



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

# **REMUNERATION AND CONDITIONS OF SERVICE - PUBLIC FET COLLEGE EMPLOYEES**

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# 1. BACKGROUND

- FET Colleges originated from the “old” Technical School concept.
- In 2004 all Technical Schools and Colleges merged into 50 Central Colleges where 198 000 students are served.

## 2. STATISTICS AT A GLANCE - 2011

Province	No. of Students	No. of Lecturers	No. of Support Staff	No. of Management Staff
Eastern Cape	16249	932	684	83
Free State	12270	599	426	49
Gauteng	55827	1815	1081	16
KwaZulu Natal	32804	1872	2317	65
Limpopo	19938	954	638	30
Mpumalanga	10219	506	380	8
North West	8296	449	362	9
Northern Cape	3923	178	130	21
Western Cape	39176	1219	1060	52
<b>TOTAL</b>	<b>198702</b>	<b><u>8524</u></b>	<b><u>7078</u></b>	<b><u>333</u></b>

### **3. GOVERNANCE TRANSITIONS FETC ACT 2006**

- At institutional level, to create greater institutional responsiveness and flexibility, college councils were made employers
- The concurrent function is to be abolished through Legislation by a Constitutional amendment and the FETC Amendment Bill to support the ideal of a national competency.

# 4. COLLEGE CONTEXT: EMPLOYMENT POLICIES AND PRACTICES

## **The current context regarding employment practices and policies:**

- FETC Act resulted in loss of quality (skills & experience)
- The choice of employer = diminished COS + insecurities
- Large numbers of unqualified lecturers.
- Staff competence varied & staff development is weak.

## **The Steering Committee recommendation(s):**

- The State be the employer of all permanent staff.
- Colleges retain the authority to employ staff on contract and manage staff performance.
- Parity of COS for all State or College staff be established and maintained, based on qualifications, skills levels and work experience.
- An attractive career path for employees based on a HRM development framework.
- Develop strong linkages with industry to create opportunities for college staff.
- Create an environment where innovation and limited flexibility are used for staff to be productive

## **5. REMUNERATION AND COS...**

### **5.1 Organisational development and change management**

DHET and partners work on a functional model for all 3 spheres:

- Minister of DHET is responsible for COS and remuneration for State employees.
- FETCs - organisational structure aligned to high level output and delivery.

## 5. REMUNERATION AND COS...

### 5.2 Towards a flexible salary structure (lecturing stream)

Salary mix cognisant of 3 streams of lecturers in VCET :

- General Academic; Vocational Trainers; Practical Instructors
- to retain & attract *qualified* and experienced lecturers, provide flexible salary dispensation and consolidate appropriate incentive schemes.
- Progression - based on performance (move to 1.5% between notches to 5% in 2014)

# 5. REMUNERATION AND COS...

## 5.3 Career Path of a Classroom based lecturer

**Linked to qualifications, promotion vacancies and possible upgrade.**

**Current thinking:**

- Lecturer classroom based – PL 1 ; Specialist lecturer – Senior specialist lecturer - upgrade
- Senior Lecturer -Promotion (Grade 2); Programme Head - Promotion (Grade 3)
- Academic Head – Promotion (Grade 4)

## 5.4 Qualifications mix

**The system currently accommodates from REQV 10 – REQV 14 (and above).**

**The definition of a lecturer in relation to Qualifications, work experience etc**

Of concern is current state of qualification. In 2002 :

- 8% of teaching staff nationally were academically under/unqualified,
- only 28% of teaching staff in colleges had industry-based qualifications.
- an overall 27% of staff reported having completed their trade qualifications,
- Promotions to managerial level resulted in a significant gap at grades 1 and 2

# 5. REMUNERATION AND COS...

## 5.4 Qualifications mix

### Qualification opportunities for college lecturers

- HEIs now develop qualification programmes for college lecturers
- It is critical to address teaching qualifications for FETC lecturers.

### General prerequisites for all college lecturers

- Basic academic competence -
- Work experience (min: 3 years for Vocations but none for general subjects); Pedagogic competence (entry level:120 credit focused advanced diploma)

# 5. REMUNERATION AND COS...

## 5.5 Lecturer Development (Proposed)

### Five categories of professional development

- College-led initiatives: e.g. computer literacy training etc
- Provincially-led initiatives: e.g. provincial forums and conferences
- Qualification programmes: e.g. accredited programmes of further study.
- Other programmes offered by approved providers that directly support good teaching practice.
- College lecturers and individually should be responsible for their own professional development.

## 5. REMUNERATION AND COS...

### 5.6 Working hours and utilisation

- Work day and timetable are there to ensure maximum cost effectiveness
- 8 to 8 or 7 to 15h00 is contra productive in the target market (after hours)
- 40 hours work week for all employees?

### 5.7 Performance Management and Development System

#### IQMS outdated for the Sector?

- A **PMDS** with clearer **KRA's** is in the current bargaining agenda.
- Performance Contract? Clear developmental framework linked to Strategic and Operational plans...

## **5. REMUNERATION AND COS**

### **5.8 Issues of mutual interest to be considered**

- Leave Measures; (programme closure vs college closure)
- Workload - develop minimum norms for contact time for lecturers