a unified group of specific propositions that are brought together as a means to assist researchers in comprehending systems. Furthermore, Adams, Hester, Braley, Meyers and Keating (2014:115), define 'theory' as a unified system of propositions made with the purpose of achieving some form of understanding that provides an explanatory power and

predictive ability to researchers. Systems theory is, thus, a holistic theoretical framework that takes into account the interrelationships and interdependence of and between various parts of a single system (Adams et al. 2014:115). This theory also highlights the relationship(s) between systems and their environments, as individual parts do not give rise to a single system (Hammond 2003:11; Turku 2016:34). Ludwig von Bertalanffy's General Systems Theory envisages a system of states that have "organic" and "holistic" features (i.e., features that are not found separately in their individual states, but rather individual parts that interact within the framework of an overarching, holistic system) (Turku 2016:34).

It should be noted, however, that even within systems theory itself, interdependence amongst components (i.e., parts of a system) appears to be taken for granted (Bracken 2012:102). According to Bracken (2012:102), individual systems function according to their own internal rules of operation and, thus, on one level, are closed off from one another. Bracken (2012:102), further notes that at the same time there are, however, operatives within systems theory that give rise to the phenomenon of structural coupling, which can be understood as "a state in which two systems shape the environment in such a way that both depend on the other". Hence, general systems theory is, geared towards establishing commonality of method, rather than commonality of content (Bracken 2012:102).

In the case of this current study, the researcher was interested in better understanding how different systems within the TVET sector influence curriculum delivery in South Africa; thereby making the systems theory a valid option in which to frame the research.

2.4 INSTRUCTIONAL LEADERSHIP THEORY

There are many leadership styles represented in higher education (Smith, Minor & Remaly 2017:46). These varieties have led to a significant amount of research regarding relationship between instructional leadership and different organisational variables (Smith et al. 2017:46). In this regard, research pertaining instructional leadership, which is indispensable for schools and educational systems, is on the increase, although it remains a relatively new concept (Sisman 2016:1764).

Instructional leadership represents a model of school leadership in which a principal works alongside teachers to provide support and guidance in establishing and mastering best practices in teaching (Brolund 2016:42). Brolund (2016:42), states that instructional leaders determine and communicate a clear vision and objectives for their schools that focus on high student achievement and excellent instruction. Such leaders also manage resources for their schools and ensure that teachers have access to everything required to provide the best possible instruction for students (Brolund 2016:44).

2.4.1 Distinguishing leadership and management

Bârgău (2015:181), asserts that it is imperative to understand the difference between leadership and management, as both are considered necessary. While the terms 'leadership' and 'management' are often used interchangeably, they are, in fact, two distinctive and complementary processes (Bârgău 2015:181). On the one hand, the definition of management is to exercise executive, administrative and supervisory direction of a group or organisation (Bârgău 2015:182). Since management responsibilities are generally much more task-oriented than some leadership functions, one important way to operationalise effective management is to consider certain necessary skills (Bârgău 2015:183). Skills are different from traits or characteristics in that they relate to the ability of individuals to employ their knowledge and competences in order to attain a set of objectives (Bârgău 2015:183).

Hassan and Sanusi (2015:85), argue that, on the other hand, leadership relates to dynamic behaviour. The meaning of the word 'leadership' denotes the idea of getting others to want to follow, or getting others to follow, or getting others to want to perform a task, without being forced (Hassan & Sanusi 2015:85). Thus, the concept of leadership is related to a relationship that enables an individual to influence the attitudes and behaviours of others (Hassan & Sanusi 2015:85). This understanding implies that leadership cannot be divorced from the activities of a group and/or teamwork (Hassan & Sanusi 2015:85).

Various role-players are active during the delivery of the NC(V) curriculum in TVET colleges in South Africa. In this current study, the researcher investigated and elaborated on the different roles of these stakeholders, such as the roles of

management, as well as lectures in ensuring the effective delivery of the curriculum in TVET in South Africa.

2.5   DEMOCRATIC GOVERNANCE THEORY

Sigman and Lindberg (2019:595), state that the concept of equality occupies a central place in democratic theory. Much earlier theorising about democracy was based on the idea that individuals are not inherently unequal, as former aristocratic systems suggested (Sigman & Lindberg 2019:595). Democracy appears in both thick and thin conceptions, depending on how many, or which, attributes they fulfil (Nilsson & Carlsson 2014:661). According to Nilsson and Carlsson (2014:661), democracy requires a supportive economic environment, as well as a certain degree of social cohesion and political consensus.

In recent years, educational organisations have begun to be led by more sharing and direct participation by members and democratic principles (Shava & Tlou 2018:279). Furthermore, the Democratic Governance Theory expounds upon the importance of governance in all issues of public service delivery and accessibility to resources (Nuhu & Chakupewa 2017:284)

2.5.1   Definition of democracy

Beane (2019:1), describes democracy as being committed to creative individuality, wherein people have the right to think for themselves, be fully informed about the important issues of the day, hold beliefs of their own choosing, have a say in what and how things are done, pursue personal aspirations and growth, be free from oppression and experience just and equitable treatment. In addition, democracy is committed to social responsibility, which relates to individuals understanding their obligation to collaborate in resolving community problems; seek accurate information about social and political topics; promote justice and equity; and act in ways that generally enhance the quality of social, political and economic life of the larger society (Beane 2019:1).

2.5.2 Definition of Governance

Inghels, Van Heerden and Van Jaarsveldt (2019:1), clarify the term 'governance' as relating to the manner in which Government is managed, organised, and controlled. This definition entails:

- The maintenance of law and order;
- The defence of society against external enemies; and
- The advancement of what can be said to be the welfare of the group, community, society, or state.

Cheema and Popovski (2010:8), further note that governance entails the process of interaction between three sets of actors, namely the state, civil society and the private sector, in making political, administrative, economic and social decisions that affect citizens. In South Africa's current democratic dispensation, the TVET curriculum forms part of changes in curriculum delivery. Hence, the researcher sought to understand how the need for change influenced curriculum delivery within the South African context.

2.6 LITERATURE REVIEW ON GLOBAL PERSPECTIVES ON CURRICULUM DELIVERY AT TVET COLLEGES

Drawing from the work of Morris and Powell (2013:1), secondary education can be regarded as the 'watershed' of the education continuum, as it is positioned between compulsory primary education and the world of higher education, training and work. Hence, a curriculum's content at this level should be enriched and be culturally sensitive towards the holistic and relevant development of students (Morris & Powell 2013:1).

The ever-changing needs of the world of work call for changes within TVET curriculum delivery (UNESCO-UNEVOC 2017:1). Such changes need to be enacted through a reformed pedagogical approach to TVET; namely one that integrates technologies and tools that enable students to be exposed to industrial standards and needs, improve the quality of their learning outcomes and facilitate the acquisition of 21st century skills (UNESCO 2017:1).

2.6.1. Curriculum delivery in China

In his speech at the 2012 World Federation of Colleges and Polytechnics (WFCP) Congress, the Secretary-General, Dr. Jiang Bo, indicated that, in the education field, China had the world's largest education system. The Chinese education system involves pre-school education, 9-year compulsory education, high school education, and tertiary-level education (WFCP 2012:3). Vocational education is also provided through separate secondary schools and tertiary institutions, rather than through vocational programmes within a general secondary school or community-type college (UNESCO 2015:14-15).

2.6.2 Curriculum delivery in Finland

Radday (2016:1), explains that there is an almost equal split between students who choose to go to vocational school and general upper-secondary school (i.e., the traditional high school) in Finland. The idea of *choice* is central (per the previous sentence), since it offers one of the most important reasons for why vocational education succeeds in Finland in ways that it does not in other countries (Radday 2016:1). Specifically, the vocational qualifications framework and individual qualifications offered in Finland are developed in cooperation with the world of work and other key stakeholders in order to ensure that the qualifications support students' flexible and efficient transitions into the labour market, as well as occupational development and career change (Finnish National Board of Education 2010:7). According to the noted frameworks, qualification requirements determine: the units included in each qualification, any possible study program or competence areas made up of different units, the composition of the qualification itself, the vocational skills requirement, the guideline for assessments and the methods for demonstrating vocational skills (Finnish National Board of Education 2010:7).

2.6.3 Curriculum delivery in Canada

Canada does not have a national curriculum; rather, the provincial governments are responsible for establishing their own, ministry-established common curriculum (UNESCO-UNEVOC 2013:5). *Learn Canada 2020* is a vision for learning that encompasses a framework that the provincial and territorial ministers of education, through the Council of Ministers of Education, Canada (CMEC), use to enhance the

country's education and learning opportunities. This vision aims to address the educational needs and aspirations of Canadians, as well as the current and most pressing learning issues facing students. TVET colleges, which in Canada are often referred to as 'skills development' and/or 'adult learning' institutions form one of the four pillars of *Learn Canada 2020* (UNESCO-UNEVOC 2013:5).

2.6.3.1   Formal TVET Systems

According to UNESCO-UNEVOC (2013:8), the formal TVET system in Canada refers to a multi-year program, or series of courses, that provides specialized instruction in a specific skill-set or trade. This type of system is intended to lead students directly into a career related to the programme in question, which is based on the acquired skill-set or trade (UNESCO-UNEVOC 2013:8). TVET programmes may be offered in secondary schools, at the post-secondary level, in public or private colleges, in the workplace, or through apprenticeship programs (UNESCO-UNEVOC 2013:8).

At the secondary level, vocational courses may be offered at separate, specialized schools, or as optional programmes in schools that offer both academic and vocational streams. Such courses are usually offered in Canada during the last 2 years of secondary school. During these last 2 years, more optional courses are available to students and they are able choose between different specialised programs that prepare them either to enter the job market or to enroll at university or post-secondary colleges (UNESCO-UNEVOC 2013:8).

2.6.3.2   Non-formal and informal TVET systems

Non-formal education exists in the form of a broad range of activities, such as structured training, courses, seminars and workshops. Adult training for job-related skills can take place in a variety of locations, such as education institutions, community centres, private businesses, schools and employers' premises. Adult education and training for the labour force is, however, primarily provided by colleges (UNESCO-UNEVOC 2013:9).

2.6.4   Curriculum delivery in Tanzania

TVET is an integral part of the education system in the United Republic of Tanzania and aims to guide and promote the cultures, customs and traditions of that country (UNESCO 2016:5). In the Tanzanian context, TVETs have been officially established and specified by Parliamentary Acts. For example, the College of Business Education was established by the Act of Parliament (31 of 1965) (Mbise 2015:4).

According to Mbise (2015:5), the TVETs in Tanzania are regulated by a single body, namely the National Council of Technical Education. The distinction between technical education and training (TET) and vocational education and training (VET) is also maintained in throughout the country (Machumu 2015:2). UNESCO (2016:8), found that VET centres offer programmes in, for example, masonry and bricklaying, carpentry and joinery, welding and fabrication, electrical installation, secretarial duties, airfare and ticketing and tour guiding. Students can opt for a 2-year training programme in vocational and crafts training, which is offered at both district and regional vocational and technical institutes (UNESCO 2016:8). Alternatively, students can complete a 3-year course at an advanced level at a university, college, or tertiary-based institution (UNESCO 2016:8).

2.6.4.1 Non-formal and Informal systems

In Tanzania, non-formal and informal TVET systems are offered through different means, including:

- Lifelong learning education programmes; and
- Adult education programmes, such as vocational training through distance learning, development colleges, and university departments and institutes (UNESCO 2016:8).

2.6.5   Curriculum delivery in Zimbabwe

The Rationalisation of Vocational and Technical Education was developed in 1990 and sets the framework for TVET in Zimbabwe (UNESCO-UNEVOC 2012:5). The Education Act (5 of 1987) is the main document that guides primary and secondary education in the country (UNESCO-UNEVOC 2012:5). As espoused in a report on

TVET education released by the Ministry of Higher and Tertiary Education (2015:15), Zimbabwe's technical and vocational curricula developed with a view towards producing artisans, technicians and technologists in areas that the then only university in the country could not offer. In engineering, these curricula related to areas such as automotive engineering, fitting and turning and fabrication.

Primary education commences at the age of 6 and lasts for 7 years (UNESCO-UNEVOC 2012:7). Secondary education is then split into two levels, namely a 4-year ordinary and a 2-year advanced level (UNESCO-UNEVOC 2012:7). In addition to the conventional subjects, students are required to offer a minimum of two technical and vocational courses in the first 2 years of secondary education (UNESCO-UNEVOC 2012:7). Depending on students' performance, they are consequently required to follow either an academic or technical and vocational education path (UNESCO-UNEVOC 2012:7).

2.6.5.1 Levels of TVET education in Zimbabwe

As recommended by the 1990 policy, Zimbabwe's vocational and technical education was structured into five levels, namely:

- Pre-Vocational Certificate (PVC);
- National Foundation Certificate (NFC);
- National Certificate (NC);
- ND; and
- NHD (Gwembire & Katsaruware 2013:1).

According to UNESCO-UNEVOC (2012:7), skills training in Zimbabwe is also provided through enterprise-based or on-the-job training. In these cases, companies train their employees in company-run training schools, or provide in-house training by hiring external trainers who tailor their courses according to company needs (UNESCO-UNEVOC 2012:7). Informal apprenticeships have also been highlighted as the traditional form of skills training across Africa (UNESCO-UNEVOC 2012:7).

In line with world trends in TVET, Zimbabwe's Ministry of Higher and Tertiary Education, Science and Technology Development adopted Competency-Based

Education and Training in 2016 as a vehicle to produce practical-orientated graduates from public and non-governmental TVET institutions (Monda 2017:1).

2.7 DIFFERENT FORMS OF CURRICULUM DELIVERY AT TVET COLLEGES IN SOUTH AFRICA

There are various definitions of 'curriculum', based on different conceptualisations, philosophical orientations and ideologies (DHET 2017:10). The *National Policy on Curriculum Development and Implementation in Community Education and Training Colleges* describes curriculum as a statement of: intended outcomes to be attained, what knowledge content is to be acquired, which competencies and skills are to be developed and the levels of performance that are required from students (DHET 2017:10).

2.7.1 Before the democratic dispensation

According to Buthelezi (2018:2), education reform in South Africa was the outcome of the country's exposure to 46 years of authoritarian Apartheid governance, which brought imbalances and inequalities to all spheres of people's lives, including education. Educational institutions were racially divided, with a bigger budget spent on educating White children, at the expense of Black children (Buthelezi 2018:2). Monnapula-Mapesela (2009:11), further espouses that due to the political situation early in the 20th century, White universities were established in South Africa on the basis of the language of tuition. This linguistic segregation resulted in a classification of historically White Afrikaans and historically White English universities (Monnapula-Mapesela, 2009:11; Mzangu 2019:9).

Apart from language differentiation, there was also a distinct divide between the academic, intellectual and socio-political cultures and epistemic alliances of the time (Monnapula-Mapesela 2009:11). For example, the establishment of Black universities was justified in the extension of the University Education Act of 1959 (Monnapula-Mapesela 2009:12). However, these Black universities had to adopt the same curricula and management models used by Afrikaans universities (Monnapula-Mapesela 2009:12).

2.7.2 Curriculum delivery in TVET colleges in the new democracy

The technical vocational education and training discourse in South Africa is inextricably linked to a distinctive set of major policies issued by the post-apartheid government, since the advent of democracy in 1994, which envisions the future state of the country (HRDC 2014:8). Since 1994, South Africa has had several national curriculum frameworks (Le Grange 2017:114). The change from the initial content-based Interim Core Syllabus (ICS) to an Outcomes-based National Curriculum Statement (NCS) represented a major shift in approach to the curriculum (le Grange 2017:114). Le Grange (2017:114), elaborates that the introduction of OBE, a principle upon which the NCS (and its earlier iteration, Curriculum 2005) was based, provoked vociferous discussion amongst educationists in South Africa with regards to its merits.

According to Buthelezi (2018:8), unintended outcomes were observed, as prescribed curricular frameworks were modified and re-interpreted by lecturers. Many colleges also did not wholly respond to the government's call to completely phase out the old National Accredited Technical Education Diploma (NATED) curriculum (Buthelezi 2018:8). Instead, many colleges opted for the co-existence of the old and the new (that is, running NC(V) programmes fulltime and moving NATED programmes to part-time classes in the afternoons or weekends) (Buthelezi 2018:8).

2.7.3 Technical Information about the NC(V)

The NC(V) is a set of qualifications registered within the NQF at levels 2, 3, and 4 (Umalusi 2016:4). According to the Umalusi Council for Quality Assurance in General and FET (Umalusi 2016:4), each level of the qualification represents an exit level, meaning that a certificate is issued for each level that is successfully completed. However, the NC(V) also functions as if it were a 3-year qualification (Umalusi 2016:4). In order to obtain an NC(V) Level 4 certificate, each of the prior levels must be passed (Umalusi 2016:4). Figure 2.1 presents a breakdown of the NC(V) qualifications, while Table 2.1 details the programmes offered within the NC(V).

Grade 9 → Grade 10 → Grade 11 → Grade 12 → NC(V) 2 = NQF2 → NC(V) 3 = NQF3 → NC(V) 3 = NQF4
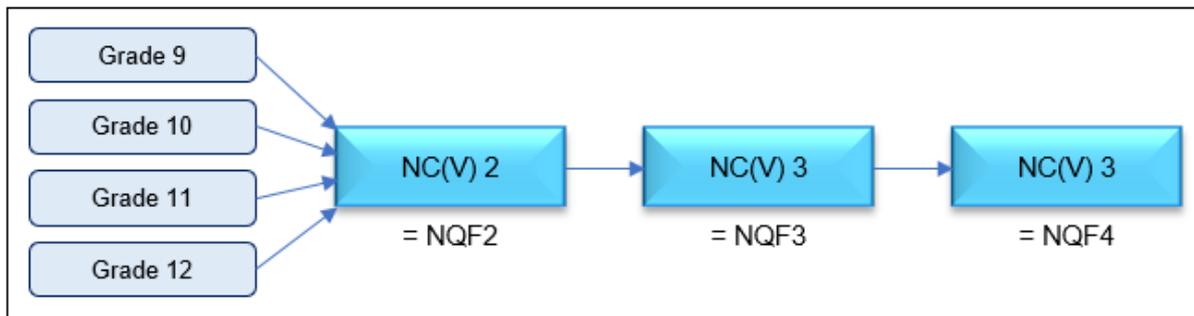
Source: HDC (2014:7)

Figure 2.1: Current pathways into a TVET college for the NC(V) program

Table 2.1: NC(V) programmes offered

PROGRAMME	PROGRAMME
• Civil Engineering and Building Construction • Drawings • Office Practice • Education and Development • Electrical • Infrastructure Construction • Engineering and Related Design • Finance, Economics and Accounting • Hospitality • Information Technology and Computer Studies	• Management • Marketing • Mechatronics • Office Administration • Primary Agriculture • Primary Health • Process Instrumentation • Process Plant Operations • Safety in Society • Tourism • Transport and Logistics

Source: Umalusi (2016:5)

According to the HRDC (2014:7), students must offer the three compulsory subjects, namely Language, Mathematics or Mathematical Literacy and Life Orientation, as well as four vocational subjects in order to meet NC(V) requirements. Of the four vocational subjects, three are usually mandatory, while the other can come from a pool of choice subjects (HRDC 2014:7).

2.8 IMPLICATIONS OF RESTRUCTURING THE TVET SECTOR ON TEACHING AND LEARNING

Teaching and learning are never neutral (CHE 2016:142). One of the explicit demands placed on both teaching and learning in post-Apartheid South Africa is that these processes must contribute significantly to the pursuit of social justice (CHE 2016:142). Furthermore, the White Paper on Higher Education of 1997 specifies that higher education has a particular role to play in the restructuring of an unequal society (CHE 2016:141).

As from 2002, the Ministry of Education has employed a series of institutional mergers to redress the inequality of the public higher education landscape under Apartheid (CHE 2016:151). These mergers resulted in institutions with very different histories needing to forge a shared academic identity, which was claimed by many as having potentially harmful effects on teaching and learning (CHE 2016:151). While the extant literature on these noted mergers has focussed on issues of governance and the ways in which management was elected, the implications of and on teaching and learning have been less researched, despite the concerns raised (CHE 2016:151).

The national policy outlined in White Paper 3 on Education notes that differentiation is a goal in the South African educational landscape, as it promises better opportunities for the sector to fulfil the multiple and expanding objectives set for higher education (CHE 2016:153). Such objectives include fairer and wider access to education, a better range of qualification types, improved accountability, a clearer set of stakeholders and more streamlined and directed allocation of resources (CHE 2016:153). Additionally, according to the NDP (2012:230), the college sector is intended as a pathway for those who do not follow a traditional academic path; yet, this avenue suffers from a poor reputation due to a low rate of employment of college graduates.

The NDP (2012:316), also asserts that the South African post-school system has not been effectively designed to meet the skills development needs of either the youth or the broader economy. The Plan has further reported that approximately three times as many students enter universities each year compared to those entering colleges (NDP 2012:316).

2.9 ROLE-PLAYERS IN CURRICULUM DELIVERY

Wedekind (2016:4), remarks that the complexity of education systems has led to multiple role-players having a direct role in curriculum processes. In the case of vocational and occupational programmes, these role-players include employers at the local, national and multinational firm levels through to employer associations (Wedekind 2016:4). Other role-players include professional bodies – for example, Umalusi, Quality Council for Trades Occupations (QCTO), the Higher Education Quality Council (HEQC) as well as the curriculum and examination sections of the DHET (Wedekind 2016:4). Regional offices, vocational teachers and textbook writers and publishers also play a critical role in curriculum delivery (Wedekind 2016:4).

For the purpose of this current study, the sample consisted of one participant from DHET, two campus managers and 12 post level 1 to 3 lecturers. The researcher was, thereby, able to highlight the roles played by the DHET, college management and lecturers in curriculum delivery at the chosen TVET College.

2.9.1 Department of Higher Education and Training

Reforms after 1994 have seen the emergence of a nationally coordinated training and qualification system, reforms in the college-based provision of training, as well as a joint industry-labour-based model of training that employs competency-based models (Chrisholm 2009:5). The DHET holds its contribution to this education reform in high esteem, as its mandate derives directly from the Constitution of the Republic of South Africa (1996:1257), which promotes education at all levels. This mandate has also been reinforced in a number of additional Acts, including the Continuing Education and Training Act (16 of 2006) and the National Student Financial Aid Scheme Act (56 of 1999), which provides for the granting of loans and bursaries to qualifying students.

In addition to these two noted Acts, the NQF Act (67 of 2008) provides for the management of the NQF via level dispensation and related matters. This Act also allows for the quality assurance of qualifications, which are required on the sub-frameworks of the NQF. Then, the Higher Education Act (101 of 1997) provides for a unified and nationally planned higher education sector, along with the statutory Council on Higher Education (CHE) (DHET 2018:17).

2.9.2   College Management

Grogan (2013:83), notes that effective educational leaders aspire to promote better teaching. A 2011 Organisation for Economic Cooperation and Development (OECD) report also makes reference to how leadership is important, since leaders (e.g., campus managers) play a key role in improving campus outcomes by influencing the motivators and capacities of teachers, as well as the campus climate and environment. Furthermore, the Systemic Audit of FET Colleges in the Eastern Cape report issued by the DHET in 2010 stated that in world-class organisations, excellent leaders were found to facilitate the development, adoption, and implementation of their institutions' mission and vision. Such leaders also develop the values required for the long-term success of the organisation, and implement these by means of suitable actions and behaviours (DHET 2010:19).

College management also carries a key responsibility for ensuring that enough teaching resources are provided so that quality teaching and learning take place (DHET 2018:4). Additionally, management is responsible for providing the necessary guidance and institutional policies for institutional efficiency and effectiveness in the delivery of education and training (DHET 2018:4).

2.9.3   Lecturers

Thorough knowledge of the domain or discipline, as well as the expected outcomes in the intended curriculum, are foundational to professional practice (Klennowski & Wyatt-Smith 2014:57). Teachers' knowledge of the domain or discipline, as well as of the official material presented in the intended curriculum are of further importance (Klennowski & Wyatt-Smith 2014:57). The work performed by educators includes core duties ranging from scheduled teaching time, relief teaching and pastoral duties, to the planning and preparation of assessments and lessons, as well as the evaluation of students (Government Gazette 2016:18).

2.10 THE LECTURER AS IMPLEMENTER OF CURRICULUM DELIVERY IN TVET COLLEGES

2.10.1 Vocational pedagogy

Despite many attempts, there is not yet international consensus as to the essential aspects of vocational pedagogy (UNESCO-UNEVOC 2014:6). According to UNESCO-UNEVOC (2014:6), it is important to know what pedagogy really is, as it causes individuals to think about the wider goals of vocational education, which should, thus, lead to an improvement in its status. Thinking about pedagogy also assists in fostering a better understanding that vocational education is worthy of serious study (UNESCO-UNIVOC 2014:6). UNESCO-UNIVOC (2014:6), further maintains that, once fully understood, vocational pedagogy could empower stakeholders to develop models and tools that could potentially assist TVET lecturers to match teaching and learning methods more effectively to the needs of their students and within their specific contexts. Through such means, vocational pedagogy may directly impact on the quality of teaching and learning (UNESCO-UNIVOC 2014:6).

At the UNESCO-UNEVOC Virtual Conference held in May 2014, fundamental questions regarding the 'bigger picture' of TVET, especially the breadth of learning outcomes, were debated. During this conference, it was argued that it is not possible to develop a plausible description or theoretical underpinning vocational pedagogy unless stakeholders are prepared to ask and respond to some fundamental questions about vocational education (UNESCO 2014:7). Figure 2.2 indicates this line of thinking.
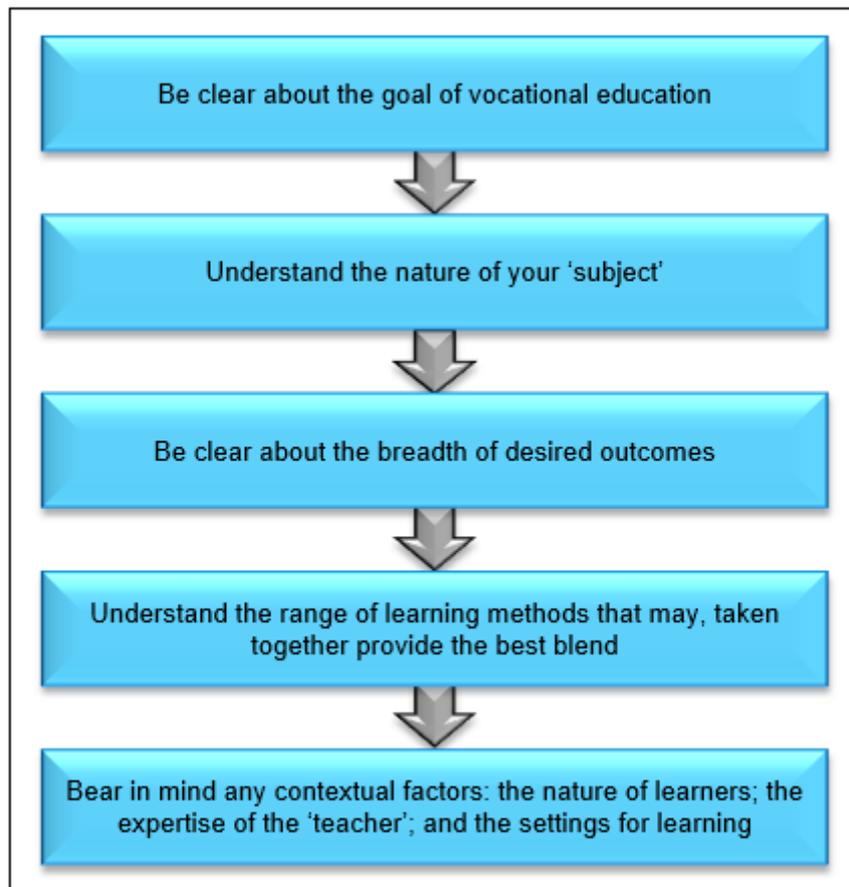
Source: Lucas et al. (2012)

Figure 2.2: Theoretical underpinning for vocational pedagogy

2.10.2   Influence of lecturer qualifications on curriculum delivery

Qualifications are "the formal recognition and certification of learning achievement awarded by an accredited institution" (DoE 2007:6). A qualification, therefore, certifies that a planned and systematic programme of learning has been followed and successfully completed through formal or informal learning and work experience (DoE 2007:6). According to the DoE (2007:6), the volume of learning required for qualification is measured in notional study hours that are specified in terms of the total minimum number of credits. It is essential to note that some programmes may require credit loads above the limit (DoE 2007:9).

TVET plays a crucial role in developing a knowledgeable and skilled citizenry who can contribute effectively to the social and economic development of a country (DHET 2013:7). Lecturers are, therefore, central to the educational activity that takes place in TVET institutions (DHET 2013:7). The DHET (2013:3), also emphasis that enough

appropriately qualified and competent lecturers, who comprehend and have expertise in both the academic- and work-related dimensions of TVET, are needed at TVET institutions. Lecturers are also required to make critical contributions towards these institutions and programs (DHET 2013:3). Muhammad and Jaafar (2015:143), further state that it is important for TVET teachers to display sound skills in terms of teaching theory. Teachers should also receive practical training in order to meet the criteria of high demand from the industrial sector (Muhammad & Jaafar 2015:143).

The policy document, *Norms and Standards for Educators in Schooling, 2000* (DoE 2000) does not make specific provision for professional qualifications for TVET lecturers. According to the DHET (2013:7), the introduction of the National Professional Diploma in Education (NPDE) in 2001, which was specifically designed as an upskilling qualification for school teachers who were not at the minimum qualification level of Matric + 3, or The Relative Education Qualification Value (REQV) 13, highlighted the need for TVET lecturers with qualifications of Matric + 1 or Matric + 2 but who did not have a professional teaching qualification to have access to a similar qualification type. This identification led to the adaption of the NPDE and the eventual introduction of a NPDE: FET (Vocational Education) by some higher education institutions (DHET 2013:7).

A common theme that has been highlighted throughout discussions on qualifications available to TVET lecturers is that the available qualifications tend to almost always be designed for teachers in schools, or variants thereof, rather than for those practicing in higher education (DHET 2013:7). Therefore, according to the DHET (2013:7), the *Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training,* for the first time in the history of TVET lecturer education in South Africa, makes available a set of professional qualifications designed specifically for TVET lecturers. This policy considers the following:

- A wide range of subjects/fields at different NQF levels should be taught in institutions offering TVET – lecturers are required for all these subjects, and they should be able to teach across the different NQF levels within their subject or field;

- Lecturers who teach TVET courses should be skilled in both theoretical and practical matters of the courses that they teach;

- A strong workplace component must be built into lecturer qualification programmes that prepare lecturers to teach the practical or workshop-based components of programmes to ensure that that they are able to adequately prepare students for the demands and requirements of the workplace; and

- Curriculum offerings in institutions that offer TVET should be able to adapt as workplace demands change (e.g., in response to the development of new technologies) and qualification programmes should also be able to respond flexibly and dynamically to changes driven by industry (DHET 2013:12).

According to the DHET (2013:4), the specification of a set of minimum requirements for TVET lecturer qualifications is partially geared towards ensuring that the higher education system, through the offering of these qualifications, contributes to the provisioning and further development of TVET lecturers. Such development should also complement the needs of the country (DHET 2013:4).

2.10.3 Influence of lecturer skills and abilities on curriculum delivery.

While politics may at times prove toxic to education systems globally due to excessive standardised national testing and attempts by policymakers to standardise classroom practices, teachers are still largely responsible for what occurs in the classroom (Quigley 2016:167).

Muhammad and Jaafar (2015:143), further argue that TVET lecturers should have both theoretical and practical skills, as unit assignments should integrate technical knowledge skills and attitudes in the use of tools, materials, safety and methods or techniques in order to attain the tasks associated with a given profession. Additionally, despite the increased focus on teaching and learning, there remains the perception in higher education that teaching is 'common sense', and that there is a generic set of "best practices" to be acquired (CHE 2016:168). According to CHE (2016:166), the only focus on academics in South Africa in the early stages of higher education development was in the form of academic staff development as a "technique", where academics were invited to attend workshops to improve their teaching methods. In the context of professionalism in teaching, educators should, however, also master

supplementary skills, including study, thinking, teaching and assessment skills, as well as the improving their communication skills (Muhammad & Jaafar 2015:144).

One question relating to how teachers *learn to teach* relates to whether knowledge is constructed in context or acquired in the abstract (Olsen 2016: 24). In other words:

> *"Is knowledge a thing – a body of understandings – that's formed and then passed down from experts to novices? Or is it an activity – a set of practices and accompanying conceptions in which participating people learn to view the world in new ways?"* (Olsen 2016:24).

Knowing *what* to teach is important, but understanding *how* to teach the topic is much more important (UNESCO 2014:8). Garcia and Weiss (2016:8), maintain that fully integrating cognitive skills into the curriculum also requires teacher preparation. Professional support should, thus, be geared towards the development of various skills in their students. Lecturers should also nurture strong, supportive relationships with their students.

Through the provision of pedagogic, leadership and organisational skills training, professional development could complement existing training (Garcia & Weiss 2016:8). Such development should also be designed to improve teachers' effectiveness as instructors in cognitive areas by incorporating new facets that focus solely on students' full development, as well as the tools to apply these components (Garcia & Weiss 2016:8).

2.10.4   The influence of lecturer communication skills on curriculum delivery

The word 'communication' is a difficult concept to explain due to its complexity (Alexander 2017:151). In an attempt to describe the concept, however, communication is one of the most basic elements of human functioning and forms the cornerstone of strong, healthy interpersonal relationships (Erozkan 2013:1). Alexander (2017:151), identifies four elements that must be present in a communication setting, namely source, message, medium and receiver. The purpose of communication is to transmit a message about an experiences or perception and to express views pertaining to the said experience or perception (Alexander 2017:151). Alexander (2017:151), further explains that communication does not happen by means of words exclusively. Rather,

non-verbal communication (i.e., body language) is equally important (Alexander 2017:151).

According to Erozkan (2013:742), the use of effective communication skills is a crucial skill, since it forms the basis of personal relationships. Kovac and Sirkovic (2017:111), also allege that employers are increasingly starting to recognise the importance of soft skills (e.g., communication skills, critical and structured thinking, problem-solving skills, creativity, self-esteem and business management skills). Effective communication occurs when the message that is sent, is the same message that which is received (Erozkan 2013:742).

Communication skills involve listening, speaking, reading and writing (Khan, Khan, Zia & Khan 2017:18). Alexander (2017:151) further affirms that there is a clear link between teaching and communication, as teachers are constantly imparting knowledge or transmitting information (i.e., partaking in a communication act). Effective teachers, thus, must be highly-skilled in all these communication areas (Khan et al. 2017:18). According to Khan et al. (2017:18), effective communication skills are especially important for teachers in transmitting education, managing their classrooms and interacting with their students. Khan et al. (2017:18), further argue that the good communication skills of teachers are a basic requirement for the academic success of both students and professionals. On the other hand, teachers with inferior communication skills may result in learners battling to learn effectively learn (Khan et al. 2017:18). Khan et al. (2017:19) also proceed to question the view that effective teaching is not dependent on technicality, but on the method adopted by the teacher while teaching the students.

Mulyani and Hartono (2017:18), also focus particular emphasis on communication skills and express the view that effective communication skills could be integrated through active learning in the classroom. By employing active learning, teachers could use various teaching strategies, such as demonstrations, discussions and role-plays Mulyani & Hartono 2017:18). According to Mulyani and Hartono (2017:18), this would provide students with opportunities to practise oral language so as to improve their communication skills. In order to improve communication skills, teachers should, therefore, focus on the communication process, which includes aspects such as

encouraging the effective use of words, forming grammatically intelligible sentences, and appropriately using voice and intonation (Mulyani & Hartono 2017:18).

2.10.5 Influence of classroom management skills on curriculum delivery

Kazemi and Soleimani (2016:88), assert that classroom management is a critical contributing factor to a successful teaching career. Moghtadaie and Hoveida (2015:184), similarly note that learning and teaching cannot be effective unless classes are well-managed. Yet teachers continue to struggle to build a successful learning environment (Kezemi & Soleimani 2016:88).

In an inappropriately managed classroom, it is possible for both students and teachers to be damaged and students may well learn far less than what is intended (Moghtadaie & Hoveida 2015:184). Conversely, a well-managed classroom provides an environment in which teaching and student learning can flourish (Moghtadaie & Hoveida 2015:184). Classroom management is, thus, the first level of educational management (Moghtadaie & Hoveida 2015:184).

As maintained by Moghtadaie and Hoveida (2015:185), classroom management includes teacher activities such as motivating and involving students, ensuring discipline and encouraging students to participate in the learning process. Classroom management is also an everyday skill, which implies that teachers do not only learn classroom management by effort and accuracy, but through everyday experiences (Moghtadaie & Hoveida 2015:185).

2.10.6 Influence of creativity in curriculum delivery

According to Boyd and Goldenberg (2013:32), the concept of 'creativity' relates to an intelligent search amongst a list of possibilities, rather than random, long-distance, outward leaps and bounds. Most current research into creativity supports the perception that a proliferation of ideas and analogies impede the ideation process and that randomness and disorganized thinking hamper creativity (Boyd & Goldenberg 2013:32). Thus, creativity could be deemed as having much in common with both 'learning' and 'intelligence' and, once broken down into its various elements, it often ends up being included within the bundle of wider skills (UNESCO 2014:7). Policymakers throughout the developing world believe that all individuals must attain

such wider skills if they are going to experience both economic and social success and fulfilment in life (UNESCO 2014:7).

According to Romankulov, Usembaeva, Berdi, Omarov, Baimukhabetov and Shekitibayev (2016:963), the need to develop students' creative abilities is fundamental, as this quality is in high demand by contemporary employers. In order to formulate creative thinking, teachers, thus, need to employ the methods that best allow students to develop their logical thinking (e.g., analysis, synthesis, and abstraction) (Ramankulov et al. 2016:963). Teachers should also guide students in how to dissect problems, interpret information, express their own views, apply knowledge in a new environment and alter received knowledge (Ramankulov et al. 2016:963).

2.10.7 The impact of resources employed by lecturers to ensure successful curriculum delivery

The DHET recognizes the importance of resources in ensuring successful curriculum delivery (TVET College Times 2017:8). This recognition is particularly apparent in the current Minister of Higher Education and Training, Science and Innovation, Dr. Blade Nzimande's, address regarding curriculum responsiveness: "It is a huge concern that there continues to be chronic under-funding of the sector in terms of resources" (TVET College Times 2017:8). Dr. Nzimande further asserts that under-funding has led to larger class sizes and an inability to maintain or improve the infrastructure under the control of the Department of Higher Education and Training. The Minister further highlights that the Department of Higher Education and Training also needs extensive resources to transform the curriculum and improve lecturer skills (TVET College Times 2017:8).

Furthermore, Olsen (2016:61), is of the view that teachers' beliefs will shape how resources are used, how practices are structured, how teacher growth is measured and what behaviors are rewarded by means of financial incentives. Olsen (2016:61), has also remarked that decades of research has highlighted the ways in which resources affect teachers' work. For example, teachers' ability to teach effectively can be impacted by the quantity and age of textbooks, equipment and other teaching materials; the availability of money for teacher salaries and professional improvement; resources for parent partnerships; and the upkeep of physical spaces (Olsen 2016:61).

2.11 CHALLENGES AND RESPONSIBILITIES OF MANAGEMENT TEAMS OF TVET COLLEGES IN SOUTH AFRICA

2.11.1 Philosophy of Management

Effective management is required across all types and sizes of organisations, regardless of the environment in which they operate (Robbins & Coulter 2016:49). According to Steyn and van Niekerk (2012:253), management does not only have a task-orientated dimension, but includes a definite 'people dimension'. This people dimension is often the most difficult to manage successfully, but it also makes effective management enriching and worth the effort (Steyn & van Niekerk 2012:253).

2.11.2 Definition of Management

As stated by Robbins and Coulter (2016: 49), management involves coordinating and supervising the work activities of others so as to ensure the efficient and effective completion of their tasks. Hence, managers need to possess and apply to improve their own performances, as well as the performances of those under their care (Steyn & van Nierkerk 2012:247).

2.11.3 Who is a manager?

Robbin and Coulter (2016: 50), state that managers are the organizational members who instruct others what to do and how to do it. According to Hunsaker and Hunsaker (2015:7), managing people is undoubtedly one of the most challenging tasks facing any manager. The ability to effectively manage people begins with self-awareness and self-management (Hunsaker & Hunsaker 2015:7).

Hunsaker and Hunsaker (2015:7), further hold that creating high-performing teams is critical for any manager, especially in the current highly competitive work environment. The process of creating such high-performing teams demands of managers to display the abilities of setting goals, planning and designing work, delegating tasks, motivating team members, measuring performance and solving problems (Hunsaker & Hunsaker 2015:7). However, despite many positive developments in South Africa, the management of the education system and its related educational outcomes face many challenges and require improvement (Maarman & Lamont-Mbawuli 2017:263).

For the purpose of this current study, the researcher highlighted the following challenges faced by the TVET sector: 1) a lack of proper infrastructure, 2) student absenteeism, 3) academic under-performance, 4) insufficient opportunities for work-based education (WBE) and 5) student strikes.

2.11.3.1 Lack of adequate infrastructure

The selected TVET College utilised as this study's location noted the importance of having adequate infrastructure to support an efficient and effective teaching and learning environment as one of their strategic objectives for 2018. The location's current strengths and weaknesses are depicted in Table 2.2.

Table 2.2: Strategic objectives for infrastructure

STRENGTHS	WEAKNESSES
- Well-equipped facilities - Campuses are in close proximity to each other - Identification and assistance provided to students with special needs - Active student wellness programme in place, but limited to the mobile clinic, HIV-AIDS programme, and counsellors - First aid training for staff - Introduction of integrated classroom technologies - Expanded partnerships to source funds for the construction of a renewable energy centre - Stable information and communications technology (ICT) infrastructure	- Insufficient accommodation for students from outside the metro - Insufficient infrastructure hampering service delivery and growth. - Retention and/or availability of staff with critical skills. - Shortage of computer laboratories. - Under-equipped Resource Centres. - No capital expenditure budget available. - Lack of facilities to accommodate SETA requests on campuses. - Outdated computer hardware. - Outdated engineering equipment

Source: TVET College Strategic Plan (2018:1)

2.11.3.2 Student absenteeism

According to Gupta (2017:480), student absenteeism is a major concern for lecturers across many educational institutions. When students are absent, it could create an ineffectual and unpleasant classroom environment that can result in those students who do come to class feeling uncomfortable and the lecturer becoming irritable (Gupta 2017:480). The DHET, thus, recognises the positive relationship between class attendance and both student retention and achievement. Missing any class session or activity for whatever reason may significantly reduce students' opportunity for learning and may negatively impact their performance in the course as a whole (DHET 2013:2).

According to the DHET (2013:2), it is, therefore, the task of college management to regularly monitor, follow up and report on student absenteeism. Attendance monitoring is a natural part of colleges' quality processes (DHET 2013:2). Therefore, there should be clear consequences for students whose attendance do not meet agreed-upon levels (DHET 2013:2).

Gupta (2017:481), reports that previous studies have indicated that absenteeism results from various factors. These could include a lack of interesting and challenging curricula; students' desires for hedonistic activities with peers, negative self-esteem, a lack of subject interest; and/or a lack of personal interest in studies or a disconnection between students' mental capacity and the chosen course. Lecturers' poor teaching skills – which could lead to students not trusting the ability of the lecturer to provide adequate guidance – may also keep students away from classes (Gupta 2017:481). Damaged or inadequate relationships between students and their lecturers, as well as students' distance from an educational institution can also lead to student absenteeism (Gupta 2017:481).

2.11.3.3 TVET College Attendance Policy

The attendance policies of TVET colleges should all be aligned with the attendance policy put forward by the DHET (2013:4). The policy stipulates the following conditions:

- Students must appreciate that PSET has substantial financial implications to parents, bursary schemes, donors, taxpayers and college staff.

- Students cannot expect to be allowed limitless full time study opportunity if they unsuccessful in their studies, especially due to poor class attendance.

- Students could have their full-time studies suspended at any time of the year owing to poor class attendance, as well as unsatisfactory test, assignment and practical component records.

- Students must accept full responsibility for recovering the lost work done during their absence.

- Students could genuinely fall ill during their study period. They must, therefore, handle their attendance record responsibly (DHET 2013:4)

2.11.3.4   Academic under-performance

As noted previously, the college sector is intended to serve as a pathway for those who do not follow a more traditional academic path (NDP 2012:320). However, this sector suffers from a poor reputation due to the consistently low rate of employment for college graduates (NDP 2012:320). According to the 2nd National Higher Education Summit (2015:10), South Africa' expanded higher education system has been characterised by a "lack of growth, low participation, high attrition, low completion and variable quality", all of which demand urgent and decisive intervention.

In support of the Summit's findings, Khan (2017:1), reports that only 2% of all TVET college students complete their qualifications within the minimum period of 3 years. In addition, barely a third of the enrolled students ultimately graduate (Khan 2017:1). In October 2016, the Commission of Inquiry into Higher Education and Training (CIHET 2016) reported on the NC(V) certification rates. This Commission found that the average throughput rate in NC(V) courses in 2013 ranged from, for example, 0.6% in Engineering and related designs to 0.3% in IT and Computer Science. The certification rate was also reported at only 23%, with a drop-out rate of 31% and 32% respectively, in level 2 for these comparative subjects (DHET 2013: 5).

2.11.3.5   Insufficient opportunities for Work-based Education

South Africa's TVET education colleges are predominantly attended by marginalised Black African youth (JET Education Services 2017:1). Many of these students may have left school early, do not qualify to enter higher education, have limited financial resources for continuing to study, or are at high risk of unemployment (JET Education

Services 2017:1). In this environment, the JET Education Services (2017:1), identified an opportunity to impact TVET curriculum change positively in accordance with the DHET's call for more strategic exposure to WBE.

Previously, Blom (2006:1), during the *4th Sub-Regional Conference on Assessment in Education*, which was hosted by Umalusi, said:

> *"Quite apart from the historical reasons for the desire to integrate education and training in South Africa, internationally, there seems to be a drive towards a more responsive approach to the needs of society, workplaces and, more importantly, individual learners. One such aspect of this drive is to achieve parity of esteem between different components of the system (i.e., education and training), and the different sites of learning (i.e., institutional and workplace)" (Blom 2006:1).*

Both the GPPET (2012:36), and the White Paper for PSET (2014:16), have also emphasised the importance of encouraging healthy working partnerships between TVET colleges and employers.

2.11.3.6 Industry Partnerships

The term 'partnership' has been variously referred to as 'relationships', 'linkages', 'cooperation', 'networks', 'association' and 'collaboration' (HDC 2014:9). Regardless of the preferred terminology, a significant omission in GPPET (2012), is the need for TVET colleges to establish and strengthen partnerships with various government entities, local communities, social groups, state-owned entities, education institutions and labour market actors beyond employers (JET Education Services 2017:3). However, developing efficient and effective partnerships remain a major challenge for the TVET system, as well as for stakeholders across all levels of public and private governance (i.e., at the national, provincial and local levels) (JET Education Services 2015a).

2.11.3.7 Student strikes

An article released by South African History Online [SAHO] (2015:1), holds that South Africa has a long history of student protests, dating back to the anti-apartheid marches before the dawn of a democratic dispensation in South Africa. According to this article, demands by students have included, over the years, quality accommodation and transport for students from residences to campuses; tertiary education that does not exclude students academically; changes in tuition fees, language policies and other

academic policies (South African History Online 2015:1). Hall (2016:1), further ascribes student strikes to underlying youth anger, the legacies of racial discrimination and oppression, increased levels of unemployment and increasing economic inequality.

2.12   FUNDING OF THE NC(V) CURRICULUM

2.12.1   Financial influence on curriculum delivery after the merger

The expectations of colleges to make meaningful contributions towards aligning the sector with the NDP are viewed by many as being daunting (JET Education Services 2016: xi). Of even greater concern is the pressure placed on the DHET to move colleges towards implementing appropriate financial controls and accountability (JET Education Services 2016: xi).

Prior to 2010, provinces had some flexibility in how they allocated budgets to FET colleges, as funding was allocated through provincial equitable shares (National Revenue 2015:249). However, this flexibility was lost once this function was moved to the DHET (National Revenue 2015:249). Funding for FET colleges is currently allocated in the form of a conditional grant that is still channelled through provinces, which is aimed at ensuring the successful transfer of FET college functions to the DHET (National Revenue 2015:249).

2.12.2   Student tuition funding

The National Student Financial Aid Scheme (NSFAS) was established in 1999. The aim of this fund was to provide for the management, governance and administration of the NSFAS; to provide for the granting of loans and bursaries to eligible students at public higher education institutions, along with the administration of such loans and bursaries; to provide for the recovery of loans; to provide for the repeal of the Provision of Special Funds for Tertiary Education and Training Act of 1993 and for matters associated therewith (Government Gazette 1999:2). According to the DHET (2017:2), some students eventually became casualties in the expansion of PSET, as only 57% of the required 80% of current students are fully-funded (DHET 2017:2).

2.13   CONCLUSION

The theoretical framework and review of the extant literature presented in this chapter have been used to guide this current study. This chapter provided insights into the different role-players active within curriculum delivery in TVET colleges, as well as the different modes of curriculum delivery in TVET colleges, both globally and in South Africa. The literature review also highlighted the most common challenges experienced in curriculum delivery in South Africa. The findings from the literature review were used to substantiate how the aforementioned aspects (potentially) influence curriculum delivery at the chosen study site. A discussion of the research design and research methodology for this current study are presented in Chapter 3.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter provides a detailed overview of the research design and methodology used in this study and how these were applied in an effort to explore the main research question, namely: "How do lecturers manage curriculum delivery in South African TVET colleges?" Detailed reference is also made to this study's research paradigm, the sample and the research instruments. In addition, an explanation of the data collection processes, along with notations as to their credibility and of the study is provided. It should be noted that the methodology and design of this study were used for gathering and analysing data in order to fulfil the primary aim of the study, which was to explore how lecturers manage the delivery of the NC(V) curriculum at TVET colleges.

3.2 RESEARCH DESIGN

According to Kumar (2011:41), for any investigation, the selection of an appropriate research design is crucial for ensuring that researchers arrive at valid findings, comparisons and conclusions. Kumar (2011:41), further contends that a faulty design can result in misleading findings and can, therefore, be considered tantamount to wasting human and financial resources. Drawing from the work of Heppner, Kivlighan, and Wampold (2008:66), there is proof that a research design involves developing a plan or structure for an investigation. A research design also offers researchers means of conducting their studies in such a way as to lessen bias, distortion and/or random error (Heppner et al. 2008:66). Research designs, then, comprise of a set of plans and procedures that researchers use within scientific enquiry as a means of gathering empirical evidence (i.e., data) relating to isolated variables of interest (Heppner et al. 2008:66).

Primary data can be collected through either quantitative or qualitative research (Wiid & Diggines 2013:87). Qualitative research is generally less structured than quantitative research and, due to the detail of the data collected, generally makes use of smaller sample sizes (Wiid & Diggines 2013:87). Wiid and Diggines (2013:87) further explain

that qualitative research relies on detailed descriptions from participants to gain more comprehensive insights into a particular issue. A qualitative approach is, therefore, valuable when researchers wish to investigate individuals' attitudes, perceptions, motivations and understandings (Wiid & Diggines 2013:87).

The characteristics of a qualitative research design can be summarised as follows:

- It involves a minute sample or group of people;
- The sample is not to be regarded as representative of larger populations;
- The emphasis is on understanding behaviours, motivations, views and attitudes;
- It usually produces in-depth data;
- Data collection methods are normally unstructured;
- The data analysis employs non-statistical methods;
- It is dependent on the researcher's interpretation of the subject matter;
- It is most useful when conducting initial studies aimed at defining more intricate problems; and
- It will often be conducted after quantitative research has been concluded (Wiid & Diggines 2013:89).

3.3   RESEARCH PARADIGM

Wong (2014:16), maintains that a study's paradigm is important, as it offers the basic belief upon which a particular investigation is built. The author further asserts that the chosen paradigm determines a researcher's role in the research project (Wong 2014:16). Neuman (2014:8), further notes that social science research is central in a "reality-based community". This means that such research relies on people carefully studying experiences, events and facts within a social reality.

Similarly, Merriam (2009:1), explains that engaging in systematic enquiry about a given practice (i.e., doing research) involves choosing a study design that corresponds with a researcher's main (research) question. The author also recommends that researchers consider whether or not a design option is suitable and/or in line with their own world views, personalities and skills (Merriam 2009:1). Kivunja and Kuyini (2017:26), reinforce Merriam's views by indicating that a paradigm constitutes the

abstract beliefs and principles that shape how a researcher sees the world, as well as how he or she interprets and acts within the world. A paradigm is, thus, the conceptual lens through which researchers examine the methodological aspects of their research projects in order to determine the research methods that should be used as well as how collected data should be analysed (Kivunja & Kuyini 2017:26).

In order to comprehend the various approaches adopted by qualitative researchers, Ritchie, Lewis, Nichols and Ormston (2013:4), maintain that it would be valuable to first gain some understanding of the philosophical debates underpinning the development of social research in general. Some of these discussions relate to 'ontology' (i.e., questions on the nature of the social world and what there is to know about it), while others relate to 'epistemology' (i.e., questions on how individuals might learn about the social world and what the basis of human knowledge is) (Ritchie et al. 2013:4).

3.3.1   Ontological perspectives

Aliyu, Bello, Kasim and Martin (2014:81), argue that quantitative research could be viewed as a research strategy and approach that is rooted in the ontological principle and philosophy that truth and reality are free and independent of the viewer. As stated by Mason (2002:14), the ontological perspective involves asking what can be viewed as the 'very nature' of things in the social world (i.e., "What is your ontological position or perspective?"). Ontology may at times prove to be a complex concept due to how the nature and essence of social things can often appear so fundamental and obvious that it can be tough to see what there is to conceptualise (Mason 2002:13). Hlomani and Stacey (2014:2), reaffirm this notion by defining ontology as a direct formal specification of a theory of interest.

3.3.2   Epistemological perspectives

Epistemology is directly connected to ontology (Aliyu et al. 2014:86). Based on a definition provided by the Oxford English Dictionary (2004), epistemology can be described as an established fact, theory, discipline, or science of a technique, process, or foundation of knowledge, fact or information. Aliyu et al. (2014:86) further explain that epistemology refers to the main beliefs and/or principles of facts and knowledge.

Consequently, individuals are likely only to be able to get knowledge about things or entities that are alive. Over the years, three basic paradigms have been majorly employed in research: positivist, constructivist-interpretive and critical paradigms (Shah & Al-Bargi 2013:253).

3.3.3   Positivism

Positivists assume that reality is objectively given and measurable using characteristics that are independent of the researcher and his or her applied research instrument(s) (Antwi & Kasim 2015:218). Thus, positivists view knowledge as objective and quantifiable (Antwi & Kasim 2015:218). It should be noted that the positivist paradigm is founded on the physical sciences and is often referred to as the systematic, scientific or positivist approach (Kumar 2011:33).

The authors further assert that a positivist investigator generally holds an idea or notion that the universe or world conforms to permanent and consistent laws and rules of causation and happenings (Aliyu et al. 2014:81). The positivist approach asserts that there exists an elaborateness that could be conquered by reductionism and the objective of asserting an importance and focus on neutrality, measurement and repeatability (Aliyu et al. 2014:81).

3.3.4   Constructivist-interpretive paradigm

Constructivism is often regarded as the foundational ontology for qualitative methods (Hunter, Chung, Gretzel & Chulmo 2015:111). Essentially, constructivism is a theory that is based on observation and scientific study and relates to how people learn (Bada 2015:67). Bada (2015:66), contends that constructivists believe that humans construct knowledge and meaning from their experiences.

According to Corbin and Strauss (2014), the interpretive paradigm enables a researcher to use an individual's perceptions to investigate what occurred (or continues to occur) in a given situation. Hence, this paradigm veers naturally towards the qualitative research approach and has, therefore, come to be known as the qualitative, ethnographic, ecological or naturalist approach (Kumar 2011:33; Africa 2011:56). The purpose of qualitative research is to gather as much detailed information as possible about people's lives (Ritchie et al. 2013:6).

In this current study, a qualitative approach was employed in order to collect data using interviews and document analysis. The researcher applied the constructivist-interpretivist paradigm since it seeks to understand the world of human experience (Bada 2015:66). This paradigm complemented the chosen qualitative research approach since both aim to comprehend human experiences and behaviour (Bada 2015:66).

3.4   RESEARCH METHODOLOGY

The research process entails three dimensions, namely ontology, epistemology, and methodology. Jackson (2013:55), articulates 'methodology' as follows: "Methodology is the approach adopted to the research design as a whole in relation to finding answers to the research question". The author further holds that once the research has been established and the conceptual framework formed through the identification of ontological and epistemological perspectives (i.e., once the underlying philosophy for the research has been clarified), decisions related to the research itself can be made (Jackson 2013:55). Such decisions would revolve around the methodology chosen, as informed by the underpinning philosophy deemed appropriate for the objectives of the study (Jackson 2013:55).

Sutton and Austin (2015:226), outline three commonly used methodologies, namely ethnography, grounded theory and phenomenology. Phenomenology, as described by Sutton and Austin (2015:226), focusses on understanding *how* human beings experience their world. Consequently, this approach offers researchers the opportunity to 'put themselves in another person's shoes' and to gain a fuller understanding of the subjective experiences of participants (Sutton & Austin 2015:226).

It should be noted that positivistic research usually relates to quantitative research, while phenomenology usually applies to qualitative research (Qweleka 2009:85).

3.4.1   Selection of the research site

The broader population associated with this current study is South African TVET colleges. Eight of these colleges are situated in the Eastern Cape. The sampled TVET college is based in the Eastern Cape. The selected college has three campuses. The

researcher collected data from across all three campuses, as they all offer NC(V) programmes. The collected data was in line with the study aim of addressing the main research question: "How do lecturers manage curriculum delivery in South African TVET colleges?"

3.4.2   Sampling

Selecting a sample population in qualitative research begins with identifying those most eligible to participate in the study, based on the research question that needs to be addressed (Boros 2018:211). Specifically, Boros (2018:211), explains that sampled participants should have had some exposure or experience with the content being investigated. Walliman (2011:93), further suggests that if researchers wish to gain information about a large group of individuals or things (e.g., students or cars), it is normally impossible to get all relevant individuals from within the population to answer research questions or examine all aspects of the topic in question, as this would take much too long and would be far too expensive. The solution, then, according to Walliman (2011:93), is to only pose questions to a selection of, the population and hope that the data gathered is representative (i.e., typical) of the population as a whole.

If the data is the same as what a researcher would gain from the rest of the relevant population, then the researcher can draw conclusions from those answers and relate them back to the whole group. This process of selecting a smaller group of cases from a larger group is called 'sampling' (Walliman 2011:93).

As noted in Chapter 1, the sample for this current study consisted of 15 participants (1 DHET official, 2 Campus Managers and 12 Post Level 1 to 3 Lecturers) from the selected TVET college.

3.4.3   Selection of participants

Participant selection decisions in qualitative research tend to focus on gaining individuals or establishing situations from which data can be gathered (Flick 2009:121). As indicated in Chapter 1, the researcher employed a form of non-probability sampling, namely purposive sampling. According to Etikan, Musa and Alkassim (2016:2), the purposive sampling technique involves the deliberate choice of a participant due to the inherent traits of such participant. The rationale for employing

a purposive strategy was that the researcher assumed that certain categories of participants could better offer unique or important perspectives pertaining to the phenomenon in question. This assumption was based on how participants should have a theoretical understanding of the topic under investigation; thereby making it essential to ensure that participants with such understanding (i.e., lecturers) contributed to the study (Mason 2002).

3.5   RESEARCH APPROACH

Birchall (2014:1), maintains that qualitative enquiry quite effectively allows a researcher to explore meaning, interpretations and individual experiences. Within the context of this current enquiry, the adopted qualitative approach encompassed multiple analyses that contributed to the final conclusions related to addressing the research question: "How do lecturers manage curriculum delivery in South African TVET colleges?"

As noted previously, research can be categorised as either quantitative or qualitative in nature (Rutberg & Bouikidis 2018:209). In quantitative research, numbers are used to record information about science and society (e.g., pressures, bending forces, population densities or cost indices) (Walliman 2011:71). Walliman (2011:71), further explains that numbers can be analysed using statistical technique. According to Walliman (2011:71), often information cannot be reduced to numbers (e.g., individuals' judgements, feelings and comfort, emotions, ideas or beliefs). In such instances, words are a better option, as they are able to record qualities rather than quantities (Walliman 2011:71).

Bansal, Smith and Vaara. (2018:1189), explain that qualitative research leans heavily on qualitative data and inductive theorising. Qualitative data consist of non-reduceable texts, including words and visuals, delivered in static form (e.g., paper), or dynamic form (e.g., theatre). Ward, Comer and Stone (2017:141), further note that there is no end to the amount of data that a researcher may collect and analyse, though the researcher may opt to end data collection once data saturation occurs. It is, therefore, suggested that the data collection and analysis processes in qualitative research occur concurrently (Ward et al. 2018:141). It should also be noted that although qualitative data can be digitised, synthesised and even counted, doing so demands an initial

interpretation of the data so as to discern patterns and insight (Bunsal et al. 2018:1189).

3.6   ROLE OF THE RESEARCHER

The role of the researcher is to gather quality and ethical data that meet the requirements of the study (Brush, Frethey-Bentham, Ayre, Elmslie, Fowler,Howell, & Walsh 2014:55). Sanjari, Bahramnezhad, Fomani, Shoghi and Cheraghito (2014:3), hold the view that the main task of researchers in phenomenological studies is to convert the data into lived experience. That is, researchers should reduce the experiences of the individual into words during data collection and then attempt to understand those experiences based on the statements gathered (Sanjari et al. 2014:3). Furthermore, a researcher should endeavour to minimise possible intrusion into participants' autonomy during data collection (Sanjari et al. 2014:4). For this study the researcher took sole responsibility for conducting the interviews, from setting the questions, to posing such questions to participants. Furthermore, the researcher also took responsibility for the recording and transcribing of the interviews. Over the course of the interviews, the researcher for this current study constantly reassured participants that the information obtained from them would be handled in a confidential manner. The researcher also alerted participants to the fact that they were free to withdraw from the interview session at any point if they felt uncomfortable for whatever reason.

In qualitative research, the researcher is the primary instrument for data analysis (Stuckey 2015:7). It is, therefore, important that researchers be transparent about the decisions they make and offer reflection at the end of their studies on how the process was mapped out (Stuckey 2015:7). After transcribing the interviews, the researcher proceeded to analyse the collected data.

3.7   DATA COLLECTION INSTRUMENTS

The methods used to gather data in any study are determined, to a large extent, by the given study's research question(s) and objective(s) (Canals 2017:390). The researcher's aim in this current study was to better understand and gather information

regarding the interactional behaviour of participants in the context of how lecturers manage curriculum delivery in TVET colleges in South Africa.

It should be noted that there are three basic types of qualitative data sources that scholars may utilise in order to investigate their research questions, namely interviews, observations and documents (Brooks & Normore 2018:23). For this current study, the researcher employed individual semi-structured interviews, focus group interviews and document analysis.

3.7.1   Interviewing

In qualitative scholarship, some established methods have never lost their appeal (De Lyser & Sui 2013:2). For example, according to De Lyser and Sui (2013:2), the interview method is still common practice, despite a recent emphasis away from words, discourses and/or representations in favour of practices – albeit perhaps not notably in more 'non-representational' work. Indeed, current scholarship demonstrates that using interviews to gather data remains a critical and vibrant research method.

In qualitative interviews, questions tend to be pre-structured, based on the knowledge of the researcher; although, there may be opportunities for "tell me more" questions while the interviews are taking place (Percy, Kostere & Kostere 2015:79). Lewis (2015:473), further explains that a researcher should use open-ended questions and should interview subjects in a semi-structured manner in order to gather relevant qualitative information. Such information can then be grouped into codes, themes, categories or larger dimensions (Lewis 2015:473). Interviews can, however, also be structured or semi-structured (Lewis 2015:473).

3.7.1.1.   Structured interview

Canals (2017:9) states that structured interviews follow a very specific pattern in which all the questions directed at participants are exactly the same, or where the interview conditions are the same. Such consistency is applied as a means to minimise differences between interviews, which could make the data gathered from across the different interviews more comparable (Canals 2017:9).

3.7.1.2 Semi-structured interview

The most common type of interview used in qualitative research is semi-structured interviews (Holloway & Wheeler 2010). Such interviews involve the use of pre-determined questions, where the researcher is free to seek clarification where necessary (Holloway & Wheeler 2010). The most important reason for using a qualitative design and applying the semi-structured interview method is to enable a researcher to delve deeper into the problem being researched through the gathering of rich, thick descriptions that cannot be gained through, for example, a quantitative or closed-ended survey (Ward 2017:137).

Hence, the researcher for this current study prepared a semi-structured, open-ended schedule of questions to create an opportunity for respondents to answer spontaneously. This schedule also guided the interview process through the application of a pre-determined interview guide (i.e., where the same questions were asked to all participants), so as to ensure that similar types of data were collected from all participants. All participants were interviewed as per the interview schedule at times and venues of their convenience. The researcher recorded all interviews in full and later on transcribed such interviews.

3.7.1.3 Focus group interviews

Participant interaction has been defined at the 'hallmark' of the focus group method (Öberg & Belzil 2012:459). Specifically, within this method, participants are seen as coming to the focus group with fundamental orientations and views that may be better elaborated upon through interaction with others (Öberg & Belzil 2012:459). However, such interaction also holds the potentiation for individual insights to be suppressed through group dynamics, which could encourage conformity or the silencing of particular viewpoints (Öberg & Belzil 2012:460). To combat this, the researcher allowed all the participants an opportunity to respond to the questions that were asked to ensure that they shared their views.

3.7.1.4 Document analysis

Bowen (2009:27), describes 'document analysis' as a systematic procedure for evaluating documents that come in both or either printed (e.g., hardcopy books) and/or electronic form (e.g., computer-based or internet-transmitted materials). Documents

that may be used for systematic evaluation as part of a study take a variety of forms, including advertisements; agendas, attendance registers and minutes of meetings; manuals, background papers; books and brochures and diaries (Bowen 2009:27). According to Bowen (2009:29), the philosophy behind the use of document analysis lies in its role in methodological and data triangulation, namely that it can offer value in case study research or be useful as a stand-alone method for specialised forms of qualitative research.

By examining information collected through different methods, a researcher can better corroborate findings across datasets; thereby decreasing the potentially negative impact of biases that may exist in a single study (Bowen 2009:28). The researcher for this current study made field notes related to the reviewed documents, in addition to the semi-structured interviews, so as to better triangulate the gathered data.

3.8   DATA MANAGEMENT

3.8.1   Data recording

Data were recorded and saved on a digital voice recorder. As backup, the researcher made use of an assistant, who took field notes in addition to the researcher's own field notes, so as to ensure the accuracy and authenticity of responses expressed by all participants during the analysis phase. With the assistant also taking field notes, the researcher's fear of missing out on some data was silenced. Field notes allow a researcher to maintain and comment on impressions, environmental contexts, behaviours and non-verbal cues that may not be adequately captured through the audio-recordings (Sutton & Austin 2015:227).

3.8.2   Data Presentation

All data collected via written responses, such as interview scripts and field notes derived from document analysis, were stored electronically and saved onto a flash drive and external hard-drive and then locked in a safe. None of the documents contain any names of participants of significant events, and all have been password protected in order to ensure confidentiality.

3.8.3   Verbatim transcription

Verbatim transcription of the responses from the interviews commenced immediately after the respective interviews. These transcriptions were conducted manually by the researcher due to budgetary constraints. This direct participation in the transcription process ensured that the researcher became well-acquainted with the data for the purpose of analysis and interpretation. The original interviews of the completed verbatim transcriptions were listened to repeatedly and field notes were consulted throughout the process.

3.9   ANALYSIS OF DATA

Stuckey (2015:8), observes that the first step in analysing qualitative data is transcribing and managing the raw data. Coding (i.e., the process of organising and sorting qualitative data) forms the second step (Stuckey 2015:8).

Following Stuckey's (2015:8) steps, the researcher for this study ensured that all audio-recordings were transcribed, verbatim – regardless of how intelligible the transcript may be when it was read back. Upon completion of the transcripts, the researcher listened carefully to the recordings, corrected spelling and any other errors that may have occurred during the initial transcription and anonymised the transcripts so that participants could not be identified. The researcher then read through the analysed transcribed data and identified themes and categories. Such themes and categories are discussed in more detail in Chapter 4.

The most important part of data analysis and management is to truthfully reflect the responses of participants (Sutton 2015:228). That is, a researcher should endeavour, as far as possible, to hear and present the voices and opinions of participants in such a way as to ensure that their responses can be accurately interpreted and reported on, so that others may read and learn from them. (Sutton 2015:228). Field notes compiled during interviews can also be useful as a complementary source of information (Sutton 2015:228).

3.9.1   Interpretation of data

Ravindran (2019:40) argues that although software packages for qualitative research analysis are available, they only help to organise, sort and categorise data and are generally not able to give meaning to the text. The researcher, thus, opted to manually read, reflect, compare and analyse the collected data. Through this process, the researcher was able to bring forth relevant categories and themes.

An iterative or cyclic method of data collection and analysis is usually emphasised in qualitative approach (Aspers & Corte 2019:139). This means that at the same time that a researcher collects data, the analysis process is also initiated (Ravindran 2019:10). This iterative process enhances the researcher's ability to focus on emerging concepts and categories (Ravindran 2019:40).

In addition, the theoretical frameworks utilised in this study guided the researcher as to what issues were important to examine in relation to the phenomenon under investigation. Generally, theoretical frameworks also indicate a researcher's position within a qualitative study, how the final written participant accounts should be recorded and the recommendations for changes to improve lives and society (Creswell 2014:98). During this continual process, as it occurred within the current study, the researcher attempted to establish which characteristics from within the collected were most important so as to develop a deeper "understanding of exactly what the data is saying". Furthermore, the researcher attempted to find patterns, connections and associations within the data in order to give meaning to the data gathered (Bhatia 2018:1).

3.9.2   Development of themes and categories

By using qualitative data analysis, as described in Section 3.9 to analyse the raw data collected from the respective semi-structured individual and focus group interviews and the document analysis, the researcher for this study was able to develop themes, categories and sub-categories that were grounded in the theoretical framework that underpins this study (see Section 2.2). The aim of the study, as discussed in Section 1.3.1 chartered the creation and identification of such themes, categories and sub-categories, whereby the researcher could organise and group the raw data

accordingly. Categorising the raw data according to what is presented in Table 3.1 assisted the researcher in discussing the research findings.

Table 3.1: Research themes and categories

THEME 1	3.3.1 PLANNING, MONITORING, AND EVALUATION OF NC(V) CURRICULUM
Category 1	3.3.1.1 Expectations of learning: *Get students assessment ready, operationally more so, industry ready – we talking about employability* (F2P3*).*
Category 2	3.3.1.2 Planning to deliver the NC(V) curriculum: *Here comes this lazy horse – more focus on trying to make sure that your administrative part is up to date more than the teaching* (F2P6).
Category 3	3.3.1.3 Monitoring of learning: *Managing a curriculum boils down to continued monitoring and development to ensure that deadlines and time frames are met* (CM1).
Category 4	3.3.1.4 Measuring successful curriculum delivery: *If you study NC(V), you are able to get a job immediately* (DO1).
THEME 2	3.3.2 TOOLS AND AIDS TO DELIVER THE NC(V) CURRICULUM
Category 1	3.3.2.1 Formal versus industry qualifications: *You mix the two and you soften the one towards the other* (F1P1).
Category 2	3.3.2.2 Implementation versus transfer of knowledge: *I had to swim in the curriculum* (F1P6).
Category 3	3.3.2.3 Resources: *You sort yourself* (F1P3).
Category 4	3.3.2.4 Lecturer skills and abilities: *Your teacher's qualification is important, but you need a skilled person* (CM1).
Category 5	3.3.2.5 Challenges in delivering the NC(V) curriculum: *Really, it's the mentality – it is the history more than the curriculum that is delivered here* (DO1).
Sub-category 1	a. Communication disconnect between the DHET, management, and staff
Sub-category 2	b. Lack of training opportunities for lecturers
Sub-category 3	c. Inability of lecturers to share best practices
Sub-category 4	d. Students' language barriers
Sub-category 5	e. Poor implementation of student support activities

Table 3.1 illustrates how the raw data collected for this study (i.e., from the respective interviews and the reviewed documents) were analysed and developed into two main themes, nine categories, and six sub-categories. In reference to this table, managing curriculum delivery in South African TVET colleges, at least insofar as the data related to the study setting, is affected by two main themes, namely 1) the planning, monitoring and control of the NC(V) curriculum; and 2) tools and aids to deliver the NC(V) curriculum.

The two main themes guided the emergence of further categories and sub-categories. The first theme included four categories, namely 1), expectations of learning, 2) planning to deliver the NC(V) curriculum, 3) monitoring of learning, and 4) measuring successful curriculum delivery. The second theme included five categories, namely 1) formal versus industry qualification, 2) implementation versus transfer of knowledge, 3) resources, 4) lecturer skills and abilities and 5) challenges in delivering the NC(V) curriculum.

3.9.3   Document analysis

As noted previously, document analysis is a systematic procedure for evaluating documents that are either printed or electronic in format (Bowen 2017:27). For the purpose of this current study, the researcher evaluated – as set out in the ethical clearance application to the university – the Strategic Plan 2018 of the selected TVET college, the 2019 Internal Continuous Assessment [ICASS] guidelines for the NC(V) Qualifications, and the 2019 Teaching and Learning Plan for TVET Colleges in South Africa.

As stated by Wood, Sebar & Vecchio (2020:463), it often occurs that as a document analysis intensifies, possible connections between themes may begin to unfold, as enlightened by the literature and supported by the theoretical framework. As a result, a researcher can begin to form a deeper understanding of the topic under investigation (Wood et al. 2020:463). This type of illumination of the data occurred during this current study's analysis. It should be noted that the document analysis process is iterative, with a researcher reworking the data repeatedly by means of mind maps, charts and tables, which are applied as thinking tools, in order to find meaning and coherence in the evolving research (Wood et al. 2020:463).

Table 3.2: Documents analysed

Number	Document	Relation to the study
1	The Strategic Plan of the selected TVET College 2018	Insufficient infra-structure hampers effective and efficient curriculum delivery. No capital expenditure is available to see to the needs of lecturers to ensure the successful delivery of the NC(V) curriculum. Outdated equipment to deliver the NC(V) curriculum poses a challenge.
2	ICASS Guidelines for the NC(V) Qualifications 2019	This document consists of clear guidelines for both Fundamental as well as Vocational Subjects on how to set an assessment with all the relevant marking tools for example, rubrics and checklists (DHET 2019:15). Examples of Pre-and Post-moderation checklists are included and provides adequate guidance on how to moderate assessments before it is handed to students (DHET 2019:17). Samples of monitoring and records of performance templates are clearly set out in this document (DHET 2019:31).
3	Teaching and Learning Plan for TVET Colleges 2019	The purpose of the plan is to develop and track activities that will enhance curriculum delivery in the TVET sector moreover, the NC(V) curriculum (DHET, 2019:3). Planning and execution of the NC(V) curriculum is therefore paramount to ensure high levels of teaching success across all levels and all programmes (DHET 2019:3) During the monitoring of the delivery of the NC(V) curriculum, it is important that outcomes are measurable in terms of outputs and evidence provided (DHET 2019:5).

3.10   MEASURES OF TRUSTWORTHINESS

Harriss and Atkinson (2016:1), argue that, in the 21st century, research opportunities, approaches and environments are in a continual state of change. This fluctuation is also present within associated ethical issues (Harriss & Atkinson 2016:1).

The researcher for this current study has, thus, taken due care to ensure that the processes of collecting and interpreting the research data meet the requirements of validity by posing the same questions to every participant at the various levels of responsibility. In other words, the questions in the interviews for the DHET official differed from the questions posed to the Campus Managers. Similarly, the questions posed to the Post level 1, 2 and 3 lecturers differed from those posed to the DHET official and the Campus Managers. In addition, participants were encouraged to be as comprehensive as possible in their responses; thereby providing the researcher with ample data for analysis. The researcher also sought clarification, where required, to better ensure that there was no misinterpretation of participants' responses during the analysis or presentation stages.

3.10.1   Reliability

Leung (2015:4), states that, in quantitative research, reliability generally refers to the exact replicability of the processes and results of a study. However, it should be noted that qualitative research entails diverse paradigms, which makes a comprehensive definition of reliability challenging and epistemologically counter-intuitive (Leung 2015:4). According to Leung (2015:4), the essence of reliability for qualitative research lies with consistency. While a margin of variability for results is tolerated in qualitative research, provided the methodology and epistemological logistics consistently produce data that are ontologically similar, data may differ in richness and ambience within similar dimensions (Leung 2015:4).

In order to ensure that the current study is reliable, the researcher endeavoured to ensure that the nature and scope of the study remained consistent throughout by subjecting participants to the same questions as well as affording them equal opportunities to fully express their views.

3.11   ETHICAL CONSIDERATIONS

Before commencing this study, the researcher applied for the UNISA Ethical Clearance Certificate, which delineated the nature and scope of the study. The application was approved and the Clearance Certificate issued by the Ethics Department of UNISA; thereby allowing the researcher to proceed with the study.

3.11.1 Informed consent

Informed consent forms the basis of all ethical research practices and supports the design and management of research (Hardicre 2014:2). There is an array of definitions of 'informed consent' as it applies to research. Bhattacharya, Dhiman and Chaturvedi (2016:181), define informed consent as the process by which a subject willingly avails himself or herself to participate in an investigation, after having been informed of all the aspects that are relevant to the subject's decision to participate. Similarly, the Human Sciences Research Council (HSRC 2003:1), in their Code of Research Ethics, highlights the need for researchers to respect and treat participants with dignity. A researcher must also respect the autonomy and welfare of all participants and must, therefore, obtain informed consent from the participants before beginning the process of collecting data. Where possible, such consent should be given in writing, especially if the research is of a sensitive nature (HSRC 2003:2).

For this study, the researcher provided each participant with an informed consent form prior to the start of their interviews (Annexure D). Participants were required to sign such form as evidence that they were fully up to speed with the nature, scope and objectives of the study, what was expected of them and how they may benefit professionally from the findings of the study.

3.11.2 Confidentiality

According to Harriss and Atkinson (2015:2), confidentiality is one of the most important aspects of any study. Harriss and Atkinson (2015:2) define confidentiality as the researcher undertaking not to reveal, either explicitly or implicitly, information supplied by the participant in a research study, to a third party.

This definition supports the definition presented previously in the Government Gazette's (2013:32), Protection of Personal Information Act (4 of 2013), which confirms the importance of ensuring the secrecy of personal information. A responsible researcher should, thus, secure the integrity and confidentiality of personal information in his or her possession by taking suitable and all reasonable technical and organisational steps to prevent loss, damage, or unauthorised use of personal information (Government Gazette 2013:32). Researchers should also do everything

possible to combat unlawful access to or processing of personal information (Government Gazette 2013:32).

For this current study, issues of privacy and confidentiality enjoyed high priority and applied beyond what is legally required. The researcher has locked away safely the voice recorder used during the interviews. As the researcher progressed with transcribing such interviews, these transcriptions were also safely stored away. After every session of analysing the data collected, the researcher again locked the transcripts away. No other individual has had access to the voice recorder or the transcripts.

3.11.3 Protection from harm

Sanjari, Bahramnezhad, Formani, Shoghi and Cheraghi (2014:10), highlight that it is important for researchers to protect all participants from potentially harmful consequences as a result of their participation in a study. In order to mitigate potential harm, several effective strategies have been developed in order to protect personal information. For example, researchers can implement secure data storage methods, remove identifier components, amend biographical details and make use of pseudonyms (Sanjari et al. 2014:10). This current study's researcher adhered to all such measures, so as to ensure that participants remained free from potential harm that might occur as a result of participating in this study. The researcher coded the transcripts of the interviews to ensure that the identities of the participants were protected.

3.12   CONCLUSION

This chapter presented a critical reflection on the reasons for the researcher's methodological choice and epistemological assumptions. The chapter also detailed how the study was conducted and clearly defined what the research design and methodology entailed. Specifically, the chapter outlined how and why qualitative research was deemed best for the purposes of this study and highlighted how the data collection tools of individual interviews, focus group interviews and document analysis were appropriate methods for conducting this particular research.

The different concepts pertaining to qualitative research were also explained, including data collection and analysis, sampling, trustworthiness and ethical considerations. Both the data collection methods and the selection of the research site were outlined. The researcher also presented a detailed account of how the data from the three data sources were analysed and developed into themes, categories and sub-categories. Based on the analysis of the collected data, the results and findings of this research are presented in Chapter 4.

CHAPTER 4

RESEARCH RESULTS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter details the research findings based on the data analysis conducted on the information gathered from the responses provided by this study's participants and the document analysis, respectively. As noted previously, this study explored how lecturers manage the NC(V) curriculum in South African TVET colleges. Therefore, the analysis of this study's data was executed with the data acquired from individual semi-structured interviews with one governmental official from the DHET and two campus managers, along with two focus group interviews with post-level 1 and post-level 2 and 3 lecturers.

4.2 INDIVIDUAL AND FOCUS GROUP INTERVIEWS

During the initial ethical clearance application to UNISA's ethics committee, the researcher undertook to interview all three campus managers of the research site. However, the researcher was unsuccessful in arranging an appointment with or gaining permission from one of the campus managers, despite several attempts. However, the researcher felt that data saturation was reached during the semi-structured interviews with the remaining two campus managers from a campus management perspective. Data saturation is often taken to suggest that, the data that has been collected is enough and that further collection or analysis are unnecessary because the researcher sees the same data over and over again (Saunders, Sim, Kingstone, Baker, Waterfield, Bartlam, Burroughs & Jinks 2018:1895). All interviews were conducted at a mutually agreed-upon time and venue, so as to accommodate all participants.

4.2.1 Individual interviews

The DHET official's interview (Appendix E) took place at the participant's house, whilst the face-to-face interviews with the campus managers (Appendix F) took place in their respective offices at their own campuses. The individual interviews were supplemented by focus group interviews with participating lecturers. The gathering of

these various interview data was aimed at gaining insights from the DHET, as the custodian of curriculum delivery in South African TVET colleges, as well as from campus managers and lecturers, as implementers of the said curriculum. In addition, the researcher analysed various documents according to their relevance, reliability, and integrity, as they pertained to the topic under investigation. The use of multiple sources ensured this study's trustworthiness and validity; both of which should be taken into consideration by all qualitative enquirers when designing a study and analysing its results (Sypress 2017: 256).

4.2.2 Post-level 1 lecturers' focus group interview

The post-level 1 focus group consisted of six lecturers from across all three campuses of the research site. These lecturers lecture in different disciplines within the TVET college environment. Open-ended questions (Appendix G) were posed to the participants in order to gain deeper insights that could answer the main research question of this study: "How do lecturers manage curriculum delivery in South African TVET colleges?" Follow-up questions provided an opportunity to ensure that the researcher correctly interpreted and understood the responses from participants. The sub-questions noted in Chapter 1 that were related to the main research question was also addressed during this interview phase.

4.2.3 Post-levels 2 and 3 lecturers' focus group interview

The post-levels 2 and 3 focus group consisted of four post-level 2 lecturers and two post-level 3 lecturers. These lecturers all lecture (or have lectured) in various disciplines within the TVET college environment. As per the post-level 1 focus group interview, open-ended questions (Appendix G) were again asked to these participants in order to explore how these lecturers manage the delivery of the NC(V) curriculum within their TVET college follow-up questions were asked to seek clarity regarding responses given by participants, so as to verify whether or not the researcher understood responses correctly as well as to gain a deeper understanding of possible answers to the main research question: "How do lecturers manage curriculum delivery in South African TVET colleges?"

The two focus group interviews were conducted face-to-face on the selected campus grounds, which is one of the campuses of the research site, based in the Eastern Cape Province of South Africa. The interview questions for the DHET official (Appendix E), campus managers (Appendix F), senior and junior lecturers (Annexure G) are attached.

Table 4.1 presents a breakdown of the participants' demographics in terms of codes used for the purpose identification in this study, gender, qualifications and years of teaching experience within the TVET sector in South Africa.

Table 4.1: Participant demographics

PARTICIPANT	CODE	GENDER	QUALIFICATIONS	YEARS OF EXPERIENCE
DHET official	DO1	Female	BEd Honours	25
Campus manager 1	CM1	Female	Master's in Education	26
Campus manager 2	CM2	Female	BCom, BEd Honours	11
FOCUS GROUP 1				
Participant 1	F1P1	Male	ND Economics and Financial Management, Post-Graduate Certificate in Education (PGCE)	7
Participant 2	F1P2	Male	Master's in Political Studies	12
Participant 3	F1P3	Female	Master's in Applied Language Studies	8
Participant 4	F1P4	Female	BA	20
Participant 5	F1P5	Female	BTech Management, PGCE	10
Participant 6	F1P6	Female	BA Media and Communication	6
FOCUS GROUP 2				
Participant 1	F2P1	Male	Master's in Education N6 Electrical Engineering	12
Participant 2	F2P2	Female	BCom Education ND Information and Technology and Communication	24
Participant 3	F2P3	Male	BCom, Senior Teacher's Diploma	13
Participant 4	F2P4	Female	BA, Higher Diploma in Education	23
Participant 5	F2P5	Female	BA and Higher Diploma in Education	32
Participant 6	F2P6	Male	National Diploma in Tourism	14

4.3 FINDINGS OF THE STUDY

The themes, categories, and sub-categories illustrated in Table 3.1 were applied in this presentation so as to serve as the main headings and sub-headings for the following discussions. In the discussions of the findings, applicable verbatim accounts have been selected to provide more information about participants' own interpretations and personal perceptions on the topic at hand. It should be noted that experience and meaning are critical concepts for reaching a deeper understanding of participants' perspectives; thereby improving the qualitative understanding of the social and psychological occurrence that is being studied (Daher, Carré, Jaramillo, Olivares & Tomicic 2017:01).

4.3.1 Planning, monitoring, and evaluation of the NC(V) curriculum

The concept of 'monitoring' implies determining whether or not an individual or process is doing what it should be doing, as well as whether or not related actions are conducted in a well-ordered manner (Miller 2017:1). Such determinations are accomplished through effective overseeing, planning, learning and teaching (Miller 2017:1). Conversely, evaluation is the measurement of success and is followed by juxtaposing outcomes, aims and objectives (Miller 2017:1).

In order to obtain the desired outputs, as discussed in 1.3.1, planning, monitoring, and evaluating the delivery of the NC(V) curriculum plays an important role in teaching success. As a consequence, all age groups should be catered for during the teaching and learning process in TVET colleges (F1P5). Inclusive education is an action of building the capacity of the education system to extent to all students (Imaniah & Fitria 2017:1). In recent years, the idea of inclusive education has been broadened to consist not only students with disabilities, but also all students who may be disadvantaged (Singh 2016:3224). As a means of including all age groups, as discussed in 1.2, within the successful delivery of the NC(V) curriculum in South Africa, this study found that certain expectations should first be addressed. Specifically, participants expressed the need for planning, monitoring, and evaluation to ensure successful curriculum delivery. For example, CM1 expressed:

...it all boils down to importance of planning, making sure that everything is organised on time and then continues monitoring and development to ensure that these educators meet the deadlines and timeframes that is required from the Department of Higher Education and Training (CM1).

Other factors include acquiring the necessary skills to successfully deliver the curriculum:

It is the teaching and learning. That is my understanding and then how we provide quality education to our students and how we conduct ourselves [as lecturers], how we prepare lessons, how we assess our students and then how we instil the interest (DO1).

Furthermore, getting the necessary support from management so as to successfully deliver the curriculum was continually noted by the participants. For example, CM2 stated:

But for them to work well, they need support from management like providing the necessary equipment for the smooth running of curriculum delivery (CM2).

From the participants' points of view, as well as from the document analysis, the researcher found that it is important to the lecturers to be aware of the expectations of students attending a TVET college in South Africa, especially in terms of their learning. Hence, evaluating the success of the delivery of the NC(V) curriculum becomes a necessary step. Therefore, the expectations of learning, as well as the processes of planning, monitoring, and evaluation, are discussed in more detail in the next subsection.

4.3.1.1   Expectations of learning

As mentioned in Section 1.2, the ages of students who attend TVET colleges in South Africa vary from anywhere between their early teens to their late 40's. Therefore, students' expectations of what they wish to gain from the learning experience while at these colleges tend to differ significantly. It should be noted that children have independent needs and orbits that require differentiated instruction and support to enable optimal growth in competence, confidence and motivation (Darling-Hammond, Flook, Cook-Harvey, Barron & Osher 2019:98).

The differences in student requirements as a result of age was evident when lecturers within the TVET sector considered their teaching styles and how they needed to accommodate differing expectations:

> *You don't make a fuss of her* -mature student- *or the younger one or latch on to the middle ones you know in between there's those different age groups* (F1P6).

Other lecturers presented different approaches that they use to accommodate different students' expectations. For example, F1P3 explained:

> *First of all, I just make sure that class remedial, a learning environment should be comfortable for teaching and learning for every learner of all diversity – diverse learners in and those learners in terms of age groups, I incorporate what I call cooperative learning or group learning* (F1P3).

While there was evidence that some lecturers within the selected TVET college apply different approaches to teaching in order to address students' expectations of learning, it was also clear that other lecturers are not always sure about to how these expectations should be met. For example, F1P1 stated:

> *It's very difficult ma'am [*researcher*], to be honest with you because you have different levels of students that come, different backgrounds. I am still trying in the future to come up with a teaching plan* (F1P1).

4.3.1.2. Planning to deliver the NC(V) curriculum

The data gathered from participants revealed that lecturers often feel that their planning of curriculum delivery starts before the actual implementation of the curriculum:

> *We have a problem at our campus where we deal with a curriculum that is outdated, that's irrelevant and is not linked to a lot of current processes* (F2P5).

This notion was substantiated by a comment from F2P4, who expressed the following view:

> *We can do some more advocacy around policy. They [lecturers] are going to classes, teaching the subject, taking the subject guidelines and assessment guidelines, setup a year plan, but they are not sure what the policy says* (F2P4).

F2P2 further cemented this notion of an outdated curriculum when she stated:

DHET is not coming up with something new to us so that we can teach our students the new developments' (F2P2).

Based on the extant literature, lesson planning is a significant component of the teaching-learning system (Jones 2018:1). A lesson plan is a carefully constructed guide that establishes a structure for an indispensable learning experience (Jones 2018:1). As F2P6 added:

…such structure include knowledge about the following. Secondly, you have to understand who you are delivering the curriculum to in terms of how you going to manage those delivering this curriculum to. Thirdly, I would get the perspective of and the duration of this particular curriculum and if it should be done one of the guidelines say in terms of the curriculum and lastly would be the outcomes of his particular curriculum (F2P6).

It should be noted that one of the participants (CM2) admitted that planning the NC(V) curriculum is difficult, and that it is, therefore, necessary to realise the importance of establishing a relationship with students in order to execute the planning successfully. Well built, positive relationships between lecturers and students in the classroom have previously been found to be essential to promoting student engagement, social-emotional development and academic growth (Gutierrez & Buckley 2019:2).

4.3.1.3   *Monitoring and evaluation of learning*

There are a wide range of goals and objectives related to the monitoring and evaluation of teachers' performance; however, there is only one primary goal, which is to guarantee the quality of the teaching process (Laska 2016:377). Participants in this current study showed an overall awareness of the need for the monitoring of the teaching and learning process:

…the first important thing to know what are the objectives and also how you are going to divide that road for learning in terms of the timeframes and also monitoring the progression … (F1P3).

The importance of the completion of the syllabus was also advocated by a number of the participants. For example, F2P1 stated:

They've got a year plan that says from this day the curriculum must be covered and it's my job to see that it's done, but more importantly to monitor that…implemented correctly (F2P1).

F2P5 further expressed the need to, in addition to monitoring, communicate more:

…monitoring and evaluation is important, but the most important thing for curriculum delivery management is the need to communicate more (F2P5).

A number of the participants also referred to the completion of the syllabus as a means to monitor the progress of the learning done in the NC(V) curriculum.

4.3.1.4   Measuring successful curriculum delivery

Student achievement should, at least in some way, be quantifiable, as learning gains and measures of learning gains should have the ability to forecast some valued outcomes (Evans, Kandiko, Howson & Forsythe 2018:14). In this current study, the researcher observed that there was an overall opinion, especially from the management participants, that the NC(V) curriculum is not currently being delivered successfully. For example, CM2 stated:

…to be specific, it is not being delivered successful. I am not happy at all….

CM1 shared the same sentiment:

…there's still a lot that needs to be done specifically, when it comes to the educators themselves. The way they deliver in the classroom is still traditional and educators also need to develop themselves in making this programme become more alive.

The participant from the DHET added:

…because that one the facilitation does not really pedagogical way of teaching in the classroom (DO1).

One of the participating lecturers (F2P3) was also of the opinion that curriculum delivery should have the end in mind:

We need to get the student assessment ready, operationally more so, industry ready. We talking about employability.

An alternate view was, however, expressed with regard to preparing students to be assessment-ready. Specifically, CM2 noted:

….the lecturer should dig deeper because teaching is not about exams.

This view is supported by Hassel and Ridout (2018:2), who assert that the focus on employability can possibly lead to a cosmetic outlook to learning, with students focussing on purely passing assessments so as to finish a course, rather than developing a deeper approach to learning and attempting to gain greater understanding of the course material. Furthermore, Dimopoulos (2019:321), argues that the process of shifting from the stage of study to the labour market, especially for younger people, is of particular importance when considering employability.

4.3.2   Tools and aids to deliver the NC(V) curriculum.

In many older education systems, the only tangible and visible curriculum documents are often textbooks (UNESCO 2016:29). However, most contemporary curriculum models do not view textbooks as core curriculum documents (UNESCO 2016:29). Instead, textbooks are viewed as one of many (necessary) resources, including new media, that should be used by teachers to implement the curriculum (UNESCO 2016:29). From this study's raw data, it became evident that various tools are required to deliver of the NC(V) curriculum. These resources are discussed in the following subsections.

4.3.2.1   Formal versus industry qualifications

Better teaching can be supported by increasing the numbers, qualifications and expertise of lecturers (DHET 2020:29). In so doing, lecturers' pedagogical, curriculum development and research capacities may well be improved, together with their abilities to harness digital technologies and a diverse range of methodologies in order to support teaching and learning in innovative ways (DHET 2020:29). When participants were asked about the importance of a teacher's general and industry qualifications, F2P2 said:

…we need not forget that at the end of the day, one of the most important reasons for these [TVET] colleges were to promote technical skills and employment eventually. So those lecturers coming from industry should also have a bit of advantage to know more or less what they should focus on with their students, but I'm not running away from

the fact that the delivering of that information would be assisted by having a qualification.

Most of the participants also mentioned that a teacher's qualification is important in terms of effectively delivering the NC(V) curriculum. For example, F1P4 stated:

I think that is essential if you are going to be in any education field that you should have exposure to a teacher's qualification.

This sentiment was shared by DO1, who said:

The lecturer qualifications are so important because unfortunately, qualifications are the only measurement that we think that the candidate is going to be able to do the job.

Participant F1P6 further echoed this notion by saying that his teacher's qualification helped him with the interactive part of teaching and delivering in the TVET classroom.

Conversely, some participants conveyed the need for industry qualifications as being equally important:

We want them to have a teacher's qualification, but we need advocates, we need lawyers, we need policemen and woman because that is where the experience are according to their qualifications…education is not their pre-requisite (CM1).

What assisted me is that I do have a financial background business experience as well, so I understand how finances work…then I take the teacher's side and try to soften that in the classroom to make it more practical (F1P1).

One participant who does not hold a teacher's qualification further stated:

I believe I'm naturally a teacher. I think it's a piece of it has to do with personality but same breath…learners I have in my class or the cognitive levels that I might deal with in my class on how to deliver the curriculum (F1P6).

4.3.2.2   Implementation versus transfer of knowledge

Most traditional notions about the transfer of knowledge are primarily founded on the idea that educating people through instruction, counselling and practice in a certain context can assist them to master a given task or area, and that such mastery, in turn,

is all that is needed to use knowledge in practice (Hajian 2019:102). However, F2P5 noted:

> *There is a vast difference between the implementation and the transfer of knowledge, the different techniques that you have and just the work ethics and the vibe that goes with implementation*

When asked about how the TVET curriculum should be implemented, many of the participants noted the ways in which it is implemented. For example, F1P3 stated:

> *…I think it starts from the national document, but I don't think the government has been like too restrictive what we should do with the curriculum* (F1P3).

However, an opposite argument in terms of the implementation of the curriculum was expressed by F1P5, who sarcastically sighed before making a comparison of what other TVET colleges are doing. Specifically, he highlighted how excursions were arranged by other colleges, yet they, while being in close proximity to valuable excursion sites, did not arrange any such excursions:

> *…we have the things here. It took a college from outside to spend a week with their students to open our eyes* (F1P5).

DO1 further asserted that the Deputy Principal of Corporate Services, in conjunction with the Finance Department, as well as TVET lecturers should arrange excursions:

> *…this is not something that can be a one-man show. That is why I say we must stop working in silos in our colleges because we need one another and we need to put the student at the centre of our work* (DO1).

Another point of view was raised by F1P5 when she mentioned:

> *You could be sitting with all the knowledge and the skills and the know- how but you need to know how to impart it to the students – connect and come down to their level. I learnt that not all students are the same and they don't learn in the same way, so I have to put on the brakes sometimes* (F1P5).

4.3.2.3   Resources

College management holds the main responsibility to secure and provide enough teaching resources in order for quality teaching and learning to take place (DHET 2020:4). Management is also responsible for providing the appropriate guidance and

institutional policies for institutional planning and the success in the delivery of education and training (DHET 2020:4). The DHET (2011:71), states that while teaching resources and student support materials are key, unless teachers have the required understanding and competence to interpret and master these effectively, it will be very difficult to furnish quality education in South Africa. The participants in this current study further highlighted a number of resources that they employ to facilitate the delivery of the NC(V) curriculum, including textbooks; black boards; newspaper clippings; past exam question papers; radio, television, Wi-Fi; data projectors; computers; WhatsApp voice notes; and a conducive classroom layout.

The researcher observed that, on the one hand, the participating campus managers reported that resources are available to implementers (i.e., post-level 1 and 2 lecturers):

> *They [lecturers] have laptops. There is wi-fi although they are going to say that those laptops are old…they have data projectors with a very good sound system and that data projector is not just an ordinary data projector – it's a data projector that is connected to the Wi-Fi which you can use even with your phone with your students* (CM2).

However, the participating lecturers claimed that they often have to force their own way in order to secure the necessary resources to ensure that lessons are presented successfully:

> *I've had to bring my own laptop a few times because that resource is not available to me* (F1P3).

Another participant (F2P1) also stated that wi-fi is not readily available and does not suffice. This assertion was supported by F2P5, who stated:

> *…We allow our students to use our [hotspot] wi-fi because we need to go on YouTube and all those things are restricted* (F2P5).

The same participant also expressed hope that this challenge would be addressed:

> *Our [college] wi-fi is not up to…Hopefully it's gonna be sorted next year with the broadband connectivity of DHET* (F2P5).

F2P1 further highlighted the clear need for proper wi-fi infrastructure when he mentioned that his specific subject can no longer be taught without wi-fi:

> *It's so easy these days you can find a app. So, you must use the apps. For them to use the app, is a problem* (F2P1).

CM1 did, however, confidently confirm that lecturers have access to resources to successfully deliver the curriculum:

> *I can tell you now, the resources in terms of training...Office 365 people have been trained twice* (CM1).

This particular participant further expressed that lecturers are not currently using resources that are available to them:

> *We provide them with everything, but they not using it. The data projectors are sitting in IT. They're for safekeeping 'resitting in IT'* (CM1).

On this specific point, F1P2 asserted that

> *…the challenge with the college …we have projectors, but most of the classrooms don't have it installed because of security reasons. Now you have to go through the IT person to book it out and then that's a bit of a challenge to take it back again* (F1P2).

Based on the raw data collected, the researcher noted that most of the lecturers have difficulty setting up a projector. When asked about whether or not the participating lecturers are able to do the setup themselves, only F1P4, F1P5, and F1P6 simultaneously replied, *"Yes"*, whilst the remaining participants in the focus group interview kept quiet. Similarly, with regard to the availability of Office 365, one participant said:

> *Office 365 is not really up and running because of the lack of infrastructure* (F2P5).

Participant F1P4, however, expressed her gratitude to the DHET for providing a CD toolkit to better deliver her subject content. This particular participant did still, however, complain about the lack of availability of the resources needed to use the provided toolkit:

> *…if you don't have the facilities in your venue, you can't play these CD's* (F1P4).

This notion of a lack of infrastructure was further supported by participant F1P6, who said:

> *And the absence of these can also be pretty frustrating for you as the Lecturer, because you know that it's not easy to facilitate certain things in the curriculum…like when you do listening, comprehension for example, you don't have speakers…are pretty demotivating and the shortage of things you need makes it a little more difficult* (F1P6).

When the researcher asked a question about the teaching tools that lecturers currently use, in order to determine whether or not they have successfully delivered the curriculum, some of the participating lecturers shared the following:

> *We are being measured – our success in terms of our certification rate and our throughput rate…*(F2P3).

> *There's a tool, even that we use is in our POE* (F2P1).

> *I would say that institutional feedback tool lacks…and it's not really driven by anybody* (F2P5).

F2P1 added to F2P5's statement by noting:

> *The school evaluation tool. I use that…statistical analysis tool.*

During the second focus group conversation, one participant (F2P3) mentioned another tool that is used at only one of the campuses, namely the subject retention tool:

> *…we have what we call a subject retention tool…that will reflect the performance of the student, per subject and where we need to intervene.*

As elaboration on to the topic of student performance, participant F2P4 said:

> *…before we actually get to assessment, you need to self-evaluate…students can complete an evaluation tool in the class* (F2P4).

As the participating lecturers shared information on various tools (which were often self-designed) used at the three different campuses of the research site, it became clear that there is currently no standardisation across the campuses with regard to the

tools that are used to measure performance, despite the noted tools being efficient and reliable.

4.3.2.4   Skills and abilities

Sugihartini, Sindu, Dewi, Zakariah and Putu (2019:307), argue that the calibre of teaching is determined by teachers' abilities in teaching. Therefore, a teacher's ability to teach by means of certain skills must be honed (e.g., through video simulations of teaching skills) based on the conjecture of appropriate teaching skills (Sugihartini et al. 2019:307).

When the researcher asked the participants about the skills and abilities needed to effectively deliver the NC(V) curriculum, F2P5 said:

> *I think from a skills perspective, it's very important for us to have a connection so that would fall into the soft skills category before we could go into any other like reading with understanding…we also get communication skills and emotional intelligence (F2P5).*

F2P2 agreed with the notion of establish a connection when she stated:

> *Getting to know your students better and then also don't act like a lion or an elephant in the class so that your students are afraid* (F2P2).

A further discussion followed with regard to the different types of soft skills needed to deliver the curriculum, with F2P6 highlighting:

> *…it's soft skills because I've got creativity as well as empathy considering obviously when you look at the types of kids, we are receiving…and patience.*

In terms of creativity, CM2 asserted:

> *…you need to be creative – you have games and more.*

F2P1 further noted that in Mathematics, lecturers should display relevant physical skills:

> *You can't fix a pipe, so how you going to teach…with us physical skills are very important.*

DO1 also claimed:

> *You need to also have good classroom management skills.*

A number of other skills were further indicated by participants, ranging from interpersonal, organisational, practical and language skills to computer skills (e.g., the ability to use an interactive white board). Based on the commonalities evident throughout participants' responses, it would seem that the participants, as a whole, display relatively the same skills in order to deliver the NC(V) curriculum. Such commonality was especially noticeable in comments made by F1P1 and F1P4, respectively:

> *There's an overlap from my side as well like communication skills obviously would be very important* (F1P4).

> *…and mine is almost the same ma'am. The only difference is I don't have organising, I've got practical skills* (F1P1).

During the focus group interviews, the researcher observed the excitement of the participants in sharing their own skills that they deem to be effective and beneficial in the delivery of the NC(V) curriculum. However, Meroni, Vera-Toscano and Costa (2015:310), argue that while good teaching is clearly important for higher student performance, it is not always clear what *makes* a good teacher.

4.3.2.5   Challenges in delivering the NC(V) curriculum

South Africa's TVET colleges are often viewed as being less esteemed than universities and tend to be associated with poorly performing students (DO1). These 'image challenges' relate to TVET colleges' poor grounding in the experiences of the Black majority (DHET 2020:21).

When the researcher asked participants about how the NC(V) came about, CM1 responded:

> *We fought and paved our own way to where we are today. Everything was new to everybody. Facilitators were also trying to find their feet and we were actually like assisting and sharing our best practices amongst each other.*

The participant from the DHET further expressed the need for universities and colleges, as implementers of the curriculum, to work together to ensure that students graduate and are able to perform certain duties in the workplace:

> *And then I said: "Come look, just look, wow – you know". So, there is something that needs to be done to bridge that gap then you know besides us being one department like the University and the TVET we are in one room if you go to…but there is still that silo mentality and undermining* (DO1).

The inclination presented by DO1 was supported by a comment from CM2, who said:

> *Because it is to close the gap…students are not at fault…if that student comes here for 3 years that student has three options – it's to articulate, it's to get employment or to self-employ.*

CM2 also stated:

> *…the same lecturer that is lecturing NATED and NC(V), the attitude changes when it is serving [NC(V)] and I associate that with the incentives [NATED]…the external marking and there is part-time lecturing* (CM1).

These challenges, amongst others, tended to be experienced with the onset of the NC(V) curriculum. To better understand the challenges, the researcher elaborates on the following challenges as sub-categories: 1) communication disconnect between the DHET, management, and staff; 2) a lack of training opportunities for lecturers; 3) technological barriers; 4) students' language barriers; and 5) poor implementation of student support activities.

Sub-category 1: Communication disconnect between the DHET, management, and staff

As noted previously, successful communication involves conveying the content and intention of the transmitter to the receiver, provided that the receiver may have understood the message, and that between the receiver and transmitter there are certain differences (Bucata & Rizescu 2017:53). Based on this understanding of communication, the researcher observed lecturers' frustration in this regard. For example, F1P6 expressed her displeasure in writing recommendations upon completing end-of-year examination moderation reports:

… when we fill out our reports [moderator's] at the end of moderation, we are hoping that it gets to DHET so that they can view some of the problems that we facing.

A similar sentiment was expressed by F1P5:

…when results come out in January, we make recommendations each and every year. I don't ever see those recommendations being carried out.

Some participating lecturers also conveyed that there tends to be a lack of support from the DHET, as well as their seniors, in terms of the management of the delivery of the NC(V) curriculum. For example, F2P5 said:

Oversight support in terms of this is legislation or this is added to the new but it's just like and oversight and you as the specialist need to go in there and go figure out the implications. They are about figures…because of our targets output – so in terms of that they don't give us enough support ….

Bucata and Rizescu (2017:53), argue that communication is basically a matter of confidence and the acceptance of the ideas and feelings of others. This argument was confirmed when F2P1 stated:

Nothing, and even I made suggestions to them and still they don't use my suggestions.

When asked about the support participants receive from top and middle management to deliver the NC(V) curriculum, most said that such support was *"very minimal"*. However, F2P6 stated:

I would say minimal my side depending on who is supporting the staff to go and do the Advanced Diploma for example.

When the researcher asked the participating lecturers in focus groups 1 and 2 about the resources that they use to deliver the curriculum, many responded that they use WhatsApp to record voice notes for students using their own data:

Lots of groups for students with my own data (F1P5).

One participant explained that he uses his own wi-fi 'hotspot' so that students can download applications to complete their Mathematics in class:

Many apps you can find. So, you must use the app (F2P1).

This statement directly contradicts a statement made by CM1, who indicated:

What they take with their business maybe if they want us to also show them [lecturers] how to go into YouTube.

From these participant assertions, it became evident that there is currently a lack in communication between the various stakeholders regarding the use of resources as well as what is actually happening during the delivery process.

Sub-category 2: Lack of training opportunities for lecturers

International teacher development practices emphasise that professional development for teachers can boost student achievement, but only if teachers engage in long-term, in-depth learning opportunities that address the content and pedagogy relevant to the curriculum taught in their classes (Department of Basic Education [DBE] 2011:74). When participants were asked about the training opportunities available to them after the initial implementation of the NC(V) curriculum, many claimed that they had not had the benefit of receiving training in addition to what they had obtained at school or during their industry qualification. The DHET has, however, realised the need to create training opportunities for lecturers, as indicated by DO1:

…who don't have qualifications…take them on the pedagogy, say two weeks during breaks, holidays and it's going to be better….

F2P6 confirmed this understanding when he said:

We received what they call, train the trainer something like that. So, they went on our behalf and they taught us also in every now and then when they had that little space. But in saying that, it does affect a lot in terms of class management of your own teaching process.

F2P1 also confirmed that lecturers had received training. However, this participant also claimed that the training that they had received was insufficient:

You weren't prepared enough to take on this new curriculum and handle it class management (F2P1).

Conversely, F2P2 said:

…I also did not receive training. I sort of trained myself in the beginning.

In addition, F2P5 claimed that training should be embedded into the curriculum's planning and should not be a 'once-off thing'. When speaking about her training opportunities, F2P5 elaborated as follows:

…we were like so bored you know, not really telling us anything new and we were a lot of experienced educators there, so we weren't happy with the quality of the training.

When the researcher asked the participants about how relevant their completed training was in relation to the actual delivery of the NC(V) curriculum, one participant stated:

I had to swim…but once you start to see where you can actually incorporate…you get the curriculum you try and follow to the tee. The students, kind of indicate to you what works and what doesn't so you forced to find a better way to deliver (F1P6).

It should be noted that CM1 claimed that, for 2020, many interventions had been planned, including training opportunities for lecturers aimed at aiding them to better use available resources:

We must start with small training interventions with staff.

The participant from the DHET also alluded to the importance of Work Integrated Learning (WIL) by noting:

…it is important to have our lecturers to be exposed to industry because now if now the WIL the work integrated is not there, from the lecturer's point of view, then it will not be targeting the skill… (DO1).

In response to DO1's assertion, F2P4 stated:

I've attended training in East London two weeks ago and the training was about placement of students, placement of staff. And as I was sitting there and listening to the presenter and what we should do, there's many gaps that we need to fill with regards to that.

Sub-category 3: Inability of lecturers to share best practices

A good practice is described as anything that has been tried and shown to be successful in some way – whether fully or in part, as long as there is at least some proof of effectiveness – and that may have inference for practice at any level elsewhere (Serrat 2017:843). With regard to good practice in TVET curriculum delivery, many participants highlighted the need for lecturers to have meaningful conversations pertaining to, and sharing information surrounding, curriculum delivery with one another. For example, CM1 stated:

It's something very simplistic…which educators must get into. It's just to have a basic conversation like this. You know how better people can share with each other than if they sit around a table and talk about the challenges they face in the classroom and the successes that they've got. Even the selfishness of people…They don't like to empower one another.

This notion was echoed by participant F1P3, who claimed:

I think we what we need is more discussion like this; core group discussions where you have discussions to say what we can do. Feeding off each other. Sharing best practices…that innovative side would come to the fore where in our classes we will do things differently.

CM2 reiterated these noted sentiments by stating:

They [lecturers] are not sharing information. They don't make sisters in with another colleges….

Sub-category 4: Students' language barriers

Since language affects almost all aspects of daily life, there needs to be more of a focus on addressing language barriers in education (F1P6). Such attempts should focus on teaching, learning and policy changes (F2P4). Extant research also supports

the general understanding that individuals learn better when they understand what the teacher is saying (Mudaly & Singh 2018:56).

During the focus group interviews, participants placed much emphasis on the completion of the NC(V) curriculum. Participants also identified certain barriers, including student strikes (Section 2.11.3.7), budgetary constraints with regard to resources needed (Section 2.10.7), and students' language barriers. In terms of language barriers, participants noted that while English is the medium of instruction at the research site, many of the attending students speak, read and write English as a Third Additional Language. The challenge for non-English-speaking students, or is not only overcoming the language barrier, but overcoming low expectations and low academic achievement (Mudaly & Singh 2018:59).

F1P6 confirmed language as one of the barriers to effectively delivering the NC(V) curriculum:

> …it effects greatly, because if it's not easy to finish a syllabus if your students are still stuck if they don't understand. You have to find a way to communicate with them.

Another participant cemented F1P6's statement by saying:

> For me it's important to complete the syllabus …not just quantitative but also in a quality…that your students understood (F1P4).

CM1 ascribed the language barrier to schools pushing learners through to their next grades, even when they are not yet ready:

> The foundation has not been laid effectively as in the past and that is why we're sitting with the problem we're faced with now. You know pushing these kids through, not making sure that they've got language greeting, reading, spelling and all these…. They cannot even spell to be honest…they cannot even do oral (CM1).

Sub-category 5: Poor implementation of student support activities

The chance of a student succeeding academically is increased when there is holistic student support from their college. The Student Support Services (SSS) Plan, that is offered by the college, therefore, advocates for n holistic and student-centred approach that seeks to increase students' chances of success and employability

(DHET 2020:3). Furthermore, according to the DHET (2020:3), such support should include assisting students with making the best programme choice, offering access to financial aid, providing accommodation to students with disabilities, presenting effective orientation of the college and providing academic support and opportunities for students to participate in extra-curricular activities.

Participants in this current study also mentioned a number of programmes and learning opportunities that are currently run at the various campuses, namely MOT (this is the full name of the programme and not an abbreviation) originated in Norway and aims to provide students with necessary tools to help them develop into strong and resilient members of society); Supplementary Instruction (SI) and Workplace-Based Experience (WBE). However, participants indicated that all such programmes require more support from students to be effective.

Students who participate in MOT sessions are able to acquire valuable life skills (F2P4). The vision of MOT is to create a warmer and safer society by promoting the values of Courage to LIVE, Courage to CARE, and Courage to say NO (F1P5). The underlying principles of the MOT programme are to teach students how to work proactively, reinforce the positive and see the whole person as being a valuable member of a campus.

With regard to MOT, as it functions within the study site, F1P4 said:

> *MOT was never intended to be curriculum linked…it was really more of a motivational programme for students…added to help them cope with challenges of being a student. We had good attendance when we started. It's just a question of when to implement it – when you get busy the strikes happen….*

F1P6 extended the view that the support given by the college is not necessarily the support that is needed:

> *The students could get a different type of support. It's just a matter of saying what the support is* (F1P6).

Another participant, F1P6, referred to this particular support in terms of resources:

> *MOT was good enough when we were just sent to training but when we needed the resources students needed to cut up magazines, there was no budget.*

F1P1 concurred, noting that

> *…support is more of a talk show to be honest with you. It's in writing and I mean if you look at everything is on the White Paper but it's never implemented.*

When asked about interventions to bridge the gaps in terms of language and other barriers, CM1 commented:

> *I am very happy to mention with the recent programme that has been implemented by our other campus PLP programme – the pre-vocational…we want to see if it's going to make a difference especially when it comes to language.*

In addition to the PLP programme, CM1 also mentioned that one of the other campuses offer SI classes:

> *That is not implemented as effective as can be. Students, it's there for them, but the students are not really committed to attend. SI (Student Instruction) can also assist them in because the peer that's there…it's their own peer students that has got a good foundation because we normally use the strongest student to assist them.*

From the raw data that was analysed, the researcher was able to determine that it was assumed that students who have completed an NC(V) course should hold certain competencies. For example, DO1 said [when she was still teaching]:

> *…my students will be able to, must be able to think and when I'm taking them to industry, they must not be stuck there because there is also the complaint also that is made by industry also that you'll find a student qualification, but he doesn't know how to do it* [the work].

The participant further stated:

> *…now the issue of practical is having simulation rooms is also important and it need to be prioritised. In fact, at least there they are going to be able to see how the workplace looks like because we cannot provide a workplace…I must make sure that simulation rooms are well equipped because there is also a neglect* (DO1).

In terms of WIL, workplace learning forms a component thereof, and occurs when students are placed in work environments for the purpose learning in order to acquire discipline-specific knowledge and skills (Ndlovu & Mofokeng 2018:3). In terms of this study site, WBE is currently conducted during the college holidays. However, participants mentioned that its current format is ineffective, which led to F2P4 saying:

I would like to see that the WBE (workplace-based experience) becomes part of the curriculum (F2P4).

4.5   SUMMARY OF RESEACH FINDINGS

Semi-structured interviews, which were supplemented by two focus group interviews (in addition to document analysis), revealed that there is much currently implemented to ensure the effective and efficient delivery of the NC(V) curriculum in the selected South African TVET college. Yet, a myriad of challenges, depicted in Table 4.2, still hamper the smooth delivery of the NC(V) curriculum.

Table 4.2: Research results of how lecturers manage curriculum delivery in the selected South African TVET college

PLANNING, MONITORING, AND EVALUATION OF NC(V) CURRICULUM	HOW DO LECTURERS MANAGE CURRICULUM DELIVERY IN SOUTH AFRICAN TVET COLLEGES? (RESEARCH RESULTS)

1. Expectations of learning	• Consider different needs of students:
	  ➢ **Challenges:**
	  - Lecturers lack teaching pedagogies to address the needs of students

2. Planning to deliver the NC(V) curriculum	• Lesson preparation and setting of assessments:
	  ➢ **Challenges:**
	  - Insurmountable amounts of lecturer administration duties

3. Monitoring of learning	• Quality of the teaching process:
	  ➢ **Challenges:**
	  - Lack of interaction between the DHET, management, and staff

Measuring successful curriculum delivery	• Management's expectations:
	  ➢ **Challenges:**
	  - Lecturers using traditional pedagogies
	• Student's expectations:
	  ➢ **Challenges:**
	  - Lecturers opinion on curriculum delivery

TOOLS AND AIDS TO DELIVER THE NC(V) CURRICULUM	HOW DO LECTURERS MANAGE CURRICULUM DELIVERY IN SOUTH AFRICAN TVET COLLEGES (RESEARCH RESULTS)
1. Formal versus industry qualifications 2. Implementation versus transfer of knowledge 3. Resources 4. Skills and abilities 5. Challenges in delivering the NC(V) curriculum: - Communication dis-connect between the DHET, management, and staff - Lack of training opportunities for lecturers - Inability of lecturers to share best practices - Students' language barriers - Poor implementation of student support activities	- Promoting both qualifications: ➤ **Challenges:** – Permanent employment opportunities ➤ **Challenges** – Lack of practical skills to deliver the curriculum ➤ **Challenges** – Not knowing which pedagogies to use ➤ **Challenges** – Insufficient collaboration between the DHET, management, and staff - Lecturer experiences: ➤ **Challenges**: - Non-availability of resources - Inability to setup technological resources - Promoting soft and physical skills: ➤ **Challenges:** - No feedback on moderation and assessor reports ➤ **Challenges** - Budgetary constraints ➤ **Challenges** - No formal settings arranged to share best practices ➤ **Challenges** Students are 3rd and 4th mother-tongue speakers of the medium of instruction ➤ **Challenges** - Lack of fully trained student counselors

Table 4.2 illustrates the findings of the research as well as the challenges facing lecturers in their quest to manage the delivery of the NC(V) curriculum in the selected South African TVET college. The management of the curriculum had been represented by two themes, namely 1) planning, monitoring, and evaluation of the NC(V) curriculum; and 2) tools and aids to deliver the NC(V) curriculum. Each theme consists of several categories and sub-categories. Each of the themes, including the categories and sub-categories, present challenges that impact lecturers' abilities to manage and deliver the NC(V) curriculum.

The first theme is influenced by four categories, namely 1) expectations of learning, which has an influence on the pedagogies lecturers employ to meet certain expectations of students; 2) planning to deliver the NC(V) curriculum, which has an impact on lesson planning, the setting of quality question papers and lecturers' experiences with regard to administrative duties overload; 3) the monitoring of learning, which is closely linked to the quality of the teaching and learning processes as well as the need for lecturers, senior lecturers and college management to work closely together to effect meaningful and successful teaching and learning; and 4) the measurement of successful curriculum delivery, which includes factors such as expectations from management with regard to curriculum delivery, as well as student expectations of lecturers in delivering the NC(V) curriculum.

The second theme is influenced by challenges illustrated in the five different categories and sub-categories, namely 1) formal versus industry qualifications; 2) implementation versus transfer of knowledge, which highlights the importance of appropriate pedagogies in the teaching and learning process as well as the importance of stakeholder collaboration; 3) resources and the importance of having sufficient and appropriate resources to successfully implement the NC(V) curriculum – the importance of having the necessary skills to use and setup technological aids to effect optimal teaching and learning opportunities in the TVET sector are also included in this category; 4) the need for different skills and abilities that advocate holistic teaching; and 5) the challenges in delivering the NC(V) curriculum in the selected South African TVET college, namely communication disconnect between the DHET, management and lecturing staff; lack of training opportunities for lecturers; inability of

lecturers to share best practices; students' language barriers; and the poor implementation of student support activities.

4.6 CONCLUSION

In this chapter, the research problem was addressed, as discussed in Section 1.4 specifically, the chapter identified and presented various pedagogies, resources, skills and abilities, as well as tools used by TVET college lecturers to deliver the NC(V) curriculum to their students. The findings presented in this chapter also detailed the challenges lecturers experience during their attempts to deliver the NC(V) curriculum.

The next and final chapter provides a summary of the study, indicates the conclusions reached based on the study results, and focusses on possible scope for further research. This final chapter also provides recommendations and highlights the limitations that the researcher identified during this study.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1   INTRODUCTION

The previous chapter highlighted various pedagogies, resources, skills and abilities, as well as tools used by TVET college lecturers to deliver the NC(V) curriculum were identified, based on the research findings. Challenges that lecturers experience during and with the delivery of the NC(V) curriculum were also highlighted and discussed. From the emerging themes, the research findings were presented with the support of verbatim accounts from the study participants.

This chapter concludes the study by juxtaposing the set research objectives with the findings. Specifically, this chapter offers reflections on the ways in which the chosen research design enabled effective data generation. The limitations of the study are also outlined. Recommendations are made for further research.

5.2   SUMMARY OF THE LITERATURE STUDY

The restructuring of FET opportunities in South Africa after the establishment of the democratic dispensation saw unprecedented changes across all sectors (Wedekind 2016:8). Such changes included wider access to those who were less resourced (Section 2.10.7). As part of this restructuring, the TVET sector was promulgated by means of the FET Act of 1998, which directed how TVET colleges would be controlled and it also stipulated how the funding of public TVET colleges would be managed (Wedekind 2016:8).

Based on the literature review and responses from this study's participants, it became evident that the TVET sector does not enjoy the same status within the community as its counterparts in tertiary education, namely universities and private colleges. TVET colleges are seen as inferior to these institutions and the curriculum delivered in TVET colleges is seen as easier because of its admission requirements and policies (Section 4.4.2.5).

TVET colleges inherited a painful history of inequality and a lack of access to education based on financial constraints (Section 2.7.1) from the apartheid regime (Based on this history, in South Africa, contrary to other countries (e.g., Finland), TVET college education is not the preferred choice for tertiary studies (Section 2.6.2). One of the consequences of the noted restructuring of this sector, post-apartheid, is the readiness of TVET college lecturers to deliver the curriculum (Section 2.8). However, from the responses of the participants, it became evident that not all lecturers are ready and fully equipped to deliver the NC(V) curriculum effectively and efficiently (Section 4.3.1.4).

The raw data collected from the three data sources (i.e., individual interviews, focus group interviews and document analysis) were analysed and organised in order to identify and develop themes, categories and sub-categories (Section 3.9.2). The main themes identified in the study were:

- Planning, monitoring, and evaluation of the NC(V) curriculum; and
- Tools and aids to deliver the NC(V) curriculum.

After considering the research results of each theme, category and sub-category, specific conclusions were reached and discussed separately. The next section represents the findings of the research objectives, as stated in this section.

5.2.1   Research finding 1: How professional qualifications, or the lack thereof, impact successful curriculum delivery.

The DHET (2013:7), positions quality and availability as the core components of lecturer training. The focus of such training includes three aspects, namely academic qualifications, subject matter expertise and pedagogy (DHET 2013:40). From the analysed data utilised in this current study, it became evident that having some form of teaching qualification is important. This finding was reiterated by the participating DHET official as well as the campus managers during their individual interviews (Section 4.4.2.1). Interchangeably, some participants indicated the need for also having industry experience and qualifications, as such would contribute to greater workplace-related competencies on the part of the lecturer that could benefit the students in their classes. However, the same participants still expressed the need for additional academic (teaching) qualifications.

From the participants' responses, the researcher established that having a teaching qualification can assist the learning experience through the application of modes of learnt pedagogies and andragogy during lecturer training. Participants also echoed the sentiments of the DHET that teaching qualifications contribute positively to the quality of curriculum delivery. Simultaneously, however, participants also cautioned that informal training aimed at delivering the curriculum should not be underestimated.

5.2.1.1   Interventions for lecturer training

According to the DHET's (2013:3), policy on professional qualifications for lecturers in TVET, the DHET should provide paths for lecturers to upskill their existing teaching qualifications or for those without a formal teaching qualification to gain such a qualification. This limitation hampers the mandate of the DHET to train and develop TVET lecturers so as to enhance the delivery of the NC(V) curriculum (DHET 2013:3). Moreover, according to the responses from participants funding from the DHET is currently only available to those lecturers without a formal teaching qualification. As a result, lecturers with a teaching qualification are urged to pay for their own professional development.

Drawing from the participants' responses (Section 4.4.2.5., Sub-category 2), it was established that participants were thankful for what training received at the onset of the NC(V) curriculum. However, they mentioned that such training was insufficient and did not adequately prepare them to fully and effectively deliver the NC(V) curriculum. Subsequent training was also never provided. As a result, the participating lecturers were left to learn from one another, or by themselves. It should be noted, however, that some participants did receive additional assessor, moderator and/or facilitator training. Such training did not, however, extend to all the participants.

5.2.2   Research finding 2: How lecturers' skills and abilities influence the success of curriculum delivery.

The study participants identified various skills needed to effectively deliver the NC(V) curriculum, namely soft skills (e.g., establishing a connection with students); communications skills; emotional intelligence and physical skills; classroom management skills; creativity; language abilities; and interpersonal skills (Section 4.4.2.4). These skills were believed to separate a good teacher from an average

teacher in terms of reaching a student to understand and enjoy the benefits of the NC(V) curriculum. The participants also mentioned that not displaying the necessary physical skills (Section 4.4.2.4) could be particularly detrimental in the teaching and learning process (e.g., if a lecturer cannot fix a pipe themselves, how could they properly teach plumbing?). In addition, according to the participants, certain skills, such as empathy, make it easier for lecturers to connect with students and, in turn, create pathways through which lecturers can best reach students.

It should further be noted that this study's participants were of the view that a lecturer should be creative in order to meet the demand for the different teaching styles needed to effectively accommodate the various learning styles of students (Section 4.4.2.4). Classroom management skills were also deemed important, particularly by participants who took part in the focus group interviews. These participants were convinced that if a lecturer lacks effective classroom management skills, no (good) teaching can take place. According to the participants, the effective management of a classroom enables a lecturer to make rules in an effort to control and promote positive teaching and learning processes.

Furthermore, lecturers' inability to share best practices with one another was found to negatively impact the delivery of the NC(V) curriculum (Section 4.4.2.5). The challenges that lecturers face in the classroom were also found to not be readily shared with others. In particular, participants expressed the need for conversations regarding best practices and collaborations with other (sister) colleges so as to better effect the efficient delivery of the NC(V) curriculum.

5.2.3 Research finding 3: How, and which resources are currently employed by lecturers to assist with curriculum delivery

All material and non-material factors that are necessary and which contribute to the attainment of goals in any institution are regarded as resources (Dangara 2016:28). Institutional goals are set to aid students to achieve the necessary skills, knowledge and abilities for finding suitable employment by completing the NC(V) qualification (DHET 2006:12). From the analysed data, it was found that participants use textbooks, data projectors, laptops, blackboards, technological methods (e.g., Wi-Fi), WhatsApp and other applications, newspaper clippings, television, radio and computers.

5.2.3.1 Challenges lecturers experience regarding availability of resources

Participants indicated that there is currently a lack of support in terms of getting the necessary resources from college management. The delivery of the NC(V) curriculum requires the use of applications and/or wi-fi, as well as data projectors. In such instances, participants indicated that they must bring their own resources from home and/or use their own data to deliver the NC(V) curriculum (Section 4.4.2.3).

It should be noted that college management is primarily responsible for providing sufficient and appropriate resources to lecturers so as to enable them to deliver the NC(V) curriculum effectively (DHET 2020:4). However, participating managers indicated challenges associated with infrastructure contributions related to the unavailability of resources (Section 4.4.2.3). The managers did also mention, though, that available resources are not currently being used by lecturers to deliver the curriculum.

According to the 2020 ICASS guidelines (DHET 2020:5), the use of these guidelines is integral in supporting the teaching and learning process. Specifically, these guidelines provide templates for assessments, moderation, verification and implementation of the curriculum, as well as measures to enhance lecturer performance during the delivery of the NC(V) curriculum (DHET 2019:14). From participants' responses, it became clear that lecturers often design their own resources in terms of documents to monitor the implementation of their respective curricula. Due to such individual development, such documents are not used across campuses, which has led to a lack of standardised practices.

5.3   LIMITATIONS OF THE STUDY

In any given study, potential study limitations may include a researcher's assumptions regarding underlying theories, the study setting, the population or sample, the data collection and/or analysis processes and/or the interpretation of the results and their corresponding conclusions (Theofanidis & Fountouki 2018:157). Despite the asserted efforts of the researcher for this current study to guarantee maximum trustworthiness in terms of the sample selection, recording and transcribing, analysing and interpretation of the research results, various limitations of the study must still be highlighted. Firstly, the research was conducted at only *one* of the 50 TVET colleges

in South Africa (i.e., located in the Eastern Cape Province). Therefore, one limitation to the study was its small sample size. As a result of the limited sample, the research findings cannot be generalised to all TVET colleges across either the rest of the Eastern Cape, or with regard to South African TVET colleges as a whole. However, the reliability and validity of the research instrument still provided a useful foundation upon which recommendations for improving the management for curriculum delivery at South African TVET colleges could be based.

Secondly, the research was entirely based on the responses of participants by means of individual and focus group interviews, along with document analysis. The objective was to understand how lecturers deliver the NC(V) curriculum in South African TVET colleges at a more in-depth level; hence the choice of adopting a qualitative methodology. Thirdly, the research was based solely on the NC(V) programme offered at TVET colleges and did not include the Report 191 programmes, which are also offered at TVET colleges in South Africa.

Furthermore, the fact that the students, who are the receivers of the NC(V) curriculum, are for example, not included in this study, presented a limitation. Gaining insights from students as participants could have provided valuable data. As a result of this particular exclusion, the needs of students with disabilities were also, specifically, not addressed in this study with regard to how the NC(V) curriculum is delivered to this demographic. Based on these limitations present in this current study, as well as in relation to the main- and sub-research questions, various recommendations for future research are imparted in the next section.

5.4   RECOMMENDATIONS

One of the objectives of this study was to understand and explore how professional lecturer qualifications (or the lack thereof) could impact curriculum delivery. A further objective was to investigate which skills and abilities lecturers currently apply in order to deliver the NC(V) curriculum. The following subsections provide recommendations based on the research findings associated with these noted objectives.

5.4.1 Professional development of lecturers

The effectiveness of higher education institutions is mostly dependent on the performance of their lecturers. Therefore, lecturers should be trained and developed in such a way that they may be able to perform their duties efficiently and effectively (Dilshad, Hussain & Batool 2019:120). Based on the responses and personal experiences of the participating lecturers in this current study, it became clear that there is a need for the continued professional development of lecturers. Hence, the researcher recommends the following:

- Areas in need of professional development in TVET colleges should be identified and appropriate programmes should be designed so as to address such needs;
- All lecturers should be afforded the opportunity to study towards the newly designed TVET professional qualifications;
- Refresher teaching courses should be offered by the DHET as the custodian of the NC(V) curriculum; and
- Technology-based training should be given to lecturers at regular intervals.

5.4.2 Developing lecturer skills and abilities

Participants of this study confirmed that certain skills and abilities are necessary in order for lecturers to successfully deliver the NC(V) curriculum. In particular, more than one participant expressed the need for lecturers to gain opportunities to engage with one another with regard to best practices. A number of these participants also indicated that they have received assessor, moderator and/or facilitator training, which has assisted them in building new skills and enhancing existing skills when delivering the curriculum. In relation to these participant responses, the researcher recommends that:

- Formally planned sessions should be offered to lecturers so that they can discuss best practices;
- Informal sessions should encourage conversations regarding lecturer skills and abilities as well as team building activities;

- Mentorship programmes share specific skills and abilities – especially with regard to novice lecturers; and
- Investigations should take place pertaining to the compatibility and appropriateness of assessor, moderator and/or facilitator training programmes offered by external companies in relation to the NC(V) curriculum.

5.5   RECOMMENDATIONS FOR FURTHER RESEARCH

This study was able to provide answers for the main research question as well as its related sub-questions (Section 1.4.2). However, based on the aforementioned limitations present within this study, the researcher further recommends the following:

- This study should be extended to more than one TVET college;
- Further studies could include students as part of the study population, since they are the main recipients of the NC(V) curriculum;
- An investigation on how lecturers deliver the NC(V) curriculum to disabled students should be conducted;
- The influence of WBE and WIL as part of the NC(V) curriculum should be investigated; and
- More research should be conducted with regard to how students' language barriers influence the success of the delivery of the NC(V) curriculum.

5.6   FINAL CONCLUSION

The purpose of this study was to investigate how lecturers deliver the NC(V) curriculum in South African TVET colleges. The study focused on the influence of lecturers' qualifications (or the lack thereof), the skills and abilities that lecturers employ and the resources lecturers utilise to deliver the curriculum. The main aim of the study was to determine how lecturers deliver the NC(V) curriculum.

The research results indicated that both lecturers' academic and industry qualifications, lecturers' skills and abilities and the availability of appropriate resources are all significant factors that should be considered when attempting to improve the delivery of the NC(V) curriculum in South African TVET colleges. Due to these findings, this study may offer a meaningful practical contribution to the TVET sector by

assisting college management and staff to reflect on best practices pertaining to the delivery of the NC(V) curriculum.

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Appendix A: Postgraduate letter – Proof of registration for the 2021 academic year

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WILLIAMS A R MRS
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WINTERHOEK PARK
6229

STUDENT NUMBER : 45807493

ENQUIRIES TEL : 0861670411
            FAX : (012)429-4150
eMAIL : mandd@unisa.ac.za

2021-08-26

Dear Student

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

Proposed Qualification: MED (EDUC MANAGEMENT)   (98405)

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                                                                     PROVISIONAL EXAMINATION
  CODE     PAPER    S NAME OF STUDY UNIT                NQF crdts. LANG.  EXAM.DATE   CENTRE(PLACE)
  ----     -------- --------------------                ---------- ----   --------- ----------
Study units registered without formal exams:
  DFEDU95              MEd - Education Management              **     E
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You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

\# Your attention is drawn to University rules and regulations (www.unisa.ac.za/register).
   Please note the new requirements for reregistration and the number of credits per year which state that
   students registered for the first time from 2013, must complete 36 NQF credits in the first year of study,
   and thereafter must complete 48 NQF credits per year.
   Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESOnline for study material and other
   important information.
   Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be
   demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement
   in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating
   academic activity to the satisfaction of the University, you will not be re-admitted, except with the express
   approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must
   be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be
   allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same
   College for a period of five years after such exclusion, after which you will have to re-apply for admission to any
   such qualification.
   Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's
   qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a
   candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate
   must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the
   Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

BALANCE ON STUDY ACCOUNT: 0.00

Yours faithfully,

Prof M S Mothata
Registrar

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University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
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Appendix B: Permission letter to the Department of Higher Education and Training

The Department of Higher Education and Training
Private Bag X174
PRETORIA
0001

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT ████
████████ TVET COLLEGE IN SOUTH AFRICA

Managing curriculum delivery in South African TVET colleges: A Case Study.

23 October 2019

Dear Sir/Madam

I, Angelona Rewhydah Williams, am doing research under supervision of Karel Prins, a doctor in the Department of Education towards a MEd degree at the University of South Africa. We are inviting you to participate in a study entitled Managing curriculum delivery in South African TVET colleges: A Case Study.

The aim of the study is to explore how lecturers manage curriculum delivery at TVET colleges. Your department has been selected because you are the custodian of curriculum delivery of higher education in South Africa. The study will entail individual interviews, a focus group interview and document analysis.

The benefit of the study is that the college system in South Africa can be informed of possible best practices hence it could benefit society and maximise public interest. There are no potential risks to this study.

There will be no reimbursements or any incentives for participation in this research. Feedback will be given to all participants in the form of a personal email which will be send upon completion of this study.

Yours sincerely.

ANGELONA R WILLIAMS
RESEARCHER

Appendix C: Permission letter to conduct research at ███████ TVET College in South Africa

█████████████
PO Box ██████
██████████

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT ████ ████████ TVET COLLEGE

Managing curriculum delivery in South African TVET colleges: A Case Study.

23 October 2019

Dear Mr ████████

I, Angelona Rewhydah Williams, am doing research under supervision of Karel Prins, a doctor in the Department of Education towards a MEd degree at the University of South Africa. We are inviting you to participate in a study entitled Managing curriculum delivery in South African TVET colleges: A Case Study.

The aim of the study is to explore how lecturers manage curriculum delivery at TVET colleges. Your college has been selected because you are an agent of curriculum delivery of higher education in South Africa. The study will entail individual interviews, a focus group interview and document analysis.

The benefit of the study is that the college system in South Africa can be informed of possible best practices hence it could benefit society and maximise public interest. There are no potential risks to this study.

There will be no reimbursements or any incentives for participation in this research. Feedback will be given to all participants in the form of a personal email which will be send upon completion of this study.

Yours sincerely.

ANGELONA R WILLIAMS
RESEARCHER

Appendix D: Participant information and consent return slip

23 October 2019

Managing curriculum delivery in South African TVET colleges: A Case Study.

Dear prospective participant

My name is Angelona Rewhydah Williams and I am doing research under the supervision of Karel Prins, a doctor in the Department of Education towards a MEd degree at the University of South Africa. We are inviting you to participate in a study entitled Managing curriculum delivery in South African TVET colleges: A Case Study.

WHAT IS THE PURPOSE OF THE STUDY?

It is to explore how lecturers manage curriculum delivery in TVET colleges in South Africa.

WHY AM I INVITED TO PARTICIPATE?

You are invited because you are the practitioners who implement the NC(V) curriculum. I obtained your contact details from one of your friends. The researcher will have 15 participants for this study. The duration of the interviews will be one hour.

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

Participation 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 an informed consent form.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The study is expected to collect important information that could benefit the college system in South Africa as best practices could be shared – in turn will benefit our society and maximise public interest.

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

Interviews might be in a place where you do not feel comfortable. Private information regarding your qualifications would be asked. The researcher would then make sure that the venue and time of the interview is at the discretion and choice of the participant.

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

You have the right to insist that your name not be recorded anywhere or your name will not be recorded and no one will be able to connect you to the answers. While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage participants to do so. For this reason, I advise you not to disclose personal information in the focus group.

HOW WILL THE RESEARCHER PROJECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard for future research or academic purposes. Electronic information will be stored on a password protected computer. If any information will no longer be valid or outdated, hard copies will be destroyed via a document shredder and electronic information deleted.

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

There will be no reimbursements or any incentives for participation in this research.

HAS THIS STUDY RECEIVE ETHICAL APPROVAL?

This study has received written approval form the Research Ethics Committee, UNISA. A copy of the approval letter can be obtained from the researcher if you so wish.

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

If you wish to be informed of the final research findings please contact Angelona Rewhydah Williams on 0832369609 or email at angelona.williams@gmail.com.

Should you require any further information or want to contact the researcher about any aspect of the study, please contact Angelona Rewhydah Williams on 0832369609 or email at angelona.williams@gmail.com.

Should you have any concerns about the way in which the research has been conducted, you may contact Dr. Karel Prins at 067780036 or email Eprins1@unisa.ac.za

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

Thank you.

Angelona Rewhydah Williams
Researcher

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.

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 in-depth 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).   Angelona Rewhydah Williams

_____   _____
Researcher's signature   Date

Appendix E: Government official (DHET) individual interview schedule of questions

1. What do you understand under the term "managing curriculum delivery in TVET Colleges?"
2. As a department, how important is lecturer qualifications or industry experience when making new lecturer appointments?
3. What are the expectations of lecturers when delivering the NC(V) curriculum?
4. What are your expectations from college management in terms of curriculum delivery?
5. In your opinion, is the NC(V) curriculum being successfully delivered?
6. Which training opportunities does government provide for new and existing lecturers to stay abreast with the latest developments in curriculum delivery?
7. Which support is given to lecturers in terms of resources?
8. How can curriculum delivery be improved to address the needs of industry?
9. In your opinion, which skills and abilities should lecturers display to ensure successful curriculum delivery?

Appendix F: Individual interview schedule of questions for campus managers

1. What do you understand under the term "managing curriculum delivery in TVET Colleges?"
2. As an instructional leader, how important is lecturer qualifications or industry experience when making new lecturer appointments?
3. In your view, is the NC(V) curriculum being successfully delivered? Motivate your answer.
4. How do you ensure that lecturers possess the necessary skills and abilities to successfully deliver the NC(V) curriculum?
5. Which training opportunities are there for new and existing lecturing staff members.
6. Which resources do you provide to ensure the successful delivery of the NC(V) curriculum?
7. As an instructional leader, how do you monitor class management processes in relation to student performance?
8. Which measuring tool do you use to assess lecturer performance when delivering the NC(V) curriculum?
9. In your opinion, what can the influence of successful delivery of the NC(V) curriculum be on the institution and South African Industry?

Appendix G: Focus group schedule of questions for senior and junior lecturers

1. What do you understand under the term "managing curriculum delivery in TVET Colleges?"
2. Do you have a formal teacher's or industry related qualification and how does this assist you during the delivery of the NC(V) curriculum?
3. Did you have any training in the delivery of the NC(V) curriculum and how relevant is it to the actual class set-up?
4. Which skills do you employ to ensure successful curriculum delivery in the classroom?
5. Which resources do you employ to aid successful delivery of the curriculum?
6. Which measures do you have in place to address the different age groups of students during curriculum delivery?
7. In your own opinion, how important is classroom management in the delivery of the NC(V) curriculum?
8. Do you receive support and guidance from the Department of Higher Education and Training to ensure the successful delivery of the NC(V) curriculum?
9. Do you receive support and guidance from the college management to deliver the NC(V) curriculum successfully?
10. Which measuring tool do you use to assess how successful you are in delivering the NC(V) curriculum.

Appendix H: Ethical clearance

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UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/10/16

Dear Mrs Williams

Decision: Ethics Approval from
2019/10/16 to 2022/10/16

Ref: **2019/10/16/45807493/25/MC**
Name: Mrs AR Williams
Student No.: 45807493

Researcher(s): Name: Mrs AR Williams
E-mail address: 45807493@mylife.unisa.ac.za
Telephone: +27 83 236 9609

Supervisor(s): Name: Dr K Prins
E-mail address: Eprins1@unisa.ac.za
Telephone: +27 67 780 0936

Title of research:

Managing curriculum delivery in South African TVET colleges: A Case Study.

Qualification: M. Ed in Educational Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/10/16 to 2022/10/16.

The **low risk** application was reviewed by the Ethics Review Committee on 2019/10/16 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

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Open Rubric

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3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.

6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

7. No field work activities may continue after the expiry date **2022/10/16**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2019/10/16/45807493/25/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,

Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za
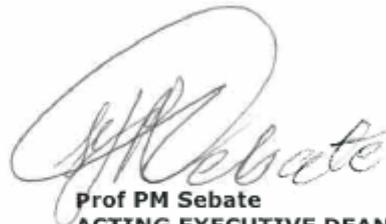
Prof PM Sebate
ACTING EXECUTIVE DEAN
Sebatpm@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

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Appendix I: Transcript Focus Group Interview – Junior and Senior Lecturers

Interviewer: Good afternoon everyone. Welcome to this focus group interview. I'm quite excited to have all of you here.

F1P1: Just excited ma'am.

Just a few minor details that actually very Important details. I chose each one of you to participate in this session because I believe that you have a contribution to make with regards to the topic that I 've chosen which is "How do lecturers manage the delivery in TVET colleges specifically the NCV curriculum and that's the reason for me choosing you because this is your daily lives. You deliver the curriculum every day but I think from the responses we will see where we are are at are we successful in what we are doing and how we are doing that. So, the purpose of the study therefore is to explore how lecturers manage the curriculum delivery in TVET colleges specifically in South Africa. You have agreed voluntary to be part of the study at any stage at any point where you feel uncomfortable you allow to withdraw from the study, you are allowed to leave if you are that you not comfortable with the questions that we asking. There will be not be any negative consequences of you participating in the study. So, what I must also emphasize and stress is that whatever you will say here will be confidential. Nobody's identity will be exposed for whatever reason you give written permission that we could divulge any information given throughout the session.

I will store the data or whatever we have gathered here for now it's just empirical evidence empirical discussion material that we gona gather but I will store whatever information that we gather here for 5 years for a period of 5 years. I will put in on a umm on a flash drive and it will be it will be password protected so that no one can know the identity of each one sitting here. Uhm I have gone through the ethical processes where I have uhm gained permission from UNISA which is my institution of choice or where I'm studying currently and I have been granted permission from the Department of Higher Education to conduct this research. I have also sought permission from the college to conduct this research. All of that the ethical clearance certificate is available upon request. I must however also inform you that there are not incentives for you participating in this study. Apart from the juice and the fruit (laughter).

Uhm if you so choose, I will inform you about the findings of the study uhm via email or whichever method that you choose before I will publish the findings and submit the findings just to make sure that It's accurately recorded. So that being said, uhm like I say we are going to explore how the curriculum is being delivered but with specific things in mind for example, we gona look at lecturer qualifications and see does it have an influence or not because many of our colleagues do have a teachers' qualification and other's conversely do have industry qualification. Just a mix of it. How important is that? We are also going to look at the different skills and aptitudes we need to deliver the curriculum. What is it that we need? Do we have those skills uhm we are going to look at the availability of the resources that we need to deliver the curriculum? Does that suffice or would we need more or want more? At any point during the discussion please interrupt and feel free to engage and have questions. (coughing). Everything that we will say will be recorded on the recorder and we will also document as per our own eemmm document that we drafted here. So, if there's no any other questions then we can actually start.

QUESTION 1: Okay. What do you understand under the term Managing curriculum delivery in TVET colleges? And it's open to anybody to start the conversation.

F1P1: Repeat the question.

Interviewer: What do you understand under the term managing curriculum delivery in TVET colleges? What is your understanding when people say managing the curriculum? What do you understand about that? It could be anything and maybe I must just say there's no right or wrong answer there it's your perspective

F1P2: Ensuring that you finish on time. The completion of the curriculum.

Interviewer: So, when you say finish in time.

F1P2: in terms of year plans, you follow the year plan um but also you need to achieve the subject outcomes and the learning outcomes of that specific curriculum.

Interviewer: I will ask probing questions in between just to get a clearer sense of what it is that you mean (F1P2: mmmm) uhm so every subject has different outcomes and but we all have different timeframes in which to complete. Is that what you saying?

F1P2 (mmm)

Interviewer: Okay.

F1P3: I'll first say that as a lecturer a academic and a that lecturer professional we have to understand what a curriculum is first (yes) that would have of learning (F1P2 mmm) define it in very different terms and curriculum management is unique and specific to an individual lecturer and how they manage the, the, d….. that document for learning. The thing is to understand in curriculum management, you have to understand what are the objectives and the aims. That is the first Important thing to know what are the objectives and also how you are going to divide that road for learning in terms of the timeframes and also to monitoring the progression how do your progress and also evaluation so those are words you have to look at. What is going to start first. err What is going to be Important eee you are grading that is the management which is Important and then followed by that, the materials which will be needed add something.

F1P4: for me what is Important that one is to complete the curriculum your syllabus right um not just um quantitative (F1P2 ummm) but also in a quality manner to ensure you know you haven't just through the curriculum that your students would understood. Uhm all the subject outcomes and learning outcomes they are able to perform it to the best of their abilities cos you would have done your job properly. It always amazes me that sometimes you hear colleagues saying they done with the syllabus (F1P2 laughter) then it's in the 2nd term or the 3rd term or the first halve of the year and I'm thinking how did that happen? (whisper voice) I still have so much to do right. So, I guess it also differs from subject field to subject field. Curriculum is not the same for all subjects. But it's not just about finishing. Finish in a manner that is beneficial to the students.

F1P5 Here. I would also say that the management of the is also affected by the real aspects versus the fiction.

F1P2: Exactly

F1P4: True

F1P5 Because the reality we really finish the syllabus because there are other things that affect it.

F1P4: interruptions.

F1P5: interruptions.

Interviewer: When you speak about interruptions what are you referring to?

I'm referring to the strikes mainly. They could go on for a month or more so that also have an effect on you managing the syllabus and also the reality some students are can grasp it, others simply cannot but because we have to meet the deadlines, we saying we have finished the syllabus. **F1P2** mmm mmm.

F1P6: ummm Dr X ones spoke about an issue that's very real to this supposed campus in this research. Dr X said that some of our students have a problem and they've identified language as a problem from his recent thesis which I think to add on to Mrs. F1P5 effects greatly because it's not easy to finish a syllabus if your students are still stuck if they don't understand. you have to find a way to communicate with them uhm It's very also personally I found that it's very Important not just look at your curriculum from just a textbook or guideline perspective. You've got to look at Its relevance in society **(F1P4**: sure) and trying to keep abreast with current affairs which I feel is a challenge to some of our students. They not very aware of current affairs. The other issue is inclusivity because not all our students are the same **(F1P2**: mmm) some are not able bodied and those are the supposed challenges that we have. We are working towards an inclusivity in schools but we are still challenged.

Interviewer: So just with regards to the language barrier, do have processes in place or how do you go about that? Is it something that …. And then continue because you're pressed for time or is it umm do you have policies in place that you actually do work from.

F1P6: Ummm we do make recommendations from the moment you notice that your student has a language problem which I can only speak for the English Department when you notice that a student has a language problem, the first thing that would be considered is remedial classes and ensuring that they are able to grasp what was said but since we are the TVET sector, it's very difficult when they've been failed at the foundation phase. So, it goes back to the foundation phase actually needing to strengthen what it does because we are the TVET sector and unfortunately, we are preparing our students for Vocationals work and ur curriculum does not necessarily accommodate students who lack the basic.

Interviewer: When you say you making recommendations, who do you make the recommendations to?

F1P6: When we fill out our reports at the end of moderation, we are hoping that it gets to DHET so that they can view some of the problems that we facing.

Interviewer: Do you ever get feedback from that?

F1P6: We do not get feedback.

F1P5: when results come out in January, we make recommendations each and every year. I don't ever see those recommendations being carried out.

F1P4: Can I just come in here quickly. I know it was the fundamentals at some stage, the college had a programme that they introduced. I can remember was it a Plato computerized to help students improve on especially their communication skills and Maths I think. Specifically, for Fundamentals. I do not know if that program is still running.

F1P3: If it's being used, we don't know about it.

F1P4: Is it being used? Is it even?

F1P2: It was Plato.

F1P4: Plato.

Interviewer: So, was it run across all the campuses at the time?

F1P2: should have

F1P3: across all the campuses.

F1P6: Seemingly, what's taken place is the PACE test but now what the PACE test says we identify were there is a problem but from the onset. I actually once asked a question regarding the PACE test I asked what does the PACE test determine? What is the point of the PACE test and it had been explained to me that the PACE test is to see whether the student has a language barrier or a numerical barrier umm then I said okay so what do you do with those results once you get and many a time they said no it doesn't whether they get accepted or not in the beginning there were no entry forms or I'm looking for the correct word – there was not selection (**F1P4** process) process if I can put it that way so all the all the students we received whether good or bad with those PACE test we take them, we get the quality we get and still when we get our memos we were told make, make, provision for the student. ummmmmmIt kind of takes, it shifts everything it does and then with those particular PACE tests that we have, we still discover that those who are regening subjects or those who are repeating subjects are students who didn't do well in the PACE test to begin with.

F1P4; can I just say something. I know previous year these PACE tests they weren't known as PACE test – what were they known as? **F1P3** placement test. **F1P4**: placement tests. I recall specifically that if a student didn't make the grade that they would not be considered but I think over the years, things have been slacking or more what's the word I'm looking for more concessions have been made uhm so students er and just being taken in er **(F1P5?)** there's no real I would say exclusion so that makes it difficult even if you know a student did not pass his PACE test and you setting the student up for failure. Anyway, his still accepted.

Interviewer: F1P1?

F1P1: Hello Ma'am my first point the Director General when he sets out the academic calendar for the year where they give us clear guidelines when assessments must be done and from there, they give us where they will slot that into the academic year plan and from there, we will see how the curriculum in and how to manage it over the year. It is very difficult like mam F1P5 mentioned that we do have unforeseen events that err strikes that happen and all these kind of things. Then in delivering the curriculum mam, it's sometimes very difficult in the sense that a lot of the things we do is a bit outdated and we need to go further than the textbook we need to research like we did with SAQI to be exposed into the work world and to see how things are done and you will be amazed at how things are done. Things are totally different than what the curriculum. We need to find a way to incorporate that into the curriculum in terms of what

is at work and what is in the curriculum. A lot of the things are outdated s bring that into sometimes we might be able to get guest speakers as part of delivering that curriculum and also a um in that instance is to help the students I try to make that inclusive as the work world as well as the curriculum.

Interviewer: Uhm when you say there's a disconnect in what we are teaching the students and what is um in the world of work, what exactly do you mean?

F1P1: I'll make an example for instance at the one campus they do the electrical and motor mechanic and so on every day technology changes and because there's now much red tape in the curriculum and the doesn't update. The curriculum for instance they can update the curriculum today then It's outdated already so what I meant by that I'm gona take for example at Volkwagen. If they for instance do mechanical course, Volkswagen might have changed their system so they not using that system so what happens is that those kids need training so it also has a cost effect on the company (**F1P3: true**) so all things that is that has negative sides to our curriculum. We not like the university and so on that can update it continually ja.

F1P2: So. there's no link between industry and theory basically.

F1P1: They do try I won't say they don't because it keeps changing - every minute it changes methods they use.

F1P2: I think the suggestion should be that they decentralize, you know (**F1P1** Ja, the TVET colleges) in setting up the curriculum where you have the, the, college instead of DHET.

F1P5: Mr X. I know for Financial Management they still speak about 14% VAT. You now have to say to the students wait guys it's not 14% scratch that out write 15%. Things like that.

F1P3: uhm there's also a need for a robust partnership **(F1P2**: mmm) TVET Colleges they know operate like they are outside (F1P2 in silos) the context of how there what is happening in the workplace so I don't know maybe it's a question that I'm posing also to my colleagues. What is the nature of partnership between our colleges and the outside world because that is also at the beginning a very Important in the management of the curriculum?

F1P4: True cos if we know what is expected from industry the focus in terms of once curriculum

F1P2: I spoke to my nephew yesterday. He is a executive chef in Graaff Reinet and he spoke about there's a college there. What happens student go to the hospitality college there and then they at the hotel and what they do after that is when students excel the top student would be retained and given a contract so this is basically something that we need to look at.

F1P5: I don't know how to put this I'm being recorded. Is the problem with national or is the problem with the college? Why am I saying this, Mr F1P1 would attest to this (sarcastic sigh) which place is it they came here to the college for the study tour. They came here for the transport and logistics (F1P1 yes). They came to the harbour because it was for transport and logistics Transnet and to Coega and all the other places here in PE but all we ever teach our students is what is in the textbooks **(F1P2** , **F1P4** and **F1P3** mmmmmm) We've never taken them out for excursion.

F1P4 So it's more book work than sort of practical exposure.

 F1P5: Yes, but we have this, things here in PE. It took a college from outside to spend a week with their students to open our eyes (**F1P4:** Yoh) so

Interviewer: So, according to you Ms. F1P5, the onus to arrange these types of excursions rests on who?

F1P5…. And us lecturers

F1P1: Lecturers.

F1P3: Because you know, Mrs. X as she saying, I think Mr F1P1 It's starts from the National Document but I don't think the government has been like too restrictive what we should do with the curriculum **(F1P1** mm). It starts from eee what you call it a three tier you know there's the government and then there's the institution Lecturer and at the center of it all you know there's is the student eee what happens there when the document comes is maybe the management the support of the document in the classroom management and also how imparts on the street. I don't think they've been too restrictive you should not do this because the curriculum management entirely depends with what the, the, the, lecturer the educator is you know does that pedagogically with the document you see (F1P1, F1P2 mmmm). Like what she saying it's your own creativity, management is your creativity supported also by the management that we intend to do this.

F1P1: It's right ma'am eerr need to prioritize on the funding they get like for instance you said about the excursions like for instance in our case out students they will need they call it a PPE so they will need those things to go into the factory. If something happens to them the companies won't pay. So, I think need to change their priorities in terms of the funding the money they get students

F1P2: But the mmm the purpose for TVET is to actually feed industry and where they are situated and we are not doing that. We have, we have courses that do not feed industry.

F1P5. But us lecturers are we guild free?

F1P2: No

Interviewer: Can I just give Ms. F1P6 an opportunity

F1P6: I am here with you family. I say I agree but there's one thing that I haven't yet received an answer. Maybe I'm asking it to the wrong person. I've been asking this the entire time our students because the moment you leave high school, you've left school. We are a tertiary institution? What is Life Orientation still doing in colleges? What is its purpose? How does it the industry? That's something. I feel like government hasn't defined the role of TVET in Its full capacity. English you know I've even asked myself what is the function of ABET if we still have Maths Literacy, I understand the Maths part of it like for your technical subjects but for me like all language lecturers, I feel that communication … be communication lecturers because you need that where you going. English, if you need English classes and you are an adult you either have to do English Literature of English Grammar for the sake of being an academic in this field in which case, I don't know help me.

F1P5: But my friend, the requirements or the criteria for you to be here, you must have passed Grade 9 doesn't matter if you were born in 1972 so how much English do you know or do you understand when you are in Grade 9 from a High School or secondary school in Lusikisi.

F1P6- I agree my friend but I reiterate you have you have made the decision to want to go join an industry, you're an adult now you are coming into a tertiary institution and you are being prepared for the workplace (**F1P5**: with a grade 9) with a Grade 9 which means that

government needs to revisit (**F1P5**: also is a grade 9 where you were condoned from Grade 5 maybe to Grade 9)Yes, my friend what I'm going to say that as lecturers we are not completely blameless but on the same breath, government needs to assist us here.

F1P5: But this is, sorry friend it's also an open secret that we are uhhh sorry recorder we are a dump site. How do I mean the parent is here, the student is here then the helpdesk no I was told to bring my child because my child is slow?

F1P6: Yes, you see. What I'm saying my friend in terms of I feel like you say, what I'm saying is okay, if we gona talk about lecturers' problems we not stop.

Interviewer: Yes, I agree. So, what you saying Ms. F1P5 is that there are external perceptions around TVET that influence. Does it influence how you deliver the curriculum in class.

F1P5: It has to Ma'am.

Interviewer: How?

F1P5: Because this, sitting there in the helpdesk the student comes he or she is a slow learner. Already, I'm thinking (heavy breathing) Table Mountain here.

Interviewer: So, it's a moral thing?

F1P5: But also, we thinking numbers. We must start with the syllabus next week so let's take the student (F1P2mmmm) and when the student goes to write the PACE test and they get 28% still we must take the student because we need the numbers – job here on the line, you are told over and over.

Interviewer: I would like to go with the first question, we have exhausted many of the angles. I suppose there would be more angles we don't have any say in you know as a lecturer you don't have any say in it but uhm let's move to the next question. Uhm you don't have to answer if you don't want to like I said in the beginning.

QUESTION 2 Interviewer: **Do you have a formal teachers or industry related qualification and how does that assist you during in delivering the curriculum**? If you have one or the other, you will speak from your own self. If you don't have a teachers' qualification, you will speak from that premise, if you have a teachers' qualification, you will speak from that premise. How does that help you?

F1P6: I don't but I and what it has done for me okay, I believe I'm naturally a teacher. I think it's a piece of it has to do with personality but same breath what it has done It's somewhat It's assisting me in understanding the different types of learners I have in my class or the cognitive levels that I might deal with in my class and how to deliver the curriculum.

Interviewer: So, your industry qualification made it possible for you to understand how the learners – the different types of learners that you have?

F1P6: No, teachers the teachers, the industry, just makes it easier for me to stand in front of them and speak.

Your industry qualification allows you to (F1P6: to give them the information that they need but the teachers' qualification helped me with the interactive part of teaching and delivering.)

Interviewer: Are you busy with a teachers' qualification or?

F1P6: Yes, I am.

F1P3, I have a qualification, a teachers' qualification for the subject that I'm currently offering which is English 1ˢᵗ Additional Language of which every time I meet my students, I have redefined the role, the approach that I use when I'm teaching 1ˢᵗ Additional Language. I've told myself that it should be different from the way it is taught maybe from high school because this is a TVET this is skilled oriented so my English has to be the approach that I use is supposed to be communicative language teaching where are they going to use English.

They are going to use English in the workplace and I tried by all means. When the programme was still running the work based programme the WBE to follow up and see how are they using their language skills are they required to perform in the workplace. So, my qualification as a language practitioner is from a functional language for specific purpose and how does language in a specific area or under a specific context supposed to be used by our students. They are don't dwell much on teaching verbs and grammar (ja) I don't dwell much function a tool view function of English that's where the perspective of English and no one can eeerrr you know to us as a lecturer, you know it's your creativity out in the workplace even speak to the employers. Speak to the employer's education skills do you think there is anything – what should be focus on that we -relationship between the lecturers and the workplace. That's how my qualification…

Interviewer: Fit's you. Tell me uhm the way that you are teaching, does it, does it latch on to what the curriculum prescribes? Because I can see that you forging a way so that the learners could be comfortable in the workplace so that they could be able in a manner that is acceptable in the curriculum. How does it latch on to the actual curriculum?

F1P3: It is still building on the curriculum in but just being diverse It's about diversity in trying to the other thing is also to remember that our students are not homogeneous not I use the same methodology, the same approach to everyone. It's not like ummm the same curriculum but it's the same method determined by different context and situations.

F1P4: I feel at risk to sounding biased towards Life Orientation cos I'm a Life Orientation Lecturer cos you did pick the question earlier at all especially in a TVET sector. Our students need certain skills. You could be the best. You could be the top A student (**F1P6** hummm) okay cum laude pre…medallion but if you lack certain skills that are required from you in industry right then it serves no purpose right. I feel there is still a need I don't want to defend Life Orientation. Know how the government has done that and how the overlaps comes with schools and TVET colleges right but I feel there's still a need to, to, student certain skills. Remember that Life Orientation is not only all about skills it also has a computer component as well so there's a practical component as well in terms of making them literate if it's not taught anywhere else in their syllabus and so forth right. I just didn't want to defend Life Orientation at this stage also taken into account that they are considering phasing it out in school level so that is worrying.

Interviewer: Can I just for clarity sake, you do have a teacher's qualification.

F1P4: Yes, I do.

F1P3: And to add on to what my friend is saying, there is a guy I can remember his name is … he did a Master's Degree on the relevance of LO in TVET. I think I have it. I download it. It is in my …He spoke a lot about eee how relevant. It's one of the eeee. It's one of the technical

vocational and technical students they need what we call uhm generic computer skills in the workplace and LO is rated as one of the most Important 7 skills, management skills, communication skills, Language Skills,

Numeracy skills and all those are stated and LO is rated as one of the although, maybe the problem that we have as F1P6 was saying maybe the terminology for LO because it sounds to an ordinary person it may sound just like another school subjects but it includes a lot of things that is where the human , the employability part of that human being comes from just being a human comes from that subject although they call it in different terms all over many countries China they China Singapore where the TVET system is operating. They rate LO as number one but they don't call it LO.

Interviewer: Ms. F1P4 what I wanted to know actually is how does your teachers' qualification- how does it assist you personally to deliver the curriculum. Does it help? Does it not help? I heard F1P3 speak about pedagogy earlier then you also get andragogy because we are working with adults (**F1P2**: both sides). Ja, just how did, did your does your teachers qualification benefit you (**F1P4**: I think that) and how?

F1P4: I think that is essential if you going to be in any education field that you should have exposure to a teacher's qualification. You know it's, it's, different when you in industry that you work with different types of adults right and get you a school sector or school sector, you have to have a totally different approach so I think it is Important that you do need to have a teachers' qualification in that regard to high in the classroom sector and lecture set-up and so forth.

Interviewer: So what you have learnt within your teachers qualification have now enabled you now to identify certain things within the class (F1P2:mmmm).

F1P4: Definitely!

F1P6: That's so true because I had a similar experience if I only had industry experience then I wouldn't be sensitive with students for example, who can't identify with some students can't read such work – black and white so now you need to unpack for them and try and make it interesting for them. Those industry does not necessarily teach you. Some students learn differently. Some students understand audio more better than what you read. So, for me the teaching course has taught me different types of students you can get as a lecturer. Even on a psychological scale you deal with you become psychologists also.

F1P4: When you're in industry it's almost as if those certain skills are already expected from you- in place.

F1P6: Yes,

F1P4: It should be in place ummm whereas it might not be so there's a function for a teacher over there.

F1P6: And a teacher almost like teaches them to apply their minds.

F1P1: And there are almost …..subjects, I think It's parental I can't remember the name of it but it makes you sensitive that there is different religions (….) you also learn I don't speak about, I don't know you speak about the barriers(F1P6: mmm). There are various barriers that these students have um so for instance can read properly and all these kinds of problems.

Interviewer: F1P1, you do have a teachers' qualification – Do you have a teachers or industry qualification?

F1P1: Teachers and industry. So. there's a…

Interviewer: So how do you feel. How does it benefit you having both in delivering the curriculum because now you have both sides? How does it benefit you as a lecturer?

F1P1: Like in our case, me and Ma'am F1P5, we teach the Financial Management. What assisted me is that I do have a financial background business experience as well so I understand how finances work and the tax and all those types of things so I would actually, I can I try to incorporate both at the same time (**F1P3** mmm). So, if I look at financial point of view, we speak about the VAT then I take the teachers side and try to soften that in the classroom to make it more practical.

Interviewer: How do you soften that Sir?

F1P1: I'll give you an example, (LAUGHTER) **Interviewer**: That's an interesting word how to soften you mix the two and you soften the one towards the other) like uhm I'm gona take for instance I made to the kids for example logistics. I'm gona take logistics. I drew a block for them on the board and then I say to them let's take for instance and a drew cars for instance different things and if I can explain the same example to a toddler and I say to the students, every day we use cars right. Every day we have road. All that has to do with logistics so I try and soften it up for them through pictures through nice fun examples and so on.

Interviewer: Where did you learn to use pictures?

F1P1: Another thing I wana come to as the teachers. Like for instance Ma'am F1P5 is good at thing then I will go to her. I won't be arrogant. I can learn something from her (F1P2: mmm) so I try to different bits of teachers. Let's say there's 10 of them, I'll try and take something from each of them so that I can improve myself as a teacher.

F1P3: Wonderful …. In the TVET you know.

F1P1: Just to ask questions.

F1P5: And also, this also use to irritate me about my mom. She's a teacher as well when we walking in town or shopping in town, and about ten or eleven and people are coming to speak to her the end of all "that was my student" (laughter). Now it's happening to me so when I came here. I have both by the way, industry and a teachers' qualification but I only got to do the teachers qualification maybe 5 years after I got here. So, I only came here with the industry. Because I came here and I was very bombust. I'm gona teach finance. I'm a specialist in finance I graduated with finance and then I went to class and boy it didn't feel like I was an expert because I realized that it's not about me it's about the student (F1P6 Yes, F1P3 yes).

Interviewer: But at that point, before you had the teachers' qualification that you lacking something that you didn't know how to.

F1P5: Yes.

Interviewer: What did you lack?

F1P5: Because I that I said that I'm a specialist, I'll be able to converse with my students and teach them and they'll understand as quickly as I want them because I'm the expert but then

when I did my teachers qualification, I learnt that not all students are the same and they don't learn in the same way so I have to put on some brakes sometimes and try to get their perspective because it's not about me (F1P3 i:mm-mm).

So, if I just the word would there then be you need to facilitate the learning and not just give them what you know.

F1P4: It's about coming down to their level.

F1P1. There one thing I want to end not end of add sorry. About the teacher's thingy say somewhere in the textbook they say that we are a lifelong learner. So, I've learnt that every day you learn something new (**F1P5, F1P3, F1P4** mm-mmm) you don't know everything.

F1P4: True.

F1P5: And also, through the teachers' qualification, I was doing it before but then to realize like you also sort of a pastor – you play a pastoral role, you are a psychologist (**F1P6**: Yes) at times you get home and you head is heavy or your heart is heavy because these kids share a lot.

Interviewer: So, when you had the industry experience you were not aware of all the other facets

F1P5, I didn't know there as also this side.

Interviewer: Okay, so the industry is one of facilitating is just one of giving them the knowledge?

F1P5: Yes.

Interviewer: Is that what you saying?

F1P5: Yes.

F1P4: Can I just say something. You could be sitting with all the knowledge (**F1P2**: mm mm) and the skills and the know- how but you need to know how to impart it to the students (**F1P5** connect) connect and come down to their level uh so eee It's lovely. I would love to have more industry experience cos that would make me even a better lecturer (**F1P3** mm) for me to able to deliver the curriculum then right on what is current in industry but I definitely do not regret having my teachers qualification cos that's

F1P3: There was a time when the government are saying when applying for saying teachers, lecturers going to the industry was suppose to go to the industry.

F1P2: WIL

F1P3: For which people were reluctant and are still reluctant to go. You feel like you are being taken like you don't know anything. You know teachers be like need to learn. Someone said you know a teacher is a lifelong learner. I admire people like her and him who has got and that is very, very, important. That's why I like to follow up to our students when they are still attending the WBE to see what is happening. You also learn part of the career which are really interesting and exciting about teaching. If you are really willing to be a lifelong learner and knowledge is teacher-centered (**F1P2** mm) on the students (**F1P2**: exactly, **F1P5** ja) allow the student to make mistakes by the way they are allowed and these are the pedagogies that we

lack in in the TVET sector. They complaining that some teachers are reading the textbooks. You know students say teachers are reading from a textbook (laughter). She knows someone who is reading from a textbook. It becomes boring. They can't tell you or fear you. They are being bored.

Interviewer: Okay, Mr F1P2?

F1P2: Laat ek praat ja. Okay, I also have industry experience. A lot of industry experience but I think this is important um specially our programme. The experiential knowledge that you gain from industry you can actually apply from the police. There we have lawyers in our department which is very but I think I'm doing a teachers' qualification now and that is that is critical to what you guys are saying because if you look at you need to basically look at what type of learner you dealing with and how you going to get the knowledge across to them because not all learners are the same. So, your approach should be different and the methods that you using should be different although it's a bit difficult to do that in the classroom. Also, the learners come into the classroom with knowledge and we need to use tap into their knowledge as well. Pallo Freire speaks about learning seen as a bank you know where you deposit knowledge to that learner and the learner gives that information and things we need to change and I think my exposure to the Advanced Diploma in TVET helped to change my style of teaching (Interviewer: style of teaching. So before starting with the qualification you had only your industry qualification). Not really because I try to. I read often ehh I read a lot. It actually just pushed me a bit to go that route.

Interviewer: Okay, so you have changed your style of teaching since uhm starting with the programme?

(F1P4) that's good.

F1P6: I have to agree with you guys because I once remember marking in my department that I actually admire them. I told them that I admire them because the level of patience that you have with students. Because when I first came here, I worked for an editor which is Ubuntu Africa in London and automatically I already had a pre-conceived idea of how I'm going to teach English because that is my forte English and Communication. Worked on radio so when I mark the students work, I've been scrutinizing their work terribly and even when I listen, I've had to teach myself a few things like don't listen to their accent, listen to the content. I've had to find different ways to make the student understand formal letters at some point I even undermine the curriculum. I'm like but what does these kids need this for if they going to work. But I think uhm this qualification has made me understand that there is a great need for us and as much as I complain about the quality at times, it really is up to us to deliver it but it's not easy to incorporate it if you just come from industry. You do need something to do with teaching to actually deliver the curriculum effectively. Because I've told them about the industry. I've told them how things work in the industry. I've told them that look with this kind of language you may not go far but then again it it, it, means nothing to someone who does not have those skills. Teaching teaches you a kind of sensitivity you don't necessarily have.

Interviewer: So, what you saying is that you need certain skills of which your teachers' qualification allow you to to sort of gaze into those different skills and become aware of the skills that is needed?

F1P6: Ja.

F1P2: Just on that uhm. The fact that you have umm a teachers' qualification, you should not stop um because we are in the 4th industrial revolution (**F1P3**: yes) and we need to use technology the kids the kids that's sitting in our classrooms they use technology F1P6 :(Yes) and we still using talk and chalk and we need to learn

QUESTION 3 INTERVIEWER: I have a question in that regard but for now can we just go to the third question**. Uhm do you have any training in the delivery of the NCV curriculum and how relevant is that to the actual class set up**. The reason for this question is the only training that I am aware of uhm 1998 when the NCV curriculum was enforced, that was the only time when training in in in NCV. No subsequent training has been given to my knowledge so how did you manage to deliver the curriculum. Did you have training that I'm not aware of.

 F1P6: I had to swim in the curriculum. I had to swim to the tee but once you start to see where you can actually incorporate or on because I think 'I'm speaking for just myself you get the curriculum. you try and follow it to the tee. The students, kind of indicate to you what works and what doesn't so you forced to find a better way to deliver.

Interviewer: So, when you started here the senior or the HOD didn't guide you on how the curriculum should be delivered?

F1P6: I I wouldn't say did not guide me. I mean you do get your induction. You do get your curriculum. You do get told what is required when but in terms of delivery and methodology it's kind of already expected that you should have a method.

Interviewer: So, it's a given.

F1P6: Ja.

Interviewer: And how relevant is this curriculum to what is happening in the classroom for you? Is there an alignment there or is there a dis-alignment?

F1P6 – okay, when you say what's happening in the classroom, what do you specifically mean?

Interviewer: With regards to the training that you receive. You received training in NCV through your induction programme and this is your perception and this is what you have been taught. Yes. Weather it is now a one day, induction or a continues induction. How relevant is it in the class situation? Like are you able to deliver what you have learnt here or.

F1P6: I'm able to deliver. Most of us are able to deliver but again like F1P5 pointed out now that there are those contextual factors so when I say, we learn to swim, the mood the atmosphere how far you will get with that and you have to find innovative ways to get it in their mind. The students are not the same every year so a class that actually follows and understands this year and the next year it's a whole different class. their marks well they don't perform well. Something maybe happened with the selection process or this year are not exactly students who grasp and now how to work with those students and the curriculum makes sense. It doesn't change. It, it, it, you implement the way It's suppose to but you've gotta be innovative as to how. You can't do it the same why all the time. It doesn't work that way.

Interviewer: So, if they don't grasp like what you are saying and they are fidgeting in class and all of that. Which intervention method do you use to draw your - their attention?

F1P6: Personally, for me like for assessment 1 and 2. If I don't see the function of PACE test. Assessment 1 and 2 will give me an indication as to how far the student is. In fact, two is too soon three if I see that maybe the student is not doing well or they are fidgety in which case they there wasn't a requirement before, when I came here, there wasn't a specific requirement they were not clear that if you have a grade 12 there is NATED available. What you would find those with Grade 9 and 10 and then you would find that one with Grade 12 and to them they are bored **(F1P4**: Yoh**)**.

They, they, they, know what you saying. It's nothing new so they disrupting the others. So, what I try to do in that instance, I try to make that student a mentor with me. they become a mentor. That's when I allow for peer- mentoring to take place Assessment and I incentivize them in different ways so that they not discouraged because I don't. I still don't make them assume the role of a teacher, but to keep them busy and interested, I give them something a little more challenging.

Interviewer: When you speak about incentives for example, what do you give them?

F1P6: I will have a class party at the end but It's nothing money related. It is just an appreciation.

F1P5: Go to early break.

F1P6 Yes. Uhm

Can we hear from the others? From Mr F1P1?

F1P1: Regarding what (laughter)

It's gona be a very short thing but I see you so busy with…

F1P3: While he's still thinking, can I just say something

Yes, yes

F1P3: What is the question do you have any training (Interviewer and how it is in the actual class set up?) When I came, I didn't have any qualification, teacher's qualification because I wasn't teaching before. Then I   that's when I did my PGCE at UNISA of which I learnt all the didactics of my subjects which is English and then I learnt everything about English and also urrr how they actually speak, how to actually teach different students, learning styles and everything and how do you actually intervention   programmes and all that stuff. But I realized that F1P6 is saying you take new students every time. There is totally for a change. I realized that my PGCE was becoming really outdated. You can't apply all the methods especially in the TVET sector there's a lot that is happening mmm considering that it has to be linked to the industry the day workplace, so I realized that most of the things that we are still using the approaches that are becoming outdated so what um the Department from then from 2012 was active a lot of induction courses that were going on.

Interviewer: So, you were part of that?

F1P3: Yes, NC(V) the other one was offered at Njinsa East London yes NCV methodology to tell us errr to em to introduce us into the methodology approach and the assessments and all that (classroom management) classroom management and feedback students' assessments so it was really relevant it helped us a lot and then we also attended courses also in Pretoria

you know, curriculum change you know (**Interviewer**: okay) how relevant is English Level 4 and to change to curriculum 20 that was 2015. There was a lot happening now I can't remember. Now currently the times are changing and we need to be abreast with the time. There's uuur diploma that is being offered you know that diploma.

Interviewer: Advanced Diploma in TVET) and I'm so interested maybe these guys can follow up how is it now … in class or how relevant   different from what we have. How different is it from PGCE? That, I also need to know. Ja

F1P3: I'm saying something for another day (laughter). She wants us to she wants us to have more (laughter). Don't forget there are things over there. There might 365 that are coming in. A lot coming in. The LSS services Lecturer support services that are currently on. There's a lot with all like you said colleague here said it's the 4th industrial revolution. We will be redundant and robots will be teaching you know. I saw my son one day. There was a teacher there online. How to do the algebra and then I understand. So, what teacher there and It's really coming. We need to upskill (Interviewer upskill) our teaching and we need to be relevant or… will be soon ahead of us.

Yes, Mr F1P2 Can you just enlighten us there?

F1P2: on that?

Interviewer: Yes. On have you received any training? Just for the purpose of   the um F1P1, I just want to repeat the question.

F1P2 hang on

Interviewer: In the delivery of the NCV Curriculum and how relevant is that to your actual class set up?

F1P2: currently?

Interviewer: Did you have training when you came here?

F1P2 we had training at NTSA what year was that 2011.

Interviewer: How do you spell that?

F1P5, F1P2 NTSA **F1P3**. East London

F1P2: uhm beneficial to me but as time changes and the students change, uh weather It's relevant now? I very much doubt it.

F1P4 Can I just? sorry to interrupt you there. Some of us have also been exposed to through the SETA'S. I've also been exposed to other types of training like facilitators, moderators and assessors type of training um.

Interviewer: But that's a different type of training. We speaking specifically about training just related to NCV training to deliver the curriculum.

F1P4: Just NCV. I thought that was NCV related training.

You could use that anywhere.

F1P4: So, you mean that wasn't specific for NC(V)?

Interviewer: When you came here, who taught you how to do what? Because my question is everybody just came from schools or wherever with our own methodologies and our own pedagogies uhm and then we were just put in a class to go teach. So that's the question. How apart from the SETAs uhm those are skills programmes? Those are not how to deliver the curriculum.

F1P2: Also, skills programmes.

Interviewer: No, I'm taking to the specific NCV curriculum. It's skills that you can use yes but this question specifically pertains to the training in that.

F1P1: I remember when i

F1P5: I did go to - but I came here in 2010 for the entire year I didn't receive formal training on how to deliver NCV. I only received informal training cs I made friends because one senior and another senior they liked me so they sort of informally mentored me on how to deliver the curriculum. When I felt the heat in class, I would offload to them and they would advise me on how to matter on how to do away with other stuff so it was not a formal training for a full 12 months (**Interviewer**: ja). It was only a year later that I went to a formal training.

F1P2: You should not disregard informal training because sometimes It's better than your formal training. You go there for a week and you come back and then you forget some of the stuff. But as you do informal training you can actually go to mentor and then ask the mentor what do I do.

F1P5: So, I was coached by training on how to do stuff and I appreciate that because of them I am a teacher because they contributed a lot.

Interviewer: So, the same would then apply to F1P4, when you started there. Did you apart from did you.

F1P4… go and train because people were sent to eee (**F1P3**: Johannesburg) (**Interviewer**: East London?) 2012 cos at that stage, I was also teaching NATED.

Interviewer: So, no formal training at the time.

F1P4 Not at that time but during the course being here and being at NCV you have been exposed.

Interviewer: And the training that you have subsequently received, how relevant is it to the class set up?

F1P4 Sjoe, are you referring to the Department of Higher Education and Training?

Interviewer: Or through the programmes from the SETAs or whatever, how relevant is it to the actual class set up?

F1P4: No, ours is very relevant. We we've recently received training and previous years from the Department of Higher Education and Training specifically Life Orientation and the focus was primarily on HIV and AIDS which is relevant and current hey. It makes absolutely sense that we eee training … industry but if we are sending students out there uhm are ill or sick and can no longer perform as a responsible citizen in society. So, I felt that It's very relevant

F1P1. Good afternoon once again everybody (**Interviewer**: giggle). Ma'am when I came here, I never received I don't know what's the name of the place (laughter) but I also received informal training and I think it started with induction uhm one of the ladies that were here went through with me the whole induction Mrs. X. She was a very good educator and a senior Secondly, I also learnt from people like Mrs. X. Form different people they would tell me do it like this do it like that … long ticks consistency these small things that I learnt. I didn't have the qualification uhm then I did have some training. The Department of Transport in Pretoria the National Department of Transport where they just gave us a bit of uuu more insight into what Logistics is also linked us up with a couple of partners. So that was some of the training we had. Like you said, I'm not sure if the assessors and the facilitators is probably not relevant (Interviewer: for the question yes.) ja. There were no formal, formal, I would actually if I could if you would allow me, if I were to recommend, they should bring back the teachers' colleges.

Interviewer: Can we park that thought just for the last question?

F1P1: Okay.

QUESTION 4 Interviewer: **Uhm the fifth question. So, what I want you to do now. You each have a pen and a page. What I want you to do now is write 3 skills that you use to ensure that you deliver the curriculum successful in your class. Which 3 skills do you employ?**

Interviewer: You mustn't copy F1P4 (laugher)

Interviewer: F1P4: Which 3 skills do you employ in your classroom to ensure the you deliver the curriculum successfully.

Interviewer: Can we start with F1P2 and then.

Interviewer: F1P2 is still writing. Can we start with F1P5?

F1P5: interpersonal skills, organizing skills (Interviewer: organizing communication skills …….

Interviewer: Okay next.

F1P1: Mine is almost the same ma'am. The only difference is the I don't have the organizing I've got practical skills.

F1P6: Listen, I've had to fine tune that listening search to up my research ke so that you have a curriculum in this practices also I've had to give constructive feedback (**Interviewer**: feedback?).

F1P3: Basically, language and communication skills, which is already noted there and then no 2 which is also Information Technology, computer skills there (**Interviewer**: IT?) yes IT working as a team. Those skills.

Interviewer: Do you employ team building, team management skills (**F1P3**: yes, basically).

Interviewer: Okay

F1P4 There's an overlaps - from my side as well like communication skills obviously would be very Important. Then there's also the ability you know role-play real life experience and role-play uhm uhm those types of skills will be important as well as team work skills.

Interviewer: So, team management has 2. Language, interpersonal what was your two again?

F1P1" Mine is the same the only difference is organizing and interpersonal and communication sorry, sorry for that. So It's - am I right?

F1P2: I also have technology in terms of the projector, relevance of the subject bringing the industry into the classroom um peer education. If a student battles with um communicating, er in English I would ask that student to communicate in his or her mother tongue and I ask one of the other students to translate. (Interviewer: So, it is basically communication skills) F1P3 and F1P4 mmmmm). And then errr then I use experiential knowledge of the learner as a base. I would first find out what do they know then I would on that um. Another one is to create a conducive, homely environment in the class (**Interviewer**: being creative, creativity?)

Interviewer: Okay, I'm gona take a pic of this one, so I can just have an idea of the different types of skills that that we um employ in our various classrooms. What is interesting now here is that you have different subjects, yet you have the same ummm skills.

F1P3: .comes in there. Integration as to the different subjects.

Interviewer: Um the 5th question is almost through now guys It's you that's speaking such a long. Thank you for a lot.

Question 5 Interviewer: Which resources do you use to employ to aid successful curriculum delivery in your classroom? So which resources do you use?

F1P1: internet, (Interviewer: okay can we) google, It's my favourite.

Interviewer: Okay, F1P1 says Google

F1P2: Projector

Interviewer: Projector

F1P5

F1P5: The Board

Interviewer: Black board?

F1P5 and the white one

Interviewer: And the white one? (giggles)

Interviewer: What difference does it make?

F1P5: Difference financial management

Interviewer: Explain

F1P5: Because they want to see what. So, you can't say to them go and google this. No, they have to see it.

No, I thought you referring to the colour of the board. The black one or the green white one. I thought that had a significance but you talking about the …..

F1P4: props you know we kind of assemble a toolkit that might use and um material that you can use(laughter)

Interviewer: What type of props depending on the lesson or?

F1P4: depending on the lesson you know you would (F1P3…) visual. It's quite visual you have to menstruate and all **(Interviewer**: mention what you) like, like, just saying like the use of you know we work a lot of the content is sexually natured. We work with condoms and these CD's that they've supplied us with you can work with. The students do go on to the internet like uhm uhm visual material that they give us that the um help us to, to, deliver this successfully to the students other than our textbooks obviously.

F1P5: For me textbooks no one, one, because my subject is factual.

Interviewer: So, you need the textbook?

F1P5 Yes, past exam question papers (F1P1 notes) news articles (F1P4: those things) journals

F1P1: Noted (Interviewer: Let me get to your name) F1P3 (for me I will just) newspaper article.

F1P3 Just use the material real life material at times I forget that I. I just check like newspapers, dvd's, anything that is English I use because I like using what is real life and documents, magazines uhm also journals um TV Radio (Interviewer: so, you basically have a tv in your class (F1P3: yes) you have a radio in your class. Radio I have to bring my own (Interviewer: when you do that you bring the radio for that purpose)

F1P1: has the tv got a VHS (laughter) that one those around

F1P6 What do you use? You use a dictionary?

F1P6: we use dictionaries but when we go through certain types of terminology and things while focus on the language (Interviewer: okay) aspects of things. We have posters and we also use the board (Interviewer: posters? What type of posters are these now?) Educational posters some of the posters are from Future Managers, so how to write a letter language. We have those posters up in the class to assist them when they busy with activities. I've had to bring my laptop a few times (Interviewer uhm) because that resource is not available to me.

Speaking about that. How available are these resources? Is it something that you must source yourself or is it something that management helps with or how does it work?

F1P6, F1P1, F1P5 and F1P3: you sort yourself.

You sound like a choir when you say (laughter) you sort yourself.

F1P5: It's the truth.

F1P6 Even with sound if you have comprehension. You either read it to the student (F1P1 boom box) or you get your boom box to nothing available.

Interviewer: Do you find that having these resources available enhances the learning experience for the students or?

All participants (yes).

F1P6 yes.

F1P3: Experiential

F1P5: It's something different.

F1P2: the challenge with the college um it that we have projectors um but most of the classrooms don't have it installed (F1P1 security) because of uhm security reasons. Now you have to go through the IT person to book it out uhm and then that's a bit of a challenge to take it back again.

Interviewer: So why is it a challenge? Is the fetching and (F1P1: getting lost)

F1P2: they actually stole one of the um .

Interviewer: Are you, ofay with setting up a projector (F1P2 mmm) setting up your own ehm your own material?

F1P5: no

So, you would need assistance with that?

F1P5, F1P6, F1P4: Yes

F1P4: Like with us now. It's all being well with last year being assisted by DHET putting together a little tool kit for Life Orientation lecturers but I mean if you don't have the facilities in your venue, you can't play these CDs all round and get all these things in place and so forth data projector and some things like that.

Interviewer: So, you don't have data projectors?

F1P4: We do have but sometimes…

The toolkit that you speak off does it consist of CDs only?

F1P4: CDs reading material um and material for games playing games um close to real life experiences and um

Interviewer: How often do you use the games? How do you incorporate that into your lesson?

F1P4: A lot in teamwork. The students. They seem to like that different or interesting aspect to learning okay. Making learning fun in essence getting the work in a textbook so that the games really help there. They seem to like it. They seem to attend classes also more frequently.

Okay, when you have that.

F1P4. A more interactive type of approach.

Interviewer: Better attendance?

F1P2: mmm

 F1P6: And the absence of these can also pretty frustrating for you as the lecturer because you know that It's not easy to facilitate certain things in the curriculum needs certain things required. Like when we do listening comprehensions for example, you don't have a computer you don't have speakers you might find yourself whole week reading the same passage over and over again for 5 students today they are 5 in your class and tomorrow another in your class cannot disadvantage the students in any way so things like that are pretty demotivating the shortage of things you need makes it a little more difficult.

F1P2: Just one thing as of late then uhm I've been using voice notes to the students (laughter) (Interviewer: Okay) in order for me to listen over and over again.

Interviewer: So, It's WhatsApp Voice notes you speaking off?

F1P2: Yes.

F1P5: me too

Interviewer: You also use the voice notes?

F1P6: It's what I like to call digital class.

F1P5: Lots of groups for students with my own data.

QUESTION 6 Interviewer: Okay, can I ask Question no. 6? Which measures do you have in place to address the different age groups of students while you deliver the curriculum. You alluded earlier to the fact you have somebody coming from Grade 9 and then you have somebody who already passed matric and can go on you have students who is already married in your NCV curriculum. So how do you address because the expectations are different in terms of the delivery from each one of those recipients of the curriculum. So how do you what do you do to address the different age groups to when you deliver the curriculum?

F1P6: I have an old lady in my class in NCV. We all know her (F1P2: X?) F1P5: Aunty? They call her aunty (laughter) She did our programme (F1P2: X). X was older than the rest. It was already enough that they I wouldn't call it bullying because she never complained to me but you can see that there is that huge age difference and she hasn't been in school for a long time and whatever reason that brought her back to school it is not a very comfortable situation. That is where I had to step in. I've had to try and, and, and treat them. I think treatment as a lecturer is very Important. You need to have you need to treat them all the same.

Interviewer: So irrespective their age group okay.

F1P6: Irrespective their age, you treat them all the same (Interviewer: okay)….. I don't try and sound like a primary school teacher, like I don't yell or treat them like, they not children but they are students and I address them respectfully (Interviewer: okay).

But your Grade 9 child that you spoke of earlier. That child comes here and he's free for the first time and uhm he has he doesn't have the same expectation as what ma would have had errr in terms of ma is coming with a mission. She's been through wherever, so she's now coming here I want to get this qualification so her focus urrr is it more aligned to being successful or is it just the same as Grade 9. You say you treat them equally? You don't make a fuss of her or the younger one or latch on to the middle ones you know in between there's those different age groups um. I'm just wondering how this young child would behave, compared to the older um mature student.

F1P6: I mean they do behave differently. The older ones tend to be a click of their own. I think for me personally or that's just me as long as they understand the expectation in the class. Who I tend to focus on or will grab after class is the student I see is weaker than the others? What I can't help, is their attitude. I can only do so much.

Interviewer: So, what I'm hearing is you are setting the tone in terms of expectation and (**F1P6**: yes) and they follow suit (**F1P6**: **y**es) whatever your expectation is (F1P6 yes) from them in terms of the delivery of the curriculum (**F1P6** yes).

F1P6: The moment they have class like NATED for example, I do stress that some of us are here for this reason, some of us haven't been to class in a long time. Here we are all entry level or I try to make them feel comfortable that they have come to school irrespective of whatever the reason. I tell them here I don't listen to your accent! I'm not interested in what you sound like. I'm interested in your commitment (Interviewer Okay). If you don't commit, we gona have problems (Interviewer okay) and that kind of works (Interviewer for you) in my favour.

Interviewer: F1P3 how do you treat them? What is your take on this?

F1P3 Ja just to make it short and to the point.

Interviewer: Ja, which measures do you … in place.

F1P3. First of all, I just make sure that class remedial, a learning environment should be comfortable for teaching and learning for every learner for all diversity - diverse learners and those learners in terms of age groups I incorporate what I call co- operative learning or group learning. I identify group characteristics or group dynamics. I don't group the playful ones alone. I mix them and also you spoke about a student that peer to peer assessment. That's also what I introduce. Allow them to turn taking even if you are playful, the next time you will lead and I also identify your strengths and what, what. So, group learning is what I use.

Interviewer: And you afford them different roles (F1P3: yes) different days. That's nice.

Interviewer: Uhm F1P2? (F1P2 uhm) what do you do?

F1P2: F1P6 referred to, to, uhm X or aunty. Now aunty worked hard and that I used for aunty to mentor the youngest. I'm talking about the youngest cos aunty also had a daughter at university and a daughter at the college and she could actually she was learning with them but it also helped the younger ones to achieve in the classroom their potential. So uhm

Interviewer: I understand, but whilst she was now taking the role of a mentor. How did you address the curriculum eeemm how did you deliver the curriculum to address her needs (F1P2: her needs) as a mature student?

F1P2: I had to (uhhh) what you normally do especially with your matured ones and the ones that are not so matured you have to come in err middle because you're going to frustrate some people some time (Interviewer: so, you have to be innovative) ja in terms of how you deliver the curriculum.

Interviewer: Then how do you do it?

F1P2: uhm to aunty I can use relevant things that is happening currently in the country because we dealing with politics Public Administration uhmm the other ones you have to um use innovative ways or creative ways and take them on on journey. (Interviewer: for example, what?) you need to take them into society and make them look how society functions and functions of the municipality and let them look at street lights. Who's responsible for street lights, who's responsible for refuse removal. That type of stuff. Stuff that actually you know that they can relate to.

Interviewer: Okay, Mr F1P1 what do you do?

F1P1: ma'am the expectations you know It's like a ice-breaker. (Interviewer okay) and what is their expectations for the year and so forth and It's, very difficult ma'am to be honest with you uhm because you get you have different levels of students that come (Interviewer: mmm) different backgrounds. I do try I'm still trying in the future to come up with a teaching plan like a heartbeat you know one day up and one day down so that it doesn't feel like every day - the same you know something that allow a bit of a balance (**Interviewer**: that was very aptly) you understand what I'm saying? Something I like practical something - have it more practical for them some days more theoretical. You understand what I'm saying (Interviewer: okay so you change) I try to, to, hey then I'm in top gear then I'm in lower gear (Interviewer: okay) but I prefer the heart beat you know (Interviewer mmm) cos sometimes they get the shock (laughter).

Interviewer: F1P4, what do you do? How do you address?

F1P6: Similar approach that F1P1 follows. Also, with the expectations and making sure that they do understand that we have students from different levels, maturity levels and ability levels and so forth and using that mentoring approach of using the more mature uhm student to mentor those less mature etc. but also making the mature ones also understand you know that they can learn from the younger ones as well (Interviewer reciprocal learning) uh so that approach seems to work.

Interviewer: Do I understand you correctly you saying that apart from the mentoring there's also reciprocal learning where the other one…

Interviewer: Ms. F1P5?

F1P5: What is the question? (laugher)

Interviewer: The age difference which. How do you use - how do you teach because they are young and old and in between? Which measures do you have in place? How do you teach?

F1P5: Well at the beginning uhm we set the rules. By me, I mean all of us, we set the rules sort of like what does one expect from the other so I know them and they definitely know me (laughter) and you know me (Interviewer yes) and uhm also what is it I was going to say? I forgot. Let's get back to it later.

QUESTION 7 Interviewer: Okay, 7th question. There's 3/2 more after this. **(F1P2** yoh) but you've spoken such a lot. You've given me such a lot of data. We'll try to It's going so well. Uh, in your own opinion when I spoke about the skills nobody mentioned classroom management. How important is classroom management because you could have all those other skills but if the children are stepping over the desks and doing what they want all of that, nothing of the other skills would, would, basically errr, manifest. **So how important is classroom management in the delivery of the NCV curriculum to you?**

F1P5. It's very important.

F1P3: Very important because without proper classroom management, there's no teaching and learning (all participants mmm) first Importantly discipline (**Interviewer**: okay) there must be discipline. We set the rules that must be and also, we decide what must be the responsibility what am I here for what am I expected yes. The route for learning starts with classroom management and setting the roles and expectation.

F1P5: And also, what happens when you don't follow the rules.

F1P1: The consequence management (F1P5: Yes).

Consequences, consequences.

F1P1: on time arrival.

Interviewer: Okay, Punctuality ne F1P1?

F1P1: Yes, ma'am discipline.

F1P2: I think students in terms of making rules.

F1P5: The authority.

Collective rule making.

F1P2: The student as well as the lecturer. They must make (F1P1: collective)

F1P5: On top of that they still need to know who's the boss (F1P2: Boss)

Interviewer: Are you the boss or the do you see yourself as the boss?

F1P5: I am their boss because the thing solely

Interviewer: Do you see yourself as the manager of the class

F1P5, yes. F1P3 the manager

Interviewer: Am I correct when I say that?

F1P5: Yes.

F1P6: Also, I think if they have other our students are taught by how many lecturers a day. So, you need to let them know so and so style is not we different we all don't do things the same way and professionalism is more Important especially when talking about your colleagues style (**F1P2**: exactly).

F1P5: Your actions speak louder than your words. Don't say attend class my students but you sit in the staffroom.

Interviewer: Okay. So, self-discipline is that what you saying? I'm hearing you say self-discipline.

F1P5: Yes.

F1P1: being a role-model.

Interviewer: Uuum I need from F1P4 something (laughter)

F1P4 oh, oh, as much as we are at a tertiary institution, it's no more school, right there needs to be that understanding like you said you there need to be somebody is told. There's that independent factor from their side too that school and more so you not strictly (F1P5: so they must exercise from their side) they would have been managed at school ja so that self -control that is Important (**F1P5**: self -discipline) and understanding their role and yours right. We were taught a very nice one when we were in one of these workshops and even as lecturers you know you, you, understood what, what, you, role was and the facilitators role was right and at

some stage they even mentioned rule in our expectations I like that rule and I use it with my students as well. Two feet rule what is this two- feet rule they were talking about? It is basically just ee -ee understanding that if your two feet that you walking with for example takes you out of this venue for whatever reason, and it doesn't bring you back into class you gona forfeit uhm the opportunity to have things repeated to you (**F1P2**: mmm) and that understanding must be there. Right, so that two feet understanding seems to be working well. There's that understanding that manage but you also have a responsibility we are not at school It's not a school set up right institution but I mean them towards that towards responsible adults.

QUESTION 8 Interviewer: **Do you receive support and guidance from DHET to ensure that you successfully deliver the curriculum**? You need not elaborate. You can basically just say yes or no.

F1P1: Assessment guidelines

F1P4 I would say from our side we have recently in the Life Orientation curriculum we have been receiving quite a bit of support.

Interviewer: So, what did you get? Workshops?

F1P4: Workshops that we were send on (Interviewer LO?) uhm peer mentoring even across campuses but lecturers had to get together and..

F1P1: does the assessor and facilitator apply

Interviewer: Is that from DHET or that is from the SETAs (F1P1 but it but it) my question is do you receive guidance and support from DHET specifically.

F1P3: LSS

F1P2. LSS

Interviewer: LLS Okay so we all got that

F1P1 LLS and the office 364(**F1P6**: but It's not working yet) It's not working yet.

F1P5: And the IQMS

Interviewer: Why is it not working? Why is the office 365 not working?

F1P6: That is a question for management.

F1P1 Data problems. There's a lot of technicalities.

Interviewer: Must management answer this one.

F1P6: Management must please answer this one for us because somebody is sitting there with a budget. The students have Wi-Fi but there's not enough classes for technology for the classes for the students to read their emails.

 F1P1: computer labs

F1P6: mm-mm then there's the sinking of I mean we could have had an emailing system with this office in that 365 seeing that **F1P1**: Yes) there, there are ways in which we can communicate with students. Nothing has been done to make sure that we are able to communicate with those students. (Interviewer mmm)

Interviewer: Is it the same for you at your campus or do you have different?

F1P3: It's the same. The support we have is you know like you know practical but otherwise you know there is really the support.

F1P1: The support ma'am is more of a talk show to be honest with you. These guys big talk show but the implementation of these talk shows don't happen. It's in writing and I mean if you look at everything is on the white paper but It's never implemented.

Interviewer: But who is responsible to implement it. Who is the implementers? The lecturers are. So, all of you say is the managers?

F1P5: We can't implement anything.

F1P6: we don't have that power

F1P2: We restricted to Post Level 1 ma'am.

Interviewer: Are you restricted to post level 1?

All participants (yes)

F1P1 (laughter)

F1P5: Entering marks ma'am (**F1P2**: and see that the students pass at the end of the year)

Interviewer: You restricted to post level one. Did you say that?

F1P5: Yes, IT'S.

Interviewer: And IT'S?

F1P5: Even that I'm not in control of

Interviewer: Okay now DHET doesn't really support you in terms of what I have gathered here.

F1P3: Yes.

QUESTION 9 Interviewer: The next question, do you receive support and guidance from your college management?

F1P5: uh-uh

F1P1: wait, wait

F1P3: Even Importantly the staff development (**Interviewer**: okay so you say) the assessor (Interviewer: staff development not happening) not happening.

F1P1: We've had in the past ma'am but funding

F1P6: that was by the way a personal…

F1P1 is it? Okay my apologies.

Interviewer: So, from F1P3 you say staff development is lacking **F1P3** is lacking even resources is lacking very something that does not require you to. Something minor broken doors, broken window you know fix at the right time you know what you call instruct raindrops

in classrooms (**F1P5**: broken windows) you see. The other resources center as a marking center. We had to relocate because the marking center it was raining inside the venue (Interviewer: inside the venue?) Inside the building?

F1P5: One computer

Interviewer: Lack of computer resources

F1P5 People are sitting there 6 people are sitting there but but there's one computer. In the offices specifically ne F1P5 (**F1P5** Yes)

F1P1: No fans or aircons in the venues. We overheating.

F1P5: There are no heaters.

F1P1: For heating ma'am at the moment.

Interviewer: No ventilation

F1P5 No Wi-Fi in classes so we can't go in there and open IT'S and mark present, absent. You have to do it manually.

F1P3: Broken down and prints to replace

Interviewer: The what is that now?

F1P3: The printing machines

F1P6: I feel like, I feel like funding most of what is funded here is not really to help us to facilitate or to help the student.

Interviewer: But what is lacking for you uhm uhm F1P6?

F1P5: No affirmation at all.

No curriculum no support.

F1P1: yes.

F1P6: let's talk about staff development for example, (Interviewer: So, you also saying staff development) staff development. We haven't seen team-building but there supposedly is a budget for every year.

F1P3: Demotivated Staff

F1P1: No morale.

F1P6: Staff is demotivated - student you know I'll make an example oh God I'm even afraid cos It's on record but ke, MOT (**all participants** OHHHH) I'm a mot coach, I'm a mot coach but between me and the six people (X and the recorder) and the recorder. I don't see what it does.

Interviewer: So, what are you saying? It's a useless exercise?

F1P6: the kids are not coming to MOT (Interviewer non- attendance) and it is not core business and it does not appeal to the curriculum or student -centered problems. Those of you who went on the MOT training, why did you go if It's not aligned with the curriculum?

F1P5: Because we were told to go

F1P6: We were instructed.

F1P1: we were told there will be nice meals

F1P2: So, I was right all the time.

F1P4: Can I just say something about MOT uhmm I think MOT was never intended to be emm curriculum link right eee-eee it was really a more motivational programme for students right uh uh Life Skills added on helping them cope with challenges being a student and so forth. I think the programme can work eh-eh. We had good attendance when we started. It, it was just a question of when to implement it. When you get busy n the strikes happen and ISATS happen then there's just no time to implement err such programmes but I feel it can have its place and it can have motivated

– in fact, we have our students asking us when are we doing MOT again.

F1P6: Can I, can I interject here? In this campus we made time for it (**F1P2**: on a Tuesday) on a Tuesday 8-10 no other activity just MOT but our students don't understand why we need MOT when there is Life Orientation. So then why pay (Interviewer so It's then clashes in subjects?) F1P1 mmm…………………

F1P4: Can I just ask the way I understand MOT It's not intended like a as a weekly type of thing that happens. You've got 6 sessions that once a term or something like that. So, It's not like a weekly thing It's like a occasional (F1P1: occasional) thing. It's not suppose to be clashing with other subjects like Life Orientation.

F1P6: It's not clashing because the time for it but the students don't understand the function of MOT. Why you wana teach me to be a nice person when I don't need to be nice, I don't need to be caring when I am starving coming to school. My point is the point I'm trying to drive home is that I feel like the support given the college is not necessarily the support that everybody sub-scribe to. The students could use a different type of support. It's just a matter of them saying what the support is.

Interviewer: So, what type of support are you thinking of?

F1P1: soup kitchens

F1P6: Well, we have students who are starving on campus but we tried the feeding scheme. I don't know what happened there.

F1P2: No, It's happening.

F1P5: And for me uhm F1P5 my morale is low and not motivated. (laughter) How am I expected to motivate someone else (**F1P6**: yes)

F1P6: We, we are expected to do admin run debating teams.

F1P5. I am really not so how can I say Smith MOT show courage (laughter) show I can

Interviewer: Can we, can we hear from F1P2 please?

F1P2: My interpretation

F1P4: Shall I just say we bought into the programme. Cos that the whole thing cos it looks like maybe some of us didn't buy into it (F1P3: mm) or didn't find it beneficial.

F1P5: I went because I was told go.

F1P3: because then that problem to become a MOT coach when the person who is facilitating there is already an in thing that is in you there. It must come from your passion. Maybe some people passion for that. Maybe there's a need now to refocus on that identify the real people who has that passion for it (Interviewer: so apart from that) then you'll deliver MOT.

Interviewer: Can I give can I just give F1P2 a chance.

F1P2: I never went to MOT cos my question was if MOT think of the African child and does MOT take into account economic conditions of that child.

(F1P3 : the principles of that child) question **(F1P3**: the principle is do MOT in your own way). There is a principle in that way do MOT in your own way using the resources that weather the child is coming from somewhere you can have that facilities. It doesn't need to be like Western (F1P2:mm -mm) that's when it really needs your creativity there.

F1P6: To answer the question about whether college supports. MOT is, was good enough when we were just send to training but when we needed the resources, students needed to cut up magazines. There was no budget.

F1P3: Wasn't really planned. You know our first MOT programme, was very successful. Even our students are still asking when are we going to do. Now they are going to level 4 and they are saying Hey ma'am ever since Level 2 when is MOT coming back. There was some drinks you know, refreshments after the whole programme. It was really and X was really behind.

Interviewer: Can I just maybe say for clarity MOT. F1P2 you say there's a disconnect between what they say and reality.

F1P2, I asked

Interviewer: So, what are you saying. Speak to me.

F1P2: To me maybe I'm wrong MOT is a Western concept I'm open to correction.

F1P5: To me can we stop with the additions to the curriculum – not the parents evening not the MOT Ja, that's the things that you don't want but I want to know now how do they support you. Apart from MOT which other things do they help us with. because the MOT is there to lift the spirits of the child so that they can learn and what programmes do we have does management give to say that this might help you in that fashion.

F1P6: Nothing really hence I chose MOT as an example.

F1P4: Sports

F1P6: Here, I don't know about other campuses

Interviewer: So, no other support um you don't have SI?

F1P3 intone SSS?

Interviewer: No, I'm speaking about SI it seems like It's something that's pertaining to this campus only?

F1P6: See that's what I'm saying management.

Interviewer: How does SI support you in delivering the curriculum? Does it help you? Does it not help you? Ummm are the children the students more confused or better of after having received SI?

F1P6: Personally, from personal experience eee SI could work but sometimes it's the timing in which it is done also my, my, my, issue with look there are other factors here that I feel are are very much neglected when it comes to eSI. Nobody wants to hear about student attendance -they don't want to hear our side when we speak about student attendance. your already demotivated as a lecturer in class. Your students don't come to class. How do you expect them to come for SI classes? They don't absorb because they not interested (Interviewer: okay) so I feel like there's so much that needs unpacking before we can say SI classes are working. They are not performing already in class. So so …

F1P6: the work that you giving the SI student

Interviewer: Which other, other things are there? Say the student don't grasp SI, the student isn't interested in MOT what is the revenue then. What do you do after that? Do you just leave the child or what other things does management have in place to retain the child firstly and secondly to assist?

F1P1. They've got the councilors mos.

Interviewer: Councilors? Does that help?

F1P1: To find out what's wrong with the child (F1P5: what councilor?).

F1P6: Do you really want the honest truth my friend? The honest truth from what I've gathered, is most of our students some of them coming here have made the decision to make the best of opportunities available to them and we feed as I from that as lecturers. You can see a dedicated student when they walk in the door (Interviewer mmm). You also get some students who are here for nothing else but the benefits (F1P2: mmm) like the hostel and the free food. (Interviewer so) They are not interested in learning offered that.

Interviewer: So, what I'm hearing is um there's little guidance and little support from management side (F1P6: Yes) with regards to certain things that they've implemented that is not working for example, your SI your student support services your (F1P2: your MOT) those are some of the interventions that they had. Am I summing it up correctly?

 F1P6 and F1P2 Yes.

F1P6: And there's little follow-up done.

F1P3: They are good if they are packaged really and are very good programs but they are not being done like in a um

F1P1: But I like what you said.

F1P6: But I feel like people are not held accountable for what they are chosen to do. For example, if you are a counselor, you the lecturer and the counselor should speak to each other because it is a child in my class. I am stuck with that child. Sometimes that child has an anger issue. Maybe as a counselor you don't want to divulge in that information. Maybe it's a ethical .. but I at least deserve to know that that child has an anger issue. When they come to you

you still in my class so I'm dealing with something that I don't know. So, I'm dealing with be gentle, this child is going through something (Interviewer: okay). So that I'm also informed.

Interviewer: So, you speaking about co- operative practices where all role-players would be part of the responsibility for a particular student?

F1P6: yes. There are things that management knows that we don't know (Interviewer: okay) and there are things that students know that we don't know. It's just frustrating (Interviewer: communication barriers between role-players.)

QUESTION 10 Interviewer: Uhm the last question guys. **Which measuring tool do you use and how successful are you in how successful are you in delivering the curriculum when you measure this**. But for this, I want us to get up. Sit on a chair. 4 people on a chair. Uhm I'm doing my facilitation skills.

F1P3: Okay.

Interviewer: We will have 4 people sitting. You've been sitting in one place for a long time. So, what will happen here guys is that 4 people will sit and we will discuss this last question and the others will stand those who don't have a chair (laughter and mumbling). So, while the one is speaking, we will discuss this last question which measuring tools do you use to see if you are how do you know that you successful deliver the curriculum. So, what will happen F1P6 if you want to say something, you just tap on one of the people's shoulders and they must get up and you sit and you talk. You can't talk while you standing (F1P3). The, the next person will talk. You will go around and whatever.

F1P1 and F1P5 right (laughter).

F1P1: So, what I do is assignments **(F1P3**: Yes) tests, internal exams

F1P2?

F1P5: external exams

F1P3 Projects

F1P1 and **F1P5** Projects

F1P5: Group work

F1P1: oral

Interviewer: What about that? What about all of these things that you calling out?

F1P1: Give them assignments and then they will do the research specific outcomes that will be covered. The requirement on that.

F1P2: Where the student have to take knowledge they've required like prior knowledge um

F1P1: Tests as well we also have different levels of difficulty for tests lower middle and levels and also allow for creative responses have all our answers.

F1P2: Blooms taxonomy like the department is doing cos the department is not doing.

Interviewer: Is it only the Department because some of the assessments we set?

F1P2: what I'm saying is that ultimately fashion your test and your assignment in such a way that if there's a need then what will happen cos you don't test them for that you, you set up a nice question paper and at the end of the day exam and they gone.

F1P1: That's why the Department givers assessment guidelines.

F1P2: But the Department is not really giving the proper thing.

Interviewer: What do you mean?

F1P2: In terms of using, I'm talking about the end of the year the Blooms taxonomy. You see they not too difficult (F1P1: they not too difficult) Question.

F1P1: Making critical thinkers. What do you say ma'am?

F1P6: Guys here in the Department is doing that in the Eastern Cape and… so at times we on our own. So, the Department is not gona make question papers full of knowledge questions because we feel that's how our students will manage because …. Push,

F1P3: But what's wrong with doing what are our outcome. What kind of product are we producing for the workplace if we just have knowledge, knowledge, and no critical thinking no skills?

F1P6: Because, because, our question papers, halve of it or more than halve of it is short question papers and questions for 20 marks long questions.

F1P1: Failing us dismally.

Interviewer: Do you feel there's a disconnect between the papers that you set during the year for the assessments compared to what the student receives at the end of the year or not?

F1P3: Exactly, we are not seeing the real outcomes. They are not getting the actual correct you know outcomes on what they are setting. At the end you don't even know what was the purpose of the curriculum.

F1P5: And also, then it's a low key I don't know intimidation because were told this is your bread and butter. (F1P1 mmm) The students must pass.

What do you mean?

F1P5: Exactly that.

F1P1: You must lower down the tone. You must lower down the tone what's she saying.

F1P5: Yes

F1P6: I just marked one of the papers where teachers set a certain way, where you have a memo discussion and you realize that none of what you taught your students is there. The whole year is made to make the students write easy. So that 80% or the 90% that the student got is not a true reflection of the ICASS. There's a reason why that student is a 50% but suddenly when it comes to the exam the student gets 90% **(F1P4:** yoh).

Interviewer: So. you feel do you feel the quality of the paper is (F1P5, F1P6: mmmm)

F1P1: not in all subjects not all but I think in most cases.

F1P6: And, and the moderator and the examiner are not brought to book to account as to why they did things. It would like, like, easier. I mean in English it is such a broad like for example, it will say in a letter you mustn't underline the subject but the memo will say the subject must be underlined. You know that the student cannot get below one but for language but the memo said the student must get a 0 content or anything at all.

Interviewer: So, what I'm what I'm hearing is you cannot actually evaluate yourself against the marks that the students are getting because there is this disconnect and discrepancy between what you thought the actual subject content as appose to the true reflection.

F1P5: Not a true reflection.

F1P2: Especially

F1P6: And the memo lacks things in the end that award creativity for his discretion.

Interviewer: What is your interpretation of that?

F1P6: What do you mean award creativity for. I taught them this one but a moderator will come and they will ask why did you do but this is what you taught. This is what the curriculum says so if that is what the curriculum says and the examiner is suppose to just like us. Kind of make you question the moderator. How did this…

F1P6: you wouldn't believe.

F1P5: But also, in the same breath but also in the same vain, I would say that we teaching OBE here and OBE says allow for creativity answers. So even if when the memo says any suitable answer what does it mean. It means accepts answers

F1P2…

F1P4, if you want to speak you need to tap on one of their shoulders and they will get up. You not allowed to speak while you outside the circle.

F1P5: in most cases you mark those because you want that student to go to level because again there's no drawing the line.

F1P1: mumpels

Interviewer: Do you have a fear of being retrenched or let go because I hear you referring to your job being on the line?

F1P1…. Report 191 to make up your allocation

Interviewer: Okay, so It's about numbers.

F1P1: It's about numbers

F1P5: It's about your bread and butter. No, you not allowed to speak

F1P5: (Laughter) It's about your bread and butter. Every week you hear that.

Bread and butter

F1P3: The question still is how do you measure the success? So, the curriculum when you are expect the outcomes saying the evaluation of it because this is where you have to see. We are not so clear because the evaluation. They are just hap hazard. They must

communication in the curriculum. In the end you even doubt weather this is the results or the (laughter)

Interviewer: We nearing the end guys.

QUESTION 10 Interviewer: Last question. (mumbling amongst participants – F1P3 trying to bring F1P4 up to speed who went to take a phone call)

F1P6: My I think I don't get where the student was before. The student was not at quality or if a student didn't pass well last year in a class. I'm satisfied. I look at where he came from and what is happening now. But if they leave my class the same, I'm very disappointed in myself.

Interviewer: Just a last as we wrap up as we wrap up

F1P3… the other. They 3 now they 4.

But what but what heard that you need to be created when marking

F1P3: it's a reflection.

Interviewer: I'm now wondering if that is a true reflection and even as a true reflection on yourself as a lecturer. How do you self-reflect?

F1P6: I don't. I don't. I only self- reflect. You see when it comes to the department there are benchmarks, they set for us, It's, no longer me and the memo says this and we've discussed this …. Comes and tells me, I need to change here because what I gave, the true reflection what I gave, it was the ICASS. I've done my part. I marked and I say to the students what's wrong and I gave them the feedback and they get through knowing full well that they don't deserve it. The next

Interviewer: Can we then…

F1P5: With the, we have. When they move on to the next level.

F1P4: A student coming back to me right and I've seen in that person right, I made a difference to the next level. You can see the change in the student.

Interviewer: With everything being said, I have asked you ten questions I would like to know if you have any other contributions that you would like to make in things that you felt that I should have asked, that I didn't ask. It doesn't have to be…. I'm just trying to identify the gaps in my in my questioning – pertaining the NCV curriculum. What did I miss? What would you have asked? What would you have wanted to know?

F1P1: Government support, management support

F1P2: How does curriculum benefit society in terms of ummmm …. Socio-economic conditions uhm in terms of developing skills in order ….

Interviewer: **Any other thing that I missed? What did I miss? What other thing that I miss?**

F1P4: Just the closer link with industry. I think that something to talk about. Their understanding of what our curriculum is about. What they expect (F1P2 mmm). The Department … of setting the curriculum input and I hear that they not changing the curriculum now

Interviewer: So, if you want if you want to give uhm recommendations as to what should be in the curriculum what would you then say. Just in one a sentence

F1P1: A closer link with partnership industry

F1P3…. Overhaul of the textbooks

Interviewer: Okay textbooks

F1P4 As well as a closer link between basic education an schools and the TVET sector

F1P1 the TVET sector more standardize. I feel they must standardize…. Still of the school system **(F1P6**: Yes) more central body TVET to be closely linked to school.

F1P2: Maybe, maybe doing away with textbooks

Okay that's a suggestion. That's a recommendation. Urrr guys it was never my intention to keep you here this long.

F1P6: But it was nice.

F1P3: Interesting

Rambling from participants.

Interviewer: I think what we need is more discussion like this (**F1P3, F1P2** yes) core group discussions where you have discussions to say what can we do. What are you doing you now – feeding of each other. Sharing best practices. No by all means by all means. By all means I think the opportunity now with was created now to think about your thinking uhm to think about what you're going through and where you're at um so um that innovative side would come to the fore where in our classes, we will do things differently.

F1P4: If the department could have focus group session like this.

F1P3: it would be very amazing! Department officials ja recommendations.

Interviewer: I'm doing my last chapter. I'm basically doing my last chapter. So, I'm gona take your things from there and do my last chapter (laughter)

F1P6: All the best my friend

F1P5: Yes.

Clapping of hands.

Interviewer: Thank you for reminding me.

F1P3 Don't be surprised when I also approach you.

Interviewer: F1P1: F1P3. Before you leave, I need the consent forms.

F1P2 to F1P3: Are you busy with your PHD (F1P3: about to be)

Casual conversation that the Interviewer accidentally recorded.

Appendix J: Transcript of Interview with Campus Manager – CM1

Introduction: Interviewer: Okay. Good morning. Thank you for availing yourself to be a participate in this study. The reason why um I invited you to be a participant in this study is because I believe that you possess skills and knowledge that might um be beneficial to the study and um the community at large with the findings that we are hoping to get from the study. You are allowed to withdraw from the study at any point if you are not comfortable with any questions that I might ask and um just for information there's no negative consequences for you to participate in this project. Also, everything that we will speak here will be kept confidential – your identity will never be revealed unless you give written permission in that regard. Um. There will be no payment no incentives for participating (laughter).

(CM1) –We'd love to have incentives in the future.

Yes. And I have received ethical clearance from DHET and I have received ethical clearance from my institution which is UNISA as well as the college er via um the designated person. He apparently works with it now because I addressed the first letter to the principal and it was sent to er another incumbent and then it was forwarded to him so eventually I got that. so that being said if you are still willing and available to participate in the study (CM1: I did not even know that) Yes. I just need you to complete the consent form um to say that you have understood what I have said about the confidentiality and that I have asked you prior to this gathering to be part of the study and that you understand that this is a voluntary participation and that you can withdraw at any stage during the interview (CM1: Okay).

CM1: Ag it doesn't matter. I just signed at the top. (Interviewer: Thank you.)

So, as you are aware the topic of the study is "How do lecturers manage the the curriculum" How do they deliver the curriculum? What do they do? What kind of supports do they need so um just as an introduction.

QUESTION 1 Interviewer: What is your understanding of managing curriculum delivery?

CM1: Okay, so when it comes to managing a curriculum, it all boils down to the importance of planning urm making sure that you that everything is organised on time and then continues monitoring and development to ensure that these educators meets the deadlines and the timeframes that is required from the Department of Higher Education and Training.

Interviewer: Do you have your own deadlines with regards to certain programs that you might have um that you have developed over time just to ensure – I know that you are supposed to work with policies given by DHET but have you developed your own policies as well?

(**CM1**: uh) just to make sure that you as, as, a as a campus manager meet the deadline? Yes, what we do when it comes to meeting DHET deadlines the College on are being plot on to a calendar for every educator on an annual basis. And then when you monitor you look at these deadlines you use your academic calendar, and internally using that academic calendar, the heads of departments within a campus also have their own calendars from the academic calendar where they manage it making sure that a week before the time they must make sure

that their staff meets those deadlines so that if there's any risks high risks that encountering they've got enough time to make sure that they meet the actual deadline of the Department and the College.

Interviewer: So, what happens if, if, a lecturer for example do not meet the deadlines? Do you have punitive measures or do you have corrective measures? How do you deal?

CM1: We, we (sigh) work on corrective measures. Um what we normally do when an educator don't meet the deadline uh we inform from my office. I normally inform the head of department first. I have a session with, with, the senior lecturer because it's important that you need to use protocol when you deal with educators from where I'm sitting. Um the senior lecturer and the HOD then have a session with the educator. It's important that you need to understand the reason why the deadline was not met. It might be something personal. It might be something which um the support was more needed. So, you have to find out what was the cause of it. Once you understand that then the educator has to write a report and explain those reasons. Then we use that report um to send it depends on which where the deadline is coming from. Is it an internal deadline is it a departmental deadline If it's a DHET deadline? We normally correspond and explain the situation around the circumstance why this person did not meet the deadline and most of the time the Department is very supportive because I said it's always corrective measures. And then the HOD and the Senior Lecturer must ensure that this does not repeat itself in the next academic year.

Interviewer: Okay, understood. Tell me you say that you have planning sessions academic planning sessions. Who forms part of that? Is it only your management or are there a lecturers - Post Level 1 lecturers included in that?

CM1: When you have your have those sessions, its normally your HOD's your campus managers, they normally have representatives from the senior lecturers for each program if its report 191 and NCV one rep is also and then in your academic planning you've got your student support services representative there as well as your counsellors rep with your VP academic. She is the most important person in the meeting and then they start on the planning around the activities for the year.

Interviewer: So, it's quite inclusive then?

CM1: Very inclusive.

QUESTION 2 Interviewer: **As an instructional leader, how important is lecturer qualifications or industry experience when you are making lecturer appointments?** I'm asking this um because according to the NCV resources list of March 2016, is was pointed out that for certain um posts there needs to certain qualifications but in reality, in practice how important is? Does it weigh very higher up than a person not having a qualification or how do you go about that?

CM1: Um remember with the history of educational sector where we coming from. In the past we used to appoint educators, um when they meet the minimum requirements and obviously without the minimum requirements there's also the interview process which determine how competent a person will be. We use the PAM document as our source document to determine

what is needed for a specific post level. With different levels there's different requirements. The educational qualifications currently is one of the most important qualifications that's needed and that is for the past three years that is why the Department of Higher Education is the one who initiated its coming from years back that educators must have a teacher's qualification if you want to be in the sector. It's like your lawyers now you need to have that licensing and it's a requirement. And they are the people that's even putting the resources in place. Our educators at the moment, those who doesn't have the qualification we provide them even with funding to ensure that they meet that inherent it's becoming an inherent requirement nowadays to be appointed in the TVET sector. But at the other flip of the coin, the TVET sector is quite different than your high school. We working here with occupations and skills and with those type of programmes, your, your, your weighing is more on your practicality skills – especially with your engineering studies. Your teacher's qualification is important, but you need a skilled person. Just like your Safety and Society. We want them to have the teacher's qualification but we need advocates, we need lawyers, we need policemen and woman because that is where the experience are and according to their qualifications and remember when they do their qualification, education is not their pre-requisite when they go into policing qualifications and when they go into the law degrees but we get them on board because we need the experience. Once they here, the college will still speak to them to say if you want to stay here, for permanency, you need to get your teacher's qualification also because of the sector, the sector is now coming much more. As I say it's been as regulated. So, if you wana be here, make sure you get the teacher's qualification.

Interviewer: Umm would you then say there's a shift, a definite shift from a couple of years ago till where we are now?

CM1: There's been a big shift from a couple of years ago till where we are today.

QUESTION 3 Interviewer: **In your opinion, is the NCV curriculum being delivered successfully?** Because I, I read about the teaching and learning plan for 2020 where the focal points would be quality, striving to improve the curriculum delivery and then secondly success um that relates to student achievement? (CM1:mmhuh) So, in your opinion based on your own knowledge - do you think we are on the right track – Is it successful?

CM1: No.

This is my personal opinion. The curriculum is good because the NCV curriculum was in any case developed because there was a lack of practical application in the Report 191 program. Remember, when we started off we did report 191 and there it's theory, just theory nothing practical and that is why NCV was developed because of that practical exposure that student's needs. In terms of the, the success in terms of delivery of that programme, there's still a lot that needs to be done, specifically when it comes to educators themselves. The way they deliver the in classroom is still traditional and educators also needs to develop themselves in making this programme become more alive. I'm very glad that recently with the with the Transport and Logistics because remember they had no experience in that industry. They were thrown in the deep-end. They were basically teaching theory. They've now had the opportunity to be exposed to the practical side things of how things of reality- how does it

happen out there. And they have to bring that experience to the classroom but what we want them to do, is to make use technology because we going to the 4th industrial revolution happening in the classroom at the moment. We still have got, let me say a long way to go as educators to actually deliver this curriculum and it comes back to monitoring in terms of how where how you monitor your classroom. Those, there's lots of student's language…because language barriers they facing currently. What are they doing about it? I had a nice conversation the other day. The Language Department have a different perception than the Vocational's Department has.. Vocational's marks are very high. Languages marks are very low but we need the basic language understanding to be able to understand the vocationals, And they question also how the vocationals are doing their marking. It was quite interesting for me. I said it's about time we have these conversations so we can also learn from one another. But but there's still a long way to go in how this programme is being implemented in the classroom. It's still traditional. We have to move with the times. Bringing it more alive in the classroom. But its good programmes.

Interviewer: So binging it more alive. What exactly dot you mean by that?

CM1: I mean bring in more technology to the classroom. like I've seen you been using skype umm you need guest lecturers. You don't need to take them out because we've got issues. Companies don't want students to be there because of their production. You can even take a video ask those manager if you can skype with if its overseas if it's show it to them. There's many, just one example. You tube, allow them. Show them - some kids may not know how to this you tube stuff some does know how to do it. Expose them. Makes your class more interesting but reading from the textbook and writing on the blackboard.   That is one of the reasons why kids may not want to go to class because they can read themselves.

Interviewer: You previously referred to them not being able to there's a language barrier in terms of the the reading if you referring to them having to go read things. How effective do you think that will be (CM1:ulm in terms of the reading) the reading the curriculum because there needs to be an alignment with what the teacher does and what the student understand. Just, just to bring it together. If they can't read, how will they be able to comprehend what is said?

CM1: Man, the issues with the aligning the language issues starts form the school. The foundation has not been laid down effectively as in the past and that is why we sitting with the problem we faced with now. You know pushing these kids through not making sure that they've got, language greeting and what's it called reading, spelling and all these really sorted out making sure that there's kids just read this against the board. They cannot even spell to be honest with you I spoke to the language. You know what ma'am, they cannot even do oral. When its oral time, they run away from us the fear also of speaking in front of an audience and that is all being created by our curriculum in the schools where they're coming from. I do not know the mother tongue issue also plays an important role and some of the schools you know with our kids they teach their mother tongue even though the kids must write it in English -

specifically at the Xhosa schools. I know, I've seen them doing it but this now off the record. Yes (laughter) don't quote me cos I'll lose my job. And these kids pass and they just pushing them through but you take that same child he's got a Grade 12. I know we've we've it's tried and tested. We take a Grade 12 that have passed and we put you through a basic pace test. We put you through a basic language you can refer to the PACE test co-ordinator. They don't even make a 40% just for a simple comprehension and, and and er what is this choose the correct answer er. They lack that.

Interviewer: So, in terms of that, that, that real challenge. In terms of that do we as a college have things in place to bridge those barriers do we programmes in place?   Are we contemplating? Are we designing programmes just to assist the learner?

CM1: I'm very happy to to to mention uhm, with the recent program that has been implement by our other campus PLP programme the pre-vocational – let me just put it it's pre PLP pre vocational learning programme. That has got your basic Maths, Mathematics er think Science er Language and Life Orientation.   Come in X (just pause) my daughter is here and I need to make time for her just pause. We'll finish this one for you (interviewer: okay) that is one of the interventions we've started this year which we want to monitor like a foundation programme - Pre vocational program PLP um pre-vocational I think learning programme (I'm just just checking) the poster. The pamphlet there's pamphlet outside for people and it's been offered at our other campus. Some of those students are going to be registered by us and we are going to keep a close track on monitoring them to see when they been enrolled for NCV in terms of the performance are they doing much better than the than the student that's coming straight with a grade 9.

Interviewer: Okay, so is this like a bridging programme from grade 9 to NCV?

CM1: Yes, to NCV or N1 or engineering N1 basically NCV for engineering studies as well. So that one is now being implemented which we want to see if it's going to make a difference especially when it comes to the language because I spoke to some of the educators there. They were very excited. They say students have moved in terms of their progression they say from a 0 to 50%. They say there's major improvements that they found there. Then you know the, the the intervention that we having that is those classes that we having here (interviewer: SI?) SI classes… supplementary instructional classes that we having. That one is not implemented as effective as can be. Students, it's there for them but the students are not really committed to attend. SI can also assist them because the peer that's there. It's their it's their own peer students that has got a good foundation because we normally use the strongest student to assist them. And you know, in terms of understanding I said the best way also to teach someone if they don't understand English. I wana explain it to you in your mother tongue just to get you understanding but then you revert back to the actual Language of Instruction. So, it for me it is also good programme for intervention but commitment lacks there.

Interviewer: What can we do differently to get the most from our SI programme? What in your opinion?

CM1: Uhm, you know we've got this thing where its maybe the way we book it it's, it's now it's, on a Tuesday, students don't come. They use it as a off time to come at 10 o' clock. Maybe if if we have it uhm timetabled as part of our five five what is it five period programme. I said there's no progamme for me that use all 5 periods. Educator must come and convince me. I've also been teaching NCV for quite a number of years. I said nobody teach 5 periods ma'am. I know that you teach 3 periods so if we can bring it in maybe you know as part of the 5 period and maybe you have a language lecturer or we appoint someone where these kids can go to for that period and work on those language skills that's needed.

Interviewer: The PLP progamme - is that unique to this College or is it?

CM1: No, no. no. it's, it's, it's a National programme it's it's it's was one of the initiatives of the Department of Higher Education and Training. So it's all colleges that offer those

Interviewer: Did lecturers have to go for training for this or how did this work?

CM1: Yes, they do its part of the LSS training as well uhm. A colleague I know was the co-ordinator at one of our campuses for that particular training. They went to uhm I know to another college who is also a partner in terms of training. They started before us and then there were workshops also done before it was implemented and I think this year was the first for implementation.

QUESTION 4 Interviewer: Okay, so if I gather correctly, it would seem that lecturers would need special skills and abilities in order to deliver the curriculum especially the NVC curriculum that's current uhm at the discussion**. So how do you as a manager, how do you ensure that lectures do get earlier you spoke about the developing themselves, how as a as a campus manager. how do you make sure that lecturers do develop uhm certain skills and abilities?**

CM1: Okay. If you would see uhmm remember I'm not working here as a campus. When I'm when I'm I take all these recommendations in terms of development to a central office uhhh where there's executive meetings like your Exco, your Academic Board. Al those committees that we sitting on and if you look at the training and development needs uhm at the opt when we start off every year these objectives which is expected from us that we have to develop for an academic year which the principal when we do presentation with the principal. And I can safely say some of the training objective have been met this year because I can remember the SAQI training for transport was on this presentation. I can give you a copy of the presentation that we I've done. The facilitator and the assessor was with them because was knocking on my door and saying some of them there was time when it lapsed and people did not get that opportunity fortunately it came. I think October, November. It just came but like

money must be spent now but we happy we don't complain about it. Then there's the important one as the the Advance Diploma which we spoke about. Already another email went out to the other staff members and that particular program. When I speak to the educators it's quite exciting because I'm not sitting at the program but I get my feedback from the staff members that's attending the program currently and they said to me that what they learning there is basically 4th industrial revolution. How to teach in the classroom quite exciting they said to me uhm they, they learn a lot they've got new ways. If I talk to them they sound like umm umm new brooms that can sweep the floor and I'm hoping when they've completed that they will implement what they've learnt but there was another opportunity now for other educators also to go on to that training. We go to our Exec meeting and in my Exec report I will indicate training needs this is where they went this is what we need, this is required, and, and and all your CFO sits there and the VP of Corporate Services which means training and development resorts under his department and they look at opportunities and SETA's have been coming in - coming on board a lot now. Even to support in terms of the funding of our training because your advance is being funded by, by, the ETDP SETA uhm some of these assessors is also funded by one of the SETA's. So, for me there's there's major improvement in terms of training. But in terms of what is needed you when we have our divisional and the campus management meetings the HOD's also being to the meetings what are the requirements from educator's side. What are what do they need in order to also make sure that the curriculum must be implemented but training is the name of the game now. I said to the VP Academic, I've never seen at this College that when it's time for closure that such many opportunities can come to our doorstep.

QUESTION 5 Interviewer: Okay, uhmmm my next question latches onto that uhmmm, when we started with the NCV curriculum is it in 1998 there was training given to those lecturers that were there. No subsequent training were given after that uummm, except now for for the new 2019 uhhhhmmm, they in the strategic plan and maybe you be able to shed some light 2019/2020 they uhmmm, appointed subject experts or advisors to help with the implementation of the curriculum. So how does that now benefit your you're your new staff members coming n because new staff members coming in and they just like myself I was never trained to teach. I have a teacher's qualification but I was never trained to deliver this specific curriculum which have 2 components a practical and a theory side. So, in terms of a new lecturer coming in, where do they fit in? Do they get the same opportunities as those because uhm those people who now benefited from the skills training the facilitator's training assessor training, they were existing lecturers?

CM1: I hear what you say.

Interviewer: So a new lecturer coming in, how do they do they just umm?

CM1: Let me tell you what happens with a new educator in terms. There's a training manual that has been developed by JET. It's a induction programme manual. Where it it gives you it

it is based on the a NCV qualification. It gives you the history of of TVET sector. It gives you uhhh what the qualification is all about and I know that every staff member is supposed to have the manual. I've made copies for them when I was still a HOD but when a new staff member is appointed then the senior lecturer and the HOD takes that staff member through that training programme which means it's train the trainer. All of us that have gone for training years back got that that training as a foundation to impart the knowledge unto new people that's coming in. And your senior lecturer is the best person because they've been here those years when we started with NCV that imparts that knowledge. So, every time when there's a new lecturer that comes, they the people that takes you through your induction process and make sure when it comes to your subject they provide you with the resources. They have a session with you on how this particular subject is being implemented according to NCV and that training. Let me be honest with you. When that training started, NCV was quite new. Nobody had an idea of how to implement NCV. Even the training that we've received. I was one of the people that started that was core researcher for NCV because I was the first co-ordinator appointed at at um the college and I worked from the OBE experts with colleagues from schools because at that time the schools already started with OBE and and I had to as they say really research and be the person that gives guidance to our educators on how this NCV especially with the administration because the schools were on board at that time. We were not yet on board when we started with the NCV program but a colleague and his department assisted us as Dower and we shared that best practices with the other campuses.

Those years in 1998, when it was implemented but the training that we've attended with with these national facilitators they were also new. We could even gave them more information that they were giving to us so it was basically just information. We fought and paved our own way to where we are today. In the beginning you can ask I will I will refer you go to a colleague when we all went to Pretoria. Go to my colleague that went for training for her department. You can go to uhm another colleague. You can go to another colleague. You can go I'm just giving you names of those that went for training. who's the other person that I remember that colleagues and them. All of us that went for that training we were sitting there everything. Everything was new to everybody facilitators, facilitators, were also trying to find their feet and we were actually like assisting and sharing our best practices amongst one another.

Interviewer: So then uhm would you then say there would discrepancies in how we implement from college to college?

CM1: Yes, there's.

Interviewer Meaning that that people didn't know how there's no alignment really or there there's should be some kind of policies guiding but the implementation of it would be different from college to college?

CM1: Okay, those years now the the the curriculum has been establish it takes at least 3 to five years to get a curriculum established. In those years there were not even a ICASS

Guideline document and that is why I'm saying it started of there and that where the policy document started to be developed. Then came on board when we started off the Assessment Guidelines and Subject Guidelines started and that is where we had to work from, from that as we move along then they started with the ICASS Guideline document but that time it was still a few pages not so uhmm, as it is now with all your you've got your instructional part and then there's a theory part. It it did it took time for them to gather all this information to come up with these policy documents on how to implement this NCV. So we were still part of the beginning of I was part of the beginning off of the implementation of NCV and that is where all the research started and that is why it establish now where you've got a policy document where you can refer to in terms of the implementation. In the document you spoke about the resources that came also a couple of years after that you see so that they know now they know for safety you need A, B, C, D, E that is why when we audit we had to look at that document to say what resources do we need for this program we need X,Y,Z.

Interviewer: Yah. You speak about resources uhm. Are there any specific things, that you how do you go about allocating resources? How do you know which department must get what? How successful is it in terms ummm, the resources that you provide do you think is sufficient? Do you think we need more? Do you think we not using the ones that you giving?

CM1: (smiling). I can tell you now, the resource of training in terms of what is this Office 365 people have been trained twice. They've got the program but they not using it. Remember they not using it. We provide them with everything but they not using it. The data projectors are sitting in IT. They for safekeeping it's sitting in IT. Tell me how many are booking our that data projectors? It's there for them to use. But in terms of determining the resources that's needed it comes from your academics remember the expert in the classroom is always the academic that is why they are the people that sitting with the guiding documents what is needed. They feed the information to their senior lecturers and their HOD's. When we do our planning, we expect the HOD's to requisition any requirements that's needed for a particular program and and as I said your it starts down here from your educator. And the educator feeds in because you know your subject better than what I know your subject this is what is required from your subject and that is how we we order the resources and also how it's been distributed. The only other concern with with resources – you might order something and it might be seen as a luxury it's it's a budgeting   issue it's a funding issue we might not have the funding at that time. The CFO might say the college has only got so much money we have to cut down on this one in order to be able to get the the basic ones that we need. So, it's basically budgetary constraints.

Interviewer: What can be done to ensure that teachers use this uhm that's that's available to them? Uhm Do you, do you anticipate maybe for 2020 having things in place so just a means to as a means to inspire teachers to use these things?

CM1: Let me tell you what I've been planning with IT for urrr, a couple of months. IT this is the man I'm working with because it's it's it's 4th industrial revolution. We must start with small

training interventions with staff. I've seen staff members when I observe that doesn't even use the laptop in the classroom. They've received laptops but not everybody because the new people that came in I'm quite aware didn't receive the laptops. Can we start of with with, with training interventions for these people maybe some people you know there's a fear when it's something that's new. They might not know when they go into the classroom how to connect these things small we don't want to embarrass people but if you work with smaller groups can we just start of there I said if I need to be there to assist them I will be there because I said I know what is…. Point in terms of techno but we need to get them to book out those data projector and use them in the classrooms so I have already spoken to to IT about it to see if he can assist us just to start of with that one when they do their, their, use the data projector in the classroom especially the theory classroom how to connect in their theory classroom and to project those things. What they take with their business maybe if they want us to also show them how to go into You Tube. We will do that for them but on request but the first one is just to get them to to use the the product that's there.

QUESTION 6 Interviewer: Okay, in terms of human resources, are you happy with what you have, would you want more uhm ja let me just stop there.

CM1: At the moment what is important is the the in terms of how the operations go we are bound by by by your PQM headcounts and we are bound by the 63% cost of employment we cannot go outside those, those, those boundaries but I would be happy if we can get more support. If I'm talking about support I'm looking at data capturers and I'm looking at an its expert so that I can at least an expert that s full fully allocated lecturer at the moment that has been assisting me without even squelling for one day. Now I 'm mentioning Mr X because I need to acknowledge. I need to release that incumbent which means that's a whole post on its own. Will they allow me to give me another staff member. I'm looking at data capturers and I look at at 80% attendance implementation. In order for this staff members to be able to adhere to that policy document, we need to have data capturers we don't have that so staffing, I would really like to have more support staff not educators but support.

In terms of the facilities that we have. We have for example, 3 4 how many computer venues do we have … 5 computer venues 27.

Interviewer: Are you happy with that? I'm asking this because when it is for example, report 191 exams then the NCV classes cannot be conducted. Would or how does that now influence the delivery of the curriculum because their teaching time lost \and its sometimes for 2 weeks um.

CM1: We've got a challenge in terms of our infrastructure especially with computer venues. In in one of plans in one of our strategic plans I think I did mention that and I was also working with with IT in terms of the the It requirements that at least if we can get. We requested in the campus development plan for let me see for theory being used and we were looking at 1 computer venue and I've asked IT just for for 2020 from the IT side for to put the computer lab

onto their planning for 2020. Whether it is gona be approved accounting to the budget, I don't know yet. But we need more computer venues. Definitely.

Interviewer: Ja. It is also mentioned in the strategic plan 2019/20 that the the um department is under severe strain when it comes to ere r distributing you know resources for the TVET colleges. So they are aware, so as a college would would we then if they don't have the money the DHET would we then from our budget from the college side budget. Do you think they would then maybe uhm comply with one of these requests or (hoping) is it not part of their operational mandate?

CM1: What happens at the moment with the department remember we've got what we call the Seige uhm uhm funding that's your that is now for infrastructure and maintenance and and I know that we received a communique for uhm big projects capital projects we looking at buildings but when we plan, they looking at the college and where is the demand and the need going to its for occupational programmes and where that area is at our other campus which means when it comes to big projects and buildings they would rather going to let the budget for building s and capital projects go to them because they don't have space. Whether at the moment they they using let's say a third of and they also increasing their PLP they've got 80 this year they must have 200 ….200. For next year they for facilities especially big projects like buildings. We must move away or just stabalise on ministerial projects and now rather go more into their as I said occupational programmes learnerships er NSF projects, skills programmes that is where DHET wants us to move in (Okay)   and as I always maintain said when it comes to Business Studies it becomes a little but trikky uhh with with occupational programmes there's not a lot of opportunities and curriculums that's already developed uhm or let me say besides with your SAQA approved qualifications for business studies most of them its engineering studies your welders your carpenters your what do they call this your toolmakers.

Interviewer: Ja uhm that is the mandate of DHET currently (ja) sometimes I see that you visit the classrooms. You would pop in so as an instructional leader how do you monitor class management processes because we need to have from the input we need to have an output where the student would be the beneficiary of a qualification. So how do you how do you monitor that do you personally go is it being done through your sub-ordinates or how do you as leader monitor class management?

CM1: Classroom management it's it's one of the responsibility also of the campus manger because is one of the core functions and I I'm really passionate in any case about about about educators and education in the classroom that is why I make it my mission to do as I call my visits without informing anyone when I go when I do my visits my purpose is to see that are students in the classroom is the educator on time there is teaching and learning taking place. Sometimes I observe are you reading from the textbook. One time I took over a a uhm lecture from one of the educators. They were reading from the textbook. Fortunately,it was one of my expertise subjects and I was doing it without the textbook make it more interesting getting

more active participation because I said it's of no use that your educator keeps on taking there and nobody else is responding back to you. So I'm using that opportunity to see what is actually happening my observation I observe and I don't want to embarrass people that's what I don't want to do when I observe something is not right, I will call you in and I will speak to them about it.

Interviewer: So what you basically saying is you facilitate learning

CM1: Yes, I facilitate learning

CM1 Instead of just imparting knowledge uhm your own … knowledge on onto you're your students.

What we must remember where I'm sitting I'm support to the educators and the managers I cannot take over their responsibilities I'm just supporting them and it is the senior lecturer and the HOD's responsibility to be close by in terms of monitoring they are the people that will feed challenges that they experience and they are also the ones that will inform me if there are crises situations in certain classrooms where educators might not be managing their classes as it's supposed to be done and there will be an intervention but it all starts right down with the senior lecturer and the department.

Interviewer: What type of interventions would we then speak of here? If, if you now find there's a lecturer that's not teaching in the class, basically just coming to uhmm just give the notes and tell the students that they fine (**CM1**: We, when we). If you now become aware that (**CM1**: let me be honest with you) how do you intervene uhm.

CM1: There's always a weakness when somebody does that. sometimes there's there's a true weakness in terms of maybe the person has got challenges with the subject itself. I've, I've in my years I've noticed some of the educators like that. I can remember I always laugh when I see -When X started, stared teaching I think it must have been Transport Operations she had challenge because the said to me she how to actually teach that subject because she had no experience and she obviously was reading out of the textbook and in terms of that. I, I had to get her support from Engineering Studies. Remember the guys at the Engineering studies knows about these trucks and the wheels and things like that and I had to link her up with an educator from engineering studies to assist her and I had Mr X also was a driving instructor.   He had a little bit more experience and I had to ask him also to assist her in terms of all these technical aspects of these vehicles. And that is the support that the intervention that I give to educators. (ummm). I link you up with an expert in the field if it's if I know somebody. Uhmmm, if, it's if its um something um without the curriculum itself in terms of of the subject content that you don't know and it's an issue as I say if it's a personal issue why they not there, we we, we have a counsellor we inform Mr X about the situation. You know the case that we have currently on our site, we get those intervention in terms of assisting and supporting the incumbent to improve.   Uhm.

QUESTION 7 Interviewer: In terms of umh, lecturer performance, how do you as a campus manager which tools do you use to to assess where the lecturing is at or is it not your responsibility?

CM1: Remember with with lecturer performance as I mentioned it comes right down to the senior lecturer and the head of department. My role in in in terms of monitoring performance it comes down to actual assessments on a quarterly basis where I look at these incumbents how have their subjects been performing so far and with that there's an excellent tool which Mr X has developed for me which I don't think they implement effectively since I left that HOD's office where you could see exactly. We are being monitored in terms of retention rate, certification rate and subject pass rate and throughput rate. That tool gave me a good view of who the lecturer is which class group it is that's not performing and that tool I've been using very effectively every term. I used to sit with the seniors and I used to identify to them look here speak to these incumbents because you can look at this class you can look at the subject there's already problems there go into the individual marks find out who the individuals in the classroom classrooms are let them intervene with those kids and and make sure that there's improvement.

As I said its it's a tool I've used it I I still wanted to use it this year I didn't get the opportunity to use it because educators did not submit their assessments to Mr X on time which means they didn't meet the deadline and for that one I blame the senior lecturers and the HOD because it's something which will assist them and the educators to monitor and see where's my weaknesses. What can I do to make sure that that particular student improves but you can also pick it up very easily from their assessments because its only your assessment list that you look at and you will see about it's about the bigger picture at the end of the day for me. I don't I don't need to sit in that incumbent in that subject. I have to look at the full view of of meeting the qualification. Will we meet the certification rate do we retain our students in that programme . There's a challenge there. There's a drop-out rate there. Are we phoning them to find out are you out or are you in what are we doing for the students.

Interviewer: So who does the phoning if if students are not attending.

CM1: The student liaison officer does that for us (**Interviewer**: In terms of drop-out)

CM1: Ja, in terms of drop-out he's been doing a good job this year we've given him. We've opened up his phone account to phone these students when the lecturers informs him these are the names that we pick up in our classes that is not attending.

Interviewer: And how did the lecturers did they submit the names?

CM1: They gave him their class lists.

Interviewer: Is this the only campus that's using this tool.

CM1: Yes,

Interviewer: So other campuses might have their own things in place?

CM1: Not necessarily. I've promised that I'm going to share the tool with, with my other colleagues Mr X is one of them that that needs the tool and I still have to speak to …….. to arrange time with with X come here. I'm working that campus is one of my uhm responsibilities that the Principal gave to me to assist that campus in terms of the administration uhm and I work very closely with Mr X at the moment so I have to do that. They've been visiting us a lot and we share our information.

QUESTION 8 Interviewer: In your opinion what can influence the successful delivery of the NCV curriculum. what can uh uhm what can what can er the influence if we were to deliver the curriculum successfully? What could that mean for the institution and for South Africa as a whole?

CM1: Remember for the institution it's it's the positive image it will have no one to for the institution. I've just heard yesterday there's an article where the minister talks about output and if he talks about output its gona bring to funding and that means that's important what we put in to push out again.

So, so those are all issues that I'm currently sitting thinking how we gona get that one right. If you look at throughput rate, it takes them twice as much to get through this curriculum. It's supposed to be 3 years. There's some that takes 4/5 years just to be put of the system to get to meet the qualification. (sigh) so in terms of your being you ask me in terms of succession in terms of of implementation of this curriculum. Change the morale of the staff. Some of these staff members, I like to talk and be down there on the floor with them. Their morale is is very low point at the moment.

There are many reasons why it's not good as I said in t I'm looking at interventions. I spoke about the data capturers. Staff feels that they their workload is not for them besides the teaching there's the administration that's that's also killing them. So me is to change the morale of the staff ur uhm in terms of our resources and our infra-structure. A conducive environment and make it more inviting for any educator and and student also ensures the success of your curriculum delivery will be improved and that is why I am one of the people that's waiting patiently for for the Seige budget to be approved again for this campus because one of the tasks that I was also given by the Principal is to look at beautifying the entrance and I said to him hold on you first need to do your roofs and then you paint and then this before you beautify the entrance and compliance because we don't even have an electrical certificate.

So we looking at those things first. But I'm looking at the the environment to

be much more conducive enticing for people to to be uhm we've seen at what we've done with with with getting some staff members into one stations where they are now we we've been doing that because our capacity of our class rooms . We've got report 191 plat and NCV. We don't have enough classrooms to accommodate all our programmes at the moment.

The other thing which, which I feel that can also contribute, besides the moral of the staff and and our infra-structure and our resources is also the importance of incentives awarding staff members good performance of educators and when I look at good performance I'm taking about our policy reviewing it because your best performer might not be the one that's actually the better performer. If you just going to work on on stats of easy subjects, easy subjects as I always say, don't come and be excited to me about your 100% pass. I'm not interested because that subject any student can pass. I'm looking at the difficult subjects reviewing the policy because these people are working hard also looking at other factors around that policy uhm commitment dedication punctuality people are here taking chances with signing in the register fraudulent when they haven't been here or they come late and then they will still put there the 7:50 on the …… so just to motivate staff member you know to come back to the to basics where we suppose to be. Awarding those staff members that needs to be awarded because of their hard work and dedication uhm also something else.

I must go back so that I don't repeat what I'm saying umm, I've said the morale, I'm looking at the infra-structure. I'm looking at reward incentives to to award good performance uhm and then very importantly consequence management for me. This is the this is the the buzzword that is being used now. That our managers must implement consequence management. Consequence management is that if something according to the ethics has not been done right there must be consequences and managers must not be scared to implementing the warning - the verbal warning and then follow the process (is that by DHET)

JA, it's a DHET instruction. It's your disciplinary procedure uhm people might become aware that look here this is wrong of of what happened to me and we don't apply punitive we apply preventative and corrective. I say, I don't always have the time to have a, a, paper exercise on my table but what I do is when I see something wrong, I speak immediately.   I will call someone and say no man you know that register whatever you taking chances or I will sit or I will just sit sometimes I sitting in the space where…..aiy you know what you doing . it makes them aware ja.

QUESTION 9 Interviewer: Are there anything that I did not ask with regards to curriculum delivery that in your opinion would really uhm take us from a low certification rate to meeting the expected certification rate of just anything in general that that you feel that contribute to erm successful delivery of this curriculum.

CM1: It's something very simplistic which which I feel which, which educators must must must get into its just to have a basic conversation like this. You know how how better people can can share with each other if they sit around a table and talk about about the challenges they

face in the classroom and and, and the successes that they've got. I've noticed these educators at this campus don't have a conversation just you know a informal conversation and talking about educational challenges that they facing. They always want to sit in a meeting very rigidly and sometimes they don't even talk what is important in those meetings what they really are struggling with and I said if there's something that I can do which for me is is a objective for next year is to get people together to say let's discuss your challenges you facing. I've picked up a lot of things when I've did my rounds where people are freely talking about this is what I'm struggling with. Do you know I've ordered this particular book and and what happens with this book that I've ordered because it's the senior lecturer took the book as if it was an entitlement for that person and we need to sit down and discuss our challenges that we are facing and say how we feel.

Even the selfishness of people they don't like to share information with one another. They don't like to empower one another. I said for me it it's it's very strange that people don't like to share information but we need to do that just to sit down its not I don't say it's not I don't say er it's not official structured meeting but just to sit down and talk about these things that that we facing on a daily basis and say because in terms of setting up the assessment.

Maybe I don't know maybe I got a challenge, you're a better person than me, it is my turn but can yu just guide me on how I need to do it. And Mrs X, I said the experts are leaving Mrs X has got a few few I think maybe next year she might be gone.

I'm looking at how our staff our staff turnover is going and people that's got all this experience are leaving er um the centre of instance. We need to engage with those people to just be able to just advice and guide our our young new incumbent in to the sector on how these things are being done. That for me it's very simplistic adds a lot of value. Sometimes you pick up all these official, uh um ways of doing things people might not really open up what is really bothering them but if you have a conversation like this, you would hear a lot and which add more value to improving.

Interviewer: That being said Mrs X, thank you very, very, much. It was a very insightful conversation and hopefully we will be able to use some of the things that you have recommended uhm the gaps that I have identified and if you so wish I will give a report of this before I distribute.

CM1: It's a pleasure Ma'am. That's why I'm here to support and assist you.

Interviewer: Thank you very much!

Appendix K: Proofreading Certificate

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Proofreading Certificate

It is hereby certified that this final dissertation have been proofread and edited for spelling, grammar and punctuation by an English language editor from www.OneStopSolution.co.za

Client

Angelona Rewhydah Williams

MANAGING CURRICULUM DELIVERY IN SOUTH AFRICAN TVET COLLEGES:

A CASE STUDY

Submitted in fulfilment of the requirements for the degree of
Master of Education
in the Faculty of Education at the University of South Africa

Editor

W. Steenberg
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Appendix L: Turnitin Report

ISISHWANKATHELO

Iikholeji zeMfundo Noqeqesho Zobugcisa Nengqesho (TVET) ziveza imeko entsha kunikezelo lweenkonzo zeSebe leMfundo ePhakamileyo noQeqesho (DHET). NgokwePhepha leNgcaciso Nkqubo lezeMfundo noQeqesho lwasemva kwesikolo (i-DHET 2013: 11), eyona njongo yeekholeji zeTVET kukuqeqesha abafundi abatsha abashiya isikolo ngokubanika izakhono, ulwazi nezimo zengqondo eziyimfuneko kwingqesho. Ikharityhulam ye-TVET, ke ngoko, kulindeleke ukuba ijongane nezicelo ezininzi zoqoqosho, ezentlalo kunye nezemiba yokusingqongileyo ngokunceda ulutsha kunye nabantu abadala ukuba baphuhlise izakhono abazidingayo kwingqesho, kurhwebo nasekukhuthazeni ukukhula ngolingano, okubandakanya uzinzo kuqoqosho kunye nokuxhasa inguqu, uqoqosho oluluhlaza (olusebenza ngendalo) kunye nonyamezelo lokusingqongileyo (UNESCO 2016: 4). Olu phando lokuzathuza luqwalasele ngokukodwa indlela abahlohli abayifundisa ngayo ikharityhulam yeNC (V) ngokubhekisele kwimpembelelo yeziqinisekiso zomhlohli, izakhono nobuchule nefuthe lezixhobo zokufundisa ekufundisweni kwekharityhulam ye-NC (V). Indawo yophando yayiyiKholeji yeTVET kwiPhondo leMpuma Koloni eMzantsi Afrika. Idatha yaqokelelwa kusetyenziswa udliwanondlebe lomntu ngamnye nolweqela elinye negosa elivela kwi-DHET, abaphathi beekhampasi ezimbini kunye nabahlohli abalishumi elinesibini abakwinqanaba lesibini nelesithathu abonyulwe ngendlela yokwenza isampulu ngokukhethekileyo. Iziphumo zalungelelaniswa ngokwale mixholo ilandelayo: ukucwangcisa, ukubeka esweni nokuhlola ikharityhulam ye-NC (V) kunye nezixhobo zokufundisa ikharityhulam yeNC (V). Okokugqibela, isifundo senze iingcebiso ngokuphunyezwa ngempumelelo kwekharityhulam ye-NCV.

Amagama aphambili: Unikezelo lwekharityhulam; Imfundo yobuGcisa Nengqesho; Ukufundisa ngempumelelo

OPSOMMING

Kolleges vir tegniese en beroepsgerigte onderwys en opleiding (TVET-kolleges) verteenwoordig 'n nuwe landskap in die dienslewering van die Departement Hoër Onderwys en Opleiding (DHET). Volgens die Witskrif vir Naskoolse Onderwys en Opleiding (DHET 2013: 11) is die hoofdoel van TVET-kolleges om jong skoolverlaters op te lei deur hulle toe te rus met die nodige vaardighede, kennis en ingesteldheid vir indiensneming in die arbeidsmark. Die TVET-kurrikulum is dus veronderstel om talle versoeke van 'n ekonomiese, sosiale en omgewingsverwante aard aan te roer, deur die jeug en volwassenes te help om die vaardighede te ontwikkel wat hulle nodig het vir indiensneming, vir entrepreneurskap en vir die bevordering van gelyke, inklusiewe en volhoubare ekonomiese groei en ter ondersteuning van oorgang na groen ekonomieë en omgewingsvolharding (Verenigde Nasies se Opvoedkundige, Wetenskaplike en Kulturele Organisasie [UNESCO] 2016:4). In hierdie kwalitatiewe studie is daar spesifiek gefokus op hoe dosente die Nasionale Sertifikaat (Beroepsgerig)-, oftewel die NS(B)-kurrikulum, aanbied, met betrekking tot die invloed van die dosent se kwalifikasies, vaardighede en vermoëns, en die impak van onderrighulpbronne op die aanbieding van die NS(B)-kurrikulum. Die navorsingsterrein was 'n TVET-kollege in die Oos-Kaap-provinsie van Suid-Afrika. Data is ingesamel deur middel van individuele en fokusgroeponderhoude met een amptenaar van die Departement Hoër Onderwys en Opleiding, twee kampusbestuurders en 12 dosente op posvlak twee en drie, gekies deur doelbewuste steekproefneming. Die bevindinge is volgens die volgende hooftemas georganiseer: beplanning, monitering en evaluering van die NS(B)-kurrikulum, en hulpmiddele en instrumente vir die aanbieding van die NS(B)-kurrikulum. Laastens doen die studie aanbevelings vir die doeltreffende implementering van die NS(B)-kurrikulum.

Sleutelwoorde: Kurrikulum-aanbieding; Tegniese en beroepsgerigte onderwys; Onderrigdoeltreffendheid