



SSACI

Implementing CoS: A Case Study in Radical Innovation

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What's CoS?

A national programme aimed at producing:



A skilled and capable workforce to support inclusive economic growth



Increased availability of intermediate technical skills



Increased delivery of qualified artisans in 13 priority trades



Improved capacity of public TVET colleges to train in skills in demand

How does it work?

- ‘Dual system’ apprenticeships that combine
- technical **education** at a TVET college with..
 - simulated **practical training** and...
 - lots of authentic **work experience**
- in a **single, integrated learning programme**,
presented through a **re-iterative process**
- With employers in the driver’s seat!***

What's new about CoS?

Currently

- All public TVET colleges offer all approved programmes
- Qualifications not linked to occupational competence
- Many curricula outdated
- Theory front-loaded, with long intervals between theory & practice
- Most students get no practical training or work experience
- Most students selected by college, not employers

New

- Colleges specialise in training for occupations relevant to local industry
- Qualifications linked to occupational competence
- New, industry-designed curricula
- Theory, simulated practice and work experience tightly interwoven
- All students get practical training and work experience
- Employers select and manage own apprentices

What's been done to date?

- 26 centres earmarked across 19 TVET colleges
- Occupational teams from industry assisting colleges and host employers with each trade
- R100-million from NSF ring-fenced to improve colleges' infrastructure & equipment
- Appointment from 1 Jan 2019 of 2 artisans as facilitators of each trade at each college
- New curricula (NOCCs) developed for 11 trades
- Analysis of costs of delivering new qualifications completed; funding model under development

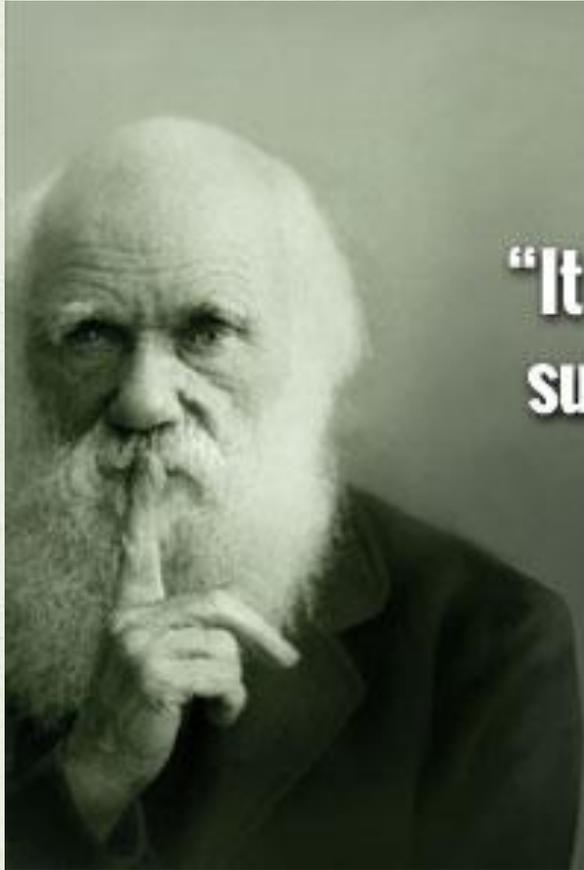
What are the problems?

- ‘Concept drift’
- Inconsistent selection of colleges: equity vs capacity
- Uneven industry participation, esp. in development of NOCCs & provision of workplaces
- Complex management structure, with limited co-ordination between DHET agencies
- QA function undefined (NOCCs, T&L materials)
- Principles of funding model not yet agreed upon
- Recidivism: ‘Let’s do what we did before’
- Weak system knowledge in administration of tasks

What needs to be done now?

- Shift misplaced colleges to other support programs; select & assist colleges on basis of capacity demonstrated by track record
- Rationalise & strengthen management (incl QMS), especially with regard to SETAs & consultants
- Align mainstream funding to costs and benefits
- Get industry buy-in through confidence building steps, e.g. Finalisation of WPBLP regulations & contracts; accommodation of employers' operational requirements
- Vision crafting, role clarification & INSET for college facilitators, mentors, industry experts & DHET staff

Remember what's at stake!



“It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change”

- Charles Darwin

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