



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Conference theme:

**“Technical Vocational Education and Training (TVET)
Strategies for Improvement”**

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***Strategic linkages within the Post School Education
and Training (PSET) Sector as a strategy for
improvement.***

International Association of Community and
Further Education and Training Colleges

6th Pan African TVET and FET Colleges Conference

29 & 30 October 2015

PRESENTATION OVERVIEW:

- Public TVET Colleges are required to prepare strategic plans and operational plans. A prerequisite for this is understanding the possible strategic linkages.
- TVET Colleges need to employ strategies to link the sub-system into the PSET Sector.
- Performance criteria of the various PSET components/entities are key.
- Defining a strategy based on collaborative opportunity within PSET

PART 1:

Understanding the TVET College environment from a strategic perspective – scanning for linkages

Public TVET Colleges are required to prepare strategic plans and operational plans which are subject to annual review. The preparation of the plans assumes a pre-requisite understanding of the possible strategic linkages external as well as internal to the PSET system.

What comprises the PSET sector?

The Department of Higher Education and Training currently comprises the Branches:

Universities; Vocational Education and Training; Skills Development; Human Resources Development and Planning, Monitoring and Co-ordination; Corporate Services; and Chief Financial Officer.

Apart from these branches with their sub-structures of Chief Directorates, Directorates and Sub-Directorates, the following entities also fall within the DHET ambit of responsibility:

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- National Skills Fund
- The National Student Financial Aid Scheme
- 21 Sector Education and Training Authorities (SETAs)
- Special Projects such as Strategic Integrated Projects (SIPs); Career Development Services and International Scholarships
- The South African Qualifications Authority (SAQA)

The following entities also fall within the DHET ambit of responsibility

- Umalusi
- Council on Higher Education (CHE)
- Higher Education South Africa (HESA)
- Quality Council for Trades and Occupations (QCTO)
- Institute for Humanities and Social Sciences
- The National Institute for Higher Education (NIHE) (Mpumalanga)

The following entities also fall within the DHET ambit of responsibility

- The National Institute for Higher Education (NIHE) (Northern Cape)
- Central Application Clearing House (CACH)
- The Human Resource Development Council of South Africa
- In addition to these entities, the Continuing Education and Training Act 1(2006), provides for the establishment of the South African Institute for Vocational and Continuing Education and Training (SAIVCET).

PART 2:

Choose your linkages wisely. Strategy is a given

- **The PSET Sector is where TVET Colleges find themselves systemically. How they perform as a component of this sector is largely determined and shaped by the sentiment, policies and strategies which are embraced by the various role-players. TVET colleges need to employ strategies that will act as a catalyst for enhanced integration within the PSET sector in order to secure strategically beneficial linkages.**

The starting point for the identification of areas of commonality for TVET Colleges must start within the DHET itself

Branch	Strategic area of relevance to TVET Colleges	Strategic response of TVET Colleges
Corporate/TVET	Appointment of councillors (administrative support only) and TVET College management staff	First point of contact, Branch TVET: Chief Directorate Planning and Institutional Support for matters relating to the constitution and maintenance of college councils and the appointment of management staff.

The starting point for the identification of areas of commonality for TVET Colleges must start within the DHET itself

Branch	Strategic area of relevance to TVET Colleges	Strategic response of TVET Colleges
TVET	Curriculum and responsiveness, Turn Around Strategy, Strat and Ops Planning, Information Systems and Data management, Budget planning and management.	These directorates and units can assist TVET Colleges in the various related functions.

The starting point for the identification of areas of commonality for TVET Colleges must start within the DHET itself

Branch	Strategic area of relevance to TVET Colleges	Strategic response of TVET Colleges
Skills Development	National Skills Authority and National Skills Fund	<ul style="list-style-type: none">• Enquiries can be directed to the Branch Skills Development relating to funding projects identified in the NSDS as national priorities.• funding projects related to the achievement of the purpose of the Act as determined by the Director-General• Administering the fund within the prescribed limits as regulated

PRIORITY OCCUPATIONS - 2016

Source: DHET DDG Special Projects – Ms Adrienne Bird

Professionals and managers:

- i. Civil Engineer; Quantity Surveyor; Construction Project Manager; Construction Manager

Service and Clerical workers:

- ii. Programme / project administrator; Storeperson

Trades:

Manufacturing

- iii. Welder; Boilermaker, Pipe fitter

Mechanical

- iv. Fitter and Turner; Rigger; Automotive Motor Mechanic; Diesel Mechanic;

Electrical

- v. Millwright; Electrician; Mechanical Fitter

Civil

- vi. Plumber; Bricklayer; Carpenter / Joiner

Plant and Machine Operators:

- vii. Mobile cranes, Graders, Tele-handlers
- viii. Truck Driver;

Elementary workers:

- Scaffolder
- **Civil Structure Constructor** with the following Part Qualifications:
Shutter Hand, Concrete Hand, Reinforcing
- **Civil Roads Constructor** with the following Part Qualifications:
Earthworks Hand, -Layerworks Hand, -Surfacing Hand, -Road Drainage Hand, -Road Maintenance Hand, -Road Erector, -Sign Erector
- **Civil Services Hand** with the following Part Qualifications:
Drainage pipe layer, -Water pipe layer, -Kerb layer, -Sewerage pipe layer

PART 3:

An in-depth understanding of your own institutional performance criteria as well as those of other institutions within the PSET sector is essential

Key to understanding the need for linkages within the PSET system is the understanding of what the performance requirements of TVET Colleges and other role-players in PSET are. In responding effectively, TVET Colleges will need to collaborate. Identifying common performance criteria will assist in identifying strategic linkages and partnerships within PSET .

PERFORMANCE REQUIREMENTS OF DHET FOR TVET COLLEGES

These strategic performance requirements are informed by sector specific and national policy objectives, and are listed as:

Strategic Objective 1 :

- ***To provide quality technical and vocational education and training services and increase academic achievement and success of students.***

PERFORMANCE REQUIREMENTS OF DHET FOR TVET COLLEGES

Strategic Objective 2:

- *To have adequate infrastructure and systems in place to increase access and provide effective services to students.*

Strategic Objective 3:

- *To develop partnerships and maintain good stakeholder relations to increase the number of students who are adequately prepared to enter the labour market or further and higher learning opportunities.*

PERFORMANCE REQUIREMENTS OF DHET FOR TVET COLLEGES

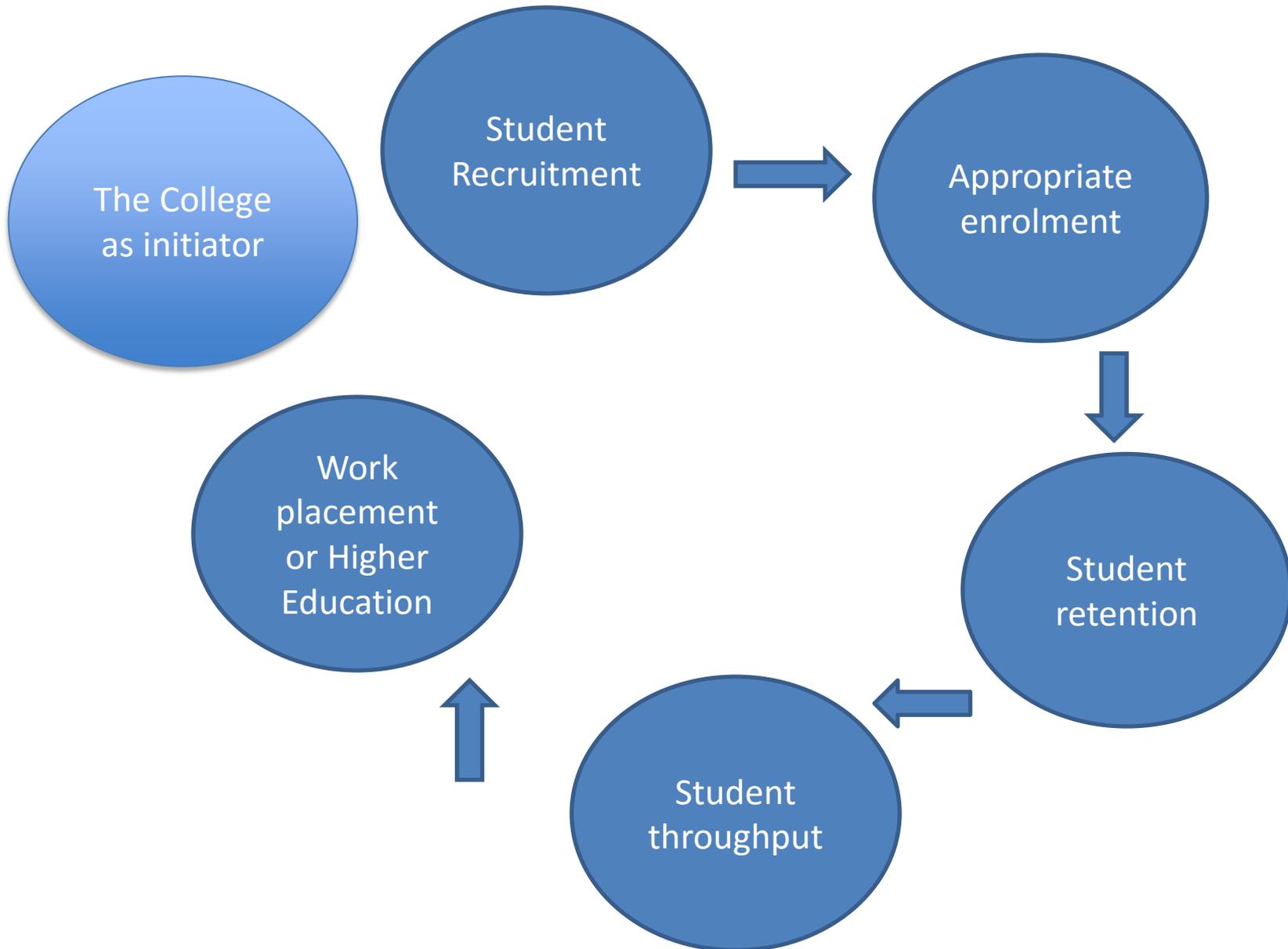
Strategic Objective 4:

- *To ensure continuous business excellence in terms of good corporate governance and effectual management of all college resources as well as information and data reporting.*

Strategic Objective 5:

- *To monitor and evaluate all college processes in terms of the TVET College Monitoring and Evaluation Framework and report quarterly on college performance in this regard.*

STUDENT SUPPORT CYCLCLE



PART 4:

“There is no surer bond of friendship than an identity of community of ideas and tastes”

Cicero

- **Defining a strategy based on collaborative opportunity within PSET will not only pave the way for enhanced individual institutional performance but will assist in building an integrated PSET system based on operational collaboration.**

Organisational integration and the alignment of objectives with a view to promoting institutional performance requires an institutional foundation:

- Environmental:
 - Create a conducive organisational culture
- Institutional Attitude:
 - Inward or Outward looking?
- Goal focussed
 - Translating vision into measurable and attainable objectives
- Leadership
 - Management is one thing, but none of these prerequisites can be attained without inspired leadership

Conclusion

- As a strategy for improvement:
 - Secure strategic partnerships
 - No institution can 'go it alone'

THANK YOU