UNIVERSITY OF KWAZULU-NATAL

TOPIC: EXPLORING THE VIEWS OF TVET LECTURERS ON THE IMPLEMENTATION OF THE NCV CURRICULUM

by

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DECLARATION OF ORIGINALITY

I declare that, the contents of this thesis on the topic, exploring the views of TVET college lecturers on the implementation of the NCV curriculum is my work. Sources consulted in this study have been indicated in the reference list. I further declare that,

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DEDICATION

This thesis is dedicated to my children John, Lois, Mike, Joan, Joel, Prim, Prince, Suubi and Sanyu for their support and encouragement throughout this study. Their patience and understanding in dealing with those ever-present boxes of data, their self-reliance during my absence in the house while at research, and their tolerance of my constant pre-occupation which made this thesis possible. My late brothers Godfrey and Ham from whom I drew the inspiration. My father and mother in Uganda for your parental role you played in my studies.

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ABSTRACT

This qualitative study explores the views of TVET college lecturers on the implementation of the National Certificate Vocational (NCV). The research further aims at finding out how do lecturers implement the NCV curriculum and why do they implement it the way they do. The study will discover the different ways in which TVET college lecturers experience and understand the NCV curriculum they implement as well as the ways lecturers view, perceive them in consideration to the skills attached to them. The purpose is to study the various aspects that describe the NCV curriculum.

The study analyses the structure for the NCV curriculum, the assessment criteria and the whole implementation aspect in terms of lecturers' opinions, delivery of the NCV curriculum and the explanation for their approach. The study will view the circumstances surrounding the TVET colleges and the NCV curriculum in particular, considering legislation and policies as well as the nature of the lecturers and the NCV students.

Data gathered from three selected TVET colleges in Northern KwaZulu-Natal Province indicated that most NCV lecturers believe that the vision for the NCV curriculum is good but the manner in which it is implemented leaves a lot to be desired. Data indicated that guidelines and policies from the Department of Higher Education and Training (DHET) dictate the manner in which the NCV curriculum is implemented. Lack of required competencies by the NCV lecturers, inadequate infrastructural provision and development in TVET colleges, lecturers' support, poor assessment and enrolment criterion among others were indicated as important issues to be addressed. Lastly, the study makes conclusions for effective implementation of the NCV curriculum

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ACRONYMS AND TERMINOLOGY

ABET   Adult Basic Education and Training

ACE   Advanced Certificate in Education

DHET   Department of Higher Education and Training

ETDP   Education Training and Development Practices

FET   Further Education and Training

HE   Higher Education

ICASS   Internal Continuous Assessment

ISAT   Integrated Summative Assessment Task

NCV   National Certificate Vocational

NEHAWU   National Education, Health and Allied Workers Union

NPDE   National Professional Diploma in Education

NSC   National Senior Certificate

NSFAS   National Student Financial Aid Scheme

PGCE   Post-graduate Certificate in Education

POA   Portfolio of Evidence

POE   Portfolio of Evidence

PPN   Post Provisioning Norms

PT   Placement Test

SAQA   South African Qualifications Authority

SACE   South African Council for Educators

SETA   Sector Education and Training Authority

SSS   Student Support Services

SWOT   Strength Weakness Opportunities and Threats

TVETMIS   Technical and Vocational Education and Training Management Information System

Ts   Tests

TVET   Technical and Vocational Education and Training

VEOP   Vocational Education Orientation Program

WBE   Work-Based Experience

CHAPTER 1 : INTRODUCTION

1.1   Introduction

Chapter one provided the introduction and background to the research. The chapter also stated the research problem and the critical research questions as well as the contribution of the study to the body of knowledge, scope of the research and the conclusion.

South Africa's education and training system has undergone massive changes since the student uprising of 1976, including rapid expansion and a re-organisation of the institutional landscape in all the three sectors: schools, further education and training, and higher education (Gamble, 2003). The Department of Education (DoE) was tasked by government and the Department of Labour (DoL) to develop learning programs which would provide skills to learners. The NCV curriculum was developed as an alternative route to completing the National Senior Certificate (DoE, 2008).

Technical colleges were declared Further Education and Training (FET) colleges during 2003 (Provincial Gazette, No.5829, 2002). Subsequent to that, in 2007 the NCV was introduced as the newly funded mandate for the then FET colleges (DoE, 2006). However, the Department of Labour (DOL) had introduced the learnership system which was taught as a high quality occupational program set to replace the apprenticeship system. The shared responsibility between the two ministries in producing artisans for the country was clearly threatened since each ministry had implemented its own artisanship program and the former program (NATED courses) at colleges were being phased out (DoE, 2006).

South Africa has undergone a series of education reforms from Vocational Education and Training (VET) to Further Education and Training (FET) and the Technical and Vocational Education and Training (TVET) as promulgated (DHET, 2014). The short-term goal for TVET colleges is to focus on the educational deficiencies of the current system, while the long-term vision is to develop a coordinated system which provides high quality responsive programs to the community of learning.

The sector seems to be crumbling with the NCV curriculum implementation due to shortage of credible composure, inconsistence and authenticity to address the challenges for which it was designed. The college infrastructure seems to be inadequate to support and handle the situation. It is upon this perspective that the researcher took an initiative to explore the views of TVET college lecturers on the NCV curriculum that they implement.

The rationale for the introduction of the NCV curriculum was to address the shortage of occupational skills needed for the development of the country, of which artisanship was central. The government had launched a series of interventions including the huge recapitalisation funding regime to capacitate college infrastructure and personnel in order to ensure effective delivery of the NCV curriculum (DoE, 2006). The department of education would for the first time spearhead a skills development mandate previously located under the Department of Labour.

After the introduction of the NCV curriculum, the Department of Higher Education and Training was born to establish functions and facilitate further training (DHET, 2014). The aim was to address the skills shortages within the country as depicted within the government strategies. However, lack of synergy between DHET and DoL became a major constraint to skills and economic development.

The NCV curriculum was designed as a parallel track to the National Senior Certificate to be offered by the TVET colleges. The NCV is a specialised course of study designed to prepare students for occupation-specific training. It is not an occupationally specific course of study, but a general course which includes language, mathematics and a number of vocational subjects grouped into occupationally oriented tracks e.g. engineering, business studies, agriculture, commerce and management.

The NCV curriculum was introduced to provide a vocational qualification to a large number of people in a college-learning environment blending both theory and practical knowledge. The implications were that the NCV graduates at level 4, would be ready to enter into a job market and compete vigorously. The NCV curriculum has three levels commencing at NQF L 2-, L 3 closing at NQF L 4 as an exit level with a qualification equivalent to matric (Subject Guideline, 2007).

The NCV curriculum is taught in accordance with the subject outcome based methodology and comprises of rigorous assessment. Papier (2009) argues that the NCV curriculum is pitched too high for the students to master and lecturers are often not too sure of the course content. The purpose of the NCV curriculum is to offer skills, foster higher education and to prepare graduates from learning to working environment so as to make them self-reliant citizens who are fully learned and educated in the various programs as provided by TVET colleges.

The NCV curriculum is prescribed by DHET to be implemented in TVET colleges. The curriculum presents college subjects and the knowledge included in them giving guidance on how this knowledge might be taught in the classroom. The curriculum serves as a guide for lecturers by providing them with minimum knowledge, skills and values that students are required to learn. The curriculum provides knowledge, skills and values that are important for the individual student and society as a whole.

1.2   Background of the study

In an attempt to integrate and transform the racially fragmented system of technical education in South Africa, the post-apartheid government embarked on a racial process of policy initiation and implementation in 1996 resulting in the gazetting of the Further Education and Training in 1998 (DoE, 1998). The Act led to the establishment of FET colleges. The objective of the policy was to make the colleges more relevant and responsive to the technical skills challenges facing South Africa. As a result, the NCV program was introduced in line with the policy to address the challenges identified.

TVET colleges are strategically positioned within the post-school-arena to allow them address the needs of a broad range of school leavers with a broad range of occupations requiring further specialised training in the work place. TVET colleges provide the theoretical components of occupational qualifications which must then be integrated with the practical workplace learning (Skills Development Act) (DoL, 2008). The FET Act no 98 of 1998 (DoE, 1998) established TVET colleges by reforming the former technical colleges and colleges of education and training centers combining them into 50 colleges. The objectives were to develop stronger learning colleges, to create capacity within colleges, to reach all intended students and offer a variety of programs meeting social and economic demands meaningfully. (DoE, 2007).

TVET colleges over the world offer a particular kind of educational training blending knowledge and practical skills linking directly to the world of work. TVET colleges intend to equip every student with the qualification and skills one needs to start out a chosen career path. An NCV student gains the life skills which facilitate him/her to face the challenges of the working environment away beyond the qualification (Akoojee & Nkomo, 2007).

Visionary, TVET colleges may open a learning culture which responds to the needs of an individual student and the community as a whole contributing in a bid to respond to National Human resources problems. TVET colleges provide flexible, responsive and accessible programs to all citizens. In so doing, TVET colleges may explore the individual talents and abilities as a way to addressing past educational injustices.

To support life-long learning, it requires a network of TVET colleges. The TVET system needs to work with different partners to meet the needs of individuals and the wider business community The achievement of national policy imperatives of redress and economic inclusion depends on the existence of accessible, high-quality and cost-effective learning opportunities for young people and adults (DoE, 2006).

TVET colleges currently function in an environment filled with both institutional and curriculum change (DHET, 2010). Curriculum development is depicted as a decisive break with the past in order to establish new ways of presenting the curricula. This calls for a closer fit between the everyday world of practical knowledge and the changing demands of the work place. However, the reality is that, too many of young people drop out of the education system. To deter young people from dropping out, it is imperative to ensure that, they gain useful information about opportunities for further learning.

1.3   Addressing the gap

Very few studies have focused on the implementation of the NCV curriculum. The aim of this study is to provide guidance to various stake holders regarding the implementation of the NCV curriculum for which lecturers in TVET colleges seem to be battling with. There is a view that the road to improvement is always under construction so we need to ascertain whether construction is proceeding effectively and in the direction envisioned. TVET college lecturers

are asked to concentrate more on facilitating implementation than measuring outcomes, especially in the early stages of the program.

The implementation process is suggested as a more important research focus than the degree of implementation. Learning outcomes are valuable, but in themselves, they tell us very little about the process of change (Gamble, 2004). The study findings provided conclusions to all the NCV curriculum stake holders; and may add to a body of knowledge of the NCV curriculum implementation. This qualitative study did not focus directly on student learnings but rather focused on the implementation process as seen through the eyes of the NCV lecturers. The purpose of this study was to explore the views of TVET college lecturers on the implementation of the NCV curriculum.

1.4   Contribution of this study to education

There are multiple and complex challenges facing the NCV curriculum, hence the curriculum has been described as fragmented and without a common institutional character and identity (DoE, 2009). The DHET and TVET colleges should find new ways for better management and implementation of the NCV curriculum. This may be the strongest contribution that TVET colleges may make towards realising the vision that guides current policy reforms. It may facilitate the educational task of designing, developing and implementing responsive NCV program approaches that need a community of practices that take into account economic and labour market debates yet still defining responsiveness in terms that could be defended on curriculum grounds.

For the purposes of this study, implementation was defined as the degree to which the vision of innovation, as outlined in the curriculum guide, is translated into reality. The critical research question was: What are the views of TVET college lecturers on the implementation of the NCV curriculum? This question was explored using secondary questions like: How do TVET lecturers implement the NCV curriculum? Why do TVET lecturers implement the NCV curriculum the way they implement it?

In this respect, it was anticipated that, the study would add some value to the already existing literature on the NCV curriculum. It would give an insight to other researchers in the same sector forming a background information and literature review, generating new hypothesis,

suggestions, recommendations, observations and conclusions. In so doing, the study would generate debate and provide alternative means, to the Department of Higher Education and Training (DHET) and all other stake holders for subsequent interventions as well.

1.5 Introducing the critical research questions

Research questions are the fundamental core of a research project, study, or review of literature. Research questions focused on the study, determined the methodology, and guided all stages of inquiry, analysis, and reporting. Research questions were a way of expressing a researcher's interest in a problem or phenomenon. Research questions were not necessarily an attempt to answer the many philosophical questions, and they were certainly not intended to be an avenue for grinding personal axes regarding the study. The main aspect in developing a qualitative study lies within composing good research questions. Developing good research ideas is both a science and an art (Bryman, 2008). Any research study is propelled by aims and objectives and the subsequent questions to be answered. In this study, critical research questions to be answered were:

1. What are the views of TVET college lecturers on the implementation of the NCV curriculum?
2. How do TVET college lecturers implement the NCV curriculum?
3. Why do TVET college lecturers implement the NCV curriculum the way they do?

Considering the critical research questions above the following objectives were intended to be achieved:

1. To find out the views of TVET college lecturers on the implementation of the NCV curriculum.
2. To study the way TVET college lecturers implement the NCV curriculum.
3. To find out the reasons why TVET college lecturers implement the NCV curriculum the way they implement it.

1.6 The scope of the study

The scope of the study focused on the NCV curriculum being implemented in TVET colleges. Geographically, the study covered three TVET colleges in Northern KwaZulu-Natal Province i.e. Yengwa, Woza and Bazali TVET colleges respectively. The researcher chose this strip

because it was within his proximity and working experience thus minimising extraneous costs and saving time. In all the three TVET colleges, participants (lecturers) with varied levels of experience, qualifications, age, profession, trade and apprenticeship were considered in an attempt to represent a variety of realities and characteristics of TVET colleges on the implementation of the NCV. The study intended to assist in making decisions with the successful implementation of the NCV curriculum in TVET colleges.

1.7   Overview of this study

Technical and Vocational Educational and Training (TVET) colleges in South Africa have undergone through intensive policy review since 2007. Before then, the FET Acts 1998 and 2006 were passed to transform vocational education. The TVET colleges have been recapitalised through funding in order to facilitate them for students to access life-long learning.

The NCV curriculum was introduced with 11 programs to be implemented by TVET colleges as an outcome-based teaching and learning curriculum (DoE, 2007). It is argued that, the program was introduced and implemented too soon without prior arrangements in terms of resources, piloting, personnel training, providing well facilitated workshops and libraries and did not considering space, time and structural establishment. This created many questions to the designers of the NCV curriculum making a vacuum too big to be filled with any answers hence, impacting on its implementation. Many questions have been raised on the core values of TVET colleges and the NCV curriculum, the way it is implemented, and whether there are other alternative means of implementing it better. This has created a gap for research thus the main objective of this research was to explore the views of TVET college lecturers on the implementation of the NCV curriculum.

1.8   Summary

The NCV curriculum implemented in TVET colleges has a crucial role to play within the economy of the country. The masses of unemployed youth are looking to TVET colleges to equip them with the skills for the world of work and self-employment as well. It has therefore become necessary to embark on research intervention that cuts to the heart of the problems experienced by lecturers in the implementation of the NCV curriculum.

CHAPTER 2 : LITERATURE REVIEW

2.1   Introduction

Chapter one discussed the introduction and the background of this study. In the discussion, research objectives as well as research questions were discussed in relation to the topic of study. In this chapter, related literature was reviewed to support the discussion and to provide evidence to the study. Literature review indicates the documents which provided the background information to the research topic. The purpose of a literature review in research projects is to; ground the framework of research to orientate the researcher with the other scholarly works; identify gaps as well as shortfalls in those studies; explore links, nuances or relationships in those studies through a comparative analysis; identify variables to study definitions used previously and; identify disadvantages and advantages of research methods.

Primary and secondary literature sources were studied to gather information. The study reviewed books, journals, newspapers, dissertations, reports, presentations, NCV policies, articles, curriculum documents in view of the NCV curriculum implementation in TVET colleges as well as other information that would relate to the topic of study. Literature on the historical background of the technical colleges Act (Act No.104 of 1981), FET Acts (DoE, 2006; DoE, 1998), TVET colleges, the Skills Development Act (DoL, 1998) and the Skills Levies Act (DoL, 1999) and National Certificate Vocational program (DoE, 2007) were reviewed. The study also reviewed the specific reforms to be introduced in South African TVET colleges on transformation process documents (DHET, 2012). It is widely recognised by government, industry and the trade unions that South Africa has lagged behind in educating and training enough people in important technical areas.

While South Africa has her own particular problems to overcome in this area, there is also growing recognition worldwide that the whole area of the preparation of students for the workplace needs radical re-thinking in modern, rapidly changing economies. Not only must young students be prepared to enter the labour market by acquiring the necessary skills and knowledge for a particular job, but also be educated for employability. We also have to build a basis for lifelong learning, and assist them to prepare for the challenges of working life. In Vocational Education and Training (VET) all over the world, the activities of education and

training have increasingly come together. TVET colleges in South Africa have two key roles to play:

1 To support the transition of young people from education to work.

2 To prepare young people for further learning (Papier, 2009).

Fulfilling these roles means that TVET colleges have to bridge education and training, providing students with a solid foundation of knowledge, using sound educational principles of teaching and learning, and at the same time, training students for the workplace by getting them to put what they have learned into practice. As workplace conditions change, the way in which students apply this knowledge needs to change as well. TVET colleges therefore, need to be constantly finding innovative ways to expose students to the working world. According to Fuller and Unwin (2003) literature review is a systematic method for identifying, assessing and analysing the existing body of knowledge by earlier researchers, scholars and practitioners.

According to the White Paper (DHET, 2013) the vision of the Department of Higher Education and Training (DHET) for TVET colleges is to be the institutions of choice for vocational skills development for artisans in engineering and construction, tourism, hospitality, general and business management studies. The NCV was originally meant as a general vocational qualification for young people completing grade 9, as a moderate pathway to elementary occupation levels, but TVET colleges began to allow, and even to encourage, students who had finished matric and beyond. Data indicated 50% of students who enroll in TVET colleges have completed matric (DoE, 2009). The NCV therefore is a skills-oriented program with a dual role to the National Senior Certificate (NSC) for those who leave school at grade 9, and as a post-secondary qualification. Lecturers find it difficult to teach students with vastly different educational levels in the same class. It has also led to dissatisfaction among students, many of whom must repeat much of what they have previously covered in the fundamental subjects in school (DHET, 2013).

Gewer (2010) states that pre-grade 12s generally struggle to cope with the demands of the curriculum. Colleges are expected to remedy a deficit created by the schooling system through a curriculum which has been shown to be equally or more demanding. Many of these students either drop out or fail. Cosser, Kraak & Winnaar (2011) suggest that it is a waste of human resource utilisation, as most of these learners revert to a level of learning lower than their highest qualification. Post-grade 12s cope better with the NCV, and as a result TVET colleges

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prefers to entry to majority of students who have completed matric (Gewer, 2009). It is not hard to understand why the NCV is under pressure to serve all cohorts.

The vision of the White Paper for the TVET colleges is: to offer training to young people in the skills, knowledge and attitudes needed for employment. TVET colleges train for intermediate skills required in South Africa (DHET, 2013). The paper also envisages the development and support of an articulated post-school education and training system, one where bridges are created between vocational or occupational programs and academic programs in such a way that there are no dead ends for students.

However, TVET colleges are currently grappling with a number of challenges including lack of clarity on regarding the existing pathways, in respect of entry and exit routes whether it be to higher learning, employment or self-employment. There is inadequate articulation between qualifications and programs which span more than one sub-qualification framework. The programs and qualifications in the colleges are currently considered to be complex to administer, difficult to understand and often poorly quality-assured. It is of paramount importance to streamline the TVET college pathways to ensure smooth transitions for students from college to employment, self-employment and higher learning (Umalusi, 2009).

2.2   The historical perspective for TVET colleges in South Africa

Historically, the need for technical vocation in South Africa originated in the late 1800s. The need was sparked off by industrial developments such as mining, harbors and the railways. Both the general education and technical education system in South Africa evolved from British systems. According to the English Technical Instruction Act of 1889, technical education was limited to the instruction of science and art applicable to industry (African National Congress, 1994).

The emphasis, however, was not on teaching the practice of any trade, industry or employment because the industry was loath to share trade secrets with the public education system and consequently a science based technical education was instituted in South Africa. The industry provided the contextual-specific work experience, while the colleges provided the theory content of the apprenticeship (Gamble, 2010). Thus, technical colleges became educational institutions that were embedded in the work-based apprenticeship system. Due to the system

of apartheid the black population was marginalised and prevented from becoming artisans (DoE, 2001). Apprentices were expected to have attended trade schools, most of which were inaccessible to the black majority. As a result, the majority of the population was denied access, not just to the technical education system.

During the 1960s and 1970s, the low numbers of skilled black workers, resulting from apartheid policies and job reservation, became a large threat to economic growth. Employers were offered incentives to relocate their businesses to rural border areas (homelands). It was during this time that black workers were recruited to do the jobs that were traditionally reserved for white workers. Yet, the black population was still largely excluded from access to vocational education and training (DoE, 2001). However, with the promulgation of the Manpower Training Act of 1981 (DoL, 1981) the restrictions of blacks to vocational education and training were lifted. This led to the establishment of most of the existing technical colleges today (Gamble, 2010).

Technical and vocational education is referred to as a type of education which had reference to artisanship. The origins of the formations of technical colleges and later technikons can be traced to this era. There is an inter-link between the school science curriculum and industry to show how school science has remained insulated from demands for utility and application. Technical colleges were educational institutions that were placed and embedded in a work-based apprenticeship (DoL, 1997).

The Manpower Training Act (DoL, 1981) accessed training for all workers which became an established right and many of the technical colleges date back to this which was the opposite of reserved training to whites before (DoE, 2001). Vocational Education and Training colleges (VET) in South Africa have a complex history. They emerged from a specific colonial and apartheid history as a highly segregated and differentiated part of the education system built primarily on the technical colleges that were responsible for the theory components of artisans training (Bhorat, 2005).

In many countries, TVET education is linked to the poor, less-abled, and indigent. In South Africa, vocational education was linked to the youth to eliminate indecency. The Dutch Reformed Church established the first trade schools in 1890s purposely to train poor white boys in rural areas in basic trade work and to prepare the girls for domestic work. Hence, the

government of South Africa later created special schools to cater for indecency and delinquency that could not be addressed by normal main stream schools. This increased black access to skilled and semi-skilled work in the late 1980s until a new brand of colleges to cater for black South Africans (Bhorat, 2005). After the Second World War, western countries saw the need to decline of traditional schooling education for highly qualified scientists and engineers. This required for the majority of workers to be able to adapt to the new skills and processes in order to keep pace with the rapid changes in employment structures and in work place practices.

However, despite the fact that higher proportions of young people do complete at secondary education with a recognised qualification, for either work-purposes or entry to tertiary study, before entering the labour market, employment opportunities are still available. Given the current conditions of global economic competitiveness, specialisation is seen as a demand for both general and specific skills. In terms of the supply of education, this means that, there is a demand of new type of institutions that is neither academic nor vocational but rather (Kraak, 2008). The curriculum for TVET colleges needs to be informed by an adequate perspective on the curriculum of the past. History for vocational and technical education underlines three forms of educational programs.

Firstly, technical education aligned on science instruction basically for practical knowledge. Secondly, vocational education described as compensatory education, with a practical component. Thirdly, industrial education focused on skills development like art and craft. Gamble (2006) believes that, the value of education is created in global competitiveness, by labour market conditions which can generate value through innovation and information with the ability to reconstruct itself throughout the occupational skills. TVET colleges provide learning programs which are responsive to the individuals and community needs so as to contribute and develop the country's human resources. In so doing, TVET education promotes the development of human talents and abilities and the redress of past educational injustices. Fuller (2003) stress the wideness and interrelationship in curriculum implementation. They stress that it is an interconnectedness of factors from design to implementation, feedback and altering decisions. They see educational change as a long-term process.

The rejuvenation of TVET colleges is currently a national priority in education and training in South Africa. It is widely recognised by government, industry and the trade unions that the

country has lagged behind in educating and training enough people in important and critical technical skills, hence a huge challenge facing the country in developing the necessary skills and knowledge for social and economic development (DoE, 2008). The task for training and building knowledge was based on technical college curriculum. It was a part of a program of apprentice which prepared young men and women for occupational skills. Until recently, emphasis on change in vocational education has largely been of structural nature. Interventions have focused on necessary institutional reconfiguration in learning, teaching and assessment in TVET colleges and the NCV curriculum in particular (DHET, 2011).

Section 29(1) of the Constitution of the Republic of South Africa (1996) confirms the right to education to all citizens of the country provided by the state. Ultimately, TVET colleges are positioned to provide skills training to address the demands of the country both socially and economically. In any developed society, curriculum development, dissemination and implementation must be society-centered and not tradition to determine the background of the curriculum. Learning is aimed at meeting the needs of the society. Education is a tool to civilise the society empowering them to full freedom. This implies that the NCV curriculum must has a direct bearing to the needs and aspirations of South Africa through informed policy formulation and implementation, thus NCV lecturers in TVET colleges must be involved in curriculum design as planners as well as implementers to represent the society Council on Higher Education, 2004).

Nevertheless, this is limited by lack of competencies by lecturers at some levels thus a need to capacitate them so as to fully execute this responsibility. Once lecturers achieve this level, both in principle and practice, the dissemination of the NCV curriculum may set off effectively. Prior to the establishment of the NCV, many efforts were geared towards curriculum reform in basic education recommending for curriculum decentralisation (African National Congress, 1994; (African National Congress, 2009). The NCV curriculum needs review with an aim of finding out the strength and a weakness for it is the main route for vocational education (DHET, 2012). Many social and cultural behavioral problems associated with the NCV result in many lecturers feeling unable to meet the demands of their roles.

2.3 The rationale for TVET colleges

Skills shortages in the labour market and industry in South Africa is a major reason for the establishment of TVET colleges. Secondly, lack of skills and fundamental knowledge leads to higher unemployment rate. Furthermore, where employment is available, there is a lack of suitably qualified applicants. Subsequently, TVET colleges have been tasked by government to meet the demands of the labour market and industry (DoE, 2004). Thus, the formalisation of TVET colleges and the subsequent NCV curriculum implementation is a remedy to rectify and avert the evils of apartheid in the education sector by addressing and re-dressing the alignment of vocational education for the economic development of the country, further education, employment or self-employment. This led to the introduction of the NCV curriculum (DoE, 2007).

A successful TVET college and the NCV curriculum should have diversified learning programs for an individual and citizens, as life-long leaners and as economically productive members of the society. The NCV curriculum may provide the moderate level skills and competencies South Africa needs to compete in the global competitive world of the 21st century (McGrath, 2005). The NCV curriculum should break the past. It must serve as an analysis of the past and a foundation for the NCV curriculum implementation to vividly picture out the rationale for the NCV. One traces the origin of education with pathways connected to racial interests, hence pulling the educational system between high and low-level skills that emerge from economic and employer perspectives.

2.4 The introduction of the NCV curriculum and its implementation in TVET colleges

When the new South African government was elected to power in 1994, it had a special mandate which was to create, implement and ensure a better life for all people in the country. The Department of Higher Education and Training (DHET) introduced the National Certificate Vocational (NCV) in Further Education and Training (FET) colleges (DoE, 2007) which name (FET) was later changed to TVET in order to vocationalise NCV program (DHET, 2014). This was an effort to tackle the priority skills demands of the South African economy. According to Gewer (2013) the rationale behind the NCV curriculum was to provide school leavers with the necessary foundation to enter into the workplace and be easily trained into specialised mid-

level occupations with the practical component taking place in the workplace or in simulated environments at TVET college facility.

At its inception the NCV at levels 2, 3 and 4 targeted grade 9-12 students of the National Qualification Framework (NQF). The purpose was to provide them with integrated practical and theoretical learning. Students who would be competent in analysis, synthesis, reading, writing and logical thinking (DoE, 2009). The NCV curriculum helps a student to get the practical skills and competence required for employment in a particular career. It provides learning experiences relevant to a particular vocation. The NCV offers subjects that consist of theory (academic) and practical component integrated (Policy for the National Certificate Vocational: S Qualification at Level 2, 3 and 4 on the National Qualification Framework, 2007).

The NCV which was designed in 2006 and implemented in 2007 aimed at addressing quality and relevance based on the assumption of the weaknesses in the basic education system and the fundamentals of numeracy and literacy. It may be assumed that the NCV curriculum in its current form may be required for as long as the basic education system is producing school leavers who do not have an adequate skills-base to enter occupational learning programs (DoE, 2009). One of the priorities of the government to TVET colleges is to train students in skills and to promote further education.

The NCV aims at solving the problem of poor quality and low relevance of Nated programs and the dire short supply of skills both cognitively and practically of University graduate students. The NCV was designed as a specialised course of study. It's not an occupationally specific course of study, but a general course. Again, most students who take the NCV already have the NSC, and this situation not only shows an inefficient use of public institutions, but also fails to exploit the opportunities for labour market specialisation offered by the current system. The NCV is a modern and exciting vocational qualification. Students who complete the NCV receive level 4 certificate equivalent to matric (Gamble, 2003).

Amongst the things that young people want to know is where the opportunities for further learning are. An inability to have an answer for this question leads to frustration and disillusionment. South Africa faces the critical challenge of ensuring that young people stay in education. This can be in schools, further education, training colleges, or higher education.

However, many young people drop out of education system. To deter them it is imperative to ensure that they gain useful information about opportunities for further learning (DoE, 2003). It is the intention of the government to turn TVET colleges into institutions of choice and to ensure that the NCV qualification translates into work placements (DHET, 2010).

The NCV is a collaboration of the Department of Labour and Department of Education to address skills shortage in South Africa. It is a ministerial vocational qualification from level 2-4 (Gamble, 2003). The NCV is vocational qualification offered to young people blending theory and practicals in TVET colleges. Level 4 marks the exit level. Numerous debates have emerged about the rationale for the NCV and the degree to which its purpose has been implemented, whether it prepares students for employment and if so which ones, or whether the NCV is a basic program preparing students to access an occupation trade (DoE, 2007). These questions focus on cost-effectiveness of the program, throughput rates and certification against enrolment statistics from L2. There are also questions about the fundamental subjects within the NCV whether students should be exempted or not especially those with grade 12 and the duration of three years.

The Department of Higher Education and Training (DHET) has a vision of increasing enrolment from one million in 2015 to 2.5 million by 2030 (DHET, 2013). However, TVET colleges where NCV curriculum is implemented are mainly weak institutions which call for rapid, overhaul expansion and diversification due to the expectation that colleges must be all things to all students (Gewer, 2010). DHET (2012) holds the NCV should be first choice program for young unemployed school drop-out to offer general vocational training, academic and theoretical education for apprentices to further education. Hence, the NCV curriculum must be responsive to the needs of the employers in their surrounding communities, offering programs which create a linkage. The NCV consists of seven subjects, four vocational and three fundamental. The fundamental subjects are compulsory for all courses including English, Life Orientation, and Mathematics / Mathematic Literacy. The vocational subjects depend on which program a student is enrolled for. Programs are offered on Level 2, 3, and 4, which is an equivalent to grade 10 to 12 offered in mainstream schools.

The NCV curriculum is a comprehensive curriculum. It has fourteen fields of study including agriculture, arts and culture, business and commerce, communication and languages. Other areas include construction, engineering and manufacturing, health, social services, hospitality

and tourism. The curriculum further includes, IT, law and security, conservation, technology, media studies, garment making, transport and logistics. Learning areas comprise of business management, travel and tourism, information technology, electrical infrastructure finance economics and accounting. Other learning area include civil engineering, Engineering and related design, fabrication and extraction as well as primary agriculture and office administration (Subject Guideline, 2007).

Principally, NCV curriculum is an Outcome Based Education (OBE) curriculum. OBE is a process that focuses on what is to be learnt (outcome). Outcome is defined as a demonstration of learning to an achievement at the end of a learning experience. The concept "outcomes based" means "to define, direct, derive, determine, focus and organize educators do according to the substance and nature of the learning content planned to be achieved at the end of the learning process (DHET, 2010).

DoE (2002) says Outcome-Based Education (OBE) is aimed at the achievement of high levels of knowledge, skills and values based on realising full potential of every student as a citizen of a democratic South. OBE is viewed as a learner-centered, activity-based approach to learning and teaching. Both the process and the content of education are important to reflect the outcomes of the learning process (DoE, 2008).

Given the above description, the NCV curriculum is designed for specific outcomes to be achieved helping students to get the knowledge and practical skills needed for employment in a particular occupation or progress into higher education. Gewer (2010) implies that by level 4 the NCV graduate is ready to enter into a job. Nevertheless, it is still urged that the NCV curriculum may be short of the salient skills requirements in the industrial world.

The Department of Education (2002) notes that, lack of hard data in South Africa makes it difficult to understand which skills are required for employment, the most promising practices that train youth to become productive citizens and employees and how to identify programs that do this best. The general feedback from industry is that, the NCV curriculum provides a general grounding which must then be further developed in the workplace in order to develop the necessary occupation or trade skills (Wininger, 2005).

Implementation can be described as a dynamic construct, which refers to the process of continuous specification and re-definition of the essential characteristics of an innovation by developers and users during the planning and implementation phases of the planned change process (Akoojee, 2012). In any developed society, curriculum implementation must be society-centered and not tradition to determine the foundation. Learning is aimed at meeting the needs of the society. Education is a tool to civilise the society empowering them to full freedom. This implies that, the NCV curriculum must have a direct bearing to the needs and aspirations of the community. Nevertheless, this is limited by lack of competencies by the NCV lecturers at some levels thus, a need to capacitate them so as to fully execute this responsibility. Once lecturers achieve this, the NCV curriculum implementation may set off effectively (Taghi Jabbarifar, 2009).

There are at least five dimensions of implementation in practice, changes in materials, structure, role/behavior, knowledge and understanding, value internalisation .and implementation. Curriculum involves all activities aimed at translating the contents into classroom experiences with a view to changing learners' behaviour based on active involvement. However, curriculum implementers have identified different challenges hindering effective implementation. There has to be direction to the vision, mission, and strategic planning (Spillane, 2005).

Curriculum implementation is a complex and elusive term. The NCV curriculum needs more to be done than to provide resources and in-service support to lecturers. Lecturers need to become committed to an ideological change, willingly to adapt to methods and approaches required to the demands of the NCV curriculum. Curriculum implementers need to work together with educational planners, to interpret and elaborate curriculum ideas into educational terms.

As a concept, curriculum implementation is the carrying out, execution, or practice of a plan, a method, or any design for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen. Curriculum implementation is extremely stressful for lecturers teaching new subjects, new concepts such as portfolios of evidence, Internal Summative Assessment Task (ISAT), Internal Continuous Assessment (ICASS), and new facilitation rather than lecturing styles.

Effective planning, organisation, leading and monitoring of the curriculum by learning institutions is important (Spillane, 2005). Planning provides a sense of direction and how to get there whereas organising involves designing structures to implement what has been planned. In this capacity, college management is expected to guide, influence, facilitate, collaborate and actuate. Managers are obliged to carry out continuous monitoring and evaluation to establish whether planned goals for the NCV are achieved. These are complex tasks that call for support from others and a need to have knowledge of group dynamics.

The NCV curriculum is believed to be too hard for many students and lecturers. It is assumed to be too theoretical. Bisschoff & Nkoe (2005) state that implementation requires restructuring and replacement. Before any new curriculum is implemented, evidence-based studies should be conducted to ascertain the relevance of such a curriculum in improving skills needed in the country. There is a view that, the NCV curriculum was introduced without enough baseline survey, conceptualisation and cohesion of all stake holders (Nzimande, 2009). During the design and development of a new curriculum all stakeholders should be engaged to provide inputs to bring cohesion. Curriculum change should be preceded by certainty of proper and relevant qualifications for lecturers to provide necessary manpower for its implementation. It is assumed that lecturers just need exposure and minimal training to implement these new and better ideas (Nzimande, 2010).

The Department of Higher Education and Training (DHET) should publish and implement new norms and standards for lecturers' qualifications. In doing so, universities must be consulted to provide training relevant to the NCV program. The NCV needs qualified and competent subject specialists to provide guidance and support for lecturers to deal with the challenges of implementing the curriculum, thus enhancing the respect for TVET sector (Umalusi, 2010). It is interesting to note that most of the NCV lecturers do not have a teaching qualification (Nzimande, 2012). The curriculum is considered intensive and demanding with little time for practical training (Pandor, 2007). The NCV lecturers are responsible for presenting the curriculum to students in a way that assist them to understand it in their own means and accept it as worthwhile.

The NCV curriculum is controlled by hidden processes of decision making despite the call for curriculum transformation. The White Paper on Education (DoE, 1995) highlights the need for active involvement of curriculum implementers who seem to be unsure of their role. The

curriculum is stressful and time consuming, disruptive and inefficient and most of the equipment used to train the NCV students is outdated and irrelevant in the view of latest technology (Papier & McGrath, 2008). The NCV curriculum problems include confusion between the meanings of curriculum and syllabus outline and the unfilled gap that exists between them together with sudden and unsupported change occurring in the structure of levels of courses. Other problems include piecemeal and poor quality of production of curriculum materials, uncertainty of what is required of lecturers and the difficulties they face in long term planning. Lack of informed leadership in the process of change, lack of two-way flow of information, and widespread uncertainty, cynicism and low morale among others (Papier, 2011).

There seems to be a gap between the ideas of a project held by its central planners and the realities of its implementation. It has proven impossible to get across to the NCV lecturers the concept of the project, the theoretical considerations underlying it, to ensure that they are reflected in its practice. So, a gap emerges between the ideas and realities, a gap that in some cases is so wide to negate the project entirely, at least in terms of conception by its planners (Stiggins, 2005).

The strongest influences on the NCV curriculum implementation is basically bureaucracy, notably central administration, policy formulation, funding, industry and economy. In most cases flow of information is not clear and contradictory considering the training institutions and level of professionalism of the lecturers. The NCV curriculum debate has been raging on since its inception. It is argued that, there is a need to include work experience. Recent policies in South Africa have set out the mandate for TVET colleges in both institutional and curriculum terms to prepare students for work under global and local economic and labour market conditions that guarantee them jobs. (Halpern, 2007*).*

The climate for change in form of existing curricula; teaching plans and materials that are familiar to lecturers providing them with a sense of security. Lecturers may have the knowledge and skills to teach the existing curriculum but they need facilities to enable them. It takes time and effort to develop new materials and lesson plans to teach the new aspects of the proposed curriculum. Communication is important in all phases of curriculum design, development, and implementation to evaluation. Lecturers should be orientated to accept the new curriculum and be aware of the rationale.

Capacity building through in-service training, workshops, small group meetings, bulletins and hand-outs to lecturers should form an integral part of the overall plan, and not as an afterthought to empower them effectively. Guidelines for selecting of teaching methods and evaluation strategies, which are part of the curriculum design phase, should be part of instructional design. Detailed lesson plans of major sections of the curriculum may be a great help to lecturers when they have to interpret and present the curriculum.

Lecturers' knowledge and what they believe regarding education, learning and curriculum change form configurations for filtering and organising information. Although most people welcome change, they prefer to make modifications to behavior in small or gradual steps. Therefore, an implementation process should allow sufficient time for practitioners to try a new program and to reflect on it. Whenever a new program is developed, it is essential that communication channels, both laterally and horizontally, are kept open and proper accommodation and planning as part of an implementation ongoing support. Curriculum designers need to provide the necessary support for the programs NCV to ensure effective implementation.

Factors affecting implementation do not operate in isolation. Rather, they interact in a constantly varying manner as the process of change takes place. Curriculum implementers do not really know what is going to be significant until they are into the implementation process. Route and destination must be discovered throughout the process itself. There is a need and relevance, clarity, complexity, quality and practicality as well as history of innovative attempts and adoption processes.

Central administrative support and involvement, staff development, timeline and information systems are necessary. Lecturers need materials and programs which have been developed with real classroom situations in mind. What they hope to gain through staff development programs are specific, concrete and practical ideas that directly relate to the day to day operation of their classrooms. Complexity can result in greater changes because more is being attempted beyond their ability to carry out (DoE, 2009).

Clarity refers to details, but also to the general sense of direction and purpose of the innovation. Clarity about goals and means pertaining to educational change is a perennial problem.

Problems related to clarity can include such things as vague goals or unclear implementation strategies common policies, and even procedures, are stated at a general level in order to minimise controversy and therefore help ensure adoption. This same vagueness may become an obstacle as implementation proceeds. Lack of clarity pertaining to vision and goals is an area requiring attention. Shortage of the infrastructure as a result of under-funding by the government means that learning in TVET colleges is affected negatively. In most TVET colleges facilities for practical are inadequate, outdated or non-existent (DoE, 2006).

The quantity of the lecturers to meet the learning needs of students and the society is another challenge. For any curriculum implementation, teachers are vital tools for interpretation and planning and facilitating predetermined goals, aims and objectives. This means that lecturers play an important role in translating the curriculum (DoE, 2002).

Poor conditions of services for lecturers in terms of poor salaries, housing, poor facilities and lack of necessary skills generally demoralise lecturers opting for greener pastures in private commercial enterprises.

Unplanned activities like holidays assemblies, meetings held by visiting government officials, health talks, and variety shows held during lesson time, lecturer-service programs and many other unforeseen eventualities take valuable learning time. Students' absenteeism from colleges also deprives them of learning time. The economy impacts on curriculum implementations in terms of securing or not securing required resources for the NCV e.g. diseases, poverty etc. In view of this, curriculum designers need to employ a mechanism to control them while implementing curriculum.

2.5   The concept of curriculum

Mdladlana (2005) asserts that, curriculum is the interaction of purposeful plans created by teachers to benefit the students. The South African Qualification Authority (SAQA) defines curriculum as the process of learning observing the values and beliefs of a given society. SAQA believes that curriculum should be intensive than a syllabus since it encompasses all teaching and learning experiences embedded within aims and objectives of the education system. Further, SAQA holds that curriculum bears specific goals, values, content, subjects, programs,

syllabus, skills and processes as well as teaching and learning strategies. Curriculum involves assessment, evaluation processes, support and resourcing of a society or nation.

Curriculum is a written plan incorporating aspects of time instigation, content, and the process aligned to the standards and assessment, staff development, and management. Akoojee and McGrath (2008) maintain curriculum is generally used by specialists in the field in two ways; firstly, to indicate broadly a plan for the learner's education and secondly, to limit a field of study. It is a relatively fixed track or race that has to be completed by a participant to reach the winning post in a given time (Akoojee, 2009).

Based on the above definitions, the researcher defines curriculum as a system aimed at closing teaching and learning gaps. Thus, the NCV curriculum has to close the educational gaps of skills and competence created by the past through inculcating required skills and responsive programs to actualise the NCV graduates to employment, self-employment and further education.

A classroom is the place in which students spend most of their time and where they are able to learn from both their lecturers and their peers. Inadequate knowledge of subject matter and judgment of lecturers is accompanied by slow pacing of curriculum delivery, and low levels of coverage of cognitive development as spelt out in the curriculum specifications. The NCV lecturers need to command the knowledge stated in the curriculum to ensure that they deliver quality education to the NCV students. Lecturers' overload and the concept of students' score is a big problem.

Taylor (2011) feels that the NCV curriculum was implemented too soon. Spillane (2005) identifies poor administrative structures while Gamble (2010) alludes poverty as the main factor for the poor delivery of the NCV curriculum. Therefore, it is essential for the government to invest in the delivery of subject matter, capacitate the NCV lecturers and provide resources for instruction to the effective implementation of the curriculum (Stumpf, Papier, Needham & Nel, 2009).

2.6 The NCV curriculum and higher education

The NCV programs is an access route into higher education institutions. Unfortunately, there is no statistics on the NCV students' intake in universities (Pathways Discussion Paper, 2013). Discretion relies on Universities to recognize the NCV programs. Admission is only permitted to qualifications which are in line with the vocational subjects completed at college and at selected Universities. The Green Paper (DHET, 2012) states that, universities do not normally admit the NCV graduates, even if their marks are good.

The main challenge with the NCV curriculum is that, it is not aligned with higher education programs. This is why students may not prefer TVET colleges. Some college graduates have potential but it's not being explored because employers and Universities are not interested and do not understand the NCV qualifications. The DoE (2008) states that, the NCV curriculum is changing to practical learning, theory and practice, knowledge and skills towards a learning experience that offers mapped route to further education and training, lifelong learning, and employment. In view of that, the NCV curriculum needs to be reviewed to open the gate way for University entrance after completing vocational training.

2.7 The role of lecturers in the implementation of the NCV curriculum

The lecturer's role in implementing the NCV curriculum is immense because they are the tools who are responsible for advocating the curriculum, they are the only ones who implement change in classes. Knowledge and skills cannot bring a meaningful change unless there is a self-understanding of the person involved in the process. So, if an NCV lecturer has no full understanding of the change, how can he implement the NCV curriculum? If they are unclear about the NCV curriculum, then implementation may be impossible. All the efforts made by others will remain unfulfilled. If we want to bring change, there is an urgent need for training the NCV lecturers (Umalusi, 2014).

For any implementation to be truly successful, lecturers have to be involved in all stages of implementation, this includes, building awareness and sharing the vision of change, assisting in developing the new curriculum, implementing the new curriculum and teaching in their classrooms, reflections upon classroom practice, continue to learn and grow while the implementation process is being refined. Successful implementation is directly related to the

willingness of lecturers to facilitate and sustain change and the development of the whole student by the selected objectives. To facilitate long-life learning is most important (DoE, 2007). This emphasises the centrality of a big role lecturers should play in the delivery of the NCV curriculum.

2.8 The challenges on the quality of TVET college lecturers

The South African TVET sector faces a number of challenges many of which have been a subject of discussion in many fora. These for a are convened in order to bring all FET stakeholders together not only to identify the challenges facing the sector in South Africa but to work together in strengthening the sector, which is critically important for the future skills base of the country (DHET, 2009).

The main challenges facing the TVET sector is lack of information on colleges by the public, viewing TVET colleges as inferior institutions producing low-status qualifications. Despite all the financial investments made by the government to recapitalise and turn around the college sector, uncertainty remains in the country about the extent to which TVET colleges should be viewed as suitable alternatives to higher education (Akoojee, Gewer & McGrath, 2005).

Another challenge facing the TVET sector is the reality that majority of lecturers do not possess the required qualifications. They are either under-qualified or unqualified. In 2002, FET statistics indicated that 8% TVET lecturers did not possess a tertiary qualification. Many lecturers in TVET colleges with the necessary trade and industry experience generally do not have formal teaching qualifications (Booysens, 2009). In a paper presented on FET colleges. Moodley (2006) indicated that at one FET college in Kwa Zulu-Natal 75% of teaching staff had no teaching qualification, with only a few holding academic degrees.

The problem of the relationship between the lecturers, the quality of students and the sector system cannot be ignored. The minister of Higher Education at the FET Summit recognised this challenge when he called for interventions to be generated including initiatives to improve management abilities, development of instructional materials and the determination of formal qualifications for lecturers.

Teachers' professionalism refers to their rights and obligations to determine their own tasks in the classroom. It defines the way in which teachers develop, negotiate, use and control their own knowledge as they perform their duties in the classrooms. It is, thus, closely related to teachers' autonomy defined as the capacity to carry out self-directed professional actions and to be free from control over such professional. It is further described as teacher's ability to engage in self-conducted teaching. Supporters of teacher autonomy posit that, it is key to better teaching because it allows wider involvement; and that teachers with a higher sense of autonomy have been found to be more willing and supportive of change. Addressing lecturer capacity in TVET Colleges is one of the key factors to be addressed for colleges to become effective. In this concept, teachers are synonymous of lecturers.

At the root of all educational change is the learning of new ways of thinking and doing. As a result, staff development is a critical factor when the focus is on change. However, the use of staff development can be grossly misapplied unless it is understood in relation to the meaning of change and the change process as a whole.

One of the great problems in educational reform is not resistance to change, but the presence of too many innovations mandated or adopted uncritically and superficially on a fragmented basis. Training without subsequent follow-up leads participants down dead-end. Staff development initiatives are a crucial component of curriculum change as well as follow-up. This underlines the importance for the NCV lecturers to be professionally built. Successful implementation tells us that, in addition to the necessity of support for lecturers during initial implementation, there is a need for continuous interaction with peers and consultants during the process of implementation. Research on implementation has demonstrated that, sustained interaction and staff development are crucial. There is a need for the NCV lecturers to familiarise themselves with new materials and methods and to reflect and work on problems of implementation, both individually and collectively (Papier & McGrath, 2008).

The development of lecturers is closely linked with classroom improvement and school improvement. When the lecturer is viewed as a student, the lecturer needs to possess a technical repertoire, must be a researcher into new and better ways, must be able to reflect on practices, and must be able to collaborate with others. Teaching is now coming to be viewed as a collective enterprise and lecturers may need to work and learn together in order to be successful

in classrooms as they implement the initiatives. Change is too important to leave out the experts.

DHET (2013) holds lecturers are central to the educational activity in TVET colleges. Sufficient appropriately qualified and competent lecturers who understand and have expertise in both the academic and work-related dimensions of TVET colleges are needed if the institutions that offer the NCV programs are to make a critical contribution expected of them.

In TVET colleges, lecturer's professionalism seems to have been reduced by DHET playing a major role in deciding what goes in the NCV curriculum, and how it should be presented to the students. Yet this is a control mechanism that impacted on lecturers' operations in their spatial settings. Such control does not only erode lecturers' professional status but also re-defines it.

Related literature suggests that capacity building is an empowering strategy and the perfect starting point in addressing all learning problems. With greater powers, come freedom in professional matters that lead to equally more control of their working environment and consequently enhanced planning and decision making.

Capacity building is a more comprehensive term than other conventional terms as it culminates in improved decision-making, management, and operational functions. It is a process of assisting an individual or group to address problems so as to gain insight, knowledge and experience required to solve problems and implement change. Capacity building aims to use research to make effective decisions in curriculum implementation and to address information exchange, research, and training.

Empowering staff is important because teachers are the ones that implement the curriculum, develop lessons, organise teaching, and possess a true testimony to the success of any curriculum reform. As noted elsewhere, change becomes difficult to achieve and sustain when teachers lack adequate professional support and resources (Hammersley & Atkinson, 2007). Continuing professional development to mitigate the challenges of the new NCV program is very important.

There is the need for NCV lecturers to undergo in-service training in the form of continuing professional development as the majority of them do not possess the content knowledge for the

subject they teach due to inappropriate selection and appointment criteria which focused only on qualification levels inconsiderate of the skills set inherent within a particular subject.

The need for continuing professional development in learning institutions through the argument that when curriculum change occurs the methods of assessment also change which requires educational practitioners to undergo in-service training. It entails a longer duration to be effective in allowing lecturers to improve on the teaching practice focusing on better methodologies to improve their subject matter. DoE (2008) identified continuing professional development as being an essential component for teacher improvement through improving the quality of education provisioning to acquire specialist subject skills for the courses.

Three categories of lecturers exist in colleges. Those that have professional qualifications but do not have workplace or practical experience, those with workplace and practical experience but do not have didactic or teaching methodologies and those that do not have either as they were absorbed from colleges as students after completion of their N6 because of high staff attrition.

Act No 31 of the South African Council of Educators compels both educators at schools and lecturers to register as professionals. This Act plays an advisory role on continuing professional development as well as ethical conduct. However, the Act was enacted by the department of Basic Education yet TVET college lecturers belong to DHET. This legislative separation makes it possible for college lecturers to by-pass SACE requirements. It is not clear whether lecturers still subscribe to this legislation. Low-status qualifications of the NCV lecturers results into poor teaching and learning and subsequently to poor performance for the NCV students.

From birth the South African Council for Educators (SACE) started registering all educators employed under the Educators Act, 1998 (Act No. 76 of 1998), including FET lecturers. The Basic Education Laws Amendment Act (2011) not only moved the FET sector to the Department of Higher Education and Training (DHET), but also restricted SACE"s professional registration mandate to school-based educators only.

Education is powerful to heal, to kill, to build, to tear apart, to lift up or impoverish. The nation depends on the nature of its education system as enshrined in the quality of the teachers. Professional development, or preparation of lecturers, is therefore an essential activity to ensure

that they can stay abreast of developments in teaching and learning in order to improve the quality of the education system.

Since 1994 lecturers have faced uncountable challenges e.g. the FET Act of 1998 (DoE, 1998) and the National Plan for Further Education and Training colleges in South Africa (2008), which set out a broad and long-term national framework for transformation of curricula, learning and teaching, qualifications. Policies on funding, quality assurance and new institutional arrangements are amongst others policy changes that have been implemented intending to transform and build the Further Education and Training sector (DoE, 1998; DoE, 2006).

Based on these policy documents, the majority of lecturing staff needed to improve and update their academic and vocational knowledge and experience. However, despite the academic development programs, i.e. assessor course, moderator training, workshops, facilitator training as outlined, there seems to be a lot to be desired in terms of subject (DHET, 2011). There is still a lack of capacity and weaknesses in academic development amongst NCV lecturers (DHET, 2010).

In order to hold practitioners accountable for their performance, the system should provide the necessary resources, which, in this instance could be continued professional developmental opportunities and access to information through smart phones, internet, sharing best practice, innovativeness and orientation with the industry world.

In its submission NEHAWU (DHET, 2010) argued that lecturers were not properly prepared for the NCV and many of them are leaving college sector as a result. Recommendation to the Minister of Higher Education and Training (October 2010) identified staff development as weak and staff competence being variable at TVET colleges. Based on these discussion reports, incapacity of the NCV lecturers impact negatively on their knowledge for the content of the curriculum, teaching and learning which may result in poor student achievement (Umalusi, 2012).

Teaching and development for the NCV lecturers requires a vigorous system of in-service training (in both content/curriculum matters as well as methodology), but the situation is so dire that there is not even pre-service training. Young & Gamble (2006) contend staff

development for vocational college staff has been and is still neglected. TVET colleges need to formulate an environment that motivates lecturers through employing the policy guide line.

To promote the growth of a TVET college system that is responsive to sector, local, regional and national skills needs and priorities, TVET colleges system should be central to the government's program of skilling and re-skilling the youth and adults. Life is permeated by changes that affect every facet and professionalism in particular. In education, there are enormous changes in the form of curriculum changes, therefore in order to keep pace with the advances in education, lecturers need academic development because the content of all academic programs have changed. This is true when considering the changes brought by the NCV in 2007. There are many challenges in expanding and improving the capacity at TVET colleges (Nzimande, 2011).

The collection and analysis of information necessary for the description of skills and knowledge is required to enhance organisational performance. A training needs assessment is variable as an on-going process of gathering data to determine training needs so that training can be done to help the organisation accomplish its objectives. Before functional migration that took place on the 1st April 2015, TVET college councils were given the responsibility of hiring and subsequently developing staff to acquire professional levels.

As discussed above, most lecturers in TVET colleges do not possess professional teaching qualifications. There is a possibility that the Department of Education (DoE) rushed the implementation process and therefore did not allocate adequate time for training to take place, hence the confusion about teaching, planning and assessment. The introduction of the NCV is believed to have created a gap in skills and knowledge of college lecturers. It is rather pertinent to reconsider the professional requirements and needs for the NCV as measured against the prescribed competencies in the policy on professional qualifications for lecturers in TVET colleges. (Darling-Hammond & Youngs, 2002).

South African Council for Educators (2011) highlights the need for continued professional development of the NCV lecturers. It asserts that failure to design a system for the transformation of TVET sector has derailed the NCV programs. The manner in which the NCV curriculum was introduced proposes a deficiency in the system from bureaucrats. The general conclusion is that, introducing and implementing the NCV curriculum without adequately

equipping lecturers with the required competencies may create duplicity of problems that in turn may affect students' performance. Provision is made for the determination of National education policy in curriculum frameworks, core syllabi and education programs as stipulated by the National Education Policy Act No. 27 of 1996) (DoE, 1996) and the FET Act No. 98 of 1998 (DoE, 1998). Other provisions include learning standardisation, examinations and certification.

2.9   The TVET college curriculum change

The NCV curriculum was a noble act in terms of how it was designed because of the need for a well-rounded student who understands figures and combines them with trade skills. During the design of the NCV curriculum efforts could have been made to link it with the SETAs instead of creating different pathways for qualifications. Currently, the qualification pathways are too numerous which creates confusion (Stumpf, Papier, Needham & Nel, 2009).

The Skills Development Act of 1998 (DoL, 1998) talks of articulation between education and training institutions for creating a single platform for skills and employment. The FET colleges Act of 1998 (DoE, 1998) was passed under the Department of Education whereas the Skills Development Act of 1998 (DoL, 1998) was passed under the Department of Labour. The challenge is that these government institutions do not align with each other properly.

The concept of managing curriculum change is viewed by many authors who question the paradox of personal and contextual factors such as classroom management and its constraints. Important factors such as support provision for implementers, understanding of the implementation process, building the necessary capabilities for implementation, and the provision of materials and resources are emphasised.

Papier (2011) posits that a change of curriculum for TVET colleges in South Africa from the technical colleges' curriculum caught lecturers between two tensions of being an expert educator and industry expert without proper orientation for their envisaged roles. Dual tensions have been experienced by vocational lecturers even beyond South Africa in countries such as Australia, where their occupational identity has been challenged. As noted from the onset, the standard of the NCV program was pitched high with no direct bearing with the type of students

enrolled. There is an argument that the NCV program requires a well-rounded student who is able to understand figures and trade.

2.10 The challenges facing the implementation of the NCV curriculum

Since the introduction and implementation of the NCV programs in 2007, the Portfolio Committee on the TVET sector identifies poor co-ordination of the college sector, poor quality of students in vocational programs, shortage of suitably qualified lecturers to drive the NCV curriculum, and poor-quality programs design and qualifications (DoE, 2009). The committee further notes difficult and hanging mechanisms with continuous changes, loss of lecturers from TVET colleges, low morale for lecturers, poor student performance and high drop-out rates.as well as loss of confidence for TVET colleges as other impediments (Umalusi, 2011).

Other challenges include, lack of adequate facilities and equipment, slow delivery of books and lack of language competency of students. Inadequacy in placement tests and assessment tasks coupled with indiscriminate enrollments to achieve National targets hampers the implementation of the NCV curriculum. This supports the notion that, the NCV curriculum was implemented without sufficient preparation. The NCV students are given considerable access into colleges against a country-wide shortage of resources with lecturers inadequately prepared for the new content and methodology (DoE, 2009).

The NCV commenced as an opportunity for schools to divert their ill-disciplined learners to colleges. Parents from low income households also took the opportunity because of the elaborate bursary scheme offered (Papier, 2009). However, the implementation of the NCV curriculum was not as effective as expected as demonstrated by the low throughput. There are a number of ideas, which cannot be undermined, especially when there are curriculum changes.

2.11 The NCV students' enrolment

The Department of Higher Education and Training (DHET) expects an increase in the enrolment for the NCV from 650,000 in 2013 to 1,500,000 by 2017, and 3,000,000 by 2030 (DHET, 2013). Government policy shifted towards enrolling most of the out-of-school youth in its efforts to be responsive to the skills needs of the country. Different types of students with different abilities and levels of cognitive understanding are enrolled in the same classroom.

Students who have been absent from any learning experience for years. This has a negative impact on teaching and learning because lecturers may not able to complete their syllabi on time as they have to ensure that all the students are at the same level of understanding. This confirms poor delivery of the NCV curriculum resulting in high failure rate, drop-out and inconsistence in assessment (Papier, 2011).

Surprisingly, even those students who do not possess any form of qualification are argued to enroll. It is evident that, the admission requirements for the NCV program result in a mixed group of students being admitted at the same level. The NCV students are made up of two groups, those who have passed the National Senior Certificate (NSC) but were unable to enter the Universities because of low scores, and those who either failed grade 12 or dropped out in grade 10 or 11. Typically the NCV seems to attract students for which it was not designed. Students for varied reasons who were unable to succeed in academics in the main stream. This creates a discrepancy in the curriculum implementation (Taylor, 2011).

The NCV curriculum is believed to be too theoretical and compact with seven subjects, three fundamental and four vocational (2007). This gives a mismatch between the curriculum and the type of students enrolled. Therefore, lecturers have to teach highly diversified and mixed-ability groups without being adequately prepared for such responsibility.

The Green Paper (DHET, 2012) currently out for public comment points out that, over 300,000 students were enrolled at TVET colleges when the capacity could afford 400,000. Despite the different background for the NCV students, the trend nationally is that, students that go for the NCV are those because of circumstances they find themselves in like failing to get a job or failing to pass matric or failure to continue with higher education. The size and shape of this sector is not well known (Gewer, 2010).

Furthermore, at the University entry, many applicants are turned away for the courses of their dreams hence find the road to the NCV (DHET, 2013). The FET Summit (2010) emphasised the NCV curriculum distracted colleges from its broader mandate of skills development and occupational training. Hence, the NCV curriculum seems to be de-linked from the world of skills development and occupational training. One of the dangers of the NCV curriculum is the expectation that they should be all things to all students because of the lack of alternatives. The government believes that TVET colleges must become institutions of choice for young school

leavers, offering general vocational training as well as providing academic and theoretical education for apprentices (DHET, 2012). More recently, a summit on skills development, questioned the relevance of the NCV curriculum stating that, the program presented an obstacle to students and to the country (Nzimande, 2010).

2.12 Self -employment and employability after the NCV

There is a widespread acceptance that education and training should have a particularly important impact on the enhancement of informal job-creation in order to sustain livelihoods. It is hoped there must be a building of an understanding of the complexity of the challenges facing the NCV curriculum implementation that has been described as fragmented and without a common institutional character and identity.

The educational task of designing, developing and implementing responsive programs needs a community of practices that takes into account economic and labour market debates yet still defined in responsive terms that can be defended on curriculum grounds. This in the end may be the strongest contribution that TVET colleges and the NCV in particular may make towards realising the vision that guides current policy reforms (McGrath, Badroodien, Kraak & Unwin, 2004). The redress should focus on attending to the needs of the economic sector.

The requirement for the NCV curriculum to prepare students for a world of work that includes both employment and self-employment as possible options also present challenges. While entrepreneurships and small business management are currently included as subjects in a range of programs, there is doubt about whether these subjects offer sufficient preparation for the complex task of a business enterprise. There is also doubt expressed about whether the NCV curriculum is in fact, in a position to contribute meaningfully to preparation for self-employment. In self-employment, the ability to communicate at all levels is imperative. TVET colleges have traditionally contributed to this, hence a shift to focus on their provision to enterprises and entrepreneurial education in addition to technical skills (McGrath, 2000).

2.13 The NCV assessment criteria

The new policy document for the NCV contains the program requirements for vocation education in South Africa with a list of all approved programs (Government Gazette no.

28677). The NCV lecturers develop a program of assessment for each level. Formal assessments in form of tests, practical, and assignments are done throughout the year to monitor progress. Assessments should be valid, fair, authentic and current indicating which Learning Outcomes (LOs) and Subject Outcomes (SOs) being assessed (DoE, 2007).

Internal assessments add up to seven tasks on the fundamental side and six on the vocational side to make up the Internal Continuous Assessment (ICASS) carrying a 50% credit. On the other hand, the external assessment is made up of final examinations. All the NCV students are expected to complete and submit all these assessment tasks for each of the seven subjects offered to be moderated both internally and externally regulated by Umalusi as a quality assurance body. The NCV curriculum requires every student to have seven portfolio of evidence (POE) file for compiling all assessments where internal continuous assessment is calculated to accumulate the year mark. Each subject and test carries a weight in terms of percentage.

During 2007, the NCV course commenced with a requisite pass percentage of 70% for vocational subjects, 30% for mathematics/mathematic literacy and 40% for life orientation and English for Level 2 (DoE, 2007). However, before the students sat for their final examinations it became clear that the majority of them could not attain this high pass requirement. Therefore, the percentage for vocational subjects was lowered to 50% (Umalusi, 2009). It also became evident that DoE had experienced logistical challenges on clarity of policies regarding the NCV delivery. Many policies have been made to the progress of students to another level, however with a lot of discrepancy, previously 3 subjects, later 5 and presently 2 with a maximum of seven subjects per level. Once a student fails, he/she registers for supplementary examinations and if he fails supplementary exams, he has to wait and sit home for a full year to be registered the following year. This has created many cases of drop-outs contravening the principles for which the NCV curriculum was introduced (Umalusi, 2013).

Integrated Summative Assessment Task (ISAT) requires integrated application of competencies. The students' performance is evaluated through a direct and systematic observation aiming at testing the cumulative knowledge of a student throughout the year. ISAT is externally assessed, moderated and internally administered constituting of a compulsory component of the final promotion mark for the concerned programs of the NCV (DoE, 2007). From the above excerpts; it's evidently clear that, the NCV curriculum implementation is

hampered by many contraventions against the underlying philosophies principles, aims, goals and objectives for which it was institutionalised. This generates a lot of debate from the NCV curriculum implementers (lecturers) thus the rationale for this research.

2.14 The policy framework for the NCV curriculum

Fundamentally, the controversy and debate is on the NCV curriculum implementation given the nature of TVET colleges' set up, lecturer ability and skills, infrastructure. The legislative and policy instruments are intended to make changes on the nature of vocational training in South Africa. The main issue focused on in this sector is curriculum implementation, enrolment, lecturers' attitudes and responses to the whole policy instruments as opposed to the range of programs offered, and the restrictive nature of a centrally administered curriculum.

While the curriculum debate has been raging in the primary and secondary schools in South Africa, the TVET sector has gained credible focus as well. A need to include work experience in the curriculum is of importance. Recent policies in South Africa have set out the mandate for colleges in both institutional and curriculum terms. Colleges must prepare students for work under global and local economic and labour market conditions that no longer guarantee jobs.

Current innovation in vocational education and training is technological. Curriculum implementation demands for new policy formulation relevant and conducive to address sector problems identified by the lecturers. As noted above, vocational education in South Africa has faced many policy changes since 1994 (DoE, 2008). Policy makers in South Arica need to formulate policies in terms of an economy in which levels of productivity and competitiveness are brought about by the knowledge and information supported by information technology. Although global competitive market, it should not be in the sense that the whole world has one single economic system or that jobs are global. Firms and networks in the global market should have the capacity to organise themselves globally in terms of markets and supplies Considering this background, majority of TVET lecturers need a strategic plan for building their capacity to address the challenges towards the NCV curriculum implementation (Morika, 2012).

Legislation passed in South Africa has created an enabling environment that requires TVET colleges to provide education and training to a wider spectrum of potential and existing entrepreneurs. However, the potential contribution of the NCV to the development of

sustainable business enterprises at the small and macro level in terms of both results and relevance remains a question.

The objective of the Skills Development Strategy of the Department of Labour is to empower vulnerable people in the labour market. These include small and micro enterprises that can successfully remain in employment and/or self-employment while enjoying a growing standard of living. The Green Paper (DoL, 1997) emphasises an expanded, diversified and revitalised TVET sector that provides for self-employment, small businesses, entrepreneurial and community development.

The Human Resource Development Strategy for South Africa, includes skills development for the Small Micro Enterprises sector as an indicator under the strategic objectives of increasing employer participation in lifelong learning. There is thus, an interconnectedness of policy framework in place to enable opportunities for self-employment to be created, with education and training. In this case, the NCV curriculum is seen as one of the support mechanisms that may encourage increased initiatives in this regard.

2.15 Summary

In this chapter, the researcher discussed the literature review in terms of curriculum and the NCV curriculum implementation in particular. In chapter three, the theoretical framework underpinning the study was discussed.

CHAPTER 3 : THEORETICAL FRAMEWORK

3.1   Introduction

The focal piece of research is the theoretical framework which guides research decisions. Through theoretical frame work a researcher moulds a frame that identifies and explains the elements, variables and constructs for research. It is important for research to be underpinned by a theoretical framework for description and interpretation of qualitative case study helping the researcher to review the underlying theories of the study. The theoretical framework helps the researcher to lay the structure as a basis for developing data collecting instruments. This study was located in the ambits of interpretivism and social constructivism as discussed in this chapter.

3.2   The concept of theoretical framing

Maxwell (2005) posits that the point is not to summarise what has already been done in the field, instead, it is the basis for a researcher's proposed study in the relevant previous work, which gives the reader a clear sense of a theoretical approach. A theoretical framework comes out of an existing theory or theories serving as lens from which to view the research study. It is a structure that directs research, Thus, the theoretical framework consists of the selected theory or theories that guides a researcher's collection with regards on how he perceives and plans his topic, as well as the concepts and definitions from that theory that are relevant to the topic

A theoretical framework states the researcher's ideological position of results from his agreement or disagreement with the current discussion and issues. And because of this position, the researcher's own ideology directs his research methodology and thus has a certain type of impact on the research setting and the people involved in terms of all aspects of how he/she sees, interacts and treats his research. As a frame of references a theoretical framework is the basis of observations, definitions of concepts, research design, interpretations and generalisations much as the frame that rests on a foundation defines the overall design of a house (Holliday, 2002).

The researcher intends to explore the views of the TVET college lecturers on the implementation of the NCV curriculum, hence, the theoretical framework will work as the blueprint for the entire dissertation inquiry. To inquire purposefully, the researcher will employ social constructivism to obtain description of phenomena as seen in the eyes of the NCV lecturers.

Theoretical framework serves as the model to build the study, and also provides the frame to describe philosophical, epistemological, methodological, and analytical aspects the researcher will use in the study. Theoretical framing is used to provide understanding or give meaning to the interconnectedness among the variables that may impact on the outcomes specified growing out of the research focus, design, structure, presentation and publication (Sarter, 2006).

The theoretical framework relates to the philosophical basis on which the research takes place, and forms the link between the theoretical aspects and practical components of the investigation undertaken. Therefore, the social constructivism view of the world of subjectivism, will be used as each lecturer will interpret experiences via a different understanding to develop his own unique view on the NCV curriculum being implemented.in TVET colleges.

The first point in developing a research proposal, is to select the methods that will be used in the research project with their justification as well. The theoretical framework therefore discloses the methodology, theoretical perspectives and epistemology underpinning the research. It provides the organisation of the study and maps up the interpretations of the results.

The importance of the theory depends on the degree of research based on the evidence and the level of its development. The theory to research should be appropriate and logically interpreted, with clear understanding, and alignment to the critical question. Social constructivism is indeed appropriate because the researcher investigates a topic within the framework of their life, experience and understanding (Lovitts, 2005).

Notably, theoretical framework is important to this study because it will help the readers to evaluate the theoretical assumptions. Secondly, theoretical framework will critically connect the readers to existing knowledge and gives a basis for hypothesis and research methodology. Thirdly, theoretical framework will help to address the questions of why and how and permit to intellectually transition from simply describing a phenomenon that a researcher has observed

to generating various aspects of that phenomenon. Fourthly, theoretical framework will help to identify the limits to those generalisations at the same time helping to specify which variables influence a phenomenon of interest. Fifthly, theoretical framework will highlight the need to examine how those key variables might differ and under what circumstances. Sixth, theoretical framework will limit the scope of relevant data by focusing on specific variables and defining the specific view-points that the researcher will take in analysing and interpreting the data to be gathered (Leeds-Hurwitz, 2009).

3.3   Social Constructivism as a theoretical framework

Social constructivism underlines the value of culture and context in perception on what occurs in society during knowledge construction based on this understanding. This perspective is associated with many theories e.g. developmental theories (Vygotsky, 1986; Bruner, 1996).

Social constructivism is an interpretive frame work whereby individuals attempt to understand their environment and construct their meanings that reflect their experience. These meanings are not predetermined in an individual but rather formed through interaction with others (Creswell, 2013).

Social constructionism originates from sociology related to post-modernism in qualitative research. Social constructivists look at knowledge and truth formed through social interactions of individuals within a society. Language develops concepts to give an individual a way to structure his/her world experienced (Andrews, 2012).

Social constructivism emphasises that all cognitive functions including learning are dependent on interactions with others. Therefore, learning is critically dependent on the qualities of collaborative process within an educational community. Learning should be approached not as an accumulation of knowledge by the individual but also as a process of learning integrated into a knowledge community (Schunk, 2012). In social constructivism, nothing is learnt from scratch, instead it is related to existing knowledge with new information integrated into and expanding the existing network of understanding.

The research is confined to finding out the views of TVET College lecturers on the implementation of the NCV curriculum. The study found social constructivism as a founding

theoretical frame work to explain, describe and analyse the topic. Social constructivism refers to the process by which reality is created by the observer. The theory argues that we can never have objective access to the world, since the world in an objective sense, it cannot be known. This point implies that all stories or interpretations that work are equally valid and that no single truth or interpretation exists. The different NCV lecturers interpret the same situation (the NCV curriculum implementation) in different ways.

Social constructivism examines the knowledge and understandings of the world that is jointly developed by individuals. This theory holds that perception, significance, and meaning are coordinatively constructed with other members of the society. Notably in this theory is the assumption that human beings analyse their experience by creating a social world model and the way that it functions. Leeds-Hurwitz (2009) assumes language is a very essential system for humans to construct reality.

Social constructivism posits that the truth or meaning exists in and out of one's involvement with the realities of one's world. The mind forms meaning. Meaning is constructed not formed. In this way lecturers may construct different meaning on the NCV curriculum in different ways even though they implement the same curriculum to the same students. The subject and object emerge as partners in the generation of meaning. This is the core of this study to explore the feelings, realities, experiences, knowledge and interpretations of the NCV lecturers in their own uniqueness of the NCV curriculum they implement.

Social constructivism maintains there is no meaning without experience. Meaning is created through different encounters with mind as the central piece in transcribing, forming and relating the experiences encountered to form reality. All knowledge and meaning is attributed to this experiential aspect and the relationship created.

Social constructivism analyses social issues from many view points and asks questions to find answers for what exists and what should exist. As such, the objective of the NCV curriculum should address the needs of the society while being sensitive. The NCV programs should thus be relevant to meeting those needs. TVET colleges lecturers and the NCV curriculum in particular are seen as tools for translating society's' needs into reality. Schools are thus purposely seen as tools for addressing those needs. As such, the NCV curriculum should be

able to identify social needs and to be sensitive to those needs thus bringing programs that are relevant to meeting them.

Social constructivism is focused on the relationship between curriculum and the development of the society. It believes that, education brings change and impact on people's way of living. Learning institutions must therefore train leaners so that they are be able to sustain themselves in the diverse communities as citizens. To them, curriculum content is to be drawn from the wide spread social hub and critical social problems of social controversy.

Knowledge and therefore all meaningful reality is based upon human construct in and out of interaction between human beings and their world through social contact. The researcher approaching research from the perspective of social constructivism, usually applies the use of multiple data collecting methods to support interpretations and conclusions. The theoretical framework relates to the view of the researcher in the human and the social world. (Schunk, 2012).

3.4 Intersubjectivity

Intersubjectivity is explained as a shared understanding of different individuals who interact on common interests and assumptions to form the ground for communication. There are socially agreed-upon ideas of the world which form social communication patterns and rules of language use. Social meanings are therefore constructed on intersubjectivity among individuals. Knowledge is shaped and evolved through negotiation within the communicating groups to which the people belong.

Intersubjectivity provides the grounds for communication and also supports individuals to extend their knowledge of new information and activities among the group. Knowledge comes from interactions among people and their world and settles within cultures. When the individuals of the community group are aware of inter subjective meanings, they can understand new knowledge and activities that is generated in the community. This can be attained when the NCV lecturers take a shared-growth responsibility with their students during a lesson (Schunk, 2012).

3.5   Culture and learning

Cultural background plays a major impact on learning. To social constructivists, every one develops in a cultural context, thus student's learning is affected by culture of their family. Culture instills much thinking in a student, teaching them what to think and how to think thus, forming knowledge. These include, language, cultural history, and social context. What a person learns is surrounded by his culture. Social constructivism encourages students to learn and arrive at his version of truth influenced by their culture (Bruner, 1996). The NCV lecturers feel, the NCV curriculum should reflect much of the cultural life and experience of the NCV students so as to impact meaningful learning.

Developed by post-revolutionaries like Soviet psychologist Vygotsky, Social Constructivism emphasises the collaborative nature of much learning. Vygotsky argued that all mental functions come from and therefore should be explained as outcomes of social interactions and that learning is the orientation and assimilation of learnt knowledge in a pro-active situation where learners are actively involved.

> "Every function in the child's cultural development appears twice: first, on the social level and, later on, on the individual level; first, between people (inter psychological) and then inside the child (intra psychological)." (Vygotsky 1978, pg. 57).

Logic, symbols and language are inherited by the learner through culture. All learning is inducted into a culture including all the values of that culture. Social interaction with societal members, and the physical world is important in developing thinking abilities. Social interaction, via working in groups with peers, is essential to social constructivism and these peer group interactions have been shown to create a culture that is open to learning. The learner's social interaction with grown-up members helps them.to form social meaning. Junior members of the society learn through interaction with senior members. Social constructivism promotes culture and contextualisation of understanding.

3.6   Social constructivism in education practice

Social constructivism emphasises the context in which learning takes place and the social contexts lecturers produce in the environment of learning. The TVET college lecturers view social experiences as important in producing expected learning outcomes.

3.6.1   Cognitive tools perspective

This view places emphasis on learning of cognitive skills that students employ to achieve cognition. The importance of this surrounds group learning. Cognitive perspective argues that, learners engage in a social learning process that is effective for everyone involved. Students benefit from practical-based approaches and the use of specific cognitive instruments. Collectively they produce knowledge and prescribe meaning on it as a result of the social learning process (Cowan, 2005).

3.6.2   Idea-based social constructivism

This principle concentrates on various essential topics or ideas which are important to the learning experience of students. These key concepts or ideas are thought to expand the student's vision and become important foundations and building blocks for the student to think and construct social meaning.

3.6.3   Pragmatic approach

This perspective holds the application of social constructivism in class is necessary when need arises. The perspective maintains that knowledge, meaning, and understanding of the world experienced may be constructed in the classroom through the individual learner interaction and the shared interaction of the general class.

3.6.4   Transactional or situated cognitive perspectives

This principle pays attention to the impact that the environment can have on learning. The perspective maintains that, learning is affected by the environment that students are in due to social interaction. Students are a part and parcel of the constructed social environment and the environment explains the individual through developed knowledge characteristics. The perspective appreciates the importance of change in the social environment within the

classroom setting and this can in turn affect learning. Learning is encouraged to take place in through community interaction.

3.7   View of knowledge

Piaget and Perry view knowledge constructed by learners through interactions with their environmental. Vygotsky promotes language and culture as important factors in cognitive development through perception Linguistic approaches help learners to control the hindrances of perceptual. Language and culture are frame works for humans' experience, communication and understanding reality. According to this model, knowledge is formed based on social interaction and social consensus. It is from this perspective that the NCV curriculum implementation can be explored to understand the experience, reality and thereby establishing consensus. Vygotsky (1986) posits that an important feature for human perception is the perception of physical objects. The study seeks to explore the unique perception of the NCV lecturers on the implementation of the curriculum.

Kim (2001) looks at human cognitive structures as socially constructed. To him, knowledge is viewed as a human product that is socially and culturally constructed. Learners make meaning through individual and environmental interaction in which they live. The NCV lecturers live and operate within the NCV curriculum experience for which they socially construct knowledge, meaning and reality as they implement it.

3.8   View of reality

Reality does not exist in advance, instead it is constructed through activities. Kukla (2000) believes that the society or group together construct the characteristics of the environment or group. Reality cannot be discovered until it is socially constructed. Since reality is not constructed before social interaction, it is assumed it can be discovered by individuals. Reality therefore results in the lecturers constructing understanding together (Kim, 2001). The lecturers view as an important component in the implementation of the NCV curriculum. They should be able to construct their own knowledge in the learning process as they implement the NCV curriculum.

Nevertheless, while lecturers believe in shared meaning, they hold that no two people will have exactly the same knowledge hence allowing multiple realities. In other words, reality is constructed through a person's active experience of it. In the constructivist point of view, any person's interpretation or construction is as true as any other person's interpretation or construction, as long as it works within a particular context. It is assumed different TVET college lecturers have different perception on the NCV curriculum.

3.9   View of learning

Social constructivism dominates the works of Vygotsky and Bandura as well as Dewey, Piaget and Bruner (Schunk, 2012). Learning is seen as a process where students learn to discover their world. This approach disregards the NCV lecturers as expert tutors pouring their knowledge to the NCV students making them passive, but rather centers the students to the learning stage through active involvement.

Social constructivism is more correctly an epistemology or philosophical explanation about the nature of learning. The theory maintains that learning is based on real life adaptive problem-solving which takes place in a social manner through shared experience and discussion with others such that new ideas are matched against existing knowledge to make sense of the world.

Social constructivism places the focus on the lecturers as part of a social group, and learning as something that emerges from group interaction processes, not as something which takes place within the individual. Learning is seen as an active socially engaged process, not one of a passive development in response to external forces. Learning is to see the meaning or significance in a social experience or concept. Therefore, it acknowledges the uniqueness and complexity of the individual student and values, utilises and rewards it as a central arm of learning as a process (Huber, & Moallem, 2001).

In social constructivism two requirements are needed for knowledge to be constructed. Those involved must have prior knowledge to the social experiences. It is shared understanding that builds communications. In construction of knowledge learning involves intersubjectivity among individuals and any personal meaning shaped through intersubjectivity of the community

Communication between the NCV students and the NCV lectures impacts on the meaning and understanding. Actual development is the level that the student has already reached, where he/she is ready to manipulate objects to solve problems independently (Arum & Roska, 2011).

Learning is shown as a social process which is developed through active participation of a learner in his/her surroundings. Social constructivism assumes meaningful learning takes place when individuals are work in social cohesion such as interaction and collaboration. The role of the lecturer in the learning process is to foster students to be involved in learning activities so as to achieve the learning outcomes. Learning is student-centered and not lecturer-centered. The NCV lecturers' fundamental is to encourage the NCV students to partake in the learning process so as to achieve set goals.

The level of potential development is explained as a level where a student achieves under the guidance of the lecturer or in collaboration with peers. This is facilitated learning where a learner acquires skills he didn't have on his own. It is learning through coaching and mentoring. Doing things a learner could not do on his own. This is the actual learning level involving structures that need to be nurtured by the lecturer or through collaboration (Huber, & Moallem, 2001).
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3.10 View of motivation

In social constructivism, motivation of a student is regarded as both intrinsic and extrinsic in nature. They portray intrinsic motivation as created by curiosity about the world. Cognitive motivation is intrinsic driven by the student. It is an outcome of rewards for acquiring knowledge. As knowledge is actively constructed, it also depends on the ability of the student's internal drive to kick-start the learning process.

3.11 Implication of social constructivism to teaching and learning

Collaborative learning encourages students to develop teamwork spirit and to view individual learning as part of the success of group learning. In groups of pairs, students may be divided into groups with assigned activities research within a prescribed time and presenting their findings to the general class. Thus collaborative learning is a process initiated by the lecturer for peer interaction (Pascarella & Terenzini, 2005).

Social constructivism emphasises collaboration with others either between lecturer and NCV student or between student and student. This is the primary means by which students construct meaning. The interdependence of social and individual procedures makes it clear that knowledge is a co-operative process that exists between many. The NCV lecturer should be a facilitator who encourages the students to achieve their own appreciation of the content for a functional and effective role in their learning. Therefore the importance is placed on the student and what they are capable of (Tinto, 2003). Social constructivism demeans individualised learning Classrooms therefore should foster group work, association and acceptance by designing learning tasks which encourage life-long learning.

Through social constructivism the classroom is a busy place. This supports the rationale that the NCV curriculum learning should allow for the diversity and dialogue in the ways of learning to both lecturers and students (Kuh, Kinzie, Schuh & Whitt, 2006).

On the other hand, the student is expected to engage in meaningful learning with his peers and the lecturer through discussion and active exploration. In social constructivism, the goal for teaching is to develop skills to problem-solving. The potential development level is where learning takes place. It has cognitive levels that are maturing which need to be facilitated by the lecturer or in collaboration with others (Cabrera, Chrisman, Bernal, Nora, Pascarella & Terenzini 2002).

Social constructivism further maintains that learning is based on real life experiences with a view to problem solving in a social manner through shared experience and discussions with others such that new ideas are matched against the existing knowledge. In doing this, the student makes sense of the world. Theorists hold focus on the student as part of the social group. They hold that learning emerges from group interaction processes. To them, learning is seen as an actively socially engaged process not one of passive development in response to external forces (Loes, 2009).

According to this theory, learning is to see the meaning in a social experience. This refers to the notion that social constructivism acknowledges the uniqueness of an individual student as an integral part of learning. Classrooms promoting social constructivism, collaborative learning is seen as a process of peer interaction under the guidance of the lecturer. Presentations using

assignment of different tasks to different groups can be employed to provoke learning through clear instructions and use of prior knowledge (Goodman, 2011).

Learning is facilitated through collaboration between and among students and lecturers. Students bear foundational and participate in sharing of knowledge e.g. discussions, groups, inquiry, simulations and debates. In this argument, the NCV students should collaborate with their lecturers to arrive at a shared understanding of the truth. These activities encourage creativity, value and also foster high-level thinking. In collaborative learning, students learn on their own as well as a group. In doing this, students acquire meaning and build knowledge collaboratively. In this discussion of social constructivism, the following maybe the benefits to both the lecturers and students (Kuh, 2003).

Students develop skills together in the learning process instead of being passive leading to problem-solving techniques and development of new ideas. Collaborative learning increases students' retention due to the high motivation created and participation in the lesson. It builds self-esteem due to the shared-group responsibilities. As students learn, they help and support each other to a common objective. Collaborative learning helps to build social interaction skills through building social relationship skills, acceptance, awareness and appreciation of students as individuals and as a society. This is attained through cooperation skills as they work together (Kuh, 2001).

Cooperative learning is a method of teaching that uses small groups learning together to maximise the learning skills of an individual. This in turn promotes interdependence which brings about motivation and cognitive development.

In higher education, collaboration among students is a strong learning approach in undergraduate teaching (Pascarella & Terenzini, 2005; Tinto, 2003). Cooperative learning emphasises personal development skills (Cabrera et al., 2002). Cooperation involves learning communities, peer study groups, or class project teams. The basic perspective for cooperative learning is that students construct knowledge through learning interaction with others.

Collaborative learning fosters team-building, networking and team-working to solve problems, at the same time holding each learner accountable through doing assessments and other learning-related tasks. Collaborative learning stimulates critical thinking and helps students to

clarify their needs (Kuh, 2008). This can be attained when the lecturer asks questions for students to clarify. Collaborative learning enhances self-management skills attained through personal reading, completing assignments and responsibility to learn and get knowledge. It helps to build interpersonal and communication relationships through bringing different students to shared-learning growth for a common academic and social experience. It allows the NCV students to learn from their peers. Peers normally know what other students do not know and can explain to them in the best simple way demonstrating their knowledge to help their peers (Arum & Roska, 2011).

Last but not least, collaborative learning helps the NCV students to practice and simulate real working experience roles. This is attained through assigned roles by the lecturers, e.g. leadership. If the NCV lecturers can realise the direct bearing and applicability of collaborative learning in their classrooms towards a problem-solving approach by the NCV students on their own, the NCV curriculum will be better implemented in TVET colleges (Barkley, Cross & Major, 2004).

3.12 Instructional models

Social constructivism proponents stress collaboration among students and with seniors in the society of learning. They hold the society's knowledge is embedded in senior members' approach and their social alignment. Learning should involve knowledge and practice. Approaches to social constructivism may include methods that involve learning with others e.g. reciprocal teaching, peer collaboration, cognitive apprenticeships, problem-based instruction (Schunk, 2000).

In social constructivism, the world is socially formed out of individuals' interactions with their culture and society through social negotiation of individual understanding. It is proposed that every interaction of two or a group leads to formation and acquisition of new knowledge through exchanging ideas and different perception on the same phenomenon as they come into contact.

It is worth noting here that TVET colleges' lecturers have to transform their teaching-learning approaches from being coaches to facilitators aiming at involving students so as to construct viable knowledge. The purpose of this approach is to motivate students to see themselves as

part of the learning process. Students should be encouraged to explain their answers given. A lecturers' role here is to have accountability and responsibility in the learning process. (Hyslop-Margison & Strobel, 2008).

Social constructivism maintains the view that all knowledge is constructed through social interaction and language application. Thus learning is collective and shared, rather than individualized. Knowledge does not come through passive observation, it is a result of social processes and interactions. In social constructivism, learning attaches as much meaning to the process of learning as it does to the acquisition of new knowledge. This makes both the subject content equally important to the learning outcomes.

Social learning theory does not deny the role of senders, receivers and channels in knowledge flows, but emphasises that the knowledge shared between partners is likely to have a tacit dimension to it. Tacit knowledge cannot be captured, converted or transferred but only displayed and manifested in what we do (Tsoukas, 2003). Knowledge is shared in a social process of mutual engagement (Elkjaer, 2003). Knowledge needs to be dis-embedded, translated, interpreted and integrated in order for learning to occur.

The learning process requires the NCV student to participate in learning activities and accountability. The NCV students need to hypothesise, synthesise their own questions, make their learning theories and evaluate them. Learners' individual assessment of his responses makes a student inquisitive in testing his hypothesis. The NCV lecturers should work towards this.

3.13 NCV goals and objectives

The lecturer's understanding of aims, objectives and outcomes of the NCV curriculum is fundamental. An objective defines what students are expected to learn and gives more specific information of what the lecturer hopes to achieve or expected learning. Objectives also describe the intended learning outcomes which are formulated and described in terms of the subject content. In other words, focus is on the student. In lesson preparation, lecturers indicating their role as well as the role of students. Aims also give a broad purpose or goal of what the lecturer intends to cover during the learning process. This correlates with the rationale for the NCV.

The goal is the attainment of skills hence the NCV lecturers have to implement the curriculum towards that goal.

Objectives determine pedagogical approach to be student-centered. This means that the NCV lecturers must strive towards gaining a clear articulation of learning outcomes since they will serve as a foundation when evaluating the success of the teaching and learning program. The NCV lecturers will also have to be trained to facilitate learning, rather than just teach students and this will ensure that the NCV students will achieve the learning outcomes by being able to apply their newly acquired knowledge, skills and values within context after college life.

3.14 Learning outcomes

Learning outcomes bring about a change in people as a result of a learning experience. Learning outcomes should be aims of what a student should achieve, understand or be able to do at the end of a learning process. This means that the focus on outcomes is on what the students should be able to do and that students will now be able to do something that they could not do before learning took place. This suggests that outcomes have to be achievable and demonstrable in order to be deemed an outcome. There is a relationship of learning outcomes to lesson activities and assessment strategies (Donnelly & Fitzmaurice, 2005).

The NCV curriculum is directed towards an outcomes-based approach since it encompasses the development of skills, knowledge, attitudes and values as a path for students to become competent citizens of the country. Outcome Based approaches as enshrined in the NCV curriculum will be discussed later in details as promoted by social constructivism.

In social constructivism, lecturers act as facilitators providing students with opportunities to test their knowledge and understanding. Outcomes also assist lecturers in setting assessments based on the content that has been delivered to ensure that lecturers employed the appropriate assessment strategies (Ryder, 2009).

Social constructivism, puts efforts to the lecturer to mediate tools of learning and to be continuously looked at so as to change the students to achieve the outcome. This means that the lecturer has to ensure that proper planning and assessment are done. Bloom's Taxonomy gives the difference between standards and educational goals, aims, and tasks. The purpose of

lesson plans is emphasised in Bloom's Taxonomy goals or objectives. This suggests that for the NCV lecturers to be effective they should be actively involved in their subject and should be experts in their field so as to be able to judge individual learning needs, and to adjust as needs change so as to try by all means to get their students towards mastery. Bloom's Taxonomy will be discussed later in this regard.

Learning assessment activities should reflect the learning outcomes to enable students construct their own meaning in the learning process. The constructive alignment of learning activities and assessment is necessary achieve planned learning outcomes. It is important within the collaborative learning approach for the lecturer to know that students' thinking differs dramatically between cultures.

Different cultures stress different things and actions are related to previous cultural experiences. Also, of great importance is that knowledge is not transferred passively but is personally constructed, having its influence on culture? Facilitators feel bitter about having to teach a subject content they do not have the adequate content knowledge. Lecturers need to have a vision and not just a dream of the outcomes of the NCV curriculum. Learning in form of a learning plan which can be achieved.

In other words, human activity is influenced by culture and experience. Emphasis is placed on learning rather than on teaching since autonomy of the student and enquiring or finding out is strongly encouraged as well as their beliefs and attitudes irrespective of the students' culture of these levels of understanding. Based on this, the activity theory links in with the outcomes-based approach since it distinguishes that learning and activity cannot be separated but forms part of the entire outcomes based learning process (Du Plessis, Conley & Du Plessis, 2007).

Social constructivism emphasises that all cognitive functions including learning are dependent on interactions with others (e.g. teachers, peers, and parents). Therefore, learning is critically dependent on the qualities of a collaborative process within an educational community, which is situation specific and context bound (Schunk, 2012).

In social constructivism, nothing is learnt from scratch; instead it is related to existing knowledge with new information being integrated into and expanding the existing network of

understanding. The successful student is therefore one who embeds new ideas within old ones and for whom understanding expands to encompass the new experience.

Learning outcomes are generated according to Bloom's domains, namely, cognitive, psycho-motor (skills) and the affective (values/attitude) domains. In other words, this means that each learning outcome originates from one or more levels of these domains (Adam, 2006). The NCV lecturers have to use the language of Bloom's taxonomy by aligning the instructional activities and appropriate assessment measures with the learning outcomes in their lessons.

This suggests that the NCV lecturer has to determine the degree of excellence that has to be specified to determine what the students need to know, do and understand as compared to his task. In this way, the lecturer has to determine the type and way in which the teaching/learning resources are going to be used to construct learning outcomes for their lessons so as to achieve the intended learning outcomes. Therefore, the lecturer has to create a learning environment that is made up of both learning and assessment activities that will ensure that students achieve the predetermined NCV learning outcomes.

3.15 Assessment in social constructivism

In social constructivism, assessment tools enhance both the student's masterly of the subject content as well as the lecturer's understanding of student's progress. It should be an accountability for motivation not demotivation. Types of assessments in this perspective may include portfolios, case studies, group projects, presentations (verbal or poster), debates, dramatisation and role playing.

Not only do teaching methods need to be varied, but also assessment measures should follow the same format. In collaborative learning, assessment is interwoven with teaching and occurs throughout. This is important for the NCV students since they learn in a variety of ways, they should be assessed in a variety of ways.

There is a wider scope for involving students in the entire process: Multiple and authentic measures of assessment provide richer insight into the students' construction of knowledge. Learning outcomes should therefore not be a wish list of what students will be capable of doing when they have completed a learning activity but should clearly indicate and describe the

learning activity and how this is going to be assessed. Therefore, learning outcomes help to identify specifically what should be learnt and convey to students exactly what is to be achieved. Peer and self-assessment both give control, accountability and responsibility back to the student Learning goals are set for the students to reflect learning gaps, to be addressed by the lecturer (Knight, 2002).

Teacher-centered learning strategies highlight the lecturer as the knowledge transmitter and expert to the novice. In comparison, student-centered learning focuses on what students do to achieve learning outcomes rather than what the lecturer does (Harden & Crosby, 2000). Social constructivism attempts to understand the student's thinking about the topic rather than refuting his answer given. The lecturer need not judge the student but guides the student to good masterly of learnt concepts so as to be able to solve learning problems and subsequently acquire intended skills. The learning environments should be conducive to facilitate thoughtful engagement that enable students to acquire effective skills and attitudes.

Instruction emphasises the need to give students the opportunity to think about and work on problems in groups or collaborative problem solving. The stage tends to change from the lecturer to the students (student-centered). The lecturer no longer uses the classroom to pour his knowledge to passive students as empty vessels instead the students take over the learning stage for their learning (Baines, 2003).

What the student believes, whether correct or incorrect, is important. The student and the lecturer both think of learning dynamically. Despite having the same learning experience, both the lecturer and the student will base their learning on the understanding and meaning personal to them. Both strive to make meaning of each learning situation continuously involving conceptual change. Learning is active, not a passive depending on the ability to take responsibility to learn.

The main activity in the classroom is learning for problem-solving. Students may use inquiry methods to ask questions, research on a topic, using a variety of references to find answers. As students gather information on the topic, they make conclusions, and, as they continue exploring they form new conclusions to new questions and the chain goes on and on.

3.16 Bloom's Taxonomy

Benjamin Bloom, the founder of Bloom's Taxonomy, stated that learning is a process whereby a student builds upon foundational learning so as to acquire advanced levels of understanding (Bloom, 1975).

> "You are reading about an attempt to build a taxonomy of educational objectives. It is intended to provide for classification of the goals of our educational system. It is expected to be of general help to all teachers, administrators, professional specialists, and research workers who deal with curricular and evaluation problems". (pg. 1).

He proposed that cognitive outcomes separate of recall or recognition of verbal knowledge are authentic learning outcomes and thus proposed a taxonomy (classification) of cognitive based learning outcomes. This framework developed a taxonomy of domains known as Bloom's Taxonomy is as follows:

1. The cognitive domain. This is the knowledge based domain (knowing domain), and consists of six levels, namely, remembering, understanding, application, analysing, evaluation and creation.
2. The affective domain also known as attitudinal-based domain, consists of five levels, namely, receiving, responding, valuing, organisation and characterisation.
3. The psychomotor domain basically called the skills based-domain, and consists of five levels, namely, imitation, manipulation, precision, articulation and naturalisation.

The Department of Higher Education and Training (DHET, 2007) believes that teaching and learning of the NCV student involves education that goes beyond the building of knowledge but its application as well. This means that learning involves acquisition of knowledge and use of the knowledge in a variety of new situations. This translates that retention and memorisation promote meaningful learning. The nature of the NCV curriculum prescribes that, learning outcomes can only be achieved if assessment tasks reflect Bloom's Taxonomy which identify all levels of learning/thinking.

The lecturer has to draw on this to construct the learning outcomes which have to be observable and measurable. The lecturer uses the learning outcomes to measure students' performance in terms of understanding the content by applying Bloom's taxonomies of thinking behaviors.

These levels are seen as a stairway, whereby the NCV lecturers encourage their students to progress towards a higher level of thinking from simple to complex and from concrete to abstract. The cognitive levels are arranged in a hierarchy knowledge, comprehension, application, analysis, synthesis, and evaluation.

The student who has reached the application level has gained knowledge and the comprehension levels. This means that before the NCV student can apply what he has learned, a sound knowledge and understanding of the content is needed. Bloom's taxonomy is relevant to the purposes of the NCV for it serves as a foundation for implementing the NCV curriculum.

3.17 Collaborative learning

Collaborative learning is defined as the use of small groups where students work together to achieve common goals and maximise their potentials. Social constructivism upholds the principles of collaborative learning so as to have an effective formation of knowledge (Baines, 2003). It is a learning approach where participants coordinate their efforts to solve learning problems together. This approach involves joint intellectual effort by students, or students and teachers together. Generally students work in small groups investigating for understanding, solutions or meanings. Collaborative learning activities focus on students' discovery or application of the course material, disregarding the lecturer's expert knowledge. Group work increases the abilities for communication among students and makes problem solving a shared experience (Papier, 2010).

The NCV lecturers implement the curriculum on collaborative learning assumption, using high-order thinking skills, construct their own knowledge and integrate it in the NCV curriculum implementation. This means that, the TVET college lecturers should use this philosophy in delivering the aspirations of the NCV curriculum. This can be achieved through interaction with all the stakeholders of the NCV curriculum. This could change the way that the curriculum is being implemented thus impacting positively to their role with the NCV students. It would create a learning community in the classroom that is not just focused on

improving achievement and learning skills, but also helps students to grow mentally (Nuthall, 2000). If social constructivism is applied properly in the implementation of the NCV curriculum, lecturers will no longer struggle, in turn it will benefit students. Social constructionists prefer stories based on a person's lived experience rather than on expert knowledge.

When the educational philosophy of social constructivism is applied to a classroom environment, it impacts every facet. It affects the way a classroom is managed and the role played by the lecturers in implementing the NCV curriculum. Regardless of its application, social constructivism is a means of breaking away from the traditional educational model.

Social constructivism also allows for a majority of the activities and lessons to be student-centered. If student-centered actives are employed the NCV students will begin to develop a greater confidence in their knowledge and feel more connected to their work. When this happens a lecturer can then turn the classroom environment into a learning community (Armstrong, 2011). By collaborative learning, the lecturer needs to provide the students with lessons that they can employ in real world situations. If the lecturer addresses this effectively then they will be able to present the material in complex learning environment that will foster authentic experiences. Student-focused approach to teaching entails a shift of focus from the instructor to students in contrast to the traditional instructor-centered approaches. The instructor is a facilitator of learning rather than the main source of expertise and authority in the classroom. Brown (1999) asserts;

> "The perspective that couples a focus on individual learners (their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs) with a focus on learning (the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning, and achievement for all learners" (pg. 179).

This focus informs and drives decision making in education.

It is essential that the content and skills that lecturers develop are made relevant to the students. This will allow for the learning to become interesting to the student and in turn will cause the

students to become more attentive and eager. It will also make the learning experience more personal to the students, because it will allow them to feel some ownership and value to the knowledge that they acquire.

3.18 Knowledge construction and social constructivism

Social constructivists look at knowledge and truth as created as outcomes of the mind. They maintain the argument that looking for reality is not in contest with constructionism. A person may uphold the view that concepts are constructed not discovered and still assert that the two still lead to reality. (Schwandt, Lincoln, & Guba, 2007).

Knowing and knowledge aim at explaining phenomena in order to make meaning out of it to humans against scientific knowledge. This is what persons and groups define as reality. This is the ulterior motive of the NCV lecturer of being a guide and facilitator or coach (Doolittle, & Hicks, 2001).

Social constructivism is a background for Out-come Based Education (OBE) as translated in the NCV curriculum. In this perspective, the role of a lecturer is to motivate other stakeholders to participate in designing NCV programs which special skills and interests embedded Lecturers should stress co-operation with the community and its resources for the service of their interests. The lecturer should be looked at as a knowledgeable person for curriculum and social change.

The philosophy of the curriculum, its goals, aims and content are derived from the values of the society as the catchment areas for the TVET college sector. It is from this purpose that the NCV was introduced to facilitate the aspirations of the society of South Africa. It is the purpose of this research to explore how TVET college lecturers make sense of their social world in the natural setting, actions, conversations, application and writings while interacting with others around them as they implement the NCV curriculum.

3.19 Social constructivism in practice

Students gain their own knowledge formations and conclusions by the guide of the lecturer before them working as a facilitator. To achieve this, the NCV curriculum should allow each

student to solve problems under his supervision. The curriculum should provide students with opportunities for personal discovery and group learning in their learning environment where they come together from different backgrounds to observe, integrate, analyse and look for meaning in phenomena.

The NCV lecturers should set problem-solving activities for critical thinking and learning. Class observations with daily remarks and feedbacks help the students to understand their own experiences. This will help them to construct knowledge and to compare them among themselves. Strategies for knowledge construction in class may include group work, research project presentations, designating one student as the expert on a subject and having them teach the class (Salehi, Mahjoobeh, Kjouri, Firouzkallai, Pourkalhor, Omid, 2013).

Hyslop-Margison & Strobel (2008) explains that knowledge is a socially negotiated product. The sharing process results in each student refining his own ideas while simultaneously shaping the ideas of others. Social constructivism encourages the lecturer to deal with each student as an individual, considering diversity perspectives, and to recognise that the student's behavior is a direct reflection of his life experiences. It also makes it incumbent on the lecturer to understand issues of power and authority and their role in deciding what constitutes the formal knowledge in a field of study; to understand the role of socio-cultural variables in establishing shared meaning; and in recognising the extraordinary effort that is required to make of knowledge.

3.20 Summary

In this chapter, the researcher discussed social constructivism the theoretical framework underpinning this study in details. Social constructivism is a theory on how people develop and acquire knowledge. This is a theory that challenges the traditional model. Social constructivism is incumbent of the way the NCV curriculum is implemented in TVET colleges.

A key aspect of this would be for TVET college lecturers to start implementing the NCV curriculum in a style that reflects real world situations. The lecturer's role would shift to be pro-active. The TVET environment should begin to take the shape of a learning-community where interaction is key. In order for changes of this nature to occur, the NCV lecturers need

to be well versed in theory and practice of the curriculum they implement with full understanding of its implications (Brown, 2002).

Once the theory and its applications are understood the TVET college lecturers will be able to effectively implement the NCV curriculum. In chapter four the research methodology and research design will be discussed. The methods used to collect data, how they were used and justification for their choice will be explained.

CHAPTER 4 : RESEARCH METHODOLOGY

4.1   Introduction

In chapter three of the study I discussed the theoretical framework in which this research was viewed. In this chapter, the study presented and discussed the methodological approach used in data collection and analysis. The chapter presented the paradigm used to explain the research design, methods, procedures and processes that were followed during the various stages of the study. The chapter also discussed the ethical considerations, reliability and validity.

The research methodology plays a pivotal role in the credibility of any study hence it deserves particular attention when choices are made. The research methodology attempts to explain the approach and paradigms employed and it is through methodology that, readers are able to understand the study. The research methodology of any study is the activity of choice, application, assessing and supporting the methods a researcher intends to apply when doing a particular study (McGregor, 2008). The research methodology is the how part of collecting and the processing of data within the framework of the research process. Mouton (2001) posits research methodology is the un-biased deployment of research tools and procedures necessary to achieve the desired goals of the study.

The researcher opted for a qualitative research design employing focus-group interviews, questionnaires, semi-structured interview and document analysis. Qualitative research as a focused approach to exploring phenomena from the participants' understanding. In qualitative research various categories of data are collected and interpreted from different perspectives to give meaning.

4.2   The research paradigm

A paradigm is a collection of views, concepts, values, and beliefs that make up a construction of looking at reality. Although the three main sciences accept this basic notion of what constitutes a paradigm, the paradigm embraced by each science is often different. The natural sciences tend to use the positivist paradigm and the human and social sciences tend to use the

post-positivist paradigm. However, what constitutes a paradigm does not change in either cases nor does what constitutes methodology.

McGregor (2007) defines a paradigm as a combination of scientific and metaphysical assumptions forming a theoretical framework within which theories can be tested, assessed and revised if applicable. A paradigm creates the idea that there is a pattern of thought or a mental picture being formed in order to view the world in a particular way. A paradigm refers to a structure or system of scientific and academic ideas, values and assumption.

Alaranta (2006) posits that a paradigm means a research culture with beliefs, values and assumptions that a community of researchers believes in to underpin the nature and conduct of research. One's view of the world is thus shaped by a paradigm. The study was situated within an interpretive paradigm. Interpretive research is fundamentally concerned with meaning and seeks to produce descriptive analysis of social phenomena. This ties in with the focus of the proposed research as its purpose is to explore the views of TVET college lecturers in the implementation of the NCV curriculum.

The paradigm that a researcher uses depends on how he sees himself in relation to the thoughts in the world around him. Mukherji & Albon (2014) state;

> "Influencing the questions that we ask and underpinning the research approach we eventually take our ideas and conceptions about childhood and children. This understanding of children and childhood ultimately influences the research paradigm that we use."(pg. 34).

The researcher used interpretive approach to collect views of lecturers on how their feelings were on the NCV curriculum. The way data was collected was discussed in the proceeding chapter.

4.3 Interpretivism

This is one form of qualitative methodology which relies upon both the trained researcher and the human subjects as the instruments to measure some phenomena. It typically involves both observations and interviews. Interpretivist researchers affirm that it is through the subjective

interpretation that reality can be fully realised. According to interpretivists, there may be many interpretations of reality, but these interpretations are part of the scientific knowledge being pursued. The main point here is that the study should be relevant to the critical research questions. Interpretivist approach was for the purpose of linking the study with the critical research questions which hold the view that, knowledge is socially constructed and it is bound by time, culture and the context in which it is found (Cohen, Manion & Morrison, 2007).

Interpretive theorists believe that there are so many meanings to phenomena not just one (Foreman-Peck & Winch, 2010). During carrying out this study, the researcher recorded the views collected and the meanings attached to them by the different lecturers. Only the meanings given were determined by lecturers' influence and interpretations as they implemented the NCV curriculum in TVET colleges. In so doing, the researcher interviewed selected participants in order to collect valid and reliable data for the purposes of this research.

Interpretive researchers see themselves within the circle, interpreting the world around them. They have an epistemological position of someone co-creating and sharing the knowledge, as well as creating relationships to further the understanding of different points of view. Data collected in interpretive research is rich, which is usually qualitative, although quantitative data can be collected as well. To the interpretive researcher, the purpose of research is to describe and interpret the phenomena of the world so as to get shared meaning with others. Interpretivist researchers further believe that, understanding reality is through social construction such as feelings, emotions, culture, consciousness, shared meanings and instruments.

Interpretive researchers believe that reality is made up of people's subjective experiences of the world around them; thus, they may adopt an inter-subjective epistemology and the ontological belief that reality is socially constructed. There is no one correct route or a certain method to knowledge. There is no single correct or incorrect theory, instead, all must be assessed on how informative they are to the researcher as well as those involved in the same areas. They try to make their constructs from the field through a deep examination of the phenomenon of interest. Interpretivists argue that knowledge and meanings are results of interpretation, thus there is no single objective knowledge independent of human thinking and critical reasoning (Creswell, 2008). Nonetheless, some researchers criticise interpretivism arguing that;

"No specific person can possess detailed knowledge of anything more than the particular section of society in which he participates, so that there still remains the task of making into an explicit and comprehensive body of knowledge" (Cohen, Manion & Morrison, 2002, pg. 27).

This was the core of this study to engage with different NCV lecturers and collect data on how they view the curriculum that they implement. Of course, different views emerged.

4.4   The research design and approach

The research design of a study is defined as a plan on how the researcher wishes to carry out his/her research. It is the way the researcher plans and structures the research process, including the problem statement and the type of evidence required to address the research question. Mouton (2001) states that, research design focuses on the kind of study being planned and the kind of results aimed at. The nature of data and the research problem dictates research approach and methods to be used in a particular study. The design guides research in the right direction.

Research serves to review, synthesise and investigate existing knowledge and situations so as to provide insight and possible solutions. This means that the purpose of research is to extend knowledge. The researcher used a qualitative approach employing focus-group, questionnaires, and semi-structured interviews to selected research variables. According to Silverman & Manson (2003) qualitative research describes social phenomena from the perspective of the participants.

The qualitative researcher can determine how the participants interpret and construct knowledge such as the meaning and definition of learning outcomes through the use of open-ended questions during the interview process. In this way data that is generated is informative and useful for an in-depth analysis that is presented.

Qualitative research is normally subjective in nature and tends to focus on intangible aspects of research such as perceptions and attitudes. The researcher was able to ascertain lecturers' view on how they implemented the NCV curriculum.as well as gaining their overall attitude towards the NCV curriculum.

However the researcher is supposed to be partial in observations, descriptions, reflections and interpretations. Within this study an ethical process was followed whereby dependable solutions to research problems were arrived at through the researcher's planning. The researcher was able to form meaning throughout the research process (Johnson & Christensen, 2010).

4.5   Research philosophy

Philosophical approach guides the research methodology to reality based on the subjective experiences of the participants (Creswell, 2013a). Research philosophy deals with the source, nature and development of knowledge. It mainly concentrates on the reality and beliefs that already exist in the environment. In essence, research philosophy involves being aware to formulate beliefs and assumptions as the outer layer of the research. Research philosophy influences the practices of the research even though it can largely remain hidden. The research was guided by subjectivism as it assumes that the world is subjective and meanings are interpreted based on a subjective view of the participants in this case, lecturers.

Interpretivism and Social constructivism were relevant to this research because they allowed participants to answer research questions based on their experiences and interpretation of reality and their understanding of the phenomenon as it affected them. Interpretation of the lecturers on the way they implemented the NCV curriculum was explored through collecting their views on the circumstances and the world that they live in.

4.6   Methodological perspective

Methodological perspectives are driven by the question of how we can gain knowledge about the world. It means that a theoretically informed approach has to be articulated to inform the production of data. The researcher made use of an interpretivism. Interpretivists have relativist ontology, meaning that the reality as we know it, is constructed through social and experiential meanings and understanding. They also have subjectivist epistemology, which means that we cannot separate ourselves from what we already know. The NCV lecturers already had knowledge of the way they implemented the curriculum. They lived and experienced that life style. This meant that they had informed knowledge about it and both were inseparable.

4.7 The research strategy

The study adopted for a qualitative design, a research technique which seeks insight into the problem through mainly verbal data gathered rather than scaled, calibrated measurement. A qualitative study refers to research which produces data based on people's own feelings in terms of written or spoken words. It entails discovering novel or anticipated findings and the possibility of altering research plans in response to accidental discoveries (Denzin & Lincoln, 2000).

The aim of the qualitative research design is to gather an in-depth understanding of human behavior and reasons for such behavior, based on their views and opinions. Answers to questions such as who, why, how, which, whom, whose and what were answered. According to Creswell (2014) qualitative research approach is a mode of systematic inquiry concerned with the understanding of human beings and the nature of their understanding. Qualitative research is holistic, in the sense that it attempts to provide a contextual understanding of the complex interrelationships of causes and consequences that affect human beings. The intention of qualitative research strategy is to explore the context, setting and participants' frame of reference that adds insight to their views (Cohen, Manion & Morrison, 2007).

The researcher subjectively explored lecturers' experiences on the implementation of the NCV curriculum so as to create meaning and understanding. Interpretive research ensures that, there is an understanding of the human phenomenon in its context that entailed the use of relevant qualitative methods during the conduct of the research. This is the purpose of this study.

Qualitative research approach describes human behavior through their views, opinions and ideas with regard to the topic of study. Data collection instruments included focus-group interviews, questionnaires, semi-structured interviews and documentary review following the foot-steps of other researchers who used this approach to account for the ways that people organise, relate and interact with the world (Denzin & Lincoln, 2000). In so doing, the researcher increased the understanding of why things are the way they are and why people act the way they do (Maxwell, 2012).The researcher increased his understanding of why the lecturers implemented the NCV curriculum the way they did.

Qualitative research helps to study the empirical world since it is a naturalistic inquiry which involves the use of data-collecting methods which allow the natural flow of data from the participants to discover the natural flow of events and processes and how participants understand them. Thus it provides in-depth rich data describing and analysing people as individuals and their collective social actions, interpretations, beliefs, thoughts, and perceptions. This allowed the researcher to collect data by interacting with selected persons, while observing actions of those persons for deduction (Terre Blanche, Durrheim & Painter, 2006).

Qualitative research has the ability to provide complex textual descriptions of how participants experience a given research issue providing data about human interpretation of an issue, in terms of contradictory behaviors, views, beliefs, emotions and relationships of individuals. It is also effective in identifying intangible factors, such as social norms, socio-economic status, gender roles, ethnicity, and religion whose role in the research issue may not be readily apparent. In qualitative research, data analysis is rather a complex phase as it demands the researcher to engage in active analytic processes throughout all phases of the research in order to transform raw data into novel knowledge.

Purposive sampling is synonymous of qualitative research because it is based on studying human behavior and the social world inhabited by human beings. Bazali, Woza and Yengwa TVET colleges were sampled. Enough time was spent on selected tools to become familiar with the physical and social context of the NCV curriculum.

Observation was not one of the data-collecting tools data, however the researcher kept a diary of what he witnessed as useful record for the study. Qualitative research design had the following benefits to the researcher;

Firstly, it allowed the researcher to discover the natural flow of information to add on the existing one. Secondly, it allowed interactions with respondents in their own settings and to state their opinions freely. Thirdly, it helped the researcher to avoid threats to data reliability and validity as some evidence could be asked for and observed. Fourthly, it helped the researcher not to generalise issues because data interpretation was based on evidence. Fifthly, it allowed the researcher to take note of the situation by action observed. Sixth, it was flexible and adaptable to the respondents' situation. Further, it allowed the researcher use of research

instruments such as semi-structured interview and questionnaires and the data collected could take many forms e.g., notes, interviews, tapes and documents (Cottone, 2007).

4.8   Sampling

A sample is a section of research variables to be studied in a large population to acquire knowledge about the entire population (Bless & Higson-Smith, 2000). It is the selection of predetermined research variables. Sampling means to make a selection from the sampling frame to identify people or issues to be included in the study. Instead of studying the whole spectrum, the researcher selected representative variables of the target population in order to simplify the study; save time and cut costs. After studying the sample the researcher generalized the results to describe the properties of the whole population.

The quality of research work does rely solely on the effectiveness of the methods employed but also on the representativeness of the sample (Cohen, Manion & Morrison, 2002). In the light of this assertion, the population and sample of the study were TVET college lecturers. Purposive sampling was employed in this study. Cohen, Manion & Morrison (2011) hold that purposive sampling is a process whereby the researcher selects a sample based on experience or knowledge of the group. Purposive selection method was used in the study to enable the researcher identify and choose participants that would best satisfy the need and objectives of the research. These participants were purposively selected to represent the most directly involved ones in the implementation of the NCV curriculum.

The research focused on three TVET colleges in Northern KwaZulu-Natal province, from which sample, three campuses per college, three Rectors (one for each college) three curriculum managers, three campus managers (one from each college) three senior lecturers per college, and three lecturers per program per campus were selected. The selected TVET colleges were within the proximity and working experience of the researcher. Purposive sampling was randomly used to those respondents and situations which had the largest potential for the advancement of the study.

4.9 Methods of data collection

Johnson & Christensen (2010) assert that all studies involve data collecting techniques and analysis either through reading, asking questions, measurement, observation, or a combination of strategies. The basic principles of data collection includes ensuring that any methods used produce data that is relevant to the research question and able to provide answers or illumination on the topic. Methods should be convenient and relatively easy to use (Leech & Onwuegbuzie, 2010).

Leech & Onwuegbuzie (2011) define data as those pieces of information that any particular situation gives to an observer. There are two major forms of data, namely primary and secondary data. Sources of data also involved primary and secondary sources respectively. Primary data refers to first-hand information gathered from respondents, while secondary data refers to data obtained from documents. Both primary and secondary data were used for this study (Leech & Onwuegbuzie, 2008).

Primary and secondary literature sources from critical sources were used to seek information regarding the phenomenon and to get meanings of the terminologies used in the NCV curriculum implementation. These included among others: the transformation process for Further Education and Training (DHET, 2012); the New Institutional Landscape for Further Education and Training colleges (DoE, 2001); the NCV Subject and Assessment guidelines (DoE, 2007); the Technical Colleges Act (Act no.104 0f 108); the FET Acts (DoE, 1998; DoE, 2006); the Skills Development Act of 1998 (DoL, 1998); the Skills Levies Act (DoL, 1999), as well as reports and presentations. Other sources included, newspapers, policies, and articles.

Data collection techniques in this study included, focus-group, questionnaires, semi-structured interviews and document review to collect reliable data and to help the researcher ascertain whether data collected indicated what it appeared to be indicating (Denzin & Lincoln, 2000). These methods provided for greater-in-depth and first-hand information to clear misunderstandings. Research questions were formulated in lieu of study objectives.

Questions asked included biographical questions as well as professional and experience questions. Reflection questions were a follow-up question approach to confirm data collected by other means, concentrating on personal and experience on the NCV curriculum while

document analysis concentrated on Portfolio of Evidence (PoE), assessment check lists, work schemes, lesson plans, thirty week-plan, assessment and subject guidelines.

4.10 Focus-group interviews

One of the tools in interpretive research is the interview. Cohen, Manion & Morrison (2002) point out that interview is inter-subjective stating that;

> "Interviews enable participants to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view. In these senses the interview is not simply concerned with collecting data about life but part of life itself. Its human embeddedness is inescapable." (pg. 267).

Asking direct questions is the commonest method for collecting data. This method was very convenient to respondents because they could express their views freely. The focus-group interview was valuable as an initial, exploratory technique and it revealed dynamics through interaction and issues not apparent in individual interviews. It provided an early indication of a range of views. Nevertheless, interviews were very difficult to manage, as it was difficult to record and data could be patchy and incomplete.

Focus-group interviews involved the researcher facilitating small group discussions to selected participants. Upon the permission of the participants, the researcher used different equipment. Proponents for surveys assume that respondents already know how they feel, which is not completely true. A researcher listened to the views, thoughts and opinions from the small groups.

Focus-groups were well suited for these situations because they sought for detailed information and deep insight. They created an enabling environment to make participants feel at ease while answering questions in their own words and freedom at the same time adding meaning to those answers (Thomas, 2008).). Surveys are good for collecting information about people's attributes but a researcher needs to understand things at a deeper level. It feels natural to talk with a group of strangers with good planning not just inviting a few people to give the researcher their opinions about a topic. The focus-group interviews were based on open-ended

questions where the researcher allowed diversity in responses. Given that the research was qualitative in nature, interviews on focus-groups were conducted three times at an interval of one month as an evaluative approach. Focus-group interviews of five lecturers per group per campus, three senior lectures per group per campus, and three campus managers per college were conducted.

Focus-groups were used for the following justifications; they allowed participants to freely interact with the influence of others. It was a viable method to collect data from young and illiterate participants. Focus-groups were cheap in terms of cost and could be arranged for on shorter notice with less preparation. Focus-groups interviews were easy to conduct because the researcher physically interacted with the participants for clarification, follow-up and probing.

The focus-group aids a researcher to collect data from non-verbal communication. In focus group interviews, data use the respondent's own words. This helps to make important connections and identify nuances. Focus-groups are very flexible to be used in wide range of topics, different individuals and situations. Focus-groups' results are easy to comprehend and more accessible than statistical analysis of survey data (Thomas, 2008).

However, focus-groups were disadvantaged because they had less control over groups and information to be produced. Researchers maintain that focus-groups may produce relatively chaotic data making data analysis difficult. Because of sampling, focus-groups may negatively influence the effort to generalise. The researcher carefully planned and was aware of group dynamics. In focus-groups results may be biased by an extrovert group member and introverts may hold information as well. A researcher may somehow influence results by unknowingly giving cues about what type of responses are desirable.

4.11 The questionnaires

For the purpose of this research, questionnaires were used as a data collection method. Questionnaires contained both open and closed questions. Open and closed questionnaires collect qualitative and quantitative data, because respondents answer similar questions leading to quantitative results, the researcher opens the questionnaires for explanations, thus having qualitative data to analyse at the end.

The closed questionnaires gave respondents options to choose from hence were used to gather data such as personal information, which did not need explanations. While open-ended questions revealed respondents' way of thinking hence were used to gather information from respondents who were able to respond to questions without restrictions. Closed questions were easy and quick for respondents to answer. Answers provided by respondents were easier to compare, to code and to analyse statistically and respondents were more likely to provide information on sensitive topics. Closed-ended questions were specific, thus likely to communicate the same meaning. They were easily analysed and responses could be given a value for statistical interpretation (Leech & Onwuegbuzie, 2007).

There are many advantages that prompted the researcher to use questionnaires as a research method. Questionnaires were economical to produce, both in cost and time, allowing a large number to be sent out thus increasing the possibility of getting a range of responses back. Questionnaires provide anonymity, as their names of participants did not appear on them. Kumar (2005) refers to the benefit of this and states;

> "As there is no face-to-face interaction between respondents and interviewer, this method provides greater anonymity." (pg. 148).

In some situations where sensitive questions were asked questionnaires helped to increase the likelihood of obtaining accurate information. Questionnaires offered the researcher the opportunity to gather large amounts of data, due to the number of questions that could be asked.

Other advantages of using questionnaires were to verify information provided by the focus-groups. Questionnaires were more objective than semi-structured interviews. It was quick to collect information immediately after the participants had filled them. After collecting the questionnaires, data was classified into themes or patterns which was reduced into categories.

Questionnaires were chosen because they allowed for a large amount of data to be collected, gathering a number of different opinions and views from TVET college lecturers on the implementation of the NCV curriculum. A total of 81 questionnaires were sent out.

Like other research methods, questionnaires too were disadvantaged on another hand. Firstly, questionnaires did not bear an explanation to the provided questions. Secondly, questionnaires

did not have a guarantee that, participants will return them. Thirdly, questionnaires consumed the respondent's time in filling up. In the absence of the researcher, in case the participant did not understand the questions, a blank space was left which would compromise research findings. However, the researcher solved all research-related problems through careful planning and making sure that questions were sensible, unbiased, untestable, clear, simple, specific, brief, concise and relevant to research questions.

4.12 Semi-structured interviews

Qualitative researchers prefer participants to talk for themselves in their own words and or other actions. Welman and Kruger (2001) say;

> "The interview is a data-collecting method which usually involves personal visits to respondents at home or at work. In the interview, the interviewer asks questions from an interview schedule and records the respondents' responses. Using interviews requires a researcher to ascertain that the questions are relevant to the research question." (pg. 158).

Kumar (2005) describes semi-structured interview as an in-depth face-to face encounter between the researcher and an informant directed at understanding the informant's perspective of his/ her life experiences, or situations as expressed in his/her own words.

Semi-structured interviews were used to gather data directly from participants. They composed of questions containing personal and curriculum-related questions. Semi-structured interviews allowed for a wide range of data to be collected as the researcher had the ability to follow up answers and go deeper to get further details. Questions asked during the interview were asked separately and the responses given were used to identify the common patterns, themes and trends that emerged. The participants were asked questions and allowed to relate their experiences around the implementation of the NCV curriculum. Bell (2010) comments:

> "A skillful interviewer can follow up ideas, probe responses and investigates motives and feelings which questionnaires can never do." (pg. 161).

Semi-structured interviews had results which were rich in data and carried meaning. In semi-structured interviews, all participants answered the same questions. A researcher could probe the participants in details on the answers given, by including extended questions in the interview. This helped him to understand the participant's views and opinions, which might have not been possible from just asking set questions. Walsh (2001) says;

> "In these situations, the researcher has few predetermined questions and is more likely to let the interview develop as a 'guided conversation according to the interests and wishes of the interviewee." (pg. 65).

By interviewing the NCV lecturers, greater understanding of their views on the implementation of the NCV curriculum was obtained. Some questions from the questionnaires were asked to allow for parity, reliability and validity of results. Lecturers were interviewed in their diverse composition of age, gender, profession, departments, and experience purposely to able to notice a discrepancy in data.

Semi-structured interviews were used for a number of reasons. One main reason was the face to face interaction between the researcher and the participant helping him/he to get a feel of the opinions and views, rather than just interpreting them from answers on questionnaires. Semi-structured interviews also helped the researcher to gain a greater insight into different experiences and perceptions as experienced by the lecturers (Denzin & Lincoln, 2000). Semi-structured interviews allowed for dialogue between the researcher and respondents for the construction of a meaningful reality. The interviews lasted for thirty minutes per interviewee on a once-off basis on an appointed day, date and time of the respondent at the premises of the college (campus) with regulated standards.

The respondents participated willingly to give their views on the implementation of the NCV curriculum. Notes were taken as the interviews progressed after each interview question. This type of interview created an excellent opportunity for the researcher to observe the body language of the participants since both the interviewer and the participants were in the same place at the same time.

Like other research methods, semi-structured interviews too faced a number of disadvantages during any study. Firstly, there was no opportunity for additional probing or follow-up questioning based on participants' responses (McCrady, Ladd, Vermont, & Steele, 2010).

Mertler (2006) notes that;

> "The disadvantage of semi-structured interviews is that the participants may feel insecure hence avoid giving the most salient data in this case. Further, sensitive issues may not be openly discussed and it may be difficult to build up a relationship of mutual trust between the researcher and the respondent, which may result in the researcher missing the much-needed information" (pg. 116).

Semi-structured interviews were also time consuming in conducting, recording and then analysing the data collected. To safe-guard against this, the researcher carefully planned data collection and analysis in a systematic, purposeful and accountable manner.

4.13 Reflection questions

Reflection questions were given to the participants after the interviews from which the researcher was able to verify information given. The purpose of reflection questions was to bring in-depth comprehension of the study. Participants were afforded enough time to answer these questions and this marked the end of the session in this realm. The researcher then gave attention to data interpretations and verification of the emergent findings.

4.14 Document analysis

Documents like tests, assignments, practical, Internal Summative Assessment Task (ISAT), Portfolio of Evidence (PoE), Portfolio of Assessment (PoA) were reviewed and critically analysed. They were compared against each other especially sample text books against schemes of work and lesson plans. The assessment and subject guidelines were also analysed. However, document analysis was disadvantaged on the basis that documents were not credible sources of data because they tended to provide unrepresentative samples and lacked objectivity. Documents bore bias which the researcher would not be able to identify.

Nevertheless, the researcher concentrated on the Portfolio of Assessment (PoA) because they contained all the planning of the teaching-learning experiences which lecturers use. The researcher wanted to find out whether the NCV lecturers really comprehended the documents provided to them as well as being able to interpret them and subsequently plan for implementing the NCV curriculum. The researcher was guided by the belief that, documents bore learning information which was observable and measurable for students to achieve. The researcher was able to process many mental ideas and facts.

4.15 Preparation for data analysis

Qualitative data can be obtained from a variety of research methods, in a variety of formats, but, whatever the format, data needs to be organised before the information can be subjected to a process of analysis (Densombe, 2003). He further argues that, the preparation of data for analysis includes getting all the materials in a similar format, providing space for the researcher's comments before recording, and allocating a unique serial number to each piece of raw data material. In this case the researcher gathered all materials necessary for analysis to commence

4.16 Proposed method of data analysis

Data analysis begins while the interviews are still underway Data analysis as a process whereby the researcher tries to make sense out of texts as well as data. It is a process that a researcher uses to reduce data to a story or its interpretation. This preliminary analysis tells one how to redesign one's questions to focus on central themes. Data collected was analysed qualitatively i.e. data was arranged into categories or themes to derive meaning. Notes of non-verbal behavior were typed and studied. The final analysis involved comparing materials within categories to look for variations and nuances in meaning (Leech, Dellinger, Brannagan & Tanaka, 2010).

Data analysis relates to examining data, sorting it into categories, evaluating it and comparing it, after which it is synthesised. The experiences of the lecturers were described and reality was reported. Data was broken up into themes, patterns and relationships that were manageable. Data was organised in order to establish any emerging trends through typing, studying, presentation and comparison within categories to look for variations (Mouton, 2001).

As a process of themes identification where the researcher forms constructs before, during and after data collection, a thematic content analysis was applied to allow the researcher to immerse himself within the data that he had collected and to categorise it into different themes by employing a bottom-up approach of generating themes as they emerged from the data transcripts.

Data coding was used guided by the emerging patterns. Open coding through dismantling of texts and identifying different themes was systematically used. Contrasting relationships among different concepts was also assessed and systematically organised. Responses of the participants was classified into different categories informed by the established conceptual framework.

4.17 Ethical considerations

For the purpose of this research, ethical considerations means the rules or set code of conduct by which a researcher is supposed to conduct himself while carrying out research. Ethics are the principles and guidelines that help uphold the things we value. Whenever we conduct research on people, the well-being of research participants must be our top priority Issues of ethics focus on establishing safeguards that would protect the rights of participants. The traditional and often dominant issues that emerge when considering research ethics involve obtaining informed consent from participants, protecting them from harm, and ensuring confidentiality (Johnson & Christensen, 2010).

It is believed that while carrying out research, the researcher encroaches on the private life of the participants. Bell (2010) emphasises that the major ethical issues is striving to do no harm, ensuring privacy and anonymity of information providers, confidentiality, informed consent, creation of rapport, avoiding inappropriate behavior and sticking to appropriate data interpretation.

Participants were respected at all times minimising psychological risks at the same time maximising research benefits. The South African Bill of Rights maintains that no person may be discriminated against.

Permission was sought before-hand. Consent letters were written, given out and signed by all participants as an agreement of participation in the study explaining to them their rights in the research.

The researcher interacted with the participants in their personal values, weaknesses, and individual learning deficiency to gather data. The research actually enters the private boundaries of the participants (Silverman & Manson, 2003). The researcher has an obligation to respect the rights, needs, values and desires of the informants. Researchers need to be aware of many research issues before, during and after the research has been conducted (Creswell, 2002). These include;

(i) Informed consent. Are participants aware and have full knowledge of what is involved?

(ii) Safety/Harm and risk. Can the study hurt participants in any way?

(iii) Honesty and trust. Is the researcher being truthful in presenting data?

(iv) Privacy, confidentiality. Will the study intrude too much into group behaviors?

(v) Anonymity. Will the study reveal participant identification?

(vi) Trustworthiness. Is the researcher and research giving factual-life value?

(vii) Intervention and advocacy. What should researchers do if participants display harmful or illegal behavior?

(viii) Voluntary participation. Are participants coerced in any way?

(ix) Reliability and validity. Is the study credible and consistent?

One of the unexpected concerns relating to ethical issues is the cultural sensitivity. The relationship between the researcher and the subject needs to be considered in terms of the values of the researcher and the cultural aspects. Therefore, appropriate steps were taken to adhere to strict ethical guidelines in order to uphold participants' privacy, confidentiality, dignity, rights, and anonymity.

Generally, ethical issues are concerned with respect for persons, beneficence and justice (Sarter, 2006). The researcher followed these ethics considerations to reduce the likelihood of harm to information providers. The researcher identified such potentials to participants and ensured that they were minimised if not prevented completely. The University of Kwa-Zulu Natal research ethics policy to which the researcher succumbs in this research, applies to all

members of staff, post-graduate and undergraduate students who are involved in research to conduct research in the same ethical framework without violating it.

The researcher offered uncompromising safety of the research participants considering the risk/benefit ratio. In doing this the researcher obtained a formal consent (written or oral) from the respondents. The researcher observed the traditional ethical principles of;

1. Autonomy (referring to the obligation to respect every research participant as capable of making an informed decision to participate).
2. Beneficence (referring to the notion of attempting to maximise benefits for the individual participant or society while minimising harm).
3. Justice (demand for equitable selection of participants avoiding coercing participants into research considering equality in distribution of benefits and burdens to those variable targeted to benefit. This helped to create a good relationship with each participant. In view of the foregoing discussions, the following section describes how ethical issues in the conduct of this research were addressed.

4.18 Informed consent

Before any educational research commences, it is of great importance for the researcher to obtain consent of all participants in the study. To participants, this is an agreement to provide data and to be part of the study. Sapsford and Jupp (2006) describe informed consent as an ethical principle implying a responsibility on the part of the researcher to strive to ensure that participants in the research not only agree and consent to participating in the research on their own free choice, without being pressurised or influenced, but that they are fully informed about what is it that they are consenting to. Voluntary informed consent refers to the condition in which participants understand and agree to their participation without any duress, prior to the research getting underway.

For the purpose of this research, permission was sought from the identified participants before research started, and participants were taken through the research questions and why they had been selected. All participants were briefed of the purpose, rights, procedure, nature and type of data collection methods and questions.

For any equipment to be used and the reservation of information collected was emphasised as well as confidentiality and anonymity. Acceptance to take part in the study was confirmed upon signing consent forms (Appendix C) and confirmation of roles (Appendix F) before questionnaires were handed out to respondents. The participants who were interviewed signed participant release form (Appendix E) to state that they understood the research being carried out.

4.19 Anonymity

It is a duty of any researcher to go extra miles to preserve the anonymity of participants and keep to any personal data private. This is very important because participants give information freely, willingly and voluntarily and in good faith. Anonymising the participants implies not linking the participant's identity to the data collected as well as not disclosing them to anyone else. Ethical promises were given to protect the identity of the participants. This was intended to protect them from any harmful consequences of sensitive or negative findings, or indeed the stigmatisation of institutions or communities.

The researcher observed the principles of respect for participants whereby he made a commitment to the participants to ensure their anonymity. Adherence to this principle ensured that participants were not used simply to achieve the research objectives. It is unethical of a researcher to leave collected data from any respondent unattended where unauthorised personnel may access it. The researcher ensured that data was kept safe and unwanted data was destroyed in the recommended ways. No names, designation or personal information was exposed or referred to personally instead codes were given.

4.20 Voluntary participation

All precautions, were made clear to the participants that the research was only for academic purposes and their participation was absolutely voluntary. No one was forced to participate. Rivet (2006) suggests that;

> "It should be made clear to a participant before enrolling in a study that, they are not committed to remaining in the study and they may terminate their participation at any time. It is also important that participants are given the

option of data refusal. This means that, their data is not used at all in the research and is removed on immediate request." (pg. 8).

A relationship of trust and respect should be developed between the researcher and the participant. Though the participant has consented on data release, freedom for refusal and access must be granted throughout the research process. For the purpose of this research, participants were allowed the freedom to willingly participate, withdraw or refuse with data.

4.21 Confidentiality and privacy

At the same time the researcher has to enumerate how privacy and confidentiality concerns can be protected not only for unauthorised observation but also on how participants can be notified of any eventuality and unforeseen findings. Confidentiality reduces anguish to participants whereas privacy is the control of the data so that no other parties get access to them.

The researcher made it clear that participants' names were not used for any purposes, nor information shared that revealed their identity in any way. Confidentiality and privacy of the participants was maintained through the removal of any identification before widespread dissemination of information, using pseudonyms. As for privacy, private password for all data stored in computer files was used. All unnecessary work was destroyed.

4.22 Honesty and trust

Honesty and trust were adhered to strictly as ethical guidelines for trustworthiness of the data collected and the accompanying data analysis.

4.23 Safety /Harm and risk

Safety of the participants, sometimes termed as the principle of "do-no-harm" is described as the cornerstone of ethical conduct (Bell, 2010). The researcher vowed not to cause any physical harm, psychological torture, embarrassment and adverse reactions The researcher put into consideration how adverse events would be handled against participants in the process of research. He possessed equipoise i.e. he was genuinely certain of all approaches to be employed while making sure that the research was not misunderstood and his respondents were not intimidated in any way or harmed both physically, emotionally or otherwise. The researcher

guaranteed that no participants were put in a situation where they would be harmed as a result of their, physical and psychological participation (Wilkinson, 2004).

4.24 Reliability and Validity of data

Reliability and Validity are important concepts in research as they are used for enhancing the accuracy of the assessment and evaluation of a research work (Tavakol & Dennick, 2011). Reliability is realised when a researcher's approach is consistent across. Many researchers describe validity in a concrete expression, saying validity means truthful. This refers to the bridge between construct and the data collected. Validity is when a researcher uses certain procedures to check for the accuracy of the research findings. Reliability and validity are important to be maintained within the qualitative research because it is assumed to be a rule that a qualitative research report includes a discussion of reliability and validity. It is possible for a measurement to be reliable but invalid; however, if a measurement is unreliable, then it cannot be valid. Bryman (2008) takes validity as;

> "The integrity of the conclusions that are generated from a piece of research."
> (pg. 31).

The central issue in qualitative research is validity also known as credibility or dependability. Validity is synonymous of dependability/credibility and accuracy of scientific findings. This implies that, all parts of the data must at some point be inspected and analysed, and finally, using appropriate tabulation to give the reader a chance to gain a sense of the flavor of the data as whole. Thatcher (2010) posits that any measuring research tool in research should measure what it supposed to measure.

The question, are you measuring what you are supposed to measure, is very much considered. There are various ways of ascertaining validity including member check, interview collaboration and conformability hence, validity can only be measured if a contextualised setting in which the study took place and a description of the approaches has been made. Meticulous attention to validity draws a line between a good and bad research and helps to assure that fellow researchers accept research findings as trustworthy and credible. For research to be deemed valid, tools must measure what they are supposed to measure (Cohen, Manion & Morrison, 2002).

A valid study should demonstrate what actually exists and a valid instrument or measure should actually measure what it is supposed to measure. Internal validity is used to refer to the extent to which research findings are a true reflection or representation of reality rather than being the effects of extraneous variables (Creswell, 2008).

After the transcription of the interviews, data was sent to the respondents to confirm what was written was consistent with their answers. This member check strategy of internal validity was used to ensure plausibility of the findings and interpretations. External validity, meanwhile, relates to whether or not research findings can be generalised beyond the immediate study sample settings. External validity addressed the degree or extent to which such representation or reflections were legitimately applicable across groups.

Creswell (2014) writes;

> "When reading a research study, you need to look for evidence that the researcher has addressed the issue of validity, including face validity, content validity, criterion validity and construct validity where the underlying theory is tested." (pg. 201).

Many researchers avoid the terms reliability and validity and prefer terms like trustworthiness, consistency, truthfulness, valuable, authenticity and conformability. Reliability may be defined as consistency or repeatability of results i.e. the result of a researcher is considered reliable if consistent results have been obtained in identical situations but different circumstances (Twycross & Shields, 2004).

Reliability is consistency or stability of measurement over a variety of conditions in which basically the same results should be obtained. It is the consistency of results over time. If results can be reproduced under a similar methodology, then the researcher's instrument is considered to be reliable. It is repeatability of the informants' accounts as well as the investigators ability to collect and record information accurately. Reliability seeks to ask the following questions. Will the measure employed repeatedly yield similar results on the same individuals (stability)? Will the measure employed by the researcher or different instruments yield similar results

(equivalence)? Does the measure really measure the theoretical concept? Will all the items of the measure be internally consistent (homogeneity)? (Yoshida, 2006).

It is recommended that qualitative researchers master the concept of interviewing and observing before undertaking the study with a view to objectivity. Furthermore, every researcher should examine and declare his underlying values and assumptions in light of the research situation so that they can be considered when reading the research. Some researchers recommend that, a researcher spends time in the situation before data collection starts so as to be sensitised on the situation (Twycross & Shields, 2004).

Relationships with the subjects being studied is very important to move from a stranger to a friendly trusted person. The researcher did this through assessment or reflection to become consciously aware of his/her behaviors, feelings and responses in relation to the behaviors of his subjects as he started to collect data for confirmation of truth. He/she ensured that findings were credible to the extent that they could stand up to scrutiny. This was done through:

1. Making sure that informants were very clear of the nature of the study, e.g. what is the researcher studying, how to collect data and the purpose of the study.
2. Building a trust relationship with the participants and staying in that setting throughout the research process.
3. Repeatedly using the same instruments over different times and different variables.
4. Comparing results obtained with other evidence.
5. Confirming findings and analysis with informants.
6. Keeping accurate and detailed footnotes to note the variations in responses in between times.
7. Showing field notes to a second outside researcher to see where or how a field worker was misled or coopted.
8. Looking purposely for contrasting cases (negative, extreme, countervailing).
9. Considering contrasting views mostly in high scoring and under representing informants.

4.25 Trustworthiness

The concept of trustworthiness implies establishing the truth value of the study, and thus it relates to validity and reliability. The researcher emphasized that data was factual, honest and

balanced of social life of the respondents from their point of view since they lived it on a daily basis. Reliability on the other hand, is about verifying the results with other divergent sources of data to determine their truthfulness. The researcher paid great attention to trustworthiness to convince the audience that the findings and the data was credible.

4.26 Data coding

Data coding entails assigning codes or labeling of themes by going through responses of the same question to identify commonality in meaning and assigning codes of data to particular themes (Kumar, 2005). Coding was given the attention it deserved as a basic principle to ethical issues. Pseudonyms were used to hide the identity of the participants. Data coding was done in different ways using coloured marker pens, making copies of responses and sorting responses into smaller sections which were grouped together. Key words, names and numbers were assigned to themes according to source. Coding was used to make sense of the collected raw data and to categorise it into different themes and patterns.

4.27 Reflexivity and researcher's role

. Reflexivity in qualitative research implies openness, awareness, transparency and to be forthcoming. The term literally means bending back on oneself. It is a process of self-examination and introspection informed by thoughts and actions of the researcher (Creswell, 2012). The crucial aspect for the researcher is to be conscious of his/her influence on the research, as well as the influence of the research on him/her. Qualitative researchers must be conscious of the effects of their own positions and structures so that these do not bias their studies (Sapsford & Jupp, 2006). Openness, awareness and transparency were prioritised through introspection. The researcher made sure that openness and transparency could not threaten respondents as there could be information too emotional to disclose to the researcher.

4.28   Limitations of the study

The research scope was limited to the three selected three TVET colleges in Northern KwaZulu-Natal province. Some participants were not willing to co-operate. There was shortage of finance, time, and diversity of the TVET colleges spread over a wide spectrum. In order to co-operate, the researcher built a professional rapport with participants by earnestly explaining the purpose, limitations and importance of the study.

4.29 Authenticity of the study

The credibility of the study was realised by triangulation through the use of multiple data collecting methods as well as the variety of participants. The researcher was able to verify and add up the different view-points and opinions from lecturers. From the beginning of each session, honesty and rapport were ensured with participants. This was done by comprehensively informing the participants that the questions were only intended to seek their opinions and views about the implementation of the NCV curriculum, and as such there were no right or wrong answers and that the research had nothing to do with espionage. Freedom of participation, voluntarism, anonymity, refusal, withdraw and rejection of subjective questions were emphasised.

The researcher rephrased and paraphrased questions to participants, i.e. went back and forth in interaction sessions. This served as reflection questions to help the researcher reveal deliberate contradictions in data. In case of inconsistent pieces of information, the researcher refuted and retained some information while offering explanations as part of the findings. The credibility of this study was promoted by the periodical report submissions to the research supervisor. This was intended to help him/ her re-align the study to set objectives.

Basically, the supervisor helped to identify flaws, inconsistencies and at times inappropriate interpretation and bias. Lastly, the researcher's biographical information as a teacher, teacher trainer, and curriculum student was equally important ingredients to the benefit of this study.

4.30 Summary

The purpose of this chapter was to explain how the study was conducted. The different methods used, how they were used and why they were the chosen for the study were mentioned and explained in details. This chapter gave a comprehensive account of how data was generated by means of focus-groups, questionnaires, semi-structured interviews, and document analysis. The chapter extensively discussed how data was analysed. The issues of ethical consideration, validity and reliability were also discussed.

CHAPTER 5 : FINDINGS AND ANALYSIS

5.1   Introduction

The aim of the study was to explore the views of TVET college lecturers on the implementation of the NCV curriculum. In this chapter, the study presents the analysis and findings based on the data collected. The responses were studied to create categories and themes. Findings were presented and analysed by means of tables and direct quotations with discussions to re-contextualise them with relevant literature.

Questionnaires were close-ended to complement the qualitative approach for analysis. Questions for focus-group interviews were also open-ended to allow flow of relevant information from the participants. The lecturers raised a number of opinions regarding the NCV curriculum that they implement.

Data analysis is just one of the many steps that must be completed when conducting a research. Data from various sources was gathered, reviewed, and then analysed to form some sort of findings or conclusions (Shamoo & Resnik, 2003). It is a process of applying logical techniques to describe and illustrate data collected by different methods so that an inductive inference is drawn. At many times data analysis is an on-going process collected and analysed almost simultaneously. Qualitative researchers usually analyse data throughout the entire data collection phase.

This chapter presents the analysis and finding of the data from three TVET colleges namely, Bazali, Yungwe and Woza. The underlisted were the critical research questions to be addressed.

1. What are the views of TVET college lecturers on the Implementation of the NCV Curriculum?
2. How do TVET college lecturers implement the NCV Curriculum?
3. Why do TVET college lecturers implement the NCV Curriculum the way they do?

5.1.1   Summary of the research

It has been realised that TVET colleges are implementing the NCV curriculum believed to be skills- oriented. The objectives of the NCV curriculum include;

1. Developing into students the salient skills needed for the development of South Africa.
2. Attending to skills shortage in South Africa.
3. Creating a self-sustaining economy through skills development.
4. Enabling graduates to self-employment.
5. Making college graduates employable.

5.1.2   Research objectives

The research objectives are critically linked to the summary of research in the sense that lecturers are interpreters of the curriculum to achieve intended objectives as given below.

1. To study the views of TVET college lectures on the implementation of the NCV Curriculum
2. To find out how TVET college lecturers implement the NCV Curriculum.
3. To find out the reasons for the way TVET college lecturers implement the NCV Curriculum.

Focus-group interviews, questionnaires, semi-structured interviews and document analysis were used to collect data. The respondents were divided into two groups of lecturers and the management staff e.g. (senior lecturers, campus managers).

5.1.3   Background, qualification and experience of lecturers in the sample

Eighty-one questionnaires were issued and received from lecturers involved in the NCV curriculum implementation. Lecturers came from different campuses of selected colleges and from a range of geographical locations representing a broad spectrum of the NCV programs. Questionnaires (95%) filled, attested that, many lecturers do not have the qualifications for vocational education**.**

The ages of the lecturers ranged from 30 to 60. The majority of the lecturers ranged from 30-40 (67%). It was observed that between 40-50 years amounted to 27%. Of the lecturer body.

The smallest number (6%) ranged from 50-60. Female lecturers contributed to 60% of the total lecturer force while 40% of the lecturers were males.

In terms of qualifications 25% of the lecturers hold Bachelor's degrees, 8% hold Honours, and 0% hold Masters and 67% hold higher diplomas. No PhD was noted.

In terms of profession, 34% of the lecturers were professional educators holding among which Advanced Certificate in Education (ACE), Post Graduate Certificate in Education (PGCE), Vocational Education Orientation Program (VEOP), National Professional Diploma in Education (NPDE) and B. A. Education, 66% of the lecturers hold other qualifications.

In terms of teaching experience, 55% of the lecturers have served below five years, 20% five to ten while 15% ten to fifteen years ,8% fifteen to twenty years and 2% twenty years and above. Out of the professional 34% of lecturers, only 1% possesses a vocational qualification to teach in TVET colleges. This would be tabulated later. This explains the shortage of skills by the lecturers to implement the curriculum.

5.1.4   Biographic information of TVET college lecturers

Data on the age of lecturers was collected. This was intended to find out the age and sex composition as well as experience and qualifications in lieu of the topic of study. Interviews (67%) lecturers indicated that, many of the lecturers are still young. This reflects on the experience and qualification which is very much needed to implement the NCV curriculum. Senior lecturer PAX said;

> *"Most lecturers are fresh graduates from colleges and Universities. They lack experience and exposure to offer the NCV training. To some, this is their first encounter in the world of work."*

From the excerpt above, majority of the lecturers lack experience and may not be conversant with curriculum knowledge and pedagogical approaches to the demands of their roles. Gamble (2003) asserts that age is experience and experience is knowledge and skills. Vocational education demands for a rich experience which is accumulated through a period of training, service and exposure. Many lecturers were noticed to be young. This indeed reflects on respect

and command. In one campus, through focus-group interviews, 22% of the lecturers submitted that some lecturers were given secret code names by students based on their age and appearance as well as delivery of the curriculum. Data collected indicated the age range (Table 5.1).

Table 5.1: The age range for the lecturers in the selected TVET college.

Age	Number	percentage
26-40	375	67%
40-50	148	27%
50-60	35	6%
Total	558	100%

Form this data, 67% of the lecturers range between 30-40 years, 27% range between 40-50 years while 6% range between 50-60 yeas. The dominant age takes 67%. To the researcher, this transcribes that many lecturers may have little experience and perhaps skills to deliver to the requirements of the NCV curriculum.

5.1.5 How does gender among staff members reflect on the implementation of the NCV Curriculum?

Questionnaires, 35% indicated that, there was a big challenge for many female young lecturers to execute their roles. At Bazali, one senior lecturer MENO observed;

> *"We have many female lecturers in this college particularly in this campus. They cannot enforce discipline at all. They are just too weak for it."*

This is an unchallengeable problem especially when it comes to disciplining students. Data findings on gender of the NCV lecturers is shown in Table 5.2.

Table 5.2: Gender of lecturers in selected colleges

Gender	Number	Percentage
Females	335	60%
Males	223	40%
Total	558	100%

In terms of gender, female lecturers dominated the staff (60%). Only 40% of the lecturers were males. Gender has an impact on the NCV curriculum delivery especially in workshops. The National Centre for Vocational Education and Training Limited (NCVET) believes that lecturers are not only required to possess knowledge, but they must also have the skills to deliver knowledge using different teaching methods so that the delivery of knowledge is more easily planned and delivered. If one possesses great knowledge it will not guarantee him or her to be an effective deliverer, particularly in engineering programs where not only classroom delivery but also workshop practices are involved. Engineering subjects cannot avoid the use of machinery and equipment (Othman, & Nashir, 2010).

5.2   The structure for the NCV curriculum

On the question of how does the structure of the NCV impact on the implementation of the NCV, 70% of the lecturers interviewed, asserted the NCV curriculum structure has duplicated High school subjects. The respondents (63%) from focus-groups, believe there is no need to teach fundamental subjects again i.e. English, Mathematics and Life orientation. To those lecturers, it's a duplication of High school curriculum. Senior lecturers (80%) consulted maintained many students failed the NCV yet they passed the same subjects in high schools due to the compact nature of the NCV curriculum.

DoE (2007), a policy document at the inception of the NCV, stipulates two areas for the NCV curriculum composing of four vocational subjects and three fundamental subjects. Vocational subjects stem from an individual area of specialization in a particular field e.g. engineering, construction etc. The three fundamental subjects comprising of Life Orientation, English and Mathematics or Mathematical Literacy. A total of seven subjects. Engineering lecturer AOK said;

> *"For engineering courses like civil construction, Plant and Paper Operations (PPO) and Engineering and Related Design (ERD) 65% of the structure is the same with the basic/main stream in the main subjects like Mathematics and Physics."*

It is worth analysing and commenting here that, to a serious and committed NCV student, the duplication and repeating of the same subject content in a different context sometimes at a

lower or higher level, may not really motivate that student. Students everywhere in the world, want to meet new challenges. This means that, the NCV curriculum should be a course of new experience and new realities which are motivational. In order to motivate students, the first step is to understand their basic needs e.g. success, belongingness, excitement, attention, power, and love. There are many motivators as students with different changing factors. Although we may not regularly motivate a student, we can create situations that facilitate motivation for learning to occur (Akoojee, Gewer & McGrath, 2005).

The National Certificate Vocational is described as a certificate awarded as a final exit qualification at the end of level 4 on the NQF. This was published by Government Gazette, No. 28677 of 29 March 2006, as amended in the Government Gazette No. 30287, of 12 September 2007 (Umalusi, 2007, pg. 4). The data provided below shows the course and subject lay-out of one NCV program in terms of structure.

It should be noted here that 58% of the lecturers are educators from high and primary schools hence, they have the background knowledge to compare the two curricular. This was also identified from the topical subject outline in the students' text books through document analysis. Unfortunately, TVET colleges, recruit from high school educators.

The rationale for the NCV is to impart skills in the students such that the problem of skills shortage is solved in the country. Analytically, if the NCV curriculum is duplicating high school curriculum, then it is not unique in content for the NCV students. The curriculum should be filled with challenging knowledge and skills new to students.

The preamble of the FET Act declares that when it comes to training and skills development, two key concerns for the FET Colleges Act of 2006 are;

> "restructure and transform programs and colleges to respond better to the human resources, economic and development needs of the Republic, and to provide optimal opportunities for learning, the creation of knowledge and the development of intermediate to high-level skills in keeping with international standards of academic and technical quality" (DoE 2006, pg. 1).

The above quote explains the essence of the NCV curriculum which is designed to foster those National goals and objectives through educational terms.

5.3 The content for the NCV curriculum

Data collected from questionnaires indicated that the NCV subject content is harder and crowded. Many students fail to understand the curriculum content especially those enrolled below matric standard. A high dropout rate is evident throughout as evidenced by the low throughput and certification rates. For those students who are post matric, the NCV curriculum was found to be boring hence dropped out of college. Data from questionnaires (75%), indicated that, the NCV curriculum was crowded, repeated over and over again which dragged course content into question. Data from focus-groups (85%) of the lecturers submitted that, the NCV curriculum is not offered to the target group for which it was conceived. This is due to the mixture of the NCV students in the same roof. Senior lecturers (85%) submitted that, the NCV curriculum offers high school subjects like Mathematics/Mathematic literacy, English and Life orientation. McGregor (2010) highlights that;

> "The real issue is thus not between academic 'and hands-on 'an artificial distinction but rather one of wholeness'. Traditional education is one-sided as is vocational education. Whole humans experience the world as a whole and solve problems holistically. The traditional curricula we continue to operate by separate the whole of life into compartments with more or less value. Educational efficiency requires us to package content in accessible ways, but the traditional disciplines and their separateness may not be the best way. We should reconfigure and reintegrate knowledge and curricula into what we now understand are more holistic and natural and expedient divisions." (McGregor, 2010, pg. 3).

I agree with McGregor (2010) concerning the importance of ensuring the interconnection of theory and practice which he calls connectivism. Connectivism is fostered by the perception that conclusions are made on rapidly altering foundations. From time to time, new information is continuously acquired. It is vital to be able to make differences between important and unimportant information.

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Practical content should form the founding principle for the NCV curriculum so as for students to be exposed to work based environment and experience. From focus group interviews, this was discovered not to be the case in TVET colleges. Theories composed more than 30% of the curriculum. This defeats the logic for vocational studies.

The Green Paper (DHET, 2012) states that;

> "The vision for the public FET colleges is one of vibrant institutions that offer vocational and occupational qualifications, mainly to young people 16 to 24 years old." (pg. 21).

Analytically, this is the age for acquisition of knowledge and skills as enshrined in the National Skills Development Strategy (NSDS). This means TVET colleges should be the learning institutions of first choice to model this tender inquisitive and hungry age into good citizenry through the acquisition of skills. Essentially this ought to be the core of vocational education.

Data shown in Tables 5.3 - 5.11, explicitly explain the lecturers' views on the nature of the NCV curriculum they are implementing in TVET colleges. The pass rates speak as a reflection of shortage of knowledge and skills by the implementers as well as compact nature of the curriculum to the students.

Table 5.3: Number of the NCV Level 4 students who wrote and passed the NCV examination by gender in 2010 in Bazali College

Gender		NCV L4	
	Number wrote	Number passed	Pass rate %
Female	255	120	47.1%
Male	227	97	44.9%
Total	482	217	45%

Source: DHET (2010, p. 27)

From this data, there were more female students (47.1%) who wrote and passed than male students (44.9%). The year 2010 ushered in the second cohort of the graduates since inception in 2007. Out of 482 students, 217 students representing 45% wrote and passed level 4; however, this number did not suggest that all of the 217 students qualified for the exit certificate since some of the students carried lower level subjects which they still needed to pass

Table 5.4: National Pass rates for the NCV L 4 students by level and program, 2010

Program	No. wrote	No. passed	% pass	NCV L4 National figures
CEBC	741	135	18.2%	37.5%
IEC	1444	433	30%	
ERD	1419	376	26%	
Total	3604	944	24.73%	

Source: DHET (2010, p. 28)

Table 5.4 shows total figures for the three engineering programs. National pass rates of the NCV students per level and per program in 2010, which was the second cohort of graduates since inception in 2007. Only 18.2% of 741 students on the Civil Engineering and Building Construction (CEBC) program passed. This figure may not necessarily represent the certification rate that may be even lower. Of 1,444 students who wrote Electrical Infrastructure and Construction program, only 30% passed and whilst only 26% of 1419 students who wrote the Engineering and Related Design program passed. The certification rate situation may be similar in all programs; unfortunately, the correct certification rate figures could not be obtained but the DHET officials, including the colleges, confirmed that was in most cases lower than the pass rates.

Table 5.5: Number for the NCV Level 4 students who registered, wrote and passed, per course and gender in 2011 for FET Colleges

NCV L 4	Female			Male			Total regional	Total Wrote	Total pass	Pass%
	Enrolled	Wrote	Passed	Enrolled	Wrote	Passed				
CEBC %	471	449	200.45%	874	815	326.40%	1345	1264	526	41.6%
IEC %	1066	969	416.43%	1874	1694	720.43%%	2940	2663	1136	42.7%%
ERD %	624	555	192.35%	2070	1835	616.34%	2694	2390	808	33.8%
Total %	2161	1973	808.41%	4818	4344	1662.38%	6979	6317	2470	39.1%

Source: DHET (2011, p. 23)

Table 5.5 provides data on the total number of male and female students who enrolled, wrote and passed at all the 50 colleges (at National level) in 2011. Although the number (enrolled and those who wrote exams) of male students was almost two times higher than that of the female students the pass rate of the female students was slightly higher than that of male students in 2011.

Female students scored 45% at CEBC compared to male students who scored 40%. In IEC both groups scored 43%, whilst in ERD female students scored 35% and the male students scored 34%. The average pass rate of female students was 41% and of male students was 38%.

Table 5.6: Number for the NCV L4 students who registered, wrote and passed the NCV examination in 2012 for all NCV programs in province A

NCV L4			Province Pass%	National Pass %
No. enrolled	No. wrote	No passed		
1044	941	501	53.2%	41.3%

Source: DHET (2012, p. 29)

Table 5.6 represents the total number of students who enrolled, wrote examinations and those who passed in Province A. The Province pass rate was still higher than the National pass rate at 53.2% to 41.3% for all the NCV programs. In 2010 these figures stood at 44.9% to 37.5%. This implied that for both Province A and the National level there was improvement in the past rates.

Table 5.7: Number for the NCV L4 students at Yengwa TVET College who enrolled, wrote and passed in the selected programs for 2009 to 2010

Yengwa College						
Program	**Wrote**	**Passed**	**Pass%**	**Wrote**	**Pass**	**Pass%**
ERD	9	0	0	13	2	15.3
EIC	13	8	61.5	28%	15	53.5%
CEDC	22	10	45.5	40	20	50
Total	44	18	40.9	81	37	45.7

Table.5.7 and Table 5.8 represent data on the three NCV level 4 programs from 2009 to 2012 for Yengwa College. The columns of the pass percentages show that there has been remarkable improvement in the pass rate in all the programs. Unlike Woza College, Yengwa colleges and Bazali College were able to provide data for all the years in all programs.

Table 5.8: Number for the NCV L 4 students at Bazali TVET College who enrolled, wrote and passed in the selected programs for 2011 to 2012

Bazali College							Total no.	Average %
Program	**Wrote**	**Passed**	**Pass%**	**Wrote**	**Pass**	**Pass%**	**39**	**45.3%**
ERD	38	21	52.2	26	16	61.5	75	57.2%
EIC	57	27	47.4	33%	25	75.8%	147	57.2%
CEDC	128	77	60.1	67	40	59.7	261	55%
Total	223	125	56	126	81	64.3		

Table 5.9: Number for the NCV L4 students at Woza TVET College who enrolled, wrote and passed in the selected programs for 2009 to 2010

Woza College						
Program	**Enrolled**	**Wrote**	**Pass%**	**Enrolled**	**Wrote**	**Pass %**
ERD	0	0	0%	0	0	0%
EIC	21	21	0%	15%	12	33%
CEDC	20	20	15%	-	-	
Total	41	41		15	12	

Table 5.9 and Table 5.10 represent data collected from Bazali College for all the three engineering programs for the years 2009 to 2012. The data shows that Bazali College did not offer all the three programs in 2009 and 2010 but started offering all the programs in 2011 and 2012.

According to Table 5.10 and Table 5.11, the pass rate of Bazali College was much lower than the National level in all the 4 years. The enrolled numbers of students in the three programs were the lowest among all the colleges.

Table 5.10: Number for the NCV L4 students at Bazali TVET College who enrolled, wrote and passed in the selected programs for 2011 to 2012

Bazali College						
Program	Enrolled	Wrote	Pass%	Enrolled	Wrote	Pass %
ERD	14	014	0%	19	19	15%
EIC	37	37	14%	60	60	18%
CEDC	40	40	0%	40	40	20%
Total	91	91		119	119	

Table 5.11: Number for the NCV L4 students at Woza TVET College who enrolled, wrote and passed in the selected programs for 2012

Yungwe College						
Program	Enrolled	Wrote	Pass%	Enrolled	Wrote	Pass%
ERD	176	164	131%	80	74	93
EIC	482	456	314%	69%	65	95%
CEDC	310	295	252%	85	81	95%
Total						

From the focus-groups interviews held with senior management, 80% maintained the NCV curriculum is too theoretical lacking the effective practical components to generate the intended skills. This slows responsiveness to national skills priority needs. Data (66%) believed that, lack of practical component is the main reason for low employability and increased unemployment for the NCV graduates.

As indicated in the literature review, the NCV curriculum has been compromised by many factors emerging from content, alignment, composition, over-crowding and too much theoretical dissemination among others. This was based on the fact that the NCV students were of mixed intellectual and cognitive abilities. From focus group interviews, 57% lecturers for English said that they always collect learning materials from high school educators. Lecturer POD said;

> *"It's only a few things in the syllabus for English which are not in High school syllabus may be reports, and some few functional writings, the rest yes, its high school work."*

Analytically, this confirms the lecturers' position on the NCV curriculum content duplication.

I asked lecturers what they meant by the NCV curriculum being compact, 47% said they meant the content is too much, demands too much, against little time in practical situations. Lecturer NKG observed;

> *"The curriculum demands certain specific skills both in interpretation and implementation. It is tailored along a practical arrangement while it is implemented in more of a theoretical way."*

It is observable from this excerpt that, the learning package for the NCV curriculum is comprehensively wide at the same time hard for some lecturers. This transcribes the manner in which they implement it and why they implement it that way. Lecturers are responding to the prevailing circumstances. Leoes (2009) states that the plan, for vocational education is to;

> "Promote and deliver skills and technical training to school leavers and workforce entrants to meet the specific requirements of the formal sector to the standards and quality defined by commerce and industry, and to contribute to the productive development of the informal sector;
> to provide for the continuing education and training of the existing workforce, for the skills upgrading and re-training in the light of rapid technological change;
>
> Provide opportunities for school-leavers who have completed basic school education to learn skills that would improve opportunities for employment and self-employment." (Leoes, 2009, pg. 29).

This is the ultimate goal for the NCV curriculum which is implemented in TVET colleges. The curriculum must carry the practical component nature to be dominant in order to define itself as vocational with partnerships to commerce and industry. In other wards the curriculum must reflect the national economic nature and skills demand for development.

The aim of the Skills Development Act is to develop and improve the quality of the workforce in South Africa. It also aims at increasing workforce productivity as well as and competitiveness of employers and self-employment (DoL, 2009).

5.4   The NCV curriculum delivery

Out of the 10 managers interviewed, 85% concurred the NCV curriculum was implemented too soon without first capacitating lecturers. They asserted that, piloting the NCV curriculum would boost its purpose. Data collected from focus groups showed 50% of lecturers pointing at inadequate instructional materials, detachment of the whole system of TVET colleges, too much work for un-supported, unexperienced and untrained lecturers, among others affecting the NCV curriculum delivery.

The above observation, confirms that the NCV may have not been given enough time. Time to make preparations, time for establishing the necessary infrastructure, time to train lecturers and time to evaluation and making subsequent recommendations before. It can be asserted, 80% of the NCV challenges, stem from its inception.

McGrath, Badroodien, Kraak & Unwin (2004) argue that labour market is the most important phase in any person's life, especially the progression from either school to work or further education and training. The ILO Report on International Policy Benchmarking of National Skills Development Policies (2012) holds that a skill based qualification system will accommodate multiple pathways through education, and between education and work. This analyses the need to co-opt the institutions of further learning, pre-employment training, and SETAs. This is the role that must be played by vocational institutions.

5.5   Lecturers' capacity

It was found out that many college lecturers lack the capacity to handle the NCV curriculum. First of all 36% of the lecturers are not qualified lecturers. Out of 34% of those lecturers who are qualified 1% possess a vocational qualification. Lecturers interviewed (76%), confirmed lack of necessary skill, knowledge, abilities and applied competency to deliver the NCV. There are few lecturers as compared to students. The pupil-teacher ratio used in high schools (1:40)

does not work in colleges. In one of the colleges one senior lecturer supervised 28 lecturers. Data found out that out of 376 diploma holders, 20% were N6 graduates from TVET colleges.

When analysing this data, it explains that lecturers with N6 qualification may not have the necessary knowledge and skill to interpret a vocational curriculum. Secondly, they may not be trained as teachers to have the methodological approach. Thirdly, they may be fresh graduate with little experience needed in a vocational environment. Fourthly, they may be young both in age.

There are four models of teacher professional learning i.e. partnership and collaborative learning; reflective learning; clinically applied and pedagogical content knowledge and the clinical–practice model of teaching heralds a significant reform for the practicum and academic components of teacher education.

From the above perspective, TVET colleges seem to be faced with human resources problems which need urgent attention. To the respondents and the researcher this compromises curriculum implementation and performance of the NCV students.

5.6   Lecturer training and qualifications

In terms of qualifications, questionnaires showed that, 25% of the NCV lecturers hold Bachelor's degrees, 8% Honours, 0% Masters while 67% hold higher diplomas. In terms of profession, 34% of the lecturers are professional educators holding among which Advanced Certificate in Education (ACE), Post Graduate Certificate in Education (PGCE), Vocational Education Orientation Program (VEOP), National Professional Diploma in Education (NPDE) and B. A. Education, 66% hold other qualifications.

Teacher education programs must work in close partnership with school districts to re-design teacher preparation to better serve prospective teachers and the students they teach. This implies that students' learning should serve as the focal point for the design and implementation of a clinically based NCV lecturer preparation, and for the assessment of newly minted lecturers and the programs that have prepared them. Clinical preparation should thus be integrated throughout every facet of lecturer education in a dynamic way. Lecturers must practice in a collaborative culture, and be provided with rigorous peer review of their practice

and their impact on student learning. NCV lecturers should be effective practitioners, skilled in differentiating instruction, proficient in using assessment to monitor learning (Blandly, 2009).

Partnership is viewed as a strategy to getting informed of industry knowledge and opportunities. The main purpose of TVET colleges is to prepare students for the workplace. Arrangements may be made for lecturers to be exposed to workplace experience in order to move with the developments in industries. Workplace experience required by lecturers should be prioritised to ensure that their training is up to date with workplace needs and lecturers have a better understanding of the needs of employers in their field (DHET TVET Conference, December, 2014). Teacher training should be turned 'upside down' by implementing a long-term, clinically based approach, similar to the model used in doctor education.

To this study, this transcribed for the NCV lecturers to be effective there needs to be a move to programs that are fully grounded in clinical practice and interwoven with academic content and professional courses. In the three TVET colleges studied, data collected on lecturers' qualification is presented in Table 5.12.

Table 5.12: Lecturers' qualifications

Qualification	Number	percentage
National diploma	376	67%
Bachelor degree	140	25%
Honours degree	42	8%
Masters degree	0	0%
PhD	0	0%
Total	558	100%

From Table 5.12 it is clear that the majority of the lecturers 67% hold national diplomas, 25% hold Bachelor's degrees, and 8% hold Honours degrees while no one holds a Masters nor a PhD. This explains the level of academic achievement for the lectures. Many have mid-level qualifications against a compact curriculum which requires a certain level of academic achievement. In view of data analysis, mid-level qualifications holders may not be able to plan, interpret and execute the chores of the NCV curriculum. Interview sessions indicated 20% of diploma holder lecturers are those graduates from TVET colleges.

5.7 Lecturers' professionalism

On the issue of professionalism, the majority of the lecturers are not trained teachers. Yes, they are graduates for certain trades, but the NCV needs trained artisans and lecturers who can pursue its vocational objectives. Findings from both the focus-group interviews and questionnaires (78%) found out the background of TVET colleges in terms of human resources management plays a big role. Using reflective questions, (85%) of the lecturers submitted that, the absence of a common character in courses offered in individual colleges, appointment and recruitment may not be done selectively based on the set minimum basic requirements for one to teach in a TVET college. This explains the inappropriate skills in preparation of learning materials as well as interpretation and dissemination.

This means colleges and lecturers would have to battle for curriculum delivery especially for areas of scarce skills like engineering. These are the areas which demand for intensive practical approaches and they are the areas which are not staffed according to requirements.

Four categories of lecturers, were noticed, those qualified as educators, those qualified with no experience, those with N6 and those qualified in other trades. In-service training programs have not gained the attention they deserve to capacitate the NCV lecturers. Focus-group interviews indicated only 20% of the lecturers had received in-service training since joining the college. Some lecturers responded as having industry experience only.

Data showed 55% of the lecturers had trained as assessors, 49% as moderators, 10 % as facilitators and coaches. Those who were trained for Vocational Education Orientation Program (VOEP National Professional Diploma in Education (NPDE) formed part of the 2% lecturers with vocational qualification. The campus manager ADEG at Woza College said;

> *"The Human Resources Development department appoints lecturers according to demand and urgency against capacity, professionalism and anticipated delivery. The department finds itself at the crossroads to balance need, urgency and ability. In most instances, colleges fail to get the unique professional characteristics needed of a candidate. Obviously, there is no balanced equation between vocational interest and practicability of the NCV curriculum."*

It is interesting to note, in such a circumstance of uncertainty by colleges, delivery and anticipated results may not be vividly realized. Lecturers need to be competent with command of their responsibility. It is worth recommending to DHET here to capacitate the Human Resources department with motivation and incentives to attract the competent candidates out there in the labour market to join TVET colleges. Table 5.13 reflects the professional achievements of the lecturers in the study:

Table 5.13: Lecturers' Profession

Qualification	Number	percentage
Teaching	188	34%
Other qualification	370	66%
Total	558	100%

From the above data, it appears that many lecturers lack the pedagogical and methodological skills to deliver the curriculum content (66%). Only 34% of the lecturers are trained to teach. Colleges have to offer further training and in-service training programs to those affected lecturers. A needs analysis grid for each individual lecturer should be made to ascertain the training needs. By so doing, lecturers may acquire the necessary skills to do their work.

Lecturer training is intended to orientate lecturers to the teaching and assessment approach, and new content required by the NCV qualification. In addition, the imperative to recognise the focus on high level knowledge and skills in this new qualification plays a key part in lecturer training (Report on lecturer training conducted by the DoE, 2007).

Considering the age for the lecturers in Table 5.1 above, it is evident that most of the lecturers have just few years in the teaching or work-related environment. In educational terms, experience is knowledge and knowledge is experience. When the two aspects are blend together, it produces a fully-fledged human resource who skilfully commands ability to do work. This is represented in table 5.14.below.

Table 5.14: The NCV lecturers' experience in selected colleges

Experience period	Number	percentage
0-5 years	306	55%
5-10 year	112	20%
10-15 years	85	15%
15-20 years	42	8%
20-above	13	2%
Total	558	100%

Only 2% of the lecturers had the experience of over 20 years. Further, 8% had between 15-20 year experiences. The majority (55%) of the lecturers range between 0-5 years, 20% range between 5-10 years and 15% range between 10-15 years. One can comfortably deduce that, most NCV lecturers were new in the service hence lack the technical and experiential knowledge. They need a lot of support in terms of mentorship and coaching by their seniors as well as training and re-training by DHET to ground them for their responsibilities. Further indications include supervision, regular class visits and in-house training.

5.8 The TVET college infrastructure and its impact on the implementation of the NCV curriculum

Respondents from-focus group (85%) of the lecturer hold the view the infrastructure in form of libraries, computer laboratories, workshops, kitchen, consumables like stationery and other related equipment are inadequate to support the demanding NCV curriculum. Out of the three colleges studied (100%), one of them had a library for research.

From the selected TVET colleges, (25%) of moderately facilitated kitchen was noted. TVET colleges which offer Hospitality studies. Data from 20 questionnaires indicated 58% of the lecturers cannot effectively operate the machinery especially in IT, Hospitality and Engineering. Questionnaires (70%) indicated many NCV programs shared classes with 80% of the lecturers sharing. Some lessons for certain subjects were combined e.g. three groups for level 4 students were combined for English lessons. This refers to the findings indicating TVET colleges being in a dire need for infrastructural upgrade to support the implementation of the NCV.

The Green Paper (DHET, 2012) recommends Sector Education and Training Authority (SETAs) to play a key role in strengthening vocational education and skills training and in

promoting and funding partnerships between educational institutions and employers. Work Integrated Learning (WIL) an Education Training and Development Partnership- Sector Education and Training Authority (ETDP-SETA) lecturer project, aims at developing systematic approach and capacitate colleges to implement the NCV, aligning program with new professional qualifications, building capacity of ETDP SETA to support college's implementation and providing technical advice to the DHET.

SETAs have an important role in promoting the revitalisation of the artisan training system, and in building linkages between theoretical education in colleges and universities on the one hand and practical workplace experience on the other. This would build on the National Skills Accord in which government, business and labour have made commitments to increase the numbers of apprenticeships, learner ships and internships.

In the field of Finance Economics and Accounting (FEA), simulation rooms were not well facilitated. In campus SER, the simulation room had been converted into a staffroom. All the computers, phones and cupboards were relocated to another place.

Simulation is a strategy for practice and learning applied different disciplines and types of training. It is a technique to emulate real learning experiences. Participants are tasked or set in a simulated situation as if it is the real world. Lecturer COD for FEA responded;

> *"We teach these students for office environment. Sadly, they do not have telephone etiquette because, the campus does not have a simulation room."*

From the data above its right to establish that, the NCV level 4 graduate for FEA, may find office work difficult. They may have to be trained in those skills by their employers which complaint has overridden the integrity of the NCV curriculum for over six years now. For NCV to be effective, simulation rooms, workshops and all other learning stations for practical work are important.

Kumar & Sherwood (2007) showed that simulations are responsible for gains in students' conceptual understanding and application compared to other forms of education. Large scale simulations provide benefits to the students in terms of utilisation of interpersonal

communication skills, relationship management skill, holistic and strategic thinking under ambiguity, self-reliance, computer literacy, comprehending of comprehensive and realistic marketing issues and creativity with the element of risk taking.

During the budget vote speech in 2011, Dr. B E Nzimande, the Minister for Higher Education and Training, pronounced an increase in college funding to facilitate the NCV program Nzimande was also quoted by the City Press newspaper of the 17th October 2011as follows;

> "South Africa, based on its gross national income, was classified as a middle-income or developing economy. That since the last period of the last budget vote there was an intensive policy consultation and development in which investment has been done in education through developing the infrastructure e.g. library, new technology, workshops etc."(DHET, 2011, pg. 7-8)

From the data above, one can notice the commitment by the DHET to facilitate colleges with the necessary materials for a meaningful NCV curriculum implementation. It may be concluded the resources observed in the area of study may have been a result of that initiative.

The library provides information to students to function successfully in the increasingly information changing society. It equips them with lifelong learning skills and develops their imagination, facilitating them to live responsibly. The library policy should bear in mind the needs of the school and the community and should reflect its vision, tradition and values. This explains the importance of facilities for the implementation of the NCV curriculum among which is the library as the hub of knowledge to both students and lecturers. Further indications are that the library is among the facilities that DHET should include on its funding norms to TVET colleges.

In computer laboratories, data collected recorded thirty-three computers were fixed in a computer laboratory. Computer lecturers (100%) maintained, some laboratories were very small to house the high numbers of the NCV students. Computer lecturers (35%) said in some instances two students can share a computer. Computer laboratories were found wanting in terms of facilitation like air conditioners and latest soft wear versions.

From focus-groups, 65% of the computer lecturers believed most of the computers were absolute some did not have regular service and back up. They are loaded with old software, like windows XP 7 and 8, office XP 2000, 2003 and 2010 with only 25% having 2013. Interviewed lecturers (46%) submitted that, some printers are old which sometimes don't print. One computer lecturer GOMA remarked;

> *"Since the migration of TVET colleges to the Department of Higher Education and Training (DHET) in 2014, colleges have no money to buy many things for their operation. The amount of petty cash at campus level was reduced to its minimum. You cannot even buy Ink and paper."*

Another computer lecturers GEF said;

> *"Some air-conditioners in the laboratories are very old, others are not working, sometimes a big laboratory has only one air-conditioner which makes computers heat-up and subsequently don't function."*

From the data above, one can deduce, lecturers find it difficult to teach computer applications. Funding norms have to be revisited for colleges. The computer age is compromised as a result of inadequate provision especially when a student cannot print his/her work.

Rogers (2003) remarks;

> "In order for our society to have computer-literate and functional citizens, we need to ensure that our children are obtaining the necessary modeling and training from the educators in their lives". However, technology can be used in the classroom to not only teach children to be computer literate citizens, but also help students succeed beyond traditional chalk and blackboard methods. In other words, the decision to use or not to use technology in the classroom, or the technology's adoptability, is influenced by the technology's relative advantage, "(Rogers, 2003, pg. 103).

I concur with Rogers (2003) on the relevancy of the computer technology in classrooms. Computer platforms transforms the student to another mental horizon and breaks the traditional boring approaches to learning instruction. Thus, colleges are urged to facilitate learning with sound, functioning computer applications.

In Table 5.15 are the responses from questionnaires by the computer lecturers on the appropriateness of computer laboratories to computer lessons in the subject of life orientation and computer skills.

Table 5.15: Data by computer lecturers on the computer laboratories for the NCV

Rating	Responses	Percentage on 30 questionnaires
Strongly agree	6	24%
Agree	4	20%
Disagree	8	40%
Strongly disagree	12	45%
Total	30	100%

Statistically, the above data transcribes that, computer laboratories have to be upgraded. The table shows 45% of the lecturers strongly disagree, 40% disagree while 20% agree and 24% strongly agree that computer laboratories were appropriate to the implementation of the NCV curriculum.

Internet access to TVET colleges was found wanting. Initially TVET colleges had embarked on a single uniform internet service provider. 67% of the lecturers interviewed attested internet in TVET colleges is very slow usually on and off between days and sometimes completely off for more than a month. Purcell, Heaps, Buchanan and Friedrich (2013) state;

> "The internet has a major impact on the (lecturers) ability to access content resources and materials for their teaching." (pg. 2).

From the excerpt above underlines the importance of internet to the NCV lecturers in terms of providing information and updating learning materials. It emphasises the need for an informed and well round NCV lecturer. Lecturer EED who doubles as IT had this to say from the interview;

> *"Internet connection in this campus started in 2010. By that time all TVET colleges in KwaZulu-Natal were supplied by a single service provider called Featakzv. Services were very slow as internet was almost non-existent at campus. In 2012-2014, TVET colleges changed to Telkom, still internet services were poor. In 2015, TVET colleges out-sourced internet services through Voks to supply fast data line under the auspices of Telkom. As I speak to you now, internet services has slightly improved although it's not running throughout."*

Practically, slowness of the internet, inconsistence and periodical unavailability of the internet service hampers with the implementation of the NCV curriculum implementation in terms of searching for information by the NCV students and lecturers and emailing as well.

The internet contains a valuable knowledge available upon search. This is why many libraries have connected to Internet for information research. Many lecturers assign students with specific work on different websites to study away from the classrooms. Online sources provide masses of knowledge on almost every topic. These sources allow students to study extensively greater depth.

The internet is a source of reference materials required to all learning educational activities of management systems, scientific and methodical work. Accordingly, the objectives and tasks of teaching need to be identified first. The technological resources should relate to the curriculum. The educational technology should serve the contents and methods of teaching and may be used in different types of educational activity.

One of the advantages of the internet in information inquiry is provide accessibility of materials and data for all categories of users. Internet as a truly open technology, allows users to access any information with any device anywhere independent of the generation source. This overruns the educational inequality in terms of distribution of information to all educational centres (Lei, 2009).

The questionnaires filled by the respondents in workshops, 68% of the lecturers indicated that workshops facilities available cannot effectively support the NCV curriculum to that tune as

required by the DHET. One workshop lecturer SONGO, Department of Engineering at Yengwa TVET College had this to say;

"Some equipment are outdated, old and lacking according to the requirement of the NCV Curriculum."

The remark explains the frustration the NCV lecturers have as regards workshop equipment. It represents the urge and drive to those lecturers who have the skill to manipulate equipment but cannot. Even to those lecturers who have the willing to try or learn are left hanging. Engineering lecturers (65%) maintained that, some workshops had equipment but 60% of the equipment were either old, outdated, un-serviced, lacked consumables or concerned lecturers could not effectively use them.

Workplace learning should be an integral part of all vocational programs. Establishing effective partnerships between education and training systems and employers to provide for workplace training would ensure that skills have real labour market relevance and that young people gain an early appreciation of and exposure to the world of work (DHET-NSDS III 2011, pg. 12).

Senior management (70%) responded that 53% of the lecturers in technical subjects, cannot use the equipment. Out of the 53% of the lecturers, only 10% have prior knowledge and experience with the industry before they came to TVET colleges. This makes it difficult to implement the crowded curriculum. Internet and computer skills as well as workshops are necessarily important to both lecturers and students.

5.9 What is the lecturers' knowledge and skill on the use of equipment in workshops as work-based experience to the implementation of the NCV curriculum?

The table 5.16 below shows the statistical responses from participants on the question above.

Table 5.16: Responses by lecturers from NCV workshops based on 15 questionnaires

Knowledge of workshops	Responses	Percentage
Full Knowledge	3	20%
Moderate knowledge	5	33%
No knowledge	7	47%
Total	15	100%

Considering Table 5.16, it is observable the majority of the NCV lecturers (47%) lack the necessary applied skills and competencies to facilitate the practical lessons. Only 33% have moderate knowledge and 20% have full knowledge. Lecturers need training, re-training and exposure in this regard. This goes back to professional abilities, experience and background of the lecturers in terms of academic qualification. This suggests to DHET to up-skill those lecturers so as to meet the requirements of the NCV curriculum.

Bjurulf & Kirlbrink (2012) pointed out that in order to infuse theory into practice, teaching and learning should take place in different learning arenas, namely, both in schools and in workplaces. In schools, the workplaces may be referred to as practical laboratories or workshops. To them, if schools cannot afford expensive machines, they enter into partnership with industries to teach specific course components in a workplace environment.

Nze & Ginestie (2012) discovered that the absence of equipment impels technology teachers to replace practical classes with those of a theoretical nature. They further affirm that equipment and its use are attributes of technology education.

It has been observed that facilities like, workshops, laboratories, studios, equipment and materials are grossly inadequate in TVET colleges. When equipment and materials are lacking, there is a tendency for the theoretical aspect of technology education to dominate the practical aspect, thereby denying technology education the opportunity to be taught qualitatively, and to take its rightful place in the education system.

The Minister for Higher Education and Training hosted a roundtable on skills development with the United States of America Undersecretary of State where he emphasised that part of the DHET objectives was to make work integrated learning a critical component of training through workshops and simulation areas.

Work experience and training play a critical role in employability. TVET college programs should have workplace learning as a critical component of a qualification. Therefore, the students must, after a period of academic training in a classroom, spend a particular period in the workshop for practical training in order for them to attain a qualification. Due to the limitations of the DHET efforts in developing college infrastructure despite the commitment, many NCV graduates could not get employment because they cannot manipulate machinery and equipment in their workplace as a result of narrow exposure in colleges. This is a huge wastage of resources since the students would have already invested two to three years in academic training, only to be denied employment.

For the purpose of this research, the NCV level 4 graduates should be able to recognise the connections of the theoretical knowledge acquired at the colleges with their new anticipated landscape in order to be declared competent and effective in their career. Given the fact that emphasis is placed on the "hands on" experiences of the NCV graduates to facilitate their career advancement in the workplace, it is important to understand that the college curriculum should instill right behavior, attitude, knowledge and skills to the NCV graduates. In this regard behaviorism and cognitivism view knowledge as external to the student and the learning process as the act of internalising knowledge.

The researcher inquired about the pathways for the NCV students after college life. While a learning pathway may encompass many educational experiences, these experiences are connected to school courses and programs i.e., what students learn in school at the same time allowing students to comply with graduation requirements in the sense the concept is used in the education terms. Learning pathways premise the idea that learning should be recognised, rewarded and valued regardless of whether students learn at school or outside a school. Pathway data is recorded in Table 5.17.

Table 5.17: The NCV students' pathways at TVET colleges

NCV Students Pathways at TVET colleges			
Entry Grade Nine L1 Other higher grades G 10-G 12 NCV L2	**On course** Student Support Services Academic Lessons Assessment NCV L3	**Exit Post College** Certification Graduation Student Placement Support Work Placement NCV L4	Employed/self-employed Further education and training/apprentice/learner ship/internship/University/other study Unemployed

The vocational element of the NCV program relates to how knowledge and skills gained during the period of learning whilst at the college directly or indirectly influence the post college life of the graduates. Variables in the list were evaluated to determine the appropriateness and relevancy to the study. The approach to evaluate the variables was guided by the draft criteria as indicated below:

1. The NCV curriculum relevance that addresses the vocational and occupational knowledge and skills required in the workplace while meeting the entry or articulation requirements for further training.

2. The NCV scope addresses the extent the graduate's knowledge and skills in relation to the job requirements. The NCV instructional period refers to the required time for the graduates to be able to apply the knowledge and skills learnt in a work situation.

Table 5.17 shows different stages of the pathway into the NCV level. Stage 1 shows different entry qualifications such as grade 9, 10, 11 and 12. The researcher included this anomaly as a variable in the questionnaire to examine its influence on the achievement of the students. Stages two and three addressed the tuition, academic support, assessment, certification and aftercare support given to the student during the enrolment in the NCV The diagram further shows the possible impact of the NCV qualification on the graduates when attaining entry into the labour market, further education and training or pursuing self- employment opportunities.

5.10 What is the role played by TVET college lecturers in the implementation of the NCV curriculum?

Findings indicated that only 54% could interpret the NCV curriculum requirements to teach freely with ease. Even those who are professionally qualified as teachers, 50% confessed that they did not have the full understanding of the NCV curriculum. Out of 81 questionnaires, 89%

indicated the NCV curriculum is centrally controlled by DHET. Questionnaires 73% indicated lecturers need to be immensely involved in the NCV curriculum if they are to be meaningful and effective in their roles.

Barber & Mourshed (2007) observed that; many teacher education programs had little impact on teacher effectiveness because the connection between what the trainee teachers do during their training, and what they are expected to be able do once they arrive in the classroom, is not strong enough. Lecturer, ADO submitted;

> *"We are implementers only yet the NCV curriculum requires us to be planners and interpreters as well."*

Another senior lecturer BG responded;

> **"***In some instances, assessment tasks are set by DHET which assessments don't match with the reality on the ground especially those assessments in the practical subjects. There is little or no communication between the interpreter (lecturer) and the designer (DHET). Too much needs to be done."*

Analytically, students being at the receiving end to implement a program for which the implementers have not been trained for and therefore capacitated, explains the way the NCV curriculum is implemented and why it is implemented like that. Standards should be set in terms of assessment, training and capacity building for the lecturers. This is attributed to the deficiency in professional teaching and experience skills.

This is explained in the need to integrate practicability into lecturer training programs. This is an advocate for reform to strengthen lecturer-based experience. There should be a relationship and a direct bearing of lecturer education and the NCV curriculum content.

The central question contained is how can skills development support the creation of a developmental state? A response to this question requires an understanding of the developmental role of TVET Colleges and the lecturers and a re-conceptualisation of their purpose in a developmental state (DHET, 2013).

Focus-groups (65%) of the lecturers attribute this to lack of professional training and in-service programs to the lecturers as well as impromptu introduction and sudden implementation of the NCV curriculum without prior proper arrangements or some sort of piloting the project to selected colleges and campuses.

Grossman & McDonald (2008) assert that the research in teacher education needs to return to sustained inquiry about the clinical aspects of practice and how best to develop skilled practice. The opportunities to connect practice to expert knowledge must be built into learning experiences for teachers.

Service providers should not only look at quality in terms of what is contained in the academic programs, but they must also look at it in relation to the levels of service that their customers (students) receive. Teacher-educators with a low self-concept will certainly fail in performing their roles, but once they find themselves successful and knowing their job, together with their inherent attributes, they will contribute significantly to the creation of a positive self-concept. The attributes mentioned include not only how much lecturers know, but also how effective they are in communicating their skills, knowledge, values and attitudes to the students (Umalusi, 2008).

Service providers in training sessions have to be conversant with the NCV curriculum in order to interpret and translate training manuals for lecturers in the curriculum content. What to be done in class by lecturers and how to do it should form the background training content for lecturer education and training.

5.11 How do lecturers administer assessment for the NCV students?

Classroom assessment and evaluation are highly concerned with qualitative judgments that are used to improve students' knowledge and learning. Assessment and evaluation also give teachers useful information about how to improve their teaching methods. Assessment is a process that includes four basic components;

- Firstly, measuring improvement over time.
- Secondly, motivating students to study.
- Thirdly, evaluating the teaching methods.

- Fourthly, ranking the students' capabilities in relation to the whole group evaluation (DoE, 2007).

The findings of the research indicated the NCV assessment was laborious, tiring, complicated and inconsistent in theory and practice. In fundamental subjects, seven assessments are done through a series of tests, practical and assignments from test 1 to test 7. On the other hand, Vocational subjects' assessment is unique in form of T1, T2, T3, T4, ISAT (Internal Summative Assessment Task and trial exams).

Internal Summative Assessment Task (ISAT) is done in vocational subjects where students are required to experience a more practical approach in their field. ISAT is a fieldwork assessment. The Ts mark accumulates to make the Internal Continuous Assessment (ICASS) to be used. Act No. 58 of 2001, defines Umalusi as the council quality assurance established in terms of the General and Further Education and Training Quality Assurance Act. The objectives of the council is to certify, and validate the standard setting of assessments as well as the administration of the quality assurance for the NCV qualification. Two major functions can be pointed out for classroom assessment: One is to show whether or not the learning has been successful, and the other one is to clarify the expectations of the teachers from the students.

Every student is obliged to write all the assessment tasks for a progressive year mark .Internal assessment provides lecturers with a systematic way of evaluating how well students are progressing of a level and in a particular subject (DHET, 2016).

Each task carries a weighting progressively to the year mark. An individual NCV student has seven Portfolio of Evidence (PoEs) for the subjects offered.in which marked tasks are placed as evidence for students' performance. The last assessment is final external examinations which is written at the close of the year.

From questionnaires (85%) responded assessment for the NCV was inconsistent and demanding. DHET passed an absenteeism policy for students which TVET colleges have failed to implement and enforce due to different reasons. Lecturers (55%) from focus-groups stressed the fact that during assessments, many students dodge school without a valid reason and when they come back at their will, they demand for assessment without evidence of absence as prescribed by the assessment and absenteeism policies. The research findings showed 25% of

the students were absent in the class of Hospitality at campus ZBD for more than 65 days in 2014. One assessor and moderator ADE responded;

> "A *student can report anytime for an assessment long done without a valid reason.*"

Assessing students for demonstrating their understanding on the subject matter and to evaluate whether the educational goals and standards of the lessons have been achieved is important to the learning process. Growing emphasis in assessment has evolved yet formative assessment has remained static (Black & Wiliam, 2003).

Perie, Marion, & Gong (2007) believe for assessment to be clarified it must be defined by its purpose. From this perspective assessment for used by the NCV to correct teaching and learning. Assessments is also used to monitor student progress during the learning process (Chappuis & Stiggins, 2002). He calls for a new approach in assessment if assessment is to be meaningful. Ruiz-Primo & Furtak (2006) discovered that assessment where teachers engaged in discussions with their students prior to the assessment, recorded significant performance.

The department of Higher Education and Training maintains absenteeism during assessment brings confusion and delay in submission of marks and of course calculating the year mark. (DHET, 2007). Late or non-submission of marks tampers with assessment plan and assessment schedule for both the college and DHET and subsequently throughput and certification to those students and colleges which did not assess and submit marks.

In other instances, some NCV students don't just report for assessment at all. Lecturers interviewed (45%) indicated they often submit control mark sheets to the registry-Technical and Vocational Education and Training Management Information System (TVETMIS) with empty spaces for marks. DHET designed a zero (0) submission form which a lecturer submits in case a student did not sit for a task.

The major concern for lecturers at institutions of higher learning is absenteeism. It creates a boring, unmotivated classroom environment that makes students who come to class demotivated and the lecturer becomes irritated. Absenteeism disturbs the learning environment

and negatively impacts on the class environment (Segal, 2008). One manger PFA of the office of Student Support Services submitted that;

> *"There are a number of reasons for absence by the NCV students, some are social, others psychological, others economic and others unexplained. For assessment, some fear to fail a subject they passed at a high school, others are bored while others don't understand the contribution of tests and assignments towards their final year results."*

It is evident from this excerpt that the NCV students should be fully inducted and grilled on the NCV assessment and absenteeism policies and their impact on the whole course. Motivating and challenging subject content designed towards students' goals with an ingredient of practical components may captivate a committed learning habit to the NCV students.

When students are absent from school, they miss out on assignments, and are likely to underachieve or perform in different subjects. This discussion does not only view absenteeism narrowly in terms of its obvious negative impact on student but also in terms of its social outcomes. (Reid, 2005).

Most students who miss classes tend to perform badly. This implies that, the trend may affect their economic and wellbeing in their entire life (Baderin, 2005). Increased crime, poor health, and increased pressure on social services are some of the social consequences of underperformance in school (Halpen, 2007).

The NCV lecturers are supposed to observe Bloom's taxonomy while setting assessments for students. A grid index is provided to them for compliance while setting assessment tasks which must be ticked for any aspect set. The question paper, memorandum and the grid index are then submitted to the moderator by the assessor for moderation. Further, assessment for the NCV curriculum follows prescribed criteria in eight levels, Analysis criterion, Technical criterion, Content coverage, Cognitive skills, Types of questions, Language and bias, overall impression and assessment tool. Questionnaires (72%) from lecturers indicated this is relatively impracticable.

An assessment task may be set by another campus and shared by all college campuses or colleges. The assessment tasks should be carefully designed to cover all the subject learning outcomes of the subject ensuring that the variety of knowledge and skills are covered (ICASS Guidelines, 2016). Lecturer PAT, who was trained as a moderator remarked;

> *"The process of setting assessment tasks is laborious and time consuming with no visible results. We use a lot of paper work."*

This transformation requires overhauling the NCV curriculum and assessment criteria to formulate desired learning competencies. To achieve this, assessments must fully represent the competencies that the increasingly complex and changing world demands. Once lecturers are guided, facilitated and trained, assessment can lead to acquisition of these skills. The President of the United States of America noted;

> "I am calling on our Nation's Governors and state education chiefs to develop standards and assessments that don't simply measure whether students can fill in a bubble on a test, but whether they possess 21st-century skills like problem-solving and critical thinking, entrepreneurship and creativity." (President Barack Obama, 2009).

This is the core for assessment. In order to achieve this goal requires transformational teaching, learning, and assessment so that all students develop acquire learning competencies that required for college success.

Due to the sudden changes ever taking place in the labour market, what is important now is not to acquire knowledge but to be able to apply the learnt knowledge in one situation to problem solving in another situation through analysis, synthesis, and application what has been learned to create new challenges, devise solutions, collaborate and communicate effectively.

An observation can be made here that, a lot of work is involved before, during and after assessment. Assessment follows a series of activities which take a lot of practical learning time. To go further in analysis, it appears that lecturers may do all this for assessment, but they seem to attach no value to it. Perhaps they are not trained or because the process is not realistic. To

the NCV lecturers, visible results means something realistically observable and gained at the end of doing something in this case assessment goals/learning outcomes.

5.12 Do you like the way the NCV curriculum is examined and assessed?

Assessment has been defined in a variety of ways in education. The concept may refer to the processes college faculties use to grade students in course assignments. It may as well refer to testing prescribed on educational institutions as part of external monitoring and evaluation of a certain program for accountability. It can also mean the program developed to gather information on the success of a program, course, or University curriculum. It is the collection and of information to improve student in learning (Suskie, 2004)**.**

From the focus-group interviews, 72% of the lecturers submitted the assessment criteria was not user friendly. It is expensive both in time and resources. Given the fact that, many NCV lecturers are not professional teachers at the same time not vocationally trained, 100% of the respondents believe they need a specific training for assessment. A good assessment needs to be cost-effective**,** in consideration to the resources and time invested in it. Cost-effectiveness starts with what you have at reduced cost in terms of paper work. Assessment should be manageable, considering the expertise available and the capacity possessed. It should be flexible and accountable to the institutional culture (Suskie, 2004).

Assessments are used to make decisions improving the curriculum as well as methods of implementation, planning, budgeting, and accountability. Assessments should be planned with a consideration to embedded objectives and conducted purposeful with a clear understanding of purposes of assessment. Assessments should be supported with required resources e.g. time, guidance, support, and feedback involving all stake holders in the learning process (Banta, 2002).

Table 5.18: Responses to the assessment criteria from 10 questionnaires

Rating	Responses	Percentage on 10 questionnaires
Strongly agree	2	7%
Agree	4	13%
Disagree	5	17%
Strongly disagree	19	63%
Total	30	100%

From the data in Table 5.18, 63% of the lecturers strongly disagreed with the nature of the NCV assessment, 17% disagree, 13% agree and a mere 2% strongly agree. Many NCV lecturers strongly don't comprehend the arrangement for such an assessment criteria for the NCV. When the NCV lecturers are setting a task for students, there are certain issues which need careful attention for the paper to be approved by the moderator.

Internal Continuous Assessment (ICASS) Guidelines postulate moderation should have three levels, pre-moderation, post moderation and external moderation with written reports. This is elaborated below in table 5.20.

The checklist in Table 5.19 needs to be completed by both the examiner and moderator. Examiner to forward checklist to the moderator:

Table 5.19: Pre-assessment Examiners' and Moderators' checklist
Source: DHET (2016)

Examiner		**Moderator**	
Subject		**Assessment Task**	

Table 5.19(a): Criterion 1. Analysis of task (accompanying assessment task)

Criterion	**Examiner**	**Moderator**
Analysis grid	Yes, No, N/a	Yes, No N/a
1.1 Name of subject, task examiner and moderator is provided		
1.2 List of topics provided, SO sand Los covered in each question		
1.3 Conceptual level indicated per question/instruction along with mark allocation		

Table 5.19(b): Criterion 2. Technical criteria

Task		
2.1 Cover page.name of subject, time allocation and mark allocation		
2.1 Instructions to students are clearly specified an unambiguous		
2.3 Lay out is reader friendly		
2.4 The questions in the paper assessment task has the correct numbering		
2.5 Pages are numbered		
2.6 Appropriate fonts are used throughout the paper		

Criterion		
2.7 Format is correct(check page breaks, spacing etc.		
2.8 Mark allocations are clearly indicated (Marks per question-after each sub section, marks added are correct in totals		
2.9 The paper can be completed in time allocation		
2.10 Formula sheet/Answer sheet /Addenda attached where necessary		
2.11 Drawings. Clear and complete (with mark allocation where relevant)		
2.12 The quality of illustrations, graphs, tables etc. and print ready		
2.13 Paper printed and checked before forwarded as final version		
2.14 List of materials required to complete the task is provided where relevant		
2.15 A clear indication is provided of the evidence that needs to be produced during and or on completion of the task (e.g. artefact, computer printout, activity sheet, written response, etc.)		
2.16 The task is cost-effective		

Table 5.19(c): Criterion 3. Content coverage

Criterion		
3.1 The task covers topics, SOs, Los as prescribed in the policy and guideline documents for the particular subject and level		
3.2 The weighting and the spread of content of SOs and Los covered is appropriate		
3.3 Are the examples and illustrations are suitable, appropriate, relevant and academically correct		
3.4 The task allows for creative responses from students where relevant		
3.5 The assessment standards are appropriately linked and integrated where possible		
3.6 The content addressed is relevant and up to date with developments in the subject		

Table 5.19(d): Criterion 4. Cognitive skills

Criterion		
4.1 Is there an appropriate distribution in terms of cognitive levels (Bloom's Taxonomy) or any other taxonomy that may have been used?		
4.2 Questions choices are of an equal level of difficulty where relevant		
4.3 Is there a correct distribution of marks across topics/learning covered as per subject guideline and assessment guideline documents?		
4.4 Sub-questions/sub tasks range from simple to complex		

Table 5.19(e): Criterion 5. Types of questions/Tasks

Criterion		
5.1 Is there an appropriate distribution in the types of questions /tasks?		

Criterion		
5.2 Are the he task is according to the requirements of the subject policy document??		
5.3 The type of task is authentic to the content being assessed		
5.4 Is there a correlation between mark allocation, level of difficulty and time allocation?		

Table 5.19(e): Criterion 6. Language and bias

Criterion		
6.1 Subject terminology is used correctly		
6.2 The language is appropriate and not unambiguous for the level of the candidate		
6.3 The task does not biased in terms of gender issues, race, cultural issues, and provincial and regional bias		
6.4 Passages/Scenarios used in the task are of appropriate length		

Table 5.19(g): Criterion 7. Overall impression

Criterion		
7.1 The task is of the appropriate standard. It compares favorably in relation to previous task		
7.2 There is a balance between the knowledge and values of the assessment of skills,		
7.3 The task is in line with the relevant current policy/guideline documents		

Table 5.19(h): Criterion 8. Assessment tool

Criterion		
8.1 Cover page: Name of subject, time allocation and mark allocation		
8.2 The assessment tool is appropriate for the type of assessment task being used		
8.3 Format (Alignment, check page breaks, spacing)		
8.4 The assessment tool is laid out clearly and neatly typed		
8.5 Clear mark allocation is provided per question /instruction		
8.6 The assessment tool facilitates marking –clear guidance is provided on how to allocate marks to a response/action		
8.7 Mark allocation corresponds with marks on the assessment task		
8.8 The assessment tool makes allowance for alternative responses where relevant		
8.9 Drawings are clear and complete with accompanying mark allocation where relevant		
8.10 The assessment tool is accurate		
8.11 Total number of marks is indicated per section and for the task as a whole on the assessment tool		

8.12 Assessment tool printed and checked before forwarded to moderator as final		

Recommended changes

This section should be completed for the task and the assessment tool separately by the moderator.

Table 5.19(i): Task. The task is approved /conditionally approved/rejected

Item number	Recommended change	Motivation

Table 5.19(j): Assessment tool. The assessment tool is approved/conditionally approved/rejected

Item number	Recommended change	Motivation

Table 5.19(k): General comments

Name	Signature	Date
Examiner		
Moderator		

In view of the above document, one can note there are so many repetitions made referring to the same aspect. Document analysis indicated that, the NCV lecturers have to abide by such documents before, during and after assessment.

5.13   Portfolio of Assessment (POA)

Moderation is un-ending process. Lectures too have to make the subject assessment plan, subject assessment schedule for students, Portfolio of Assessment (PoA) as well as Portfolio of Evidence (PoE). PoA is a lecturer's file for planning all the learning materials divided into assessment file and subject file. Subject file contains all learning-related materials while assessment file contains all the tasks as well as the memorandum, supplementary notes, minutes etc. Where a lecturer offers more than one subject, he must have the number of PoAs as the number of subjects and levels containing, Content page, Lecturer information, Year plan, latest version of assessment guideline and subject guideline, all ICASS tasks, memo and resources. Completed pre-moderation included checklist, subject record sheet per level per

class taught, evidence of electronic capture of ICASS, evidence of review of remedial activities and evidence that repeaters' work has been assessed (ICASS Guideline, 2016).

Colleges still struggle to equip themselves with updated materials and that means a delay in conducting the assessments e.g., ICASS and ISAT resulting in no ISAT or ICASS marks being submitted to the DHET. This is supported by the Umalusi Examinaiton Report (2008) which confirmed that the cost of conducting an ISAT was high and that colleges had complained about consumables that could not be replaced after conducting an ISAT.

From the analysis of the document, 78% of the PoAs were not up-to-date. Some files lacked policies, others lacked assessment tasks, other files were not moderated and other were not punctuated by file dividers as required by college instruments. Some lecturers (69%) questioned the relevancy of PoAs. One lecturer JJE responded from interviews;

> *"Indeed we want to do all the paper work as required of us, but we don't have the motivation, time and training. You find you have six groups to teach. Some lecturers don't even know what to moderate in a file. Even external moderators are inconsistent. So it appears colleges still have a long way to go in order to put things right. Some colleges use a different format of filing. It appears, there is no commonality."*

From this observation, one notes the attitude and emotions of the NCV lecturers have towards the assessment process. It is worth of noting that, its designers have to revisit and re-design it to be adjustable to the circumstances in TVET colleges. Colleges too have to offer training for effectiveness and coming to terms with the whole process. This in turn will facilitate assessment.

Tables 5.20 and 5.21 below show some of the paper work for the moderation of a PoA. These checklists are used to moderate the lecturers' files and are inserted in the file for external moderation.

Table 5.20: Moderation checklist and report - PoA (DHET)

Campus							
Assessor/Lecturer							
Program							
Subject & level							
Contents	✓	**Moderation 1**		**Moderation2**		**Moderation 3**	
	✓	**Recommendation/ action**		**Recommendation/ action**		**Recommendation/ action**	
Is the portfolio presentable							
Does the file contain the following							
Title page							
Table of contents							
Policy & Guidelines Assessment policy Subject & Assessment guidelines Appeals Procedure							
Assessment schedule							
Work Scheme &daily planner							
Record of marks							
Assessment & model answers							
Formal tests							
Practical assignments							
ISAT if applicable							
Trial exams							
Remedial activities							
Re-assessment if any							
Past exam papers & memos							
Additional subject information							
Appendices 1.Assessment methods							
2.Methods of collecting evidence							
3 Example of generic rubric							
4 Evaluation of evidence document							
5 Principles of good practice assessment document							

6.Applied competence					
7 Rating scale					

PoA Moderation Report

	Moderation 1	Moderation 2	Moderation 3
General comments			
Moderator Signature/Date			

Table 5.21: Moderation checklist and report-PoA
Source: DHET (2016)

Campus					
Assessor/Lecturer					
Subject & level		**Date**			
Designation of Moderator	**Name of moderator**	**Signature of Moderator**			
Contents	✓ **Moderation 1**	**Moderation2**		**Moderation 3**	
	✓ **Recommendation/action**	**Recommendation/action**		**Recommendation/action**	
Is the lecturer's information available? Name, ID no, qualifications, SACE registration, teaching/lecturing/work experience					
Does the lecturer's PoA contain the following					
Content page					
Subject & Assessment Guidelines					
Subject work schedule, year planner					
Subject Assessment plan					
All ICASS tasks, their accompanying marking memos and list of resources required to complete tasks					
A completed pre-moderation checklist for each of the ICASS					

and their accompanying assessment tools.					
A completed post-moderation checklist – after the task has been administered					
Tests & marking guidelines					
Assignments & marking guidelines					
Trials & marking guidelines					
Subject mark sheets per level/class-marks achieved per student in ICASS					
Evidence of review(notes on improvement)					
Additional subject information					
Appendices 1.Assessment methods					
2.Methods of collecting evidence					
3 Example of generic rubric					
4 Evaluation of evidence document					
5 Principles of good practice assessment document					
6.Applied competence					
7 Rating scale					

PoA Moderation Report

	Moderation 1	Moderation 2	Moderation 3
General comments			
Moderator Signature/Date			

These are two documents with relatively the same information. Lecturers (79%) responded with emotions and tensions. Data (82%) indicated that lecturers do all this because it's a requirement by DHET/colleges. They believe (82%) that all this paper work does not have a direct bearing on students' performance and ultimately tires them (lecturers). In another

development, 18% asserted planning and going through a rigorous assessment plan, prepares both a lecturer and students to intended assessment goals. Speculation is that most of them are not capacitated well to administer this process. Moderator NN said;

> *"The NCV assessment involves a lot of paper work. In some instances it becomes difficult to control them like filing notwithstanding the fact that, colleges do not have enough funds to buy all this."*

Evidently colleges do not have time and resources to administer this kind of assessment. Secondly, the process is not cost-effective to the college at the same time it's time consuming to both the examiner and the moderator. Further, many of the NCV lecturers are not trained in these competencies of examining. There are few lecturers who have taken Assessor and Moderator courses. While carrying out an investigative approach to the NCV lecturers on training (Assessors and Moderators) 63% maintained that, the course content for those courses did not drill them for the work ahead of them. Assessor GOP said;

> *"We did the Moderator and Assessor courses in three days. We did not really get enough exposure to deep course requirements. We did and submitted the Portifolio of Evidence (POE) after the course."*

The broad purpose of any training program is to impact values and attitudes, behaviors or skills in a way that positively impacts performance results. It is critical, to evaluating the effectiveness of a training program in order to understand whether it meets its objectives. It is worth noting that, trainees are increasingly becoming responsible for their training programs. Evaluative approaches can be used to assess the value of the trainings, in respect to training goals and to identify unnecessary training materials. For colleges to analyse the potential impact of lecturers' training. Communication and learning by the trainee is through the trainer who acts as the bridge between the trainee and the training program (Aztec, 2004).

This indicates that service provider supervision and guidance to trainees is very important tool to effective training. Evaluation and follow-up by the trainer at the end and after the session is critical. This information explains the inadequacies and inconsistences of the whole assessment process. If trained moderators and assessors too may not effectively conduct assessment, then they cannot offer guidance to their peers hence this derails the whole process.

5.14 Portfolio of Evidence (PoE)

The Portfolio of Evidence is a students' file where marked assessment tasks are filed as a proof for the assessment done throughout the year. The file also contains the student's ID copy, the student's declaration, all the biographic information, and the record of student' marks. Focus-group interviews indicated that, 69% of the lecturers questioned the relevance of PoE to students in view of their course performance. The learning portfolio is a pre-arranged file for students as a collection of evidence for their continued performance and achievement (Zubizarreta, 2004).

In order to express his feelings on PoE, lecturer TRU observed;

> *"The PoEs are stored away from access to students. They cannot access them for revision. The only time they open them is when they are inserting in new assessment tasks, updating them or putting in their IDs."*

From this transcript, it appears the use of files is greatly limited to storage of assessment tasks and student's details. For the purpose of consultation and revision, PoEs may not be readily accessible. This raises many concerned questions as compared to the time spent to by lecturers and students to make them and the strictness attached to them by both DHET and colleges.

There are seven PoEs. Data from document analysis showed that, 85% of the lecturers responded that the students were not kin to doing PoEs. This was verified by a sample of students PoEs which lacked most of the documents and tasks. PoEs (10%) was supposed to be moderated by the lecturers. At least three moderation sessions a year should be done before external moderation (Umalusi, 2010).

From document analysis, 71% of the lecturers submitted that, going through all these files to determine 10% was hectic and consumed valuable time for class learning. While responding to PoE moderation, lecturer AOP responded;

"Ten percent of students' files need to be moderated by our colleagues on an exchange program. In most cases it is not really moderation but ticking because it is too much work. Anything with the NCV is tiring and expensive. Imagine all the stationery spent on a single student. After five years PoEs have to be destroyed. If paper work is reduced in the NCV, lecturers will be more effective."

The analysis made here is that the NCV lecturers seem not to like the whole process of assessment. They prefer a user-friendly approach which benefits both the lecturer and students as well as DHET in terms of costs. Another case in question is that the NCV assessment is not cost-effective. A lot of resources is spent for un-realistic results yet colleges have no funds.

It is a requirement for every NCV lecturer to train both as an assessor and moderator. To assess and moderate a lecturer should have attended an assessors and moderator course respectively. The assessor and moderator training is outsourced from private service providers. Usually it takes three to four days of rigorous training. Table 5.22 shows the findings from the studied TVET colleges.

Table 5.22: Number of Moderators and Assessors (out of 558 lecturers)

Course	Trained %	Not trained%
Assessor	52%	48%
Moderator	43%	57%
Facilitator	5%	95%%
Total	100%	201%

The statistical analysis here indicates that colleges have a large number of lecturers who are not trained in those salient courses. Only 52% of the lecturers is trained as assessors against 48%. For moderators, only 43% of the lecturers is trained against 57% and Facilitators, only 5% of the lecturers is trained against 95%. The untrained versus the trained depict a deficiency in administering the assessment tasks.

Ten percent (10%) of the class scripts should be moderated to verify the authenticity of a lecturer's marking on the other hand to find uncertainty in marks allocation, calculation and recording (DHET, 2012). Internal moderation involves the review the sampling of marked

scripts and comments on assignment. They are sampled to ascertain pre-marking fairness and credibility as well as consistence in recording of marks.

The lecturers also undergo script moderation where 10% of the scripts of the group of students assessed are moderated. To DHET, this authenticates the marks awarded and if discrepancy is identified by the moderator, the lecturer who marked has to go over the scripts again and fix those changes. Out of the interview sessions, 68% of the lecturers had done re-marking of scripts and 81% of the lecturers believed the exercise was hectic. Moderation is aimed at ensuring, fairness, accuracy and consistency in marking and the provision of results which are an accurate reflection of performance and can be relied upon by students and staff within the institution, as well as by other individuals and external organisations for example employers and accrediting bodies. Lecturer COD said;

> *"This is double work for marking, we have many groups. For me I have six NCV groups. If remarking is done, multiplied by the seven assessment a year, how much time will I spend on assessment only?*

This transcribes that the NCV assessment is indeed tiring, Assessment needs a lot of time which is not fully provided for by the curriculum. It is a requirement by Department of High Education and Training (DHET) that the NCV assessment process, especially examination, has to comply with Bloom's Taxonomy. In the six levels of knowledge. The examiner therefore has to strive to create a balance in those fields. Lecturer BA commented when asked about his feeling on Bloom's Taxonomy in relation to assessment;

> *"The Taxonomy would be fair but may not be applicable to our situations. We work in a different world altogether. We are required to observe the taxonomy but we lack training. There are few trained lecturers as teachers who studied about Bloom's Taxonomy. Many of us studied different things with different theories. We need education on who Bloom was and what he theorized, and most importantly, its implication in a classroom setting."*

The above excerpt explains the inability by the lecturers to execute their roles due lack of training and support. Participants (85%) submitted, indeed lecturers need in-service training

for professional development so as to meet the requirements for the NCV assessment. Secondly, this shows the extent to which the NCV lecturers are not professionally trained teachers yet they implement a curriculum which requires unique specialised vocational pedagogical approach.

Bloom's Taxonomy was theorised in 1956 by Dr Benjamin Bloom. The taxonomy aims at promoting higher forms of thinking in education, like analysis and evaluation of concepts, processes, procedures, and principles. It is largely employed in educational, training, learning and assessment.

The nature of the NCV curriculum prescribes learning outcomes can only be achieved if assessment tasks reflect Bloom's Taxonomy which identify all levels of learning/thinking (DoE, 2007). The lecturer uses the learning outcomes to measure students' performance in terms of understanding the contents by applying Bloom's taxonomies of thinking behaviors. Table 5.23 shows Bloom's Taxonomy.

Table 5.23: Bloom's Taxonomy

Knowledge questions	Recalling appropriate previously learned information to draw out factual answers
Cognitive questions	Understanding the meaning of materials
Evaluation questions	Judging according to some set of criteria, without real right or wrong answers
Analysis questions	Breaking down information into parts and trying to understand the organisation structure of information
Synthesis questions	Applying prior knowledge and skills to combine elements into a pattern not clearly there before
Application questions	Application of previous learned information to new and unfamiliar situations

During the setting of the assessment task, the lecturer has to balance the task into the three domains cognitive domain-This is the knowledge based domain (knowing domain), and consists of six levels, namely, remembering, understanding, application, analyzing, evaluation and creation. The affective domain also known as attitudinal-based domain, consists of five levels, namely, receiving, responding, valuing, organization and characterization. The psychomotor domain basically called the skills based-domain, and consists of five levels, namely, imitation, manipulation, precision, articulation and naturalization. This is also

included on the pre-assessment moderation sheet for the NCV. The lecturer has to draw on this to construct the learning outcomes which have to be observable and measurable.

Bloom's Taxonomy provides an important structure for the NCV to emphasise higher order. The taxonomy may assist lecturers in designing performance tasks, crafting questions for conferring with students, and providing feedback on students' work.

5.15 Admission criteria for the NCV students

As noted in the literature review, the NCV classes comprise students of different academic backgrounds (DHET, 2013). Before admission in the TVET College, the NCV students are made to write a placement test to determine placement (DHET, 2014). The assumption is that, the results obtained could be used to screen and select a student for the best affordable course considering personal traits of that student. From focus-groups, 72% of the lecturers viewed the criteria as inappropriately used hence affecting on the end results of the implementation and assessment of the NCV curriculum.

Results from the focus-group interviews indicated that, 45% of the students' body has been out of schooling experience for long. From the responses (focus-group) 96% of the lecturers interviewed believe placement tests do not serve the purpose for which they were conceived. The placement test comprises of three sections, verbal reasoning, reasoning and arithmetic each with 15 questions (45 questions). From document analysis these placement tests are too easy for any student to fail. Over 82% of the students passed the test.

The placement test uses simplified visual techniques to streamline the entire process allowing students to easily understand the requisite tasks. Therefore, the instrument reports on the areas of student support required by the applicants. The placement test is aimed at testing the learner readiness for NCV level 2. Therefore, the purpose is that the implementation of the test adds value by underpinning the learning objective of the college and the student r respectively (Tiljaard, 2009).

The results of the placement test require the college to implement remedial support in order to fast track the competency gaps identified by the test. The results of the competency tests aim to high-light possible areas that required cognitive support if a student were accepted onto the

NVC program. The test is based on unit standards aligned with NQF level 1 (Grade 9) as outlined by the General Education and Training Certificate. Furthermore, the test is not punitive but rather developmental, promoting access and learning through an inclusive approach (CAP was marketed as being an intervention that ensures quality results and assists learners with their career choices (Tiljaard, 2009). Lecturer AVN from the registration team said;

> *"Placement tests is a window-shopping spree by colleges as a Department of Higher Education and Training (DHET) requirement because few students in fact no one can accept to change or be re-channeled to other NCV programs. Even colleges do not conduct placement tests as stipulated because admission is entirely based on Report marks, Matric results or any other form of results accepted by the college e.g. ABET."*

From the information above, it is assumed students come to TVET colleges with the choice of courses to take based on their dreams. This was evidenced by the 1% of students who were able to change their courses after the test results. Lack of an informed admission strategy hampers the NCV curriculum implementation. Data indicated that 92% of the students enrolled come from very poor backgrounds. This explains why many students do not complete matric level, or why they do not pass matric or why they drop out of school for employment to support their families. These are the students who desperately need short cut courses for quick employment. It is also understood from this data that, placement test do not impact on admission. TVET colleges use matric results or any other accepted result to admit students.

The report on TVET by Gail (2010) stated that in the rollout of the new curricula in 2007, the NCV tended to attract learners who were failing in the school system. These are the students according to data collected who need skills training for employment, general education or further education. All of these lessons could be key in the review of the NCV program and for the economic inclusive growth path as envisaged by the NSDS III that states;

> "For our country to achieve high levels of economic growth and address our social challenges of poverty and inequality, we must work together to invest in education and training and skills development to achieve our

vision of a skilled and capable workforce to support an inclusive growth path" (DHET NSDS III, 2011).

Analytically, the NCV curriculum is seen as a game changer in changing and transforming societies to economic emancipation. By so doing the NCV is viewed as a channel for addressing income inequality at the same time distributing income. This is the main contribution the NCV can do. In order to this, all NCV stake holders need to join hands to face the challenges.

The majority of the respondents (60%) indicated admission requirements at TVET colleges were too vague and not fair as students with and without grade 12 and post-matric are thrown in the same class to study the same subject content. Therefore, this presents a challenge when it comes to teaching, learning and assessment. Three cohorts of results are presented from the very three apartments of students. Lack of a standardized admission criteria of students to study a standardized subject content reflects greatly on the end of year in the aspects of throughput and certification. The NCV students are enrolled right from grade nine (DoE, 2007). Table 5.24 shows the statistics for NCV students admitted in the studied TVT colleges tabulated in varied grades.

Table 5.24: Admission statistics for the NCV students in varied grades

Grade 9	5 %
Grade 10	15%
Grade 11	31%
Grade 12	42%
Post-matric	5%
ABET	2%
Total	100%

From Table 5.24 it is clear the NCV students are mixed up. Grade 9 students contribute to 5%, grade 10 makes 15%, grade 11 brings 31%, matric makes 42%, post matric 5% and ABET 2%. One could note here that the majority of whom are matric students for whom the NCV was not intended.

To lecturers, 88% believe these are the students who copy up with the curriculum at the same time they are the same students who drop out due to boredom for the repetition of the work they did in high schools. The respondents (60%) articulated without hesitation that admitting students of varied backgrounds for the same course content is very confusing. This leads to the repetition of a qualification especially if the student had passed grade 12. Lecturer HJC commented;

> *"It is a repetition of a syllabus and a waste of time and resources. For those who are bored, they just drop out of the course or come only on the days of assessment, trial examinations and sometimes final examinations."*

Data explains that the NCV students realise and notice the challenges of the curriculum they offer hence they look for possible alternatives to survive by it, drop out or absentee themselves or report only for assessment after all they believe they may pass. To some students, the curriculum is too easy while to others it is too hard. This reflects especially to those with a higher academic background.

Focus-group interviews (60%) responded 48% of the students who failed grade 12 are admitted into colleges and chances are that the same students will not cope with the pressure of the NCV) programs. A few respondents (30%) of the lecturers observed that the NCV students should be

classified or grouped according to their grades namely grade 9 in one lecture hall, grade 10 in another lecture hall respectively. Most of the respondents (69%) indicated that 45% of the students cannot even read or write with ease with most of them having no idea why they are at the college. The other respondents (10%) indicated that it is difficult to prepare a lesson plan for various grades in your classroom as there is a wide gap in levels of thinking. The management staff (30%) responded that, the FET Act 98, of 1998 (DoE, 1998) is not correctly implemented. One senior lecturer FHG noted;

> *"I think high schools and TVET colleges are the same thing in terms of curriculum dissemination."*

The information above indicates the duplication of curriculum. The NCV lecturers mostly come from High schools so they can relate subject matter of the two curricular. The NCV curriculum continues to challenge both the students and the lecturers. There should be a unique character in the NCV curriculum from High school curriculum. The duplication of the curriculum across different cohorts of academic levels means duplication of pedagogy as well yet colleges require a unique pedagogical approach for skill-based learning training. The duplication of the curriculum leads to duplicated qualifications at NQF level 4.

5.16 How do TVET college lecturers implement the NCV curriculum?

The lecturers prepare lessons plans (DoE, 2007). They follow the assessment schedule and the assessment plan. They use recommended text books for lesson preparations. The majority of the respondents (55%) agreed lecturers should prepare the lessons on a regular basis, 35% were uncertain while the other 10% disagreed.

The lesson plans provide lecturers with clear guidelines on what outcomes are to be achieved on a particular topic. Of the lecturers studied, 89% said 69% of the lecturers read directly from the text books and cannot comfortably prepare lesson plans. However, based on the data collected from lecturers' qualification, experience and academic levels in relation to the admission criteria and inadequate infrastructural support, the analysis here is it's difficult for the NCV lecturer to meet the requirements of the curriculum. Factors being skills, experience, training, exposure and pedagogy.

The Green Paper (DHET, 2012) argues, SETAs to play in strengthening vocational education and skills training and in promoting and funding partnerships between educational institutions and employers**.**

SETAs have an important part to play in promoting the revitalisation of the artisan training system, and in building linkages between theoretical education in colleges and Universities on the one hand and practical workplace experience on the other. This would build on the National Skills Accord in which government, business and labour have made commitments to increase the numbers of apprenticeships, learner ships and internships. Deputy Director for academic services at Bazali TVET College submitted;

> *"The NCV lectures are motivated to work but they are short of logistical support. TVET colleges need to embark on a vigorous training of those lectures to support their motivation of course not forgetting the improvement of the infrastructure. Of course, many lack teaching qualification, others experience, and others exposure. But we are committed to support them in any possible way. Unfortunately, colleges lack enough funds to do that. The minister of the Department of Higher Education and Training (DHET) has always prioritised TVET colleges, hopefully something big is coming."*

It is showed here that even management staff concurs with the NCV lecturers of the obstacles of skills and infrastructure among others. The DHET is charged with the responsibility of addressing those challenges so as to facilitate effective NCV curriculum implementation. The research had a lot of interest in the way lecturers implement the NCV curriculum. This was one of the main critical research questions. From the 20 questionnaires filled on the question of lesson preparations the following data was collected.

5.17 How often do the NCV lecturers prepare lesson plans?

Table 5.25: Preparation of lesson plans by the NCV lecturers based on 20 questionnaires

Prepared	25%
Partly prepared	37%
Did not prepare at all	38%
Total	100%

From Table 5.25 it is visibly seen that many lecturers (38%) do not prepare lesson plans for their classes. Only 25% of the lecturers prepared lesson plans and 37% partly prepared their lessons. This is attributed to lack of professional skills, poor monitoring by their managers as well as lack of support to try. It is recommended that even without formal training, mentoring and coaching among peers and senior lecturers can help to provide knowledge and ability to those who need it.

The quality of the mentor in the school to the trainee is of critical importance for building the trainee's subject specific pedagogy skills and general skills of lesson preparation and class management. This underlines the need for in-service training of lecturers to develop their understanding of models of teaching and effective techniques for collaborative and reflective practice to the NCV curriculum.

Students have shown that lecturers' lack of preparedness and inability to explain the content when teaching. This is one of the reasons students become demotivated and drop out of college Students want to see success in their studies in order to stay on in an institution otherwise they give up and drop out (Papier, 2009).

The TVET colleges are over-loaded with massive numbers against poorly serviced personnel and infrastructure. Many lecturers lack experience as discussed above which experience is invaluable in their work of training skills. There are few experts with no visibly mentoring, coaching and improvement plan on the salient expertise needed in the industry. Engineering lecturers interviewed (87%) hold the view, the NCV curriculum demands a lot in terms of facilities, time, knowledge and exposure. The research posit here that training is important to these lecturers who seem to be committed but hindered by inability and inadequate support.

Despite the engagement in research there is no strong and designed strategy to follow for tackling human resource needs (Human Resources Development Reviews, 2003; 2008). Nevertheless, the government is committed to having a fully qualified TVET sector. There should be a tentative program for all the NCV lecturers to work to obtain a vocational qualification.

5.18 What is the role played by the Student Support Services (SSS) in the implementation of the NCV curriculum?

The Student Support Services (SSS) is seen as an important pillar in the implementation of the NCV curriculum. Principally, the structure is entrusted with guidance and counselling of students as well as caring for day-to-day personal challenges facing students. The TVET colleges through SSS access bursaries funds from National Students' Financial Aid Scheme (NSFAS) to those students who may not afford to pay tuition.

Further, the SSS offers career guidance for selection of appropriate courses and programs for students depending on social background, academic background as well as performance results from the placement tests All TVET colleges were instructed to implement the Students Support Services framework. The SSS framework provides guidelines to students in achieving academic success (DoE, 2008).

According to Steyn & Wolhuter (2008) student support services are specialized functions that are not typically education system. As a structure established to offer academic, finance and personal life guidance to the NCV students, collected data indicated (60%) of the lecturers do not have full knowledge of the functions of SSS. On the students' side, 90% do not consult the office at all while 10% of the students who consulted the office 1% could change their career options.

Steyn & Wolhuter (2008) concluded that education support services are aimed at achieving effective teaching and learning. To the researcher, the Student Support Services is defined as the specialised non-educational services needed to improve the quality and effectiveness of educational activities.

The semi-structured interviews with management indicated that 90%, of the lecturers viewed the role of Student Support office as a National Student Financial Aid Scheme (NSFAS) office basically for offering bursaries. Data collected from the Students Support Services, 75% of the managers indicated that students do not use the office regularly.

Data collected (64%) from the interviews, indicated many factors in the TVET colleges that impact on students retention including indicating some before, during and after admission through to induction. Lack of informed career planning and decision-making may result in wasted money, frustration, discontent, and hardship.

While revolutionising education in the United States of America, the rights of students to evaluate the kind of educational services and support they should receive so as to excel in their studies was emphasised. They report discovered that involvement of students in their education often lead to improved quality service (Cammarota & Fine, 2008).

This is the kind of support the NCV students should get to be able to study well and excel. Unfortunately, due certain factors as indicated above, the SSS is greatly reduced to bursary functions. The Student Support Services may to a greater degree have failed to offer effective career guidance to students to the level of convincing them to switch to other appropriate courses or programs as indicated by a mere 1% who could change to appropriate courses that suit them based on the results of the placement test.

On the contrary 90% of the lecturers indicated the SSS has done well in the business of administering NSFAS for students. The lecturers maintained, the SSS is basically for NSFAS and bursary administration. Lecturer AVN from the registration team responded;

> *"Students come to colleges when they know the course they want to offer. Basically, admission is based on the results a student has. It does not make sense for a student to be convinced to take another course because he failed the placement test. That's one reason why students drop out or fail. Student Support office must concentrate on bursaries and allow students to pursue their dream courses."*

This transcribes the NCV students may not be well oriented with the office charged with their affairs. It appears that the induction may have not been done properly or it could be that the students lack information on the services offered by SSS on top of NSFAS functions, or the office lacks privacy especially on the side of counselling or students do not trust the office with their affairs. Counselling calls for a relationship of mutual trust and privacy as well as experience in a variety of things.

From this data, it could be analysed and assumed most of the office of SSS may not be well facilitated for its functions. Secondly majority of the SSS office seem to be fresh graduates which may reflect on experience. Some officers were noticed to have the same age with the students to be guided and counselled. It is worth noting that when SSS is reduced to NSFAS functions this is greatly because of trust relationship issues. Data provided below, indicates the functions administered by the Student Support Services against the number of NCV students who benefited from those services.

Table 5.26: Services administration by Students' Support Services for 2016 in three selected TVET colleges

Function	Number	percentage
NSFAS	22000	87%
Counselling	1482	3%
Career guidance	2468	10%
Total number of students	25950	100%

Based on the data in Table 5.26, it is evident that, the role of Student Support Services has been reduced to bursary application and processes with no visible impact in other functions. Only 3% of the NCV students went for counselling, 10% for career guidance and 87% for NSFAS. Statistically, both lecturers and students should be inducted on the roles of the SSS so as to play its role in the implementation of the NCV curriculum.

Counselors can only guide and counsel learners, but the final decisions are theirs. The Student Support Services strive to provide all the necessary support and develop services to make the time a student spends at all colleges as fulfilling as possible. The office plays a major role within TVET colleges to ensure inclusive access to education and training, and to develop individual students holistically.

Career guidance is a useful vehicle for assisting young people to make informed choices in school. It is made available to young learners from about junior secondary level. In some countries career guidance is available up to further and tertiary institutions. The thrust of career guidance services range from educating students about available career opportunities, assisting with subject choice based on the interests of the individual as well as labour market conditions, and promoting retention or minimising the dropout rate from colleges. Career guidance also seeks to empower students to identify their own strengths and weaknesses and use them to guide their subject and career choices. It is an opportunity to begin educating students about the world of work. In some countries like Ireland and Denmark career guidance is entrenched in law, specifying the scope and methods of career guidance to be made available to learners; with Denmark investing in a fairly expensive infrastructure to ensure that carrier guidance services are widely available

The availability of career guidance and its quality is highly varied across different types of institutions. Furthermore, career guidance is subject to economic changes; in periods of economic uncertainty, this is one of the services that is likely to be compromised or eliminated from educational programs. Career guidance and academic support remains crucial to the future success of the NCV graduates performance and possibly the post college prospects (Motheo TVET College Prospectus, 2015).
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5.19 What is the NCV students' progression policy?

Much attention was paid to the NCV progression, throughput and certification. It was discovered the policy on progression was inconsistent. DHET has enacted various policies on progression. Of the three TVET colleges studied each college used a different progression system. One system states that the NCV student can progress to another level if he passes four subjects. The second one states, the NCV student can progress to another level if he passed five subjects of which three are vocational subjects. And the other one indicates that the NCV student cannot progress to another level with the same subject if he failed it on a previous level and can only do a maximum of seven subjects per level. Lecturers (75%) complained of students having to study a subject failed.at a lower level.

From questionnaires (78%) of the lecturers showed that many students dropped out due to this cause. Lecturers (65%) reported, some students had no background for some subjects like mathematics. Lecturer PDB remarked;

> *"Failure for some students is due to lack of a solid background for some subjects like mathematics. Secondly, DHET also is not firm on the way students' progress notwithstanding the failure rate. Some students have been here for years."*

From this data, it is evident that many NCV students repeat levels over and over again. Some do not even complete the course after trying and fail again, they drop the course. Although there was no recorded statistics, 51% of the lecturers from focus-group interviews submitted many students join the NCV program with matric results. When they fail the NCV course, the drop it and switch to Nated program which they always pass very well.

The ILO Report on Closing Skills Gap (2012) also concurs with the above analysis. It points out to the educated labour force which contributes to higher economic growth. This implies that successful economies in the developed world have developed or are developing systems and strategies to support lifelong learning and work-force development. These strategies build on the failures of foundation education in schools and offer flexible access to Higher education and TVET colleges.

To support the analysis above, Table 5.27, below represents the number of students who were enrolled against those who passed for Plant and Process Operations (PPO) in 2010. Table 5.28, represents students who were enrolled and progressed in engineering-welding while table 5.29 represents those students who enrolled and progressed in civil engineering respectively.

Table 5.27: Progression for the NCV L2 students in the department of engineering in Plant and Process Operations (PPO) in 2010

Subject	Number enrolled	Number passed	Percentage pass
Mathematics	99	45	45%
Life orientation	99	69	70%
English Language	99	70	71%
Fundamental	99	50	51%

Process Technology	99	47	47%
Process Chemistry	99	52	52%
Physics	99	43	43%

Table 5.28: Progression for the NCV L2 students in the department of engineering in Welding in 2011

Subject	Number enrolled	Number passed	Percentage pass
Mathematics	90	46	51%
Life orientation	90	76	84%
English Language	90	64	71%
Process Engineering	90	49	54%
Welding Science	90	54	60%
Process Engineering Practice	90	51	57%
Applied Technology	90	68	76%

Table 5.29: Progression for the NCV L2 students in the department of Civil engineering in 2012

Subject	Number enrolled	Number passed	Percentage pass
Mathematics	126	53	42%
Life orientation	126	99	79%
English Language	126	91	72%
Materials	126	72	57%
Construction Planning	126	79	66%
Construction Supervision	126	73	58%
Masonry	126	65	56%

In the three programs, the statistics revealed that the students performed badly in Mathematics. The statistics showed poor performance as well 42% for civil, 51% for welding and 45% for PPO. This means progression was affected in that subject. Life orientation and English were the most passed subjects by 70% and 71% respectively for PPO, 84% and 71% for welding respectively and 79% and 72% for Civil Engineering respectively. Vocational subjects like Process Chemistry, (52%) Process Technology (47%) and Physics (43%) and Fundamental (51%) for PPO were adversely performed. In Engineering-Welding the same pattern of performance was realised in the vocational subjects like Process Engineering (54%), Welding Science (60%) and Process Engineering Practice (57%) and Applied Technology (76%). In Civil Engineering, vocational subjects too were moderately passed e.g. Masonry (56%), Construction Supervision (58%), Construction Planning (66%) and Materials (57%). This is in

support of the data collected from the interviews with focus groups and questionnaires that, many students do not have a background of some subjects especially vocational subjects e.g. Mathematics.

The poor background of mathematics and science subjects at grade nine jeopardised the students' chances of success even if the students' entry qualification into NCV L2 was higher than grade 9.

There are three levels for a minimum of three years to complete the NCV course. From the data collected, it can be analysed, the progression of students is low as compared to the enrollment figures. The statistics indicate there is too much slackening of students in vocational subjects like Mathematic and other engineering-related subjects which are the core of the course. This supports the submission of the lecturers that many students cannot copy up with the NCV curriculum due to academic background, nature of the curriculum, poor lecturer skills and abilities among others. The inconsistence of policy statements may also be a draw-back to the implementation of the NCV curriculum.

5.20 What is the relationship between the NCV and higher education?

In this case, higher education refers to Universities. There was no credible statistics and records available to evidence progression of the NCV students into Universities. However, 80 % of the lecturers and 100% of the managers interviewed in semi-structured interviews indicated, the right to access higher education should be regulated to allow progression to further education which is one of the goals for the NCV (to acquire important skills, to get general education and further education (DoE, 2007).

From the interview conducted with focus-group (90%) submitted, the NCV qualification had very little chances for high education. Only few Universities can enroll the NCV graduates in selected courses and in most cases they consider matric certificate as an entry qualification. From the semi-structured interviews 71% indicated a higher influx of students in the TVET colleges as a deflection from the main stream after many matric students were turned away by Universities.

McGrath, Badroodien, Kraak & Unwin (2004) concluded that the labour market, as an institutional system, is characterised by severe challenges to foster the progression of young graduates from school to further education and or employment.

This is clearly a mismatch between the outputs of schooling and the options for the actual employment opportunities available in the labour market. The development and the introduction of the NCV programs by the South African government in 2007 aimed to promote the TVET articulation to higher education studies. It is crucial for colleges to keep student exit data for students. The exit data is critically important not only in the event that the college become unable to substantiate claims of employment placement of their students but also for the redesign of their mission statements (Cosser, Kraak & Winnaar, 2011).

This calls for the need of a greater focus not only on where TVET college students had come from but also where they go to after leaving the college whether as graduates or non-completers. Lecturer ODG said;

> *"Universities are autonomous, they make their own rules, requirements and budget. They set their own standards. They have fixed target figures. Well, for TVET colleges, everything is determined by DHET. We don't have control over anything. Look, the government tells every person who wants to study to go to TVET colleges, nobody is referred to Universities."*

From the observation above, the researcher could really understand the reason why TVET colleges and the NCV in particular have great numbers of students with different abilities. Unlike Universities, which determine their operational targets, TVET colleges depend on DHET for any planning as reflected in the funding norms. There is no system to foster the NCV graduates progression to Higher education into Universities. To lecturers this frustrates their effort to implement the curriculum which blocks further education.

Note should be taken that 85% of the NCV students cannot go for Higher education after the NCV level 4 (Akoojee, McGrath & Visser, 2008) This sounds a warning bell of how much intervention should be made to open the way for the NCV graduates to access High education.

The NCV level 4 graduates apply to Universities individually. Even on the Central Applications Office (CAO) TVET/FET colleges feature in the Handbook, but the requirements for admission is matric level. Data gathered from focus groups indicated 90% of the respondents believing the NCV curriculum should be made known to Universities such that the NCV graduates can access Higher education with the NCV Level 4 certificate. Respondents (100%) from one on one interviews maintained, Universities do not take the NCV qualification. They take those NCV students with a matric certificate and they do not consider the NCV knowledge even to the University course that a student offered at the college. No credits are offered even in the same modules.

One of the objectives of the NCV is to allow the learners to progress to University or other higher education studies. The DHET Green Paper (DHET, 2012) attested to this fact by emphasising that vocational education at the colleges must not be a dead-end. The made proposals to ensure pathways to the NCV which allow students to move on to University education after completing their vocational qualifications if they wish to do so. In this regard, the NCV can draw a lesson from the global perspectives e.g. Botswana Policy on Vocational Education and Training, which emphasises the need to improve vocational education. When asked the above question lecturer TRR responded;

> *"Universities seem not to understand the NCV program. Secondly, the government has not taken a step to orientate Universities of the NCV programs and the qualification. I think, if Universities do not want to admit students based on the NCV qualification, then the government must intervene through a certain program."*

Government intervention may open the way for further education for the NCV students as enshrined in the NCV document. Despite the three/four years spent at the college, the NCV student may not go to the University with the NCV qualification. This demoralises the students and frustrates government effort to make TVET colleges, first choice learning institutions. It appears the road for Higher education for the NCV student is in principle opened and practically closed.

Reference was made to one website for University EE, for online application for Transport and Logistics. On the application, no provision for the NCV qualification was made. The system

requires National Senior Certificate (NSC) only. This is a confirmation of the belief Universities do not consider the NCV curriculum attributed to lack of TVET college partnership with Universities during curriculum design and development and implementation.

5.21 How does Policy framework affect the implementation of the NCV curriculum?

From questionnaires filled by managers, 70% asserted, policy frameworks for the NCV have double standards. Data (67%) of the lecturers indicated the NCV is administered on a remote panel without uniqueness from basic education. The TVET/NCV policies are full of confusion, contradiction, inconsistence, uncertainty, cynicism and there is a vacuum of a solid administrative structure to oversee the effective implementation of the curriculum. The South African Council of Educators (SACE) and the code of conduct for basic education, being used in TVET colleges is an example of this effect. Established in terms of Section 3 of the South African Qualifications Authority Act of 1995 (Act No. 58 of 1995), South African Qualifications Authority (SAQA) aims at managing the registration of qualifications including the NCV qualification.

Over 80% of the lecturers indicated that, they are not concretely aware of what is expected of them and their role in the TVET sector. All the three college principals interviewed (100%) believed, the TVET colleges lacked a strong administrative structure to foster the objectives for the NCV.

An example is the assessment policy 2007 which states that if students were absent from an assessment and did not give a valid reason for their absence, then they must be given a chance to do the assessment. But if they do not make themselves available after they have been given another chance, the lecturers still have to give them other chances. In relation to the management of the conduct and administration of assessment at public FET colleges, this is among other policies which need to be revisited because it is inconsistent (Umalusi, 2008).

Designing and implementing common assessments, as well as deepening collaboration among teachers, having professional conversations around data interpretation while allowing teachers' practices to be informed by data, helped improve students' scores schools' curriculum.

Akoojee, McGrath & Visser (2008) support the view that higher education institutions should form partnerships with the public sector in order to help with human resource capacity-building and service delivery issues which seem to be the new struggle in South Africa. Campus manager SOR noted;

> *"The Department of Higher Education and Training (DHET) is a new initiative for TVET colleges when colleges migrated from basic education to the department of higher education and training in April 2015."*

This could be the cause for poor policy formulation and implementation of the NCV curriculum.

5.22 Why do TVET college lecturers implement the NCV curriculum the way they do?

The lecturers implement the NCV curriculum the way they do due to a variety of factors. Data collected identified, skills, infrastructure, nature of students and policies. Other issues included the content of the curriculum, time and resources among others. As noted earlier, the NCV curriculum is centrally located and controlled from within a small locus.

The Department of Higher Education and Training (DHET) administers the program. From focus-group interviews (69%) of the lecturers believed, policies for the NCV program play a big part in curriculum implementation. Data from 8 questionnaires indicated, 52% of the lecturers hold that TVET colleges (NCV) lack a central administrative machinery for coordinating, supervision and monitoring of the curriculum implementation while 48% hold, time factor constraints the NCV curriculum implementation. To them, time at the introduction of the NCV, time in terms of time tabling, time demanded in workshops and laboratories against available time is a major constraint. The nature of the NCV students (55%) leaves a lot in question. Students who are mixed in one class with varied grades. Lecturer FOD said;

> *"The NCV is a government program to address skills shortage in the country. That's why the government calls on all students to TVET colleges. You cannot have students of different cognitive levels in the same class with the majority of them struggling to copy. Students who*

have been out of school for many years. You cannot turn them away because they are told by the government to come to colleges. Even when the programs are full, they still say "but the government tells us to come here and study". What we need to do is to try and do our work as required of us. Complaining does not help. I hope the government will come to our rescue along the way."

The NCV lecturers seem to be defeated by logic and reasoning. They look to be a resource ready to do as told not as it should be. The lecturers look intrinsically demotivated and discouraged by the prevailing circumstance. There are many factors that seem to be dictating the road map to the NCV curriculum implementation. The transcript explains, there is ineffective two-way communication on a vertical axis. The policies have pushed lecturers and colleges too far on the peripheral margins where they cannot help themselves in terms of policy change and perhaps policy implementation.

The DHET Strategic Plan 2010-2015 (DHET, 2010) reports that the National Certificate Vocational at levels 2, 3 and 4 of the NQF, was put in place to solve the problems of poor quality programs, the lack of relevance to the economy, as well as the low-level of technical and cognitive skills of TVET graduates.

DHET (2012) states holds TVET colleges are grappling with a number of issues around their two primary curriculum streams, the National Certificate Vocational and the Report 191, popularly known as N-courses. The Report further confirms that colleges have battled to sell the NCV to the industry.

This simply explains that since the NCV was not intended or designed to be part of a traditional apprenticeship, it did not seem to address the urgent need for more artisans and its credibility with industry suffered as a result.

The TVET colleges are created purposely to train students in different skills and for further education. Out of 10 questionnaires filled, 57% of the lecturers believed that only 52% of the NCV students know why they are in the college. The quality of teaching raises questions as well. Due to lack of skills and experience, 69% of the lecturers read directly from the text books. They cannot supplement textbooks with skills and experience.

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This raises the authenticity of the work that may be done by lecturers to students. On the issue of text books, 75% of content knowledge is theoretical information. After level 4, the NCV students still find it hard to function in the work place. This has been a great complaint from employers questioning the content, lecturers, policies and credibility for the NCV program. In other wards one wonders why lecturers implement the NCV curriculum the way they do. To lecturers, teaching a student who does not know why he is at a college is something that explains the notion for implementing the NCV curriculum the way circumstances dictate.

International perspective regarding the importance of the NCV qualification declares that establishing solid bridges between vocational education and training, development of skills, and the working world makes it more likely that workers will learn the right skills (International Labour Organisation, 2011).

Those are the skills required by the labour markets in the economic sectors Workplace learning should be an integral part of all vocational programs. Establishing effective partnerships between education and training systems and employers to provide for workplace training would ensure that skills have real labour market relevance and that NCV students gain an early appreciation of and exposure to the world of work.

A better educated labour force contributes to higher economic growth. This implies that the government should develop systems and strategies to support lifelong learning and work-force development. These strategies build on the failures of foundation education in schools and offer flexible access to TVET colleges and Higher Education.

TVET colleges need to train for the necessary skills in the labour market in order to generate new economic demands leading to creation of new jobs. Workplace training may help young people and the unemployed to build linkages with the labour market through gaining useful skills. The education system too needs to be overhauled such that responsive labour market needs, are generated through the acquisition of skills needed to find work. This initiative requires collaboration between TVET and NCV stake partners (Umalusi, 2014).

5.23   What is the impact of the time table on the implementation of the NCV curriculum?

The timetable of each school should be unique as it should take into account the specific circumstances in that school. However, there are some general factors which should be taken into account when drawing up a timetable. The reasons for having a timetable are; to ensure that learning programs, and learning activities are given the appropriate time allocation.

College timetables are important for various reasons. A time table ensures that no lecturer is overloaded or under loaded. It gives lectures the opportunity to adjust their lesson plans during preparation periods as well as collaboration. The timetable communicates to students of the time plan for their different lessons by different lecturers making it convenient for both lecturers and students**.** The time table teaches students the skill of self-planning for self-programmed learning. This in turn may help them to be responsible for their work determining their progress and achievement (De Boer, Donker-Bergstra, & Kostons, 2012).

From the questionnaires, 90% of the NCV time table is theoretical studies. From document analysis, it was found out that 100% of the time table is filled with learning sessions. The students do not have a free period unless the lecturer is absent or busy. The students move from one class to another from 7.30 a.m. to 14.30 p.m. From the observed class time tables, 95% of the lecturers enjoy three/four free periods a week for administrative work. Research found out (100%) no time was allocated for extra-mural activities and other social college events. Data from practical subject lecturers e.g. IT, hospitality and engineering (70%) indicated, on many occasions, students may not go for practical lessons due to lack of materials and little time allocated in between lessons.

Data (62%) of the lecturers indicated that, the NCV students go for practical lessons once a week during a double lesson. During the time for Internal Summative Assessment Task (ISAT) students are given practical assignments. This means that practical lesson are assigned only 40 hours a year out of 1200 hours. This is just 30% of total study time. Respondents further indicated, sometimes the necessary consumables for the practical lessons are inadequate/unavailable.

Tables 5.30, 5.31 and 5.32 below represent the kind of time tables used in selected college programs in the field of Engineering. The researcher took a keen interest to studying these

documents to find out the way the NCV lecturers implement the NCV curriculum in the practical study areas. Research found out the time table has an impact on curriculum implementation as will be portrayed in the analysis.

Table 5.30: A sampled NCV time table for engineering ERD level 4 Welding at Bazali College

	Period 1	Period 2	Period 3	Period 4			Period 5	Period 6
Time	07.30-08.30	08.35-09.35	09.40-10.40	10.40-11.10	11.15-12.15	12.20-13.20	13.25-14.25
Monday	AET	ENG	MTC	L	WT	EP	LO
Tuesday	EP	English	MTC	U	PEP	WT	AET
Wednesday	MTC	English	EAT	N	PE	LO	
Thursday	EAT	EP	PE	C	WP		MTC
Friday	LO	ENG	PE	H	MTC	EP	WT

Key to subjects

AET	Applied Engineering Technology	PE	Professional Engineering
ENG	English	WT	Welding Theory
EP	Engineering Processes	WP	Welding Practice
MTC	Mathematics		
LO	Life orientation		

From the information above, only two practical lessons for welding practice on Thursday from 11:15-13:20. Only two hours out of 30 hours per week. This is only 7% of total weekly time and 7% total year time. The same applies to Life orientation on Wednesday from 12:20-14:25. The same statistics 7% for both weekly and yearly total time. The rest of the time table is filled with theoretical studies contributing to 86 of both weekly and yearly percentage time. This is not the way a vocational curriculum has to be delivered. Practical lessons should to be given a larger amount of space on the time table.

Table 5.31: A sample for the NCV time table for Hospitality level 4 at Woza College

	Period 1	Period 2	Period 3	Period 4			Period 5	Period 6
Time	07.30-08.30	08.35-09.35	09.40-10.40	10.40-11.10	11.15-12.15	12.20-13.20	13.25-14.25
Monday	FPP			L	LO	MTC/L	HG
Tuesday	HG	FPT	HS	U	ENG	MTC/L	CSHR
Wednesday	MTC/L	ENG	HG	N	CSHR	FPT	HS
Thursday	ENG	MTC/L	HS	C	LO	HG	CSHR
Friday	MTC/L	CSHR	ENG	H	HG	LO	

Key to subjects

FPP	Food Preparation Practice	HS	Hospitality Services
LO	Life orientation	ENG	English Language
MTC/L	Mathematic Literacy	HG	Hospitality Generics

CSHR   Client Services and Human Relations FPT   Food Preparation Theory

Only three period are allocated for practical for the subject of Food Preparation on Monday from 7:30 to 10:40 out of 30 hours. This contributes to 10% of the total weekly time. For the whole year, it is 120 hours out of 1200 hours. This is still 10% of yearly time. Life orientation is also given 2 hours a week out of 30 hours from 12:20- 14:25. In other words. This makes it only 7% weekly time. So, for the whole year, life orientation is allocated only 7%.

Table 5.32: A sample for the NCV time table for civil level 4 at Yungwe College

	Period 1	**Period 2**	**Period 3**	**Period 4**		**Period 5**	**Period 6**
Time	**07.30-08.30**	**08.35-09.35**	**09.40-10.40**	**10.40-11.10**	**11.15-12.15**	**12.20-13.20**	**13.25-14.25**
Monday	CP	PE	LO	L	MTC	MT	M
Tuesday	ENG	MTC	CP	U	PE	LO	
Wednesday	PE	CP	LO	N	M	ENG	MTC
Thursday	MTC	ENG	M	C	MP	MP	
Friday	MT	PE	ENG	H	MTC	M	CP

Key to subjects

CP   Construction Planning   ENG   English Language
PE   Plant and Equipment   M   Materials
LO   Life orientation   MT   Masonry Theory
MTC Mathematics   MP   Masonry Practice

Based on the above data, it is evident that in a week, there is only one lesson for practical classes for Masonry Practice on Thursday from 12:20-14:25 and Life orientation on Tuesday from 12:20-14:25. In both cases, this is only 7% of total weekly and total yearly time. In other words, both subjects carry only 14% total year time on the time table. The rest of 86% time is theoretical studies. This data explains how theoretical the NCV curriculum is implemented. There are no free periods in a day. The students keeping on learning from 7.30 am till 14.25 pm. This supports the other data collected when one respondent submitted that usually students go to workshops during time for ISAT, i.e. once a week during.

It is difficult to implement a practical curriculum in a dominantly theoretical environment. A lot of time is spent on theoretical lessons. The duration of 70% practical lessons and 30% theory may mean that the students may be more exposed to the practical side of their studies. From semi-structured interviews one lecturer indicated that time allocated is adequate, but not

effectively used, because there are too many students. Another lecturer indicated that the lecturer-student ratio should be taken into account. The current ratio is 1:40 whereas the proposed ratio is 1:25. In turn this may help lecturers to achieve the expected outcomes for the NCV programs**.**

The majority of the respondents (68%) agree that students do not have enough time to access workshops on a regular basis, while 20% disagree with the statement and 12% are uncertain. Data collected affirms that if the lecturer-student ratio were correct, alternative measures by the NCV lecturers would be tried. The researcher is of the view that time allocated is not sufficient to cover the subject content and achieve learning outcomes. Most importantly, allocation of groups should be done effectively. The college management together with curriculum managers should have a proper plan to allow students practice more than theorising.

5.24 How does the NCV curriculum respond to employment and self-employment?

The NCV is basically a vocational curriculum for training skills into students and subsequently go into the employment world. It is an alternative route to employment and self-employment. From completed questionnaires, 54% of the lecturers indicated that, the NCV Level 4 graduates still lacked the competent skills for the work place. The interview conducted with the focus-group interviews indicated that, 66% of the NCV graduates could not access employment. The interviewed lecturers (58%) said that, there were few NCV students who pass L4.

The Organisation for Economic Co-operation and Development (2010) attested to the fact that;

> "Switzerland vocational education and training system is strongly employer-driven. The involvement of professional organizations in the process of VET policymaking is stipulated by law." (pg. 18).

This explains that employers and SETAs have a responsibility for determining the content of the vocational education through ordinances, which prescribe the competencies to be taught in every program, training plans, and national examinations. Employers have the exclusive right to initiate the design of new ordinances, to update existing ones, and to prepare training plans. Employers should also be directly engaged in the provision of vocational education by offering

apprenticeship places, contributing to the establishment and operation of industry courses and carrying out the part of the national examination process that is related to the workplace.

There is barely any vocational education system that is not undergoing reform efforts in order to improve quality and outcomes, to make qualifications more employment-oriented and more closely aligned with the world of work. It is of great value for the TVET colleges and DHET in particular to transform the NCV delivery into the levels of National and global perspectives to measure the demands of economic development and economic demands. Transformation may be seen in form of curriculum content, curriculum delivery, infrastructural development, practicality of the curriculum and emphasizing work based training in workshops and simulation rooms. Transformation may also take the form of capacity building for the lecturers.

Workplace learning should be an integral part of all vocational programs. Establishing effective partnerships between education and training systems and employers to provide for workplace training would ensure that skills have real labour market relevance and that young people gain an early appreciation of and exposure to the world of work, (DHET-NSDS III 2011). The NCV programs are positioned for responding to skills demands in South African economy through exposing students to high skills and knowledge (Umalusi, 2009).

Lecturer WED in charge of registration at campus ZAS said;

> *"The government through TVET colleges should establish a data system for all qualified NCV students so as to keep a track record of them especially those unemployed. To those who are employed, data is important to reconcile the unemployment statistics of the country."*

From the above excerpt it can be deduced that one of the causes for unemployment for the NCV graduates may be lack of information on job opportunities. Another explanation is that there is no structure /system to coordinate the NCV graduates against the enrolment statistics in relation to government unemployment statistics.

Vocationally-oriented NCV programs offered at colleges are not useful, work-focused and flexible, as a result some leading employers reject the products of the programs. Returning to the global debate. Lewis, Gray & Thomas, (2009) contended that failure of vocational

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programs anywhere ought not to be taken as an indictment of vocational curriculum. The NCV programs are aimed at responding to the skills demands of South African economy by exposing students to high skills and knowledge (DHET, 2009).

The National Education Policy Act (NEPA) No. 27 of 1996 gave the Minister of Education the authority to set norms and standards on the National Certificate Vocational the FET band. The Government Notice number 28677 (DoE, 2005) on the policy for the National Certificate Vocational notes that, the NCV at L4 on the National Qualifications Framework (NQF) enables students to acquire the knowledge, practical skills, competence and understanding necessary for employment.

From the above comments, it is clear that the NCV should be a curriculum for skills-building empowering the graduate at level 4 to be able to fit in the working environment of his career. Secondly, complaints are noted form the employers on the authenticity of the NCV curriculum. This should be a role played by the employers to see to it that, the NCV embeds in itself the practical components of the varied trades and facilities are put in place to train those students into those valued skills by the employers.

From the document analysis 67% of the lecturers indicated many NCV students fail and sit for supplementary examinations. Students (20%) repeat several times without progress until they give up and some resort to Nated programs which they pass very well.

Although there was no credible statistics for employment and self-employment, Work Based Experience (WBE) offices at Bazali College indicated that, 25% of the students were placed for employment while 5% afforded self -employment especially in the fields of hospitality, garment making and welding. Unfortunately, these figures include Nated programs. Self-unemployment was attributed to poverty and lack of capital. Lecturer GFH from engineering department said;

> *"The industry world is still not aware of the NQF levels for the NCV in terms of appointment, remuneration and recruitment."*

This excerpt indicate how ignorant employers are with the NCV curriculum.

Akoojee, Gewer & McGrath (2005) maintain causes of unemployment in South Africa is due to poor economic base for the last three decades.

From the above extract it appears the government, DHET and TVET colleges may have failed to market and sell the NCV program to the industry and commerce who are the employers of the NCV graduates. The researcher recommends for government intervention to partake all the stake holders. A number of the strengths and weaknesses of the system should be identified. These include good collaboration with the social partners, innovative ways of engaging employers in the provision of vocational education, a well-structured apprenticeship system and a comprehensive National framework of qualifications covering all kinds and levels of education.

5.25 Summary

This chapter presented the findings and analysis of data. Data was interpreted and analysed to make meaning. After each interview question with the participants, data were recorded and transcribed neatly. A summary of the emerging patterns was given. The perceptions of the respondents identified a number of issues in view of the implementation of the NCV curriculum.in TVET colleges. Data collected and presented indicated to TVET college management and DHET in particular to put in place resources, facilities and equipment to facilitate the rationale for the NCV curriculum. Chapter six will present the conclusions and recommendations of the study.

CHAPTER 6 : CONCLUSION

6.1   Introduction

This chapter presents the summary of the study in form of conclusions, recommendations and limitations. Technical and Vocational Education and Training (TVET) college system should provide diversified programs needed by South Africans both as individuals and citizens. This may promote a society of learning. TVET colleges should provide the access to higher-level skills and competencies that the country needs to chart its own course in a globally competitive world. The roots of the skills shortages lie deep within the country's education and training system (Gamble, 2003).

6.2   The NCV curriculum

This study has concluded that the National Certificate Vocational (NCV) curriculum does not effectively serve the purpose for which it was designed. The NCV curriculum was found wanting both in content and composure for its core values. The curriculum is believed to be too theoretical, hard and inconsistent to students. It is duplicated with the basic secondary school curriculum and piece-meal components.

The Department of Higher Education and Training (DHET) may reconsider revisiting the NCV curriculum from design, development and implementation with correct alignment and uniqueness tailored along vocational training. The NCV curriculum should be transformed in line with the changing needs of the society. Another finding of the study indicates that the NCV curriculum should not be made too long to be seen as a burden by lecturers and students, rather the appropriate instructional materials should be provided to lecturers to implement the NCV curriculum.

Subject guidelines and Assessment guidelines, should be reviewed and aligned into a sequence. More needs to be done to the NCV curriculum than to provide resources and in-service support to lecturers. Gamble (2003) emphasises the need for curriculum implementers to work together with educational planners, to interpret and elaborate curriculum ideas into educational terms. Additionally, the Department of Higher Education and Training (DHET) should consult with

the industry and Universities before and during the implementation processes. The NCV students require shorter, high quality programs that constitute an integral part of apprenticeship, to be incorporated in the business world.

6.3   The structure of the NCV

As noted previously, the NCV curriculum has two subject alignments i.e. fundamental and vocational subjects. Fundamental subjects are already taught in secondary schools. In many instances, the NCV students tend to fail those subjects yet they passed them while enrolled at secondary school level. The researcher recommends that the curriculum content be changed to suit the aspirations of the program as well as the students being aligned to the relationship of work-place experiences matching both theory and practice. In cases where a student passed either all or some of the fundamental subject(s) a student should to be credited and thus concentrate on the vocational subjects with a short course in communication and work-based experience.

6.4   The NCV at a glance

The NCV is a new concept to many people including lecturers. Many lecturers are coming from the main stream where the NCV as a concept is unheard of. The purpose of the NCV is rather unclear to lecturers and poorly unveiled in communities, schools as well as students. The researcher recommends for civic education and publicity to all the principle stakeholders in the area of the NCV programs.

6.5   The NCV courses

The interviewed NCV lecturers submitted that TVET colleges coded course programs from DHET. No gazetted courses may be initiated by a single TVET college. Colleges thus, are delayed in responding to community needs in terms of training for the much needed skills. The researcher recommends that TVET colleges must be given a chance to propose programs to be offered to students of a given locality according to geographical and economic factors.

Fair and appropriate marketing of the NCV programs should be considered to avoid unrealistic students' expectations. This may gear-up TVET college responsiveness to community needs.

The researcher recommends for re-arranging of excursions and practical components of the curriculum for fun and practicability of the NCV curriculum.

6.6   The NCV enrollment

The TVET colleges face an influx of students with no universally standardised admission criteria. This places pressure on the limited college infrastructure. The target figures ought to be set for each particular campus and college. These figures ought to consider the available infrastructure, personnel and the demands of the programs offered respectively. Setting up a uniform admission criteria with minimum standards would assist in this area. A credible structure for screening and selection, shortlisting and administration of baseline assessments to students should be instituted.

The office of Students' Support Services (SSS) needs to function visibly within the framework of its establishment for guidance on selection of programs. This can be done through an increase in personnel and continued training of staff as well as improvement in the infrastructure. The Post Provisioning Norms (PPN) should also be considered for TVET colleges as it is with basic education. TVET colleges should employ enough staff proportional to student figures. This may reduce failure rates and increase throughput and certification rates.

6.7   The NCV assessment

Findings indicated the NCV curriculum assessment was laborious, time consuming, demanding and inconsistent affected by too much file work in the name of Portfolio of Evidence (PoE). Seven files for each student and several Portfolio of Assessment (PoA) for each NCV lecturer. Further, absenteeism was also identified as a hindrance to the NCV assessment. The researcher feels that lecturers should ensure the NCV students comprehend both course requirements and assessments requirements at the onset.

Secondly, file work for both lecturers and students should be compressed. Seven files must be reduced to a single file. This may improve on lecturers' time for planning. TVET colleges should also enforce the absenteeism policy provided by DHET together with the code of conduct during registration and induction. The researcher also recommends for reviewing and

improving of internal and external assessments criteria for the NCV curriculum is also recommended.

Lecturers reported that some students had no background for some subjects like mathematics. Findings recommend for grouping of the NCV students according to their educational background, offering remedial class to weak students as well as a bridging course. While doing so, proper screening at admission is necessary to align students with their academic background. The NCV curriculum ought to be decongested as many lecturers indicated they have little time to teach the curriculum. The curriculum is overcrowded thus needs an increase of time for the practical components.

6.8 The lecturers' role in implementing the NCV curriculum

The lecturer's role in implementing the NCV curriculum is immense because they are the planners, interpreters and implementers. Knowledge and skills cannot bring a meaningful change unless there is a self-understanding of the person involved in the process. The researcher recommends that consultations through meetings, workshops, summits, symposium, conferences, refresher courses, sharing of good practice and trainings, be given utmost priority to make lecturers. This may bring a comprehensive understanding of the curriculum to lecturers leading to better delivery.

6.9 Professionalism/pedagogy

Findings found few lecturers having the required skills to deliver to the requirements of the NCV curriculum. In view of this finding, lecturers need to be offered periodical specialised training and continuous in-service training for professional development through short term courses like Advanced Certificate in Education (ACE), Post Graduate Diploma in Education (PGCE), Moderators' course, Assessors' course, Coaching and Facilitators' course and any other course deemed fit for the implementation of the NCV curriculum.

Many students were observed to be dissatisfied by the curriculum and the way some lecturers attempted to implement the NCV curriculum. Students believed that lecturers were not prepared enough to implement the NCV curriculum. This may be attributed to lack of required

skills for the ever-demanding curriculum. Students seemed unbothered of the challenges facing the lecturers.

On the issue of professionalism, the DHET should determine the minimum requirements for qualifications of the NCV lecturers so as to improve on the NCV curriculum implementation. A qualification for vocational training for every NCV lecturer should be a requirement when recruiting a new TVET college lecturers.

6.10 College infrastructure

Many concerns were raised regarding the lack of adequate facilities e.g. workshop, laboratories and libraries for research, practicals work-based experience, apprenticeship and trades. According to findings, increased funding by DHET and SETAs is necessary to provide improvement, service-upgrade and purchase of modern, relevant facilities to enable the NCV curriculum flourish. Lecturers (70%) pleaded for timely release of instructional materials e.g. text books, stationery, uniforms and gloves.

TVET colleges must be given increased autonomy to determine their funding requirements and prioritise expenditure. Libraries, workshops and laboratories should be constructed and furnished with books, computer, air conditioners, furniture and machinery. Lecturers should be trained to provide a practical approach to the implementation of the NCV curriculum. Programs and provisions need to be overhauled.

The TVET colleges should look towards the newly established Sector Education and Training Authorities (SETAs) for guidance on how to find their way through the requirements for qualifications. This has been set by the South African Qualifications Authority (SAQA) with regard to the National Qualifications Framework (NQF). This may help to examine the literature to understand how education and training are linked to employment and the economy.

Further, TVET colleges need to consider current debates and factual evidence on how to translate the needs of the industry and employers into meaningful changes in the NCV curriculum design, development and implementation. This approach is perhaps a controversial one as it opens a wide space for criticism that economic demands and an instrumental approach determine the future of education and training. The question posed here is: Can education and

training ever provide only what an economy and employers want? The answer is No. This is evidenced by a review of the recent South African policy documents showing a discrepancy in offering knowledge, skills, attitudes and values in a broader vision than one that just focuses on economic demands.

6.11 Legislation and policy framework

Many respondents submitted DHET policies are indeed daunting to the effective implementation of the NCV curriculum. Policies e.g. Assessment policy, Absenteeism policy, were found contradictory in nature and full of inconsistencies. Even so there is no concrete administrative structure and organogram to formulate policies. In most cases policies for the main stream were employed in the NCV sector.

Current NCV policies, structure and processes need to be reviewed alongside the purposes for the NCV with focus to the extent to which these are being implemented. This may impact on the way lecturers implement the NCV curriculum. Further, separation of functions and powers between basic and DHET need to be streamlined during the enactment and execution of policies and the ratification of funding norms, appointments and management in TVET colleges. This may to transform the sector.

6.12 Higher education

As noted from questionnaires and focus-group findings in chapter five, there is no straight pathway for the NCV level 4 graduates into higher education (universities). This is due to the fact that, college admission criteria, course programs and course content are not aligned to University programs.

In this perspective, TVET colleges need to do partnership with Universities for continuity of further learning as a life-long process. A comprehensive program for the publicity of the NCV curriculum should be designed to incorporate all stake holders. Universities are urged to design programs in lieu of the NCV programs to offer further education to NCV graduates. In the same vein, TVET colleges, Universities and industry must relate in view of curriculum design, development and implementation through to evaluation.

6.13 Employment and self-employment

Data on skills for employment and self-employment is insignificant. It was noted that, many NCV graduates found it difficult to get a job or create a job. Many factors were identified to this cause notably the compact theoretical nature of the NCV curriculum, poor curriculum delivery, incompetence of college lecturers and lack of information on job opportunities. Others included poor NCV course design, lack of enough exposure in the market world and the isolation of the NCV programs from the commercial world among others.

In view of the above finding, the NCV has to look out in other areas of the economy, and globalisation for curriculum transformation. This can be done through increased funding by DHET for infrastructural development in colleges as well as consulting and partnering with SETAs and SMEs. Another view made here is to re-empower Work-Based Experience (WBE) offices in TVET colleges to provide awareness for job opportunities to the NCV graduates. This can be done through inviting companies to advertise job opportunities in colleges at the same time recruiting the NCV graduates right from TVET colleges. The creation of a data base for all the NCV graduates, (both self-employed as well as employed) may also help in having correct statistics on both employment and un-employment levels in the country.

6.14 Student Support Services

The majority of the respondents affirmed that, guidance and counselling is imperative to the NCV students. TVET colleges need to empower and capacitate the office of Students' Support Services (SSS) to build a relationship of mutual trust with the NCV students.

Concrete, comprehensive and relevant induction sessions on entry into the NCV program has to be prioritised to fully orientate the NCV students to TVET college life. At the same time, Student Support Liaison (SLO) officers should be given continuous training in motivational techniques to function purposely. A referral system for drug abuse is proposed by the findings of the research. In turn this may facilitate the NCV curriculum implementation.

6.15 Future research

This study provides an opportunity for future research on the challenges facing the implementation of the NCV curriculum, and challenges facing the Department of Higher

Education and Training (DHET). The researcher concludes that, the NCV curriculum is implemented the way it is implemented due to various factors. As such the study offers specific concluding remarks.

Educational curriculum of any kind for any course program, level or country awes itself the authenticity of intended educational goals. The NCV curriculum awes itself of the sensitivity to respond to National aspirations. The big problem facing the NCV curriculum implementation is that, curriculum change usually necessitates certain organisational changes, particularly changes in the roles and role relationships of those organisational members who are directly involved in putting the innovation into practice. This considers change which is the pursuit of what it takes to make the educational system a learning organisation expert involving change as a normal part of its work.

TVET colleges must implement the NCV curriculum solidly with strong values to answer societal needs while interpreting skills of the commercial world and employers into educational language. This is a sole goal and gist for the NCV curriculum. As indicated by many respondents the NCV curriculum is lacking both in practice and principle, TVET colleges and DHET should therefore take a first important step in transforming the NCV curriculum if they are to do their assignment as expected.

6.16 TVET lecturer requirements

The danger of not having an official registration body and requirements for the TVET lecturers means that the professionalisation of TVET lecturers is left to colleges, whose capacity to carry out such a task is not only questionable but varies from college to college. The study proposes the possibility of creating a separate registration board to take care of the professional registration and professional development of TVET college lecturers. This proposed unit would then provide similar stipulations to those who are already in teaching posts in TVET colleges, while ensuring that future TVET lecturers who enter into the profession are fully qualified. Professional registration may ensure that there is quality assurance of continuing professional development activities though the endorsement of providers and through formal monitoring and evaluation by the responsible council (DHET, 2009).

In view of the above the study recommends that;

(a)   A professional body be formed to register and oversee the professional requirements for all TVET college lecturers.

(b)   One of the requirements for appointing lecturers is a proof of registration.

(c)   Provisional registration may be made with the available qualification for a prescribed period to allow lecturers obtain training and the subsequent qualification thereof for the NCV.

(d)   The Department of Higher Education and Training may continue using South African Council for Educators (SACE) to register TVET lecturers. In doing so the SACE needs to identify the uniqueness of the needs for TVET colleges in order to accommodate them. This can be done through designing a separate TVET college professional development strategy.

(e)   A specific funding norm for the NCV and TVET colleges to make them popular institutions of choice. This can be done through capacity building, improving and maintaining of the infrastructure.

The National Policy Framework for FET Lecturer Qualifications (2009) aims to ensure that TVET college lecturers are adequately equipped to undertake their essential role. The policy framework aims at enhancing the NCV lecturers to have the professional competencies and performance as required of them. Further, it aims at building a community of competent and dedicated professional force to provide the needed vocational skills of high quality with high levels of performance as well as the appropriate code of conduct. Lastly the policy aims at creating high esteemed TVET college lecturers who command due professional respect in the community.

In view of the policy, the study recommends,

1.   A review of the NCV curriculum content and structure.

2.   Establishing a standard measure for admission of the NCV students.

3.   Re-alignment of the assessment criteria.

3.   The promotion of the functions of the Student Support Services office.

4.   A review of legislation and policies for the NCV curriculum implementation.

5.   Putting in place a systems for monitoring and evaluating lecturer's performance in the system and the factors that contribute to this in order to better understand the NCV curriculum.

6.   Addressing the quality of teaching and learning through a systematic analysis of lecturer capacity and development

7.   A development framework and strategy for upgrading the current cohort of lecturer's qualifications through training.

8.   A reviewing of the funding norms in TVET colleges with the aim of providing targeted funding for differentiated program, materials and infrastructure.

9.   Allowing greater autonomy to TVET colleges in determining their funding expense to priority areas.

10.   A collaboration with industry to address weaknesses and inaccuracies in the NCV curriculum content aiming at improving skills delivery in practice.

11.   A credible partnership with SETAs and Universities in the NCV curriculum process, .i.e. from designing, development, assessment and evaluation.

12.   Training and capacitating the NCV lecturers into those skills and qualifications needed for curriculum implementation.

13.   Addressing the administrative weaknesses in TVET colleges sector to support increased efficiencies and effectiveness, including drawing in industry expertise.

14.   An improvement in quality of TVET education at the same time expanding further education and training to Universities for an inclusive growth path.

15.   A universal performance in all colleges through an established mechanism to monitor and support TVET college structures.

16.   Setting up a proportional student-lecturer to allow greater management and delivery of the NCV curriculum in TVET colleges. This can be done through subsequent staff appointment and controlling admission figures.

17.   Upgrading the TVET college infrastructure to facilitate the NCV curriculum implementation.

18.   A re-alignment of the assessment policy for the NCV curriculum in TVET colleges.

19.   A thorough proper legislation to Universities and other learning institutions which may open the door for higher education for the NCV graduates.

20.   Publicity of the NCV curriculum to all stake holders including ,parents, industry, commerce and students for full understanding of the curriculum at the same time generating support in all needed areas.

21.   A periodical orientation program for the NCV lecturers on the NCV curriculum content. It may serve as a baseline knowledge as well as refresher courses to the lecturers.

22.   A provision of periodical in-service training to the NCV lecturers who may not be fully skilled to the requirements of the NCV curriculum.

23.   Setting of the minimum professional requirements for TVET college lecturers who wish to teach for the NCV curriculum.

24.   A reconsideration of all the aspects related to the NCV curriculum deemed fit for the effective success of the NCV curriculum e.g. planning, implementation, support, finance, capacity building and the infrastructural upgrade.

25.   A National diploma and minimum working experience of at least three years in a vocational subject and vocational education orientation training for pedagogic competence.

6.17 Summary

The NCV curriculum objectives are essentially good, the case in question is the way those objectives are pursued. The Department of Higher Education and Training (DHET) should evaluate the performance of the NCV curriculum starting from design and development. The central focus should be geared towards throughput and certification rates. It has been noted that, the NCV level 2 (the entry level for the NCV) has huge numbers of students, but as levels progress, numbers drop creating what TVET colleges term as negative statistics.

Consideration should be given to the NCV qualification obtained and the skills embedded in it in relation to the extent of skills shortage in the country. Thirdly, Strength, Weakness, Opportunities and Threats (SWOT) analysis should be done for evaluating the NCV curriculum and subsequently devise means for addressing its deficiency.

All the shortfall to the NCV curriculum implementation identified should be considered. These include: curriculum delivery (theory and practical), quality and level of resources, infrastructure, equipment, textbooks and other materials for learning and teaching. Other factors include, costing and funding flows, workplace exposure/experience and the functions of the office of Student Support Services among others.

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APPENDICES

Appendix A. Turnitin Certificate

Appendix B: Ethical Clearance

UNIVERSITY OF ™
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

27 January 2016

Mr Jackson Lutaaya 215080276
School of Education
Edgewood Campus

Dear Mr Lutaaya

Protocol reference number: HSS/1728/015M
Project title: Exploring Technical and Vocational Education and Training college lecturers' views on the implementation of National Curriculum Vocational curriculum

Full Approval – Expedited Application

In response to your application received 15 December 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

i take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Dr Shenuka Singh (Chair)
Humanitities & Social Scinces Research Ethics Committee

/pm

Cc Supervisor: Dr J Naidoo
Cc Academic Leader Research: Professor P Morojele
Cc School Administrator: Ms T Khumalo

AYOTEX ENGLISH LANGUAGE CLINIC

Ayoola O. Moses   Date: 9th June 2017

NCE., B.A.Ed., M.A. (English Studies)

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Cell phone: 0738646782, 0781348574

Office line:0350926277

This is to certify that I edited Mr. **Jackson Lutaaya**'s Masters Dissertation. Student No: **215080276.** The title of his dissertation is "**Exploring the views of Tvet College lecturers on the implementation of the NCV Curriculum**". The dissertation contains Two hundred and fourty one (241) pages. The editing includes spelling and punctuation, accuracy of grammar and usage, Syntactic and semantic cohesion, clarity of expressions, appropriate use of reference style, typing format and layout.

Thank you

Ayoola MO

Editor.

Appendix D: Request for permission to conduct research: Principal

Date 14th August 2015

The Principal

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR INSTITUTION

My name is Jackson Lutaaya. I wish to request for permission to conduct research in your institution. I am conducting a study for a master's degree at the University of Kwa-Zulu Natal. My topic states, exploring the views of TVET college lecturer on the implementation of the NCV curriculum.

The objectives of the study are:

1.   To Study the views of TVET college lectures on the implementation of the NCV curriculum.
2   To find out how TVET college lecturers implement the NCV curriculum.
3   To find out the reasons for the way TVET college lecturers implement the NCV curriculum

Your kind consideration will be highly appreciated.

Yours faithfully

JACKSON LUTAAYA
RESEARCHER

Appendix E: Letter of request to Campus Managers to conduct interviews with lecturers

Date 14th August 2015

The Campus Manager

Dear Sir/Madam.

RE: REQUEST TO CONDUCT INTERVIEWS AT YOUR CAMPUS WITH LECTURERS.

My name is Jackson Lutaaya. I am a student at the University of Kwa-Zulu Natal, School of Education, College of Humanities. My student Number is 215080276. I request for permission to conduct interviews for my research with several lecturers in your campus. From these interviews, I will gather data towards the fulfilment of a Master degree program. My research topic states, exploring the views of TVET college lecturers on the implementation of the NCV curriculum

Data will be collected through filling questionnaires as well as focus group interviews. Information and conclusions .that will arise from this research will be shared with your college. It is hoped that you see this area of research as valuable and grant me permission to ask lecturers to participate in the study.

The objectives of the study are:
1. To explore the views of TVET college lectures on the implementation of the NCV curriculum.
2. To find out how TVET college lecturers implement the NCV curriculum.
3. To find out the reasons for the way TVET college lecturers implement the NCV curriculum.

I request to interview three lecturers in each NCV program and three senior lectures preferably during their free periods or after their teaching time from level two to level four of the National Qualification Framework, both male and female, with different qualifications and teaching experiences. Each interview session will last for 30 minutes. This research is for academic purposes only and no information and identity of the participating lecturers will be disclosed to any person.

The rights of confidentiality of participants will be adhered to. For more information pertaining to the research you may contact my supervisor Dr. J Naidoo, Department of Curriculum Studies-School of Education, College of Humanities, University of Kwa-Zulu Natal, Edgewood Campus, Durban.

Telephone: 0312601127

Email: Naidooj2@ukzn.ac.za.

Thank you in advance.

Yours sincerely

MR. JACKSON LUTAAYA

Cell: 0833362691

Email: lujafoundation80@yahoo.com

Appendix F: Informed Consent Letter

Date 13 September 2015

Dear Participant

RE: INFORMED CONSENT LETTER FOR PARTICIPANTS

My name is Jackson Lutaaya. I am a post graduate student at the University of Kwa-Zulu-Natal. I am interested in exploring the views of TVET college lecturers on the implementation of the NCV curriculum. To gather the information, I am interested in asking you some questions.

Please note that:

- Your confidentiality is guaranteed as your input will not be attributed to you in person, but reported only as a population member opinion.

- The interview may last for about 30 minutes to 1 hour.

- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.

- Data will be stored in secure storage and destroyed after 5 years.

- You have a choice to participate, not participate or stop participating in the research. You will not be penalised for taking such an action.

- Your involvement is purely for academic purposes only, and there are no financial benefits involved.

- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

Equipment	Willing	Not willing
Audio equipment		
Photographic equipment		
Video equipment		

I can be contacted at:

Email: lujafoundation80@yahoo.com

Cell: 0833362691

My supervisor is Dr. Jayaluxmi Naidoo who is located at the School of Education, Edgewood campus of the University of Kwa-Zulu-Natal.

Contact details: email: naidooj2@ukzn.ac.za

Phone number: +27312601127.

You may also contact the Research Office through

Ms P Ximba (HSSREC Research Office)

Tel: 031 260 3587

Email: ximbap@ukzn.ac.za)

Thank you for your contribution to this research.

Declaration

I hereby confirm that, I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I desire so.

_____

SIGNATURE OF PARTICIPANT

_____

DATE

Appendix G: Interview Schedule

Semi-structured interview schedule

Date for the interview_____

Time for the interview_____

Name of the interviewee_____

Name of the college_____

Role of the interviewee_____

Subject: A semi structured interview to explore the views of TVET college lecturers on the implementation of the NCV curriculum.

Introduction to the interviewee

The purpose of the interview is to explore the views of TVET college lecturers on the implementation of the NCV curriculum and give the interviewee an opportunity to articulate any relevant information pertaining to the topic of research.

Confirmation your college and campus_____

Confirm the level you teach_____

Comment on the NCV curriculum content_____

How do you assess the in the NCV curriculum? _____

What challenges do you face in the implementation of the NCV curriculum?

General remarks about the NCV curriculum_____

Appendix H: Participant release form

Date 13 September 2015

RE: RELEASE OF INFORMATION

As a participant in this study I release the information as it has been presented to me. I understand that no additional quotations or other data pertaining to my interview will appear in the final thesis unless i have been consulted beforehand and have completed an additional release form.

Appendix I: Confirmation of roles

Title of Study: Exploring the views of TVET colleges on the implementation of the NCV curriculum. This is an M Ed study being conducted under the supervision of Dr. J Naidoo Department of Curriculum Studies, School of Education, University of Kwa-Zulu Natal. If you have any questions about the study, please contact her on. Telephone 0312601127, email at Naidooj2@ukzn.ac.za

The following ethical guidelines will be observed during the course of this study in order to protect the interests and anonymity of the participants:

Confidentiality

Participants are assured that the confidentiality of all data gathered will be maintained and that the names or locations of participants will be used in the printing of this study. Participants have the right to withhold from this study any information they deem to be private or not in the interests of this study.

Data collection, confirmation, and interpretation

Participants will be informed of the nature and purposes of this project, as well as the nature of their participation in it. Data collected during the course of this study will be analysed and used in the context of the purpose of this study. All tapes and transcripts will be destroyed upon completion of the study. Participants will be provided with the opportunity to correct factual inaccuracies in the data, and review interpretations made or conclusions drawn.

Withdrawal

Participants have the right to withdraw from the study at any time and to have any data arising from their interview which they deem inappropriate deleted from the study. Both the participant and the researcher have read the preceding ethical considerations and have agreed to participate in the study according to the noted guidelines.

Appendix J: Focus group interview for TVET college lecturers

The interview is intended to explore your views as a lecturer on the implementation of the National Certificate Vocational (NCV) curriculum at your college/campus. The questions are open-ended and will allow you to talk about your individual experiences and understanding in this respect. The first section requires your biographical information while the second section focuses on how the NCV curriculum is being implemented at your institution.

Biographical data

1. Age
2. Gender
3. Qualification
4. Experience in years.
5. Subject taught

Employment at TVET College

6. How did you find yourself in a TVET college?
7. Which NCV qualification do you have?
8. Which abilities and skills did you acquire in your qualification?
9. The NCV curriculum is a skills-based program; explain the skills needed for a lecturer to facilitate the NCV curriculum.
10. How do you feel being a lecturer for a TVET college for the NCV curriculum?
11. How do you perceive the concept of the NCV curriculum?
12. What memories do you have for the introduction of the NCV curriculum?
13. In terms of the NCV curriculum development, are TVET college lecturers involved and if so what is their role and degree of participation?
14. To what extent were lecturers prepared for the NCV curriculum implementation?
15. How do you compare Nated to the NCV program in terms of implementation?
16. What training were you provided at the introduction of the NCV curriculum?
17. What continuous training programs do you receive for the implementation of the NCV curriculum?
18. In your own realisation, what type of support do lecturers get for implementing the NCV curriculum?
19. In your view, what kind of support should the NCV lecturers receive?
20. How do you explain your response towards the NCV program curriculum?

21. What are the challenges facing lecturers for the NCV curriculum?

22. What do you suggest as the better way for the implementation of the NCV curriculum?

Appendix K: Focus interview for TVET management

The interview is intended to explore your views as a TVET manager on the implementation of the NCV curriculum. The questions are open-ended and intend to explore your experience and understanding of the NCV curriculum and how it is being implemented.

Biographical data

1. Age

2. Gender

3. Qualification

4. Experience in years.

5. Subject taught

6. Management position

7. Department

8. What qualifications do lecturers under your department have?

9. As a manager, what skills do you think are necessary for lecturers in your department to implement the NCV curriculum?

10. What skills and competencies should lecturers for the NCV have?

11. What kind of training is provided by the college to the NCV lecturers?

12. How do these trainings influence the implementation of the NCV curriculum?

13. As a manager, what is your role to the implementation of the NCV curriculum?

14. How was the NCV curriculum designed?

15. Do TVET colleges offer support to the NCV lecturers and if so, what support?

16. What kind of support do lecturers need for the implementation of the NCV curriculum?

17. How does DHET support lecturers/colleges to implement the NCV curriculum?

18. What kind of intervention is necessary for a college lecturer in acquiring skills and competencies for the implementation of the NCV curriculum?

19. How do you explain the attitudes of college lecturers towards the NCV curriculum they implement?

20. What is your opinion on the way the NCV curriculum was introduced?

21. What challenges do you face as a manager for the implementation of the NCV curriculum?

22. What advice would you give to the better implementation of the NCV curriculum?

Appendix L: Lecturer questionnaire

Dear colleague,

1. This questionnaire is based on my research topic**;** Exploring the views of TVET college lecturers on the implementation of the NCV curriculum.

1   You are humbly requested to respond to this questionnaire.

2   All data collected will be confidentially treated for the purposes of this research.

3   Please do not write your name, or the name of your college, campus or class group

4   Pseudonyms will be allocated by the researcher.

Thank you for your time.

Mr. Jackson Lutaaya

School of Education

College of Humanities

University of Kwa-Zulu Natal

Durban

Email: lujafoundation80@yahoo.com

Cell: 0833362691

There are 66 items in this questionnaire. They are statements to be considered in the context of the views of TVET college lecturers on the implementation of the NCV curriculum.

Instructions: Please use a tick in the appropriate box provided**.**

1: Gender

Male	1
Female	2

Age in years

26-35	1
36-45	2
46-55	3
56-65	4

2: Qualification

Diploma	1
Degree	2
Honours	3

3: Title

Lecturer	Senior lecturer	Curriculum Manager	Student support officer	Campus Manager	College Principal
1	2	3	4	5	6

Questionnaire about the NCV curriculum

4: The NCV curriculum is appropriate.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

Please turn over

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5: The NCV curriculum is responsive to national needs.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

6: The NCV curriculum addresses youth unemployment.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

7: The NCV curriculum integrates both theory and practice.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

8: The NCV curriculum content does adequately cater for required skills.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

9: The NCV curriculum content does not cater adequately for required skills in South Africa.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

10: The NCV curriculum is a duplication of High school curriculum

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

11: The NCV curriculum is inclusive of practical and work-based training.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

12: The NCV curriculum ensures that generic and core skills are trained

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

13: The NCV curriculum is an answer to skills shortage in South Africa.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

14: The NCV curriculum exposes students to self-employment.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

15: The NCV curriculum trains students to quick employment.

Strongly Agree	144
Agree	2
Disagree	3
Strongly Disagree	4

16: The NCV curriculum trains students for middle-level work.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

17: The NCV curriculum is full of theory than practical elements.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

18: The NCV curriculum is difficult than High school curriculum.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

19: The NCV curriculum is adequately aligned with the world of work

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	

20: The NCV curriculum is hampered by college infrastructure.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

21: The NCV curriculum delivers to its aspirations.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

22: The NCV curriculum is interesting and challenging.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

23: The NCV curriculum offers the required training for employment.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

24: The NCV curriculum faces many challenges to its implementation.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

25: The NCV curriculum challenges are both systematic, technical political and environmental.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

26: The NCV curriculum should largely focus skills training

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

27: The NCV curriculum should be re-designed to suit the purposes for which it was designed

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

28: The NCV curriculum does not have a direct bearing and relationship between and among its developers and implementers

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

29: The NCV curriculum is fragmented and uncoordinated.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

30: The NCV curriculum should be more practical, short and simple with a large focus on skills-development.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

31: The answer for skills shortage lies within the NCV curriculum.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

32: Skills training is effective within the NCV curriculum

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

Questionnaire about Lecturers.

33: Lecturers in TVET colleges have the skills and training required to implement the NCV

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

34: Lecturers in TVET colleges have a positive attitude towards the NCV curriculum.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

35: Lecturers in TVET colleges find it difficult to implement the NCV curriculum.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

36: Lecturers in TVET colleges have a strong motivation for implementing the NCV curriculum.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

37: Lecturers in TVET colleges receive on-going NCV curriculum training.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

38: Lecturers in TVET colleges have a sound understanding of alternative ways to implementing the NCV curriculum.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

39: TVET college lecturers are competent enough to implement the NCV curriculum.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	

40: Lecturers in TVET colleges are adequately prepared to the requirements of the NCV curriculum

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

41: Lecturers in TVET colleges have confidence in themselves.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

42: Lecturers in TVET colleges have time to effectively deliver to the aspirations of the NCV curriculum

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

Questionnaire about TVET colleges.

43: TVET colleges are suited for their purpose of the NCV curriculum

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

44: There is communication between TVET College and the department of labour.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

45: TVET colleges, industry and other stake holders in the TVET sector have a common ground of experience on the NCV curriculum.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

46: Appropriate learning /teaching aids are available in TVET colleges for lecturers to implement NCV curriculum.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

47: In-service training is very useful to upgrade the knowledge of lecturers on NCV curriculum.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

Questionnaire for management

48: Change in the NCV curriculum is necessary

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

49: The current NCV curriculum fails to provide the necessary skills.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

50: Changed curriculum is relevant to the needs of the NCV students and the society.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

51: The NCV curriculum is designed according to the mental level of the students.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

52: The NCV curriculum adds to the knowledge of students

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

53: Experienced lecturers do not need to prepare lesson plans before teach.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

54: Lecturers have to prepare the lesson plan before going to classes.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

55: Lecturers are aware of the objectives of the NCV curriculum.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

56: Lecturers understand the NCV curriculum.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

57: The NCV Students are unable to understand curriculum topics.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

58: It is difficult to teach the NCV curriculum without proper training for lecturers.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

59: Managers guide lecturers in implementing the NCV curriculum.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

60: Team-teaching strategy is important for implementing the NCV curriculum

.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

61: Due to lack of time lecturers are unable to cover the NCV curriculum.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

62: The curriculum document is provided to lecturers every year.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

63: The NCV curriculum overloads lecturers

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

64: TVET colleges support lecturers in curriculum implementation.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

65: Lecturers share their experiences with college management.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

66: Lecturers receive regular training like refresher courses to implementing the NCV curriculum.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4