PRIMARY HEALTH CARE STUDENTS' EXPERIENCES OF VOCATIONAL SUBJECTS AT A TVET COLLEGE IN GAUTENG

By

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STUDENT NUMBER: 54924510

Dissertation submitted in fulfilment of the requirements for the

Degree of

Masters in Curriculum Studies

In the

Department of Curriculum and Instructional Studies

At the

University of South Africa

Supervisor: Dr. Safura Meeran

2023

Declaration

I, Sannah Mmatsatsi Kekae, declare that:

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This dissertation is submitted with the supervisor's approval.

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Acknowledgements

Dedication

I dedicate this thesis to my beloved late Mother Christinah Morongwa Kekae, who passed away on 13 April 2019, just before my Honours graduation. However, she knew about my studies and was so happy to celebrate with me. She always encouraged me to continue with my studies because she wanted to see me succeed and be the best I could be. Her prayers, love, and positivity shaped me into the person I am today, giving me the courage to pursue my passion and never let obstacles stand in the way of the decisions I make. I know she believes in me and is proud of my accomplishments. I miss her terribly and know she is always keeping an eye on me. I am sad, but my heart is overjoyed because I accomplished what she always encouraged me to do. Her priority was education, and this dissertation will make her happy in Heaven. I am eternally grateful for her self-sacrifices for me to be educated and prepared me for the future.

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Acronyms and Abbreviations

CBE	Competence-Based Education
CBET	Competency-Based Education and Training
CBT	Competent-Based Training
CCA	Critical Capabilities Approach
CHWs	Community Health Workers
COPC	Community-Orientated Primary Care
COTVET	Council for Technical Vocational Educational and Training
DHET	Department of Higher Education and Training
DoE	Department of Education
EFA	Education for All
ETDP SETA	Education Training and Development Practices Sector Education and Training Authority
FET	Further Education and Training
GSEA	Globally Structured Education Agenda
HBM	Human Body and Mind
HCW	Health Care Workers
HRDC	Human Resource Development Council
HRDCSA	Human Resource Development Council of South Africa
HWSETA	Health and Welfare Sector Education and Training Authority
ILO	International Labour Organisation
IMF	International Monetary Fund
MEST	Ministry of Education, Skills, and Training
NATED	National Accredited Technical Education Diploma
NCV	National Certificate Vocational

NDoH	National Department of Health
NQF	National Qualification Framework
NSFAS	National Student Financial Aid Scheme
OECD	Organisation for Economic Cooperation and Development
PH	Public Health
PHC	Primary Health Care
QLFS	Quarterly Labour Force Survey
SACPO	South African College Principals Organisation
SADC	Southern African Development Community
SAHCS	South African Health Care System
SAQA	South African Qualifications Authority
SDGs	Sustainable Development Goals
SDL	Self-Directed Learning
SETA	Sector Education and Training Authority
SMART	Specific Measurable Attainable Realistic Time-bound
Stats SA	Statistics South Africa
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNISA	University of South Africa
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority
WBE	Workplace-Based Experience
WBOTs	Ward-Based Outreach Teams
WBPHCOTs	Ward-Based Primary Health Care Outreach Teams
WHO	World Health Organisation

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Abstract

This study explored Primary Health Care (PHC) students' experiences in vocational subjects in a Technical Vocational Education and Training (TVET) college to determine whether the vocational subjects offered prepared students for future employability. It also determined whether the curriculum's goals and objectives in vocational subjects had been met and if the curriculum offered for vocational subjects was relevant and responsive to the needs of the current economy.

South Africa's shift to democracy in 1994 came with expectations of a marketplace improvement from the economic decrease suffered under the apartheid era (Terblanche, 2017). The newly democratic government selected the (TVET) sector as suitable for Vocational Education and Training (VET) skills for South Africans. Currently, many graduates still struggle to find occupation in PHC. This prompted the researcher to explore students' experiences in the vocational subjects of Primary Health Care at a TVET college in order to understand why there were limited employment in the field of PHC for graduates at this college.

The case study research design was used in this study, which was based on the qualitative approach. To capture the participants' experiences on the relevance of vocational subjects at a TVET college, semi-structured, and focus group interviews were conducted.

The data was analysed and results revealed a few main themes: the relevance of the PHC course; a curriculum that is more theoretical than practical; the TVET PHC qualification not being recognised by the industry market; lack of interactive and simulated learning; students' employability as dependent on the skill acquired and labour market requirements, and TVET college promises of practical activities that are not realised.

The study's findings indicated that students experienced TVET curricula in their vocational subjects and there is still a lack of vocational practice that should be improved in order to align them with the needs, demands, and expectations of the market and industry.

It is hoped that the recommendations derived from the study's findings will be used by curriculum designers and implementers to improve the standard of the TVET college's

vocational subjects for Primary Health Care in the country in order to achieve relevance and responsiveness to students' future employment.

Tshobokanyo

Thutopatlisiso eno e tlhotlhomisitse maitemogelo a baithuti ba Tlhokomelo ya Ntlha ya Boitekanelo (PHC) mo dithutong tsa paakanyetsotiro tse di neelwang kwa kholetšheng ya Thuto le Katiso ya Paakanyetsotiro ya Setegeniki (TVET) go bona gore a dithuto tsa paakanyetsotiro di siamisetsa baithuti gore ba kgone go thapega mo isagong. Gape e tlhotlhomisitse gore a go fitlhelelwa maikemisetso a kharikhulamo le maitlhomo a dithuto tsa paakanyetsotiro le gore a kharikhulamo ya dithuto tsa paakanyetsotiro e maleba e bile e tsibogela ditlhokego tsa ikonomi tsa ga jaana.

Go fetogela mo demokerasing ga Aforikaborwa ka 1994 go tlile ka ditsholofelo tsa gore mebaraka e tokafale go latela kwelotlase ya ikonomi e e neng ya itemogelwa ka nako ya tlhaolele (Terblanche, 2017). Puso e ntšhwa ya temokerasi e e tlhophilweng e ne ya tlhopha lephata la TVET jaaka le le maleba go tlamela MaAforikaborwa ka Thuto le Katiso ya Paakanyetsotiro (VET). Fela gompieno dialogane tse dintsi di sa ntse di sokola go bona tiro mo PHC. Mmatlisisi o tlhotlhomisitse maitemogelo a baithuti mo dithutong tsa paakanyetsotiro tse di amanang le Tlhokomelo ya Ntlha ya Boitekanelo kwa kholetšheng ya TVET gore a tlhaloganye lebaka le le dirang gore go bo go thapiwa baithuti ba se kae fela ba kholetšhe eno mo lephateng la PHC .

Go dirisitswe thadiso ya patlisiso ya tobiso e e theilweng mo molebong wa khwalitatifi mo thupatlisisong eno. Go dirilwe dikopanotherisano tsa seka-thulaganyo le tsa ditlhophapuisano go bona maitemogelo a bannileseabe malebana le bomaleba jwa dithuto tsa paakanyetsotiro kwa kholetšheng ya TVET.

Go ne ga lokololwa data mme morago ga moo ga tlhagelela mereromegolo e e latelang go tswa mo dipholong: bomaleba jwa khoso ya PHC; kharikhulamo e e tletseng tiori go na le tiriso; borutegi jwa PHC ya TVET jo bo sa tseweng tsia mo indasetering; tlhokego ya ithuto e e nang le tirisano le ketsiso; go ikaega ga go thapega ga baithuti mo dikgonong tse di bonweng le ditlhokego tsa mmaraka wa ditiro; le ditsholofetso tsa kholetšhe ya TVET tse di sa fitlhelelwang tsa ditirwana tsa go diragatsa.

Diphitlhelelo tsa thutopatlisiso di supa gore baithuti ba itemogetse kharikhulamo ya TVET mo dithutong tsa paakanyetsotiro tse di neng di totile tiori mme go sa ntse go na le tlhaelo ya tiragatso ya paakanyetsotiro, e leng se se tlhokang go tokafadiwa go

lepalepanya dithuto tsa paakanyetsotiro le ditlhokego, ditopo le ditsholofelo tsa mmaraka le indaseteri.

Go solofelwa gore bakwadi ba kharikhulamo le ba ba e tsenyang tirisong ba tlaa dirisa dikatlenegiso tse di tswang mo diphitlhelelong go tokafatsa maemo a dithuto tsa paakanyetsotiro tsa Tlhokomelo ya Ntlha ya Boitekanelo tsa dikholetšhe tsa TVET mo nageng gore go netefadiwe gore dithuto tseno di maleba mme di tsibogela ditlhokego tsa ikonomi le go oketsa go thapega ga baithuti.

Isifinqo

Lolu cwaningo belubheka ulwazi lwabafundi oluphathelene Nokunakekelwa Okuyisisekelo Kwezempilo be-Primary Health Care (PHC) ezifundweni zemisebenzi yezandla ezifundiswa ekolishi leTechnical Vocational Education and Training (TVET) ukuze kutholakale ukuthi izifundo zemisebenzi yezandla ziyabalungiselela yini abafundi ukuqashwa esikhathini esizayo. Iphinde yahlola ukuthi ingabe izinhloso zekharikhulamu kanye nezinjongo zezifundo zemisebenzi yezandla ziyafinyelelwa yini nokuthi ngabe ikharikhulamu yezifundo zemisebenzi yezandla ibalulekile yini futhi iyahambisana nezidingo zomnotho wamanje.

Ukushintshela kweNingizimu Afrika entandweni yeningi ngonyaka we-1994 kwafika nokulindelwe kuyintuthuko yemakethe kulandela ukwehla komnotho okwenzeka ngesikhathi sobandlululo (i-Terblanche, 2017). Uhulumeni wentando yeningi osanda kukhethwa ukhethe umkhakha (i-TVET) njengofanele ukuhlinzeka abantu baseNingizimu Afrika ngeMfundo Nokuqeqeshwa Kwezandla (MKK). Kodwa-ke, namuhla, abaningi abathweswe iziqu basazabalaza ukuthola umsebenzi wo-NOK. Umcwaningi ucubungule ulwazi lwabafundi ezifundweni zemisebenzi ehlobene Nokunakekelwa Okuyisisekelo Kwezempilo ekolishi le-TVET ukuze aqonde ukuthi kungani kunomsebenzi omncane emkhakheni we-NOK wabafundi bakuleli kolishi.

Kulolu cwaningo kusetshenziswe idizayini yocwaningo lwesigameko, eyayisekelwe phezu kwendlela yesimo. Izingxoxo ezakhiwe ngokungagcwele kanye nezamaqembu zenziwa ukuze kuthathwe ulwazi lwabahlanganyeli mayelana nokufaneleka kwezifundo zemisebenzi yezandla ekolishi le-TVET.

Idatha yahlaziywa, okwathi ngemuva kwalokho kwavela izingqikithi ezilandelayo emiphumeleni: ukubaluleka kwesifundo se-NOK; ikharikhulamu enethiyori kakhulu kunento eyenziwayo; Iziqu ze-TVET NOK ezingaqashelwa yimboni; ukuntuleka kokufunda okusebenzisanayo nokulingiswayo; ukuncika kokuqashwa kwabafundi kumakhono atholakele kanye nezidingo zemakethe yezabasebenzi; kanye nezithembiso ezingafezeki zemisebenzi eyenziwa yikolishi le-TVET.

Okutholwe kulolu cwaningo kukhomba ukuthi abafundi bathole ikharikhulamu ye-TVET ezifundweni zabo zemisebenzi egxile kakhulu kuthiyori futhi kusenokuntuleka kokwenza umsebenzi okufanele kuthuthukiswe ukuze izifundo zemisebenzi zihambisane nezidingo, izimfuno, kanye nokulindelwe imakethe kanye nemboni.

Kwethenjwa ukuthi izincomo ezisuselwe kulokhu okutholakele zizosetshenziswa abaklami bohlelo lwezifundo kanye nabaluqhubayo ukwenza ngcono izinga lezifundo zemisebenzi yezandla zamakolishi ama-TVET kokuNakekelwa Okuyisiskelo Kwezempilo ezweni ukuze kuqinisekiswe ukuthi lezi zifundo zifanelekile futhi zihambisana nezidingo zomnotho kanye nokukhuthaza ukuqashwa kwabafundi.

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CHAPTER ONE: ORIENTATION OF STUDY

1.1 INTRODUCTION

South Africa's shift to democracy in 1994 came with expectations of a marketplace improvement from the economic decline suffered under the apartheid era (Terblanche, 2017). The newly elected democratic government selected the Technical and Vocational Education and Training (TVET) sector as suitable for Vocational Education and Training (VET) skills for South Africans.

TVET colleges in South Africa, Africa, and internationally, were established with the purpose of addressing the demands of the labour market through vocational training programmes that aim at creating job opportunities and career paths for young adults. TVET sector colleges' main mandate is to "prioritise skills requests by creating responsive and relevant vocational programmes that would create a workplace for youth'' (Gewer, 2016:32).   However, this is still a mission unaccomplished for the TVET sector. Furthermore, Gewer (2016:32) argues that the South African TVET sector made no efforts to connect young adult students to prospective industries. Terblanche (2017) argues that TVET programmes must prioritise the requirements needed by companies to improve student employability as well as increase their chances to further studies for university entrance.

The high unemployment rate among youth in South Africa is still a worrying factor as it continues to increase every year. According to Statistics South Africa (Stats SA) (2021), South Africa's unemployment rate increased to 32.6% in the first quarter of 2021 from 30.8% in the previous period. Furthermore, it was indicated that this was the highest jobless rate since allied figures commenced in 2008, with many young people joining the labour market and actively searching for work opportunities (Stats SA, 2021). South Africa categorised youth as those aged between 15- and 34 years (Stats SA, 2021).

The reason for South Africa's high unemployment rate is a lack of sustainable economic growth. Researchers such as Arfo (2015) and Terblanche (2017) argue that the central cause of unemployment is a lack of sustainable economic growth. According to Arfo, (2015), increased demand for skills training for employability and socio-economic growth generates pressure for the Technical and Training Education and Training (TVET) colleges to be responsive to the needs of the

workforce. Furthermore, Terblanche, (2017) emphasises the need for responsiveness of South African TVET colleges to the country's economic and human resources. Hence, colleges need to put emphasis on their vocational subjects to allow practical work for students which will help them to join the country's workforce. The mandate of TVET colleges spans all sectors of the economy, including production, manufacturing, and services. The Heath Care sector has been experiencing shortages in human resources and as a major function of government, service provision in this sector needs urgent attention. The TVET sector has been designed to address the basic human resource needs in Health care, which is the focus of this study. The COVID-19 pandemic exposed the poor provision of Health Care services to the nation when the retired nursing staff had to be called back to offer their services to strengthen the vaccination workforce on the ground (WHO, 2019a). During the waves of COVID-19 in Africa and South Africa, the prevalent scarcity of healthcare professionals has become more noticeable (WHO, 2019b). The worry of insufficient healthcare recruitment stages unfolded numerous years ago in the World Health Report 2013, which labelled the universal scarcity as a "crisis" at that time (WHO, 2013). Hence Primary Health Care course was established in 2013, and it is clear that the challenges still exist for developing countries. In a DHET report (2015), it was mentioned that in 2013 its first group of graduates managed to complete levels 2-4 in 2015.

The motivation for this study is that their mandate for establishing the TVET sector was to provide skills that can help reduce poverty and the high unemployment rate among graduates, which the sector is still failing to accomplish (Gewer, 2016:32). Therefore, this study intends on exploring the experiences of Primary Health Care students in vocational subjects to see how relevant the curriculum is towards meeting the requirements needed in the Health Care sector.

The TVET sector introduced the National Certificate Vocational (NCV) in colleges to lessen the ongoing short allocation of work placements for students and to address the minimal technical and cognitive skills of students who have graduated (Department of Education (DoE), 2007a). Although TVET colleges are known for their potential to drive economic growth and alleviate poverty and youth unemployment (Agrawal, 2012), there is still less involvement in the TVET sector, due to lack of collaboration with industries especially in many developing countries

(European Commission, 2014; Lolwana, 2017). Furthermore, research (Agrawal, 2012; European Commission, 2014) shows that the TVET sector is still described as having significant gaps between the curriculum taught and the needs of the labour market. This study thus probes whether the curriculum for vocational subjects adequately prepares students for the Health Care Sector.

According to Fonn, Ray, and Blaauw (2011:658), the biggest weakness in sub-Saharan African Health systems is the lack of human resources. This influences the study as it sorted to find out the incorporation of the PHC curriculum in their teaching and learning and the utilisation of resources in their study of vocational subjects. The purpose of the study was to explore the experiences of PHC students in one TVET college in Gauteng with regard to their vocational subjects. Furthermore, Africa is considered to have less than one healthcare worker per 1000 population compared to 10 health workers per 1000 in Europe (Fonn, Ray, and Blaauw, 2011: 658). This means that South Africa has to improve its health systems to accommodate skilled healthcare workers, and the TVET sector needs to collaborate with the health sector and make Primary Health Care students recognised in the industry. It is necessary to improve the skills offered to PHC students who are trained as Community Heath Care workers, increasing disease awareness and medical care and its responsiveness to the healthcare sector, for students' employability. The study aimed to explore students' experiences of vocational subjects in Primary Health Care with regard to its responsiveness to the current job market.

1.2 BACKGROUND TO RESEARCH

The pressure to produce employable students who have acquired the relevant skills and professional acumen in a field is a matter of concern for many developing countries (Grotkowska, 2015; Mok, 2016, Small, 2018, Jenkins & Lane, 2019; Metcalfe, 2020). In Australia, for example, the debate on employability over the last decade has been so fierce that students' employability has become one of the most critical topics of the Department of Higher Education and Training (DHET) research (Moore & Morton, 2017; Clarke, 2018; Bennett, Prikshat, & Burgess 2019). Similarly, in the United Kingdom, the debate on student employability has engendered policy shifts exemplified by a teaching excellence framework that

largely focuses on whether colleges or universities produce employable students who fit the dynamic world of work (Jenkins & Lane, 2019).

According to DHET (2013:11), the main motivating factor of TVET colleges was to provide vocational skills to those who exited at Grades 9, 10, and 11 with a school leaving certificate, to continue with vocational training of their choice to ensure that they are equipped with skills, knowledge, and behaviour that is suitable for employability in the labour force. This means that students entering TVET colleges will be empowered with specialised practices and knowledge that can qualify them for employability. Furthermore, it was indicated that the TVET sector's effectiveness in performance relies on its responsiveness to the necessities of the current economy worldwide and the country (DHET, 1998b). However, Paterson, (2017) argue that there have been dissatisfactions in the last 20 years that the skills set required in the workplace are not satisfactorily catered for by the TVET colleges, which causes a mismatch between what TVET colleges produce and what the workplace needs. The study intended to find out if the needs of the PHC students are catered through the skills that TVET college offers and whether these needs are flexible in the healthcare workforce.

In South Africa, as in many other countries, TVET colleges are under pressure to produce employable students in response to general dissatisfaction with students' failure to meet the expectations of employers (Archer & Chetty, 2013). Interestingly, the United States faces a similar problem. Overall, TVET colleges worldwide are using a variety of strategies to improve their graduates' employability. There is still a huge gap between the vocational practice and skill efficiency offered at TVET colleges, which creates boundaries in the socio-economic status of the country. TVET colleges need to look at the skills suitable and sustainable for them to meet their mandate of reducing poverty and increasing employability amongst youth.

1.3 PRELIMINARY LITERATURE
1.3.1 National Certificate Vocational Primary Health Care

The National Certificate Vocational (NCV), is a qualification listed by the South African Qualifications Authority (SAQA) and sponsored by DHET. The main purpose was to do away with National Accredited Technical Education Diploma

(NATED) and substitute it with NCV. The qualification was established in colleges in 2007 in reaction to the South African socio-economic status that affects "youth unemployment" and those who struggled to complete their secondary education. The mandate was to come up with courses that can empower youth with applicable knowledge and skills for employment and additional learning.

The NCV was established in order to "solve the problems of poor quality and low relevance of the prior vocational educational programmes offered at Further Education and Training (FET) sector" (DoE, 2007:5). The transition from FET to TVET happened in 2012, because DHET needed to match the South African education system with international developments and principles. According to the Department of Education (DoE, 2007a), some of the adverse effects of the technical colleges included programmes that were old and not conducive to a developing economy. The NCV qualification catered for learners who have passed Grade 9, starting from level 2 which is equivalent to Grade 10, level 3 known as Grade 11, and level 4, equivalent to Grade 12. The NCV programmes are offered on a full-time basis for three years. This includes the Primary Health Care programme, on which this study will focus.

1.3.2 Primary Health Care Curriculum Establishment

According to the National Department of Health (NDoH) (2010), negotiations were held with DHET and Health and Welfare Sector Education and Training Authority (HWSETA) to design a curriculum suitable for the healthcare sector and the programme was named Primary Health Care. The programme was intended to offer training to students who will acquire relevant skills and qualify to work in or further their studies in the health care sector.

The PHC qualification started around 2011 when the Department of Health introduced the re-shaping of primary health in South Africa (DHET, 2013:20). They included the establishment of PHC teams, also called Ward-Based Outreach Teams (WBOTs), comprising of Community Health Workers (CHWs) working towards health promotion, "disease" prevention, and disease management in communities (DHET, 2013:20). The need to train CHWs properly was recognised, and various training programmes currently exist. DHET then developed a National

Certificate Vocational qualification to educate and train potential CHWs for the Primary Health Care programme.

Primary Health Care is a registered course for National Qualification Framework (NQF). It consists of Level 2, 3, and 4 classes, and has 4 vocational subjects and 3 fundamentals, as referred to in Table 1.2:

Table 1.1: Primary Health Care Subjects Level 2-4

3 Fundamental Subjects	4 Vocational Subjects
1. English first Additional Language	4. Community-Orientated Primary Care (COPC)
2. Mathematics/Maths Literacy	5. South African Health Care System (SAHCS)
3. Life Skills & Computer Literacy	6. Human Body and Mind (HBM) 7. Public Health (PH)

Source: DHET fundamental and vocational subjects (2013:20)

Government initiated to fortify the use and reach of PHC offered at clinics. With the growth of different pandemics, it realised that its effort was not enough. It realised the need for people to learn how to prevent diseases through acquired knowledge. In South Africa, this was discovered in the 2010 Primary Health Care Reengineering policy, which originated to promote health advancement, disease prevention, and initial detection through the formation of district specialist teams, school health teams, and Ward-Based Outreach Teams (WBOTs), which were then called Ward-Based Primary Health Care Outreach Teams (WBPHCOTs), (Department of Health, 2010). The Department of Health recognised that Health Care Workers (HCW) needed better, formalised training. In 2012, DHET was consulted and tasked to create a course that would help the Health Care Workers to be more adaptable to the needs of the communities and clinics ((DHET, 2012). From this concept, a Primary Health Care course was developed and adopted as the policy in 2013.

According to the Organisation for Economic Cooperation and Development (OECD 2017), South Africa is one of the most important economies because it has trade structures that are distinct from those of other African countries and its labour force has the same skill composition as that of middle-income countries. However, due

to the country's economic changes from businesses and resource-based industries, the current skill composition does not meet the country's needs and thus impedes its further improvement (OECD, 2017). The Department of Education (DoE, 2007) stated that since the new democracy in 1994, there are still various negative aspects that played a huge role during the earlier TVET college indulgence. These include the curricula that were obsolete and did not respond to the continuously growing economy (DoE, 2007). Allais (2012) criticises the National Qualifications Framework offered in South African TVET colleges as an example of a market-led intervention that is ineffective in meeting the needs of the economy or society. Gewer (2010) also observed that, even after the relaunch of the TVET sector, there has been little effort to address fundamental issues that contribute to the status of various colleges in terms of curriculum or DHET expectations for college. This is evident, as the TVET sector still has a huge gap to fill to ensure the needs for economy are met through the skills they are offering. The purpose of this research is to explore students' experiences in vocational subjects offered in the PHC programme and to determine whether the curriculum prepares them for the workforce.

1.4 Problem statement

There are concerns about the education in the TVET colleges that bears no resemblance to what is happening in present-day work environments Education Training and Development Practices Sector Education and Training Authority (ETDP SETA) (ETDP SETA, 2012). The World Health Organization (WHO, 2020) confirmed that COVID-19 has challenged the health systems worldwide and put immense pressure on healthcare workers. Furthermore, WHO (2020b) identifies the health workforce as one of the critical barriers to the health system due to a lack of skilled healthcare workers to manage the crisis, which serves as a wake-up call to the importance of PHC as the foundation for health system emergency responsiveness. In addition, Barron & Padarah (2017:4) argue that health problems in South Africa are getting worse due to the uneven allocation of health professionals among the public and private sectors, as well as the uneven allocation of public sector health professionals among provinces. South African health systems are overburdened, and this was seen during the COVID-19 pandemic, when Primary Health Care workers were needed for both public and

private health facilities locally and abroad. The Department of Health needs to take Primary Health Care workers and prioritise their skills, as COVID-19 revealed the need for skilled healthcare workers to help fight diseases the country is facing by offering help to those in need in communities, clinics, and hospitals across. This study framed research questions that will enable the researcher to explore the experiences of students in their vocational practice. Hence, it seeks to discover how students experience the vocational subjects offered in the PHC curriculum. This will assist the researcher to gain deep insight into its relevance and responsiveness to the PHC curriculum.

For South Africa to overcome the youth unemployment crisis, the TVET sector needs to partner with industries and re-evaluate the courses offered for a sustainable economy. There is a need to identify challenges faced by students in their classrooms and to identify whether they struggle to fit in the job markets.

This study, by exploring the experiences of students in vocational subjects at a selected TVET college, has the potential to expand research into the field of PHC. However, Powell (2013) affirms that research on the TVET sector has ignored the experience of students in TVET colleges during the transformation. There is a dearth of literature on student experiences in this field. Hence, this study aims to explore the experiences of students specifically in vocational subjects offered in the Primary Health Care programme.

1.5 THE RATIONALE OF THE STUDY

Primary Health Care programme was chosen because of my experience as a teacher, lecturer, and graduate in the teaching profession. Being a lecturer at a TVET college allowed the researcher to discover the struggle the students go through with employability after their studies. The inspiration for choosing the PHC programme comes from the opportunity of being among the first lecturers who started with the programme since its establishment in 2013.

As a lecturer in a TVET college, she has witnessed how students struggle to find employment. Having graduated, she also struggled to find a job in the field of her study and the frustration she experienced is being experienced by Primary Health Care students after they graduate. All this encouraged and motivated her to investigate the experiences they have in the programme for their vocational

subjects to find out whether these vocational subjects in the curriculum prepares them for the job market. Therefore, this study will allow the researcher to understand how students experience vocational subjects in PHC in order to probe whether the curriculum is adequate enough to allow for a smooth transition into the workplace. The World Economic Forum (2017) states that South Africa has some exclusive challenges as it has the second lowest employment rate in the province, with 60% of its population either unemployed or not active in the labour market. Furthermore, regardless of the newly transformed TVET sector and democracy, the TVET sector in South Africa still struggling with past barriers to its educational system, especially the placement of students (DHET, 2013b). Our current socio-economic status is continuing to burden our employability of youth and the TVET sector needs to deliver on its mandate of reducing the high rate of employment and start collaborating with the industries in assisting on programmes and skills suitable for the current labour market.

 TVET colleges face challenges when it comes to learning resources, courses that do not meet the workforce requirements, workshops that are not well structured, as well as lecturers that are not well equipped with specific courses (Terblanche, 2017). This inhibiting factor has a huge negative influence on the enforcement of curriculum policy and vocational practice and the effectiveness of teaching and learning. In a DHET report (2011:1), it was stated that academic achievement by students is likely to take place in an environment where there is support in terms of correct programme choices, proper orientation, and academic support. Students' unreadiness for work placement in TVET colleges is due to a lack of proper career guidance and student support services and additionally, the composition of classes (Gewer, 2010).

The study will enlighten academics working with the TVET academics and assist all educational authorities on the issue of adequate resources, workshops, and training of Primary Health Care students that need to be given attention, especially within the college spectrum internally and externally. There is a need for Primary Health Care students to gain access to the country's labour market locally and globally. This can be done through continuous intervention and involvement of the Department of Health and other health sectors in finding ways to improve the employability of PHC students. South Africa is among other countries that regard

technical and vocational education as a major contributing factor in reducing the youth unemployment rate through skills that can produce entrepreneurs (Rauner & Maclean, 2008).

1.6 SIGNIFICANCE OF THE STUDY

This study will promote research interest and awareness, and highlight challenges not only faced by Primary Health Care students, but by all health sectors. Primarily, this study will be valuable to those involved in curriculum design, particularly the skills of human development. They are at the forefront of designing the programmes for the skills needed to enhance the development and sustainable TVET colleges in relation to designing programmes that have skills and all resources needed for the vocational curriculum. Overall, this study will benefit the students in the programme, graduates, all academics, and stakeholders in TVET colleges regarding the programme offered and the skill needs of the companies and the economy. Therefore, the findings will assist those involved in the policymaking around programmes for TVET colleges, to acknowledge the challenges faced by Primary Health Care students and make necessary evaluations and reviews that will improve the country's social-economic status, as well as primary or community health care workers. If all recommendations made from the findings are implemented accordingly, it will be a huge achievement for all the TVET colleges countrywide and abroad offering the Primary Health Care programme, as this is long overdue, considering the challenges of students' employability and lack of recognition in the labour market.

Furthermore, this study will be significant in highlighting the plight of students doing vocational subjects in Primary Health Care. As Primary Health Care is a new programme in the TVET sector not much is known about student experiences. While there was literature on work integrated experience in Primary Health Care there is limited literature on student experiences in vocational subjects. This study aims to fill that gap and is therefore significant.

Against this background, the following section presents the theoretical framework of the study that supports the study's main aim, objectives, and research question.

1.7 THEORETICAL FRAMEWORK

Grant and Osanloo (2014) define a theoretical framework as a plan or guide for research. According to Grant and Osanloo (2014), a theoretical framework is a tool that offers the structure in displaying how a researcher describes his/her study theoretically, epistemologically, methodically, and systematically. Grant and Osanloo (2014) and Ravitch and Carl (2016) agree that the theoretical framework monitors researchers in positioning and contextualising recognised theories into their studies. Furthermore, they state that the theoretical framework works as the motivation for the research that connects the study with the research problem (Ravitch & Carl, 2016). Consequently, it monitors a researcher's selection of research strategy and data inquiry idea (Ravitch & Carl, 2016). Akintoye (2015) supports the view that the theoretical framework makes the research conclusions more relevant and common. Therefore, Brondizio, Leemans, and Solecki (2014) conclude that the theoretical framework is the detailed theory that involves facets of human endeavour that can be beneficial to the proceedings of the study.

The study involves the Critical Capabilities Approach (CCA) of Sen (1980, 1999) and Nussbaum (2011). The CCA approach which was initially developed by Sen is a theoretical framework for the evaluation of individual progress, happiness, poverty, disparities, and fairness (Sen, 1977, 1985, 1992, 1999, and 2009). The principal notions of Sen's approach are working opportunities, skills, and intervention. Sen (1992) notes that people can function if they are given opportunities to exercise their skills. The theory works well together as it emphasises human capability as well as aims at assisting the person to get out of the situation. The theory is going to assist in answering the study's main objectives. Hence, the study focuses only on the students; the researcher is going to explore students' experiences in vocational subjects through the curriculum offered and how students react towards it. The CCA focuses on both the disparity in skill advancement as well as on ways to move from a narrow emphasis to that of urgent employability and innovative producers (McGrath, 2018).

The next section simplifies the significant concepts used in this study, by giving a brief definition of each.

1.8 CLARIFICATION OF CONCEPTS

1.8.1 Curriculum

In TVETs, the concept of 'curriculum' is looked at as the arrangement of planned academic, hands-on, and the creation of workspace learning components (DoE, 1998b; Agrawal, 2012; RSA, 2016; Terblanche, 2017). Carl (2012) suggests that 'curriculum' is frequently understood as preparing someone for life, where a person's learning drives involve starts, learning methods, and final destiny of achievement.

1.8.2 Competence-Based Education and Training

Anane (2013:119) defines Competency-Based Education and Training (CBET) as "an industry and request determined education and training programme constructed on clear industry created principles, toting that TVET curricula and programmes should be able to meet the current requirements of companies".

1.8.3 Technical and Vocational Education and Training (TVET)

Dike (2009) defines TVET as a process of training students on scientific knowledge as well as skills required by labour markets.

1.8.4 Work-Based Experience

According to Cornyn and Brewer (2018), Workplace-Based Experience (WBE) refers to educational training where students and graduates have opportunities to do learnerships to gain work experience.

The next section will discuss the research questions, main aim, and objectives of the study.

1.9   RESEARCH QUESTIONS

The main research question for this study is:

What are the experiences of students in vocational subjects of Primary Health Care at a TVET college in Gauteng?

In the light of the main research question, the sub-questions posed below function as the key foci for the research study.

1.9.1 Sub-questions

The questions used to answer the main research question are as follows:

• What are the experiences of students doing vocational subjects in the Primary Health Care programme?

• How responsive is the current Primary Health Care curriculum policy on vocational subjects preparing students for the job market?

• What recommendations can be given to improve student experiences of vocational subjects in Primary Health Care?

1.10   AIMS AND OBJECTIVES OF THIS STUDY

The aim of the study

This study aims at exploring Primary Health Care students' experiences in vocational subjects in a TVET college in order to determine whether the vocational subjects offered prepares students for future employability. The experiences of students will assist this study to achieve its objectives.

Objectives of this study

• To explore how Primary Health Care students experience the curriculum within vocational subjects offered at a TVET college.

 •To discover how responsive the current Primary Health Care curriculum in vocational subjects is in preparing students for the job market.

• To provide suggestions to improve student experiences in vocational subjects of Primary Health Care in a TVET college.

1.11   RESEARCH METHODOLOGY

1.11.1 Research design

According to Creswell (2018), a research design is an inquiry, which offers accurate direction for processes in a study. Furthermore, Jongbo (2014) argues that research inquiry is considered research if it meets particular criteria, has a clear research problem and Specific Measurable Attainable Realistic Time-bound (SMART) objectives, and has to be connected with theories and concepts of the study. In addition, researchers have to ask themselves questions about the fresh knowledge and theoretical viewpoints they carry in their study (Creswell, 2018). Therefore, it is imperative for the researcher to first understand the concept of research in order for him/her to have a clear choice regarding which research

methods and techniques to accept so that he/she is able to use them and know how to place them correctly in the entire study procedures (Jongbo, 2014).

This study chose to use exploratory case study and qualitative research design. Exploratory case study research is a research method that is usually conducted to study a problem that has less, or no previous research done (Brown, 2006). The researcher saw the use of exploratory research as necessary for this study as it will assist in giving the Primary Health Care programme the necessary exposure and attention to their needs and requirements. The exploratory case study research approach enabled the researcher to collect much-needed evidence through students' thoughts, ideas, opinions, perceptions, and experiences as to how they view the programme and the skills provided. It has been stated that exploratory studies focus on the causes of the specific situation and provide alternative solutions, unlike conclusive studies which rely on the end final information as the only solution to the current research problem (Goyal & Singh, 2007).

The following sub-headings support the research design:

1.11.2 Research paradigm

The purpose of the study was to explore the experiences of students in a TVET college in a Primary Health Care programme for vocational subjects. The main research question looks at exploring the experiences of students in a TVET college's Primary Health Care programme for vocational subjects. To fulfil the purpose, the researcher decided on the interpretivism paradigm. Interpretivism believes in multiple truths (Denzin & Lincoln, 2011). The study seeks to gain an understanding of what experiences students hold in the completion of their course. Their individual opinions will be the multiple truths needed for this study.

1.11.3 Research approach

The study used a qualitative research approach. This approach is systematic in emphasising gathered data on naturally occurring phenomena. A qualitative study is research which collects data based on human feelings, and it involves innovative findings with the potential of making unintended discoveries (Denzin & Lincoln, 2011). The purpose of a research approach is to provide an organised plan that involves the collection of data that would generate answers to research questions based on the particular study (Maree, 2016). This study will assist the researcher

in answering research questions where participants will be sharing their own viewpoints.

The researcher employed a qualitative exploratory research approach due to its suitability for social research. Therefore, the researcher chose a natural setting where the collection of first-hand information is directly from participants who are students. Qualitative research focuses on an approach that is realistic in order to understand phenomena in natural environments, where the researcher refrains from manipulation of data, and that investigates a particular phenomenon (Patton, 2002). The researcher gained knowledge by interpreting the nature of the experiences and challenges that exist in the programme, which results in students being unemployable after completing the course.

The research project worked closely with TVET practice in vocational subjects and students' experiences, and it was expected that this would assist all stakeholders working and studying within TVET academics and practice.

1.11.4 Case study research type

A case study was used for this study. A case study is explained in McMillan and Schumacher (2014) as a bounded study that investigates a case using a variety of data sources in a natural setting. A case is believed to be aligned to a person, an institution, an observable condition, and an everyday phenomenon; however, the boundaries between a case and context can become blurred (Maree, 2016). The researcher has chosen a single case, as my case is bound within a single context, which is a TVET college in Gauteng. Furthermore, the case study methodology allows the researcher to get in-depth information from the participants on how they view the current curriculum theory and vocational practice within their vocational subjects and what experiences they face, with special reference to students in a TVET college. The researcher has a single case study on one phenomenon which is the students' experiences of PHC in one TVET college in Gauteng. The case is bounded in only one context which is a TVET college.

This study aims at exploring students' experiences in vocational subjects of Primary Health Care in a TVET college. This will help the researcher to gain insight by interpreting the nature of experiences that might exist at the college, in the PHC programme.

1.11.5 Research methods

The research methods section elaborates on the selection of participants, data collection as well as data analysis.

1.11.5.1   Population and sampling

Population

Tobias (2017) defines the population as the group of people that the researcher intends to study. The population for this study were students at a TVET college in levels 3 and 4. Their ages ranged from 21 to 24, men and women.

Purposive Sampling

For this study, a researcher employed purposive sampling, with a deliberate choice of participants. This means an informed choice of participants who are current Primary Health Care students (Du Plooy Cilliers, Davis & Bezuidenhout, 2014), was made. The researcher chose purposive sampling in this study as it enabled her to identify and select the best participants with information to meet the intended objectives of the research. Sampling of students to explore the experiences students have in their vocational subjects in the Primary Health Care programme, was done. The researcher chose 7 Primary Health Care students from level 3 (equivalent to Grade 11) and 7 level 4 (Grade 12) students. There was a total sampling of 14 students. The level 3 and 4 students were best suited for the study as they are at the point of exiting and about to explore their career endeavours. The researcher would thus be able to accumulate enough information needed for the study as it focuses on the experiences of students. These students would be able to share their in-depth experiences because of the knowledge they acquired from level 2, when they started the course. Seven students were at level 3 and the other 7 at level 4. All students do the same vocational subjects; this was an advantage for the study, to obtain multiple views in one specific context. The researcher thus selected students who could give the information needed for this study. This was expected to assist the researcher to explore students' experiences in all four vocational subjects.

1.11.5.2   Data collection

Data collection techniques that the study used included semi-structured interviews and focus group interviews.

a) Semi-structured interviews

The use of semi-structured interviews requires the researcher to ask open-ended questions such as "What do you think? Would you tell me about …?" (Okkolin, 2013:13). Such questions allow students the opportunity to explain in detail their experiences and their insights. Open-ended questions were pre-set and when asked, would allow for probing and elucidation (Maree, 2016). The researcher chose semi-structured interviews in order to engage in face-to-face interaction with the participants as well as to get different views, rather than just focusing on their answers and questionnaires. This allowed the researcher to probe so that she could gain more understanding of the real issues faced in the curriculum policy implementation and practice, as well as the experiences faced by students in terms of vocational subjects for employability. The researcher working in a TVET college would allow participants to feel more valued in the study and enable her to obtain more detailed and rich informative ideas from their experiences, behaviour, and feelings towards the study. The semi-structured interview questions were used to answer all research questions. The 14 participants were interviewed individually on the same set of questions for a duration of an hour each, enough time to answer all the research questions. All the students will be asked the same questions.

b) A focus group interviews

A focus group discussion is used to produce answers to "how" and "why" questions that allow me as a researcher to give comprehensive, reliable, and even thought-provoking accounts of how people give meaning to and interpret their understanding (Kamberelis & Dimitriadis, 2011). This data collection method is used to gather a diversity of responses through group interaction, thereby allowing activation of overlooked elements and freedom of expression that may not be elicited through individual interviews (Maree, 2016). The focus group interviews were based on open-ended questions and all participants were provided with the same questions. This allowed the research participants to give varied responses. The participants were all students. The main purpose of choosing these participants was to evoke a sense of their attitudes, feelings, beliefs, experiences, and how they react to the challenges they face. Focus group interview questions were used to answer the third research question. The same 14 students participated in focus group interviews using the same

questions for levels 3 and 4. All the inquiries from the semi-structured interviews that needed further clarification was to be done in the focus group interview.

1.11.6 Data analysis

Qualitative content analysis was used to analyse qualitative data (Schreier, 2012). The qualitative content analysis procedure is based on the research questions of the study. These questions should be answered at the end of the analysis (Mayring, 2015). Data from the semi-structured interviews and focus group interview was transcribed.

Analysis of data and interpretation was done by identifying, encoding, and categorising patterns in the data. Data generated was organised and scrutinised thoroughly, to identify where relationships and patterns existed. A comparison of all Primary Health Care participants from a TVET college were drawn where similarities and differences were presented.

1.12 TRUSTWORTHINESS

Trustworthiness in qualitative research requires the researcher to ensure that the research findings are as accurate as possible. According to Connelly (2016), the qualitative research becomes increasingly recognised and valued, employing the trustworthiness of research. Connelly (2016) further explains that trustworthiness involves establishing credibility, dependability, confirmability, and transferability This study focussed on the four mentioned elements.

1.12.1 Credibility

Amankwaa (2016) maintains that the understanding of what is reality requires authenticity and trustworthiness. Connelly (2016) stresses how words and texts used in describing and analysing data should be as credible as possible. Through the interviews, the researcher planned to record everything that transpired with a tape recorder, to ensure a verbatim recording, lending credibility to the study. Participants confirmed their consent to the use of the tape recorder in the study.

1.12.2 Dependability

Dependability refers to how data can be sustained over time (Connelly, 2016). The researcher made detailed transcriptions, which were verified by a fellow researcher. The process of data collection is systematic and ensures that all procedures are followed to ensure dependability.

1.12.3 Confirmability

Conformability refers to the quality of being objective, impartial, and free of bias (Bryman & Bell, 2015). Connelly (2016) argues that it refers to how other researchers could duplicate the research, and how the information discovered would be stable. The researcher allowed participants to review the results for them to confirm that the study's interpretation represents their exact opinions.

1.12.4 Transferability

The outcomes of various settings or contexts require the researcher to provide enough information and a clear understanding of the study for other researchers to transfer finding (Elo, 2014; Barnes, 2015; Amankwaa, 2016). Therefore, the researcher used interviews with more relevant questions that are clear, detailed, and understandable for participants to be able to give their views that are reliable and free from analysis errors.

A tape recorder was used in all interviews with the participants' permission. This would give the data collected to be accurate and trustworthy.

1.13 ETHICAL CONSIDERATIONS

Research ethics refers to the way the researcher is supposed to carry herself/himself throughout the research process. The following are the actions that assisted the researcher to sustain ethical consideration in the research:

1.13.1 Approval declaration to conduct the research

The TVET college from where the researcher chose to conduct research granted permission before the study was conducted (Robson, 2003). Therefore, for this research, the researcher applied for the ethical certificate from the University of South Africa (UNISA) before getting approval from the college principal to conduct research on one campus in a TVET college.

1.13.2 Informed consent

The researcher obtained permission from the students before conducting the study. Permission for observations were also obtained from the students in the lecture room. Participants were informed about the purpose, rights, procedures, setting, data collection methods, and questions they would encounter. It was emphasised that the study would be voluntary, and that they could withdraw from the research at any time without giving reasons.

1.13.3 Confidentiality and anonymity

Confidentiality means that participants' identities will not be revealed; only the researcher would know, and he/she would inform them before they participate as to who will see the findings collected from them. The researcher made sure that the findings collected do not have the participants' name and used pseudonyms. This means that participants will remain anonymous for people who will be reading the study.

1.13.4 Safety/harm and risk

The health and safety of the participants must be prioritised to protect everyone from any harm (Bell, 2015). The researcher ensured that participants were physically and mentally comfortable at all times during the data collection.

1.13.5 Honesty and trust

It is imperative for the researcher to start by building a good rapport with the participants. This can be done by emphasising the importance of the study and the benefits for all stakeholders. The researcher must discuss the benefit of the research plans. Honesty and trust in this study allowed participants to feel valuable and free to express their views as they were assured of trustworthiness.

1.14 CHAPTER DIVISIONS

This study is divided into five chapters.

Chapter 1 provides an orientation of the study. It entails an introduction, a personal connection, and the rationale for the study. Furthermore, it states the background, theoretical insights that guide the study, and key concepts. It also provides a statement of the problem, aim and objectives, research methodology, division of the chapters, and a chapter summary.

Chapter 2 outlines the theoretical frameworks used; it sets forth the literature review regarding the TVET curriculum on vocational subjects across the international, national, and local TVET college spectrum.

Chapter 3 offers a detailed account of the research methodology. The research design comprises the research paradigm, approach, and research type. The research methods include procedures, tools, and techniques to gather and analyse data. Trustworthiness and ethical considerations regarding the participation of human beings in the study are discussed.

Chapter 4 presents the analysis and interpretation of the empirical research data. This comprises detailed discussions on the findings of the data collected. It includes comparisons of findings with literature.

Chapter 5 gives a summary of the study. It also draws conclusions based on the analysed and interpreted data, provides recommendations, and identifies areas for future research, limitations, and provides concluding remarks.

1.15 CHAPTER SUMMARY

This chapter's focus was on the introductory part of the research study. The discussion was based on the following elements: the background of the study; personal connection; the rationale for the study; theoretical insights that guide the study; key concepts; a statement of the problem; the aim and objectives, and research methodology, including population, and sampling, data collection, and analysis; trustworthiness and research ethics, and finally, the division of chapters and a chapter outline. The next chapter undertakes an intensive review of the current literature on the ground and the theoretical framework for the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This research looked into the experiences of Primary Health Care students enrolled in a Technical Vocational Education and Training (TVET) programme for vocational subjects. The study's main goal was to discover how Primary Health Care students at Gauteng TVET college experience vocational curriculum policy and practice in their vocational subjects. The researcher chose the literature to aid in the exploration of students' experiences with relevance to current vocational curriculum policy in vocational subjects of the Primary Health Care course at a TVET college in Gauteng, to determine how the curriculum prepares students for job readiness.

The literature review covers various literary sources regarding the significance of the TVET curriculum as well as its relevance and responsiveness to the current labour market demands. The section that discusses the relevant literature on Primary Health Care will be termed "Empirical Research". There are various challenges facing the TVET sector locally and globally. The review presents a theory that supports the study. This section will be referred to as the "Theoretical Framework for the study". The theoretical framework works hand-in-hand with a clear understanding of the study's main intended objectives of addressing the necessary requirements for TVET students to meet the expected current economic demands.

The literature review summarises elements that hinder our students' progress in the working environment, becoming employable, and being better entrepreneurs once they complete the course. The focus is on the college environment, the home environment as well as the surrounding areas. Sources for the literature review are policies, reports, books, documents, journals, and websites.

In this chapter, the focus is on the experiences of students in vocational subjects in Primary Health Care (PHC), the curriculum, and vocational training skills for employability regarding the TVET sector's mandate on skills offered. Different TVET systems will be discussed from an international perspective, across the continents, and in South Africa.

2.2 EMPIRICAL RESEARCH

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┌──────────────┐     ┌──────────────┐     ┌──────────────┐     ┌──────────────┐     ┌──────────────┐
│ The concept  │ ──▶ │ TVET         │ ──▶ │ Quality      │ ──▶ │ TVET sector  │ ──▶ │ International │
│ of curriculum│     │ colleges &   │     │ assurance &  │     │ Models       │     │ views on     │
│              │     │ economy      │     │ NCV          │     │              │     │ TVET         │
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│ Workplace-   │ ──▶ │ Industry     │ ──▶ │ Partnerships │ ──▶ │ Incompetency │ ──▶ │ The South    │
│ based        │     │ Competition& │     │ &            │     │ of TVET      │     │ African      │
│ experience   │     │ right        │     │ International │     │ colleges &   │     │ situation    │
│ and          │     │ combination  │     │ influence on │     │ Capacity     │     │              │
│ internships  │     │ of vocational│     │ African TVET │     │ Limitations  │     │              │
│              │     │ skills       │     │              │     │              │     │              │
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│ Vocational   │ ◀── │ TVETs in     │ ◀── │ Primary      │ ◀── │ TVET sector  │ ◀── │ South        │
│ training     │     │ the South    │     │ Health       │     │ in Africa    │     │ African      │
│ skills in    │     │ African      │     │ Care in the  │     │              │     │ competency   │
│ TVET         │     │ spectrum     │     │ COVID-19     │     │              │     │ -based       │
│              │     │              │     │ situation    │     │              │     │ system       │
└──────────────┘     └──────────────┘     └──────────────┘     └──────────────┘     └──────────────┘
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Figure 2.1: Representation of the Empirical Research

2.2.1 Examining the concept of curriculum

This section discusses diverse concepts and interpretations of the term 'curriculum', where it is defined or understood differently according to its function.

The concept of 'curriculum' in TVET colleges is viewed as the arrangement of planned academic, hands-on, and workplace learning components (DoE, 1998b; Agrawal, 2012; RSA, 2016; Terblanche, 2017). Its goal is to provide students with a skill specialisation for employability or a broader career venture by training them in labour-market-required knowledge and skills that increase their employability (Wedekind, 2008; McGrath et al., 2010; Terblanche, 2017). Thus, curriculum content must maintain the relevance of labour market requirements through consistent study, evaluations, and business participation in and assistance with curriculum improvement (Clark & Winch, 2007, Kraak, Paterson & Boka, 2016). Furthermore, the TVET curriculum must allow for unified vocalisation across all levels of career development

as well as develop usable mechanisms for learning more in a specific program of study (Duncan, 2009, DHET, 2013). Therefore, the researcher's emphasis on the effectiveness of the curriculum requires a mutual relationship with industries participating in curriculum development, in ensuring that programmes and vocational subjects offered are specifically needed in the job market (Clark & Winch, 2007, Kraak, Paterson & Boka, 2016). Generally, from the authors' explanation, the researcher can conclude that the curriculum for vocational training should be planned according to the vocational subjects and needs of the economy so that it can unlock doors and create opportunities for students' employability. TVET vocational subjects should match the current job skills requirements.

According to Kelly (1999:2), there are people who still see the curriculum as similar to the syllabus, and this restricts their preparation of the vocational subject content and skills they intend to put into practice. To the researcher's understanding, the two concepts are not similar. The difference between curriculum and syllabus is that syllabus only refers to a specified central content approved, while the curriculum entails the whole content of the course. TVET colleges have a curriculum that has vocational subjects and vocational practice, so they are different from the syllabus. Coleman, Graham and Middlewood (2003:50) agree with Kelly's statement that some people are still of the opinion that curriculum and syllabus mean the same thing. However, Wiles and Bondi (2007:4) views curriculum as a sequence of cautiously engaged training experiences that the TVET college or school applies to enhance the capability of the individual. The curriculum is mainly about what students are learning to achieve their learning goals.

Carl (2012) suggests that 'curriculum' is frequently understood as preparing someone for life, where a person's learning drives involve starts, learning methods, and final destiny of achievement. Furthermore, Wertsch (2007:316) recommends that for a curriculum to respond to this growing diversity, a curriculum should be "relevant and responsive". Therefore, it is imperative for curriculum designers to align the curriculum with the demands of the current economy for students to relate to real-life necessities. Carl (2012:66) links curriculum design to creation with thoughtfulness as to what the subject content should entail teaching the curriculum that should take place in the classrooms and a continuous evaluation of it. Carl (2012) further denotes that a detailed curriculum for teachers or lecturers as well as students should give a clear

direction for each specific vocational subject or programme before implementation, in order to avoid confusion. Meanwhile, regular inspections and checking of how teachers and students cope and the challenges they face can result in the effectiveness of the curriculum and avoidance of serious damages occurrences (Carl, 2012:66). The explanation of the curriculum is that of a compass that directs one on which road to follow in one's educational path. It is the duty of the curriculum designers to develop a detailed curriculum and make regular follow-ups to evaluate the progress.

2.2.1.1 TVETs: Newly- reformed and their curriculum implementation

TVET colleges were originally part of the FET (Further Education and Training) group but were later transferred to the Department of Higher Education and Training (DHET) in 2010 after it was determined that they were trading with post-school programmes (DHET, 2010). Since the year 2000, TVET colleges have been undergoing massive institutional, operational, and curricular transformations (Sayed, 2003). This means that if these changes were done properly, the sector could have fewer challenges in its establishment. Previously known as technical colleges, they were racially and ethnically segregated, as was all South African education (Sayed, 2003). The affiliations brought lecturers from diverse experiences together and this caused strains 'related with race and traditional principles that were not commendably addressed' (Kraak, Paterson, & Boka, 2016:27). Most educators struggled to adapt to the changes brought in the college sector, as there was no training offered in advance for the transition. The past curriculum was based on the apartheid curriculum and has now transitioned into a new democratic curriculum. Hence, this study explored the experiences of Primary Health Care students with regard to their vocational subjects.

Gewer, (2010) also noticed that even after the inception of the renewed TVET sector, there has still been limited effort how to solve basic challenges that contribute to the status of different colleges concerning their curriculum, or the expectations of DHET for college. The curriculum of TVET colleges, which is the focus of the system for vocational education and training (VET) in South Africa, needs to be revamped (Allais, 2018). The need for the curriculum is to make sure students get well-trained in their desired courses for a specific job to enable them to seek work opportunities (Wedekind, 2008; McGrath, 2010; Terblanche, 2017). The current decentralised method now allows a college to establish a unique identity that forges an organised structure for its context (Blom, 2016). Each institution must determine the problems to

address and resolve problems from a "broad spectrum to specific institutional conditions" (Kraak, 2016:19). Colleges can now decide on how issues can be resolved within the college spectrum, where a response can be quicker.

2.2.1.2 The outcomes of TVET curriculum transformation

According to the Department of Education (DoE, 2007), since the new democracy in 1994, there are still various negative aspects that played a huge role during the earlier technical college indulgence. These include the curricula that were obsolete and did not answer to the continuously growing economy (DoE, 2007). However, despite all that, the South African Department of Education tried various approaches to find solutions to lower the number of rejected students or graduates in the job markets (DoE, 2007).

Furthermore, it seems like these transformations have consistently become dominant in the TVET college sector since 1994 (DoE, 2007). This is due to the revolutions that the current economy is facing politically and economically. However, the government continued to impose some needed transformations even though other measures did not work fully (Gewer, 2001; Allais, 2012; DHET, 2012). This study, therefore, is going to focus more on exploring whether the curriculum policy at a TVET college meets the needs of students and their future employability.

According to Moll, Steinberg & Broekmann (2005), and Gewer (2010), this curriculum transformation which is implemented in the TVET college environment is still haunted by uncertainty, vulnerability, and unforeseeable consequences even though there is an increase in the way the curriculum change has been implemented. Therefore, TVET leaders in South Africa need to be very cautious of the current demands of both global and national requirements for institutional transformation so that all students meet the standard needed in the current changing economy and globally (Naidu, & Roberts, 2018).

2.2.1.3 Challenges faced by NCV curriculum implementation and its leadership management.

According to Field, Musset, and Alvarez-Galvan (2014), South African TVET colleges still experience post-school challenges that seem insurmountable. These include a lack of fluidity, thereby resulting in systems that are dysfunctional (Field, Musset & Alvarez-Galvan, 2014). Leadership capacity in the TVET spectrum is still suffering from the scarcity of physical and human resources. Therefore, students, lecturers, and

finally, future employers, suffer the consequences (Field, Musset & Alvarez-Galvan, 2014). The South African College Principals Organisation (SACPO) and the Human Resource Development Council of South Africa ((HRDCSA) have conducted a training needs assessment study in response to this issue (HRDCSA, 2014; SACPO, 2014). The main challenge determined by the study was the failure of college management to provide the necessary support study to lecturers and students (HRDCSA, 2014; SACPO, 2014). However, it has been shown that the NCV entices a huge number of students that have varied levels of academic readiness, and lecturers are required to teach a diverse group of students with different academic abilities (DHET, 2012).

Wedekind and Buthelezi (2016) posit that administrative and corporate service functions in colleges should collaborate to support vocational education and training. According to Terblanche (2017), TVET leaders should adopt the idea of encouragement, which work hand in hand with convincing, rather than enforcing more pressure. He further encourages TVET colleges should take ownership of curriculum change requirements where more expertise should be hired to participate in the TVET transformation (Terblanche, 2017). It, therefore, makes sense that if the challenges mentioned in this section are resolved, then it will be easier for the curriculum policy to be put into practice to assist students and lecturers in their vocational learning and teaching.

2.2.1.4 TVET curriculum responsiveness and its relevance

There must be stronger measures used to check regularly how TVET college programmes respond to job markets locally and worldwide to ensure a sustainable economy (McGrath & Powell, 2016). McGrath (2005) had already suggested near the turn of the century that some TVET curricula, designed to train students on specific skills and teach vocational subjects both in knowledge and practice for a specific course, comprised the outdated content. Furthermore, the infrastructure had become insufficient and dysfunctional where VET provision had become expensive; many graduates were unable to secure formal employment, and many programmes appeared to be irrelevant to labour market opportunities (McGrath, 2005). Lack of infrastructure affected the implementation of the curriculum.

Therefore, this study explored whether such issues are experienced by students in their vocational subjects in the Primary Health Care programme. The curriculum policy needs to be reviewed to better suit the needs of the country in the Primary Health Care

system in various community clinics. Chisholm (2005:87) contends that the current curriculum can function effectively in institutions with adequate resources and suitably qualified teachers. Hence, effective teaching and learning can be achieved through well-equipped colleges that have well-trained lecturers.

2.2.1.5 TVET colleges and economy

Since its commencement, TVET colleges act as a vehicle for providing skills that meet the country's economic needs' (Buthelezi, 2016:2). It is therefore imperative for TVET colleges to follow and adhere to their obligation of introducing programmes necessary for the country's economic demands. Most students went to TVET colleges hoping to get a skill suitable for the labour market. The perception of 'study and work' enjoyment looks like it needs to be bridged for trade and industry progress, not only for South Africans but all over the world (Akoojee & McGrath, 2008). A 1994 review conducted by Canada's Ministry of Education, Skills, and Training (MEST) found that TVET systems in the United Kingdom, Scotland, Canada, Australia, and New Zealand had presented explicit reform processes to achieve additional vocational attention in teaching and learning (Chappell, 2003). TVETs are also being revitalised in several African countries, including Southern African states such as Botswana, Lesotho, Mauritius, Mozambique, Namibia, and Swaziland (Akoojee, Gewer, & McGrath 2005; McGrath et al., 2006). Rauner and Maclean (2008) contend that several countries regard TVET as a vital factor in enhancing the competitiveness of enterprises and countrywide markets.

2.2.1.6 Quality assurance & NCV PHC qualification in the TVET sector

National vocational qualifications work hand-in-hand with quality assurance (Kuboni, 2002). The United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2013) views quality assurance as a system for improvement and accountability in a particular institution. According to Igborgbor (2012), quality assurance signifies regular measures planned by the establishment for evaluating the acts of the training institution with the intention of certifying that its mandatory results meet the needs of the economy. Furthermore, Kontio, (2012) indicates that quality assurance could also mean organised processes that support and ensure the operational distribution of learning services.

According to Bateman (2009), quality assurance is a tool to assist the TVET sector with numerous purposes, including enhancement in the quality of TVET distribution,

better-quality system functionality, and greater quality TVET results. The importance of ensuring quality in the TVET system contains standardisation of TVET delivery at all levels of TVET suppliers, companies, and the economy both locally and globally (Yakubu, 2003a). He further explains that for the TVET sector to achieve quality, they need quality assurance specialists to set standards and do regular observation and inspection (Yakubu, 2003a).

Wahba (2012) views the process of monitoring and evaluation as a method used to weigh and decide on how the TVET system performs and responds to quality assurance. Curriculum monitoring and evaluation is a tool and process for ensuring consistency and stability in assessing whether programmes are in line with specified intentions (Necesito, Santos, & Fulgar, 2010).

Angel-Urdinola, Semlali, and Brodmann, (2010) argue that the lack of an active and well-organised checking and evaluation system might ruin the capabilities of suppliers to execute the evaluation workouts. The concern is that training programmes in the TVET sector remain supply-driven, where the focus is on training to find employment rather than training necessarily needed to meet the current economic demands (African Union, 2007). To attain quality in TVET, all stakeholders involved must be equipped, acknowledge, and embrace the standards established (Morris, 2013).

2.2.2 TVET sector Models
Models of TVET establishment differ from country to country subject to the philosophy, ideas, and rule of each country. Fawcett, Sawi, and Allison (2014) show that there are three groups of models in the TVET sector: the dual system TVET mode, the liberal market TVET model, and the state-regulated bureaucratic TVET model.

2.2.2.1 The dual system model
According to the dual system, single businesses fee for on-the-job training, while the government funds vocational colleges. Countries that exercise the dual system include Germany, Austria, Switzerland, Denmark, and Norway (Sawi, 2014; Allison 2014, Fawcett et al., 2017). According to Fawcett et al. (2017), a diverse range of public and private stakeholders, including trade unions, government agencies, and organisations, are involved in the planning, development, and implementation of TVET work in the dual system. In the dual system of TVET provision and control, there is a strong public-private partnership (Fawcett et al., 2017). Fawcett et al. (2017) further state that these public-private corporations constitute intermediary bodies that are self-governing of

both the government and the private companies, which control TVET qualifications, guarantee TVET steadiness, and maximise the accessibility that the government and the marketplace can have to the TVET system (Fawcett et al., 2017). South Africa has mostly been keen on applying the dual system model (Fawcett et al., 2017). According to Roberts (2014), DHET has done a study several times, some years ago, to check how TVET colleges in Germany implemented the dual system.

2.2.2.2 The liberal market TVET model

According to Sellin (2002) and Fawcett et al. (2017), this type of model allows the company sector skill to recommend the types of work-related training for their trainees. They go on to say that this model is a volunteer model in which private companies and firms volunteer to pay for employees' training and internships, while the state funds essential research on occupational and company skill requirements, as well as the creation of skills associations and national qualifications frameworks (Sellin, 2002 & Fawcett at el., 2017).

The advantages of the liberal market model include training that is responsive to market demands and cost-effective. The liberal market economy model is used in the United Kingdom and Australia (Fawcett et al., 2017). This model can be significant to this study because it allows the industries to determine the suitable skill necessary for possible employment. It could be used in TVET colleges to provide skills to students for possible employment.

2.2.2.3 State-regulated bureaucratic TVET model

According to Sellin (2002), TVET colleges applying this model in their specific programmes like Primary Health Care, fail to meet the necessary requirements of the companies and of the economy. The state-regulated TVET model consists of theoretical curricula and insufficient student publicity for internship training (Fawcett et al., 2017). The TVET sector under this model depends financially and provisionally on the national education system (Fawcett et al., 2017). Furthermore, Fawcett et al. (2017) state that the TVET sector using this model is required not to always consider the skills needed in the industries and the economy completely. This model is exercised in France, Italy, Sweden, and Finland (Fawcett et al., 2017), among others.

The state-regulated bureaucratic model is the one that the South African democratic regime approved (Fawcett et al., 2017). However, the South African regime a few years ago tried not to use this model because of several reasons: firstly, it is too

expensive for the national government and the government cannot expose students' practical skills. Secondly, there is a need for TVET curriculum designers to work closely with the industry to get a full understanding of what skills are required in the job markets. Lastly, private-public corporations will increase employment chances for graduates in TVET colleges (Fawcett et al., 2017).

The researcher's understanding of how all these authors view each model is that TVET colleges must choose the model that will work for them based on the socio-economic status of the country and its impact on the world at large. It is therefore important for the TVET sector to look at the advantages and disadvantages of the models for both long and short-term effects. Primary Health Care students must benefit from and consideration of the vocational subjects that best suit the needs of the current job market in the healthcare sector.

2.2.3 International views on TVET

In order to have a clear understanding of the TVET system in South Africa, it is imperative to observe other countries in the same sector as well. The literature from other countries could assist South Africa to make a choice of a system that can create better employability for Primary Health Care students. The literature in this section therefore observed and gave a short summary of the TVET sector in African, European, and Asian countries. The researcher chose these countries mainly because they uncover key issues relating to the study and the TVET sector.

2.2.3.1 Australia's TVET system

According to Karmel (2014) and Dang (2016), Australia has developed a more decentralised competency-based training where industries play an important role. They further explained that they use Training Packages as they enable a quick response to labour market demands (Karmel, 2014 and Dang, 2016). The competency-based training uses these Training Packages to outline capabilities that are required in the industry. The Training Packages also outline if the required qualification meets all the necessary requirements for the industries without specifying content choice (Karmel, 2014). Furthermore, Karmel (2014) states that Australians also use the internship and traineeship system, which guarantees work readiness of skills acquired and skills needed in the Australian industry. However, he (2014) indicates that this competency-based skill training approach has been criticised for overlooking the lengthy-term requirements of the students and under benefiting

understanding, morals, and other factual components, and putting more emphasis on performance. The equivalent of what the industry requires. The curriculum should be of useful skills, practice, and knowledge that can enable students to be employable.

According to the Productivity Commission (2005), the problem of Australia's primary health skills scarcities needs a multi-facet approach from the government and industry. Approaches such as advanced training models and the roles of PHC workers can bring change to the health skills shortages internationally (Hongoro & McPake, 2004). Furthermore, Duckett (2005) claims that it is imperative that the VET sector participates in this initiative. The Australian health and community services sector are also determined to make changes and address the need for better qualification pathways (Community Services and Health Industry Skills Council, 2005). However, some difficulties in using VET to address skill shortages in the healthcare sector have been identified in Australia (Community Services and Health Industry Skills Council, 2005). The Productivity Commission (2005) argued that the vocational education and training system is compound and inadequately responsive to changing needs and situations. Factors like firm regulatory frameworks and management practices, as well as the embedded workforce act, make it difficult for PHC students to be sufficiently recognised and employed in the health sector. This study will probe into the training skill offered to Primary Health Care students through their vocational subjects and how they are well prepared for industry's needs.

2.2.3.2 The PHC TVET system in China and its vocational practice

China's systems for improving primary health care are significant, but the issue of fairness and effective implementation is still critical within it (Le, 2015). China's leader has reinforced a better system and quality of basic medical services and consistent health services that cover prevention, treatment, and rehabilitation (National Health and Family Planning Commission of the People's Republic of China, 2016). However, the policy that could effectively uphold the progress and enhancement of Primary Health Care is hardly ever discussed or seen in action (National Health and Family Planning Commission of the People's Republic of China, 2016). It is also stated that without better policies on human resources and finances, it will be difficult to improve and strengthen the vocational subjects of Primary Health Care (National Health and Family Planning Commission of the People's Republic of China, 2016).

According to Stewart (2015), the TVET vocational system across China consists of over 32 million students and it is one of the biggest in the world. He also noted that its corporations with companies and organisations are very solid (Stewart, 2015). Dang (2016) in support, states that this cooperation puts companies at the centre of their training and learning. He further explains four types of models for strengthening workable relationships: (1) the "shared cooperation between enterprise and school" model, (2) the 'teaching by order' model, (3) the "collective school – workshop" model, and (4) the 'global cooperation' model (Dang, 2016). The Chinese ensure that their curriculum development has a connection with the nationwide government and local TVET bodies (Dang, 2016). Like the Australian Training Packages system, the Ministry of Education offers a list of programs on which vocational colleges can start their own courses based on that list (Aenis & Lixia, 2016). According to Kuczera and Field (2010), records indicate that the Ministry of Education consists of one-third of general academic skills nationally. The other third deals with occupation or trade and the final third remain locally by the school in agreement with the middle and lower-level skills needs of the local labour market (Kuczera & Field, 2010). However, the Chinese prioritise local skills requirements first (Kuczera & Field, 2010). This method could work well in the current study if the Primary Health Care curriculum designers could include industries to fully participate in the curriculum and incorporate the needs of the labour market. On-the-job training and work placements for industry readiness will empower students with skills that will guarantee job security. This study through content analysis is going to probe into the curriculum used in vocational subjects and how it matches the needs of the health sector in terms of the employability of students.

2.2.3.3 German TVET system

The German TVET system also exemplifies another form of a responsive restricted curriculum. They rely on vocational organisations to develop and deliver the curriculum as well as training of students (Deissinger, 2015; Aenis & Lixia, 2016). According to these studies, vocational organisations can assist the industries in the development of the curriculum and training in the form of an internship, where everything is local (Deissinger, 2015; Aenis & Lixia, 2016). Like the Australian Training Packages, context curricula outline the area of learning, learning outcomes, period, and content (Deissinger, 2015; Aenis & Lixia, 2016). Therefore, the college decides on the methods and the structure of the curricula and content for vocational subjects

(Aenis & Lixia, 2016). Although many people admire the German dual TVET system, there are still issues. Just like the Chinese situation, the German TVET system needs the training of competent experts as well as training coaches (Aenis & Lixia, 2016).

2.2.3.3 Ethiopian TVET system

According to Mekonen (2012), the Ethiopian priority is that decentralised outcome-based education focuses on poverty alleviation. Their main aim is to localise their labour market and give all accountabilities to TVET colleges. Their curriculum as well is in accordance with the Ministry of Education's procedures and principles. However, Mekonen (2012) reports that it is difficult to get data from the labour market. He also detected that the decentralisation of the TVET curriculum in Ethiopia is essential, but it needs firm support from reliable and adequate training of lecturers teaching vocational subjects in curriculum development (Mekonen, 2012). This shows that although most countries developed their own strategies, there are still challenges in the TVET curriculum for vocational subjects and there is a need for interventions locally and globally.

Since every country's needs are unique, there is no single best practice design for a country's TVET system. However, many of the most powerful systems, such as those in Switzerland, Austria, and Germany, are part of some simple and clear choices in terms of vocational tracks at the upper secondary level (Musset, 2014). According to Musset (2014), the main options in Austria are: (a) academic schooling focused on university entry; (b) vocational colleges that serve a variety of service and business requirements but may also provide a route to university, and (c) the internship path, which is more engaged in trade, craft, and technical jobs. This shows that the TVET sector must have interdependent relationships among all TVET sectors across the world for them to learn from one another and improve their employability and skill potential. TVET colleges in South Africa must ensure that the competence-based training system used should not only focus on the knowledge students acquired or how well they have performed, but on how effective the skill is towards the needs of the economy. This is to ensure that students are ready for the work environment.

2.2.4 South African competency-based system

According to Anane (2013:119), Competency-Based Education and Training (CBET) is "an industry and demand determined education and training program built on clear industry created principles, implying that TVET curricula and Primary Health Care

programme should be able to meet the current requirements of companies." This means all students' competency depends on skills received in their vocational subjects from the college that guarantee employability in the industry. Anane (2013) further explains that CBET allows students to follow first-hand instructions and act accordingly as well as sharpen their problem-solving ideas and work as a team. The instructor is able to test students' abilities using question-and-answer criteria (Anane, 2013).

Boahin and Hofman (2013) state that Competence-Based Education (CBE) established in the TVET sector is student-centred and adaptable. Furthermore, Salleh and Sulaiman (2015) argue that the new CBE that has been established in TVET is used for quality and required human resources as well as increasing the competence of technical workers in thinking about how they do technical tasks. However, Aboko and Obeng (2015) find that there is still a need for all institutions in higher education in South Africa to review the efficacy of competency-based training for Primary Health Care programme in preparing students with desired competencies for the workplace. The TVET college PHC programme is work-related, and students register in the hope to find employment, yet Statistics South Africa (2021) confirms that South Africa has the highest unemployment rate of 34.4% among graduates and youth. The Council for Technical Vocational Educational and Training (COTVET, 2012) attests that the CBET curriculum requires the industrial sector to be involved and form part of its curriculum design, development, review, and implementation. Therefore, this study ought to find out if the vocational practice of PHC curriculum is implemented in their vocational subjects in a way that prepares students for the workplace.

Competence-Based Training (CBT) helps students to acquire skills needed in the workplace environment (Walters, Isaacs & SAQA, 2009). This can happen through the accreditation of courses, checking, and appraisal, and expansion of obligatory competencies, therefore inclusion of companies is imperative for achieving a meaningful CBET (Boahin, Eggink & Hofman, 2013).

Many countries broadly recognise CBT as a suitable and effective method for skills delivery (Harun, 2008). Sullivan (1995) adds that it enhances skills and ability and allows student participation. If this approach is practised in the TVET sector, it could mean more opportunities for students to have a clear understanding of what their programmes entail.

Australia, Canada, Ghana, Japan, the Netherlands, and the United Kingdom, in addition to South Africa, use CBET (McGrath, 2005; Anane, 2013, Ansah & Ernest, 2013; Boahin, Eggink & Hofman, 2013). This shows that if proper intervention by all stakeholders in the TVET sector is functional and consistent, this approach can work well for the organisations, students as well as companies globally.

2.2.5 TVET sector in Africa

According to Mash, Howe, and Olayemi (2018), TVET programs such as Primary Health Care have suffered due to a lack of government commitment, low-level healthcare workers with insufficient training, poor infrastructure, a lack of supportive supervision, and a low status within the health system. According to reports, public health recommendations have called for the expansion of the role of Community Health Care Workers (CHWs) in Primary Health Care, particularly in Sub-Saharan Africa (Singh & Sachs, 2013). The emphasis is on prioritising and investigating cost-effective approaches to improving the performance of CHWs in middle- and low-income countries striving to comply with global health policy frameworks (Boerma & Siyam, 2013; Cometto & Witter, 2013). Furthermore, suggestions for expanding CHWs programs show that there is little done on the employment and training of CHWs and the possibility of getting CHW projects up to date ((Boerma & Siyam, 2013). However, proof of the success of these programs is not sufficient ((Singh & Sachs, 2013). There is little research that ascertains the magnitudes of their successful implementation and their promising unplanned consequences (Kangovi, Grande, & Trinh-Shevrin, 2015).

The UNESCO Report (2016) argues that there is still a scarcity of proper on-the-job training in the TVET sector, a weak association between training and the industry's demands, unsatisfactory capital, and the incompetence of training to nurture on-employees, and general inaccessibility of career guidance. UNESCO (1999:11) proposed promising ways to address TVET's low social status, which has always been a challenge in Africa, by improving career guidance and counselling and providing better employment opportunities. Regardless of students getting assistance on the career path to follow, they still face challenges of employability. According to UNESCO (2016), TVET in Africa has a lower tertiary education; progress to higher education through this path is unattainable in most cases, resulting in failed intentions on the part of those who wish to pursue this path. However, McGrath (2011) and Powell (2012) acknowledge the scarcity of research on TVET in Africa and speculate that this may

be due to the low social status associated with these bodies as well as the sector's inattention by research funders. According to the African Union (2007), the TVET sector's transformation focused on the development of skills necessary for economic progress, and the sector has been recognized for its potential role in poverty reduction. However, an African Union Report (2014) disagrees that TVET has failed to achieve its primary goal of reducing unemployment. According to the report, planned policies in most African countries have not been implemented appropriately in terms of prioritising the challenges faced by TVET. Lolwana (2016) investigated TVETs in most Sub-Saharan African countries and discovered that the main challenges faced by TVET organisations are responsiveness to labour market needs, a lack of resources and workstations, and a lack of capacity. However, the results of scholarships piloted in certain African countries have revealed that many countries are working to renovate the TVET division so that it can be successfully handled and organised (Afeti & Adubra, 2012).

The Nigerian TVET sector is one sector seen to have low performances, which has led to a nullifying discernment of the sector (Kehinde & Adewuyi, 2015). The writers argue that individuals alleged that TVET is not educationally oriented and it best suits individuals with a psychological or bodily disability. They also indicated that the Nigerian sector like many African countries lacks funding support to buy needed resources for teaching and learning and practical tools for programmes. In addition, funds investment is vital for equipment, workrooms, and training facilities, which are presently lacking, or old-fashioned (Ogbuanya & Izuoba, 2015). According to Ogbuanya and Izuoba (2015), Nigeria recently stated that the TVET sector demonstrates that the country is ignoring its importance and failing to provide the necessary care and support. Okoye (2013) adds that the main issue with TVET organisations is that they do not expose students to employability skills. There is a mismatch between skill development and market demands (Pamdoff & Okoye, 2013). According to Raimi and Akhuemonkhan (2014), for Nigeria to compete with other developed nations, it is necessary to position appropriate infrastructure and material resources in TVET as valuable learning. They also emphasised that the Nigerian government's zero post-independence interest in TVET after its adoption resulted in positive outcomes (Raimi & Akhuemonkhan, 2014). Most TVET graduates'

employment history is recorded as engineers, middle-level officers, and specialists in Nigeria's businesses.

It is clear that the health sector needs to train PHC workers or CHWs to work in their communities and help fight diseases like the current COVID-19 pandemic and others. Proper training and adequate infrastructure need immediate attention in TVET sectors as well as cooperation with the health sector to support students in making sure they are employed after being trained.

2.2.5.1 Primary Health Care in the COVID-19 situation

The Astana Declaration on PHC in 2018 established PHC as the foundation of sustainable health systems, thereby supporting the achievement of universal health coverage and the health-related Sustainable Development Goals (SDGs) (WHO and United Nations International Children's Emergency Fund/UNICEF, 2018). According to WHO (2020b), international health emergencies such as pandemics, such as COVID-19, serve as a wake-up call and a reminder of the importance of PHC as a cornerstone not only for routine essential services but also for health system emergency responsiveness. COVID-19 has created an opening for many countries to reconsider the role of PHC, more specifically, the multifaceted health system issues that continue to stymie PHC implementation and the full realization of the Astana Declaration (Ghebreyesus, 2020).

PHC has emerged as a necessary approach and accelerator for improving health and health systems, including usefulness, responsiveness, and competence, since the adoption of the SDGs in 2016 (Bitton, 2019; WHO, 2020). According to the WHO, primary healthcare reduces healthcare costs by reducing the need for expensive, specialised care in secondary and tertiary care (WHO, 2020b). Furthermore, a PHC evaluation found that implementation from 1978 to 2018 managed and improved life expectancy, reduced the frequency of infectious diseases, and improved vaccination as well as control of vaccine-preventable diseases nationwide (WHO, 2019a). However, to provide professional care, primary healthcare workers must be well-trained (Bitton, 2019; WHO, 2019b). Lack of coordination and responsibility at various levels of government, non-state entities, and implementing partners are major barriers to PHC policy planning and implementation (WHO, 2019b). Inadequate infrastructure and a shortage of health workers have also been identified as major barriers to providing needed PHC services and more evidence-based practices (Ben Charif,

2017; Landes, 2019). Because this study's aim is to explore the experiences of Primary Health Care students in their vocational subjects, it will complement my research by allowing the researcher to gain a better understanding of the current situation and how it affects them in practice.

2.2.6 TVETs in the South African spectrum

In South Africa, it is commonly assumed that TVET will contribute to human capital and economic development (Vally & Motala, 2014). Powell (2014) asserts that the TVET sector will be critical to the process of achieving social justice because it is primarily focused on increasing employability. Furthermore, it is assumed that South African skills development is critical to socio-economic development (Powell, 2014). According to Fisher (2003), the primary goal of TVET colleges is to provide transitional-level skills, thereby contributing to economic improvement. The expectations of TVET colleges are to eliminate social discrimination caused by the apartheid system through the establishment of skills and training for underprivileged individuals and societies (DHET, 2012). The other TVET sector directive is to provide entrepreneurship training for the informal sector, which is regarded as a second option for entering higher education (McGrath & Badroodien, 2006).

2.2.7 Influence of TVET policy on Primary Health Care in South Africa

According to Ball and Youdell (2007), vocational education and training (VET) is the most denationalised sector of education globally. South Africa's TVET sectors have been heavily influenced by its colonial and apartheid histories, which have left long-lasting legacies (Badroodien & Kraak, 2004). Since the birth of democracy in 1994, policies for the South African TVET sector have undergone several transformations in order to change and remodel the sector in order to adapt it to the developmental imperatives of the democratic economy. The TVET sector has to move with the times for better growth.

Ball and Youdell (2007) explain the rise of privatisation in public education systems since the 1980s and early 1990s. They note that privatisation interferences were intense in the introduction of slight free-enterprise economic methods to public services, which were supported by political icons such as Ronald Reagan in the United States and Margaret Thatcher in the United Kingdom (Ball & Youdell, 2007:14). Countries such as New Zealand and Chile, on the other hand, drew on free-enterprise

approaches developed by economists from the Chicago School of free-enterprise economics (Ball & Youdell, 2007:14). 'Neo-liberalism' outlines privatisation philosophies and methods for government public structures (Ball & Youdell, 2007:14). It is high time that the TVET sector looks at what is happening now and plans ahead. Whether driven by political or economic concerns, the concept of public services as a small state alongside a free-enterprise economy is now a leading method of public education worldwide (Verger et al., 2016).

Verger (2016) mentions two well-known education policy transformation theories: the Globally Structured Education Agenda (GSEA) and World Culture Theory. This theory focuses on the external factors that influence educational policy transformation. Verger (2016) sees the global capitalist economy as a driving force for change. This force is led by the World Bank, the International Monetary Fund (IMF), and the Organisation for Economic Cooperation and Development (OECD), which enforce educational goals and principles (Dale & Jesson, 1993; Robertson, 2005). Furthermore, Verger (2016) observed that private providers are increasingly focusing on new education markets supported by public funds. McGrath and Lugg (2012), on the other hand, examined the status of TVET in the Southern African Development Community (SADC) to criticise the concept of an international TVET policy toolkit. They argued that national contexts are more important than "generalisable TVET reform laws" (McGrath & Lugg, 2012). The international TVET toolkit's main structures included statistical indicators to notify attestation-based policy choices and access to policy to enhance educational transformation in a context of governance directing reforms within a neoliberal framework. They also stated that new public-management policy approaches backed up the TVET policy toolkit, which includes aspects of productivity, decentralisation, and market orientation.

Allais (2012) criticises South Africa's National Qualifications Framework (NQF) as an example of a market-led intervention that is ineffective in meeting the needs of the economy or society. Allais (2012) goes on to argue that the structure of South African training demonstrates how a policy, which on the one hand is intensely centralised in terms of control, responsibility devices, and standard requirements, can be decentralised. On the other hand, it is strongly decentralising in terms of education management and distribution, and the development of curriculum has been extremely damaging to a sector (Allais, 2012).

Kraak (2013) agrees with Allais (2012) that South Africa follows the same market-led model of skills development as the United Kingdom. Allais (2012) emphasises that the two countries put more effort into microeconomic involvements, even though a large number of students enter the TVET sector for vocational qualifications each year, with the expected growth in skilled personnel contributing to higher national productivity. Kraak (2013) proposes an institution-led request intervention for skills through sectoral skills councils as a radical departure from the United Kingdom (UK) and South Africa's centralised and state-level approaches. In the UK and South Africa, he observes a lack of employer support for vocational training as well as low levels of employment for graduates with vocational qualifications (Kraak, 2013). He also emphasises the need for additional labour market and employment policy reforms, including business and innovation policies (Kraak, 2013).

2.2.8 Vocational training skills in TVET

According to Ju, Zhang, and Pacha (2012) as well as Mello et al. (2017), vocational training skills are job skills that create employability for individuals ranging from common or non-technical abilities. Furthermore, Simatele (2015) describes vocational skills as skills that an individual can use to enhance productivity in the workplace. However, Burston, Southcombe, Bartram, and Cavanagh et al. (2015) emphasised that vocational skills are key to opening possible doors for job opportunities when one has professionally practised the skill required in the job markets. Therefore, it is imperative for Primary Health Care students in TVET colleges to be fully trained with needed healthcare skills and prepared for the current job market locally and globally. According to Pitan (2016), businesses hire experienced students who are well-trained and hold relevant employability skills. This study aims at looking at how the curriculum of Primary Health Care is integrated to meet the labour market requirements. This will assist the researcher to get more information on the skill offered for the programme and if it is relevant and responsive to the current economy.

CHWs are community healthcare workers who are trained separately from formal nursing or medical curricula in the Primary Health Care curriculum (Naimoli, Frymus, Wuliji, Franco & Newsome, 2014). Furthermore, they are responsible for providing a wide range of basic health, promotional, educational, and outreach services (Naimoli, Frymus, Wuliji, Franco & Newsome, 2014: 3).

The following section will look at how exposure to Workplace-Based Experience (WBE) and industry partnerships can improve employability for Primary Health Care students. We will also conduct a literature review on workplace-based experiences for students in the TVET sector around the world, as well as in Africa and South Africa.

2.2.9 Workplace-Based Experience and Internships

Workplace-Based Experience (WBE), according to Cornyn and Brewer (2018), refers to programmes such as PHC that are recognised and provide opportunities for students to gain work experience through internships. Furthermore, Cornyn and Brewer (2018) emphasise that workplace-based experience leadership forms part of the workplace-based experience as they play a huge role in linking what was done at the college with what the world expected of trained students. According to Akoojee (2016), the TVET, also known as VET, has a greater opportunity to provide students with workplace-based experience. However, Akoojee (2016) contends that there are insufficient opportunities for technical and vocational education in Africa because internships focus heavily on the formal sector. It is stated that a lack of proper career guidance for TVET students continues to erode TVET graduates' job prospects (Okoye & Okwelle, 2014). As a result of their inability to find work in the formal sector, some TVET graduates end up working in the informal sector (Alvarez-Galvan, 2015).

According to Palmer (2020), the informal sector accounts for 80-90% of employment in Sub-Saharan Africa. Research conducted in five African countries, including Ghana, Kenya, Madagascar, Mali, and South Africa, discovered that '83% of graduates became employees in unregistered companies' (Flynn, 2017: 19). However, in South Africa, only 19% of graduates work in the informal sector (Flynn, 2017:19). The study was chosen for Primary Health Care students because the researcher wanted to investigate their vocational subjects and how they are integrated into their vocational practice for the work-based experience. The findings, particularly given South Africa's low percentage of graduates working in the informal sector, will allow me to investigate the state of readiness for employment amongst Primary Health Care students at a TVET college.

The International Labour Organisation (ILO) conducted evaluations and found that nearly 59 million experienced students or young people are searching for jobs worldwide (ILO, 2019). Datta (2018:8) states: "Young people still find it difficult to

secure stable jobs as they often lack work experience, proper skills, social networks, and access to funds to start their own business". Furthermore, Ayele (2018:1) supports this, stating that, "Almost 12 million of youth in Africa go look for jobs in the labour markets yearly, while jobs that are generated amount to only three million each year". It is clear that students and graduates in Africa and around the world are struggling with employability, as evidenced by the writers' descriptions of how skill shortages and a lack of work experience make it difficult for students to find jobs. This will help the researcher's study gain a better understanding of the main reasons why Primary Health Care students are unable to find jobs in their field of study. The researcher will also be able to investigate how their vocational subject curriculum corresponds to the skills required for the programme.

2.2.10 Quality of TVET Primary Health Care programme

The existence of higher-level vocational qualifications to which students of initial vocational programmes can progress is one of the core structures of the most successful vocational systems (OECD, 2014). Applicants to vocational PHC programme must be assured of opportunities for further upskilling beyond their initial qualification, partly because that is what students gradually need and expect, and partly because that is what the labour market will require and demand from graduates of the initial vocational programme (Dunkel & Le Mouillour, 2009).

In South Africa, there is growing evidence of ongoing and consistent quality issues in the education system. According to Van der Berg, Spaull, Wills, Gustafsson, and Kotzé (2016), the state of education in TVET colleges is part of the constraints on trade and industry, as well as community improvement. This general background has urged influences to consider the effects of the quality of basic education on the alleged employability of students. According to Wedekind (2016:2), employers consider an "absence of employability skills" as a link to poor basic education. This study seeks to get deeper into the Primary Health Care vocational subjects curriculum used in TVET college and how students are prepared for the workforce and why they fail to access employability with the skill provided. Van der Berg (2016) points out that the lack of proper infrastructure as well as lecturers with lack content knowledge and instructive skills, especially in poor communities, causes Black African students to succumb to a series of poor educational results, which increases poverty and weak labour market statuses. This means that community TVET colleges play a huge role in shaping the

future of the students and the society they live in. Much still needs to be done to improve the quality of the TVET sector to enhance the socio-economic status of Primary Health Care students.

2.2.11 Industry Competition

Bhorat and Mayet (2012:19) claim that there is so much industry competition which thus makes it harder for students' employability. They emphasise TVET sector needs to understand the priorities of South African companies as well as the qualifications requirements (Bhorat & Mayet, 2012:8–19). Much needs to be done for the TVET sector to collaborate with businesses so that their training meets industry standards.

The TVET curriculum must be able to meet labour market needs through ongoing research, reviews, and workplace involvement in curriculum development (Kraak, Paterson & Boka, 2016). Munro and Stuckey (2013) support this by suggesting the development of work-readiness skills which are achievable in a practical and real-life industrial environment. Rae (2007) further approves that corporations with industry can assist lift students' employability within industrial knowledge and work-based employment programmes. The purpose of this study is to explore students' experiences with vocational subjects and how their vocational practice is incorporated into the subjects to help them find work.

Papier (2017) discovered the need for TVET colleges to improve the employability of TVET graduates through theory and practical skills training components. South Africa's Economic Survey 2013, Organisation for Economic Cooperation and Development (OECD, 2012) found that although South Africa shows economic development there is still a high percentage of unemployment, deficient educational results, and inequalities in salaries. In South Africa, it seems that there is a dearth of work-integrated learning. Yet, countries such as Romania have weak infrastructure, and Sweden which has few work-related opportunities for students has still been effective in work-integrated learning within vocational programmes (OECD, 2014). Ahmad and Rahman (2013) also found that some TVET colleges were incompetent in evaluating their curriculum in order to compete with job market demands and that the TVET sector's failure to elevate curricula resulted in the employability of graduates with irrelevant skills and qualifications.

Dewey (1916), Rojewski (2002), and Harun (2008) emphasise the importance of academic knowledge and skills in students' employability as well as the development and achievement of effective TVET. However, it is argued that this complication in the TVET sector and the disintegration of opposing qualifications have caused confusion in the vocational sector (ETDP SETA, 2012). As a result, the White Paper acknowledges that a logical and coordinated system requires easy delivery between different parts of the system, as well as the need to facilitate student movements both steeply and parallel between different courses and stages (DHET, 2013). It is clear that TVET colleges' vocational practice needs the creation of a sustainable partnership with the industries in the country and abroad to enhance the possibilities of students' employability. This means that Primary Health Care vocational subjects must be aligned with labour market's needs and requirements to provide students with easy access to employability.

2.2.12 Offering the right combination of vocational skills in South Africa

According to the OECD (2017), South Africa is one of the most important economies because it has trade structures that are distinct from those of other African countries and its labour force has the same skill composition as that of middle-income countries. However, due to the country's economic changes from businesses and resource-based industries, the current skill composition does not meet the country's needs and thus impedes its further improvement (OECD, 2017).

Breier (2009) discovered that all sectors of the economy face a shortage of professionals, CHWs, and skilled workers. Businesses, organisations, and governments all agree that skilled workers, technicians, and engineers are in short supply (Sheppard & Ntenga, 2013). South Africa was ranked last out of 58 countries in terms of skilled labour availability by the International Institute for Management Development (IMD, 2010). Despite some recent growth, artisan training, traineeships, and internships continue to decline (Kraak, 2013).

According to recent reports (OECD, 2013), youth unemployment is moderately high due to a mismatch between skills and available jobs. Many reviewers have described TVET colleges' limited ability to respond effectively to labour-market demands (McGrath & Akoojee, 2009).

Companies are hesitant to work with colleges because they are unfamiliar with NCV programmes. TVET colleges have been portrayed as lacking formal relationships with businesses, creating confusion about the type of system the colleges are offering (Kraak, 2013 & Gewer, 2014). It was discovered that only 34% of the 280 000 graduates in the TVET sector in 2000 were employed in the industry (Patel, 2007 in Erasmus & Breier, 2009). This demonstrates that South Africa requires the right skills, not just extra skills. Hence the TVET sector mandate is to provide skills relevant to industry requirements, and it is vital for the sector to review the skills offered and monitor the progress and challenges for future improvement.

2.2.13 Partnership with TVET colleges and Business sectors in PHC

The White Paper (DHET, 2013) emphasises the significance of encouraging solid partnerships between TVET colleges and businesses Human Resource Development Council/HRDC, 2014). Furthermore, if TVET colleges have a successful partnership with businesses, it will enable colleges to ensure that PHC students have the required skills, which will benefit them in attracting the job markets (HRDC, 2014).

According to Tansen (2012), most of the TVET sectors across the world still struggle to offer the most needed training for the current labour market. Furthermore, Triki (2013) indicated that creating connections between TVET colleges and industries has more advantages for the organisations, companies, and the whole world. Callan and Ashworth (2004) further suggest that corporation with industry in programmes development is an additional improvement in making TVET PHC programmes reactive to the requirements of the business; apart from a partnership with businesses, it generates possibilities for work-based learning and brand provision of the curriculum competent. Comyn (2007 in Comyn, 2009) supports this, indicating that corporation brings an expansive influence on the training programme; the problem of the skills gap will be eradicated, and the suggestion is that there will be an effort in relation to skills required in the curriculum and practical care to improve teaching and learning.

The inter-relationship between companies and the TVET sector also generates chances for the company's involvement in curriculum and PHC programme development (Borkar & Paturkar, 2013). Borkar and Paturkar, (2013) further indicated that industry involvement such as the health sector in designing TVET PHC programmes and curricula creates more programmes meeting the needs of

companies and the economy. It can open up more opportunities to many students and ensures that the skill needed nationwide and across form part of the current curriculum. This can benefit the TVET sector to offer PHC programmes that are in line with the demands of the current economy.

2.2.14 International influence on African TVET

According to Boudarbat and Lahlou (2009), and Oviawe (2018), developing countries such as Australia, Germany and Ireland became interested in TVETs because of their success in some high-income countries. Furthermore, other Asian countries like Singapore, Malaysia, and Taiwan also developed an interest (Eichorst, 2012). The international experience encouraged the expansion of formal TVET systems in Africa, particularly during the 1990s transition period of freedom (Eichorst, 2012). The success of the dual system model in Germany and other European countries piqued the interest of Ethiopia, Tunisia, and South Africa in learning it (Oviawe, 2018). This prompted other African countries, such as Morocco and Tanzania, to adopt the dual system (Oviawe, 2018).

According to Reinhard (2016), the success of the TVET sector in Germany is because the companies are at the forefront in terms of making sure TVET colleges offer quality training. Furthermore, students in colleges or schools undergo training in TVET public colleges for one or two days, and the other three to four days they spent training in the private sector (Reinhard, 2016). However, it is mentioned that the dual system shares its cost with the private sector and the government, where the government funds the colleges while companies pay salaries to trainees (Reinhard, 2016). Hence the researcher's goal was to look at the vocational subject curriculum for PHC in detail, as this will assist in getting more information on how their curriculum is contributing to the current demands of the labour market from a global perspective as well as local.

2.2.15 Disadvantages of vocational training skills in the African TVET sector

 Previous studies conducted in some developing countries during the 1980s and 1990s discovered that the cost of Technical Vocational Education and Training (TVET) remained high, but the benefits were insignificant (Eichorst, 2012). In Tanzania, the Vocational Education and Training Authority (VETA) places a greater emphasis on lower-level skill training, such as technical skills, primarily for students pursuing diplomas or certificates (Eichorst, 2012). According to the VETA labour market survey,

which is conducted every five years to determine whether the skills provided in the TVET sector meet the demands of the current economy, two-thirds of TVET Primary Health Care graduates were employed primarily in the hospitality, agriculture, construction, and clothing sectors (Leyaro & Joseph, 2019). Moreover, 43% of TVET graduates were employed and paid salaries, 50% were self-employed and 7% were volunteering without salary (Leyaro & Joseph, 2019). This is going to work well with my study hence the focus is on finding out the skill that is provided for PHC students in their vocational subjects and how it affects their career path.

2.2.16 Incompetency of TVET colleges

According to Nganga (2015), the academic incompetency of TVET colleges is one serious factor that hinders, and delays graduates from being recognised in the job markets. Moreover, TVET students' focus is on acquiring knowledge and preferably being trained to excel in exams rather than enforcing skill capabilities (Nganga, 2015). It is therefore clear that the TVET sector lacks a proper skill foundation and only focuses on the basics of knowledge empowerment. Okwame (2015) supports this and maintains that TVET curricula have dismally and unsuccessfully failed to shape the graduates to meet the industry's requirements. This research will concentrate on the skills taught to PHC students in their vocational subjects, as well as the integration of vocational practice.

According to UNESCO (2012), many students may come across a shortage of teachers or in a packed teaching space with an incompetent skilled, or inexperienced educator. UNESCO further noted that 2 million additional teachers are required to meet the mandate of Education for All (EFA) by 2015, where 3.4 million lecturers were required to substitute those who vacate the position. They indicated that in 33 countries, 75% of educators were not competent to the obligatory average or did not have appropriate teaching for concrete content knowledge. Data from three current studies indicate that in sub-Saharan Africa and South Asia, numerous learners devote years of teaching with no growth on essentials (Piper, 2010, Beatty & Pritchett, 2012). UNESCO (2012) further noted that a lack of proper foundation at the beginning results in a high rate of unemployment, which lead to quick college student dropout. This increase of active educators who are incompetent successively enhances this study in finding out the level of employability of students after they graduate. The final aim

of any teaching is to promote student competency and empower them to be innovative, sensitive, and community development (UNESCO, 2012).

However, Alexander (2008:18) advocates for "national accounts of excellence to have a unique national and actually local standpoint." He distinguishes quality indicators from processes, keeping in mind that there are unmeasurable indicators that may be historically or contextually accurate but difficult to measure by objective capacities (Alexander, 2008:18). This shows that there is a great need for lecturer-student interactions in the classroom to ensure a better understanding of the content in relation to the intended job market. Furthermore, political insecurities, outdated projects, and improper curriculum checking have resulted in incompetence of students' skills, knowledge, and motivation (Nasir, 2021).

Primary Health Care is a programme that trains students to work as Community Health Care Workers (CHWs). World Health organisation (WHO) recommended that the success of Community Health Workers (CHWs) rely solely on regular training and supervision (Jansen, 2019). Furthermore, it is difficult for PHC students to fulfil their roles if they did not get the appropriate education and training and thus affecting their level of competency required in the labour markets (Jansen, 2019). The establishment of the PHC programme was guided by the re-engineering of the PHC and the mandate was on interim on-the-job orientation, training, and skills development (Jansen, 2019). The aim was to have enough community-based health workers to fulfil the duties of CHWs (Jansen, 2019). PHC students must therefore be fully prepared in their vocational subjects so that they can enter the job market with the necessary level of competency.

2.2.17 Capacity limitations on TVET

TVET in Africa has been unsuccessful due to capacity limitations, lack of funding, and poor collaborations with companies (Oviawe, 2018; Leyaro & Joseph 2019). In addition, African TVET systems' focus is to attract the global market and on the other side, they want to offer specific skills to companies that are doing well (Oviawe, 2018; Leyaro & Joseph, 2019). However, due to the scarcity of financial resources, it might be impossible to get both goals achievable (Andreoni, 2018). In addition, UNESCO, (2018) argues that there are organisational challenges as well where various government departments are in charge. Therefore, for instance, different priorities of

the Ministry of Labour and Ministry of Education did not consider the transformation of a new TVET system in post-apartheid South Africa (Wedekind, 2013). Furthermore, the lack of institutional intervention for TVET among policy designers, governments, and ministerial support as well as incompetent policy framework undermined the design and of efficient TVET in Africa (Okoye & Okwelle, 2014). Besides, most companies have less interest in recognising the benefits of TVET and seem to look at Work-Based Experience (WBE) as costly and they try to distance themselves ((Okoye & Okwelle, 2014; Alvarez-Galvan, 2015; Oviawe, 2018). Based on these writers, a lot needs to be done to change the status of the TVET sector for it to be competent and produce skills required by companies worldwide. This can only be achievable if policies are reviewed to suit the socio-economic status faced by the country and graduates of TVET.

In the 13 May 2021 TVET budget speech, the Minister of Higher Education and Training Dr Blade Nzimande stated that the government does not have enough funds to develop the TVET sector (*The Sowetan*, 2021). Furthermore, he argued that TVET colleges still remain critical as the budget for the post-school and training sector for 2021 and 2022 was just above the initial budget given. He added that another huge challenge in TVET colleges is lecturers who do not have the required qualifications. However, the Minister mentioned that the TVET sector needs urgent development, as it is very serious in improving the mid-level skills that are required but the country. Consequently, Blade Nzimande alluded that DHET is strengthening its relationship with the German government to create an internship based TVET college instead of having a system that focuses on academics and theory (The Sowetan, 2021). This will also assist my study in answering the reach question as well as the main objectives. It is evident that the TVET sector in South Africa really needs to relook at mistakes done and try to work on what is best to save the country's economy and close the gap between the curriculum and the employability of students.

2.2.18 The South African situation

According to World Economic Forum (2017), South Africa has classified the second-lowest employment rate in the region where 60% of people are either unemployed or inactive in the labour market. Furthermore, regardless of the efforts made on policies, South Africa still struggles to break down past barriers in its educational system, especially regarding the quality of learning, staff, infrastructure, and resources in many

rural TVET institutions (DHET, 2013b). In 2013, the Department of Higher Education and Training acknowledged the criticism of the TVET sector and emphasised the importance of expanding TVET colleges for better socio-economic status (DHET, 2013). It is therefore important to acknowledge that education plays a huge role in empowering students with knowledge and skills that can make their lives better. For the country to succeed, the education system must be of quality and organised and be able to produce competent students who can do something for themselves and the country worldwide.

The next section will look at the theoretical framework where writers will give a better understanding of the two concepts: curriculum offered and employability, and how both can enhance better lives for humans.

2.3 THEORETICAL FRAMEWORK OF THE STUDY

According to Ravitch and Carl (2016) the theoretical framework monitors researchers in positioning and contextualising recognised theories into their studies. Hence, the framework underpins this study and will be used to analyse the data.

The framework used to ground this study is the Critical Capabilities Approach (CCA). According to Terre-Blanche and Durrheim (2006:20), "clarifying a study problem comprises of finding the theoretical framework that works well with the research. Theory helps in collecting factual ideas with evidence from different researchers (Terre-Blanche & Durrheim, 2006:20). The researcher chose CCA because of its focus on vocational education and training, thereby looking at the human experiences for future fulfilment through acquired knowledge that can assist an individual in acquiring this skill needed to progress. The focus of the theory is on a gap that is been created between vocational skill and the labour market-required skill which forms a boundary in students experimenting with their abilities. The critical part is the gap which needs to be critically examined to understand why there exists such a gap.

2.3.1 Critical Capabilities Approach

Sen (1980, 1999) and Nussbaum (2011) propose the Critical Capability Approach (CCA) as a conceptual framework for social justice that differs from the utilitarian approach and other approaches. CCA influences the realistic interaction of individual students' innovation abilities in order for them to gain the necessary skills in various industries (McGrath 2012; Powell & McGrath, 2018, 2019a, 2019b). This theory is

suitable for my study as it will assist in answering the research questions and digging deeper into the vocational subjects of PHC.

 De Jaeghere (2017), Powell and McGrath (2018, 2019a, 2019b) argue that CCA goes beyond the broken independence of the mainstream human capital approach by evolving a far tougher version of the intervention. They further stated that, on the other hand, it has also extended further primary work on capabilities and education by holding on to the importance of construction and power, hence, the use of 'critical' (De Jaeghere, 2017; Powell & McGrath, 2018; Powell & McGrath 2019a, 2019b). However, they indicate that the main cause is through the political economy of skills belief, serious practicality, and equality philosophy. Therefore, CCA has solid attention both on the requirement to stretch substantial devotion to youth expressions in uttering their desires for expressive work and lives and on exercising practical skills of criticisms helplessness. This study intends to see how PHC students interact and react to the curriculum in their vocational subjects. Their participation will assist this study in answering the research question of how students experience vocational subjects during the teaching and learning of the PHC programme.

CCA requests that more emphasis be placed on a broad concept of work. It contends that one's fulfilment should not be based solely on salary or output, but also on self-assurance and individualism (Sen, 1985). However, CCA documents that entry to and position in Vocational Education and Training and various work systems are uneven and dominated by class, gender, and race (Powell & McGrath, 2018 and 2019a). South African evidence suggests that VET students are concerned with more than just immediate employability; they also value other benefits of their VET participation, such as admiration, energetic social responsibility, and enablement (Powell & McGrath, 2019a). This means that students need skills that will prepare them thoroughly when internships that are offered can enable them to access the work environment. However, most of these are through the organisational outcome that can with minimum foreseen circumstances in relation to their control (Powell & McGrath, 2018). Therefore, CCA appeals for evaluation to concentrate largely on the magnitude and traditions in which organisations, and the structure, care for the prosperity of students (Powell & McGrath, 2014). It is suggested that a more diversified curriculum is necessary, as it alleviates long-life fears and creates more labour market connections worldwide (cf. McGrath & Powell, 2016).

CCA recognises ambitions as progressive 'lifetime plans' in which people try to answer to their fundamental difficulties and their talents of several means in order to visualise and attain improved lives (Powell & McGrath, 2019a). CCA maintains that the re-evaluation of life projects and amendment of objectives should be an ongoing process (Powell & McGrath, 2018). This theoretical framework will help this study in investigating how well PHC students are prepared for the work environment as well as the possibilities for employability.

CCA encourages evaluation to focus on the extent and manner in which institutions and the system support learners' thriving (Powell and McGrath 2014). By putting the needs of people first, rather than the needs of the economy, the CCA values social justice, human rights, and a decrease in socio-economic conditions as central to the emphasis on skills development (Powell & McGrath, 2019a). As Dreze and Sen (1995) argue, the improvement of human life did not look at ways that humans who live a fulfilled life need to be great income producers but more job creators if students are trained to be entrepreneurs. As a result, CCA emphasises the critical encounter of how VET can participate with local labour market authenticities, which include a large growing informal economy and existing farming, providing a clear link back to one of the challenges confronting the political economy version (Minnis, 2006; Blaak, Openjuru, & Zeelen, 2013). This means the focus should be on the relevancy of skills offered and the needs of the economy. Hence, the study focuses on students' experiences in their vocational subjects, this theory will assist in probing the curriculum implementation of PHC and seeks to look at the outcomes where the needs of the students are met through employability. It will also help answer the research questions based on skill relevancy and responsiveness, work-based experience, and the inter-relationship with the health sector.

CCA insists on putting poverty first in order to gain a better understanding of young people's difficult lived experiences (Powell, 2014; Powell & McGrath, 2019a). Most students studying at TVET colleges in Africa are from underprivileged families: therefore, it is important to cautiously know how they experience poverty (Powell, 2014; Powell & McGrath, 2019a). Furthermore, CCA argues that vocational education and training should put more emphasis on how it supports individuals' needs in chasing the career of their choice through the skills that are offered in the TVET sector (Powell & McGrath, 2019a). This theory will assist this study in finding out if the Primary

Health Care students in a TVET college are given the necessary practical experience through vocational subjects that is recognised by the companies, particularly the health sector, before and when completing the programme. Powell and McGrath (2019a) insist that VET exploration should focus on students' awareness of the programme they chose. According to evidence from South Africa, TVET students are not only worried about being employed instantly, but rather value the results of vocational education such as respect, discipline, social responsibility, and empowerment (Powell & McGrath, 2019a).

CCA focuses on both the disparity in skill advancement as well as on ways to move from a narrow emphasis to that of urgent employability and innovative producers (McGrath, 2018). This theory is going to help the researcher probe into the challenges Primary Health Care students are facing in vocational subjects in PHC. The theory is going to assist in answering the study's main objectives and hypothesis. It is going to help assess the curriculum offered by the TVET college in order to understand the vocational challenges experienced by the student and how these challenges are addressed. Furthermore, it is going to allow the researcher to get deeper information from the participants about their personal experiences and how they feel about the skill they are taught. Their perceptions are going to be significant for this study's purpose as well as for answering the research questions.

McGrath (2018) illustrated an African VET model that can assist in transforming the new vision of VET in supporting individuals, and communities and enhancing sustainable livelihoods.

This theory works well with the study, as the focus is on students' experiences in the curriculum of vocational subjects offered for the PHC programme. The theory is also going to assist in answering the study's research questions through interviews that will be conducted with current PHC students. The researcher going to get evident information from students' experiences relating to the programme.

2.4 CHAPTER SUMMARY AND SUGGESTIONS FOR EMPIRICAL STUDY

The study concludes that the TVET sector, particularly the PHC sector, needs curriculum empowerment for existing and coming curriculum challenges, such as curriculum design, development, and implementation. The curriculum designers need to relook at and evaluate the relevance of the current curriculum for the PHC

programme current and to check if it is responsive to the current economy as well as meeting the labour market requirements. The health sector's relationship and participation in the TVET college sector are still unsteady to curriculum rebirth, increasing student employability, and decrease of the lack of industry awareness and skill of college leaders. In addition, poor creation of opportunities for TVET sectors trained students to enter higher education programmes presently appears to occur. Based on the reviews of the study, as well as the achievement of the TVET sector in Germany, a dual curriculum can be useful in tackling recent and unforeseen TVET training needs. Students go to TVET colleges hoping to get employment and have on-job training skills.

The literature review has revealed the intense significance of the curriculum policy when it comes to its design, development, implementation, and evaluation. There is indeed a need for all stakeholders to focus on addressing and resolving issues facing the TVET sector. CCA theory best suited the study as it highlighted the role and responsibilities of the TVET college chosen for this study, in the execution of the curriculum policy.   It also addresses the teacher and student skill requirements in order for the parties to fulfil the desired needs. Despite the implementation of the new curriculum, there is still another transformation needed, as there is little improvement with the current and more challenges are encountered. PHC is one of the programmes that have little literature reviewed on its curriculum, especially how it affects students when they have to pursue their careers. This study unpacks all the challenges and what is needed to assist PHC students doing vocation practice in a TVET college in order to better their chances of employability.

Therefore, the researcher chose the literature review best suitable for the study due to the research questions which must be answered in this study. The purpose of this study aims at exploring Primary Health Care students 'experiences in their vocational subjects at a TVET college. The literature used is going help probe the skills offered for the PHC programme, in terms of their relevance and responsiveness towards the current labour market. The TVET sector colleges' main mandate is to "prioritise skills requests by creating responsive and relevant vocational programmes that would create a workplace for youth" (Gewer, 2016:32). To accomplish this, the researcher needs to take in people's opinions, ideas, thoughts, attitudes, and experiences in order to accumulate rich evidence for the study to be relevant.

The next chapter presents the research methodology, research design, population, and sampling techniques, as well as data collection and analysis methods for this study.

CHAPTER THREE: THE RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter is based on the research methodology and study design for this study. A single case study was applied using the qualitative approach. This chapter is firmly based on the qualitative approach, as the sole purpose of the study is to get qualitative insights from students who are placed in such situations in real life. It is divided into three sections. The first section discusses the research design, research paradigm, research approach, justification for using the approach, and research type. The researcher argues for the selection of qualitative methods in all aspects of the study with the support of different viewpoints of the authors through a literature review. The literature review background will help and support the research method and design in getting the qualitative data that is aligned with the study's research question.

The second section discusses population and sampling techniques, as well as data collection and analysis methods. The researcher investigates data collection instruments in terms of how and why they are used. The final section emphasises trustworthiness and ethical consideration. It is the researcher's duty to gain trust and build a good rapport with the participants throughout the entire data collection and after, and make sure participants remain anonymous. Permission from all authorities and participants is vital and will be emphasised in this section.

3.2 RESEARCH DESIGN

According to White (2013:221), a research design is a foundation of the researcher's study that must have a concrete plan. Yin (2009:26) suggests that a research design must follow the sequencing process which links data to the research question and conclusions. However, Wellington (2015) argues that the research design must also follow the logistical matters and not only the sequencing process. This places the current researcher of the study to conclude that the research design is like a building plan that guides the builder on how the structure of the house should look like. If the material chosen to build is weak or the actual plan is not followed properly, the whole building might collapse or make no sense in the end. It is a compass that one has to follow until he or she reaches the endpoint. Once the researcher has made the decision of the qualifying research design for the study, it has to relate and blend well

with the entire study until conclusions. Therefore, it is imperative for the researcher to use a research design that speaks to the entire study.

According to Jongbo (2014), it is critical for the researcher to determine the most appropriate research design that works well with his or her study before collecting data. Furthermore, it is also imperative for the researcher to know what information is needed to obtain the research objective. Exploratory qualitative case study research design allows for multiple truth, is context-based, and allow one to explore, interpret and understand the opinions and views of people (Creswell, 2015).

This study used qualitative case study research design. As a researcher, I could have designed this study and used other methods but chose qualitative design because I wanted to gain a rich collection of data from different sources in order to acquire a deeper understanding of specific participants, including their viewpoints, subjectivity, and behaviours. Creswell (2015) affirms that exploratory qualitative case study research wishes to explore the phenomenon and its features and focuses on what, rather than how or why something has occurred. This research design will be useful in answering my primary research question for this study, which is, " What are the experiences of students in vocational subjects of Primary Health Care at a TVET college" It would also enable me to attain my research objective of exploring students' experiences in the current vocational curriculum policy and practice of the PHC programme in a TVET college in Gauteng to meet industry job requirements.

The following sub-headings support the research design:

3.2.1 Research paradigm

The purpose of this study is to investigate the experiences of students enrolled in a TVET college's PHC) programme in their vocational subjects. The main research question that guided this study is, "What are the experiences of students in a TVET college's PHC programme for vocational subjects?" According to Hammersley (2013:15), the research paradigm focuses on the research phenomena and looks at the world's view with the purpose of collecting multiple views about real-life issues with the understanding of how things work in general. The interpretive paradigm works well with my study as I wish to understand the experiences shared generally by different authors or researchers, globally, on African continents, and in the country where the study is been conducted, South Africa. It is stated that the issue of producing

students with adequate vocational practice is experienced by all countries across the world, both developing and developed (Small et al., 2018; Jenkins & Lane, 2019; Metcalfe, 2020). The study seeks to obtain an understanding of what experiences Primary Health Care students embrace in the completion of their three years course, on their vocational subjects.

According to Buthelezi (2016:2), the TVET colleges' mandate is to equip students with skills that respond to the needs of the economy countrywide and globally. Therefore, to achieve the purpose, the researcher decided to use the interpretivism paradigm. Interpretivism believes in multiple truths (Denzin & Lincoln, 2002). Interpretivism is a method that deals with logical phenomenology (Sandberg, 2005). Only students are used as participants since the focus of the study is to explore the experiences of students in their vocational subjects and they are the ones to provide truthful facts about the situation they are faced with.

Interpretivism was found to work well with my study as it addresses the important facets of collaborative meaning and understanding. According to Willis (2014), interpretivism does not believe in the fundamental principle of the basic ground of inquiry and knowledge. Furthermore, Yanow and Schwartz-Shea (2015) state that, unlike positivism, which interprets that the world represents realistic issues by concepts and prepositions, the interpretivism phenomenological paradigm affirms that the world is not lived as a singular social reality but rather in combined multiple societies where people share their positive views.

 Yin (2018) argues that interpretivism studies find it difficult to see how the phenomenon is experienced in a different way by different people. However, Gioia (2013) argues that he views himself as pure interpretivism because he has a different approach compared to the positivist qualitative method. He further states that he introduced a powerful rigor in interpretivism qualitative research where he emphasised the significance of having a data structure that is constructed from first-order codes, second-order themes, and collective dimensions (Gioia, 2013). Flick (2018d) explains that the quality of an interpretivism study should not be judged based on a singular, converging viewpoint as it is done in the qualitative positivism approach, but rather on its ability to reveal how the same phenomenon is experienced and viewed by many people. Interpretivism focuses on getting meanings and facts that are linked to reality

instead of trying to decontextualise it (Cooke, 2018). Therefore, this will allow different opinions from selected participants of students in Primary Health Care and get enough authentic information for the study. The ontology and epistemology of interpretivism will be further reviewed.

3.2.2 Ontological Assumptions of Interpretivism

This research is based on the interpretive paradigm and hence, the ontology and epistemology that will be discussed in this section are based on interpretivism. According to Denzin & Lincoln (2011), ontology is a philosophy that is concerned about what is happening in real life, what the world offers, and what people learn from it. Furthermore, Richards (2003) claims that ontology is the way people think about what reality looks like and what they believe is the truth. Snape and Spencer (2003) state that ontology is how we view the world's existence and what we can learn and see, while Ormston (2014) affirms that ontology fears the beliefs that we have about the type of world that exist and the social reality that exists independently from individual perceptions and interpretations and how they are shared by many or contextualised. Therefore, the ontology in this study will assist in probing the challenges faced by students in PHC and how they share their feelings towards what is happening.

The ontology for this study is based on interpretivism research. According to Parahoo (2014), ontological research interpretivism believes that reality is subjective and perceived differently by individuals. He further argues that this can be proven when reporting findings from qualitative research (Parahoo, 2014). In agreement with the above author's viewpoint, the researcher used this philosophy as it is suitable to help in investigating real-life situations which required experiences, opinions, and ideas of experienced participants being the students who are currently doing a PHC programme in a TVET college. Hence interpretivism paradigm values multiple truths from a collaborative perspective, participants' opinions will be truthfully weighed as being shared collectively with the same series of questions.

The researcher's investigation of the experiences of students particularly in the PHC programme will be shared using a qualitative approach and an exploratory case study research design. The participants' reactions through interviews with them, towards what is been taught in lecturer rooms, their feelings, and thoughts will be interpreted verbatim and represent multiple truths. According to Denzin and Lincoln (2011), the

qualitative approach includes a detailed description of the participants' feelings, thoughts, and experiences, as well as an interpretation of the meanings of their behaviours.

3.2.3 Epistemological Assumptions of Interpretivism

Epistemology is the assumption people make about the kind of knowledge they know exists and the possibilities of getting to know the unknown (Denzin & Lincoln, 2011). Crotty, (2003:3) defines epistemology as a means of comprehending and appreciating how we know what we know. He further explains that epistemology is how we see the world and make sensible conclusions (Crotty, 2003:3). Furthermore Crotty (2003) further explains that subjectivism is the epistemological stance of qualitative research because it is based on real-world phenomena in the world. It relies on the individual's subjective awareness of what is going on around it and accepts the reality of all matters (Crotty, 2003:42). According to Crotty (2003:42), the epistemological stance of objectivism holds that the truth must exist only if the thought is separated from the world of objects. In this case, the researcher is not going to investigate a single truth, but this study aimed at getting an understanding of the multiple truths of the way different students see how vocational subjects are being taught at a TVET college. Their individual opinions will collectively be used as multiple truths for this study.

The ontological and epistemological stance chosen for this study are grounded on the belief that no absolute truth exists without evidence except by obtaining detailed information from individuals or people, who share different opinions, and perceptions about real-life situations that exist in the world. The researcher's methods of obtaining the information through interviews in a natural setting where everything was shared by participants, led to the transcribing verbatim of participants' views, to enrich the study with information that is evident and unbiased. According to Cohen, Manion, and Morrison (2018), the social world can be relevant only if the investigation of the situation is done by individuals who are part of the situation. On this note, the researcher chose participants who are current students doing the PHC programme at a TVET college in Gauteng. According to the researcher, they are relevant and have the necessary experience to help answer the study's research questions.

3.2.4 Research approach

The researcher is aware of the three commonly used approaches for social research, quantitative, qualitative, and mixed approaches. The researcher employed a qualitative approach to this study. The researcher will employ an exploratory qualitative research approach as it fits well with social research. The information that was collected will come directly from current students who are doing the PHC programme with vocational subjects which is the main focus of this study.

According to Hammersley (2013:12), qualitative research is a method of social investigation that is a flexible and data-driven method that encourages subjectivity and obtains detailed insights in a natural setting by the use of a verbal rather than statistical approach. Qualitative research is an approach that provides a rich complex and complete understanding of meanings, behaviours, observable and non-observable phenomena, attitudes, intentions, and actions that are presented in a naturalistic setting (Gonzalez, & Forister, 2020). As stated in Chapter Two, the researcher gained knowledge from different literary sources about the nature and challenges that exist in TVET colleges and the PHC programme, which results in students finding difficulty in gaining access to the workplace after completing the course.

Having established much-needed information for the study, the researcher felt that the qualitative method is the best option for this study. The researcher noted several benefits of using the qualitative research approach. Firstly, as stated previously, the qualitative research approach provides an in-depth report on participants' feelings, thoughts, opinions, and experiences, as well as interprets the meanings of their actions (Denzin & Lincoln, 2011). The goal of this study was to look into the students' experiences of vocational subjects in PHC at a TVET college. Therefore, current students in the programme were chosen to express their opinions and experiences with vocational education and training and its curriculum. Secondly, several authors contend that the qualitative research approach based on the interpretivism paradigm, fully comprehends human experience in specific settings (Yanow & Schwartz-Shea, 2015). According to Denzin and Lincoln (2011), qualitative research is an integrative field that includes a wide range of epistemological perspectives, research methods, and interpretive techniques for understanding human experiences. This study set out not only to explore but to also gain an understanding of students' experiences using their individual perspectives of how the world where they found themselves into and

how they perceive the knowledge they have received there. In this case, their experiences of the vocational subjects in their chosen programme of PHC.

Thirdly, Richardson, (2012) affirms that the whole meaning of this qualitative interpretive approach is the main key to knowledge and understanding of different people's voices and the meaning of different occasions. Fourthly, Corbin and Strauss (2008) admit that qualitative research enables the researcher to dig deeper into participants' internal experiences, as well as the process by which meanings are formed through and in culture. This can be accomplished by assessing written assignments used by assessors, and an investigation may be conducted in order to understand the meaning of 'good' or 'satisfactory' based on marks given to students or to prompt the aspects of the content or text used in student scripts (Leung, 2012). This study's use of content analysis will assist in the understanding of the vocational subject curriculum used during teaching and learning. Fifthly, the most common data collection methods of qualitative research approaches are direct observation, participant observation, structured and unstructured interviews, and describing records (Cohen, Manion & Morrison, 2018). For this study, the researcher has chosen to use the methods of semi-structured interviews and focus group interviews. This allowed the researcher to obtain first-hand direct information from participants who are legible for giving valued information.

Lastly, Maxwell, (2012) states that the qualitative research method comprises a flexible structure where it can be constructed and reviewed for a better understanding of difficult issues. Because language assessment practices are so complex, it is suggested that qualitative research methodology be employed (Mohan, 2012). Besides the advantages cited by the authors, Yauch and Steudel (2003) and Creswell (2018) highlighted that qualitative research has rich and detailed information which focuses on the concerned population, allows participants to talk freely, and has the potential to discover new evidence that was not expected. Furthermore, it can play a significant role in proposing promising interactions, reasons, effects, and lively developments as it offers a complete elucidation of the in-depth progressions that have, and groom people's lives (Yauch & Steudel, 2003; Creswell, 2018). Its social value has the ability to probe for fundamental values, beliefs, and assumptions because it allows the researcher to explore the opinions of homogeneous as well as diverse groups of people and aid in the unpacking of these differing perceptions within

a society (Yauch & Steudel, 2003; Creswell, 2018). However, due to its lack of statistics, the qualitative research method practices a more expressive, exploratory, storyline style to advance new information (Yauch & Steudel, 2003; Creswell, 2018).

Beyond these benefits and strengths, there are some negatives. Silverman (2010) contends that qualitative research methods tend to ignore contextual sensitivities in favour of focusing on meanings and experiences. Furthermore, the phenomenological approach, for example, attempts to reveal, interpret, and comprehend the experiences of the participants (Tuohy, 2013; Wilson, 2014). Cumming (2001) affirms that the qualitative approach puts more focus on the participants' experiences rather than any important facet in the context. Sallee and Flood (2012) found that policymakers may rate the outcomes of the qualitative method low as most stakeholders frequently use this method when doing their research. However, Donmoyer (2012) argued that the researchers using a qualitative approach can make the policymakers understand why they used the approach as it has rich and informative details.

Despite all, the qualitative research approach has become one of the approaches used by researchers across the world for different research (Manias & McNamara, 2015). This method was expected to work well with my study as it would allow me to explore participants' experiences, opinions, ideas, behaviours, and perceptions with the aim of getting rich detailed information.

3.2.4.1 Justification for the adopted research approach

Due to the research questions which must be answered in this study, the researcher saw the use of the qualitative research approach as the best. The purpose of a research approach is to provide an organised strategy that involves the collection of data that would generate answers to research questions depending on the specific study (Maree, 2016). This study's research questions need the interaction of people where their perceptions, thoughts, ideas, explanations, and experiences are relevant to the TVET college's vocational education and training. Furthermore, this study aims at exploring Primary Health Care students 'experiences in their vocational subjects in a TVET college. To achieve this, the researcher needed to take into account people's opinions, ideas, thoughts, attitudes, and experiences in order to accumulate rich evidence for the study to be relevant.

The researcher's concern was to engage in a more open and inductive examination, which was made achievable by the qualitative research approach (McMillian & Schumacher, 2014). In this study, the researcher is concerned with subjective understanding rather than explanations where objective investigation of reality is done in naturalistic interviews and controlled capacities. The qualitative paradigm requires the research design to look at the world's view with the purpose of collecting multiple views about real-life issues with the understanding of how things work in general (Hammersley, 2013:15).

Therefore, the qualitative research approach was considered suitable for this study. The researcher is eager to learn more about what is happening in the real-life phenomenon that is being researched which are student experiences of vocational subjects in PHC. Their shared ideas, perceptions, thoughts, opinions, and experiences will reveal the multiple truths that the researcher intended to obtain for this study. The interpretivism research paradigm believes in multiple truths (Denzin & Lincoln, 2011).

3.2.5 Research type

The research type being used is a case study. Thomas & Myers (2015) propose that it is important for the researcher to know whether they are investigating single or multiple cases. The researcher chose a single case as the case is bounded within a single context, which is a TVET college in Gauteng. According to Cope (2015), a case study is flexible but has challenges and is mostly used in social science research.

A case study is one of the scientific methods that has been used for a long time. However, Cronin, (2014) argues that historically, case study research was not used by many researchers. Like any other method, case studies have both positives and criticisms, and this chapter will discuss them. Case studies are said to be intensive studies, which give an in-depth study of a few units with multiple variables (Lindvall, 2007). This may include interviews, observations, and documents. The purpose of intensive studies is to get a full view of a situation, event, or phenomenon (Jacobsen, 2002). Jacobsen (2002) goes on to say that a case study is useful when the researcher wants to understand the interaction of a specific context and phenomenon. In a single case study, the focus is on one specific unit, which can be a person, a group, an institution, or a nearby community. Hence this study's focus is on students' experiences in one TVET college's Primary Health Care programme for vocational

subjects. Therefore, Primary Health Care students in a TVET college in Gauteng are appropriate for this study as they will provide detailed insights in a natural setting.

Yin (2018) defines case study research as a practical investigation that seeks to understand the depth of a current phenomenon within its real-life situation, moreover when there is no concrete evidence between the context and the phenomenon. Woodside (2010) broadly defines case study research as an inquiry that concentrates on understanding, predicting, and describing the individual. Furthermore, Rule and John (2011:1) affirm that case study studies persons as persons rather than as a member of a population. However, Yin, (2018) stresses that case studies like any other methods, have positives and negatives and it is imperative to recognise and understand them as a researcher.

According to Cronin (2014), case study research is the most authentic research approach suitable for both qualitative and quantitative, mainly because it deals with understanding and its capabilities of linking complexities related to social practices that come with a broader social situation. Since the objectives of this study are to explore students' experiences in the current vocational curriculum policy and practice of the Primary Health Care course in a TVET college, a case study would allow the researcher to probe why students experience such challenges and understand how these experiences are practiced in their PHC programme.

Yin (2018) emphasises that a single case study design can focus on an exclusive case, risky, critical, or representative case. As stated in this study, the researcher chose the Primary Health Care programme because it has little literature available on vocational subjects and because she was one the first lecturers to teach the students when it was first established in 2013. This enabled the researcher to witness the struggles students are facing during their three-year course and even after completion. A case study allows the researcher to dig deeper into the phenomenon and get to understand real-life situations from individuals' perspectives. One of the advantages of using a single case study is that the researcher can get information that was never expected from the beginning as it is a very useful method for generating hypotheses (Jacobsen, 2002). It is through suggestions that future research can be constructed and therefore case studies are seen as playing an important role in grounding the researcher's knowledge (Merriam, 2009). Case studies can also provide needed proof

for a study as they are good at answering the how and why of research and are very useful when the researcher has slight control over situations (Yin, 2014).

Murphy (2014) explains that a case study has the unique power to use multiple kinds of data collection methods such as interviews, observations, documents, questionnaires, and objects. However, Flyvbjerg (2011) argues that single case study research does not allow one to generalise, and value theoretical knowledge more than practical knowledge and it is not easy to summarise a specific case study. Furthermore, it is considered to be biased when it comes to verification and its usefulness is restricted and suitable for the exploratory type of investigation and those experiments that are only acceptable to do unplanned studies (Flyvbjerg, 2011). However, the single case study is beneficial for this study as it investigates specifically a programme within one TVET college. Yin (2018) concludes that the qualitative case study's capability to recognise and accommodate various ontologies, epistemologies, methodologies, and methods is seen as an advantage as it tends to give the opportunity to design research that can be explicitly tailored to fit the complexity of the research problem.

According to Warne and Price (2016), a small sample does not have to be discouraging and seen as something negative. Sometimes a single case is sufficient to collect influential data as it gives the researcher to be more focus on one specific issue (Warne & Price, 2016). This study's focus on a single case is to ensure consistency in data collection and to give full attention to the study's needs, which will enable me to get as much information needed for the study. However, there is criticism of researchers being biased in case study research, but for the researcher who wants to study a particular company or a very exceptional situation, it would make sense to qualitatively understand such a situation (Warne & Price, 2016). To avoid being biased in this study, the researcher tried to be neutral throughout the process as will be discussed in the trustworthiness section. This was to ensure that the integrity of the study was maintained throughout.

Garger (2013) supports the use of case studies by researchers and argues that case studies are a perfect research method when the sample size is identified in advance in order to make the necessary changes to the research to be small. The researcher should identify the number of participants before collecting data to ensure that this

study meets its intended purpose. However, Warne and Price (2016) also emphasise that it is imperative for the researcher who researches special cases to pay more attention and to be careful about the kinds of conclusions that can be drawn.

Hammersley (2012) states that the misconception of whether or not the case study can produce valid generalisation has been an argument for a lengthy period of time. Woodside (2010) shields case studies by disagreeing that the objective of case study research is not about simplifying findings to a population but demonstrating evidence in theory. Ritzen and Sagen (2016) also assert that case studies are generalisable to theoretical privileges but not to populations. This study is intended to investigate students' experiences in conjunction with the vocational subjects in the PHC curriculum that is assigned and taught in students' classrooms, with the end goal of getting an understanding that can be evident in the theory. As this is a qualitative case study, the research sought to explore a small sample, as there was no need to generalise to the greater population.

Case studies have been viewed as one research method that is unable to summarise theories, and generalising prepositions tend to be seen as a drawback (Flyvbjerg, 2011). Nevertheless, Flyvbjerg (2011) states that the case study researcher's ability to collect rich and solid data which might be difficult to summarise should not be looked at as a problem, but rather a clear indication that the study has come across as an exclusively remarkable and detailed problem. He, Flyvberg (2011) states that if generalisation and summarising is an issue in case of studies as stated by critics, this might be due to the fact that the very value of the case study, its detailed analysis is lost when one tries to summarise it. The researcher of this study paid careful attention to every detail provided in this study and made sure all the proceedings were recorded and noted so that all the evidence were transcribed verbatim. This study's use of a case study is not about generalising and summarising collected data but putting together all the information collected from the participants, without adding or removing anything, and formulating meaningful outcomes that can assist students in the programme for their needs to be recognised. This was also to ensure trustworthiness of the data.

The issue of rigour in case studies has also been criticised (Flyvbjerg, 2011). However, Flyvbjerg (2011) argues that case studies have their own rigour which is different, but

not as much as the rigour of quantitative research methods. Besides, it has been reported that researchers who have to investigate intensive case studies usually complained that their preconceived views, assumptions, and hypotheses were proven to be wrong, and that made them review the hypotheses again (Flyvbjerg, 2011).

Flyvbjerg (2011) further argues that there have been many criticisms of the practice of case study as a systematic research method, due to the absence of theory testing, validity, and reliability. Other reviewers contended that the case study lacks the capacity to exist as a methodology of its own since its usage is limited to smaller samples (Flyvbjerg, 2011). These views have created many misconceptions about the use of the case study approach (Flyvbjerg, 2011).

Flyvbjerg (2011:222) states that "it is through all the experiences that the researcher acquires more knowledge of using case study research method and this can place a new researcher to be an expert". This method best suits my study because it allowed me to access a small population that had the necessary information. Woodside (2010) argues that a large sample size restricts the collection of necessary details for gaining a deep understanding of the situation. Therefore, this study allowed me to research a specific study and at the same time, to be able to get rich and in-depth details from a manageable population.

3.3 SAMPLING AND RESEARCH METHODS

The tools and procedures used by the researcher to collect and analyse data are referred to as research methods. The research methods are used to gather and interpret the evidence needed by answering the research questions set for the study. The research methods or tools used are in accordance with the research questions, paradigm, research approach, type, and epistemological and ontological assumptions used for this study (van Manen, 1998). The researcher elaborates on the selection of participants, collection of data, and data analysis in this section.

3.3.1 Population and sampling

Tobias (2017) defines the population as the group of people that the researcher intends to study. A population is concerned with a group of objects or cases that follow specific principles, with the researcher's intention to generalise the results of the study (Welman, 2005:52). The population for this study were Primary Health Care students in levels 3 and 4 at a TVET college in Gauteng. Their ages range from 21 to 24, men

and women. This study's sampling consists of 14 Primary Health Care students currently studying in a TVET college in Gauteng. The researcher chose only one TVET college in Gauteng due to its accessibility and it being the only college in Gauteng currently offering the PHC programme.

3.3.2 Purposive sampling

According to McMillan and Schumacher (2014), sampling is the numerical process of selecting and learning the characteristics of a relatively small number of groups from a large population of such groups in order to draw valid statistical inferences about the characteristics of the entire population, and where the case study is used, the sampling process is purposeful rather than random. It is imperative that the sampling methods selected by the researcher are consistent with the research design and research question (Parahoo, 2014). Given the nature of the study's research problem, purposive sampling is used for this study as it is suggested for studies focusing on single cases (Parahoo, 2014). Case researchers are often criticised for being biased when selecting samples. Garger (2013) argues that an excellent research method using a case study is when the sample size is known ahead of the research. According to reports, the principle of data saturation has become an accepted standard for determining sample size in qualitative research methods (Fusch & Ness, 2015). However, the challenges and problems concerning the idea of data saturation have been identified (Malterud, Siersma & Guassora, 2021). Furthermore, the idea of data saturation in qualitative research designs has several meanings and is seldom made clear within research studies (O'Reilly & Parker, 2013). According to Guest, Bunce, and Johnson (2006), data saturation can be useful when there is no new information arising from the participants, when the capability to acquire new information has been reached, and when further coding is impossible to achieve. Walker (2012) adds that data saturation can also be considered when enough data has been gathered to replicate the study. According to Ironside (2006), the concept of data saturation has been questioned within other qualitative research designs, primarily hermeneutic and interpretative phenomenology, where the emphasis is on the exceptionality of an individual's experience and thus argues that saturation is impossible to achieve. LoBiondo-Wood and Haber (2014) concur and advise that there is no consistent regulation for determining the most appropriate sample size in qualitative research. However, the researcher must thoroughly examine the research design, sampling procedure, and qualified occurrence of the phenomenon being studied (LoBiondo-Wood & Haber

2014). Therefore, the researcher of this study made a deliberate and mindful sampling of participants that are suitable to answer the research questions as the purpose of this study was to investigate student experiences; hence the expertise of the students (sample) would enable this study to achieve its objective.

This led to the researcher selecting a sample of 14 students who are currently studying the Primary Health Care programme in a chosen TVET college. All 14 students are above 18 years old ranging from 21 to 24.The researcher chose 7 Primary Health Care students from level 3 (equivalent to Grade 11) and 7 level 4 (Grade 12) students. There was a total sample of 14 students. The level 3 and 4 students were best suitable for the study as they have accumulated much experience needed for the study and are about to explore their career endeavours. The level 3 students are second-year students while level 4 students are in their final year and have three years of experience in the programme. The researcher was able to get much-needed information from their first-year experience and the progress that evolved in the program. The sampling size was suitable for this study, as Fawcett and Garity (2009) state that a suitable sample size is one that adequately answers the research question, with the goal of obtaining in-depth rich information. Therefore, purposive sampling allowed the researcher not only access to participants but served as a provision for selecting the best participants whose qualities and experiences are needed for this study. Hence the level 3 and 4 students were chosen instead of level 2 because they carry enough experience from level 2. Level 2 students are new students who are still learning and acquiring experience and this study did not neglect them as they will be fully represented by both levels 3 and 4. Therefore, the students would be able to share their in-depth experiences because of the knowledge they acquired from level 2 when they started the course. Seven students were doing level 3 and the other 7 level 4. All students do the same four vocational subjects; this was an advantage for the study to obtain multiple views in one specific context. These students were selected to collect data from both research questions. The researcher selected students who could give much needed information for the research. This would assist the researcher to explore students' experiences in their work-related vocational subjects.

3.3.3 Data collection tools/methods

The use of data to comprehend and explain a phenomenon is referred to as data collection. According to Stanley (2015), semi-structured in-depth interviews are often the foundation of data collection in qualitative research, but this does not rule out other methods. In qualitative research, data collection methods may include interviews, focus group interviews, observations, and document analysis (Colorafi & Evans, 2016). However, using interviews allows the researcher to discover real-life problems with participants and gives data that is rich which is needed in the qualitative research method (Doddy & Noonan, 2013). Hence the researcher chose to focus on interviews to obtain data that is rich and detailed.

Data collection techniques that the study included were semi-structured interviews and focus-group interviews. The following procedure was used for collecting data:

a) Semi-structured interviews

The researcher began with semi-structured interviews because they allowed participants to express themselves freely and give more information about what was taught and how they view the classroom situation in relation to their expectations. The interviews were done on the same vocational subjects selected. These interviews answered all the research questions. A semi-structured interview was used to pursue more information on a specific issue and to comprehend wholly the answers provided (Harrell & Bradley, 2015). According to Harrell and Bradley (2015), the disadvantage of this method is its restriction to interview participants only individually. The researcher ensured that the time scheduled for the individual interviews was suitable to allow both participants to be interviewed on a specific day or consecutive days, without any disruption. However, it has been shown that this method is the best for gathering detailed information about the experiences of participants in a specific issue (Jamshed, 2014).). The researcher understands that a semi-structured interview is the best method to unpack the experiences and problems encountered during students' interactions in their classrooms. Likewise, the major advantage of this method is that it allows participants to trust the researcher, and, in the process, it also gives them the freedom to be more open about their personal feelings (Harrell & Bradley, 2015). It is therefore important for the researcher to build a good relationship with the participants to ensure free interaction throughout the process. The use of open-ended questions allows participants to have extensive freedom to share their thoughts.

According to Stanley (2015), semi-structured interviews are the main sources of data collection in qualitative research, but that does not mean other methods are disregarded. Furthermore, Fetterman (1998) supports that interviews position the researcher to investigate the underlying cause of the phenomenon and assist in organising and categorising the participant's view of reality.

When using semi-structured interviews, the researcher must also ask open-ended questions such as "What do you think?" Would you mind telling me about...?" (Okkolin, 2013:13). Such questions will give students the opportunity to elaborate on their experiences, voices, and insights. Particular open questions will be pre-set and when asked, will allow for probing and elucidation (Maree, 2016). This allowed participants to explore their experiences, thoughts, feelings, or beliefs about the situation and to share deeply their personal as well as sensitive matters that they were deprived to voice out. The researcher chose semi-structured interviews in order to engage in face-to-face interaction with the participants as well as to get different views on the same questions which were open-ended enough to allow for probing. This probing allowed the researcher to gain a deeper understanding of the real issues faced in the PHC vocational subject implementation. The researcher purposively chose students who would be valuable in providing detailed and rich informative ideas from participants experiences, behaviour, and feelings towards the study. A semi-structured interview question was used to answer the first and second research question. The 14 participants were interviewed individually for an hour on the same set of questions to answer all three research questions. The same questions were posed to all of the participants.

b) Focus group interviews

A focus group interview was chosen to be the last data collection tool as the researcher wanted to find out how well students understood the new TVET curriculum which is related to work-based experience, and how it affects them in the real-life job market. It would also allow the researcher to gain an overview and capture quality and detailed information in response to answering all three questions.

Focus group discussions are used to produce answers to "how" and "why" questions that allow a researcher to give comprehensive, reliable, and even thought-provoking accounts of how people give meaning to and interpret their experiences (Kamberelis & Dimitriadis, 2011). This data collection method is used to gather a diversity of

responses through group interaction, thereby allowing the activation of overlooked elements and freedom of expression that may not be elicited through individual interviews (Maree, 2016).

According to Myers (2009), the advantage of using a focus group is that it gives the participants an opportunity to group discussion sharing their views and ideas on a specific matter centred on a certain collective experience. Furthermore, a focus group discussion has the ability to deeper into the situation and it elicits much-needed data because of its ability to give participants the space to share their personal views on how they see their experiences (Ngure, 2018). Fahad as cited in Ngure (2018:108), illustrated several aspects and advantages of using focus group interviews, as shown in Table 3.1:

Table 3.1: Advantages of focus group interviews and its importance

Aspects	Advantages
Synergism	Participants grouped together produce a broader variety of information and ideas collectively.
Snowballing	When one group participants mention a comment, it immediately generates a series of responses from other group members.
Security	When everyone shares their feelings and beliefs, it gives most of the participants' comfort.
Spontaneity	Because it is not mandatory for a participant to respond to a specific question, their responses are more likely to be spontaneous and less conventional.
Motivation	After the first course, participants tend to respond faster and are more eager to express their behaviours and feelings as they become more enthusiastic.

Serendipity	The participants' team spirit is likely to generate more ideas than expected.
Scientific scrutiny	The nature of the research allows for opportunities in the technique by providing the viewer, or by later replaying and analysing recording sessions.
Specialisation	The content allows for the use of an expert interviewer, reducing the possibility of subjectivity.
Structure	Group discussions allow for greater flexibility in the topics that must be covered and deal with the depth with which these topics are addressed.
Speed	Because several participants are interviewed at the same time, the data collection and analysis process is sped up.

Sourced from Ngure (2018:108)

The focus group interviews in this study were based on open-ended questions and all participants were provided with the same questions. This allowed the research participants the space to provide varied responses. The participants were all students. The main purpose of choosing these participants was to evoke a level of their attitudes, feelings, beliefs, experiences, and how they react to the challenges they face. Focus group interview questions were used to answer the third research question. Each group of participants had their own focus group interviews using the same questions: levels 3 and 4. All the inquiries from the semi-structured interviews that needed further clarification were to be done in the focus group interview. As highlighted by Krueger (2006), focus groups are commonly recorded with audio or videotapes and later transcribed. The researcher used a tape recorder and video to prevent losing important information. She ensured that participants' identities were protected. Figure 3.1 depicts the researcher's data collection methods, semi-structured and focus group interviews:

First Step:

Individual Semi-Structured Interviews: 14 students Level 3 & 4.

Second step:

Focus Group Interviews: Both 14 students Level 3 & 4.
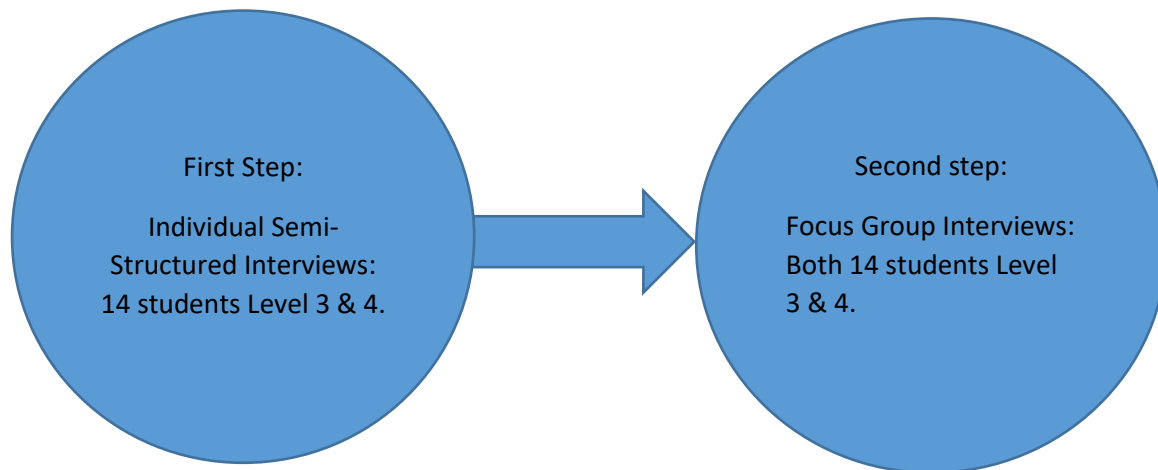
Figure 3.1: Data collection procedure

3.4   DATA ANALYSIS

3.4.1 Content analysis

According to Hsieh and Shannon (2005), qualitative content analysis is a research method that subjectively interprets text content through the use of a logical combination of coding and identifying patterns. Content analysis, for Mayring (2015), is a method of observing procedural measured analysis of text within the context of communication that follows content logical rules and models stages without reckless quantification.

Miles (2014) argues that qualitative data analysis mostly comprises content or thematic analysis, which are frequently used equivalently. Both content and thematic analysis have similarities which include examining patterns and themes using qualitative exploratory studies (Vaismoradi, Turunen & Bondas, 2013). However, Vaismoradi (2013) noted that content analysis uses quantification of data which may work well with the qualitative research method.

According to Anderson (2005), content analysis can be applied to a variety of written texts without regard to the source material. Furthermore, there is no set of rules that must be followed (Berg, 2004). Deep interviews, focus group interviews, one single

written question, open-ended questions like in a questionnaire, or observations of situations as well as from pictures and films, for example, are all possible (Anderson, 2005). Polit and Beck (2012), on the other hand, argue that regardless of whether data analysis is conducted using a positivist or naturalistic research approach, the goal is to organise and produce meaning from the data collected and draw realistic conclusions. Content analysis is distinguished by the fact that it incorporates both quantitative and qualitative methodologies and can be applied in either an inductive or deductive manner (Neuendorf, 2011). The main focus of qualitative content analysis is on social research, while quantitative content analysis is rooted in media research (Neuendorf, 2011:64). Regardless, none of the forms of content analysis are associated with any specific science (Berg, 2004). As a result, there are no distinct meaning conceptions, and the concepts employed are universal.

Truths from the text are accessible through quantitative content analysis in the form of incidence expressed as a fraction or exact figures of basic groupings (Neuendorf, 2011). This method condenses rather than reports all of the details about an approved meaning, and the researcher attempts to answer questions about how many (Neuendorf, 2011). Data in qualitative content analysis is presented in the form of words and themes, making it easier to interpret the results (Neuendorf, 2011). The method of analysis chosen is determined by how deeply the researcher attempts to reflect the informants' statements about a subject within the analysis. As a result, the number of informants required and the method of data collection are impacted (Polit & Beck, 2012). The researcher must decide whether to conduct a manifest analysis or a latent analysis. A manifest analysis describes what the informants actually say, stays close to the text, uses the words themselves, and describes what is visible and obvious in the text. Latent analysis, on the other hand, is extended to an interpretive level in which the researcher seeks to discover the underlying meaning of the text: what the text is saying (Catanzaro, 1988).

To examine qualitative data, the researcher used qualitative content analysis (Schreier, 2012). The qualitative content analysis procedure is based on the research questions of the study. These questions should be answered at the end of analysis (Mayring, 2015).

Data from the focus group and semi-structured interviews was transcribed in this study. Analysis of data and interpretation was done by identifying, encoding, and categorising patterns in the data. The data generated was organised and scrutinised thoroughly, and relationships and patterns were explored. A comparison of all Primary Health Care participants from a TVET college was drawn where similarities and differences were noted for discussion. For this study, the researcher used a coding procedure as recommended by (Neuendorf, 2011). The researcher marked the central points with codes. The codes were paired according to comparable themes in order to make them more workable.

PLANNING

AIM
Is there an interesting problem taped in sizeto be elucidated?
SAMPLE AND UNIT OF ANALYSIS
Who can best answer the queries set out in the aim?
METHOD OF DATA COLLECTION
How should the information from the informants be collected?
METHOD OF ANALYSIS
How should the collected data be analyzed?
PRACTICAL IMPLIKATION
Do we need someone's approval?

THE IMPACT ON THE QUALITY OF THE STUDY
Which external and internal resources are available?

DATA COLLECTION
By written or verbal questions, or by observations, and transform the collected data into a written text

DATA ANALYSING

| Manifest analysis Surface structure "What has been said?" | | Latent analysis Deep structure "What intended to been said?" |

Stage 1. Decontextualisation
Identify meaning units
Create ode list, repeat and start at new pages

Coding system
Inductive or deductive

Stage 2. Recontextualisation
Include "content"- exclude "dross"
Distance

Compare with the original data

Stage 3. Categorisation
Identify homogeneous groups
Triangulation by investigators

Bring subjects together

Condense meaning units
Bring subjects together

Stage 4. Compilation
Draw realistic conclusions
Member check, colleagues, inquiry audit

Use the words themselves stay close to the text

Find the underlying meaning of the text

CREATING A REPORT AND PRESENTATION OF THE RESULT

Figure 3.2: Research process on planning for the presentation of the outcome Sourced from Neuendorf (2011:64)

The process of coding is an important part of qualitative research analysis. Coding is the act of summarising data or text with a conceptual description as a qualitative research method (Urquhart, 2013). Text or data can include documents, literature, interview transcripts, journals, field notes, video, participant observation, and e-mail

correspondence (Saldana, 2013). Coding is the categorisation of data by bringing together sections of data that explain the same concept or phenomenon at a single point (Basit, 2003). The analysis, according to Elo (2014), should be carried out in a systematic manner, including coding, grouping, categorising, and abstraction.

According to Schwandt (2007), as cited in De Vos (2011:397), data analysis is the process of organising and bringing order to data. This is the process of understanding, interpreting, and theorising data. The qualitative researcher considered a specific amount of data collected for this study. This process entails bringing order, structure, and meaning to the data in order to make sense of it based on the participants' perceptions, thoughts, and experiences.

To accomplish this, the researcher followed the coding procedure proposed by (Neuendorf, 2011). The main points were identified using codes. To make the codes more usable, they were organised into groups based on similar themes. Categories were formed from these themes, and the researcher compare various pieces of data, with the pieces that shared the same theme selected.

3.5 MEASURES OF TRUSTWORTHINESS

Trustworthiness in qualitative research requires the researcher to ensure that the research findings are as accurate as possible. According to Connelly (2016), qualitative research is becoming more recognised and valued due to the trustworthiness of research. He further explains that trustworthiness involves establishing credibility, dependability, confirmability, and transferability (Connelly, 2016). It has been stated and acknowledged that the processes used to evaluate rigor in quantitative studies (reliability and validity) are not appropriate for qualitative research (Creswell, 2018). This is not to say that qualitative researchers are not concerned with gathering high-quality data (Creswell, 2018). The reality that is qualitative research is more concerned with proving the veracity of an individual's experiences and ensuring that the researcher provides a factual interpretation of the participants' voices and experiences (Creswell, 2018). To determine the quality of data, the researcher is concerned with issues of trustworthiness, which includes the principles of credibility, dependability, conformability, and transferability, which were first established and announced by Lincoln and Guba to simplify the explanation of rigor within qualitative research (Lincoln & Guba, 1985). However, authors such as

Morse, Barret, Maynan, Olson, and Spiers (2002) argue that reliability and validity continue to be the most effective principles for achieving rigor in qualitative studies. They also argue that the principles advocated for validating trustworthiness exist only at the end of the study and are thus evaluative in nature rather than being recognized during the research process (Morse, Barret, Maynan, Olson & Spiers, 2002). According to Morse (2002), the results of qualitative research are regarded as less systematic or rigorous than those of quantitative research. However, Ryan-Nicholls and Will (2009) disagree with these critics as they emphasise the significance of recognising the epistemological stands of each research approach and argue the need of employing a process that best demonstrates rigor in qualitative research. Furthermore, Ryan-Nicholls & Wills (2009) state that credibility allows for an early relationship before starting with the interviews and encourages long-lasting engagement. Hence dependability considers all the changes that arise within the study and the formation of an audit trail outlining the study's procedures and processes (Ryan-Nicholls & Wills, 2009). In this study, Conformability's findings symbolise the data collected by the researcher is unbiased and supported by the insertion of different quotations from participants, while transferability offers adequate study details so improvement can take place (Ryan-Nicholls & Wills, 2009).

This study will focus on these four elements.

3.4.1 Credibility

Amankwaa (2016) maintains that understanding what reality requires is authenticity and trustworthiness. The researcher will start by building a good rapport with the participants to allow a free flow of communication. Connelly (2016) stressed how words and texts used in describing, analysing should be credible as possible. Through the interviews, the researcher will record everything that transpired, to ensure the credibility of the study. Participants confirmed their participation before being used in the study.

3.4.2 Dependability

Dependability refers to how data can be sustained over time (Connelly, 2016). The researcher will make detailed transcriptions, which will be verified by a fellow researcher. The researcher is working with a colleague who is a PhD student. The

process of data collection is systematic and ensures that all procedures are followed to ensure dependability.

3.4.3 Confirmability

The quality of being objective, impartial, and free of bias, is referred to as the conformability point (Bryman & Bell, 2015). According to Connelly (2016), it refers to how other researchers could redo the study and how the information discovered would be stable. The researcher allowed participants to review the results in order for them to confirm that the study's interpretation represents their exact opinions.

3.4.4 Transferability

 In order for other researchers to transfer findings in various settings or contexts, the researcher must provide enough information and a clear understanding of the study (Elo, 2014; Barnes, 2015; Amankwaa, 2016). Therefore, the researcher here used interviews with more relevant questions that are clear, detailed, and understandable for participants to be able to give their views that are reliable and free from analysis errors.

A tape recorder and video were used in focus group interview with the participants' permission. This gave the data collected both accuracy and trustworthiness.

3.5 ETHICAL CONSIDERATIONS

Research ethics refers to the manner in which the researcher is supposed to carry herself/himself throughout the research process. They are the proposed actions that assist the researcher to sustain valuable things. Marshall and Rossman (2016:51) argue that the researcher's ethics have to consider first the relationship with participants, groups, individuals, stakeholders, the research community, individuals, and the organisation.

Cluett and Buff (2006:199) emphasise that it is the researcher's responsibility to address ethical principles relevant to their research in order to demonstrate professional, legal, and social responsibility. The researcher of this study ensured that all the ethical principles stated are addressed; she explained before and throughout the research process, all the ethical permissions needed in order to maintain the integrity of the study. Considering the study's use of semi-structured and focus group interviews where participants would be exposed to face-to-face interaction, the

researcher ensured that participants' confidentiality and anonymity are protected and kept undisclosed. She ensured that the ethical aspects were made explicit and followed to ensure transparency throughout the research process (Mogra, 2017: 365). 153). The following ethical principles were taken into consideration:

3.5.1 An approval declaration to conduct research

The TVET college from where the researcher chose to conduct research must grant permission before the study is conducted (Robson, 2003). Therefore, for this research, the researcher applied for the ethical certificate from the University of South Africa (UNISA) before getting approval from the college principal to conduct the research on one campus in a TVET college.

3.5.2 Informed consent

The researcher obtained permission from the students before conducting the study. Participants were informed about the purpose, rights, procedures, setting, types of data collection methods, and questions, that the study was voluntary, and that they may withdraw from the research at any time without explanation.

3.5.3 Confidentiality and anonymity

According to Doody and Noonan (2016), it is critical for the researcher to conceal contextualisation to some extent in order to protect participants' identities while ensuring that what is reported is verbatim as described by the participant. Confidentiality means that participants' identities will not be revealed: only the researcher will know. In this study, the researcher made sure that the findings collected do not have the participants' names and only pseudonyms were used. Participants remained anonymous for people to not identify them when reading the study.

3.5.4 Safety/harm and risk

The health and safety of the participants must be prioritised to protect everyone from any harm (Bell, 2015). The researcher needs to ensure that participants are physically and mentally comfortable. Due to COVID-19 regulations, all procedures were adhered to, in this study, for the safety and protection of participants.

3.5.5 Honesty and trust

It is imperative for the researcher to start by building a good rapport with the participants. This can be done by emphasising the importance of the study and the benefits for all stakeholders. This means that the researcher must share the benefits

of the plans. Honesty and trust will allow participants to feel valuable and free to express their views as they will be assured of trustworthiness. All measures were taken to achieve this in the current study.

3.6 DELIMITATIONS AND LIMITATIONS

The focus of this study is on vocational subjects. This refers to those subjects that are created to prepare students for the workplace where they offer practical training and theory.

The delimitation of this study is that it has a small number of participants, so generalisation to the larger population is impossible. However, because this is a qualitative study, the focus is on quality rather than quantity. Furthermore, the geographical location of the study limits the study because participants were located in a TVET college in Gauteng, rather than in various provinces throughout South Africa. The participants were chosen from a small geographical area because they were easily accessible for research purposes and the programme chosen is only offered by one TVET college in Gauteng.

A limitation was time to get the participants to participate in the interviews. However, all 14 participants showed up and participated in all interviews. The semi-structured interview posed a challenge as it was difficult to get participants because they were all busy with assignments, but they eventually agreed on a specific time that worked for each of them. This flexible plan worked perfectly. However, there were constant interruptions, which made the interviews longer.

Another limitation was getting the participants altogether for the focus group interview. It took the researcher a few weeks to plan because she needed to find an appropriate time and location to accommodate participants. Combining all Primary Health Care participants was not an easy task: as previously stated, they were very busy with assignments, and most of the level 4 participants had some issues with practical activities. However, we agreed on a time that was convenient for all of them, and all 14 participants showed up, making the focus group interview a success, and producing the data used in this study.

Developing positive relationships with participants made the entire process continue more smoothly. The researcher explained to the participants from the start that they

should think of her as a researcher and not a lecturer, because, as previously stated, she is a lecturer at the TVET college but only teach the fundamental subjects.

The available data collected from all 14 participants were sufficient to make conclusive reasonable judgments based on the findings obtained from participants.

3.7 CHAPTER SUMMARY

In this chapter, the researcher methodology was discussed, the research design, research paradigm, research approach, justification for using such an approach, and research type were explained in detail. Population, sample, and sampling techniques, as well as data collection methods and data analysis were discussed. Lastly, measures for trustworthiness, credibility, dependability, conformability, and transferability, and the ethical considerations for this research study were discussed and explained.

The chapter that follows presents the first data analysis, based on research themes that were developed from the data collected using the semi-structured interviews and the focus group interview.

CHAPTER FOUR: DATA ANALYSIS

4.1 INTRODUCTION

This chapter presents the data collected from the participants. These are the Primary Heath Care students (Level 3 and 4) of the Technical Vocational Education and Training (TVET) college that provides the technical and vocational education curriculum. All 14 selected students are currently studying the same course and they are all based at one TVET college where the researcher collected data. In this chapter, the researcher gives a brief description of each participant and then analyse data under specific themes. The researcher used literature and the theoretical framework to further analyse the data.

4.2 SECTION ONE: A BRIEF DESCRIPTION OF PARTICIPANTS

The table below provides a description of the students who were purposively sampled to provide the data in this chapter.

Table 4.1: A brief description of each participant

Participant	Age	Year enrolled	Level	Source of funding	Area of studying	Reason for enrolling in TVET
One	22	2020	4	NSFAS	Medicine	Could not afford university fees
Two	21	2021	3	NSFAS	Medicine	Did not meet university requirements
Three	21	2021	3	NSFAS	Nursing	Did not meet university requirements
Four	21	2021	3	NSFAS	Nursing	Did not meet nursing college requirements

Five	23	2020	4	NSFAS	Nursing	Did not meet nursing college requirements
Six	22	2021	3	NSFAS	Surgeon	Did not meet nursing college requirements
Seven	22	2020	4	NSFAS	Medicine	Could not afford university fees
Eight	23	2020	4	NSFAS	Nursing	Did not meet nursing college requirements
Nine	22	2021	3	NSFAS	Neurologist	Could not afford university fees
Ten	23	2020	4	NSFAS	Physician	Did not meet nursing college requirements
Eleven	24	2020	3	NSFAS	Social worker	Did not meet nursing college requirements
Twelve	21	2021	3	NASFAS	Nursing	Did not meet nursing college requirements
Thirteen	23	2020	4	NSFAS	Caregiver	Financial problems Could not afford college fees

Fourteen	23	2020	4	NSFAS	Medicine	Financial problems Could not afford college fees

All fourteen participants are currently studying Primary Health Care at the TVET college in Gauteng. Their age ranges from 21 to 24. Seven of the participants were doing level 3 which is equivalent to Grade 11 and the other 7 are level 4 which is equivalent to Grade 12. There were 2 males who were doing level 3. Twelve participants were women. All of them were doing seven subjects, with 3 fundamentals, English first Additional language, Life Skills and Computer Literacy and Mathematics/Mathematical Literacy, and four vocational subjects, Public Health (PH), Community Orientated Primary Care (COPC), Human Body and Mind (HBM) and South African Health Care System (SAHCS).

All of the participants desired to attend an academic university or a nursing college. Most of them wanted to study medicine and work in various departments, but they could not get into universities because they did not pass matric and did not meet the requirements. Another major reason given by students for enrolling in a TVET college was poor performance in matric/secondary school-leaving examinations.

Some students stated that they could not go to university because of the financial difficulties in their families. The TVET was the only option that could help them with National Student Financial Aid Scheme (NSFAS) funding. The majority of them come from impoverished families, some are orphans, single parents living with grandparents, and breadwinners, and some still have both parents. The majority of them rely on NSFAS support to feed themselves and their families. The TVET is their only hope that things will improve once they complete the course.

4.3 SECTION TWO: THEMES
In this section, the researcher will discuss the relevant themes that were coded according to the research questions for the study. The themes are as follows: the relevance of the PHC course; a curriculum that is more theoretical than practical;

TVET PHC qualification is not being recognised by the industry market; lack of interactive and simulated learning; availability of resources to provide practical experience; students' employability depends on the skill acquired and labour market requirements, and TVET college promises of practical activities are not realised.

4.3.1 Theme One: The relevance of the PHC course

The Primary Health Care programme was designed to provide students with the necessary skills to work in or further their education in the healthcare field. Some of the participants recognised the significance of each vocational subject as well as the knowledge they have gained, which is beneficial to the healthcare sector and the communities in which they live. The question that was asked was: "*How do you feel about the Primary Health Care programme",* during the semi-structured interview.

Participant 1: The Primary Health Care programme is very important to me because I wanted to study nursing and other TVET colleges in Gauteng did not have the programme; this college provided that opportunity for me. The four vocational subjects essentially cover the entire systematic organisation of healthcare in South Africa, diseases, how it is funded, and who the stakeholders who benefit from it are. However, I do not see how the course is beneficial in any way because it is not given much attention in this college.

Participant 3: I was excited when I first heard about PHC because I was told it would help me become a professional nurse. I am aware that I am not trained to be a professional nurse, but rather a community healthcare worker, and that once completed, I would be able to work or study to become a professional nurse.

Out of 14 participants, participant 1 agreed that this course was an opportunity to fulfil her dream of becoming a nurse because this is the only TVET college in Gauteng that offers this programme. Despite the fact that the programme does not prepare them to be professional nurses, but rather to be community healthcare workers, they learned about the Human Body and Mind, as well as how South African Health Care System operate. She saw this course as a means of becoming what she aspires to be in the future: a nurse. Participant 3 was also hopeful that this course will help her become a nurse and understands that she is not going to be a professional nurse instantly but will allow her to further her studies. She knows that she is being trained to be a Community Healthcare Worker and can work straight after this course or study further.

Participant 4 supports participant 3 and says: *I believe that the PHC course is merely a prerequisite for continuing my studies as a nurse and is not intended to land me a good job immediately after graduation. This is essentially about community health care, which supports community health issues, and educates about environmental health.*

Her statement indicates that like the other participants, they believe that this course will assist them to achieve their dreams of careers in the medical field. The expectations that participants have for this course are positive. Although Participant 1 did identify the benefits, she also recognised that despite the course being valuable, there is a lack of support from the college.

Participant 2: *The course is actually a stepping-stone for me to pursue a career in medicine. I believe it is a good place to start because PHC is the first level of care, which is necessary for gaining experience and expanding one's horizons in the healthcare industry.*

Participant 14: *The course is basically our first step entry into a medical career or health industry. It is a very important course as it helps us to understand the state of the South African Health System. The course is broad and diverse as we learn about different types of diseases and laws.*

A few of the participants saw the course as the beginning of their careers and a good foundation for learning the fundamentals of patient care. This implies that this course is critical in the healthcare industry, and it is assumed that PHC students should be given the opportunity to share their experiences in their communities, particularly clinics, and hospitals. A further implication is that through practical work and learnerships, these students will be able to apply what they have learned in the classroom and help combat the socioeconomic challenges that our country is facing. COVID-19 revealed a shortage of healthcare workers in many clinics and hospitals. Participant 14 mentioned learning about different laws. It is possible that they are learning about how the healthcare sector is funded and the challenges noted such as the financial struggle. This could imply that he understands how the government deals with financial issues. Yet, at the same time he has chosen to do this course. This demonstrates that some of the participants have chosen to do the course, not only for money but also to give back to the country and communities.

Participant 5: *The course is more focused on people's health care and diseases such as HIV, tuberculosis, and others that affect the country. If I had done well in matric, I would have not applied for the course because I am not completely satisfied with the course. My reasoning is that most colleges and universities prefer matriculation certificates over National Certificate Vocational certificates (NCV).*

Participant 5 differs from the other participants in that she initially thought the course was about life sciences, but later realised it was about health care and life-threatening diseases like HIV and tuberculosis. She stated that even if her matric results were good, she would not have taken the course because she is dissatisfied with it. She noticed that most colleges prefer matric certificates over NCV. It is clear that participant 5 is concerned about the PHC certificate and believes that the matric certificate is given more credit by colleges and universities. This implies that she is thinking about her future and is unsure whether the NCV certificate will be acknowledged when she continues her studies.

Participant 6: *All four vocational subjects are significant. for example, Public Health (PH) is all about dealing with public health issues, communities, and old age homes, South African Health Care System (SAHCS) is not only focusing on health it also focuses on political aspects because that is where we learn about Acts with Alma Altar Declaration, etc. Community Orientated Primary Care (COPC) teaches community-oriented primary care where you learn first aid, CPR practice, or first approach to primary care whereby if you come across a person who is sick you know how to treat them. Lastly, the Human Body and Mind (HBM) focuses on the body as a whole like organs, muscles, cells, etc. This course helped me find my passion as I love helping sick people. I see this course as a key to open doors of becoming a professional nurse, but my fear is that getting a job after graduating or being accepted in nursing colleges because a lot of PHC graduates are struggling to get employed or further their studies.*

Participant 6 indicated that she loves the course, especially assisting people health-wise as well as emotionally and psychologically. She felt that this course assisted her to find herself and what she wants to do. She stated that this course will pave the way for her to be a nurse. She was happy but as time went on, she lost interest in nursing because she heard that most PHC graduates were still struggling to find employment or further their studies. For participant 6, the interesting part about the course is taking

care of the health of the community members. This implies that she is concerned about the community members' health and actually emphasises her willingness to care for others like so many of the other participants. However, from the participant's statement, it becomes transparent that she does have some fears about the course due to the lack of future job opportunities. Hence, even though she and other participants are excited about what the curriculum has to offer, there are misgivings about job opportunities. This reflects that perhaps there is not enough vocational training at TVETs to assist students in procuring jobs. The following section is discussing the above findings:

4.3.1.1 Theme Deliberation

The stories of the participants above demonstrate that they recognise the significance of the course and its impact on the people they will serve and the communities in which they live. They have mentioned the value of each vocational subject. They insist that the course lays the groundwork and teaches them how to care for patients. They referred to learning about different types of diseases like HIV, tuberculosis, etc. where their role in communities is to help educate and assist patients with the basic care they need. The Primary Health Care (PHC) qualification started around 2011 when the Department of Health introduced the re-shaping of primary health in South Africa (DHET, 2013:20). They included the establishment of PHC teams, also called Ward-Based Outreach Teams (WBOTs), comprising of Community Health Workers (CHWs) working for health promotion, "disease" prevention, and disease management in communities (DHET, 2013:20).

Most importantly, participants expressed the view that the course would pave the way for them to work as professional nurses in the future. However, participant 5 felt that she would have not done the course if she passed her matric well. She is not satisfied with the course because most colleges and universities prefer matric to the NCV certificate. Yet Buthelezi (2016:2) stresses that TVET colleges act as a vehicle for providing skills that meet the country's economic needs' (Buthelezi, 2016:2). On the other hand, the Organisation for Economic Cooperation and Development (OECD), 2014b) supports the participant declaration and argues that the existence of higher-level vocational qualifications to which students of initial programmes can progress, is one of the core structures of the successful vocational system (OECD, 2014b). Applicants to the vocational PHC programme must be assured of opportunities for

further upskilling beyond their initial qualification, partly because that is what students gradually need and expect, and partly because that is what the labour market will require and demand from graduates of the initial vocational programme (Dunkel & Le Mouillour, 2009). There must be stronger measures used to regularly check how TVET college programmes respond to job markets locally and worldwide, in order to ensure a sustainable economy so that students like participant 5 can have confidence in the course they are doing and not see it as unrecognised by other institutions (McGrath & Powell, 2016).

Participant 2 stated that the course is designed to prepare him for a career in medicine. Participant 3, on the other hand, believed that the course is excellent because she wanted to be a professional nurse. She was aware that she was being trained to be a community health care worker and can then further her studies to become a professional nurse after graduating. The views of Naimoli, Frymus, Wuliji, Franco and Newsome, (2014) resonate with participants' feelings that PHC students are Community Health Care Workers (CHWs) who are trained separately from formal nursing or medical curricula in the Primary Health Care curriculum. There are some participants who mentioned that they understand that they are not trained to be professional nurses but to work as health promoters for different types as diseases like HIV, tuberculosis etc. Participants also saw the course as the first level of care where they are taught care of patients, roles, and responsibilities and when to refer a patient to a hospital or clinic. Naimoli, Frymus, Wuliji, Franco & Newsome, (2014:3) further state that CHWs are responsible for providing a wide range of basic health, promotional, educational, and outreach services. This means that the participant understands that the course is a preparation for her medical career path, and this implies that she is aware of what awaits her in the healthcare sector.

Participant 6 gave a brief explanation of how the vocational subjects play a significant role in the health of South Africans and how the course is going to assist in reducing the overcrowding of hospitals as they will encourage people to use clinics. This stems from the World Health Organisation (WHO) that primary healthcare reduces healthcare costs by reducing the need for expensive, specialised care in secondary and tertiary care (WHO, 2020b).   She is already imagining better public health care for South Africans if they are given the opportunity in the clinics and hospitals to practise their skills and help reduce the cost if patients are encouraged to use local

clinics. Critical Capability Approach (CCA) recognises ambitions as progressive 'lifetime plans' in which people try to answer to their fundamental difficulties and their talents of several means in order to visualise and attain improved lives (Powell & McGrath, 2019a). Participant 6 appeared to fully understands what the curriculum covers in all four vocational subjects as she gave a detailed explanation of each subject, and this is an indication that she is fully equipped with the knowledge about what the course is offering. She also related the content of the course with what is happening in real life and the healthcare sector. This shows that she has confidence in the course and if she can be recognised in the health industry, she can have a positive impact. As Bitton (2019) and WHO (2020) state, the PHC has emerged as a necessary approach and accelerator for improving health and health systems, including usefulness, responsiveness, and competence. Since the adoption of the SDGs in 2016, the use of PHC students can also be beneficial, as alluded to by participant 6.

4.3.2 Theme Two: A curriculum that is more theoretical than practical

Participants expressed concern that the curriculum taught is more theoretical than practical. According to their knowledge, they expect to be trained for the workplace so that when they finish the course, they will be fully prepared. The question that was asked is: *What skills do you think need to be taught and why?*

Participant 1: *We are taught to memorise the textbook because there is nothing practical, we can do. We are basically not taught how to do the work because they only emphasise getting good grades. They don't necessarily go into detail preparing us for the workplace; they simply want us to get good grades so that we can increase our chances of getting jobs. TVET college curricula, in my opinion, must include both theory and practice.*

Participant 1 recognised that the curriculum is supposed to prepare them for the workplace, but this is not happening because they have yet to complete any practical work. Her concern was that the curriculum is not integrated and that only theory is taught. She was saddened that nothing has been done to prepare students for the workplace. Hence, one can assume that the PHC curriculum needs to be looked at so that it can benefit students.

Participants 5*: In most classes, they are told to get above 60% because if you pass level 4 with less than 60% in your subjects, you will not be considered when applying for jobs or furthering your studies.*

According to participant 5, the majority of the lecturing is focused on encouraging students to achieve more than 60% in order to qualify for job opportunities or further education. However, the participants suggested that theory is related to the acquisition of jobs and practical are unrelated to effectiveness in the job market.

Participant 6: *I support what participant 5 is saying because most of the time we are encouraged to get good marks so that we can be accepted when we apply for jobs or further our studies.*

Participant 6 agreed with participant 5 that they are motivated to excel academically in order to gain admission to the job market and tertiary institutions. This suggests that academic excellence is valued more than vocational practice in vocational subjects.

Participant 13: *We are worried about not having completed any practical work since the beginning of the course. When we were doing level 2, we were told that it would only be done on level 4, but all of the level 4 participants stated that they haven't done any practical work and are now in their final semester. When we ask about the date of their practical, they told us there would be no practical work this year due to a lack of funds. We are concerned about our future because the TVET curriculum is designed to prepare us for the workplace, and most employers require experience as well as evidence of practical experience.*

Participant 13 emphasised the issue of not having practical work as part of their work experience, which is a major concern for her. Participant 14 had the same misgivings as participant 13. They mentioned that they had been promised practical work on level 4, but that those promises had been broken. Level 4 students also confirmed that they could not participate in practical work due to a lack of resources. This has caused concern among the level 3 students, about their final year and their future careers because they were adamant that employers require proof of work experience. The issue of practical work seems to be a worrying factor for the participants as they are not preparing for the work environment. It can therefore be assumed that the TVET college is not providing a unified curriculum that produces ready-to-work graduates.

Participant 7: *The four vocational subjects demand that you know how to perform a task, especially Public Health (PH), where we learn about HIV testing, blood pressure checks, and injecting patients. It is critical to thoroughly understand how to do these things without endangering a patient. How will we learn if we are not exposed to practical work? This is my final year of college, and I know nothing except what I learned over three years with no real-world experience. I have received good grades since levels 2, 3, and 4, and I am confident that I will continue to receive good grades; however, will these grades allow me to work? I don't think so because this course requires both theory and practice. This really makes me wonder about my future.*

Participant 7 claims that the emphasis is on passing with high marks, despite the fact that the course requires us to know how to do the job. She stated that the content of all four vocational subjects requires one to learn both theory and practice in order to be fully trained and know how to care for patients without causing harm. She queries, "How will we learn if we are not exposed to practical work?" which suggests that she is concerned about how she will function optimally in the workplace without proper training. She is concerned about the three years she spent in college and wonders if her good grades will be enough to get her the job. It is clear that participant 7 works hard to achieve good results, but she exposes her disappointment at not being given the opportunity to complete her practical work.

4.3.2.1 Theme Deliberation

It is apparent that the curriculum does not balance theory and practice. From what students have stated, the curriculum of PHC provides very little practical experience if any at all. This has caused a great deal of frustration and concern for the student's future. The concept of 'curriculum' in TVET is viewed as the arrangement of planned academic, hands-on, and workplace learning components (DoE, 1998b; Agrawal, 2012; RSA, 2016; Terblanche, 2017). Its goal is to provide students with skill specialisation for employability or a broader career venture by training them in labour-market-required knowledge and skills that increase their employability (Wedekind, 2008; McGrath et al., 2010; Terblanche, 2017). Yet, this does not seem to be the case at this TVET college as participants have expressed concern about gaining only knowledge and not receiving any training since the beginning the course. As a result, level 4 participants were concerned about having a certificate that may not open doors to employment. If theory and practice are not integrated, it may jeopardise their

employability. Participants 1, 2, 6, and 7 stated that the main focus, aside from teaching and learning, was to ensure that they get good grades so that they can be considered for other institutions or workplace recruitment. Nganga (2015) agrees that TVET''s focus is on acquiring knowledge and preferably being trained to excel in exams rather than enforcing skill capabilities.

Participant 1 argued that the: *TVET college curriculum must include both theory and practice in their vocational subjects*. Carl (2012) concurs through his definition of curriculum that curriculum is frequently understood as preparing someone for life, where a person's learning drives involve starts, learning methods, and final destiny of achievement. However, as all participants claimed, the curriculum at the TVET college is based mainly on theory. Participant 7 pointed out that the four vocational subjects demand that you know everything, especially Public Health (PH), where they learn about HIV testing, blood pressure checks, and injecting patients. Her inability to exercise the skill is being denied because the focus is only on theory and not practice. Yet according to the Critical Capabilities Approach (CCA), there should be realistic interaction of individual students' innovation abilities in order for them to gain the necessary skills in various industries (McGrath, 2012; Powell & McGrath, 2018, 2019a, 2019b). According to the backgrounds of students, they went to TVET colleges not because it was their first option but due to their background where they cannot afford university. Some are breadwinners and they thought studying at a TVET college will open doors for job opportunities so that they can work and provide for themselves and their families. CCA insists on putting poverty first in order to gain a better understanding of young people's difficult lived experiences (Powell, 2014; Powell & McGrath, 2019a).

Participants were concerned about the emphasis on scoring above 60% and how these high marks will help if there is no on-the-job training. According to what participants said, the theory is preferred over the practical. As participant 5 pointed out, there is a focus on getting good grades. Because the coursework is theoretical, it is clear that both participants 1 and 5 were unprepared for the workplace. According to Anane (2013:119), Competency-Based Education and Training (CBET) is "an industry and demand determined education and training program built on clear industry created principles, implying that TVET curricula and Primary Health Care programme should be able to meet the current requirements of companies."

Furthermore, what participant 5 is saying implies that studying in the primary healthcare sector will rarely lead to employment. According to Nganga (2015), the academic incompetency of TVET colleges is a serious factor that hinders, and delays graduates from being recognised in the job markets. Moreover, most participants stated that more focus in their teaching and learning is on acquiring knowledge and being trained to excel in exams rather than enforcing skill capabilities (Nganga, 2015). These participants argue the preferred theory over the practice of the skill that is required in the job market is neglected. They fear that if the theory is not incorporated with practice, they might be declared incompetent in the job market.

4.3.3 Theme Three: TVET PHC qualification is not being recognised by the industry market

Participants were concerned about the National Certificate Vocational for the programme and expressed views about how the qualification is unrecognised by the industry market, particularly the health sector, where the majority of applicants attempted to apply. They were concerned about the industry's lack of knowledge about the course. It is their hope that the course will be recognised and accepted by the industry market. The questions that were asked were: *Do you think the course is recognised in the industry market? Please elaborate. What do you think should be done for the course to be recognised by the industry market?*

Participant 1: The course is partially known because, from my experience, I once went to the local clinics wanting to volunteer with the hope that this could help me get a little bit of working experience since the college is not making effort for them to be placed for practical work. To my surprise, nurses, even the higher authority at the clinics did not know what PHC and they laughed and asked what exactly they are studying and why they are studying it because it is just a waste of time. Nurses in those clinics said they do not think I will be employed in the healthcare sector because this is the first time they hear about the course, and nobody knows it. So, this gave me the impression that the course is not affiliated with the health sector.

Participant 1's response suggests that the course is in some way acknowledged because she once went to the local clinics to volunteer in the hope of gaining some work experience because of no work integrated learning being offered at the college. However, even though it was acknowledged, community health workers did not

recognise the course. These insights contributed to her assumption that that the course is not registered in the healthcare sector.

Participant 3: I think that only 10% of the industries like clinics and hospitals know about the course and 90% do not know it. Some clinics claim to know the course, but they do not understand what the PHC course is about. I also went to one hospital wanting to find out if they accept us for work-based experience and they asked me what the course is about. I tried explaining the subjects I do, and they were clueless. I fail to understand why the health industry does not recognise the course as it is part of the healthcare sector. During COVID-19, they spoke a lot about primary health care as an essential part of healthcare and hearing hospital staff saying they do not know what the PHC course is about is a shock to me.

Participant 3 also underwent similar experiences to participant 1. She pinpointed that 90% of the clinic and hospitals did not recognise the course and only 10% do. It is possible that she did not do proper research and just estimated these figures, based on the rejection she received from the clinic or hospital she visited. Although this is her prediction, her statement is disturbing, and this might suggest to her that the course would not be beneficial to her. She stated that there are some clinics that know the course but from her reiteration, it seems that they do not entirely understand the course. Even when she tried to clarify each subject, it was still not sufficient, as they kept asking what exactly the course was about. Participant 3 was vocal about her frustration as she does not understand why the Department of Health is not acknowledging the course as part of the healthcare sector. She mentioned that during the COVID-19 pandemic, the healthcare sector spoke intensely about the importance of primary healthcare workers, and she was disappointed to find out that some hospitals knew nothing about PHC.

Participant 6: I feel that some of the lecturers do not take the course seriously because they do not motivate us enough and help us find job placements and this frustrates me because my end goal is to work and be able to further my studies.

Participant 6 also discovered that not only do the community health workers not take the course seriously, but their sentiments are also echoed by the lecturers. His disappointment with lecturers suggests that lecturers do not motivate and encourage them.

Participant 4: *The course is about being trained to do door-to-door visits and help sick elderly people or work in old age homes and not in clinics or hospitals. I think for the course to be recognised students need to be given the opportunity to do their practical work or volunteer in clinics so that they can witness the importance of the course. Lecturers should be the ones helping us find the clinics for the work-based experience because they know everything about the course, but it is us students worrying about the work-based experience because it is our future. I suggest that other colleges, as well as universities, should start introducing the course and this might gain momentum.*

Participant 4 seemed to have a clear picture of the course and where it will take her. She felt like she should be offered an opportunity in the clinic to volunteer so that she can learn the work. She made some recommendations to improve the course. One such recommendation is that lecturers should play a greater role in the course by helping them get placement in clinics as she feels they are the experts of the curriculum. She assumed that if other colleges and universities also offer the course, this will assist it in gaining exposure. This implies that the TVET college mandate of providing courses that prepare students for the workforce is not fully taken into consideration because these participants are supposed to be placed by the college and not find positions themselves.

Participant 2: *I only knew about the course when I came to the college. I never heard of this course anywhere even in the media. All I hear the media talking about is those students studying nursing in nursing colleges like Baragwanath, not TVET college students. This really makes me question the legitimacy of the course and where am I going to work when completing this course if the industry does not have a clue what the course entails or even exists. I am devastated and need help. This course can only be recognised if we are exposed to the job market, and we are not.*

Participants 5, and 7 also agree with participant 2 that the course is not well known. This causes them uncertainty as they are worried about their future employment status. They suggested that the only way the course can have exposure is when they are given opportunities in the industry market. Their vocalisations imply that the participants are thinking of the future and want to see something being done for them to have better job opportunities when they exit college.

Participant 8: The course is not recognised because I tried volunteering in one of the local clinics for work-based experience since the college does not offer us that chance. I then researched the course because I was so surprised and worried about the Department of Health not wanting us in clinics and I found out the PHC course is not registered with the South African Nursing Council. If it can have exposure even if is not registered but Umalusi or the Department of Higher Education (DHET) and the college should make sure the course is well known and inform the clinics and hospitals so that we do not have to explain ourselves to these institutions.

Participant 8 went a step further to research because the course was not recognised. The suggestion is that although the TVET college offers PHC, the course is not recognised by the government and private sectors. This could have an influence on the students getting work at such institutions. Furthermore, the student notes that the course is not registered with Umalusi or DHET. The implication is that if such important South African bodies do not recognise such qualifications, then the course that students receive will be null and void. It seems that there will be limited opportunities to advance their careers.

Participant 10: I believe the course is recognised. Both public and private clinics and hospitals offer opportunities for students to volunteer or provide home-based care. The reason I say the course is recognised, is that when I visit clinics, I occasionally see pamphlets advertising PHC jobs as well as for students who are interested in enrolling in nursing colleges. Students need to do research and find out which companies accept PHC graduates.

Participant 14: I have also seen adverts for nursing colleges recruiting students who want to study nursing and a PHC level 4 certificate is one of the requirements needed.

Participants 10 and 14 disagreed with the other participants that the course is not recognised. They assumed that the course is recognised and provide statements of proof. The comments of the above participants suggest that they have hope for PHC as they noted that the course is recognised by public and private hospitals. They further identified that these clinics and hospitals offer students and graduates chances of volunteering at home-based care where they assist in giving care to elderly people and educating them. These home-based care centres work together with clinics and hospitals to ensure that patients get the required medication. The fact that they see

adverts showing the PHC as one of the requirements, made them adamant about the fact that it is acknowledged by the industries.

4.3.3.1 Theme Deliberation

Some participants expressed their frustration at the course not being recognised by the industry market and mostly by the healthcare sector. They commented on the negative attitude they received when trying to get some information from in local clinics and hospitals. It would seem that these participants are trying to volunteer their services in the health care sector. The participants have indicated that they chose to seek space to volunteer in clinics hoping to get future employment as they fear being unemployed later, and they declare that the TVET college does not assist them to get placement to practice. Primary Health Care is a programme that trains students to work as Community Health Care workers (CHWs). However, participants stated their struggles and disappointments in the course and that some clinics and hospitals do not recognise the course. According to some participants, it seemed that they were the ones making all the efforts to find placement for practical work without the college's consent, as they never mentioned anything about college intervention. The World Health Organisation (WHO) recommended that the success of Community Health Workers (CHWs) relies solely on regular training and supervision (Jansen, 2019). Hence the participants were fully aware of the type of training they should get so that they are prepared for the work environment, but they were not happy because of the rejections they received from the industry market. It is difficult for PHC students to fulfil their roles if they do not get the appropriate education and training, affecting the level of competency required by the labour markets (Jansen, 2019). The establishment of the PHC programme was guided by the re-engineering of the PHC and the mandate was on interim on-the-job orientation, training, and skills development (Jansen, 2019). The aim was to have enough community-based health workers to fulfil the duties of CHWs (Jansen, 2019).

Participant 8 shared her experience where the clinic stated that the healthcare sector mandated not to take any students or any permanent positions as they were not familiar with the course, but the participant went there to seek a volunteer position to gain experience. Companies are hesitant to work with colleges because they are unfamiliar with NCV programmes (Mayer, 2011; Kraak, 2013, Gewer, 2014). TVET colleges have been portrayed as lacking formal relationships with business, creating

confusion about the type of system the colleges are employing (Mayer, 2011; Kraak, 2013, Gewer, 2014).

Participants 10 and 14 seemed to be positive about the course and made reference to institutions that do recognise the skill. However, Tansen, (2012), argues that most of the TVET sectors across the world still struggle to offer the most needed training for the current labour market. Furthermore, participant 10 advised fellow students to do research so that they know which companies accept PHC students. Triki (2013) indicated that creating connections between TVET colleges and industries has advantages for the organisations, companies, and the whole world. Callan and Ashworth (2004) further suggest that corporation with industry in programmes development is an additional improvement in making TVET PHC programmes reactive to the requirements of the business; apart from a partnership with businesses, generates possibilities for Work-Based Experience.

4.3.4 Theme Four: Lack of interactive and simulated learning

Participants expressed dissatisfaction with various aspects of the teaching methods and resources used in their vocational practice. Some participants expressed concerns about the use of teacher-centred and textbook materials, which most lecturers exposed them to, and believe that this created content gaps. The question that was asked is: *Do you like or dislike the teaching methods used and why?*

Participant 1: Some lecturers use the question-and-answer method and most of them use the textbook only. We have to go home and study on our own and it is difficult for us students to figure out what the textbook says without the lecturer explaining it to us. I do and do not like the teaching methods used because it is not all lecturers focus on textbooks. There are those that will teach you and make you participate. In some instances, you get those lecturers you ask for elaboration, instead of elaborating the lecturer will call you a problem because you ask too much in my class. Some lecturers do not like us asking questions because they do not know the answers and feel like we test their capabilities.

Participant 1 implies that even though the question-and-answer method is used, she was still not at liberty to express her thoughts because when she constantly asks questions, some lecturers disapproved and felt it was intimidating. One can assume that there is a power issue where the lecturers do not want to be questioned. Yet, the

participation of students should be seen as a form of assessment that will assist the teacher to identify teaching and learning gaps that he/she has to take into consideration and rectify within the classroom setting. The South African curriculum does emphasise learner-centred methods because students learn best by doing and referring to reality. However, as the participant stated, the normal instruction method used by the lecturers is a teacher-centred one using questions and answers. The student also expressed that she finds it difficult when some lecturers use only the textbook for teaching and learning, without giving details about the subject matter. This was a challenge to her as she had to find ways of getting an explanation.

Participant 2: *Some of the lecturers act like facilitators and this is a school where most of the students have Grades 9, 10, and 11 and failed matric and do not understand when you do not fully teach but just ask them questions. You get teachers who just come and tell us this is a revision, so we do not have to do it and he/she moves to the next topic without finding out from us if we understood what was taught last year. So, students who were not there last year or did not understand the topic are left behind and this is not fair because we are all different and teachers need to understand and accommodate all. I like lecturers who want us to participate because I am talkative*.

Participant 2 agreed with participant 1 that a teacher-centred strategy is mostly used for PHC. She also referred to the type of students the TVET college has who passed Grades 9, 10, and 11 and failed matric. Therefore, the participant recognised that these students need more interventions to improve themselves. Participant 2 posited that she enjoys a class when lecturers make them participate. Hence, more learner-centred activities are needed by the participants. It seems that effective communication is lacking in the PHC classrooms between students and lecturers.

Participant 6: *I can say some lecturers normally teach what is in the textbook without further explaining. I remember asking the lecturer how someone can get pregnant after the husband has done a vasectomy. I was not given an answer by the lecturer, I had to do research on my own and find answers because the textbook did not provide a full explanation. I would say most of the lessons are teacher-centred and textbook knowledge only. If you want more knowledge, you must go the extra mile as a student,*

and it is difficult because we expect our teachers to be more educated and knowledgeable. It is as good as teaching myself.

Participant 6 agreed with the other participants that it is a norm for lecturers to only focus on the textbook and not bother elaborating. However, what is enlightening is that he is responsible for his own studies. His learning is self-directed, which makes him an independent learner. Perhaps the poor teaching is reflected by what the participants said, has a positive effect on some of the students. It leads them to find answers for themselves. It is worrying to hear a student wanting to know more and being denied answers.

Participant 9: *Some lecturers use both teacher- and learner-centred methods. Other lecturers do teach and ask questions. Some lecturers allow students to participate and give learners a platform to ask questions.*

Participant 9, as well as participant 10, agreed that some lecturers adhere to both teacher and learner-centred methods. It can be noted that some of the lecturers do cater to the diverse needs of students.

Participant 14: *PH - the lecturer most of the time refers to what is happening in real life, especially in our public health facilities, and allows us to share our knowledge and opinions before giving proper answers. But most of the time it is the question-and-answer method, the lecturer stands there and reads from the textbook. I do not like the use of textbook-only and teacher-centred because the focus is on one textbook and not all of us know what is happening out there, we need our lecturers to know everything and assist. Some of us - we from poor homes and have no access to google because most lecturers give us work to do at home and google for more information. It is difficult for us.*

Participant 1 added that in the PHC class, the lecturer gave insight into what is happening in our public health facilities and allowed debate about real issues. But the textbook and teacher-centred approaches are used most of the time. However, as all participants constantly argued, there is little or no vocational practice in their vocational subjects unless students take it upon themselves to place themselves.

4.3.4.1 Theme Deliberation

Vocational practice and theory are crucial aspects of the curriculum for vocational subjects. This is where the curriculum should be implemented effectively by teachers

to ensure that teaching and learning take place where students are able to interact and participate. Theory needs to be integrated with practical work for students to gain work experience. It is the duty of the teacher to use the right teaching methods that benefit all students because the curriculum in the college is inclusive. Participants are not happy with the teaching methods used, particularly the use of one textbook and teacher-centred method used in most of their teaching and learning. Most participants clearly stated that they prefer learner-centred method as it allows them to participate. Carl (2012) further denotes that a detailed curriculum for teachers or lecturers as well as students, should give a clear direction for each specific subject or programme before implementation, in order to avoid confusion. Participants suggested that they needed to participate more than the teacher for them to express their understanding and misunderstanding, and for the teacher to guide them by giving reference to what is happening in real life.

Most participants expressed their dissatisfaction with some teaching methods used in their classrooms and satisfaction with other methods, referring to other vocational subjects and the methods used. They said that they preferred learner-centred method, as they learn better when they participate and share ideas. The theoretical framework of the Critical Capabilities Approach (CCA) influences the realistic interaction of individual students' innovation abilities for them to gain the necessary skills in various industries (McGrath, 2012; Powell & McGrath, 2018, 2019a, 2019b). It contends that one's fulfilment should not be based solely on salary or output, but also on self-assurance and individualism (Sen, 1975). Therefore, CCA appeals for evaluation to concentrate largely on the magnitude and traditions in which organisations, and the structure, care for the prosperity of students (Powell & McGrath 2014).

Both participants 2 and 4 said that some lecturers do not use the textbook as a reference but just read it. Participant 2 referred to such lecturers as facilitators who forget that they are individuals who might need more clarity, even if the content is for revision. Participant 4 alleged that some lecturers may not understand the subject they are teaching, which is why it becomes difficult for them to explain and why they resort to reading from the textbook. According to United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2012), many students may come across a shortage of teachers or in a packed teaching space with an incompetent skilled, or an inexperienced educator. However, Alexander (2008:18) advocates for "national

accounts of excellence to have a unique national and actually local standpoint." He distinguishes quality indicators from processes, keeping in mind that there are unmeasurable indicators that may be historically or contextually accurate but difficult to measure by objective capacities (Alexander, 2008:18). Carl, (2012:66) suggests that regular inspections and checking of how teachers and students cope and the challenges they face, can result in the effectiveness of the curriculum and avoidance of serious damage occurring. However, Gewer (2010) noticed that even after the inception of the renewed TVET sector, there has still been a limited effort on how to solve basic challenges that contribute to the status of different colleges concerning their curriculum, or the expectations of DHET for college. Participants indicated that most of the time, the lessons used the teacher-centred method and they only participated by answering the questions based on what the textbook said, not on their opinion. However, some participants mentioned that there are those lecturers who are more knowledgeable and do not only focus on the textbook but give reference to real-life situations and engage them by a question-and-answer method. Van der Berg (2016) point out that the lack of proper infrastructure as well as lecturers with poor content knowledge and instructive skills, especially in poor communities, causes Black African students to succumb to a series of poor educational results, which increases poverty and weak labour market status.

Most participants were worried about the reliability of using the textbook only and lecturers using teacher-centred methods, as they feel like they are not given a chance to express themselves. They worry that they only accumulate knowledge and not real-life content as some lecturers did not give further explanations. UNESCO (2012) further noted that a lack of proper foundation at the beginning results in a high rate of unemployment, which leads to quick college dropout. The aim of any teaching is to promote student competency and empower students to be innovative, and sensitive, and to contribute to community development (UNESCO, 2005). However, it has been shown that the NCV entices a huge number of students that have varied levels of academic readiness, and lecturers are required to teach a diverse group of students with different academic abilities (DHET, 2012). Participant 6 denoted that learning is self-directed which makes him an independent learner. The self-directed learner, according to Guglielmino (2013), is the foundation of the educational body. If constant learning is not emphasised, abilities and understanding will suffer (Guglielmino, 2013).

During the global school closures caused by the COVID-19 outbreak, global education leaders cited self-directed learning as one of the key educational responses to the pandemic (Reimers & Schleicher, 2020). Cynthia (2015) contends that, given the rapid changes in globalisation and technological advancement, Self-Directed Learning (SDL) is a necessary skill for survival in the twenty-first century.

4.3.5 Theme Five: Availability of resources to provide practical experience

Vocational materials for practice in vocational subjects are the most essential tools in every TVET institution. They play a huge role in ensuring teaching and learning take place in the classroom environment specially to assist in vocational studies. The question that was asked is: *Do you think you have adequate learning materials for the programme?*

Participant 2: There is a lack of relevant equipment for practical work. Even if it is a small piece of equipment where we physically do something like performing CPR using dummies. This will give us the impression that we are in the workplace and will improve our work experience. It is our wish to have a practical room like other programmes. For example, the Hospitality students have a kitchen where they often do practical work and cook. We always see them wearing chefs' uniforms and for us, we do not have a uniform. They sometimes cook and have an event where they sell their food to the lecturers. I am really demotivated and unsure about this course.

Participant 2 mentioned that they do not have enough resources to prepare students for vocational practice. From her words above, it is noted that she understands the importance of having relevant resources to prepare students for future work endeavours. The suggestion is that just as Hospitality Studies have the necessary resources, so should the PHC course which will prepare them for vocational practice and future work opportunities. This is a valid point.

Participant 2: Not having resources to do practical work is a huge challenge for us because when we get to clinics the employer expects that we are well-trained. The employer might require us to clean the wound and how are we going to do it if we did not do it practically? Theoretically, we know because we were taught all the steps but doing it is challenging, especially if we are not exposed to doing it on a patient. If we can have a dummy that is injured, and they teach us how to clean a patient's wounds.

Participant 2 stated that not having completed practical work is a barrier because when they enter the workspace, the employer believes that they are prepared to do exceptional work, which is impossible. There seems to be no integration of theory and practice which would make it much easier for the participants. Not being prepared especially in Health work, could be detrimental to these students in their quest to get worthwhile job opportunities. Practical experience during classroom lessons should be a prerequisite for courses such as PHC and the benefits such as using a simulation of an injured dummy to practise how to clean the wounds will certainly assist students to gain these skills.

Participant 1: I think we do have equipment even if they are not enough and the only problem is we are not given the opportunity to use them. We only see dummies in HBM class lying there…not even once have we touched them, and I am referring to level 3 students because I am not sure of level 4. So, I feel that we have practical resources, but lecturers do not incorporate them into our lessons.

Participant 1 believed that there is equipment to be used but also stressed that they are not given the opportunity to use them. There seems to be a lack of skill by the lecturers in implementing their vocational subjects in their lessons to include practice, which is essential in courses such as PHC.

Participant 8: In level 3 students had to demonstrate how to use a condom and the lecturer brought her own apparatus and showed us how we should do it and then gave us the opportunity to write all the steps and demonstrate after.

Participant 8 mentioned that during the level 3 lesson, there was a time when they were expected to illustrate how to use a condom properly. Fortunately, the lecturer brought her own kit and show them the steps before they demonstrated. Therefore, the pedagogical skills of the lecturers could be questioned, as if this lecturer could use his or her own initiative, so could other lecturers. Others were not given the opportunity to use the kit and they assumed that the lecturer did not have enough tools.

Participant 11: Sometimes students are the ones destroying the resources we have. I have witnessed some students literally sitting on top of the dummy. Sometimes we students are not looking after the resources because we were also told that some of them are broken, and we never used them.

It seems like participant 11 has different views on this issue of learning materials that are lying in the classroom and not being used. Participant 11 blamed students who often sit on them, and they end up being broken. It is interesting to note that this group of participants all have different views, but they all agreed that they are not doing enough simulated practice to prepare them for being in hospitals and clinics.

4.3.5.1 Theme Deliberation

It is clear that these participants are not happy with the insufficiency of resources, especially not having access to the ones they believe can make a difference, even if they are not enough. Some participants did take a further step to ask their lecturers about these learning materials that are not being used and they were surprised to hear that it is for level 4 students. The level 4 students argued that they also did not use them, so it was a shock to them. They were excited that the next year, they would be used as promised. Instead, they were thrown with disbelief and empty promises. McGrath (2005) argues that the infrastructure had become insufficient and dysfunctional for vocational education and training. There seems to be no consistency in doing practical work because if they managed to use the other material in level 3 and are now in level 4 but cannot, it is worrying. They used to do CPR as an example. Due to inadequate resources, they had to come up with a plan that is risky. They paired themselves; one acted like a patient and the other had to practice the skill. They found it difficult to do CPR on a person because they had to be extra careful not to endanger the student. They believed that if the experiment was done using dummies, it was going to give them a chance to do it better. The TVET curriculum must allow for unified vocalisation across all levels of career development as well as develop usable mechanisms for learning more in a specific program of study (Duncan, 2009; DHET, 2013). It seemed like the students were bright and creative because they were able to think out of the box and use themselves for this practice. It was dangerous but at the same time, it must be appreciated by the college that the students have to take initiative for the practice that was supposed to be sponsored by the college in making sure students do have relevant resources for practical work.

4.3.6 Theme Six: Students' employability depends on the skill acquired and labour market requirements

Job losses and a high rate of employment are two pressing issues affecting one's socioeconomic status in South Africa. These are the difficulties that young people face. Participants were concerned about their TVET skills and the demands of the labour

market. The question that was asked is: *Does your course meet the requirements needed by the current labour market?*

Participant 1: *As a PHC student, I am concerned about the high rate of unemployment in this country, particularly among the youth. Statistics South Africa (Stats SA) keeps us up to date, and youth unemployment in South Africa rises year after year. I would argue that there are numerous reasons why most PHC care students struggle to find work. As I previously stated, this course is not recognised by the healthcare sector, which has a significant impact on us. I believe I did not conduct adequate research on the course when I registered. I assumed that having a level 4 certificate would allow me to work as a nurse because that is what I was told, only to discover that I am trained to work as a community health care worker. As I speak to you, I am a level 4, and we are still waiting for practical; there is no guarantee that this year they will take place. This is my final year, and I know that if I have no work experience this will be a barrier to employment because employers prefer experienced candidates. It would be nice for the college to identify relevant industries for us like the implementation of learnerships. This will assist me as it is part of our Work-Based Experience.*

Participant 1 has repeatedly stated the issue of the course not being recognised and practical work not being done. She was fully aware of the high rate of unemployment and that this increases every year. She acknowledged the fact that she was supposed to do research for the course before registering. She could be blaming herself on this point and there is some element of regret, but this should not be her fault. She did mention that she thought the course would qualify her to be a nurse, only to discover later that they were being trained to work as Community Health Workers (CHWs). The participant implied that she was stuck in this course due to improper orientation and a lack of information from the college. It is difficult for students to study something that might have an impact on their career endeavours and employability. She did say that she could already foresee trouble in her career, especially in getting a job. She stated that volunteering in clinics is also a problem because the college fails to support them with a referral letter. This letter is needed in clinics as evidence that they are studying for the PHC. Participant 1 understood the importance of practical work in clinics; hence she made it a point of taking the initiative to go to clinics. She stated that having not done practical work is one of the reasons they struggle with employability because one of the employer's requirements is experience, and this experience is through

practical work that was supposed to be done in clinics before they completed the course.

Participant 2: I get worried about not doing the practical work because I know of the importance of Work-Based Experience. I am concerned as a level 3 student because we have been told that practical work will only be performed in level 4 but still, they have not done them. Work-based experience is important in our curriculum for vocational subjects because it helps us learn more about how the work is done rather than just knowing what needs to be done. We need help from our college so that we can be exposed to the work environment and create chances of us getting employed.

Participant 2 expressed concern about the course, particularly in light of not being trained for Work-Based Experience. Her concern was that, as a level 3 student, she found it extremely frustrating to learn that level 4 students did not complete practical work as well. She mentioned that Work-Base Experience play a huge role curriculum for vocational subjects as it empowered them not only about theory but work readiness. She stressed that they needed the college's intervention to help them gain access to the workforce.

Participant 4: I think one of the reasons PHC students struggle to be employed is the fact that the course is not a diploma or degree, it is just a certificate like a grade 12. Companies are not familiar with TVET courses, so they think PHC is not valuable.

Participant 4 believed that they will not be hired because the course does not provide a diploma or degree, only a certificate. According to her, companies are unaware of the course and regard it as unimportant.

Participant 13: Sometimes students rely too much on lecturers or the college to do things for them and do nothing for themselves. For instance, I hear a lot of students mention lack of exposure and putting the blame on the college, but I feel students must try to make an effort for themselves and do some research and knock on those doors until something comes up.

According to participant 13, students depend on lecturers and the college without making any effort. She suggested that they should be the ones availing themselves to companies. It might seem easy, as participant 13 says, but other participants stated

that they had tried and were rejected. However, participant 13 needs to be commended for her self-efficacy.

Participant 9: I can say most PHC students are affected by unemployment because after completing the course, they decide to get work which I do not recommend. The course is just a foundation and for us to be qualified nurses we first need a nursing diploma and be properly trained to do the work. Some employers do not know the content of the course and what all four subjects entail; they treat our certificate as a matric qualification not knowing that it is more advanced.

Participant 8's statement advises that PHC students should not look for a job after completing it because the course is only a foundation, and they need to study further for a nursing diploma. She felt that some companies did not understand the course and treated it like a matric certificate, not knowing it is more advanced.

Participant 10: I think most students are afraid of the unknown and are afraid to even apply or go to interviews. I do not think PHC qualification is the reason why employers are not hiring us because it is a good course. I think COVID-19 has taught most companies how PHC is so important because most of the PHC students and graduates were hired here at college to do the temperature test for students and lecturers even visitors.

According to Participant 10, most students are afraid to even apply for jobs because they are afraid of interviews. She does not believe the course is the reason employers are not hiring them because she is enthusiastic about it. She mentioned that the COVID-19 pandemic demonstrated to businesses the value of primary health care because there were many PHC students working at the college monitoring temperature.

4.3.6.1 Theme Deliberation
Participants have shown that they have challenges with companies that do not offer them job opportunities. They agreed that they do need Work-Based Experience as they have tried multiple companies to allow them to volunteer for jobs so that they could gain experience. Work-Based Experience, according to (Cornyn & Brewer, 2018), refers to programmes such as PHC that are recognised and provide opportunities for students to gain work experience through internships. Furthermore, Cornyn and Brewer (2018) emphasise that Work-Based Experience leadership forms

part of the Work-Based Experience as they play a significant role in linking what was done at the college with what the world expected of trained students. Participants mentioned that most companies do not value the course as they have no idea what the course entails. Allais (2012) criticises South Africa's National Qualifications Framework (NQF) as an example of a market-led intervention that is ineffective in meeting the needs of the economy or society. Okwame (2015) supports this and maintains that TVET curricula have dismally and unsuccessfully failed to shape the students to meet the industry's requirements.

Participant 4 speculated that some employers were not impressed with the course because after applying, they did not get back to her. She saw the course as valuable and felt that companies do not acknowledge its importance and focus only on the experience. She blamed the college for not properly training them for work experience. Pitan (2016) confirms that businesses hire experienced students who are well-trained and hold relevant employability skills.

According to Akoojee (2016), TVETs, also known as Vocational Education and Training (VET), have a greater opportunity to provide students with workplace-based experience. However, Akoojee (2016) contends that there are insufficient opportunities for technical and vocational education in Africa because internships focus heavily on the formal sector. The UNESCO Report (2016) argues that there is still a scarcity of proper on-the-job training in the TVET sector.

The TVET college PHC programme is work-related, and participants registered for the course in the hope to find employment. Some participants described the anxiety they have when hearing that the unemployment rate is high. Statistics South Africa (2021) confirmed that South Africa has the highest unemployment rate of 34.4% among graduates and youth. According to the World Economic Forum (2017), South Africa has been classified as the second-lowest employment rate where 60% of people are either unemployed or inactive in the labour market. In 2013, the Department of Higher Education and Training acknowledged the criticism of the TVET sector and emphasised the importance of expanding TVET colleges for better socio-economic status (DHET, 2013).

While other participants were positive about the course and believed that students should not always rely on the college to find jobs for them, some expressed their

frustrations with applying and not getting lucky. Others suggested that students understand that the course is only a foundation and that they should not look for a job right away but rather continue with their studies to improve their chances of getting hired. They also mentioned that most companies may reject the course because it only offers a certificate rather than a diploma or degree. Dunkel and Le Mouillour (2009) argue that applicants to vocational PHC programme must be assured of opportunities for further upskilling beyond their initial qualification, partly because that is what students gradually need and expect, and partly because that is what the labour market will require and demand from graduates of the initial vocational programme.

4.3.7 Theme Seven: TVET college promises of practical activities are not realised

Participants raised concerns about practical work not being completed from level 2 to level 4. They were unsure and dissatisfied with the college's lack of intervention and support in ensuring that they are fully prepared for the job market. They believed that Work-Based Experience is essential for gaining recognition in the labour force, particularly in the healthcare sector. The question asked is: *Do you think the college is doing enough to assist Primary Health Care students?*

Participant 3: *I believe the college is not doing enough for PHC students. There are insufficient resources for practical work. There are no practical uniforms or a fully equipped practical room in which to conduct experiments. Students of Hospitality, for example, have uniforms and kitchens where I frequently see them cooking and holding events where they sell food to lecturers. It would be ideal if we could also have practical rooms with materials such as beds, dolls, skeletons, temperature measurements, and so on, where we could put what we've learned into practice. It does not seem fair to me that we do not have the same resources as other programmes.*

Participant 3 seems to have no trust in the college management as she mentioned that they not showing adequate support in terms of making sure practical work does happen. She stated that they do not have a uniform to wear as well as a practical room where they can put their knowledge into practice. She did not understand why PHC students were not given the same treatment as other programmes like Hospitality, where they had all the resources needed for the practical work. It seems like there is no equal treatment among programmes because some do have resources, and this made the PHC students ask questions about equality and fairness.

Participant 6: I was told the programme is a foundation that will qualify me to nursing. The college is really failing us because they promised during our orientation in level 2 that this course is going to train and prepare us for work experience, and it is not. Besides doing practical work here at the college, we still have to go to local clinics or old age homes where the college should arrange for practical work, but we have to do it on our own because the college does not care. I tried to go to a local clinic wanting to volunteer but did not get accepted as I was told they do not know the course.

Participant 6 expressed her concern about how the college was handling the practical work issue. She believed that the college is failing to fulfil its promise to teach and train them for work experience. Although participant 6's decision to look for a volunteering job was not successful, perhaps there are certain procedures the college has to follow, and the students were approaching the clinics without the college's consent. It is obvious that such a procedure is not enforced by the college, hence she was doing everything by herself.

Participant 1: I think it is the college's responsibility to identify relevant industries to assist us in doing practical work as part of the Work-Based Experience. Our lecturers are just doing their job which is teaching us and there is no effort on us doing practical work. The college told us there were no money for placing us. We also need learnerships like any other programmes in this college. This course is not recognised because this college is not doing anything for us to be known. They are happy to call us as the number one programme, but they are not worried about how we will do outside when we leave this college.

On the other hand, participant 1 suggested that students are not supposed to be looking for a placement as this is the college's mandate. Judging from the response from college management she felt hopeless about the possibility that they would get a placement since it was nearly the end of the year. It seems like the college lacks infrastructure to cater for placement issues that students are facing. She stated that lecturers' support is only by teaching them and not by practical work. She stressed that the college was not making any effort for them and treating the programme as essential. She put the blame on the college for the lack of recognition of the programme because it was doing nothing. All it does is rejoice for the good results the

course is producing; the college does not bother about what is going to happen when they exit college.

Participant 8: This whole thing about practical work frustrates me because I came to this college hoping to get trained for future employment. I thought this course is going to help me get a job after graduating so that I can take care of my family but right now I feel shattered and scared as I do not know where I stand with my future. The college is failing us because they know the type of students who are coming here and yet they treated us like they do not care. My hopes were so high when I started this course because I felt like my dreams are going to be answered but now, I have nothing to say to my family.

Participant 8 expressed her frustration at not being able to engage in practical work because she hoped it would enable her to find work immediately after graduating. She hoped that by completing the course, her family's situation would improve. She believed that the college was failing her because they have a clear understanding of the types of students who attend the college but still provide no support. She was so upbeat at the start of the course, but now she had nothing to say to her family because her dream has been shattered. This implies that the participant made promises to her family for a better life after registering, and she is now at a loss for words to explain her disappointment to them.

4.3.7.1 Theme discussion

This theme demonstrated that participants encountered difficulties with a curriculum that did not include practical work. Most participants repeatedly raised the issue of practical work not being completed. Wedekind and Buthelezi (2016) posit that administrative and corporate service functions in colleges should collaborate to support teaching and learning practices. The White Paper (DHET, 2013) emphasises the significance of encouraging solid partnerships between TVET colleges and businesses (HRDC, 2014). Furthermore, if TVET colleges have a successful partnership with businesses, it will enable colleges to ensure that the PHC students have the required skills, which will benefit them in attracting the job markets (HRDC, 2014). Participants also believed that if the college can expose them to practical opportunities and acknowledge the importance of the course, this will bring joy to them and open doors for jobs.

Participants were concerned that they were promised from level 2 that practical work would happen in level 4, but it was not taken seriously. They stated that they were worried about their future, especially in the work environment, as many companies require work experience. There is a need for the TVET curriculum to make sure students get well-trained in their desired courses for a specific job, to enable them to seek work opportunities (Wedekind, 2008; McGrath, 2010; Terblanche, 2017). They stated that the college does not value the course and does not prioritise it. There are insufficient resources for them to do practical work within the college vicinity as well as during their teaching and learning programme, because there are no practical rooms. They stated that there were some materials available that they cannot use because they were reserved for level 4 students, which is not true because they also stated that they had never used them.

Some participants stated that they were told that such materials were broken by other students. National vocational qualification works hand-in-hand with quality assurance (Kuboni, 2002). UNESCO, (2013) views quality assurance as a system for improvement and accountability in a particular institution. The college has to take full responsibility and accountability in ensuring that resources are available for effective vocational practice at all times. Leadership capacity in the TVET spectrum is still suffering from the scarcity of physical and human resources. Therefore, students, lecturers, and finally future employers, suffer the consequences (Field, Musset & Alvarez-Galvan, 2014). In the 13 May 2021 TVET budget speech, the Minister of Higher Education and Training, Dr Blade Nzimande, stated that the government does not have enough funds to develop the TVET sector (Sowetan, 2021). Furthermore, he argued that TVET colleges still remain critical as the budget for the post-school and training sector for 2021 and 2022 was just above the initial budget given (*The Sowetan,* 2021). He added that another huge challenge in TVET colleges is lecturers who do not have the required qualifications (*The Sowetan,* 2021). However, the Minister mentioned that the TVET sector needs urgent development, as it is very serious in improving the mid-level skills that are required for the country (*The Sowetan*, 2021).

The participants' frustration is that they may complete the course without completing practical work, which will have an impact on their job prospects because many employers require work experience. Their worry is that the college does not support and encourage them in their practical work, but only cares about their academic

excellence and not their future. According to Terblanche (2017), TVET leaders should adopt the idea of encouragement, which works hand-in-hand with convincing, rather than enforcing, more pressure. Participant 1 said that the college should take full responsibility for identifying relevant industries to assist them in participating in practical work as part of the Work-Based Experience. She made it known that she is currently a level 4 student and has not done any practical work or touched the materials that are available. It is true that TVET colleges should take ownership of curriculum change requirements for vocational subjects where more expertise should be hired to partake in the TVET transformation (Terblanche, 2017).

Some participants stated that one of the reasons the college gave is a lack of funding to buy uniforms and resources needed for practical work. The TVET sector has been unsuccessful due to capacity limitations, lack of funding, and poor collaborations with companies (Oviawe, 2018; Leyaro & Joseph 2019). In addition, the focus of African TVET systems is to attract the global market and to offer specific skills to companies that are doing well (Oviawe, 2018; Leyaro & Joseph 2019). However, due to the scarcity of financial resources, it might be impossible to get both goals achievable (Andreoni, 2018). In addition, UNESCO (2018) argues that there are organisational challenges as well where various government departments are in charge. Therefore, for instance, different priorities of the Ministry of Labour and Ministry of Education did not consider the transformation of a new TVET system in post-apartheid South Africa (Wedekind, 2013). Participants suggested that the college should have a partnership not only with public institutions but private ones, as they think the private sector can do a better job since they have been rejected by public institutions. Okoye & Okwelle (2014) posit that a lack of institutional intervention for TVETs among policy designers, governments, and ministerial support, as well as an incompetent policy framework, has undermined the design of efficient TVETs in Africa (Okoye & Okwelle, 2014). Besides, most companies have less interest in recognising the benefits of TVET and seem to look at Work-Based Experience (WBE) as costly and try to distance themselves from it ((Okoye & Okwelle, 2014; Alvarez-Galvan, 2015; Oviawe, 2018).

Participant 8 mentioned that not being exposed to the work-based experience puts her in a state of uncertainty about her future, especially in her family, as she comes from a poverty-stricken family. She came to the TVET hoping to be employed after completing the course, but she is now hopeless and worried. CCA insists on putting

poverty first in order to gain a better understanding of young people's difficult lived experiences (Powell, 2014; Powell & McGrath, 2019a). Hence, most students like participant 8, studying at TVET colleges, are from underprivileged families. Therefore, it is important for the college to know how they experience poverty (Powell, 2014; Powell & McGrath, 2019a). CCA appeals for an evaluation to concentrate largely on the magnitude and traditions with which organisations, and the structure, care for the prosperity of students (Powell & McGrath, 2014).

4.4 CHAPTER SUMMARY

The analysis in this chapter uncovered the following themes: the relevance of the PHC course; a curriculum that is more theoretical than practical; the TVET PHC qualification not being recognised by the industry; lack of interactive and simulated learning; students' employability depending on the skill acquired and labour market requirements, and TVET college promises of practical activities not being realised. The next chapter marks the conclusion of this study and will summarise its findings as well as offer recommendations.

CHAPTER 5: SUMMARY, FINDINGS, RECOMMENDATIONS, AND CONCLUSION

5.1 INTRODUCTION

This chapter covers a summary of the findings, draws conclusions based on the study's findings, and makes recommendations. The current study's summary of findings is grounded on and presented in accordance with the study's questions. As a result, each research question is treated as a separate topic with its own set of findings.

5.2 RESEARCH FINDINGS

The study aimed to explore Primary Health Care students' experiences of vocational subjects in a TVET college in order to determine whether the vocational subjects offered prepares students for future employability. Three primary objectives for this study were acknowledged, from which all questions were explored. The following are the objectives: to explore how Primary Health Care students experience the curriculum within vocational subjects offered at a TVET college, to discover how responsive the current Primary Health Care curriculum in vocational subjects is in preparing students for the job market and to provide suggestions to improve student experiences in vocational subjects of Primary Health Care in a TVET college. To investigate such a phenomenon, the researcher concentrated on the TVET programme and four vocational subjects taught in the college as part of the curriculum that combines theory and practice.

Three main research questions of this study were used to answer the themes in order to find truthful and suitable answers to this investigation. The research questions are as follows:

• What are the experiences of students doing vocational subjects in the Primary Health Care programme?

• How responsive is the current Primary Health Care curriculum policy on vocational subjects preparing students for the job market?

• What recommendations can be given to improve student's experiences of vocational subjects in Primary Health Care?

Data from the first two research questions was analysed in chapter four. The third research question is used to formulate recommendations from the data derived from

the first two research questions. The findings will be discussed in relation to each question and the relevant themes that fall under each question.

5.3 SUMMARY OF FINDINGS
All themes were able to answer the first two research questions for the study.

5.3.1 Research Question One
What are the experiences of students doing vocational subjects in the Primary health Care programme?

The following themes addressed the above research question:

• A curriculum that is more theoretical than practical.

• Lack of interactive and simulated learning.

• Availability of resources to provide practical experience.

5.3.1.1 A curriculum that is more theoretical than practical
The findings established under this topic reveal that the participants experience was that the curriculum taught does not integrate theory into practice due to a lack of practical skills and experience. From what students stated, the curriculum of PHC provides very little practical experience, if any. In TVET, the term "curriculum" refers to the combination of planned academic, hands-on, and workplace learning components (DoE, 1998b; Agrawal, 2012; RSA, 2016; Terblanche, 2017). Its goal is to train students in labour-market-required knowledge and skills that will increase their employability (Wedekind, 2008; McGrath et al., 2010; Terblanche, 2017). They also stated that having only knowledge without job training would be detrimental to their employability. Terblanche (2017) contends that TVET programmes must prioritise the requirements needed by businesses in order to improve student employability and increase their chances of pursuing further studies for university admission.

 It is evident that one of the main challenges experienced by the students is that the current TVET curriculum emphasises theory over practical experience and that there is a greater emphasis on students getting good grades than on meeting the expectations of the workplace. As a solution to the curriculum's shortcomings, this group of participants suggested that the curriculum include practical work, as this is one of the requirements required in the labour force. They wish that an excellent academic record be combined with proper job preparation. The UNESCO Report (2016) argues that there is still a scarcity of proper on-the-job training in the TVET sector, a weak association between training and the industry's demands,

unsatisfactory capital, and the incompetence of training to nurture on-employees, and general inaccessibility of career guidance.

The issue of some participants coming from low-income families and being breadwinners who came to college with the hope of improving their situation after graduation, was raised. Participants saw no future without the work experience that the college promised. The TVET sector promised that its mandate of establishing the sector was to provide skills that can help reduce poverty and the high unemployment rate among graduates, which the sector is still failing to accomplish (Gewer, 2016:32; Kraak et al., 2016; Terblanche, 2017).

5.3.1.2 Lack of interactive and simulated learning

According to the findings established under this theme, participants expressed dissatisfaction with some teaching methods used in their classrooms as well as satisfaction with others, and they made references to other subjects and methods used. Participants stated that learner-centred method is their preferred method because it allows them to share their perspectives and interact in their vocational practice. Boahin and Hofman (2013) state that Competence-Based Education (CBE) established in the TVET sector is student-centred and adaptable. Furthermore, Salleh and Sulaiman (2015) argue that the new CBE that has been established in TVET is used for quality and required human resources as well as increasing the competence of technical workers in thinking about how they do technical tasks. However, Aboko and Obeng (2015) argue that there is still a need for all institutions in higher education in South Africa to review the efficacy of competency-based training for Primary Health Care programme in preparing students with desired competencies for the workplace. Some lecturers, however, do not prefer this method because they frequently use the teacher centred method. They stated that the teacher-centred method is not interactive and does not give them room to understand the lessons better as it involves only the teacher's participation. In light of the findings and the participants' perspectives, one may be compelled to question the nature and practices of the technical vocational education and training curriculum, which is said to have improved slightly since its implementation. The reason for questioning this is that the theoretical framework (CCA) influences the realistic interaction of individual students' innovation abilities in order for them to gain the necessary skills in various industries (McGrath, 2012; Powell and McGrath, 2018, 2019a, 2019b). It contends that one's fulfilment should not be

based solely on salary or output, but also on self-assurance and individualism (Sen, 1975). This means that students' comprehension is solely dependent on their own abilities and responses. That is why the curriculum should jointly involve both teacher and learner participation.

Some participants have stated that other lecturers focus more on the textbook and do not integrate the subject content with real-life practices. They are concerned because they have stated that some lecturers are only assisting and do not provide individual attention. They claimed that some of these lecturers may not understand what they are teaching, which is why they are unable to further explain the subject matter. According to UNESCO (2012), many students may encounter a teacher shortage or a crowded teaching space with an incompetent, skilled, or inexperienced educator. UNESCO (2012) further noted that a lack of proper foundation at the beginning results in a high rate of unemployment, which leads to quick college student dropout. According to Nganga (2015), academic incompetence in TVET colleges is a serious factor that hinders and delays graduates' recognition in job markets.

Participants are concerned about teacher-centred method and textbook usage, and they have expressed that knowledge without practice is insufficient for them because they need to be exposed to what is currently happening and what to expect in reality. The aim of any teaching is to promote student competency and empower them to be innovative, sensitive, and community development (UNESCO, 2005). However, it has been shown that the NCV entices a huge number of students that have varied levels of academic readiness, and lecturers are required to teach a diverse group of students with different academic abilities (DHET, 2012). It was also mentioned that some lecturers do involve them but most of the time they are left to work on their own. Cynthia (2015) contends that, given the rapid changes in globalisation and technological advancement, Self-Directed Learning (SDL) is a necessary skill for survival in the twenty-first century. De Jaeghere (2017), Powell and McGrath (2018), and Powell and McGrath (2019a, 2019b) argue that CCA goes beyond the broken independence of the mainstream human capital approach by evolving a far tougher version of the intervention.

5.3.1.3 Availability of resources to provide practical experience
The results of this theme show that there is a scarcity of resources for their practical work. The participants stated that the available resources are not even being used.

They were told they are for level 4 students who confirmed that they also never used them. This raises the question of monitoring and evaluation of resources by the college. According to Mash, Howe, and Olayemi (2018), TVET programmes such as Primary Health Care have suffered due to a lack of government commitment, low-level healthcare workers with insufficient training, poor infrastructure, a lack of supportive supervision, and a low status within the health system. McGrath (2005) argues that the infrastructure had become insufficient and dysfunctional for vocational education and training.

They stated that their vocational practice necessitates them being hands-on in order to practice the skill for the work-based experience. They quantified that the curriculum provides less practical experience, which may jeopardise their chances of employment in industries that require experience. Instead of enforcing skill capabilities, TVET students are focused on acquiring knowledge and, preferably, being trained to excel in exams (Nganga, 2015). They have expressed their gratitude to those lecturers who do their best to enforce practical work at their own expense but believe that it is inconsistent due to insufficient resources and that they are unable to reach all students. They stated that their course would be incomplete without work-based experience because it is so important in their vocational training and education. This gave them the impression that they will be facing the world with no work experience and will have to fight this battle outside on their own. They believed that TVET should be improved to meet the ever-changing needs of individuals and industries. The Council for Technical Vocational Educational and Training (COTVET) (2012) attests that the CBET curriculum requires the industrial sector to be involved and form part of its curriculum design, development, review, and implementation. This can happen through the accreditation of courses, checking and appraisal, and expansion of obligatory competencies, therefore inclusion of companies is imperative for achieving a meaningful CBET (Boahin, Eggink and Hofman, 2013).

5.3.2 Research Question Two
How responsive is the current Primary Health Care curriculum policy on vocational subjects in preparing students for the job market?
The following themes addressed the above research question:
   • The relevance of PHC.
   • The TVET PHC qualification is not being recognised by the industry.

- Students' employability depends on the skill acquired and labour market requirements.
- TVET college promises of practical activities not being realised.

5.3.2.1 The relevance of the PHC course

The findings under this topic revealed that the participants understood the meaning of the concept 'relevance of Primary Health Care Course (PHC) ', and this put them in a better position to answer the questions which were related to 'The PHC course'. They defined the PHC course as the course that will serve the communities they live in as it addresses the problems of diseases that affects people and the country. Participants expressed that the course would pave the way for them to work as professional nurses in the future. They stated that the PHC course is designed in response to the needs of the students and the economy of the country as a whole, so that it is responsive to the needs of society while also bringing into line the purposes and aims for which it was intended. DHET (2013:20) stated that PHC qualification was established as a plan for the Department of Health's re-shaping of primary health in South Africa. They included the formation of PHC teams, also known as Ward-Based Outreach Teams (WBOTs), which are made up of Community Health Workers (CHWs) who work in communities on health promotion, "disease" prevention, and disease management (DHET, 2013:20).

Some participants stated that they would have not applied for the course if they had matric. They claimed that this was due to dissatisfaction with the course, as most colleges and universities prefer matric to NCV certificates. Gewer (2010) also noticed that even after the inception of the renewed TVET sector, there has still been limited effort on how to solve basic challenges that contribute to the status of different colleges concerning their curriculum, or the expectations of DHET for college. This means that the curriculum of TVET colleges, which is the focus of the system for vocational education and training (VET) in South Africa, needs to be revamped (Allais, 2018). According to Igborgbor (2012), quality assurance signifies regular measures planned by the establishments for evaluating the acts of the training institution with the intention of certifying that its mandatory results meet the needs of the economy. Furthermore, Kontio (2012) indicates that quality assurance could also mean organised processes that support and ensure the operational distribution of learning services.

Participants described the course as ideal for preparing them for careers in medicine. They were fully aware that the course is only a foundation for them to become Community Health Care Workers rather than professional nurses (CHWs). By saying this, they meant they are not going to work as nurses but as caregivers in clinics and hospitals. They meant that they would work as health promoters and caregivers rather than as nurses. The views of Naimoli, Frymus, Wuliji, Franco and Newsome (2014) resonate with the participants' state of mind that PHC students are Community Health Care Workers (CHWs) who are trained separately from formal nursing or medical curricula in the Primary Health Care curriculum. As a result of these responses, the researcher discovered that TVET sector colleges' main mandate is to "prioritise skills requests by creating responsive and relevant vocational programmes that would create a workplace for youth" (Gewer, 2016:32; Kraak et al., 2016; Terblanche, 2017).

5.3.2.2 TVET PHC qualification is not being recognised by the industry market
The findings of this theme revealed that participants are concerned about the credibility of the PHC certificate. Ahmad and Rahman (2013) also found that some TVET colleges were incompetent in evaluating their curriculum in order to compete with job market demands and that the TVET sector's failure to elevate curricula resulted in the employability of graduates with irrelevant skills and qualifications. The students felt that the industry market does not recognise the course. They attempted to volunteer in the health sector but were turned down. Furthermore, they stated that the majority of companies do not understand the course and act as if it is the first time, they have heard of it. The TVET sector introduced the National Certificate Vocational (NCV) in colleges in order to lessen the ongoing short allocation of work placements for students and to address the minimal technical and cognitive skills of students who have graduated (Department of Education/ DoE, 2007a). Though the TVET is regarded for its potential to drive economic growth and alleviate poverty and youth unemployment (Agrawal, 2012), there is still less involvement in the TVET sector, especially in many developing countries (European Commission, 2014; Lolwana, 2017). Furthermore, research (Agrawal, 2012; European Commission, 2014) states that the TVET sector is still described as having significant gaps between the curriculum taught and the needs of the labour market.

Participants contended that the TVET colleges are responsible for their recognition by the industry force. The students stated this because they believe they are trying to

volunteer without the assistance of the college. They were very vocal about their employment status because some healthcare sector responses make them question whether the qualification is approved by the departments of higher education and health. However, some participants who indicated that they have hope in some healthcare sectors as they received positive feedback from them even though they were not given the opportunity to volunteer, they were happy that the course is known. TVET colleges have been portrayed as lacking formal relationships with businesses, creating confusion about the type of system the colleges are offering (Mayer, 2011; Kraak, 2013, Gewer, 2014). Companies are hesitant to work with colleges because they are unfamiliar with NCV programmes (Mayer, 2011; Kraak, 2013, Gewer, 2014). The theoretical framework Critical Capabilities Approach (CCA) emphasises the critical encounter of how VET can participate with local labour market authenticities, which include a large growing informal economy and existing farming, providing a clear link to one of the challenges confronting the political economy version (Minnis, 2006; Blaak, Openjuru, and Zeelen, 2013). These findings suggest that participants were not happy with TVET college's failure to fulfil its promise of exposing them to companies, especially the healthcare sector. This is conquered with the Critical Capabilities Approach (CCA); Powell and McGrath (2019a) insist that VET exploration should focus on students' awareness of the programme they chose. The CCA focuses on both the disparity in skill advancement as well as on ways to move from a narrow emphasis to that of urgent employability and innovative producers (McGrath, 2018).

5.3.2.3 Students' employability depends on the skill acquired and labour market requirements

According to the findings of this theme, one of the main challenges that participants face is a lack of work-related experience. Companies, they claim, turn them down because they lack work experience. They have tried to find volunteer jobs that would help them improve their skills but were not considered. One of the reasons they apply for volunteering is that they understand the value of gaining work-related skills while studying because it is part of their course requirements. According to Cornyn and Brewer (2018), Workplace-Based Experiences refers to programmes such as PHC that are recognised and provide opportunities for students to gain work experience through internships. Furthermore, Cornyn and Brewer (2018) emphasise that Workplace-Based Experience leadership is an important part of the Workplace-Based

Experience because it connects what was done in college with what the world expects of trained students.

Participants contended that most businesses do not see the course as necessary and have no idea what it entails. Pitan (2016) confirms that businesses hire experienced students who are well-trained and have relevant employability skills. Some argue that this is not the case because they believe the course is important, and COVID-19 has demonstrated that primary healthcare workers are critical workers for the country and the world. According to WHO (2020b), international health emergencies such as pandemics, such as COVID-19, serve as a wake-up call and a reminder of the importance of PHC as a cornerstone not only for routine essential services but also for health system emergency responsiveness. COVID-19 has created an opening for many countries to reconsider the role of Primary Health Care, more specifically, the multifaceted health system issues that continue to stymie PHC implementation and full realisation of the Astana Declaration (Ghebreyesus, 2020). They discussed the contents of each subject and how each subject taught those aspects that people encounter in their daily lives. According to Ju, Zhang, and Pacha (2012) and Mello et al. (2017), vocational training skills are job skills that create employability for individuals ranging from common or non-technical abilities. Furthermore, Simatele (2015) describes vocational skills as skills that an individual can use to enhance productivity in the workplace. However, Cavanagh (2015) emphasised that vocational skills are key to opening possible doors for job opportunities when one has professionally practiced the skill required in the job markets.

Participants speculated that companies reject them because the course is only valid for a certificate and not a diploma or degree. They revealed that most companies are unfamiliar with the course. It is true that companies are hesitant to work with TVET colleges because they are unfamiliar with NCV programmes (Mayer, 2011; Kraak, 2013; Gewer, 2014). The expectations of TVET colleges are to eliminate social discrimination caused by the apartheid system through the establishment of skills and training for underprivileged individuals and societies (DHET, 2012).

Participants tend to blame the college for not playing a part in ensuring they are well-prepared for job opportunities. Okoye and Okwelle (2014) support participants that a lack of proper career guidance for TVET students continues to erode TVET graduates'

job prospects (Okoye and Okwelle, 2014). This practice is discouraging because students came to TVET college expecting to be guided and supported, but based on their statements, it appears that they are the ones making efforts to be employed. Applicants to vocational PHC programme must be assured of opportunities for further upskilling beyond their initial qualification, partly because that is what students gradually need and expect, and partly because that is what the labour market will require and demand from graduates of the initial vocational programme (Dunkel and Le Mouillour, 2009).

5.3.2.4 TVET college promises of practical activities are not realised

The results obtained under this topic revealed that participants have lost hope in practical work being done for this year. Leadership capacity in the TVET spectrum is still suffering from the scarcity of physical and human resources. Therefore, students, lecturers, and finally future employers, suffer the consequences (Field, Musset and Alvarez-Galvan, 2014). They say this because they no longer trust the college management on promises they made that they would do practical work in level 4 and nothing happened. National vocational qualification works hand in hand with quality assurance (Kuboni, 2002). UNESCO, (2013) views quality assurance as a system for improvement and accountability in a particular institution.

Their frustration is that they might complete the course without completing practical work and this will have an impact on getting employed as most companies need experienced people. They also revealed that since they started the course in level 2, they have done no practical work. They stated that the college is failing to train them for the work environment. They are very disappointed at how the issue of practicality is handled and not prioritised. Wedekind and Buthelezi (2016) posit that administrative and corporate service functions in colleges should collaborate to support teaching and learning practices. The White Paper (DHET, 2013) emphasises the significance of encouraging solid partnerships between TVET colleges and businesses (HRDC, 2014). Furthermore, if TVET colleges have a successful partnership with businesses, it will enable colleges to ensure that PHC students have the required skills, which will benefit them in attracting the job markets (HRDC, 2014). Participants stated that the only way to get employed is through work-based placement and having experience which they believe should be handled by the college and not students. This statement shows how valuable the practical work is to participants and their declaring nothing

has been done can damage their future plans and aspirations. World Health organisation (WHO) recommended that the success of Community Health Workers (CHWs) rely solely on regular training and supervision (Jansen, 2019). Furthermore, it is difficult for PHC students to fulfil their roles if they did not get the appropriate education and training and thus affecting their level of competency required in the labour markets (Jansen, 2019). According to (Tansen, 2012), most of the TVET sectors across the world still struggle to offer the most needed training for the current labour market. Furthermore, (Triki, 2013) indicated that creating connections between TVET colleges and industries has more advantages for the organisations, companies, and the whole world.

It was discovered that the college does not provide students with full support in terms of practical work and challenges they face. It was stated that the college prioritises academic excellence over future endeavours. The main challenge faced by the TVET sector is the failure of college management to provide the necessary support study to lecturers and students (HRDCSA, 2014; SACPO, 2014).

5.3 RECOMMENDATIONS MADE FROM THE STUDY
The recommendations addressed the third research question which is:

What recommendations can be given to improve student's experiences of vocational subjects in Primary Health Care?

Considering the empirical findings presented above, the following recommendations are made:

• Based on the findings that there are few or no practical work done to prepare students for the work environment, therefore college should enforce vocational practice implementation at all levels and incorporate practical work in the curriculum for all four vocational subjects yearly. Enough time should be allocated for practical work, and this should be incorporated into student's timetable where specific days are for practical work. The curriculum should offer more learner centred activities that engage the learners fully in the programme.

• Pertaining to students being the ones trying to find volunteering jobs without the help of the college, the college should have partnerships with companies like the healthcare sector and take full accountability for students' work placement. Students should be

placed at the beginning of level 2 rather than at the end of level 4, as they need to get job experience before completing the course.

• Given the reasons that the college stated that one of the reasons students are not placed is due to funding, the college can partner with Sector Education and Training Authority (SETA) so that the sector can assist students with internships.

• About insufficient resources, college management should take full responsibility for ensuring that PHC students have adequate resources for practical work at the beginning of the year, where uniforms and other materials are made available earlier to avoid disappointments. There must be a specific allocation of budget for the programme which includes all the resources needed for practical work. There should be a practical room where students can do all the experiments and activities assigned for practical work in their curriculum.

• On the point of the course being relevant and not being recognised, the college should have PHC student platforms to showcase their knowledge and create workshops where they can do presentations and educate people about health issues.

• The college should prioritise regular workshops and training on curriculum requirements and challenges in order to empower PHC lecturers and provide them with the necessary skills and knowledge as curriculum implementers.

• College management should conduct regular monitoring and evaluation to assess the quality assurance.

• Primary Health Care lecturers should fully participate and collaborate with curriculum designers because they are the first line of defence when it comes to curriculum implementation and dealing with student challenges. Their requirements for effective vocational subjects to be in practice should be prioritised.

• The college should collaborate with and invite the Department of Health to assist with other matters, as well as educate them on the curriculum so that this programme is known and recognised.

5.4 IMPLICATIONS FOR FUTURE RESEARCH

This study was limited to a TVET College in Gauteng Province; hence it is suggested that future research on a similar topic be conducted in other South African provinces. According to the researcher, this broadens the scope and setting of the study, and the

results can thus be applied to the entire country. Having done so, the research will still pique the interest of stakeholders, and the findings obtained will most likely have strategic implications for the South African PHC programme. Instead of focusing solely on students in a TVET College, similar research can be conducted on graduates, lecturers, and/or managers in South African TVET Colleges, as the curriculum development and implementation process includes these stakeholders as well.
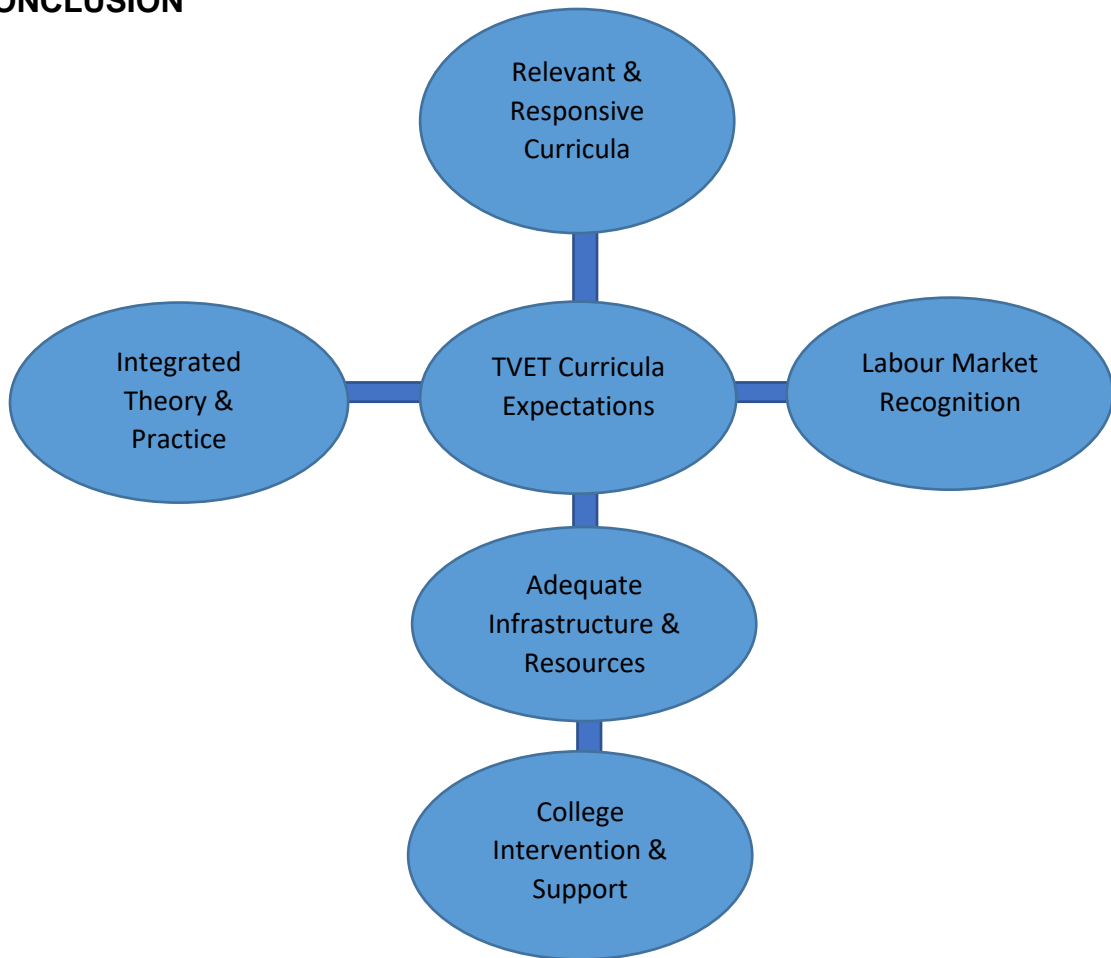
5.5 CONCLUSION

Figure 5.1: A summary of the factors influencing PHC students' expectations of TVET curricula

Figure 5.1 summarises the factors that influence PHC students' expectations of the TVET curriculum. According to the data on the diagram, PHC students went to a TVET college in the hope of gaining a skill that is relevant and recognised by the industry market. They expected the college to provide all necessary assistance and training to prepare them for the workplace. They expected their vocational subjects to be integrated with theory and practice but based on the findings, none of these expectations were fully met.

Due to a lack of infrastructure and resources, PHC students are faced with an ineffective curriculum. Students revealed that the curriculum's expectations were not fully implemented. As a result, students are concerned about their future if they are not exposed to practical work that will provide them with work experience.

Lack of relevant skills and practical experience necessitates immediate attention to align and link the TVET curriculum to employment, whether voluntary or paid employment, as well as to establish on-the-job training and some attachments so that students know the requirements of the industry when they leave school. Aside from this, the study discovered that the current TVET curriculum failed to implement the curriculum as promised, leaving students in despair.

This practice results in brilliant students lacking practical skills, forcing them to find solutions rather than seek employment after completing their education. Despite the fact that a lack of skills, a lack of practical experience, and a mismatch between the TVET curriculum and industry are cited as reasons for the programme's non-recognition, the study discovered that a lack of capital, support from the college, and knowledge in those healthcare sectors with special and relevant skills are also a major issue.

This chapter provided a synopsis of the current study's findings. The study's findings were used to draw conclusions. Relevant recommendations are made to address the research problem based on the conclusions. Also included are suggestions for future research. The study's findings were presented in accordance with the research questions and objectives, both of which were met by this study.

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APPENDIX A: Permission letter to conduct the study

M Gmail

Sannah Mmaletsatsi <sannahmmaletsatsi@gmail.com>

Request for permission to conduct research at Roodepoort Campus

Joey Monyamane <monyamanej@swgc.co.za>   Fri, Apr 29, 2022 at 2:12 PM
To: Sannah Mmaletsatsi <sannahmmaletsatsi@gmail.com>
Cc: Kholofelo Mashale <mashalek@swgc.co.za>

Dear Ms. Sannah

Your request for seeking a permission to conduct a research at the college has been approved on following condition:

1. You shall comply with Protection of Personal Information Act.

2. You will liaise with the campus manager Ms. Mashale (mashalek@swgc.co.za) prior interviewing any student/s or a staff at the campus

3. Your research in no terms affect teaching and learning delivery at the campus.

Please be at liberty to contact me should you need further assistance from my relating to your research at the college.

Kind Regards

Joey Monyamane

Acting Principal

Head Office | Molapo | Soweto

Cell: 082 445 3327

Tel: 010 141 1000 Ext 1001

Email: monyamanej@swgc.co.za

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

SOUTH WEST GAUTENG TECHNICAL AND VOCATIONAL
EDUCATION AND TRAINING COLLEGE
EDUCATION OF DISTINCTION

[Quoted text hidden]

APPENDIX B: Ethical Clearance Certificate

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2022/03/09

Ref: **2022/03/09/54924510/03/AM**
Name: Mrs SM Kekae
Student No.: 54924510

Dear Mrs SM Kekae

Decision: Ethics Approval from
2022/03/09 to 2025/03/09

Researcher(s): Name: Mrs SM Kekae
E-mail address: 54924510@mylife.unisa.ac.za
Telephone: 0834320842

Supervisor(s): Name: Dr S Meeran
E-mail address: meeras@unisa.ac.za
Telephone: 0124296039

Title of research:

The experiences of students in the vocational practice of Primary Health Care of a TVET college: A Case Study of a TVET college in Gauteng.

Qualification: MEd Curriculum studies

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 2022/03/09 to 2025/03/09.

The **low risk** application was reviewed by the Ethics Review Committee on 2022/03/09 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 will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.

2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

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3. 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.

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

5. 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.

6. 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.

7. 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.

8. No field work activities may continue after the expiry date **2025/03/09**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2022/03/09/54924510/03/AM** 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 Mpine Makoe
ACTING EXECUTIVE DEAN
qakisme@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

APPENDIX C: Permission letter to participants to participate in the research.

Dear participant   Date_____

My name is Mrs Sannah Mmatsatsi Kekae. I am a student at Unisa. I would like you to participate in my research and do interviews with you. I am trying to learn more about how students interact with their lecturers in their lecture rooms.

If you say YES to do this, I will organise an individual interview and focus group interview with you where you will participate in answering questions based on your vocational subjects. I will not ask you to do anything that may hurt you or that you do not want to do. You have the right to withdraw at any time and all information you share will be confidential.

If you do not want to take part, it will also be fine with me. Remember, you can say 'yes' or you can say 'no' and no one will be upset if you don't want to take part or even if you change your mind later and want to stop. You can ask any questions that you have now. If you have a question later that you did not think of now, ask me next time I visit your school. You can also contact me on 0834320842.

Please read the letter carefully and sign it. Signing your name at the bottom means that you agree to be in this study. A copy of this letter will be given to you. If you need further information, you can contact my supervisor, Dr Safura Meeran on meeras@unisa.ac.za or 012-4296039.

Regards

_____

Mrs SM Kekae

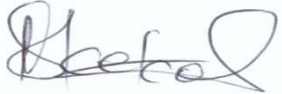**Appendix D: Consent letter to participants (semi-structured & focus group interviews)**

I_____ grant consent that Mrs Sannah Mmatsatsi Kekae may use the information I share during, semi-structured and focus group interviews for research purposes. I am aware that the group discussions will be digitally recorded and grant consent for these recordings, if my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant 's Name (Please print): _____

Participant Signature: _____

Researcher's Name: (Please print):   SANNAH MMATSATSI KEKAE

Researcher's Signature: _____

Date: _____

APPENDIX E: Semi-structured interview with (level 3 & 4 students)

UNISA | college of education

a) Semi-structured interview with level 3 and 4 students

1. What is your opinion about the course?

2. Do you think the course is recognised in the industry market? Please elaborate.

3. How do you think should be done for the course to be recognised by the industry market?

4. Does your course meet the requirements needed by the current labour market? Please elaborate.

5. What skills do you think needed to be taught and why?

6. What does Primary Health Care vocational subjects' curriculum policy emphasise?

7. You are aware of the state of unemployment of youth in South Africa. Why do you think students of Primary Health Care struggle with employability?

8. How do you think can be done to improve the employability of Primary Health Care students?

9. Do you think the college is doing enough to assist Primary Health Care students? Please elaborate.

APPENDIX F: Focus group interview (level 3 & 4 students)

UNISA | college of education

b) Focus group interview with level 3 and 4 students

1. How do you feel about Primary Health Care programme?

2. Do you think the vocational subjects' curriculum for Primary Health Care is relevant towards the current job market requirements? Please elaborate.

3. What teaching methods do your lecturers use most of the time?

4. Do you like or dislike the teaching methods used and why?

5. What learning materials do you use for the programme?

6. Do you think you have adequate learning materials for the programme? Please elaborate.

7. What are the specific challenges of the course you doing?

8. How does your vocational subjects' curriculum theory integrate with curriculum practice? Please elaborate.

9. Can you suggest ways that management in the college can assist in overcoming these challenges?

APPENDIX G: Language editing certificate

THE WRITING STUDIO

Writing and Editing Practice

Certificate 2/323

TO WHOM IT MAY CONCERN

20 March 2023

This dissertation, entitled **PRIMARY HEALTH CARE STUDENTS' EXPERIENCES OF VOCATIONAL SUBJECTS AT A TVET COLLEGE IN GAUTENG, by KEKAE SANNAH MMATSATSI,** has been edited and reviewed to ensure technically accurate and contextually appropriate use of language for research at this level of study.

Yours sincerely

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