



# VISION STATEMENT OF THE DHET

- Our vision is of a South Africa in which we have a differentiated and fully inclusive post-school system that allows all South Africans to access relevant post-school education and training, in order to fulfil the economic and social goals of participation in an inclusive economy and society

# Defining the post-school system

Incorporates all education and training undertaken outside of the schooling system, and offered by:

- Universities
- Universities of Technology
- FET Colleges
- Agricultural and Nursing Colleges
- Adult Learning Centres

## **PLUS**

- New institutional types that may emerge (eg. CETs)

# Spectrum of post-school education and training needs to be met

Youth	Adults
With general education only	Employed/self-employed
With senior secondary but without matric	Unemployed
With matric but without university entrance	Without matric
Poor foundational skills	Poor literacy and numeracy skills to undertake further learning
Pre-employed	

# **Minister's PME OUTPUTS – Focus on differentiated responses to varying needs**

## **OUTPUT 2**

- **Increase access to programmes leading to intermediate and high level learning**
- **Provide young people and adults with foundational learning qualifications (ABET )**
- **Improve NC(V) success rates before massification**
- **Create 'second chance bridging programmes for youth without matric (leading to matric equivalent)**
- **Provide a range of learning options for those with matric but do not meet university entrance requirements (skilling for employment)**

# Current College programme offerings

## Mandated programmes

- NC(V): 19 programmes by 2013
- Report 191: N1-N3 (engineering); N4-N6 programmes

## Other programmes offered by some colleges

- Learnerships
- SETA-driven skills programmes
- HE (L5/6) programmes
- Customised training for industry (fee-for-service)
- Special projects (eg. EPWP, NARYSEC)
- Foundational learning (literacies/bridging)

**\*Adult Education and Training (GETC, NASCA + others proposed on the GENFETQF))**

# Qualifications review

## NC(V)

- **Multiple stakeholder Ministerial Task Team (MTT) established and 9 members appointed**
- **Scope of review: Design, structure, admission requirements, assessments, certification and progression**
- **MTT to deliver final report with recommendations to the Minister 4 months after commencement of work**

## REPORT 191

- **Location within the Quality Council environment still in dispute. Resolution will follow the public comments process on the proposed sub-frameworks of Umalusi and the QCTO**
- **Curriculum development and review to reside with the responsible QC**

## **Curriculum review: NC(V) subjects in 2011/2012**

- **FAL**
- **Life Orientation**
- **Physical Science**
- **Automotive Repair**
- **Welding**
- **Fitting and Turning**
- **Electrical Principles and Workshop Practice (EIC) programme**
- **Office Administration**

NOTE: Implementation dates will differ and will be officially communicated to colleges in advance of implementation

# Credit transfer between the NSC and NCV

- FAL (passed at 40% and above)
- Mathematics (passed at 30% and above)
- Mathematical Literacy (passed at 30% and above)
- Physical Science (passed at 50% and above)

## **NOTES:**

- 1. The concession does NOT apply to the Senior Certificate, the predecessor to the NSC**
- 2. Formal processes (HEDCOM & CEM) to follow before announcement of implementation, which is expected to be Jan 2012**

# Plans for Lecturer Development

## Lecturer Qualifications

- **Final policy for minimum qualifications for lecturers to be published for comment before finalisation**
- **All initial qualifications must be registered professional qualifications on the HEQF, awarded by an HEI**
- **Professional qualifications must include disciplinary knowledge, pedagogy and epistemology, teaching and assessment practise, and student academic support**
- **CPD programmes and interventions should in the main be recognised for professional career development purposes**
- **Predetermined timeframes for achievement of minimum lecturer qualifications to be indicated in the policy**

# Ongoing lecturer training

**Annual Training Plan:** Focuses on interventions that respond to identified needs:

- Poor student performance
- New and revised curricula
- Newly recruited staff
- Specific gaps in content knowledge
- Internal assessments
- Sharing of best practices in colleges



**Thank you**