

COLLEGES ACCELERATING ACADEMIC ACHIEVEMENT

Capacity, Autonomy, Accountability

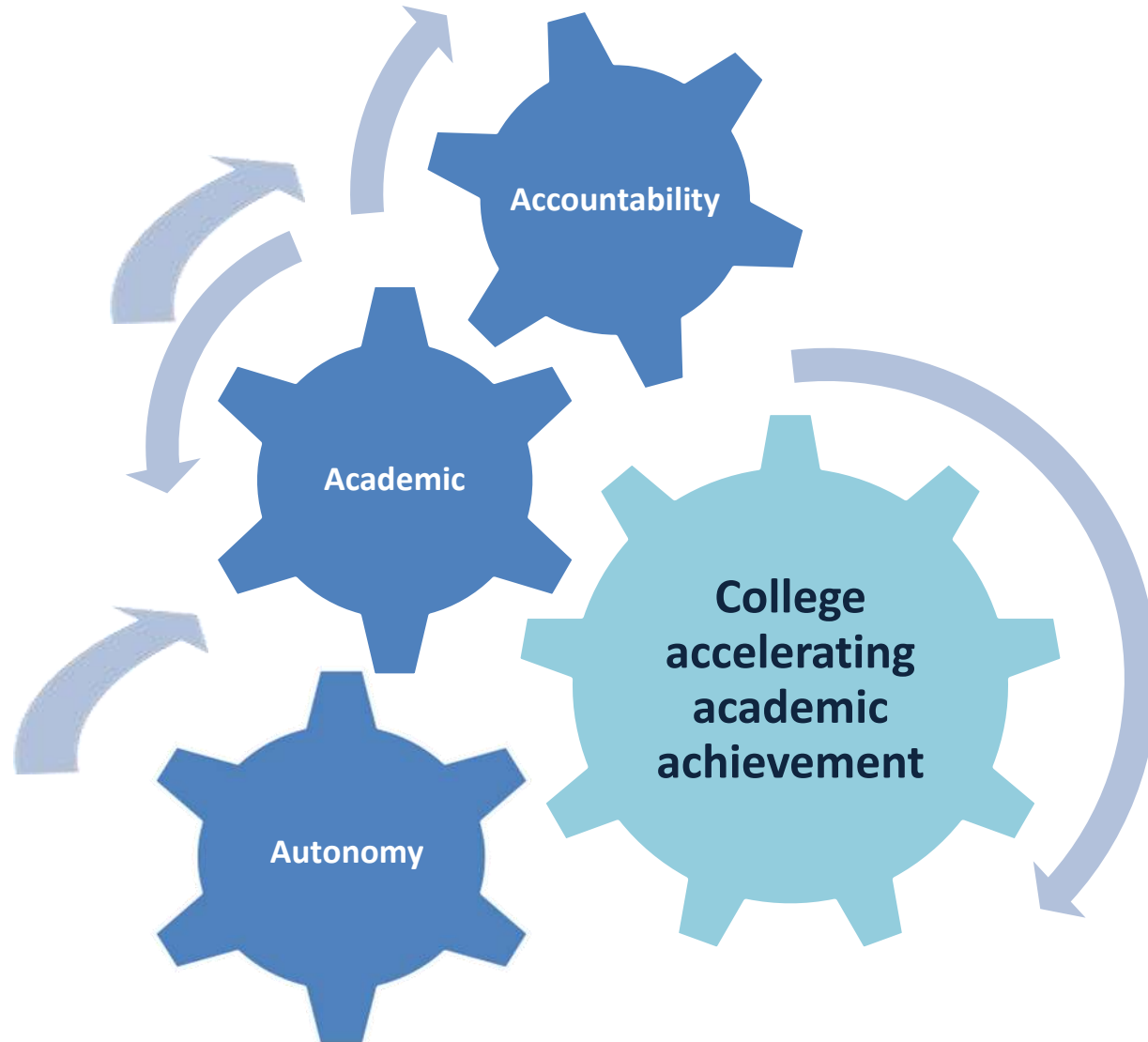
SUMMARY OF THE CONFERENCE

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THE MAIN QUESTION OF THE CONFERENCE

- What are some of the initiatives taken by colleges and what are their context in accelerating academic achievements?
 - Regarding their capacity?
 - Regarding their autonomy?
 - Regarding their accountability?

COLLEGE CONETXT



CONTEXT: COLLEGE CAPACITY (1/4)

- College capacity reflects the **understanding** and **support** of the college **context, operations** and **challenges** pertaining in a **holistic** way, to **all** the members, infrastructure, learners and activities of the institution
- **Holistic & Integrated capacity** development relates to the college governance, management, lecturers, learners, admin & finance teams.

COLLEGE CAPACITY (2/4)

- Role of the **Academic Board**, build capacity of its members, perform competently in line with the college needs
- Data driven **decision making**: relevant & enough data
- **Analyse** college performance (academic, admin, finance, equipment, facilities, etc.): providing the basis for reflection, **decision making**, remediation planning and action for **improvement**
- College team contextualizes the institutional external context and the institutional internal management systems
- College team is expected to know, understand & respond to the college external & internal environments
- Management & governance are aware of their respective roles & support continuous dialogue
- Develop & implement an integrated QMS
- Develop all staff members
 - Lecturers regarding Work Integrated Learning (WIL)
 - Students work experience.

COLLEGE CAPACITY (3/4)

- College **enabling environment**
 - National Artisan Moderating Body (NAMB)
 - Quality Council for Trade and Occupations (QCTO)
 - Academic perception of stakeholders roles & performance: lecturers, students, workplace >> identify gaps >> review that colleges & the workplace increase their collaboration
 - Changes in teacher qualification:
 - Draft national policy framework for lecturers qualifications & development in FET colleges (2008)
 - Minimum requirements for teacher education qualifications (MRTEQ) (2001)
 - Policy on professional qualifications for lecturers in technical and vocational education and training (2013)
 - Draft Policy on Qualifications in Higher Education for Adult Education and Training Educators and Community Education and Training College Lecturers (2014).

College Capacity (4/4)

- Evolving environment of Adults Education & Training (AET)
- Purpose: to equip learners with the necessarily knowledge, skills & tools to contribute to their participation in the workforce, their community & the economy
- Harambee (Bridge)
 - by 2013 – 55,000; training youth for employment
 - 50% level 4 and above
 - using technology as a tool, self-paced
 - Curriculum: foundational skills, sound basis in English, numeracy, computer skills, personal finance, study skills (holistic approach)
 - Balance access with quality.

COLLEGE AUTHONOMY (1/2)

delegated authority / institutional discretion

- Defined as the functional status assigned by the authorities to the college sector giving them greater flexibility towards academic development and excellence
- Aiming at leading positive academic results, contextual alignment, responsiveness and ownership
- The college has a range of areas in which they may execute their own decisions (judgment) within DHET framework
 - the context of the college's contractual capacity as a juristic persona (procurement, requisitioning etc.)
 - College responds to education and training demands i.e. deciding which courses to offer and within those courses how to tweak the curriculum so that it best addresses the needs of students and the employers
 - Contextualize innovation
 - Enable quick and effective response to social and academic needs.

CONTEXT OF COLLEGE AUTONOMY (2/2)

- Tandem approach (Switzerland): international context, local strength & advantages to improve collaboration between colleges and the workplace (institutional discretion & monitoring, capacity development & responsibility)
- Academic Support Assistance (ASA): management is responsible for planning (autonomy), managing (responsibility) and implementing (capacity). Review college structure & functions (integrated, beehive)
- Each college can develop their **specific** response to learners' & lecturers socio-economic context & its impact on their performance **within DHET context**
- College potential “roads” to the **Red Seal**. Prepare academic team, infrastructure, systems (college responsibility, capacity)
- Developing & functioning of Quality Council for Trade & Occupations (QCTO) in closing the skills gap & responding to the **National Infrastructure Development Plan (NIDP)** and **National Development Plan (NDP)**
- QCTO prioritized the development of **qualifications** recommended by SAQA and are associated with a trade, occupation or profession resulting from work-based learning and consisting of knowledge unit standards, practical Ustds, and work experience Ustds.

COLLEGE ACCOUNTABILITY (1/2)

- An accountable college is one in which the management, lecturers, non-academic staff and the learners each take respective responsibility to:
 - Events and activities taking place at the college
 - Options considered
 - Decisions made
 - Use transparent approach
 - Innovation
- College management & the individuals are responsible to plan including logistics, budget & value added; implement and monitor workplace experience for staff & students
- College initiatives involve parents, staff at different levels, lecturers, students, industry or community.
- Performance improvement includes lessons learnt
- Lead, educate & develop through shaping & enforcing college culture, policies (attendance & punctuality, academic excellence) by **EVERYONE** at the college
- Implement, monitor, reward good performers, follow up poor performers.

AN ACCOUNTABLE COLLEGE INCLUDES(2/2)

- Academic choice, training methods
- Finance management
- Admin
- Integrated QMS
- Selection & utilization of equipment & facilities
- Numbers & profile of learners (throughput, certification)
- Learners' support
- College quality system (respect & support education, Human Rights, equity & equality), partner with experts, align with government needs in education, be sustainable, outcome-oriented & results-driven
- Develop relevant college & sector quality indicators (capacity, autonomy).

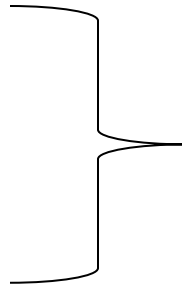
COLLEGE ACCELERATING ACADEMIC ACHIEVEMENT:

CAPACITY, AUTONOMY, ACCOUNTABILITY

What am I taking away from this conference regarding

My job?

My College?



Capacity

Autonomy

accountability