



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

# Removing the Stigma of Vocational Skills Training

27 August 2020

# Education Landscape



## **Basic Education**

### Provincial Competency

- Schools



## **Higher Education and Training**

### National Competency

- **Universities (26)**
- **SETA's (21)**
- **TVET Colleges (50)**
- **Community Colleges (9)**

# White Paper on Post School Education and Training

- The **post school system** comprises of all education and training **provision for** those who :  
have **completed** school  
did **not complete** his/her schooling  
who **never attended** school
- TVET Colleges -750 000 in 2016 – **2.5 million by 2030** (NDP)
- CET Colleges – **1 million by 2030**
- The **CET Act** compels the colleges to:  
**Ensure access** for persons who have been **marginalised in the past**, such as **women**, the **disabled** and the **disadvantaged**.

# White Paper on Post School Education and Training

- ‘Since the main purpose of TVET Colleges is to prepare students for the **workplace** and/or self-employment, it is essential that they develop and maintain close working **relationships with employers** in their areas of study.’
- **Work-integrated training model** is the most effective training model

# Why this Stigma ?

- In spite of numerous public statements by the Minister of HET and Deputy Minister of HET that Colleges should be the institutions of first choice for school leavers this negative perception prevails
- Most individuals that influence the career decisions or further study options of youth have no first hand experience of Colleges.
- The general public is able to distinguish between functional and dysfunctional schools and universities but cannot distinguish between functional and dysfunctional colleges and negative publicity is generalised
- The study period of the majority of students is too short to form a lifelong association
- There is a perception that College graduates find it more difficult to find employment than university graduates
- The perception is that Colleges are for students that struggle academically. Higher entrance requirements at Universities fuels this perception
- The low programme costs create the perception of a cheap programme and therefore inferior training standards
- Perception that Colleges lead to an Academic dead end

# TVET College Programmes

## Vocational

NC(V)  
NATED N1 – 6  
Quality Assurer: UMALUSI  
Funding: DHET  
NSFAS Bursaries



## Occupational

Learnerships  
Apprenticeships  
National Certificate (NC)  
Skills Programmes  
Quality Assurer: QCTO  
Funding: NSF & SETA'S



## Higher Education

Higher Certificates, L5  
Partnerships with HE Institutions  
Quality Assurer : CHE (HEQC)  
DHET Funding via HE Institutions  
NSFAS Bursaries



## VOCATIONAL NC(V): Grade 9 Entrance Requirements



- **Electrical Infrastructure Construction**
- **Engineering Related Design (Fitting and Machining)**
- **Engineering Related Design (Automotive Repair and Maintenance)**
- **Engineering Related Design (Fabrication)**
- **Engineering and Related Design (Welding)**
- **Civil Engineering and Building Construction (Plumbing)**
- **Civil Engineering and Building Construction (Masonry)**
- Information Technology and Computer Science
- Finance, Economics and Accounting
- Office Administration
- Hospitality
- Safety in Society
- Education & Development
- Tourism
- Primary Health
- Transport and Logistics

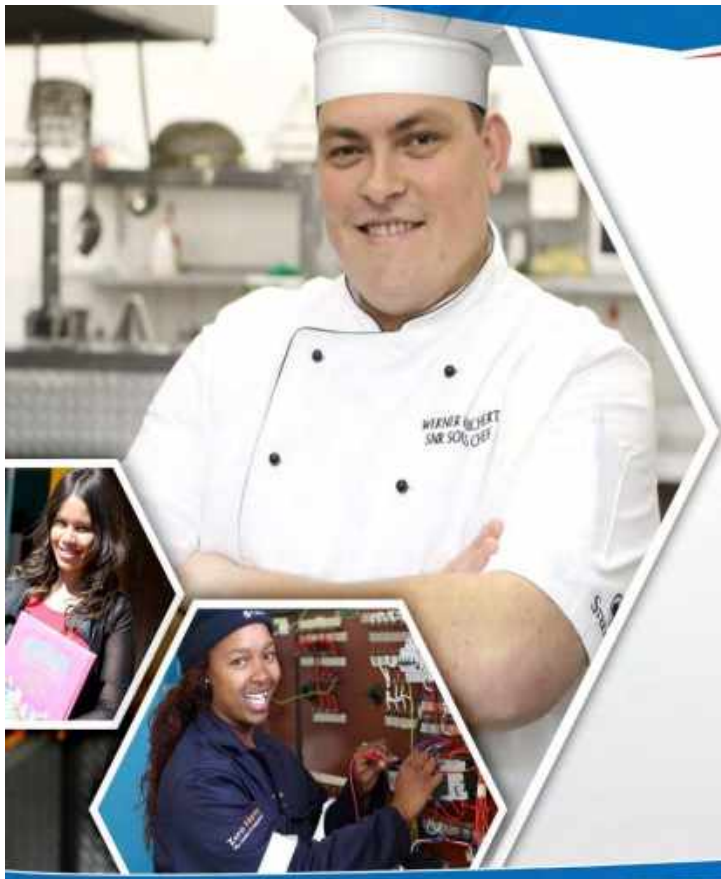
# VOCATIONAL: NATED

## N1 – N3 Engineering Entry Grade 10,11,12

- Automotive Body Repair
- Boilermaking
- Electrical
- Fabrication
- Fitting & Turning
- Joinery
- Masonry
- Motor Mechanics
- Plumbing
- Welding
- Woodwork and Carpentry

## N4 – N6 Entry Grade 12

- Business Management
- Financial Management
- Hospitality
- Tourism
- Educare
- Management Assistant
- Marketing Management
- Human Resource Management
- Public Management
- Farming Management
- Engineering



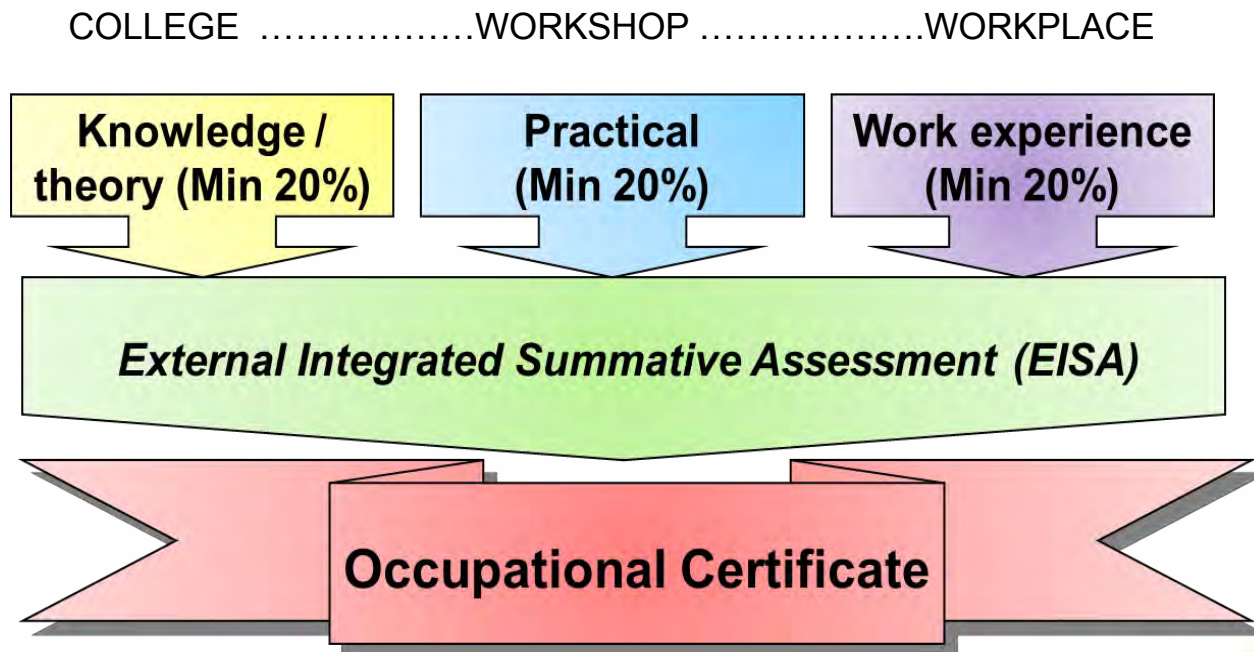


# OCCUPATIONAL PROGRAMMES



- **Early Childhood Development**
- **Professional Cookery**
- **Assistant Chef**
- **Yacht and Boat Building**
- **Wholesale & Retail Operations**
- **Plant Production**
- **Electrical Engineering**
- **Mechatronics**
- **Fitting and Machining**
- **Fitting**
- **Fabrication**
- **Plumbing**
- **Joinery**
- **Automotive Repair & Maintenance**
- **Automotive Spray Painting**
- **Building and Civil Construction**
- **Boiler Making**
- **Welding**
- **Bookkeeping**
- **ICDL**
- **Cisco Academy**
- **2D Animation**
- **Information Technology and Computer Science**

# New QCTO Occupational Qualifications Apprentice of the 21<sup>st</sup> Century (A21)



# Priority Trades

- Needed to implement government's **National Development Plan: Vision 2030** in general and its **Strategic Integrated Projects(SIP)** inter alia, War on Leaks, Phakisa
- as well as those needed by **municipalities** to meet **service delivery challenges**
- Those Trades that are truly **needed** for **economic growth** and **social development** in our country

# 13 Priority Trades

- Bricklayer
- Electrician
- Millwright
- Boilermaker
- Plumber
- Mechanic including Automotive mechanic
- Diesel mechanic
- Carpenter and Joiner
- Welder
- Rigger
- Fitter and turner
- Mechanical fitter
- Pipe fitter



# Centre of Specialisation

- Model sets out to **motivate** industry Stakeholders and **Employers to partner with TVET Colleges** to build a quality Apprenticeship system
- **Mainstreaming** of Occupational Programmes in TVET's
- To significantly **increase the Quality** of Artisans trained
- Focus on 13 Identified **priority trades**.



# Supporting Agencies



- Institute of Plumbing SA



- Retail Motor Industry Organisation



- Southern African Institute of Welding



- Steel and Engineering Industries Federation of Southern Africa

# CET COLLEGE PROGRAMMES

<b>GET-NQF 1</b>	<b>ABET LEVEL 4</b>	Grade 8		Grade 9	
	<b>ABET LEVEL 3</b>	Grade 6		Grade 7	
	<b>ABET LEVEL 2</b>	Grade 4		Grade 5	
	<b>ABET LEVEL 1</b>	Grade 1	Grade 2	Grade 3	
<b>Senior Certificate</b>	Matric for Adults	National Senior Certificate			
<b>SKILLS TRAINING</b>	<ul style="list-style-type: none"> <li>• Short Courses</li> <li>• Accredited Skills Courses</li> </ul>				

# CET LEARNING AREAS OFFERED

ABET LEVEL 4 LEARNING AREAS	ABET SUBLEVELS 1,2, & 3
<b>FUNDAMENTALS COMPONENT: COMPULSORY</b> <b>39 CREDITS</b>	<p><b>ABET LEVEL 1 (GRADE 1-3)</b></p> <ul style="list-style-type: none"> <li>• Learning to read and write (Language Communication)</li> <li>• Learning to calculate (Mathematics)</li> </ul> <p><b>ABET LEVEL 2 (GRADE 4-5)</b></p> <ul style="list-style-type: none"> <li>• Developing reading and writing skills (Language Communication)</li> <li>• Developing numeracy skills (Mathematics)</li> </ul> <p><b>ABET LEVEL 3 (GRADE 6-7)</b></p> <ul style="list-style-type: none"> <li>• Improving reading and writing skills (Language Communication)</li> <li>• Improving calculation skills (Mathematics)</li> <li>• Integrated Studies (Obtaining baseline knowledge of GETC content learning areas)</li> </ul>
<ul style="list-style-type: none"> <li>• One Official Language: 23 Credits</li> <li>• Mathematical Literacy: 16 Credits OR Mathematics and Mathematical Sciences: 16 Credits NOT BOTH</li> </ul>	
<b>CORE COMPONENT: COMPULSORY</b> <b>32 CREDITS</b>	
<ul style="list-style-type: none"> <li>• Life Orientation: 32 Credits</li> </ul>	
<b>ELECTIVES COMPONENT: OPTIONAL</b> <b>49 CREDITS</b>	
<p><b>Academic Learning Areas:</b></p> <ul style="list-style-type: none"> <li>• Human and Social Sciences: 23 Credits</li> <li>• Natural Sciences: 15 Credits</li> <li>• Economic and Management Sciences: 21 Credits</li> <li>• Arts and Culture: 17 Credits</li> <li>• Technology: 11 Credits</li> <li>• One Additional Official Language (Excluding the language chosen as a Fundamental): 23 Credits</li> </ul> <p><b>Vocational Learning Areas:</b></p> <ul style="list-style-type: none"> <li>• Applied Agriculture and Agricultural Technology: 20 Credits</li> <li>• Ancillary Health Care: 45 Credits</li> <li>• Small, Medium and Micro Enterprises: 17 Credits</li> <li>• Travel and Tourism: 38 Credits</li> <li>• Information Communication Technology: 23 Credits</li> <li>• Early Childhood Development: 26 Credits</li> <li>• Wholesale and Retail: 30 Credits</li> </ul>	



# Other TVET/CET Colleges Focus Areas

- Entrepreneurship development
- Bridging Programmes
- Improved Access for students with disabilities
- Diverse delivery modes.
- Expansion of E-Learning
- Joint employment Centres
- International Partnerships

# What will change this negative perception

- Grading of colleges and placing this information in the public domain
- Responsive programmes and curricula that can be adapted within short timeframes to respond the latest needs of industry and the economy
- An annual robust PQM planning process
- Infrastructure that supports the perception of a step up from school that is not inferior to Universities
- Cutting edge training equipment
- Lecturing Staff that have proven track records in industry and continuously granted the opportunity to spend sufficient time in industry to stay abreast of latest developments
- Extramural activities to create a more positive student experience
- Timeous issuing of certificates and diplomas
- Improved student selection



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

# Thank you

**Cassie Kruger**  
**DHET Regional Manager WC & NC**  
**[Kruger.C@dhet.gov.za](mailto:Kruger.C@dhet.gov.za)**