



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Conference theme:

**“Colleges Accelerating Academic Achievement:
Capacity; Autonomy; Accountability”**

Presentation Paper: Keith Loynes

*Identifying the practices required for ensuring
academic achievement in a public college*

**International Association of Community and
Further Education and Training Colleges**

5th Pan African TVET and FET Colleges Conference

3 & 4 November 2014

Introductory remarks on the demographic and contextual landscape

Understanding the environment

World view: slumped economies, high unemployment, focus on employability and relevance of education and training.

A shift towards a mind-set of 'return on investment' in education.

Public education is heavily subsidised by treasury - up to 80% *for fee paying students*.

Understanding the environment

Return on Investment and accountability

- The bottom line is measured in student retention rates, throughput and certification
- Massive investment matched by unprecedented accountability
- Examples of the manifestation of a dramatic increase in accountability (*administration; management turnover at 30%; new councillors.*)

Understanding the environment

Skills gap and White Paper response

- Is there or is there not a skills gap phenomenon?
- The White Paper position:
 - ‘relating education and training to work and responsiveness in the context of both the economy and the labour market’.
- A need to have a thorough grasp of the institution at macro (external world view) and micro level (internal management systems)

Governing and Managing a multi-stakeholder post school TVET College

The centre must hold

- Getting to grips with the institutional type: TVET college
- Understanding the institutional external environment
- Governance and Management an inter-play for success
- Maintaining the focus where distraction abounds

Key performance indicators

Keeping one eye on the gauges and the other on the road ahead

- Vision, strategy and translating that into operations
- Targets, assigned accountability and individual performance
- Data driven decision-making
- Public accountability as ROI, demands institutionalised reflection, remediation and re-action

Getting the Academic Year off on the right step

“Aim for and secure synergy or embrace institutional chaos”

- Analysis of performance: providing the basis for reflection, remediation and re-action
- The central role of the Academic Board
- Recognise, incentivise and award outstanding performance and remediate under-performance

No institution is perfect. The pursuit of quality is on-going

There is room for the carrot and the proverbial 'stick'

- 'stick' = constructive support + development
- Ensure as a norm: mentoring, observation, performance review
- Staff development (individualised) as a component of review
- A fully integrated QMS is a must – an endorsement of institutional credibility

Supporting and developing primary partners in T&L: students and faculty
Student support and Academic readiness: two sides of a coin

- Pro-active, from enrolment- use off the shelf products
- Act on the findings with a tailor-made learning and development pathway for each student
- Student and lecturer attendance (and qualifications); the role of WIL

Core business: Academic Performance
Statutory responsibility: Academic Board
Some pointers for the vigilant Academic Board

- Deputy Principal Academic
- Identify negatively and positively impacting external factors
- Establish formal oversight structures
- Standardise T&L practice in the college to the highest best practice standards
- Right priorities in the college and be pro-active

Conclusion

- Where does your college lie on the national performance grid?
- Each college has to take ownership of their own performance
- Leadership comes from inside and from the top

THANK YOU