Lecturers' utilisation of New Venture Creation assessment of learning strategies in a Technical and Vocational Education and Training College in KwaZulu-Natal

by

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ABSTRACT

My work is based on lecturers' views regarding the utilisation of New Venture Creation (NVC) assessment of learning strategies. The NVC assessment of learning strategies plays major role in measuring the extent skills have been acquired during new venture creation learning. The new venture creation learning provides venues that offer opportunities to innovate ideas that can mobilise individual and human aspects towards entrepreneurship, i.e. starting up businesses. The mobilisation of individual aspect should be within studying the existence of business opportunities, and economic aspect shed lights on skills needed to sustain opportunities existing in business environment. The study derives alternative assessment of learning strategies that may benefit technical vocational education and training (TVET) college lecturers in ensuring students' acquisition of relevant New Venture Creation skills. In order to assess the extent one has been equipped with innovating individual and human aspects during new venture creation learning, project-based assessment becomes pathway towards developing individual and human aspects needed to meet entrepreneurship acquisition expectation.

The Tyler's evaluation theory underpinned this study. The study was qualitative in nature and rooted within the interpretivist paradigm, and comprised checked literature and face-to-face open-ended interviews. Interpretive exploratory case study was opted to allow further insight on the utilisation of NVC assessment of learning strategies in TVET college. The sample included three NVC Level 2-4 lecturers. The study found that the standard of questioning, practical business setting and understanding of NVC Assessment Guidelines impacted the utilisation of NVC assessment of learning.

Based on the findings, hands-on-activities contribute positively towards skills acquisition. However, the level of thinking may be negatively affected by applying knowledge and techniques. Lecturers' level of thinking and alternative assessment of learning strategies were recommended to constructively address students' skills acquisition expectation. Suggestions were made for future advanced competence-based assessment training research that may offer lecturers with ability to empower students' readiness in labour market demands.

Key terms in the study: New Venture Creation (NVC), assessment of learning strategies, internal continuous assessment, project-based assessment, and technical vocational education and training (TVET)

DECLARATION ON COPYRIGHT

I declare that this thesis is my own work, and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references. The thesis has not been submitted at any other University for the award of a degree.

19/04/2020

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SUPERVISOR'S STATEMENT

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Firstly, I wholeheartedly thank the lord almighty for being with me all the years of my life, being able to strengthen me during my dark days, and for everything that I have. I would like to send my gratitude to UKZN School of Education for giving me a chance at their school to pursue this Master's Degree.

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DEDICATION

The thesis is dedicated to my late mother, Letta Mamane Mchunu, and my father, Mzokufa Fanyana Thabede. Thanks for giving birth and the love and care you showed me. I would not have made it this far.

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LIST OF ACRONYMS

CBA	Competence-Based Assessment
FET	Further Education and Training
FFOI	Face-to-Face Opened Interview
ICASS	Internal Continuous Assessment
NVC	New Venture Creation
NVET	Non vocational formal education training
PBL	Problem-Based Learning
SAHE	South African higher education
TDA	Thematic Data Analysis
TVET	Technical Vocational Education and Training
VET	Vocational Education Training

-Chapter One-

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

The existence of study phenomena/problem is presented, analysed and discussed from TVET college lecturers' views within New Venture Creation (NVC) assessment learning strategies utilisation from two disctricts, Pinetown and Zululand in KwaZulu-Natal Province. The background of the study, identified problem, research questions and objectives, study purpose and significant, delimination of the study, key terms and chapters arrangement, are highlighted.

1.2 Background to the study

Businesses and industries need relevant and entrepreneurial skills, such as artisans and other vocational occupations (Buthelezi, 2018). Maclean and Lai (2011) view vocational subjects as subjects that draw students' attention into the world of work. The South African higher education (SAHE) mandated TVET colleges to provide labour market skills acquistion (Buthelezi, 2018).

The fulfilment of TVET college mandate was made possible through the introduction of Vocational Certificate in 2007. This resulted in the consideration of New Venture Creation (NVC) for entrepreneurial personalities' acquisition (Pretorius & Wlodarczyk, 2007). New Venture Creation was considered by SAHE to assist in the conversion of knowledge from formal teaching into tangible skills through experiential learning (Pretorious & Wlodarczyk, 2007). The New Venture Creation Level 2-4 assessment guideline states that practical components should take place in a real workplace or workshop. The following interventions about placing of new venture creation practical components in workplace or workshop have, however, been brought up by other local; continental and international studies to define utilisation of NVC assessment of learning strategies by TVET college lecturers under this study.

1.2.1 Business concepts mastering

The utilisation of project-based assessment of learning strategy provides benefits for both lecturers and students. In a study conducted by Ivanova (2019), the inclusion of project-based learning enables lecturers to apply hands-on engagement to assess taught business concepts mastering. The work of Ivanova (2019) prolonged Botha's (2010) study to foresee project-

based learning requiring small groups of students, so as to be able to understand the practical utilisation of theory business concepts to each and every student. Ivanova (2019) opines that, in most cases, one may find it difficult to better understand language used in explaining business concepts if it is not in a practical context.

The work of Ivanova (2019) in line with Botha's (2010) study proffered project plans and lesson observation as some of project-based assessment learning strategies that may reflect idea generation in developing knowledge and skills. A study that was conducted by Botha (2010) has once suggested paperless innovative projects in the form of exhibition to allow the use of comprehensive evaluation sheet during project plans and lesson observation. Botha's (2010) study notes that comprehensive evaluation sheet may allow lecturers to observe students exhibiting entrepreneurship skills in their own ways. Simulated privately owned small business on campus has once been suggested by Botha (2010) as the platform that may allow students to learn from one another in exhibiting entrepreneurial skills. The study conducted by Ivanova (2019) prolonged Botha's (2010) work that, project-based learning would offer students an opportunity to engage in questions' refinement, debating ideas, and designing business plans over an extended period of time outside the classroom. While is it expected that students may learn from one another by doing, critical and creative thinking skills during project-based activities become imperative (Ivanova, 2019 in Botha, 2010)

Critical and creative thinking skills in noted in the study conducted by Ivanova (2019) as an approach that enables student to uncover what it entails to be in business environment. Critical and creative thinking skill requires higher order thinking skill, as concurred by Astutik (2019) in Van den Berg (2004). The findings of Van den Berg (2004) pointed out that higher order thinking should consist of complex analysis, synthesis and evaluation processes. Van den Berg (2004) was concerned that, without modelling thinking skills, lecturers would not be able to develop thinking levels within entrepreneurial activities framework. It is understood from Van den Berg's (2004) study that modelling thinking skills is seen as the way lecturers show students how assessment can be adapted in a simulation room in a classroom situation. Furthermore, the study recommends theory and practice assessment in developing higher order thinking skills. Van den Berg (2004) noted that, written tests could be used to provide higher order of thinking. One would wonder how much students have acquired order thinking skills needed for critical and creative thinking to approach exhibition of entrepreneurial skill. The extent to which higher order thinking skill has been acquired would be seen when students are able to transfer one concept to another, process and implement information to solve problems,

as well as able to analyse generated ideas and gathered entrepreneurial skill information to sustain labour market demand (Astutik, 2019).

1.2.2 Accessing labour market demands

It emerged from Botswana and Mozambique studies that, provision of entrepreneurial skills remains major concerns in labour market. The scholars, Assan (2012), Manuel (2017), Manuel (2015) and Robb (2014) advocate project-based assessment of learning as process in preparing students for labour market demand through entrepreneurship education programmes.

The findings of Assan (2012) in a Botswana study indicates that, running mini-enterprise projects in real life situation would prepare students for entrepreneurial skills development. The project-based assessment of learning entrepreneurial skill should be among development of business ideas, organizing, operating and evaluating enterprise. Constant visits by training officials should be granted to assess and provide feedback to students. Project-based assessment of learning entrepreneurial skill should be run through workshops in the presence of mentors from training centers.

In addition to Assan's (2012) study, Manuel's (2017) study shows that knowledge and skills play crucial role in project-based assessment learning entrepreneurial skills. Furthermore, Manuel's (2015) Mozambican study points out that, youths and adults get opportunity to show case information and skills acquired during campus based contact lesson at managerial course training. Another study conducted by Robb (2014) in Ghana, Kenya and Mozambique recommends that learning-by-doing as an action-based training method should be adopted to understand how much knowledge and skills students have acquired for enterprise start-ups. The findings of Robb's (2014) study propounds setting up business plan competitions that lecturers need to consider so that students would understand the usefulness of new venture creation. Furthermore, lecturers must have mentorship and coaching skills that would be offer students and opportunity to overcome barriers pertaining to access potential sources of finance for new venture creation purposes (Robb, 2014).

1.2.3 Ethical thinking in pursue of authenticating assessments

The extent to evaluate students' ability to overcome any barriers in entrepreneurial environment lies upon teachers having related reasoning in pursuing aims and goals of new venture creation. It emerged from Nakar's (2019) study that vocational education and training (VET) teachers may not be able to practically measure students' achievement without related

reasoning, i.e. ethical thinking, underpinned by their professional development to increase ability to authenticate assessment of learning. The ability to authenticate assessment of learning is anticipated through problem-based learning (PBL) approach which would enable VET teachers to assess students' success in learning what market feasibility study entails (Stevens, 2017). Furthermore, Stevens (2017)'s study note that problem-based learning approach is understood within VET teachers having competency in utilising effective assessment of learning strategies. The competency of VET teachers in assessment would require critical thinking within problem-based learning approach to enhance project-based assessment that allows students to exhibit entrepreneurial skill (Stevens, 2017).

From lecturers to assessment, project-based assessment seems to be an appropriate strategy in utilising new venture creation assessment of learning in TVET college where this study is located. The consideration of project-based assessment would be meaningless without lecturers displaying competency in assessment. In order to display competency in assessment, lecturers are expected to have critical and creative thinking skill which would see students connecting theory-based business concepts into practical business start-ups projects. Connecting business concepts into business start-ups projects in NVC assessment of learning would require more extensive time for students to exhibit entrepreneurial skill in the field of work. The students' exhibition of entrepreneurial skill is expected to be under supervision of lecturers (Robb, 2014). In South Africa, FET College Act of 2006 mandates lecturers in TVET colleges to equip students with relevant and responsive entrepreneurial skills. The 2018 South African National Certificate Vocational assessment policy makes provision that, continuous improvement in the acquisition of entrepreneurial skill should be assessed by all lecturers involved. In order to assess entrepreneurial skill continuously, the revised 2020 new venture creation (NVC) level 4 assessment policy in line with 2007 NVC level 2-3 assessment policy highlights projects as assessment strategy that lecturers should consider in providing real-world hands-on tasks. In response to level 4 NVC 2020 assessment policy and 2007 level 2-3 assessment policy, South Africa's Education White Paper 6 places success of assessing entrepreneurial skill upon lecturers' critical thinking and competency in authenticating assessment (Kanjee, 2013 & Stevens, 2017). It is in this policy that, without lecturers being equipped with critical thinking to enhance their competency in authenticating assessment; utilisation of NVC assessment of learning would be minimal to enable students become active participants in the business world (Kanjee, 2013).

Taking into account of lecturers to assessment, it seems that programs of education on assessment of learning are still largely be emphasised by higher education at the level of TVET college lecturers' ability to convert theory-based business concepts into practical business start-ups projects assessment. During ten years of lecturing at TVET college, most students come with expectation that standard of questions in assessment of learning would be more on practical which may increase their interest in acquiring relevant and responsive skill towards developing them as responsive society. Since the introduction of new venture creation curriculum in 2007 by South African Higher Education, has stimulated extent students acquire entrepreneurial skills to increase their employability. A literature review on placing new venture creation practical components in workplace or workshop is seen as a major concern towards entrepreneurial skill acquisition (Ivanova, 2019).

1.3 Statement of the problem

The birth of democracy in 1994 opened doors for everyone living in South Africa to seek ways that would sustain their employment, which resulted to reforming all sectors across education system institutions (Wedekind, 2016). This reform across all education systems in South Africa brought amalgamation of Technical Colleges into Further Education and Training (FET) Colleges, which was them reformed into TVET Colleges in order to equip students with relevant and responsive skills that enable them overcome any challenges of making living under a new dawn of democracy (Wedekind, 2016). The new reform under TVET college sector has placed lecturers at the center of teaching practical skills to students.

The new reform in TVET college sector brought changes to curriculum in which lecturers find themselves assessing skills needed in the world of work (Bharuthram, 2015). In order to fulfil assessing skills needed in the world of work, 2018 vocational certificate guidelines internal continuous assessment (ICASS) makes provision for lecturers to set internal continuous assessment to ensure that knowledge and skills are assessed throughout the year. With responsibilities being vested upon lecturers to prepare practical related business start-ups skill, level 4 revised 2020 assessment guidelines new venture creation in line with 2007 new venture creation level 2-4 assessment guidelines has been put in place by department of higher education to see more new venture creation practical components taking place in field of work or workshop. Over and above that, great deal is needed for lecturers to convert theory-based business questions to enable students exhibit entrepreneurial skill on campus privately owned small businesses that meet modern industrial sector (Ivanova, 2019 in Botha, 2010).

In view of 2007 new venture creation level 2-3 assessment guidelines and revised 2020 level 4 new venture creation assessment guidelines, there was little demonstration of theoretical knowledge practical application aim at preparing students to meet employers' needs required to enter field of business world (Usman & Pascal, 2009). Thus far, some of assignments are project-based, and the only different is that they are not conducted in workplace under mentorship and coaching of lecturers due to limited time available and large of students partaking assessment tasks. Recent study conducted by Gamede and Uleanya (2019) in 2018 UNESCO and ILO in recognition of theory-to-practice business question in assessing entrepreneurial skill performance, lecturers are still expected to be an expert in managing overflow work-related information.

Converting theory-based business questions to entrepreneurial skill exhibition means that TVET lecturers' competency plays crucial role in assessing learning performance (Chakroun, 2019). The competency that lecturers have in assessment of learning outlines ability to align practical business questions with outcome of entrepreneurial skill exhibition. Chakroun (2019) opined that, incompetence would results to lecturers unable to utilise practical business questions that would lead to minimal exhibition of entrepreneurial skills. Having able to align practical business questions to what needs to be exhibited in entrepreneurial skill; as well as unable to utilise practical business questions in assessment of learning, would not engage students into practising field of work. This observes to address why utilisation of new venture creation practical questions in assessment of learning the way it is in TVET college.

1.4 Purpose of the study

This study sought to construct and interpret TVET lecturers' perceptions on the utilisation of NVC assessment of learning strategies within TVET College in KwaZulu-Natal province.

1.5 Research questions

a) What are the TVET college lecturers' perceptions about the utilisation of NVC assessment of learning strategies?
b) Why is utilisation of NVC assessment of learning strategies the way that it is in TVET College?

1.6 Research objectives

a) to explore how NVC assessment of learning strategies is utilised, and
b) establish the use of NVC assessment of learning strategies in TVET college

1.7 Significance of the study

The study is significant in understanding TVET college lecturers' views about assessing learning of New Venture Creation. Findings are beneficial for lecturers in giving them insight on possible ways they may use to phrase questions into practical business applications. The recommendations and suggestions from this study could be of benefit to lecturers in ensuring that students enter the field of work with exhibiting skills. This research study may influence further educational policy making and implementation of NVC assessment of learning strategies new insights.

1.8 Study delimitation

The views were raised by lecturers on the utilisation of NVC assessment of learning strategies. Three New Venture Creation lecturers represented TVET college lecturers. One TVET college in Pinetown District and the other one in Zululand District of KwaZulu-Natal was targeted as a research site. The study does not generalise other districts TVET college lecturers' views.

1.9 Approach to the study

The study is qualitative approach Many scholars openly discuss how to approach study qualitatively. Maxwell (2012) sees qualitative approach that assists the researcher to better understand meanings and perspectives from participants' point of view. Creswell (2014) theorises approaching research qualitatively as a systematic way of bringing causes and consequences that affect outcome. The qualitative approach provided expressive data to enable the researcher of this study to analyse interpretations, beliefs, thoughts and views of NVC level 2-4 lecturers as participants, by using rigorous and systematic methods of transcribing. The NVC level 2-4 lecturers were visited at college campuses to get their views about the utilisation of assessment of learning strategies. The researcher coded lecturers with respect to anonymity, and verbatim transcriptions were analysed by using theme and sub-themes.

1.10 Case study design

Different meanings of case study are drawn from scholars' point of views. Creswell (2017) notes case study as plan the researchers employ to provide facts about phenomenon of the study. Leavy (2017) sees case study as process that details what happens in a particular situation. Hancock and Algozzine (2017) opine case study as research design that brings relationships and other factors in a natural occurrence. Case study enables researchers to understand research problem in its real existence (Al Riyami, 2015). In order to understand

research problem in its real existence, interpretive exploratory case study was opted to gather deep insight about utilisation of new venture creation assessment of learning strategies in TVET college. A study conducted by Ottah (2018) in the work of Yin (2003) and Merriam (1998) explains that interpretive exploratory case study enable researchers to construct meaning-making from different issues raised by participants from their own space of work. The meaning-making of level 2-4 lecturers' views were interpreted from interacting discussion with them about NVC assessment of learning strategies at TVET college campuses.

1.11 Target population

Kothari (2017) sees target population as representative of entire population that posess same characteristics from which a sample is drawn. In this study, level 2-4 office administration lecturers were targeted from hospitality, information and technology, primary agriculture, and infrastructure and electrical (mentioned the few) lecturers to provide views about the utilisation of NVC assessment of learning strategies. The target research site was two TVET Colleges that were purposefully selected in Pinetown District and Zululand District respectively from nine KwaZulu-Natal TVET Colleges.

1.12 Sampling

Creswell (2017) views sampling as procedure that researchers follow in deciding who to include in the study so as to understand phenomenon within population. Cohen (2011) explains that sampling is based on selecting relevant sources of data to provide information about research objectives. Relevant data sources may be selected through convenience purposive technique to provide rich data for the study (Cohen, 2011). In convenience sampling, New Venture Creation level 2-4 lecturers were offered an opportunity to participate in the study. The sampling of this study comprised 3 NVC level 2-4 lecturers, where two lecturers represented TVET college in Pinetown District and the other one in Zululand District of KwaZulu-Natal province.

1.13 Data collection and instrument

Onwuegbuzie (2010) advocates that any data collection instrument used should ensure that the instrument produces quality data that may provide constructive answers to research topic. Data was collected for this study using interviews.

1.13.1 Interviews

Creswell (2017) opines interview as exchangeable interrelations which raise views to know and interpret problem within people social context. The sharing of views aims to enrich knowledge production (Cohen, 2011). Ideally, exchangeable views require verbal and non-verbal interrelations. Creswell (2017) notes that an interview has some advantages and disadvantages. The major advantage is that, clarity and solutions are sought while participants continue engaging problem at hand. The major disadvantage is that, exchangeable interrelations may not reveal the exact state of participant's mind when interpreting responses. Closed and opened exchangeable interrelations allow the sharing of views (Cohen, 2011). The closed exchangeable interrelations comprise uniform questions where all participants follow the same patterns of questions, which is mostly used in quantitative approached research. (Creswell, 2017). In opened exchangeable interrelations, participants talk openly about human cause and consequences in a qualitative nature approach. The face-to-face opened interview (FFOI)/one-on-one verbal interaction was employed for data collection. It emerged from Maree's (2013) study that, more insight into problem view is gathered through allowing each and every participant to go beyond the onset research problem. The goal of FFOI/one-on-one verbal interaction was to allow individual NVC level 2-4 lecturers to freely explain their feelings and perspectives on utilisation of NVC assessment of learning strategies.

1.14 Data analysis

The basic ideas contained in the collected data is analysed to construct its characterstics pertaining to phenomenon under research (Dey, 2003). Bazeley (2013) sees data analysis as laying foundations for analysis, a pathway into analysis, and as moving from codes and themes to closure. Further, basic ideas are splitted into small pieces of information to find close inter parts of meaning and insightful significant of research work. Bazeley (2013) describes data analysis as close engagement with data and illumination of their meaning and significance through insightful and technically sophisticated work. In this study, common meanings and cohesion of NVC level 2-4 lecturers' responses in line with requestion questions were analysed within six thematic data analysis phases (Nowell, 2017). Each and every responses were inductively analysed to produce rich description of lecturers' overall collected responses (Nowell, 2017 in Braun and Clarke, 2006). The rich description of lecturers' overall collected responses began by transcribing their verbatim quotes to develop two themes and sub-themes, and issues raised from voice recording. Transcription of participants' verbatim quotation was done to construct meaningful patterns, themes and categories.

1.15 Credibility and trustworthiness

Whoever reads research study should believe that information reported is credible and trustworthy. Khanyile (2015) views study as credible when findings produce reality about the existence of research problem. Khanyile's (2015) study notes that, researchers use multiple methods, data sources, observers, or theories to gain understanding of the phenomenon. Furthermore, research conclusions provide additional information when the reader reads the research results. The researcher of this study chose NVC level 2-4 lecturers based on the fact that they are knowledgeable. The opened face-to-face interviewees, based on free answerd questions, generated insightful data. Theme and sub-themes represent views shared by NVC level 2-4 lecturers about the utilisation of assessment of learning strategies. Khanyile's (2015) study notes that research is trustworthiness if there is belief that research findings address the phenomenon of the study. In addition, William and Morrow (2009) are concerned that trustworthiness in a study may not be built unless the researcher proves that formal procedure has been followed in producing the study reality. A researcher uses transferability, dependability and conformability (Khanyile, 2015).

1.15.1 Transferability

Once study has produced findings, it should be easy for any reader to use it in other researchable context (Curtin & Fossey, 2007). The TVET college assessment learning in Pinetown District and Zululand District, in KwaZulu-Natal, produced views about assessment of NVC learning utilisation. Lecturers' views outcome may be transferrable in other districts in the same province or other provinces where samples are the same, that is, grade NVC level 2-4 lecturers.

1.15.2 Dependability

Khanyile's (2015) study reports that the researcher must detail research process that was followed. Whoever is willing to partake research will have fully understanding of steps to follow in producing quality data. Quality data cannot be produced without a clear implementation plan. Interpretive exploratory case study was adopted to allow NVC level 2-4 lecturers to share their views that brings an understanding of NVC assessment of learning strategies utilisation. The researcher interviewed three NVC level 2-4 lecturers by using face-to-face opened interviewees and the claims made by lecturers were checked against assessment educational policies. Data was then analysed through thematic data analysis six phases and interpreted to provide explanations (Nowell, 2017).

1.15.3 Conformability

The researcher must prove that research findings arises from data collected from participants (Khanyile, 2015). Khanyile (2015) notes that data collection methods and claims that the researcher makes about interpretation of results are acknowledged. Furthermore, the researcher must make suggestion that data collection and conclusions drawn can be achieved by other researchers researching the same situation. As a researcher of this study, interpretations of findings are made from level 2-4 NVC lecturers. The exact participants' words font were changed to italics, placed within invented commas and indicated who actually raised the concern. The researcher bracketed collected data sources and show them in the references section. The researcher suggests that similar study could be extended to other districts from other provinces where samples are the same grade NVC level 2-4 lecturers.

1.16 Ethical considerations

It is imperative that the researcher informs participants that they will be researched, and they may refrain from raising their views if they do not have knowledge of participating in the study (Silverman, 2016). Researchers are cautioned to protect participants by building trust and exercising integrity with them so that there is no misconduct or inappropriate use of data (Creswell, 2009). Permission, informed consent, confidentiality, anonymity and avoiding harm to participants should be adhered to by the researcher.

1.16.1 Permission

TVET Colleges that offer level 2-4 New Venture Creation (NVC) vocational subject in KwaZulu-Natal were first checked online. Requests for permission to conduct research were sent to Rectors of TVET Colleges in Pinetown District and Zululand District. The consent to conduct research was granted after the researcher completed and sent the DHET 004 application form to conduct research in public colleges together with research proposal to the Rector. The researcher approached campus managers telephonically requesting them to interview NVC level 2-4 lecturers. The consent that was granted by the Rector was sent to campus managers, requesting from them a list of NVC level 2-4 lecturers.

1.16.2 Informed consent

A letter requesting NVC level 2-4 lecturers to participate in the study was sent to them two months prior to the interview process. The researcher stated that, research taking place was depended on participants' willingness to provide their insight (Creswell, 2009). The researcher

explained the nature of the research and thanked participants who devoted their time in sharing views.

1.16.3 Confidentiality

Both participant and the researcher played back voice recorded data in a private secured place after the interview to ensure that, nowhere in data collected that names of participant is mentioned (Giordano, 2007). Furthermore, audio recording was sent in supervisor's office with strict access to it so as to prevent any person to use for other purposes. The researcher deleted audio recorded data from his personal computer after transcribing collected data.

1.16.4 Anonymity

During the meeting, the researcher told individual participants that whatever they were going to say would remain confidential. Pseudonyms were used to protect their identity in the study (Kaleli-Yilmaz, 2015).

1.16.5 Participants' harm avoidance

Pariticipants were aware that interview was free from any form of payment, the researcher used language relevant to the one that participants speak, and the researcher was friendly and allowed participants to feel relaxed and comfortable (Stephens, 2009). There were no risks anticipated in the study. With regard to interview venue, the boardroom was located far from offices and classrooms with closed doors to avoid incoming noise. Notice boards were displayed outside the boardroom indicating that the interview was in progress. The researcher was dressed formally and wore a name tag representing the college where the researcher came from so as to make participants comfortable.

1.17 Key terms definition

- **New Venture Creation (NVC)**

New venture creation is the subject that leads to identification of ideas that provides opportunity to participate in business world (Samlazadeh, 2015). In regards to 2018 internal continuous assessment (ICASS) guidelines for vocational certificate in line with 2007 new venture creation subject and assessment level 2-4 policy documents, the inclusion of new venture creation in TVET college supports the acquisition of entrepreneurial skill needed in business environment.

- **Internal Continuous Assessment (ICASS)**

The inclusion of internal continuous assessment in new venture creation provides feedback to improve best practices of entrepreneurial skill acquisition (Bjælde, 2017). In regards to 2018 national certificate vocational assessment guidelines, internal continuous assessment ensures both new venture creation lecturers and students work together in finding interventions needed to improve progress in the acquisition of entrepreneurial skill.

- **Project-based assessment**

Project-based assessment engages hands-on approach in acquiring relevant and responsive entrepreneurial skill. Through project based assessment, small groups of student collaboratively learn from each other the extent of individual hands-on approach on practicing business related skills (Bryan & Clegg, 2019). Concurring with 2018 ICASS assessment guidelines for national vocational certificate, project based assessment provides individual roles and contributions made by each of member of, at least, six groups of students practicing job-related skills.

- **Assessment of learning strategy**

Harlen (2007) and Majola (2014) explain assessment of learning as strategy that respond to what students can do, what they know or how they behave, and judgments about their achievement. Response should be based on validity (what is being assessed should correspond with learning outcomes), reliability (results must be consistency), impact (potential adverse effects attached on curriculum and pedagogy must be minimised as soon as possible), and resources (assessment of NVC learning may not be effectively achieved without adequate learning materials).

- **Technical vocational education and training (TVET)**

According to Maclean and Lai (2011) and Masri (1999), the international second congress held in Korea decided TVET to characterised education and work/economic. Masri's (1999) study writes that, education caters individual needs and human aspects. Information systems, employment services and career guidance (mentioned the few) are needed for individual needs and human aspects. Societal needs and labour market requires the replacement of physical skills by mental skills, are needed for work or economic.

1.18 Chapters arrangement

Chapter One

Provides study background, research project problem, fundamental aspects of the study process, study delimitation and key terms definitions.

Chapter two

Chapter two presents the theoretical positioning and its importance for this study. The main attributes of evaluation theory as a theoretical framework, the role of evaluation theory for this study, the pathway of evaluation theory, development and relevance of evaluation theory for this study are discussed. South Africa, Botswana, Mozambique and Australia studies are reviewed to help the reader gain knowledge of utilisation of NVC assessment of learning strategies in TVET College.

Chapter three

Discusses steps that needed to be followed in viewing study problem, the approach producing reality about phenomenon, principles that guide researcher's morality, and issues of trustworthiness.

Chapter four

Field work data collection is presented and discussed within research questions. The meaning of collected participants' views are thematical construed for data conclusions.

Chapter five

Findings from data conclusions is presented with recommendations, and suggestions for future studies.

1.19 Chapter summary

Lays the foundation of the study and discussed important concepts, research methodology and demarcation of the study. Theoretical positioning and reviewing related literatures on NVC assessment of learning, is chapter two focus.

-Chapter Two-

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Introduction

Previous chapter focused study orientation. As a reader, you may not understand what to expect in the next stage without going through background. It was learnt, in chapter one, that significant research problem is understood through essential context of the study. Questions that are critical to research and objectives were discussed in relation to lecturers' utilisation of assessment of learning strategies in KwaZulu-Natal TVET Colleges. It was also learnt in chapter one that critical questions to research fundamentally form the core of research project study and research objectives summarise what is to be achieved by the study.

Chapter two discusses the theoretical framework and its importance to this study. The main attributes of evaluation theory as a theoretical framework, the role of evaluation theory for this study, the pathway of evaluation theory, the development and relevance of evaluation theory are discussed. In this chapter, the standard and form of assessments is presented and discussed from read literature. Understanding of TVET college lecturers' views about their utilisation of New Venture Creation (NVC) assessment of learning strategies is provided by relevant reviewed empirical studies. This chapter concludes with some reflections on NVC assessment of learning strategies and the potential of utilising NVC assessment of learning strategies by KwaZulu-Natal TVET college lecturers.

2.2 Theoretical framework

The theoretical framework for this study is 'evaluation theory', which was developed by Tyler in the late 1940s. Theoretical framework is viewed as systematic collected ideas leading to the reasons and importance of reviewing related literatures (Lederman, 2015; Osanloo & Grant, 2016).

2.2.1 Evaluation theory development

By the late 1940s, the understanding of whether students have achieved learning objectives was discussed within the context of competence-based assessment. During this period, Tyler's interest in assessment and evaluation motivated him to write, in his book 'Perspectives of Curriculum Evaluation', that:

> "…evaluation creates the collection of concepts, facts, generalization, and research instruments and methods that represents many inconsistencies and contradictions because new problems, new conditions, and new assumptions are introduced without reviewing the changes they create in the relevance and logic of the older structure." (p13)

Development of evaluation theory by Tyler was on the basis of aligning expectations with the actual readiness performance by balancing thinking capacity levels and availability resources (Alkin & Christie, 2004). Tyler wrote that weighing up what has been achieved with what has been already planned should, in indeed, positively construct implementation. Alkin and Christie (2004) understands evaluation theory as bringing change to existence success. The issue that Alkin and Christie (2004) address is that of making a decision whether acquired knowledge can conclusively provide effective results.

Most important part of work that Tyler raised about evaluation, was reviewing changes caused by inconsistences presented by the measuring of relationships between students' inputs and educational outputs. Perspectives of Curriculum Evaluation by Tyler shows that assessment of learning can be evaluated through scientific knowledge. Tyler's work leaves room for what one wants to achieve by measuring students' inputs with educational outputs. Land (2016) writes that, measuring students' inputs with educational outputs makes one to understand students' learning experiences which may not leave them in a liminal space of knowing and not knowing. Students come with the expectations that learning will provide them with knowledge of becoming a productive society. In studies conducted by Botha (2010), Van den Berg (2004), Assan (2012) and Stevens (2017), knowing and not knowing should be undertaken during assessment of learning through an evaluation process. Tyler, as curriculum leader, concurs with the scholars that the evaluation process should be used to determine whether what has been learnt results in what is needed in the workplace. Evaluation involves measuring learning outcomes. Van den Akker (2007) concurs with Tyler, that assessment should determine areas of improvement versus those that students have difficulty to achieve. A study conducted by Van den Akker (2007) shows that evaluation phase centres measuring the learning progress. Evaluation phase is viewed as the phase which measures the actual effectiveness of the complete intervention which results from the learning process (Van den

Akker, 2007). It is recommended that teachers undertake assessment for learning before commencing assessment of learning evaluation phase.

In the utilisation of NVC assessment of learning strategies by TVET college lecturers in KwaZulu-Natal, evaluation theory as a theoretical framework is identified and discussed from Tyler and other scholars' point of view. As a reminder, Lederman's (2015) study shows that one may not engage in studies without providing reasons that contributed to how one comes to know research phenomenon. It leaves room for how one may narrow what constitutes evaluation theory.

A study conducted by Baartman (2013) on assessment and evaluation explains that assessment method and quality criteria reduce the gap between what has been learnt and what is needed in the workplace. The structured assessment method, as a basis of assessment of competence, is depicted within bulding new knowing how knowledge from not knowing in field work (Baartman, 2013). Knowing level and knowing how should be measured through realistic situations that may enable students to identify their readiness to enter labour market and inability to venture new ideas. The level of showing how and doing should focus on realistic tasks in assessing students' competence through subjective evaluation (Baartman, 2013).

Baartman (2013) writes that, competence cannot be evaluated without considering observation and portfolio assessment criteria. Observation should checking whether students' work is actual progress according to given outcomes of learning. Once students' work has been observed, portfolio assessment needs to be put in place. Video fragments and reflection reports should be kept in portfolio assessment as an evidence to make judgements about observed students' work. Validity plays crucial quality role when using observation and portfolio assessment. The relevance of validity is outlined in Level 2-4 NVC Assessment Guidelines policy document validity assessment section. It is understood from validity assessment section that whenever lecturers make decision on assessment of learning strategies; the extent to which students display acquired information based on important aspects versus less ones and their reaction towards learnt achievement should be fully understood and be corporated in aims and objectives. The findings from a study conducted by White (2009) show that aims and objectives should leave room for both assessor and students to have a clear understanding of what is expected during assessment of learning.

Ideally, lecturers should enable students to realise progress by comparing current performance with previous experience, through the understanding of methods used in the learning, and through prior explanation of aims and objectives during entrepreneurial skill acquisition. Thus, students are able to identify gaps by doing swot analysis. In higher vocational education, comparing current performance with previous performance should be carried out to demonstrate quality of assessment and improve the quality of education (Baartman, 2013). To ensure the value of assessments, it is assumed that argument based evidence would be a suitable tool in balancing current and intended performance. Based argument evidence may not be possible without understanding how information for learning impacts learnt information. As much as planned information can be provided, responsibility lies upon lecturers making decision as to how to corporate available resources into expected acquired skills (Baartman, 2013).

White's (2009) study states that understanding of the context where assessment of learning is utilised differs in different programme contexts. White (2009) is of view that social, political and economic have to be thoroughly identified by the assessor in order to effectively utilise assessment of learning. In terms of social, students' emotional stress may negatively impact their concentration. The assessors should determine prior assessment of learning, whether students would be able to access enterprises in the community to understand how these enterprises are functioning. White (2009) notes that lecturers have to thoroughly understand assessment of learning strategies and resources so that students may not be hindered or disadvantaged. The relevance of understanding assessment of learning strategies and resources is outlined from fairness and transparency section of NVC Assessment Level 2-4 policy document. This section emphasises that lecturers should verify assessment method(s) and resources prior the use of assessment of learning.

The possible treatment effect of intervention design, beneficiary characteristics or the socio-economic setting when the assessor utilises assessment of learning have to be understood. These considerations entail examining underlying theory that can help expose possible heterogeneity. The relevance of these considerations is entailed in the integration and access section of NVC Assessment Level 2-4 policy document. This section explains that a lecturer has to adopt a unified approach to assessment of learning that may strengthen skills acquisition. This is made possible by examining barriers that may hamper students' skills acquisition.

Revision plays crucial part in understanding whether proposed assessment of learning strategy may be suitable to enhance skills acquisition (White, 2009).

The understanding of either experimental or quasi-experimental approaches which might impact assessment of learning has to be considered by the assessor. White (2009) understands that it is lecturers' responsibility to use assessment of learning strategies that may provide relevant skills acquisition. The only way that lecturers can measure whether students have acquired relevant skills is through learning by doing. The NVC Assessment of Guidelines Level 2-4 policy document states that the importance of participating in learning by doing assessment has to be demonstrated and value of competencies and skill must be recognised. Unfortunately, students are only assessed through written tests and assignments, where they do not get the opportunity to access workplace.

The assessor has to understand how students benefit from assessment of learning strategy. White's (2009) study showed that lecturers have to align students' need with assessment of learning strategies outcome. By doing so, lecturers are able to understand whether skills to be assessed may link students' perceptions of entrepreneurial skills acquisition. In an ideal situation, students come to TVET colleges with the perception that most learning content will be assessed through learning by doing. This is seen from practicability and cost-effectiveness as some of assessment in the Vocational Certificate principles which drive the objectives of enhancing quality training. Practicability and cost-effectiveness state that assessment practices should be based on the outcome of education and training system. Preferably, students has to discuss with relevant lecturers on how skills acquisition should be implemented. The findings of the study conducted by White (2009) state that students may not be able to take part in practical assessment without theoretical basis. During learning by doing, lecturers use observation in order to measure practice. In this context, NVC assessment of learning strategies in a TVET college in KwaZulu-Natal, and students' competence, are measured through written tests, assignments and projects rather than observation.

2.3 Literature review

Reading collected writings probe new ideas and arguments shared by scholars that may entails new techniques which researchers can use to analyse and discuss phenomenon and focus of the study at hand (Hart, 2018). The followings are the themes emerged from studies conducted in South Africa, Botswana, Mozambique and Australia.

2.3.1 Theory-to-practice as standard of learning by doing

Cordeiro and Cunningham (2013) write that, hands on activities draw students to standard of making theory-to-practice. Standard is defined as norms of quality which tell how to apply unknown into known activities (Cordeiro & Cunningham, 2013). It is understood from Cordeiro and Cunningham's (2013) study that content and performance simultaneously form the basis of knowledge transformation.

The NVC Assessment Level 2-4 policy document states that practical components should be undertaken in a real workplace or workshop. In workplace or workshop, students get the opportunity to learn by doing knowledge presented by the assessor. In practice, students are unable to convert knowledge into tangible skills with the exception of descriptions (Beausaert, 2013). That is like learning to walk before you run. The advice that learn to walk before you run addresses basic knowledge needed to enhance a hands-on approach to learning. Basic knowledge is defined as the extent to which information is disseminated through content centred approach (Beausaert, 2013). By 1949, Tyler wrote, that dissemination of information is meaningless without step-by-step planning (Tyler, 2013). The issue that Tyler was trying to address was the ways teachers applied systematic planning in disseminating information to meet students' skills acquisition expectations.

The South African higher education (SAHE) supply New Venture Creation textbooks and NVC Assessment Level 2-4 policy document to support TVET college lecturers in meeting the students' skills acquisition expectations. It emerged from NVC Assessment Level 2-4 policy document that lecturers are expected to present what New Venture Creation aims for, and the suitable learning experiences to achieve what New Venture Creation aims for, as well as organise those learning experiences, and determine whether what was aimed for has been achieved. As long as content is seriously taken into consideration, the way teachers utilise assessment of learning strategies may determine students' performance by the extent to which effectiveness promotes their learning (Tyler, 2013).

Students' expectations and their wants should be the starting point to the level of proficiency at which disseminated information is displayed (Mithra, 2014). Mithra (2014) suggests that the level of proficiency may be determined by mutual participation of both teachers and students. Tangney (2014) concurs with Mithra (2014) that one may not be able to voice beliefs about his

or her own values without pulling weight towards common objectives. Singh (2017) notes that, hard work takes someone to the top through building confidence. That reminds me of one of my former matric teacher's words: 'may your road be rough'. As I was doing my matric studies, I realised that the meaning of my former teacher's words was that one has to pull out all the stops. That was like burning the candle at both sides as I was staying up late into the night and getting up early to start on my studies in the morning, which led to passing my matric. I learnt that taking a step forward requires a level of thinking to transform human thoughts with created tools. This is endorsed by Giacomin (2014) who notes that one is able to build on prior knowledge to display disseminated information through human centred design. The issue that human centred design addresses is that one may be expected to apply usability knowledge and techniques for simulating intuitions.

2.3.2 Forms of assessment

The move to narrowing response to different tasks places the forms which denote a particular way in which type of concise content knowledge appeared (Sebeok & Danesi, 2012). The particular way in which content knowledge appeared is suggested to be within formative and summative assessment, as noted by Dixson and Worrell (2016). In support to formative and summative assessment as raised by Dixson and Worrell (2016), Brown's (2013) study note that formative and summative assessment help lecturers to refresh their approach to student assessment in higher education so as to provide more active learning.

- **Formative assessment**

Noted from Dixson and Worrell (2016) that through feedback, students find themselves sitting at the edge of knowing whether they are ready to enter into the phase where their performance is judged for progression to next level, whether they remain in that level. The ideology of formative assessment, as seen by Dixson and Worrell (2016), states that students may not meet expected performance standard if they are not well informed of learning goals, whether they are in line with the learning goal or not, and what they think should be in place to guide them during the course of enactment. The formative assessment forms the basis of controlling students' performance during lecture, so that students may not find themselves trebling irrelevant acquisition of information which is not aligned with learning goals (Yüksel & Gündüz, 2017). It is in formative assessment where lecturers are expected to go extra miles researching related sources of information for practical education strategies to improve students' success to meet expected learning outcomes. This results to alternative interventions

that lecturers construct to identify students' difficulties through observations and reflections. Observations and reflections ensures that gathered related sources of information are aligned with practical content of theory questions which increases learning and motivation. With observations and reflections, lecturers are able to see if there are any alternative interventions needed to prepare students readiness prior summative assessment, regarded as end-of results assessment (Yüksel & Gündüz, 2017).

- **Summative assessment**

The provision of documentation about what has been learnt during lecturing ensures whether students have been developed enough to be endorsed with acquired entrepreneurial skill to enter field of work (Yüksel & Gündüz, 2017). Dixson and Worrell (2016) note that summative assessment should be used to get final assessment of students' demonstration of learnt knowledge. Of course, time spent during learning becomes fruitless if students are unable to yield quality production. It arose from Dixson and Worrell (2016) that, in order for students to feel that they are ready to enter field of work, it depends on the extent to which they exhibit skills and capabilities. Ending result of assessment (summative assessment) is viewed as high-stake assessment used in capturing the extent to which students know about learning (Dixson & Worrell, 2016). It is understood from Doerfler's (2017) study that high-stake entails making students part of show-casing acquired disseminated information so as to feel how practiced knowledge impact readiness. Doerfler (2017) was concerned that students were unable to claim to know things without motivation, suggesting the appropriateness of knowledge attributes such as descriptive, procedural or reasoning, varying according to practical circumstances.

Ideally, end of results assessment is determined by specific learning outcomes as outlined in the Vocational Certificate (VC) Assessment Guidelines New Venture Creation Level 2-4 policy document. Section A of this policy document clearly explains that lecturers are expected to set, mark and record assessment tasks to determine student strengths and weaknesses, as well as their progress. Class tests, group discussions, case studies and assignments where students get opportunity to exhibit strengths and weaknesses, exploit and avoid threats are among assessment activities that should be undertaken by lecturers to support teaching and learning. In contrast to what has been raised by Dixson and Worrell (2016) about feedback provision as well as what is explained in section A of policy document, lecturers devote most of their time evaluating students' performance during Internal Continuous Assessment (ICASS) at the end of each term due to limited time and large number of students they have in

their classroom. This raises the question whether students' readiness has been adequately evaluated prior the end of result assessment. A study conducted by Mngunikazi (2014) notes that students' competence cannot be measured without understanding their readiness through knowledge for learning. Once lecturers understand how well they may utilise assessment of learning strategies for entrepreneurial skills acquisition, factors behind the variation in students' achievements and adaptation of teaching to address identified needs may be established.

Ideally, lecturers are forerunners in ensuring that students are equipped with industrial skills as explained in FET Colleges Act 2006 preamble section. The 2018 ICASS Guidelines for Vocational Certificate state that lecturers should strive towards best practise of continuous tilisation of internal practical components assessments to increase opportunity for students to access workplace throughout academic year. In contrast to 2018 ICASS Guidelines for vocational certificate, practical components in new venture creation assessments are not undertaken in real workplace or workshop throughout the year which leaves room for a lecturer to reduce the gap between what has been learnt and what is needed in the workplace (Baartman, 2013). Lecturers understand assessment of learning strategies. However, students' entrepreneurial skills acquisition is hindered by lecturers' critical thinking to include relevant theory-based questions to practical business activities during utilisation of assessment of learning new venture creation (Doerfler, (2017).

2.3.3 New Venture Creation (NVC)

Innovation labour market is seen within New Venture Creation. The understanding of New Venture Creation was researched by Salamzadeh (2015) on controversial perspectives and theories of new venture creation. Salamzadeh's (2015) study indicates that ideas of new venture creation came from economic ideological development theory. Initially, development ideological economic theory was conducted by Witt (2002), where new venture creation was seen as recognition process of an entrepreneur's opportunity leading to technological driven transformation. New ventures in developing economic is set to be an engine within innovation arena (Witt, 2002).

Salamzadeh (2015) states that, the organisational history of New Venture Creation raises question where one may ask himself or herself whether New Venture Creation is a process or not. Salamzadeh (2015) is concerned that one may not be able to go through New Venture

Creation without having sound managerial skills. Goodway (2009) defines skill as physical activity levels characterised by movement in a challenging environment. Furthermore, Salamzadeh (2015) is concerned that one may not venture into ideas without going through entrepreneurship journey. Salamzadeh and Kirby (2017) shed light on new venture as start-up creation. They are concerned that without proper identification of an idea, subsequently organised in a series of activities, and without mobilized resources and created competences in order to create value, there will be pitfalls in an entrepreneurship journey.

The study conducted by Salamzadeh (2015) showed that entrepreneurship journey has to be undertaken through the process of business ideas start ups. The business start ups ideas process as observed 'new venture creation model' within Salamzadeh and Kirby' (2017) study suggests that entrepreneurs may not be able to deal with challenges encountered during venturing new ideas in the labour market. In fact, an entrepreneur may not alleviate challenges in the labour market without having a proper market feasibility skill. In other study, Becker (2015) concurs that entrepreneurs may not anticipate new venture creation without having a sound market feasibility study.

The identification of ideas should be based on actions which help during a start-up (new venture) creation. It is agreed by Salamzadeh and Kirby (2017) that series logical sequential actions are needed for agree the success of creation new venture. It is understood from the study of Salamzedeh and Kirby (2017) that building and evaluating process model has to be considered by anyone during start-up (new venture) creation. Building is defined as a means of constructing the constructs, models, methods and artefacts, whereas evaluation ensures concrete development findings that may be used for innovation representation.

Previous studies on entrepreneurship journey indicate that start-up (new venture) creation was introduced to assist students to develop their entrepreneurial personalities. It was indicated in Salamzadeh and Kirby's (2017) study that success of venturing new creation lies in taking a series of logical sequence actions (movements). In other words, new venture creation is about what students actually learn and what they can implement at the end of the learning experience. In this study, the focused on assessment of learning strategies utilisation is guided by 2018 ICASS Guidelines for Vocational Certificate and NVC Assessment Level 2-4 policy documents. The 2018 ICASS Guidelines for Vocational Certificate provides subject lecturers with support on the utilisation of assessment of learning strategies. This policy indicates that

practical assessments should form part of internal assessment of learning strategies to allow students access to the workplace. In an ideal situation, students should get access to the workplace during assessment of learning. However, normally, written tests and assignments are the main components lecturers utilise during internal assessment of learning. Although the overview of 2018 ICASS Guidelines for Vocational Certificate (VC) and NVC Assessment Level 2-4 policy concur with Salamzadeh (2015), Salamzadeh and Kirby (2017), and Witt (2002), that new venture creation develops students' entrepreneurial knowledge and skills, neither the 2018 ICASS Guidelines for Vocational Certificate (VC) or New Venture Creation (NVC) Assessment Level 2-4 specify the process model which allows the construction of models, methods and artefacts through logical sequence actions (movements).

2.3.4 Utilisation of NVC assessment of learning strategies

The word 'utilisation' is derived from English 'utilise', which means making something practical in an effective way. In other words, utilise means putting ideas into use. The word 'utilise' is viewed by Lenin and Utechin (1963) as the determination of knowing where to begin. Furthermore, previous studies by Salamzadeh and Kirby (2017) on identification of an idea which should be based on actions when helping students during a start-up (new venture) creation, concurs with Lenin and Utechin's (1963) thinking of utilise meaning. This suggests that one may not move from one point to the other without putting thought and plan into actions.

Hertin (2009) understands utilisation as opportunities for growth. Lectures may not be able to relate mind and actions expressed in idea meaning if they do not have thought and plan. Hertin (2009) posits that without knowledge collection and evaluation, lecturers may not practically understand related labour skills market. Thus, lecturers have to predict and evaluate the consequences of various assessment of learning activities. Lecturers have to identify major impact of assessment of learning strategies on skills work.

Concurring with the views of Hertin (2009) on utilisation, is Elg and Kollberg (2009) who suggest that utilisation of work skills measurement should be drawn from understanding beforehand, the kind of consequences that work skills measurement holds. Elg and Kollberg (2009) base their arguments institutional readiness which is assumed to develop utilised assessment of learning skills work. This suggests that as much as lecturers may have sound knowledge of utilising assessment of learning strategies for developing skills work, their endeavour will be fruitless if a TVET college's readiness is overlooked. Elg and Kollberg

(2009) are concerned that as much as the culture of organisation, resources and expertise are important factors to consider, lecturers remain liable to innovate what they currently measure through a networking process. In other words, Elg and Kollberg (2009) see lecturers as front runners in measuring students' entrepreneurial knowledge and skills. In this context of assessment of learning strategies in a TVET college in KwaZulu-Natal, lecturers were bound by a common approach to the utilisation of assessment of learning strategies as set out in 2018 ICASS Guidelines for Vocational Certificate (VC) and NVC Assessment Level 2-4. Ordinarily, only written tests and assignments rather than projects, are the main components that TVET college lecturers utilise during assessment of learning. As it was explained in section 2.2.2, most TVET College students are only assessed through written tests and assignments during the period of assessment of learning, where they do not the opportunity to access workplace.

2.3.5 Assessment of learning strategies

Mngunikazi (2014) defines assessment as a process of integrating knowledge for learning and knowledge of learning. Goldie (2016) defines knowledge for learning as knowledge which is formatted inside and outside formal educational institutions. Akerjordet and Severinsson (2007) define knowledge of learning as knowledge which entails understanding of facts and skills acquired through perceiving and discovering. Akerjordet and Severinsson (2007), in their study about people's level of thinking, observe that one may not be able to process embedded information without considering the level of his or her thinking.

Van den Akker (2007) opines that assessment refers to measuring how far knowledge of learning has progressed. Eraut (2002) concurs with Van den Akker (2007), and Mngunikazi (2014) on extent of knowledge of learning that should be based on reasoning and explanation which improves problem solving skill. Mngunikazi (2014) is of view that lecturers must have thorough knowledge of assessment strategies, so that students can be provided with problem skills to integrate knowledge acquired from assessment for learning into assessment of learning. Majola (2014) views assessment strategy as the tool which tries to identify what students can and cannot do.

Harlen (2007) concurs with Majola (2014) that assessment of learning is the process which provides evidence about what students can do, what they know or how they behave and judgments about their achievement. Harlen (2007) is of view that students' competence should

be based on validity (what is being assessed should correspond with learning outcomes), reliability (results must be consistency), impact (potential adverse effects attached on curriculum and pedagogy must be minimised as soon as possible), and resources (enable the utilisation of assessment of learning). Furthermore, Harlen (2007) posits that assessment of learning may not be effectively achieved without adequate resources.

2.3.6 Lecturer as an assessor of learning

Assessment of learning requires lecturers to play major role in informing best practices of content knowledge learnt during lecture periods (Bharuthram, 2015). The informed best practice may not be graded without lecturers' understanding assessment rubric required to assessment practical components of learnt content knowledge. Understanding assessment rubric enable lecturers to highlight outcome expected from assessments. The highlighted expected assessment outcomes should be authentic based on relevance of assessment rubric that lecturers opt to measure students' performance (Bharuthram, 2015). Authenticating assessment rubric is guided by lecturers aligning expected outcome of assessment with objectives (Hyder & Bhamani, 2016). Balancing expected assessment outcomes with objectives of assessment of learning should transform higher order thinking skills, as explained in Bloom's taxonomy presented by in start of 1959s (Hyder & Bhamani, 2016 in Orey, 2010). Whatever assessment rubric that lecturers plan to utilise in assessment of learning should ensure that:

a) the content of learnt knowledge would be applicable to real context,
b) assessment rubric should be in such a way that students gather information related to understanding key subject concepts, and
c) students present projects in order to ensure that it reflects to application of learnt key concepts into real world.

The content of assessment rubric should determine whether questions used in assessment of learning addresses competence in knowledge descriptions, skills, attitudes and behaviour as explained in new venture creation assessment guidelines. It is of vital important that, lecturers assess knowledge descriptions, skills, attitudes and behaviour separately so as to be able to identify areas that need further improvement.

2.3.7 Technical vocational education and training (TVET)

Maclean an Lai (2011) review TVET as an important area of assessing the practiced world of work content, aimed at responding to the demand made by societies. Maclean and Lai (2011) observe that TVET was ideological originated from congress held in Republic of Korea, 1999. It emerged from the congress that TVET is developed on the basis of education and work or economic (Masri, 1999). In education, individual needs and human aspects are catered for (Masri, 1999). Information systems, employment services and career guidance (mentioned the few) are needed for individual needs and human aspects. In work or economic, societal needs and labour market requires the replacement of physical skills by mental skills. TVET is viewed as combining acquired knowledge to job opportunities (Maclean & Lai, 2011). It was agreed during this congress that adoption of TVET should respond to specific skills such as industrial arts, and occupational education and training (mentioned the few) as needed by society demand.

A study conducted by Buthelezi (2018) on lecturer experiences showed that TVET is seen as a starting point towards meaningful change. Buthelezi's (2018) study argues that meaningful change in South Africa requires perseverance effort. Buthelezi (2018) concurs with Maclean and Lai (2011) in that, TVET colleges in South Africa are seen as vehicles for providing skills that engineer demand in labour market. Furthermore, Buthelezi (2018) is concerned that, as much as TVET colleges in South Africa were revitalised through the introduction of National Vocational Curriculum aimed at providing skills, lecturers are faced with numerous challenges in artisan development.

In the context of assessment of learning strategies, 2006 FET colleges Act sees TVET colleges as one of higher education system. It is an area where communities can be served with skills needed for economic demand as concurred by FET Colleges Act 2006 preamble section together with Buthelezi (2018) and Maclean and Lai (2011). Although there is common ideological theory that serves to meet demands of community, FET colleges Act 2006 does not specify elements of fields that South African TVET colleges may choose to respond to, and the geographical demand of societies under which skills programmes are offered. Even 2018 ICASS Guidelines for Vocational Certificate and NVC Assessment Guidelines policy documents do not cover these elements of fields.

The national, continental and international studies have been reviewed in order to understand how new venture creation assessment of learning strategies may better utilised by lecturers in TVET college to equip students with relevant entrepreneurial skills.

2.3.8 Previous studies

Educational research, FET Colleges Act 2006, 2018 ICASS Guidelines for Vocational Certificate and New Venture Creation (NVC) Level 2-4 Assessment Guidelines policy documents were reviewed to gather information related to TVET college lecturers' utilisation of assessment of learning strategies in KwaZulu-Natal.

Studies from South Africa, Botswana, Mozambique and Australia (not all) were reviewed in order to understand differences and similarities which may illuminate lecturers' utilisation of NVC assessment of learning strategies in a TVET college in KwaZulu-Natal. Drawing from Assan's (2012) and Manuel's (2017) work, it is understood that Botswana offers youth entrepreneurial skills training whereas Mozambique offers non vocational formal education training. Whilst, Pasura's (2014) study shows work related training offered in Australia. 2018 ICASS Guidelines Vocational Certificate together with NVC Assessment Level 2-4 policy documents were reviewed in line with studies conducted in South Africa, Botswana, Mozambique and Australia to inform the understanding of lecturers' utilisation of NVC assessment of learning strategies in TVET College.

2.3.8.1 South Africa

A study conducted by Botha (2010) on 1500 first-year university undergraduate students in South Africa shows that project-based learning practices as assessment method of learning, measures student satisfaction to increase their perceptions of entrepreneurial skills. Botha (2010) investigated whether enough effort was provided to equip students with entrepreneurial skills. Quantitative data was generated by administering self-developed research questionnaires using direct questions to determine the views of students on project-based learning practices. Ivanova (2019) in Botha (2010) study opine that project-based learning practices as approach to project-based assessment enable mastering of business concepts. Ivanova (2019) further explains that, project-based learning practices place students hands-on learning approach to identify extent students contexualise theory-based business concepts.

Botha (2010) notes that entrepreneurs' success lies in actions which equip them with entrepreneurial skills needed to create and manage business. Botha (2010) argues that project-based learning practices may not be possible unless lecturers work with small groups of students as the provision of entrepreneurial skills require learning by doing. The findings on project-based learning practices from university undergraduate students point out that simulated privately owned small businesses on campus should be utilised in order to evaluate the extent of entrepreneurial skills that students have acquired during assessment for learning.

Project-based assessment of learning has some challenges when it is done to a large group of students for entrepreneurial skills acquisition. Botha's (2010) study indicated having a large number of students may lead inability control of similar group students participating in project-based assessment of learning. Concurring with Botha's (2010) study, Ivanova (2019) suggested enough time be spent on each student so as to allow presentation of idea generated to develop knowledge and skills. The impact of project-based assessment in a controlled control group of similar students can be determined through the survey completion. Although end of result-project based assessment may have negative impact on a large number of students, a paperless innovative project may be used (Botha, 2010). Paperless innovation is initiated in the form of exhibition whereby lecturers use comprehensive evaluation sheet to determine whether students had acquired relevant entrepreneurial skills.

The findings of the study conducted by Ivanova (2019) and Botha (2010) showed that utilisation of project-based assessment of learning strategy had some benefits for both lecturers and students. Benefits included time saved for both lecturers and students. Groups of students took an active part in the project, and time management and team work skills were acquired. The students got an opportunity to learn from one another by doing, and were able to understand how other students performed entrepreneurial skill activities such as identifying and exploiting new products, processes or markets. Cookery and car washing shows, illustrating entrepreneurship skill, were some of the entrepreneurial skill activities students participated in, in order to use critical and creative thinking skills during these project-based activities presentation for entrepreneurial skills acquisition.

In view of presenting entrepreneurial skills, Astutik (2019) view higher order thinking as aspects of creative and critical thinking that guides acquisition of job-related acquired information needed for presenting entrepreneurial skill. Astutik (2019) proffered creative and

critical thinking skill as the one that sustain demands in labour market, as concurred in Ivanova (2019) and Van den Berg (2004). Astutik (2019) and Ivanova (2019) prolonged study conducted by Van den Berg (2004) conducted a study on higher order thinking. The National Professional Diploma in Education (NPDE) students of Unisa were invited to complete anonymous evaluation forms. The study was done in the context of tolerance and persistence that students faced during project-based assessment. The study pointed out that higher order thinking should consist of complex analysis, synthesis and evaluation processes. Van den Berg (2004) posits that without modelling thinking skill, lecturers may not able to develop entrepreneurial thoughtful activities that engage students to promote requisite thinking skills. It is understood from Van den Berg's (2004) study that modelling thinking skills is seen as the way lecturers show students how assessment can be adapted and simulated in a classroom situation.

Students may be equipped with higher order thinking skills of knowing how to work together on projects, tolerating and persisting pressure. The purpose of lecturers having entrepreneurial thinking capacity enable them to know whether the project-based assessment of learning will gather information about performance of students measured against entrepreneurial skills. Furthermore, Van den Berg's (2004) study recommended theory and practice assessment as tool that may assist in developing higher order thinking skills. It is also understood from Van den Berg's (2004) study that, written tests may be used to provide higher-order of thinking.

There are similarities and differences emanating from Ivanova's (2019), Astutik's (2019), Botha's (2010) and Van den Berg's (2004) studies. These studies share same ideas that project-based assessment aims to evaluate students' competence. Another similarity is that higher order thinking is needed during entrepreneurial skills acquisition. However, Van den Berg's (2004) idea on higher order thinking during project-based assessment differs from Botha's (2010) on the basis of modelling thinking skills and written tests. Botha (2010) opines that an evaluating sheet may be utilised by lecturers for measuring the extent students have ventured their ideas into entrepreneurship skills acquisition. Nothing been said by Botha (2010) that concerns modelling thinking skills and written tests. Van den Berg (2004) believes that venturing entrepreneurship begins with lecturers displaying modelling skills and allowing students to engage in written tests. Learn by doing from one another, as viewed by Botha (2010), concurs with group assessment as illustrated in Ivanova's (2019) and 2018 ICASS Guidelines for Vocational Certificate and NVC Assessment Level 2-4 policy document. The only difference

lies in the fact that students do not get access to the workplace during the period of assessment of learning as pointed out in section 2.2.2 of this study due to limited time that TVET college lecturers have and the large number of students who participate in the assessment of learning for entrepreneurial skill acquisition.

2.3.8.2 Botswana and Mozambique

The study of youth entrepreneurial skills training for employment was conducted by Assan (2012) on Brigades' vocational training in Tutume North-Eastern District of Botswana. Brigades' vocational training consisted of a cluster of builders, carpenters, auto-machines and farmers. Brigades' vocational training was selected for the study as they were responsible for equipping youth with entrepreneurial skills for addressing levels of unemployment. The study was done in order to develop knowledge of how entrepreneurial skills were assessed at vocational training centres. Brigades' coordinators were invited to take part in utilisation of assessment of learning entrepreneurial skill for job creation qualitative method study. The owned youth enterprises making profit capacity was generated thouth insightful interviews.

Findings from Assan's (2012) study indicate that young persons who have left secondary school in Botswana are given opportunity to start mini-enterprise projects in preparation for entrepreneurial skill development. The assessment of learning entrepreneurial skill is among development of business ideas, organising, operating and evaluating the enterprise. Furthermore, students are expected to run businesses in which constant campus based visits by youth and culture training officials are made to assess business ideas and debrief students' progress. The running of workshops to address issues of assessment of learning in the presence of mentors were developed to address issues of assessment of learning entrepreneurial skill.

Study conducted on Mozambican's educators perceptions about competency assessment showed that students should be engaged into business oriented activities while they are still at vocational training (Manuel, 2017). Competency constituted the framework of Manuel's study. It assumed that non vocational formal education training (NVET) prepares students to engage on car reparing, sewing, refrigeration (mentioned the few) on their free will guided by outcomes of learning. The NVET mandated educators to spend most of time combining knowledge and skills in preparing working and progression in the labour market. Unemployed youth and adults are placed at business centres as an action based training to acquire experience

at the of learning (Manuel, 2015 & Robb, 2014). Placing students was adopted in order to understand how much knowledge and skills students had acquired for entreprise start-up.

Robb's (2014) study brings training for entrepreneurship that, use of use of simulation activities and learning by doing enhance students' desire to create new ventures. The empirical research was used to establish correlations between entrepreneurial activity, innovation and technological change in Ghana, Kenya and Mozambique. A study conducted by Robb (2014) used case studies in order to provide qualitative insights into assessment of learning entrepreneurial skills. Qualitative interviews were used to provide an understanding of how entrepreneurs are assessed to determine how much entrepreneurial skills they have acquired. Emphasis was placed on setting up business plan competitions. The aim of setting up business plan competition was to enable students to understand the usefulness of new venture creation for job creation. The use of business competition plan through mentorship and coaching offered students the opportunity to overcome the barrier of inability to learn how to access potential sources of finance for new venture creation purposes.

There are some similarities in the studies conducted in Botswana, Mozambique and South Africa. For example, a study conducted by Botha (2010) showed that simulated privately owned small businesses on campus may be an appropriate strategy during project-based assessment of learning entrepreneurial skill. The study by Assan (2012) on Brigades' vocational training in Tutume North-Eastern District of Botswana, concurred with Botha (2010) that monitoring of projects provided entrepreneurial skills. However, there are some differences between studies conducted in Botswana, Mozambique, South Africa and information given in the contextual use of assessment of learning by lecturers in section 2.2.2 of this study. The difference lies in the fact that only written tests and assignments rather than projects, are utilised by lecturers during NVC assessment of learning which does not provide students an opportunity to measure their competency routine.

2.3.8.3 Australia

Apart from South Africa, Botswana and Mozambique studies; it was understood from the context of Australia that ethical dilemmas/challenges still prevail in the use of vocational assessment of learning training (Nakar, 2019). Ethical dilemmas/challenges emerged from Nakar's (2019) that, number of students that lecturers have in their classroom negatively impact the delivery of learning to students. Lecturers work with large groups of students. Qualitative

interpretive phenomenological analysis research viewed understanding of ethical challenges in learnt knowledge assessment.

A study conducted by Nakar (2019) noted that, classroom with more than small number of students unabled teachers to understand how learning delivery affect each and every students. The findings showed that exposing students to poor assessment characterised by inadequate confirmation and reality undermines the integrity of the students learning outcome. Teachers sit in the front end of assessment where one would draw content for learnt knowledge into understanding the practicality of content learnt knowledge. Authenticate assessment of learning is assumed to observed within developed teachers' profession.

Concurring with Nakar (2019), Stevens (2017) was of the view that the understanding of competency-based assessment (CBA) offered teachers sophisticated mechanisms for ensuring students' progressed professional labour market oriented practice. It is explained in the Stevens's (2017) study that problem evaluated based approach would be useful when assessing students' competencies. In order to master the way competence-based learning approach is used, teachers have to undergo competence-based training to assist them in designing effective assessment of learning strategy. It is understood that competency-based assessment may be made possible to draw experiential students' learning. Students' competencies have to be authenticated through evaluation. Problem-based learning (PBL) is viewed as part of competence-based assessment which allows limited group of students to analyse problem presented. Students' critical thinking is positively impacted through the use of PBL.

Similar to studies conducted by Botha (2010), both project-based assessment and problem-based learning allow students to learn by doing. Whilst the study conducted by Van den Berg (2004) was concerned that, in whatever endeavour teachers pursued in developing higher order thinking, modelling thinking skill was vital. The findings of the Stevens' study were similar to view by Van den Berg (2004). The difference was seen on the basis of 2018 ICASS Guidelines for NVC policy document. Although the overview of practical tasks that students were expected to perform in the workplace have been explained, neither competency-based assessment nor problem-based learning based on supervisory one-on-one activity to draw on students' experiential learning has been covered.

2.4 Chapter summary

Chapter two discussed the meaning of theoretical framework and its importance for this study, main attributes of evaluation theory, the role of evaluation theory, standard of assessments' utilisation, and types of assessments were discussed from point of literature review. Local, African and Oceania studies showed that understanding entrepreneurial skills assessment of learning strategies could help TVET college lecturers in KwaZulu-Natal to equip students with practical skills. The utilisation of assessment of learning strategies for entrepreneurial skills work should be based on project work. The procedures that researcher plans to follow in collecting detailed insightful views needed to address utilisation of learnt assessment, is discussed in chapter three.

-Chapter Three-

METHODOLOGY TO THE STUDY

3.1 Introduction

Previous chapter explained the importance of evaluation theory in assessment of learning strategies, the main attributes of evaluation theory, and how evaluation theory informs utilisation of NVC assessment of learning strategies in TVET College, utility standard and form of assessments. South African, African and Oceania studies were reviewed to justify the utilisation of NVC assessment of learning strategies.

Methodology used in chapter three is presented. There are as many definitions of the term research methodology as there are scholars in this field of study in social sciences. While some provide expansively verbose definitions, others provide a narrow view of the term. Palaiologou (2016) defines research methodology as the basic principle on which research design is premised and shaped. In other words, research methodology underpins data gathered sequential steps forming analysis basis. Methodology in the study is defined as research approaches and paradigms (Creswell, 2014). Research methodology is the process that researcher uses to identify, evaluate and justify how research is to be carried out. Scott (2006) defines research methodology as thoughtful way of coming to know the unknown for providing interpreted knowable research facets. Furthermore, Scott's (2006) understands research methodology as a process which guides the researcher to embark on the journey of seeking in-depth understanding of a problem at hand. King (2018) argue that the justification informing the research process is imperative so as not to collect irrelevant data. In this chapter, the researcher discusses research paradigm, qualitative research approach, case study design, population of the study, study sample, and techniques for sampling used to address research problem. Further, methods used to gather qualitative data, processing collected data, study moral considerations and trustworthiness pertaining the study, are also discussed.

3.2 Research Paradigm

There are many scholars who theorise research paradigm in the field of educational research. While some scholars mention that research paradigm ranges in meaning from different methods and models employed in research, others explain research paradigm as a term used to indicate the fundamental set of beliefs from which an individual operates (Palaiologou, 2016). Cohen

(2011) expressed research paradigm view based on searching correct way of understanding best principles guiding existence. One may not come to understand behaviour that guides one's conduct without taking into account paradigm in research, as noted by Jonker and Pennink (2010). It is noted from Mackenzie and Knipe's (2006) study that positivism, interpretivism, transformative and pragmatism paradims are approaches that researchers may use to share their assumptions and beliefs about what can be known. Mackenzie and Knipe (2006) opines different terms/languages that researchers may use to express their beliefs about the world that they live in. Table A illustrates research paradigms' terms/languages.

Table A: Major research paradigms with different terms/languages

Source: Vol 16 of 2006 research educational issues

	Positivism	**Interpretivism**	**Transformative**	**Pragmatism**
Language commonly used	Experimental Associated ideas Truth meaning Findig relationship Knowledge basis Making claim	Symbolic interaction Raising belief Different views Bringing reality Bring new idea	Practice theory based inquiry Feminist Power driven agency Social content- change theory	Effects meaning Actions versus ideas Multiple value sources Evidence provision

The work of Mackenzie and Knipe (2006) point out that, the understanding of languages associated with research paradigms would result to idea generated by discussing epistemological and ontological assumptions about the world people live in. Table B describes philosophical assumptions of research paradigms.

Table B: Research paradigms philosophical assumptions

Source: Educational Research issues in Vol 16 of 2006

Description	**Positivism**	**Interpretivism**	**Transformative**	**Pragmatism**
Reasons why research is conducted	Provides what constitutes the meaning of ideas	Understand meaningful social action	Finding reasons behind social context behaviour	Understand problem
Ontology: philosophy of reality	Facts are established by examining	Debating issues under the study	Based on explanation	Facts are regarded as truthful if they

	components parts of phenomenon			have solution to problem
Epistemology: come to know the reality	Measuring acquired knowledge	Interpreting different views for sense-making	Using diversified positions in constructing knowledge	Knowledge is constructed through insights into the question
Methodology: approach to understand reality	Know the meaning of knowledge	Use open discussions	Socially involve all parties concerned to bring process of change issues	Use critical argument to unveil existence nature of problem
Data collection tools	Second-hand sourced information	Sourcing first-hand information	Sexism Racism Homophobia	Employ only view that provides reality about problem

Mackenzie and Knipe (2006) explains positivism as approach of understanding behaviour through examining facts, which proceeded by way of scientific description to pave the way of finding about ourselves (Creswell, 2003 in Cohen, 2002). Finding out about ourselves is posited within transformative paradigm to reform justice required to immerse voices of individuals for societal change that allow reasoning experience underpinning our behaviour (Creswell, 2003). Ideally, in societal change there is saying that 'a problem at hand may be meaningless without action that is guided by purpose and knowledge in order to address desired perform changes. Creswell and Poth (2016) point out pragmatism as paradigm enabling any individuals to understand outcome, situations and consequences of societal change. In order to understand the meaning of views existing in people's lives, interpretive paradigm was opted for this so as to get deeper insight into lecturers' utilization of NVC assessment of learning strategies in a TVET college in KwaZulu-Natal province (Creswell & Poth, 2016).

3.2.1 Interpretive paradigm

Mackenzie and Knipe (2006) refers this paradigm as understandable view within life sharing spheres. It is a paradigm that provides people with a room to openly raise concern pertaining new meaning making. (Creswell & Poth, 2016). The subjective meanings formed by interacted participants' views within their individuals' lives are directed towards certain objects or things. In regards to utilisation of assessment of learning new venture creation for entrepreneurial skill acquisition, interpretive paradigm is viewed as mirrored groundbreaking of what it takes to be an entrepreneur (Packard, 2017). One of major source of becoming an entrepreneur is postulated from sharing views at an individual level. Interpretive paradigm provides platform of debating issues to generate ideas (ontology) that can be used to interpret and get sense of knowing (epistemology) nature of phenomenon under study (Packard, 2017).

In this paradigm, reality is socially constructed from human's understanding of the world as it appears to them (Creswell, 2009). True reflection of participants' own state of mind is presented and discussed within their free own will. The free will of participants expresses the experiences-pattern meanings. As much as researchers reflect on participants' own state of mind, I argue that outcome of interpreting participants' views is sometimes influenced by researcher's biasness and prejudice (Creswell & Poth, 2016). Whatever meanings that researcher construct from interpreting participants' views subjectively directed towards phenomenon under study rather than participants' themselves. In this regards, participant in not judged against the will of expressing his/her willingness to partake into study the way he/she feels.

In view of ontology assumptions, meanings-pattern is mostly constructed from interacted discussions with participants (Creswell & Poth, 2016). Mackenzie and Knipe (2006) postulated researcher's listening skill as major impact towards constructing positive meanings-pattern. In order to construct productive meaning-patterns requires well conducive settings which allows free flow of interaction ideas (Creswell & Poth, 2016). The process of constructing ideas from debating issues requires researchers to be more well informed of how to make sense of ideas about phenomenon under study (Creswell & Poth, 2016).

In regards to assumptions about epistemology in this paradigm, I was guided by views raised by NVC level 2-4 lecturers. Opened-ended questions guided process of interpreting lecturers'

responses. Research with lecturers were conducted at colleges where they were lecturing. There was mutual understanding between researcher (interviewer) and lecturers (interviewees) based on rapport established by researcher introducing himself and allow lecturers share their lecturing background in the field of new venture creation (Creswell & Poth, 2016). The more lecturers become comfortable to sit and share their views, researcher was able to get know lecturers and make-sense of interpreting their different lecturers' views.

3.3 Research Approach

Creswell (2003) views research approach as a framework for research design that details collected data analysis procedures of all philosophical facets researched ideas of research inquiry. Scott (2006) writes, in approach research that reasons behind selected spefic techniques for constructing, collecting and developing educational research knowledge production is provided to the advisor. Creswell (2014) concurs with Scott (2006) that research approach is needed to obtain knowledge, and reflect upon and justify the best method. Olorunfemi (2018) indicates that research approaches form the basis of seeking answers that claim knowledge and strategies determining methods used to collect and analyse data. Further, Olorunfemi (2018) says research approaches may differ on the basis of analytical objectives, types of questions posed, data collection tools used, form of data produced, and how flexible the study design is. As a reminder to the reader, research methodology underpins the explained methods aimed at collecting and analysing data.

With view from Creswell's (2003) work, quantitative; qualitative and mixed method are approaches that researchers may use to conduct research. Creswell (2003) explains quantitative approach as a strategy of inquiriy that the researchers employ to generalise ideas and behaviours. It is the strategy that invokes post-positivist perspectives. Creswell (2003) submits that researchers employ mixed method approach to base knowledge claims on pragmatic grounds. Within pragmatic grounds, approach to qualitative research enables researcher to interpret meanings and perspectives from participants' point of view, using rigorous and systematic methods of transcribing, coding and analysis of themes (Maxwell, 2012). Qualitative research approach is relevant for this study.

3.3.1 Qualitative approach

Contextual and complex understanding of effect and affective interrelationship is provided through consideration and employing qualitative research approach (Creswell, 2014). The

provision of reasoning behaviour basing the understanding of problem under study is driven by systematic quality approach. Palaiologou (2016) viewes qualitative research as an approach which seeks to interpret meaning from generated data so as to understand social aspects of human beings. As much as qualitative approach may help researcher to understand social life through the study of targeted populations, qualitative approach holds some advantages and disadvantages for this study as informed by Crossman (2017), and Johnson and Christensen (2008). Qualitative approach shows that the researchers is able to reconstruct complex processes and differentiate between different types of variables via process tracing. The researcher is the one who leads conversation and is in the position to make changes during the study. More time may be spent in ensuring that rich in-depth information is gathered from participants. Participants are granted the opportunity to express their views based on their own understanding of local contexts. However, the qualitative approach tends to be more limited. Qualitative findings rely on the researcher's interpretation without the presence of participants who actually generate views about findings. The probing of questioning requires skilful researcher.

The meanings and understanding of lecturers' views about utilisation of NVC learning strategies and knowing how lecturers used NVC assessment of strategies learning were increased through face-to-face opened interview (FFOI). Qualitative research approach helped to openly flow lecturers' constructed ideas. Knowledge claimed is hand first collected. (Creswell, 2003). Approaches to qualitative research allowed researcher in seeking informative NVC lecturers' interpreted beliefs and thoughts.

3.4 Research Design

Scholars provide different meanings of research design in the field of educational research. The list of research questions that every researcher has, may be investigated through research design. Creswell (2017) sees designing in research as guidance that researchers may not deviate from when looking quality data. Leavy (2017) defines research design as platform directing the process to be engaged in carrying the study. Wahyuni (2012) defines data collection method plan used, what researcher will do with the data collected, how researcher will analyse and make meaning of the data collected, as designed research. Wahyuni (2012) posits that, researchers may fail in producing quality determined data if they do not follow proper effective doing in assessing research question(s). That is like water in a leaked container where the aim of collected water becomes meaningless. Taking from the work of Vogt and Gardener's (2012),

researchers have to decide on correct way of dealing with problem within life spheres. Method and procedure that researcher used for this study to understand lecturers' ideas that fit together in the utilisation of NVC assessment of learning strategies in TVET College, was case study.

Hancock and Algozzine (2017) define case study as research methodology to learn about what happens in a particular situation so as to know phenomenon cause and effect interconnection. Case study is noted by Hancock and Algozzine (2017) as representing studied occurrence. Crowe (2011) views case study as capturing phenomenon realisation. Knowledge in social real context is understood through studying cases (Al Riyami, 2015). Case study enables researcher understand how ideas fit together (Cohen, 2011). Cohen (2011) identifies three types of case studies that researchers may use to understand how ideas fit together. Cohen (2011) posited descriptive as case study employed to compare data collected to formulate hypothesis. This case study was not relevant as the reason for collecting data within interpretive paradigm is to understand the meanings of participants' views rather than comparing data collected to formulate hypotheses. Explanatory case study simulates real-life situations for discussion and debate (Cohen, 2011). This study did not opt explanatory case study since it is mainly applicable for casual studies which seeks to constitute the meanings of pattern-matching and inferencing (Kothari, 2017). Cohen (2011) postulated further examination of phenomenon under study through interpretive exploratory case study. I therefore find interpretive exploratory case study relevant for this study, as it raised NVC level 2-4 lecturers' different views about utilisation of new venture creation assessment of learning strategies in TVET college (Ottah, 2018).

3.4.1 Interpretive exploratory case study

Interpretive exploratory case study is based on exploring any phenomenon in the data which serves as a point of interest to the researcher which further opens doors for further examination so as to understand deep insight of phenomenon being observed (Ottah, 2018 in Cohen, 2011). Interpretive exploratory case study allows researchers to construct in-depth understanding from different views raised by participant to address research question that provide uncertainty surrounding phenomenon under study (Ottah, 2018). An interpretive exploratory case study requires researchers to treat participants with dignity and respect at convenient time, which would allow participants to openly share issues concerning phenomenon of interest from their own experiences (Creswell, 2013). Through interpretive exploratory case study, face-to-face

interview process and document analysis may be used by researchers to report gathered first-hand information rather than generalising issues raised by participants (Creswell, 2013).

In case of this study, a total number of 3 NVC level 2-4 lecturers at a TVET college campus provided researcher with an opportunity to understand utilisation of NVC assessment of learning strategies. Lecturers were the relevant people in NVC contexts who were willing to talk openly on utilisation of NVC assessment of learning strategies in open-ended questions in separate interview venues (Creswell, 2017). During interview sessions, the researcher interviewed lecturers with the aim of having in-depth information through which utilisation of NVC assessment of learning strategies in a TVET college was meaningful construed (Creswell, 2017). Issues raised by lecturers were supported by analysing 2018 national vocational certificate ICASS guidelines and NVC assessment policy documents.

3.5 Population

Kothari (2017) views population as study element from which findings are ought to be generalised. Element is regarded as population based on shared traits serving researcher's interest to conduct study (Kothari, 2004). Population of all level 2-4 lecturers in office administration programme where New Venture Creation is offered from two TVET colleges in Pinetown district and Zululand district in KwaZulu-Natal, were involved in the study of New Venture Creation (NVC) assessment of learning.

3.6 Participants Selection

3.6.1 Sampling

Selection of sources is required to provide data that answers objectives of study (Cohen, 2011). Explanation from Ndikwetepo's (2015) study adds to Cohen's (2011) definition that, sampling is the process that the researcher use to select part of the population to generate information concerning a phenomenon that represents the population. Kothari (2017) also gives important to sampling population related to part of population that is enough to provide rich data. The point that Kothari (2017) makes is that sampling estimates the traits or trait of part of population from the population and device the exactness of the estimate. Drawing from Cohen's (2011), Ndikwetepo's (2015) and Kothari's (2017) studies, the researcher must plan ahead ways of selecting data sources from the population, so as to provide correctness of the estimated relationships (Creswell & Poth, 2016). The researcher used non-probability sampling based on the lists of NVC level 2-4 lecturers received from Campus Managers.

3.6.2 The sample

Cohen (2002) defines sample as element that represents acquired knowledge. Sample in qualitative research is viewed as part of population depending specifically on the research objective(s), the type of research design, and the skill and experience of the researcher (Maree, 2016). Cohen (2002) points out that experienced researchers draw sample from the total population (to down) whereas less experienced researchers simply involve participants without considering shared population characteristics (bottom up). In this case, the sample of 3 lecturers were drawn from office administration level 2-4 lecturers to understand their views about utilisation of NVC assessment of learning.

The sample selection criteria

The sample selection criteria required a decision as to which characteristics reflect the sample population that address the research question (Williams, 2003). The researcher looked for lecturers who have been teaching at TVET college, the level that they teach, teaching experience and area of teaching specialisation. In terms of TVET college where lecturers have been teaching, the researcher assumed that these lecturers understand the purpose of TVET college. Teaching experience was considered as a sample selection criteria, because the researcher believed that lecturers have vast knowledge of NVC content and assessment of learning strategies. In terms of area of teaching specialisation, the researcher assumed that lecturers understand ICASS Guidelines for Vocational Certificate (VC) and NVC Assessment Guidelines Level 2-4 policy documents.

3.6.3 Sampling procedure

In order for the researcher to identify and select cases that are informative for proper utilisation of limited resources, purposeful sampling technique should be employed in qualitative research (Cohen, 2011). Purposeful sampling is regarded by Etikan (2016) as non-probability sampling guided by characteristics participants possess. Based on this study, the researcher wanted only lecturers who teach level 2-4 with more five years teaching experience. Lecturers who have only started teaching level 2, did not have a chance to be selected at all.

3.6.4 Challenges of using purposive sampling

Cohen (2011) notes that the challenge of using purposive sampling is that, it is assumed that the range of difference in a sample where purposive sampling is to be used is usually not really

recognised at the outset of a study. In addition, researchers differentiate potential population represented people through through a number of criteria or attribute that people to be included in the study must have (Maree, 2013). The criteria that the researcher used to differentiate potential participants for this study, was based on participants' teaching experience. The lists received from Campus Managers indicated that all office administration level 2-4 lecturers have taught New Venture Creation. It turned out from the onset interview that New Venture Creation (NVC) has been only taught by 6 lecturers. Two of these six lecturers have never taught New Venture Creation for the past five years, while four of them have been teaching NVC for the past seven years. I therefore had to exclude them from participating in the interview, and sincerely thanked for their willingness and time they spent coming for the interview.

3.6.5 Selecting participants using purposive sampling

Convenience purposive sampling method was used in selecting NVC level 2-4 lecturers in TVET Colleges in KwaZulu-Natal, Pinetown District and Zululand District. Convenience purposeful sampling method provided NVC Level 2-4 lecturers an opportunity to participate in the study (Creswell, 2017). The selection of lecturers began after searching online TVET colleges that offered New Venture Creation vocational subject in Pinetwon District and Zululand District, respectively. Permission to conduct research at TVET colleges was received from Rectors which was followed by ethical clearance approval from UKZN Research Ethics Committee (Saunders, 2012). Thereafter, a list of NVC lecturers were requested from Campus Managers. Lecturers who had been lecturing NVC Level 2-4 for more than five years were deemed to be selected as it was assumed that they had sufficient knowledge of assessment of learning. Lecturers who had lectured for less than five years were not selected due to the fact that it was assumed that they were still novice. Levin (2009) regards novice lecturers as those who lack lecturing experience and knowledge of assessment of learning. Informed consent forms were then sent to suitable NVC Level 2-4 lecturers. Confidentiality rights were guaranteed in the informed consent sought.

3.7 Data Collection Instrument

Johnson and Christensen (2008) emphasise that all studies involving data collection techniques should be through asking questions, reading, measurement, observation or combination of techniques. Onwuegbuzie (2010) observes that any data collection instrument used should ensure that the instrument produces questions relating to answering research. There are tens

ways of collecting data (Cohen, 2002). As a reminder to the reader, interpretive exploratory case study provided understanding of NVC utilisation of assessment of learning strategies from different issues raised by new venture creation. Therefore, the researcher focused on interview to collect data.

3.7.1 Interview

Views of interview in educational field research narrow conversation between individuals or group of people. The work of Creswell's (2017) and Maree's (2013) narrow interview to exchangeable understanding of world through interviewee's eye. Cohen (2002) views interview as the way of interchanging feelings on attitudes, thoughts and actions of the participants.

It emerged from Creswell's (2017), Maree's (2013) and Cohen's (2002) study that accurate data may be obtained if questions are asked in an acceptable manner, so to leave respondent sincere and well-motivated. Unexpected results are probed through interview. Cohen (2002) and Creswell (2017) argue that, interview holds benefits while drawbacks emanate from collecting information. Researchers rectify misunderstandings and mistakes in an interview, adjust questions, and collect detailed information to enable proper analysis of a problem. However, more time, tolerance and interpretations required which may prolonged times spent in the interview. Making interview accurates as possible, Creswell (2017) identifies structured interviews and opened (semi-structred) interviews as frequently used in social sciencies. The researcher used open-ended questions to enable TVET college lecturers to share their views about NVC assessment of learning. Therefore, the researcher used semi-structured interview.

3.7.1.1 Semi-structured (open-ended) interview

The face-to-face opened interview (FFOI)/one-on-one verbal interaction allowed NVC level 2-4 lecturers to talk as much as they wanted (Creswell, 2017). The FFOI/one-on-one verbal interaction openly led lecturers raised views or behaviour (Maree, 2013). Open-ended research questions permitted NVC level 2-4 lecturers to explain their feelings and perspectives on the utilisation of NVC assessment of learning strategies (Castillo-Montoya, 2016). Castillo-Montoya (2016) defines open-ended questioning attached to tuning experience meanings in knowing reality.

Holstein (2002) notes FFOI as rooting interviewee's reactions and remembrances. The success of FFOI in capturing interviewee's minds is based on professionalism that interview must have to lead interview (Aleandri & Russo, 2015). The researcher pronounced questions clearly and posed after each and every question to allow lecturers to ask for any clarity. Newcomer (2015) supplements that, positive first impressions are crucial in building professionalism during interview. The researcher was friendly and willing to listen. Views and opinions were probed, and created room to explain or phrase ambiguous questions. Where needed, the researcher used language spoken by interviewee to easy the interview. However, the researcher needed more thinking anticipated capacity to deal with any leading clarity arised while interview continued.

Rabionet (2011) says, the researchers should be knowledgeable enough to introduce themselves to interviewees and about the questions to ask in order to understand the research phenomenon. The researcher explained to interviewee prior to interview that, is a master's student at UKZN university and intended questions talk to utilisation of assessment NVC learning, not to interviewee self. Lodico (2010) also argues that in order to generate quality responses from interviewees; nodding, smiling, tilting of the head and raising of eyebrows give out more information without interrupting the conversation. In the context of utilisation of learning strategies by TVET college lecturers, data generated was done through voice recording participants' responses (Lury & Wakeford, 2012). The researcher did not interrupt interview while talking and leading questions were asked after interviewee had finished talking. Lury and Wakeford (2012) argue that body language and behaviour should be more professional and cordial when using voice recording. The researcher familiarised himself with the operation of voice recording device before beginning the interview, to ensure that voice recording device was appropriate to offer high quality recording.

3.8 Data Collection Procedure

TVET Colleges that offer Level 2-4 New Venture Creation in KwaZulu-Natal were first checked online. Requests for permission to conduct research were sent to Rectors of TVET Colleges in Pinetown District and Zululand District. The consent to conduct research was granted after the researcher completed and sent DHET 004 application form to conduct research in public colleges, together with research proposal to the Rector. Then, the researcher approached campus managers telephonically requesting them to interview NVC level 2-4 lecturers. The consent that was granted by the Rector was sent to campus managers, requesting them a list of NVC level 2-4 lecturers.

The process of interviewing participants for data collection began after the approved ethical letter. Informed consent letter was sent to eligible participants requesting them to participate in the study two months in advance, where participation morals and the nature of research were explained (Creswell, 2009). The researcher sent interview schedule after receiving informed consent letters from eligible participants to prompt preparation for interviews a week prior to interview process (Roulston, 2010).

3.9 Data analysis

The data collected from the NVC level 2-4 lecturers as participants through face-to-face semi-structured (opened) interview was analysed to establish different themes based on research questions used when interviewing NVC level 2-4 lecturers: comment on the NVC assessment situation of assessment of learning strategies, comment on what assessment of learning strategies might be beneficial to capacitate TVET college lecturer in the NVC Internal Continuous Assessment, what NVC assessment of learning strategies that TVET college lecturers use, why do TVET college lecturers use NVC assessment of learning strategies, what informs TVET college lecturers to use NVC assessment of learning strategies, how do TVET college lecturers use NVC assessment of learning strategies, and general remarks about the NVC curriculum. In order to establish themes emerging from lecturers' responses to interview questions, I had to numerously go through their voice recorded responses to find common features characteristics. The amount of time spent to establish themes emerged from lecturers' responses to address research questions: perceptions about the utilisation of NVC assessment of learning strategies, and the way NVC assessment of learning strategies it is, required lot of playing and listening over and over again so as to decide what to include and exclude from lecturers' words (Derobertmasure & Robertson, 2014). The inclusion and exclusion of participants' words in thematic data analysis is based to an extent to which participants' responses are in line with interview research questions (Nowell, 2017). The first copy of thematic data analysis (TDA) was sent to supervisor's office to check whether it correlated with participants' responses and had meanings.

The process of thematic data analysis established findings which were drawn from transcribing NVC level 2-4 lecturers' voice recorded responses. The process of transcribing lecturers' responses in TDA began by breaking up the original lecturers' words into themes and sub-themes, which is shown in chapter four of this study. There are the phases that researchers need

to follow to analyse collected data to find common meanings and cohesion from participants' responses (Nowell, 2017). The phases that I followed in this study guided me as a researcher to establish common meanings and cohesion of NVC level 2-4 lecturers' views in response to their perceptions on utilisation of New Venture Creation assessment of learning strategies and why NVC assessment of learning strategies the way it is in TVET college.

The phases of thematic data analysis that researchers may use to find common meanings and cohesion were propounded by Nowell (2017) as documented in Braun and Clarke's (2006) thematic analysis process to produce meaningful results of collected data. The explaination of thematic analysis in Nowell (2017)'s work that, as discussed in Braun and Clarke's (2006) study shows that, the entire thematic analysis should be inseparable from data collected at hand. There are six phases that researchers may apply to enhance thematic data analysis in qualitative research. (Nowell, 2017).

a) Document views of participants in data collection,
b) develop what ideas are interesting in gathered data,
c) collate different recurring ideas to form one insightful common whole,
d) revisit one insightful whole of different recurring ideas to find coherent pattern,
e) give the sense of what each insightful whole from different recurring ideas is about, and
f) the sense of each insightful whole should be concise, coherent, logical, and non-repetitive and be an interesting account of different recurring ideas.

The data was thematically analysed for this study by following the above phases to establish coherent meaningful results from different views raised by NVC level 2-4 lecturers. Data analysis began by collecting lecturers' perceptions on utilisation of NVC assessment of learning strategies. The recording of participants' views would not be possible without placing participants into a comfort zone. The comfort zone in this study was enhanced by rephrasing questions, not interrupting while lecturers talking, and using simple pronunciation to acknowledge extent deepness during interview process, as supported by Nowell (2017) in the work of Braun and Clarke (2006).

The voice recorded data gathered from lecturers were replayed, and thorough attention were given to each verbatim quotes in order to establish ideas related to utilisation of NVC assessment of learning strategies. Ideas from lecturers' verbatim quotes were summarised to

identify interesting aspects that form themes across collected data (Nowell, 2017). The interesting aspects of ideas from lecturers' verbatim quotes were analysed and categorised into themes to identify pattern underlying them. The production of themes analyses and categorisation were then presented in a template format, as recommended by Nowell (2017) in Creswell (2014). The meaning of established themes was linked to lecturers' verbatim quotes. The inductive approach in establishing meaningful themes enabled to construct relation to research questions. The inductive approach used in this study ensured that each case was described to construct meaningful patterns, themes and categories of analysis to produce rich description of the overall collected data, as explained by Nowell (2017) in Braun and Clarke (2006).

The meaningful patterns and categorising analysis of data were drawn by breaking down themes into sub-themes to succinctly recap whether different issues raised by lecturers were fitting together to tell what collected data is all about (Nowell, 2017). The content of each theme related to research questions were them succinctly described to establish names that might give reader a sense of understanding the meaning of each theme. Some words used in each theme were also mentioned in sub-themes and issued raised by NVC level 2-4 lecturers to provide relation to content of research questions addressed in this study (Nowell, 2017). The interpretation and findings for each theme were discussed by summarising and theorising lecturers' verbatim quotes to construct broader claims of meanings and implications supported by related literature review.

3.10 Trustworthiness

The findings of this study were produced from listened voice-recorded lecturers' views that may be applied into other related vocational assessment of learning utilisation judgements (Decrop, 2004). Williams and Morrow (2009) opine that, researchers must prove that collected data results contain rationality of the study. The summary of recorded verbatim transcribed views of lecturers showed theory making practice questions as a major concern in easing understanding of business related skills acquisition, guided by assessment policy documents. Basically, the study proves that assessing business acquisition related skills is questioned within practicality of theory making standard.

However, Nowell (2017) in Lincoln and Guba (1985) posits that, other researchers would find it difficult to accept that findings of study are worthy to be used in future research if there is no

enough evidence that these findings are indeed worthy of attention. In order to refine trustworthiness of the study, Nowell (2017) in Lincoln and Guba (1985) propounds criteria of credibility, transferability, dependability and confirmability that would imply that collected data was analysed precisely, consistently, and exhaustively to systematise qualitative truthful knowledge production in the study. Trustworthiness in the study is viewed as any similar set of standards researchers use to judge the quality of research interpretation and findings (Nowell, 2017 in Lincoln and Guba, 1985).

3.10.1 Credibility

These findings of this study were constructed out of the set interview. Whatever findings that researchers table, credibility should be at all times shown in the study (Singh, 2013). The study would have credibility only if it represents issues raised during interaction with participants (Nowell, 2017 in Lincoln & Guba, 1985). To establish credibility, truthful meanings of knowledge production were constructed from more than one verbatim quotes per NVC level 2-4 lecturer and supported with NVC assessment and subject guideline, as well as 2018 vocational certificate ICASS guideline policies to allow certainty in this study (Nowell, 2017 in Lincoln & Guba, 1985). Related reviewed readings on assessment of learning in new venture creation were done to seek in-depth understanding of issues raised by lecturers. To ascertain study, interpretation and findings are transcribed from NVC level 2-4 lecturers' verbatim quotes, where their quotes were quotation marked. Themes and sub-themes established by the researcher match the views raised by lecturers.

3.10.2 Transferability

A study conducted by Moloto (2014) posits that, any results processed from study remains worthless if they cannot be transferred or generalised to finding solutions in other related research contexts. Transferability would be seen in a point where researchers bring thick description of data analysis to case-to-case transfer denoting that results of study can be transmitted to other settings using different participants (Nowell, 2017 in Lincoln & Guba, 1985). A study conducted by Curtin and Fossey (2007) view transferability as trustworthiness criteria to enable readers to understand that, what happens in current studies is resulted from other findings of research. In view of this study, results interpreted from NVC level 2-4 lecturers' responses pronounced that skills acquired for entrepreneurship is evaluated against theory to practice question standard for competency improvement. Context of constructing lecturers' views on NVC assessment of learning utilisation was within Pinetown district and

Zululand district TVET colleges. Outcome of direct quotes from individual NVC lecturers may be interpreted by other districts in the same province or other provinces where samples are the same grade NVC level 2-4 lecturers.

3.10.3 Dependability

As much as studies may be done with same participants, more or less results should be same to the ones that have been produced from the onset study (Moloto, 2014). It is advisable that, consistency is maintained throughout any reported results, as guided by evaluated gathered qualitative data (Khanyile, 2015). To ensure dependability, researchers should provide evidence that truthful meaning of knowledge production is logical and traceable in a well-documented format (Nowell, 2017 in Lincoln & Guba, 1985). Moreover, researchers should keep proof that, the reporting of research results is based on field notes and raw collected data transcripts. In respect of this study, data was collected by interviewing three NVC level 2-4 lecturers by using face-to-face semi-structured (opened-ended) interview. The reporting of research results was drawn from analysing lecturers' responses by using six thematic data analysis phases (Nowell, 2017).

3.10.4 Confirmability

The study should establish that interpretation and findings are related to issues raised by participants, and claims made from participants' responses are supported by related literature reviews (Nowell, 2017 in Lincoln & Guba, 1985). The peer review should be done to provide reasons how and why interpretation and findings of study were made (Nowell, 2017 in Lincoln & Guba, 1985). Confirmability in this study was followed by sending voice-recorded of NVC level 2-4 lecturers' responses and thematic transcripts into supervisor's office, where supervisor relooked and made correction comments to ensure free of researcher's unfairness and bias in verbatim interpretation.

3.11 Ethical Considerations

Burton (2014) says, physical; emotional and general well-being of potential participants should be minimised as soon as possible to ensure that potential risks may not endanger people participating in the interview. Burton (2014) argues that, it is imperative that a researcher engaging into any form of research must first apply for ethical approval. In addition, Cohen (2002) is of view that, if ethical approval is not adhered to by researchers, then study perceptibility may be jeopardised. Building trust and promoting integrity should be considered

in protecting participants so that there will be no misconduct and inappropriate use of data (Creswell, 2009). Reporting outcomes should be abided by ethical principles and practices. These fundamental concepts of ethical principles relate to adhering informed consent, access and acceptance, anonymity, confidentiality, betrayal and deception.

3.11.1 Informed consent

Protocol that participants follow in extending their agreement in study participation, need to be explained (Cohen, 2002). This protocol may arise from participants' rights of choice without any other person's interference. Paricipants have got a right to express their feelings towards any form of data that researcher wishes to collect. Any alterations made by researchers from agreed intended collected data, should be made known to participants. Should changes made or limitations and restrictions imposed on study, participants have to be granted opportunity to decide whether to continue with the process as guided by competence, voluntarism, possession of full information, and comprehension of research project (Cohen, 2002).

It is mandatory that researchers decide not to engage individuals incapable of providing relevant information during the research study. In this study, the researcher included NVC level 2-4 lecturers with five years' experience in lecturing, and excluded lecturers with less experience as it was assumed that that they are still novice lecturers. Study should be free from compulsory so as to give participants a room to democratically express their willingness to raise views without any risks involved. In this study, researcher inserted clause where participants made selection based on 'willing' or 'not willing'. Participants may sometimes reluctant to disclose confidential information, should they not made aware of gathered data treatment. Although, in practice, it sometimes impossible to guarantee treating concerns raised by participants in a manner that honour their right. Endeavor effort was made to alert participants that, their recorded views were going to be sent to supervisor' office, which indeed happened, and whatever ill treatment of data by the researcher may be accounted to researcher's actions. Understanding nature of conducting study, guide participants towards providing insightful inputs. In this study, participants were informed about the purpose of the interview and voice recording, and their inputs were known to them within purpose of study as included in appendix F.

3.11.2 Access and acceptance

Permission to visit sites where data is planned to be generated, is crucial stage in carrying out study (Cohen, 2002). No permission is granted, if researchers fail to pronounce that, study is worthy working. Application letters to conduct research at public colleges were sent to college principals. The response from rectors requested researcher to furnish them with study proposal that explains full details of planned carried study. A full proposal study was, then, emailed to principals of colleges. Approved letter to interview lecturers on campuses was granted. Campus managers were phoned requesting interview with lecturers, which was followed by emailing them approved letter from college principals and informed consent letters. Participants signed and sent back informed consent letters to the researcher. See appendix D, E and F.

3.11.3 Anonymity

Cohen (2002) says anonymity denotes the need for confidentiality of participants' identities. Population's personalities were not mentioned in study. Contributors, TVET college and lecturers, were told that their identies would remain confidential. Their anonymity was protected by using pseudonyms where their real names were coded (Kaleli-Yilmaz, 2015).

3.11.4 Confidentiality

Cohen (2002) profounds researchers have responsibility not to disclose participants' identities, of which failing to do so, may be charged of privacy violation. This leaves no room for researchers to make connections known publicly Researchers have to uphold the faith of those who have helped them in gathering data. This was adhered in this study by using Zagga, Frimbo, Weko, Vuda and Yobba which were not the real names of population elements. Data collected from participants was sent into supervisor's office and identifying information was removed from researcher's records.

3.11.5 Betrayal

Betrayal represents breaching trust. Cohen (2002) views betrayal as means of revealing publicly, data that was disclosed in confidence as means of harming participants in disguise. Lichtman (2013) cautions researchers that it is in their best to safeguard against doing anything that will harm the participants. There is no betrayal in study since the researcher has assured participants in the informed consent that data will be stored in secure storage in supervisor's office and destroyed after 5 years.

3.11.6 Deception

Deception means compromising the truth where participants are under field of study without prior knowledge of being studied (Cohen, 2002). It is vital that the researcher informs participants that they will be researched (Silverman, 2016). Once this is overlooked, it may have harmful consequences. There are three ways suggested to deal with the problem of deception. Researchers are guarded against including irrelevant information for their own benefits, rather than what exactly said by participants. They must not include subjects that are deemed vulnerable. Subjects should not be misled. The truth about this research study was not compromised since college principals and level 2-4 NVC lecturers were informed that anay information given were not going to be against them.. See appendix D and F.

3.12 Chapter summary

Chapter three discussed methodological design that was used for seeking an-depth understanding of TVET College lecturers' utilisation of NVC assessment of learning strategies. Interpretive research paradigm, qualitative approach and interpretive exploratory case study were employed. The understanding of sampling as well as sampling procedures that the researcher followed in selecting the sample for the study were presented. Furthermore, face-to-face opened (semi-structured) interview was discussed from objectives research point. Moreover, the impact of trustworthiness issues and study moral issues provided. Data is presented, analysed and interpreted in chapter four.

-Chapter Four-

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

Position of paradigm and research methodological design were presented in chapter three. Data is presented, analysed and discussed in this chapter. Views of lecturers about New Venture Creation assessment of learning strategies utilisation in TVET College in Pinetown District and Zululand District of KwaZulu-Natal, is understood. The following research questions were developed to form themes and sub-themes for analyses purposes.

a) What are the TVET college lecturers' perceptions about the utilisation of NVC assessment of learning strategies?
b) Why is utilisation of NVC assessment of learning strategies the way that it is in TVET College?

4.2 Sample of study

Table C: The participants across two selected TVET Colleges

Participants	Vuda TVET College	Yobba TVET College	Total
Lecturers	2	1	3

Three NVC level 2-4 lecturers across Vuda and Yobba colleges in province of KwaZulu-Natal participated. Two NVC level 2-4 lecturers came from Vuda TVET college in Pinetown District, and the other one from Yobba TVET college in Zululand District (see table C above). Initially, two lecturers from Yobba TVET college were expected to participate in the study. Due to the fact that the other one was reportedly ill, only one lecturer from that college took part in the interview. For the sake of anonymity, lecturers' identies were protected using pseudonyms as shown in table D below (Kaleli-Yilmaz, 2015).

Table D: Participants' coding

Data collecting instrument	Participants	Coding alluded
Face-to-face semi-structured interview (FFSSI)	Level 2 – 4 NVC lecturers	Zagga, Frimbo and Weko were used for participants. Zagga and Frimbo represented Vuda TVET college while Weko represented Yobba TVET college.

Data collected was analysed using themes and sub-themes from responses by lecturers on the utilisation of assessment of learning strategies in TVET College in KwaZulu-Natal.

4.3 Background information about participants in the interview

Table E: Participants' background information from interview schedule

Interviewee	College	Role
Zagga	Vuda	Participant
Frimbo	Vuda	Participant
Weko	Yobba	Participant

Table E shows the background of NVC level 2 – 4 lecturers according to codes as presented in the interview schedule in two selected TVET colleges in Pinetown District and Zululand District. In Table E, the colleges are given pseudonyms to respect anonymity. Each interview lasted around 45 minutes per participant. The interview time taken for each participant was determined by the responses raised by the participant which resulted the interviewer probing some questions in order to collect rich data. Although the participant was given an interview schedule a week before the interview so as to be able to prepare, clarity needed in some open-to-discussion questions affected time spent for each participant.

4.4 Data presentation and analysis from interviews with TVET College lecturers

4.4.1 Theme 1: Views about TVET College lecturers' utilisation of NVC assessment of learning strategies

Table F: TVET College lectures' views about utilisation of NVC assessment of learning strategies

Theme	Sub-themes	Issues raised
Views about TVET College lecturers' utilisation of NVC assessment of learning strategies	Challenges experienced by students in understanding questions	Participants were concerned that students have difficulty in understanding questions and more practical assessment was needed.
	Practical business settings of NVC assessment of learning strategies	More training is needed so that lecturers are able to phrase questions and provide simulation room to allow students an opportunity to experience retail business.
	Form of NVC assessment of learning strategies	Theory based tests with true and false options, and one word answers to questions were used as well as a baseline assessment where students go to the internet have an understanding on how to start own businesses.
	Informing NVC assessment of learning strategies	NVC assessment is guided by Assessment Guidelines and Subject Guidelines on how to mark assessments, as well as to understand what students should know at the end of each term.

4.4.1.1 *Challenges experienced by students in understanding questions*

In response to the question about views of assessement NVC learning strategies utilisation in TVET college, the following responses emerged from the participants.

Zagga: '*I think the way the questions are set up, makes students have difficulty in understanding questions … and some students' results were poor because the way they understand questions'*

Frimbo: *'Level 3s and 4s they have a set of practical that is run through the year which is set by department, so the practical's are every term which department gives to us and then theory exams that they do every term as well is just the college assess them of which set our own papers'*

Weko: *'It quite okay, but what I have seen for example like doing and ISAT we need more practical assessment of some sort they actually understand what is going on as we like living in a rural environment is not that easy for them to know exactly what you are actually talking about. … need more practical some sort assessment for them to actually see what is going on …*'

The responses from participants showed that NVC assessments are theory based. This means that students have difficulty in understanding theory based questions rather than having practical assessments. Students are not able to see what exactly entails to be an entrepreneur The reader should remember that New Venture Creation is about equipping students with entrepreneurial skills.

4.4.1.2 *Practical business settings of NVC assessment of learning strategies*

All the three participants responded to utilisation assessment of NVC learning strategies views, as follow.

Zagga: *'May be we should get more training to teach us how to phrase questions so that students would be able to understand questions similar to final exams'* and *'there is a big difference between ICASS and final exams'. '... students are given case studies to teach them to understand entrepreneurial skills'*

Frimbo: *'It should be actually practicals where they should run their own businesses' What is actually done is theory based questions even department ones are theory based'. Even the practicals from department all of them is theory based. Nothing in that is actually helping them to their own business. It*

used to be previous years, department did have practicals where one time as year students used to getting into groups, start businesses where they run market their own businesses'. Nothing is there in the current syllabus'.

Weko: *'Basically, I think like to be hands-on, for example installation of simulation rooms if we going to retail business because we are short of industries in our area, and they do not understand what is actually going on and they see eye-to-eye it would be easy to them to understand retailing.'*

It emerged from participants' responses that practical assessments enable students to understand theory based questions. Participants noted that lecturers need training to set theory questions to practical. Without training, lecturers are not able to simulate theory based questions to practical. Theory-to-practice standard of questioning through hands on activities enhance entrepreneurial skills acquisition.

4.4.1.3 *Form of NVC assessment of learning strategies*

Participants voiced their responses to the views of TVET college lecturers about utilisation of NVC assessment of learning strategies.

Zagga: *'Normally tests with true and false, one word answers and explain questions …'. Level 3 and 4 they use rubric assessment'*

Frimbo: *'Normally theory based assessment event those they come from department are theory based. Practical assessments to make students understand what actually we mean by new venture creation'*

Weko: *'At the moment we are using, for example like baseline where we interact with the students and practicals where we do lot of presentation in order for them to know what really going on but it does not take them to field of work'. We go out there to the internet and browse on to collect stuff to try by all means to have that particular presentation to actually understand to actually start their own businesses and should we go about making it success in this particular environment where we are staying'*

Participants reported that making judgements to measure students' understanding of New Venture Creation content or the effective application of New Venture Creation critical thinking were theory based, whereby tests with true and false options; and one word answers were used as well as baseline assessment where students used the internet to get information about starting businesses and to know how to go about making business success. This means that decision should be made by lecturers on assessment of learning to measure students' readiness to enter filed of work. It is clear from participants' responses that, the current NVC assessment of learning is more on theory than practical. Rigour and relevancy plays crucial role in assessment of learning. It is important to have more information on what is worthy working and draw into normally assessment of learning.

4.4.1.4 *Informing NVC assessment of learning strategies*

Participants' responses to TVET college lecturers' views about utilisation of NVC assessment of learning strategies, were emerged as follow:

> Zagga: *'I think subject Assessment Guidelines informs lecturers when assessing NVC learners'*
>
> Frimbo: *'With regards to level 3s and 4s we do not have any say about practicals coming from department … theory exams we set on our sides we do have policy document that Assessment Guidelines we use to set exam papers'*
>
> Weko: *'We have got Assessment Guideline as well as Subject Guideline that inform us what should be done in this particular subject …'*

The participants noted that the direction lecturers took when assessing students during NVC assessment of learning strategies was informed by New Venture Creation (NVC) Assessment Guidelines in conjunction which New Venture Creation (NVC) Subject Guidelines, facilitate creativity. In terms of Assessment Guidelines and Subject Guidelines policies, lecturers would know know how to mark assessments as well as understand what students should know at the end of each term.

4.4.1.5 Interpretation of findings on views about TVET College lecturers' utilisation of NVC assessment of learning strategies

It was understood that, students had difficulty in understanding theory based questions, and proper training was needed to enable them to phrase questions into practical business settings, and lecturers had to follow NVC Assessment Guideline and NVC Subject Guideline when assessing students. In contrast to theoretically based true or false assessment options, and explaining questions used to make judgement about students' NVC understanding, Weko observed that baseline assessment was also used to allow students to research business ideas by going to internet. The findings from participants' views meant that students' performance can be positively measured against ability to put theory into practice so as to understand the content of theory based questions. This assumes that students loose focus when answering theory based questions.

In line with the above views, Cordeiro and Cunningham (2013) posits that the only way of drawing students into understanding theory content lies with lecturers' ability to convert theory into practice so that students may understand exactly what a lecturer wants them to know and do. The authors observe that, unless lecturers use hands on activities, students may still not be able to know and do what is expected from them. Tyler (2013) urges lecturers to use systematic planning to disseminate meaningful information that can meet students' skills acquisition expectation. The point that Tyler (2013) makes corroborate with Cordeiro and Cunningham (2013) on the basis that practice is the only way that may enable students understand questions. Advocating Tyler's views about lecturers' systematic planning is Akerjordet and Severinsson (2007), who claimed that without level of thinking, lecturers may continue unable to convert content into practical questions. This means that as much as lecturers may use baseline assessment, students may still miss hands on activities which can actually put them into experiential learning (Tyler, 2013). The 2018 ICASS Guidelines for Vocational Certificate (VC) and NVC Assessment Guidelines Level 2-4 place responsibilities on lecturers to link theory content into practical assessments so as to allow students access experiential learning.

4.4.2 Theme 2: Using NVC assessment of learning strategies

Table G: The use of NVC assessment of learning strategies

Theme	Sub-themes	Issues raised
The use of NVC assessment of learning strategies	Reasons for using assessment of learning	Assessments are used to enable students to start their own businesses based on given criteria
	Ways for using NVC assessment of learning	Lecturers test the theory and practical assignment so that students get information to better understand particular field or particular subject.
	Understanding the use of NVC curriculum	Syllabus needs to be updated to understand NVC

4.4.2.1 *Reasons for using assessment of learning strategies*

Participants responded to the question that sought to find out the use of NVC assessment of learning strategies.

> Zagga: *'I think for levels 2 we do not have the ones from DHET, level 3 and 4s they set them as assessments'. 'I think level 4s get continuous business plan …'*
>
> Frimbo: *'... to enable students to start their own businesses …'*
>
> Weko: *'My understanding is that we are given criteria that we need to follow …'*

Although participants shared different sentiments about reasons for using NVC assessment of learning strategies, their common understanding was on their responsibilities to set NVC assessments that provide students with an idea of starting businesses based on given criteria. Given criteria is based on aims and objectives, which inform students what to expect from NVC assessments.

4.4.2.2 *Ways for using NVC assessment of learning strategies*

The responses of participants to the question of the use of NVC assessment of learning strategies, are captured below.

> Zagga: *'Mostly with the ISAT, the practical is that they have got to go out to companies ... level 2s get information about what product and services the companies offer ... basically they how they get finance ... happens during the of the year as students do not access to companies from the beginning of the year'*

> Frimbo: *'We use two assessments for them. One theory test and assignment which is set by lecturers chosen by management then we also give them practicals. '... we test the theory and practical assignment'*

> Weko: *'… give students better information … so that they better understand what is actually going on in that particular field or particular subject.'*

Participants noted that without information on product and services that companies offer, students wold not better understand what is actually going on in New Venture Creation. Students would better understand market feasibility study that companies use to determine demand in the market.

4.4.2.3 *Understanding the use of NVC curriculum*

Participants observed that the current NVC syllabus need to be updated, in response to the use of NVC assessment of learning strategies.

> Zagga: *'I think they need to also look at the past in terms of what was done in order to improve the current one'*

> Frimbo: *'… syllabus need to become more practical to give students better idea of what actuals means to start business, other than syllabus needs to updated and textbooks as well'*

> Weko: *'… we need an understanding of a NVC go an extra mile in providing students with more information about NVC'. New venture creation curriculum is full of theory tasks'*

Participants noted that, it is upon lecturers to keep themselves up to date with the current NVC syllabus in conjuction with the previous business syllabus. Lecturers would know the way practical component of assessment was utilised for entrepreneurial skills acquisition.

4.4.2.4 Interpretation of findings to the use of NVC assessment of learning strategies

It is understood from participants' views that NVC is about providing students with an opportunity to start businesses, concurring with Salamzadeh's (2015). The finding from Salamzadeh's study showed that NVC provides entrepreneurship that addresses labour market issues. Salamzadeh (2015) and Goodway (2009) acknowledge that managerial skill enables anyone to challenge entrepreneurial environment. A sound market feasibility study provides entrepreneurs with sufficient knowledge of demand to make venture successful. Entrepreneurs are advised against embarking on entrepreneurship without proper consideration of ideas organised in a series of activities, with mobilised resources, and created competences, resulting in entrepreneurship pitfalls. Students may not be able to venture ideas into business at the end of learning experience.

Participants note that theory tests and practical assignments were the only ways they used for assessing students' ability to engage in entrepreneurship. Through theory tests and practical assignments, students were expected to better themselves with information relating to new venture creation. This was in contrast with the study that was conducted by Botha (2010) which revealed that, only project-based learning practices could provide students with entrepreneurial skills. It was assumed that learning by doing would see lecturers working with small groups of students under their supervision rather than students engaging in practical assignments on their own, to ensure that they acquired relevant entrepreneurial skill during assessment of learning period. Lecturers had to be workshopped to understand the NVC syllabus. This needed to be done by revisiting previous business syllabuses in order to find out what was worth working on to enable lecturers to understand what it takes to lecture new venture creation.

4.5 Chapter summary

Data on utilisation NVC assessment of learning in TVET college in Pinetown District and Zululand District, KwaZulu-Natal, was presented and processed. Themes and sub-themes were developed to analyse data from research question, TVET college lecturers' views about utilisation of NVC assessment of learning strategies. Summary of findings was discussed from TVET college lecturers' point of view. Emerged participants' views summary findings are discussed in chapter five. The proffered recommendations and conclusions are offered.

-Chapter Five-

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

5.1 Introduction

Data presentation, processing and interpretation covered in preceding chapter. Chapter five summarises the findings, draws conclusions from interpretation of findings, and makes recommendations for further studies.

5.2 Repeating questions to research

Questions developed in-depth understanding of lecturers' views assessment of NVC learning strategies utilisation.

i) What are the TVET college lecturers' perceptions about the utilisation of NVC assessment of learning strategies?
ii) Why is utilisation of NVC assessment of learning strategies the way that it is in TVET College?

5.3 Findings summary

Summary bases learnt NVC assessment strategies utilisation views of TVET college lecturers in KwaZulu-Natal to explain what NVC assessment of learning strategies that TVET college lecturers use and to know how TVET college lecturers use NVC assessment of learning strategies.

5.3.1 Views about TVET College lecturers' utilisation of NVC assessment of learning strategies

5.3.1.1 Lecturers' views

There are several issues that TVET college lecturers raised about the utilisation of NVC assessment of learning strategies. These issues were based on standard of questioning which made students have difficulty in understanding theory based questions. Another issue was that of assessment policies that lecturers needed to follow when assessing students. In view of standard of questioning, lecturers felt that proper training was needed to enable them to phrase questions into practical business settings. In line with assessment policies, lecturers advocated

that without the understanding of NVC Assessment Guideline and NVC Subject Guideline, assessing students may become meaningless in the long run. In contrast to theoretical assessment based on true and false options and explaination questions which are used to make judgement about students' NVC understanding, baseline assessment is also used to allow students to research business ideas by going to internet.

Cordeiro and Cunningham (2013) posit that the only way of drawing students' attention to important content is by moving from theory-to-practice through the use of hands on activities. Further, lecturers have to understand that standard is the norm of quality which tells 'know and do'. Lecturers may not be able to develop standard of questioning unless they take into consideration content and performance simultaneously, as the basis of 'theory to action' (Cordeiro & Cunningham, 2013). Standard questioning assessment forms the basis of knowledge. The gap between interest and engagement is closed by basic knowledge. The issue that basic knowledge addresses is that students are able to know where to put their ideas into use (Salamzadeh & Kirby, 2017). In addition to what Harackiewicz and Priniski (2018) raise about basic knowledge that standard of questioning holds about measuring academic outcomes, is that intervention efficacy can be positively measured. Efficacy stimulates learnt focus.

Harackiewicz and Priniski (2018) caution anyone involved in standard of questioning, that measuring of performance may yield negative results if different education interventions and mind-set interventions are not taken into considerations. With different educational interventions, Stephens (2012) observes that knowable doing and feel a sense of belonging may not be improved, especially if standard of disseminating question content mismatch with their values and institutional norms. In support of what Stephens (2012) raise about mismatching students' values and institutional norms, the reader may check the study that was conducted by Okwelle and Ayonmike (2014) on the opinion of TVET educators in Rivers State in Nigeria. It was alluded that students believe TVET programmes will remain not worthwhile unless standard of questioning is properly considered. Further, students' disadvantaged backgrounds may affect their flexible mind-sets in reading and writing (Harackiewicz & Priniski, 2018). It is assumed that students who come from disadvantaged backgrounds are affected by the way information is disseminated to prepare them for academic success (Nel, 2009).

TVET college lecturers reported that students may better understand assessment questions when they are practical rather than theory based. Issues raised by the participants concurred

with findings by Okwelle and Ayonmike (2014) that, overlooking the standard of questioning may lead to not knowing what exactly a lecturer talks about in the question. Findings from participants' views showed that lecturers must know how to rephrase questions into practical business settings. All participants indicated that without proper training, lecturers are unable to experience retail businesses on campuses in a simulation room that makes them understand what exactly is taking place in New Venture Creation. Students' understanding of New Venture Creation application judgements are based on theory. Both lecturers and studends share same sentiments that exclusion of practical assessments makes it difficulty to understand the content of New Venture Creation.

In support of proper training that lecturers felt was necessary to strengthen standard of questioning, Badenhorst and Radile (2018) underscore the issue of lecturer's lack of effective lecturing competencies. A study conducted by principals of South African college organisation notes that, without proper training, lecturers are unable to offer instructional guidance. More has to be done in to ensure that lecturers possess leadership activity which may affect lecturer effectiveness and student engagement as lecturers are crucial to the success of TVET sector. It is recommended that subject expertise training programme has to be put into place to increase ability of lecturers to undertake practical work (Badenhorst & Radile, 2018). As much as lecturers claimed that more training was needed to strengthen the way they phrased questions into business settings, they were provided with assessment policies as guidance to assess NVC students.

In terms of assessment policies, assessment guidelines New Venture Creation (NVC) level 2-4 policy document suggests that practical components should be undertaken in a real workplace, a workshop or a structured environment. All study participants noted that their assessment of student during NVC assessment of learning strategies was informed by New Venture Creation (NVC) Assessment Guidelines in conjunction which New Venture Creation (NVC) Subject Guidelines to allow for creativity and resourcefulness when achieving learning outcomes. The participants noted that without Assessment Guidelines and Subject Guidelines policies, they would not be able to know how to mark assessments as well as understand what students should know at the end of each term.

In terms of adhering to assessment policy, Beausaert (2013) opines that students are unable to convert knowledge into tangible skills in the absence of descriptions. The issue that Beausaert

(2013) raises here is that Vocational Certificate (VC) Assessment Guidelines for New Venture Creation Level 2-4, provide the basic knowledge needed to enhance hands-on approach to learning. Beausaert (2013) posits that, if lecturers do not adhere to assessment policy, the extent to which information is supposed to be disseminated through content centered approach may be overlooked. Weko identified baseline assessment as one used to allow students to research business ideas on the internet. Tyler (2013) views baseline assessment not as the proper assessment lecturers may utilise in equipping students with relevant entrepreneurial skills, as it still misses the part of hands on activities which can actually lead students to experiential learning. What is needed more is project work that allows students to exhibit skills and capabilities using simulated small businesses on campus. This is advocated by Dixson and Worrell (2016) as well as Botha (2010), as a way to ensure that students are ready to enter field of work. Over and above that, 2018 ICASS Guidelines for Vocational Certificate (VC) and NVC Assessment Level 2-4 put responsibilities on lecturers to link theory content into practical assessments, so as to allow students access to experiential learning.

Concurring with what Beausaert (2013) raises, Ralph Tyler emphasises that dissemination of information requires step-by-step planning that can meet students' skills acquisition expectation based on objectives, learning experiences, organisation and evaluation (Tyler, 2013). Lecturers have to draw from assessment policy in order to know what TVET college aims to achieve. The reviewed Integrated Summative Assessment Task of Vocational Certificate (VC) NQF Level 2 by DHET, which is expected to be implemented as effective from 01 January 2020, shows that demonstration of the practical application of theoretical knowledge should simulate readiness of NVC graduates to enter the workplace. In this sense, lecturers enable students meet employers' needs for qualified related production work of goods and services (Usman & Pascal, 2009).

5.3.2 Using NVC assessment of learning strategies

5.3.2.1 Lecturers' views

There were several issues raised by TVET college lecturers concerning the use of NVC assessment of learning strategies. Major issue they raised is that of providing students with an opportunity to start businesses. They shared different opinions about the use of NVC assessment of learning strategies, but their common understanding was on their responsibilities to set NVC assessments that provide students with an idea of starting businesses based on given criteria. It was gathered from lecturers' views that theory tests and practical assignments were

used so that students understand New Venture Creation (NVC). There was an indication from participants that, without information about product and services that companies offer, students may not better understand what is actually going on in NVC.

Looking at what lecturers raised about the use of NVC assessment of learning strategies, responsibilities are placed upon them to ensure that NVC assessments are provide students with an idea of starting businesses based on given criteria. The reader may raise questions about how lecturers may provide students with an idea to venture into business using given criteria. In this sense, higher order thinking skills of lecturers become critical in ensuring that assessments take the route of entrepreneurial skills acquisition. In addition, Van den Berg (2004) conducted a study on higher order thinking in the context of tolerance and persistence that students face during project-based assessment. It was made clear that modelling thinking skills of lecturers should be informed by complex analysis, synthesis and evaluation processes, to allow them to develop higher order thinking skills within the framework of entrepreneurial activities that engage students to promote kind of thinking skills. Furthermore, Van den Berg (2004) believes that venturing entrepreneurial begins with lecturers displaying modelling skills and allowing students to engage into written tests in order to develop higher order thinking skill. This underscores how written tests affect higher order thinking skill. Botha (2010) views group assessment as an opportunity that students get to learn by doing, from one another.This concurs with what is illustrated in 2018 ICASS Guidelines for Vocational Certificate (VC) and NVC Assessment Guidelines Level 2-4 policy document. They stipulate that students must write what they see happening in a simulated room as part of the classroom situation. With regard to how one may determine whether higher order thinking skills affect venturing new ideas, lecturers should walk around with comprehensive evaluation sheet observing whether students work according to set standard of assessment (Cordeiro & Cunningham, 2013).

Consistent with what lecturers raised about the use of NVC assessment, Salamzadeh and Kirby (2017) note that entrepreneurs may not be able to deal with challenges encountered during venturing new ideas in the labour market without considering market feasibility study. This leaves both lecturers and students with responsibility of identifying ideas which are subsequently organised into a series of activities, mobilized resources and created competences to create value and ensure that there will be no pitfalls in acquiring entrepreneurial skill. Series logical sequence actions characterise NVC success, as agreed by Salamzadeh and Kirby (2017). It is understood from the study of Salamzedeh and Kirby (2017) that building and

evaluating a process model has to be considered during New Venture Creation. Building is defined as a means of constructing the constructs, models, methods and artefacts; whilst evaluating develop assessment findings criteriais.

Lecturers may not divert from assessment policies as they mentioned earlier that they were provided with assessment policies as guides to assess NVC students. The 2018 ICASS Guidelines for Vocational Certificate (VC) were published by higher education and training to encourage lecturers towards best practising utilisation of assessment of learning strategies. This policy document indicates that practical assessments should form part of internal assessment of learning strategies, to allow students access to the workplace. In an ideal situation, students do not get access to the workplace during assessment of learning. Hence, written tests and assignments are the main components that lecturers utilise during internal assessment of learning. As much as the overview of 2018 ICASS Guidelines for Vocational Certificate (VC) and NVC Assessment Guidelines Level 2-4 policy concur with Salamzadeh and Kirby (2017) that New Venture Creation develops students' entrepreneurial knowledge and skills, neither the 2018 ICASS Guidelines for Vocational Certificate (VC) nor the NVC Assessment Guidelines Level 2-4 specify building and evaluating New Venture Creation success, as part of process model, which allow the construction of constructs, models, methods and artefacts through logical sequence actions (movements).

5.4 Conclusion on utilisation of NVC assessment of learning strategies

The study provides lecturers' views on the utilisation of assessment NVC learnt strategies together with learnt NVC assessment use. Conclusion is drawn from themes that emerged from data analysis.

5.4.1 Views about TVET College lecturers' utilisation of NVC assessment of learning strategies

5.4.1.1 Lecturers' views

Findings from participants showed that challenges experienced by students when understanding questions, practical business settings of learning NVC assessment strategies, assessment NVC form as well as what informs NVC assessment of learning strategies; are the major concerns in the utilisation of NVC assessment of learning strategies in TVET College. Their views were on the basis that:

- Students may better understand assessment questions when they are practical form rather than theory based.

- Proper training is needed to enable lecturers to phrase questions into practical business settings so as to give students an opportunity to retail businesses.

- The objective of making judgements to measure students' understanding of New Venture Creation content or the effective application of New Venture Creation critical thinking is theory based.

- Assessment Guidelines and Subject Guidelines enable lecturers to know how to mark assessment as well as understand what students should know at the end of each term.

5.4.2 Using NVC assessment of learning strategies

5.4.2.1 Lecturers' views

It emerged from lecturers' views that, the use of NVC assessment of learning strategies was guided by reasons for using assessment of learning; ways for using NVC assessment of learning; and understanding the use of NVC curriculum. According to analysis in this study, lecturers' views showed that:

- Theory tests and practical assignments were used so that students may get better information that enable them to understand New Venture Creation (NVC).

- Without information about product and services that companies offered, students would not better understand what is actually going on in NVC.

- NVC syllabus needed to be updated to enable lecturers to understand the use of NVC assessment of learning.

5.5 Study's contribution to the utilisation of NVC assessment of learning strategies

The standard of questioning and form of assessment are the major contributing factor towards the utilisation of NVC assessment of learning strategies. Different scholars have provided verbatim understanding of the standard of questioning and form of assessment to the utilisation of NVC assessment of learning.

In terms of standard questioning contribution to utilisation of assessment of NVC assessment of learning, Akhuemonkhan (2014) conducted assurance quality impact study, so as to provide reliable assessment. The finding from Akhuemonkhan's (2014) study was the need to focus programme relevance. As a reminder to the reader, Okwelle and Ayonmike (2014) conducted a study on the opinion of TVET educators in Rivers State in Nigeria, where it was observed that TVET programme may remain unworthwhile to general education unless standard of questioning as the norm of quality is properly considered, to enable students to become productive members of the society. It emerged from participants' views that standard of questioning does not fulfil the purpose of providing students with New Venture Creation skills. Thus, it proves that students have difficulty to see what actually lecturers are talking about when questions are theory based. In order to maintain standard and quality; understanding learning outcomes' basis play vital role (Akhuemonkhan, 2014). When one looks at Nigeria TVET institutions, they are designed in such a way that every standard instils hand-on skills. Further, questioning standard lays knowledge foundation preparing students with working skills.

In general, students may not be drawn into understanding theory content without lecturers being able to convert theory into practice so that students may understand what exactly lecturers want them to know and do. Only hands on activities may enable students to do what is expected of them. Hands on activities may be sealed through based project practices learning which may provide entrepreneurial skills. Supervision is needed during groups of small students project-based learning practices so that lecturers are able to evaluate whether students have acquired relevant entrepreneurial skills during assessment of learning period. Botha (2010) views project-based learning practices as not being possible unless lecturers work with small groups of students. Although a large number of students has a negative impact in utilising project-based assessment of learning, paperless innovative projects may be used. Paperless innovative projects should be initiated in the form of exhibitions to allow lecturers to use a

comprehensive evaluation sheet. Moreover, project-based learning practices as assessment methods of learning, measure student satisfaction to increase their perceptions of entrepreneurial skills (Botha, 2010). This may address the issue raised from the study conducted by Okwelle and Ayonmike (2014), that TVET students have perceive that TVET programme may remain unworthwhile unless standard of questioning as the norm of quality is properly considered.

The utilisation of NVC assessment of learning strategies depends on how much information lecturers have about NVC syllabus. It is assumed from the study that lecturers lack the understanding of NVC syllabus. Lecturers' understanding of NVC syllabus would be improved by revisiting previous business. Checking the importance of revising previous business syllabus, the reader may make assumption that there was something worthwhile. Rigour and relevance are the major issues that lecturers need to look at when revisiting previous business syllabus (Greene, 2011). It is assumed that the honour is upon them to draw what was working from the previous business syllabus and jell it into new business syllabus. On the practical side, lecturers may find that different textbooks may have changed but when looking closely at the content, there is no much difference. Greene (2011) believes that revisiting previous business syllabus may enlighten the burden of improving the balance of theory and practice that are both necessary for entrepreneurial education. Steyn (2014) notes that without systematised knowledge about educational activity, lecturers may not be able to understand the reasons for the particular nature and characteristics of educational development practice guidelines.

5.6 Recommendations

The process of providing evidence on what students can do, what they know as well as making judgments about their achievement, lies in assessment of learning. One may not move from one point to the other without practically putting thought and plan into actions (Lenin & Utechin, 1963). The 2018 Vocational Certificate (VC) ICASS Guidelines and NVC Assessment Level 2-4 policy documents were read in conjunction with studies from South Africa, Botswana and Mozambique and Australia in order to get insight of strategies that TVET college lecturer may utilise for NVC assessment of learning. Based on these studies, the following strategies were recommended for the utilisation of NVC assessment of learning.

5.6.1 Views about TVET College lecturers' utilisation of NVC assessment of learning strategies

Students' performance can be positively measured against the ability to put theory into practice so that they may understand the content theory based questions. Lecturers must use systematic planning to disseminate meaningful information that can meet students' skill acquisition expectation. The following recommendations are made on lecturers' level of thinking that:

- scientific knowledge about assessment of learning strategies should be developed through the collection of ideas that may ensure students' knowing and not knowing during liminal space (initials stage of learning process),

- nature competence transparency assessment should be considered,

- assessment of learning strategies should be fully understood and be incorporated in the constructing of assessment instruments,

- lecturers should verify assessment method(s) and resources prior the use of assessment of learning, to ensure whether proposed assessment of learning is suitable to enhance skills acquisition, and

- lecturers should align students' needs with assessment of learning strategies outcomes, so as to understand whether skills to be assessed coincide with students' perceptions of entrepreneurial skill acquisition.

5.6.2 Using NVC assessment of learning strategies

The standard of converting theory-to-practice revives an approach to student assessment so as to draw their attention into the important content of hands-on activities. The following strategies are recommended to form the basis of 'know and doable':

- how assessment will be applied in simulation room prior assessment of learning, should be demonstrated by lecturers,

- simulated personally owned small businesses on campus should be utilised in order to evaluate the extent to which students have acquired entrepreneurial skill during assessment of learning period,

- lecturers should work with small groups of students on the provision of entrepreneurial skills which require learning by doing,

- lecturers should use a comprehensive evaluation sheet to observe and determine whether students have acquired relevant entrepreneurial skills, and

- business plan competitions should be used under mentorship and coaching so as offer students with the opportunity to overcome the barrier of inability to learn how to access potential sources of finance for new venture creation purposes.

5.7 Suggestions for future research

Lecturers are sometimes blamed for failing to enable students to display knowledge and skills which link thought with action (Fomunyam, 2014). In addition, the capacity to authenticate assessment of learning impacts integrity of students' learning outcome (Stevens, 2017). Provision was made to understand assessment NVC of learning utilisation by TVET college lecturers. The study was done in two selected TVET colleges in Pinetown and Zululand District, KwaZulu-Natal. Since emphasis was placed on lecturers using qualitative approach, it would be important if other studies can extend to lecturers' competence-based assessment training. Moreover, similar studies could be extended to other districts and other provinces using mixed approach so as to look at the reasons why lecturers are blamed for failing students display knowledge skills.

5.8 Chapter's summary

Findings were summarised, views made by NVC lecturers concluded and recommendations on the basis of findings were provided. Suggestions for future studies were made to shed light on lecturers failing to enable students to display knowledge and skills.

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APPENDICES

APPENDIX A: 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 gather the views of TVET college lecturers on the utilisation of assessment of learning strategies for New Venture Creation (NVC) in TVET College in KwaZulu-Natal

Introduction to the interviewee

The purpose of the interview is to explain what assessment of learning strategies that TVET College lecturers use and to know how TVET College lecturers use NVC assessment of learning strategies

Confirmation your college and campus

……

……

……

……

Confirm the level you teach

……

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……

……

Comment on the NVC current situation of assessment of learning strategies

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.....

Comment on what assessment of learning strategies might be beneficial to capacitate TVET College lecturer in the NVC Internal Continuous Assessment?

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What NVC assessment of learning strategies that TVET College lecturers use?

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Why do TVET College lecturers use NVC assessment of learning strategies?

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What informs TVET College lecturers to use NVC assessment of learning strategies?

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How do TVET College lecturers use NVC assessment of learning strategies?

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General remarks about the NVC curriculum

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.....

APPENDIX B: Editing Certificate

SOL PLAATJE UNIVERSITY

Dr. J. Sibanda (Senior Lecturer: English)
School of Education
Private Bag X 5004, Kimberley, 8300
North Campus, Chapel Street, Kimberley
E-mail: Jabulani.Sibanda@spu.ac.za
jsbabed@gmail.com
Website: www.spu.ac.za
Tel: 27534910142
Cell: 0845282087
03 April 2020

CERTIFICATE OF LANGUAGE EDITING

To whom it may concern

I hereby confirm that I have proof read and edited the following Master of Education Degree thesis using Windows 'Tracking' System to reflect my comments and suggested corrections for the author(s) to action:

Lecturers' utilisation of assessment of learning strategies in a Technical and Vocational Education and Training College in KwaZulu-Natal

by

Jeremia Lucky Thabede

208525340

Although the greatest care was taken in the editing of this document, the final responsibility for the product rests with the author(s).

Sincerely

03.04.2020

SIGNATURE DATE

APPENDIX C: Ethical Clearance Certificate

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

11 September 2019

Mr Jeremia Lucky Thabede (208525340)
School of Education
Edgewood Campus

Dear Mr Thabede,

Protocol reference number: HSS/0461/019M
Project title: Lecturer's utilisation of assessment of learning strategies in a Technical and Vocational Education and Training College in KwaZulu-Natal

Approval Notification – Expedited Application

In response to your application received on 17 April 2019, 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 1 year 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 Rosemary Sibanda (Chair)

/ms

Cc Supervisor: Dr Samukelisiwe Mngomezulu
cc Academic Leader Research: Dr Anusrie Pillay
cc School Administrator: Ms Sheryl Jeenarain

Humanities & Social Sciences Research Ethics Committee
Dr Rosemary Sibanda (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 **Facsimile:** +27 (0) 31 260 4609 **Email:** simbap@ukzn.ac.za / snymann@ukzn.ac.za / mohunp@ukzn.ac.za
Website: www.ukzn.ac.za

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Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

APPENDIX D: Access letter requesting permission to conduct research

June 2019

The Rector

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR COLLEGE

My name is Jeremia Lucky Thabede. I am a student at the University of Kwa-Zulu Natal, School of Education, and College of Humanities. My student Number is 208525340. I wish to request for permission to conduct research in your college. I am conducting a study for a Master's Degree at the University of Kwa-Zulu Natal.

My topic states, lecturer's utilisation of assessment of learning strategies in a Technical and Vocational Education and Training College in KwaZulu-Natal.

The objectives of the study are:

1. To explain what assessment of learning strategies that TVET College lecturers use
2. To know how TVET College lecturers use NVC assessment of learning strategies

The rights of confidentiality of participants will be adhered to. For more information pertaining to the research you may contact my supervisor Dr. Samukelisiwe Khumalo, Department of Education and Curriculum Studies, College of Humanities, University of KwaZulu-Natal, Edgewood Campus, Durban.

Telephone: 031 260 3017
Email: Mngomezulus1@ukzn.ac.za

Your cooperation in this regard will be highly appreciated.

Yours sincerely

JEREMIA LUCKY THABEDE
Cell: 082 868 0521/079 178 2320
E-mail: thabedelucky592@gmail.com

COLLEGE RECTOR SIGNATURE
DATE: _____

APPENDIX E: Approval letter to conduct research

higher education & training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Elangeni College
Technical and Vocational Education and Training

An ISO 9001 and OSHAS 18001 certified organisation.

07 August 2019

Dear Mr J.L. Thabede

Re Request for using the College as a site of research

Elangeni College has no objection to you using our college as a site of research: Lecturer's utilisation of assessment of learning strategies in a Technical and Vocational Education and Training College in KwaZulu Natal

However, the following conditions for external research apply:

- The name(s) of staff employed by the college cannot be used in any document
- The name(s) of college students cannot be used in any document
- When you need to collect data, please follow proper processes of making appointments with the relevant employees adhering to protocols.
- Ensure that the request for data/appointment is sent well in advance.
- Your research cannot disturb teaching and learning or any crucial function.

Please note that failure to comply with all of the above conditions will result in the necessary legal action taken against you.

The college would like to read the final document.

Yours sincerely

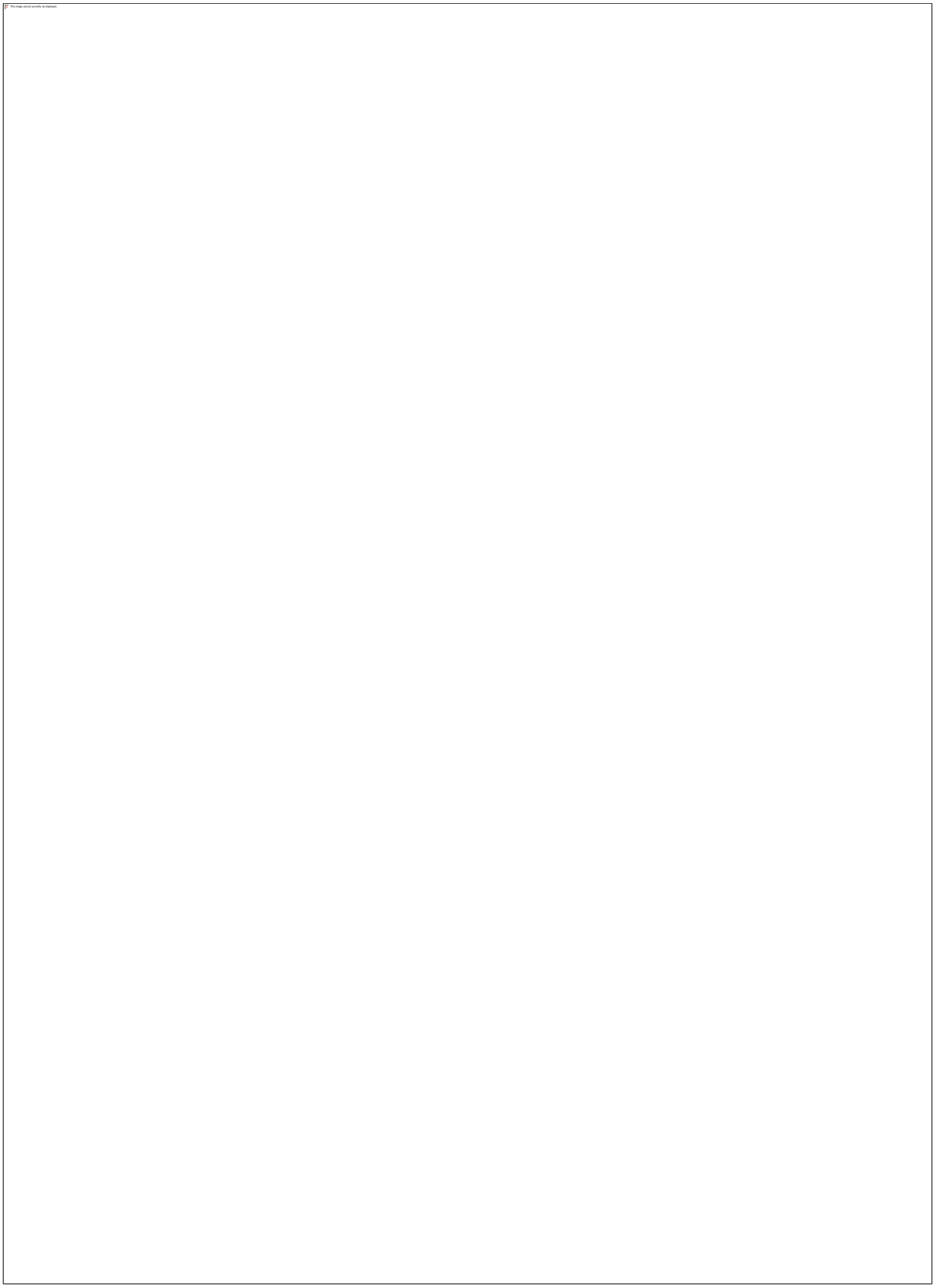
TJ Aryetey

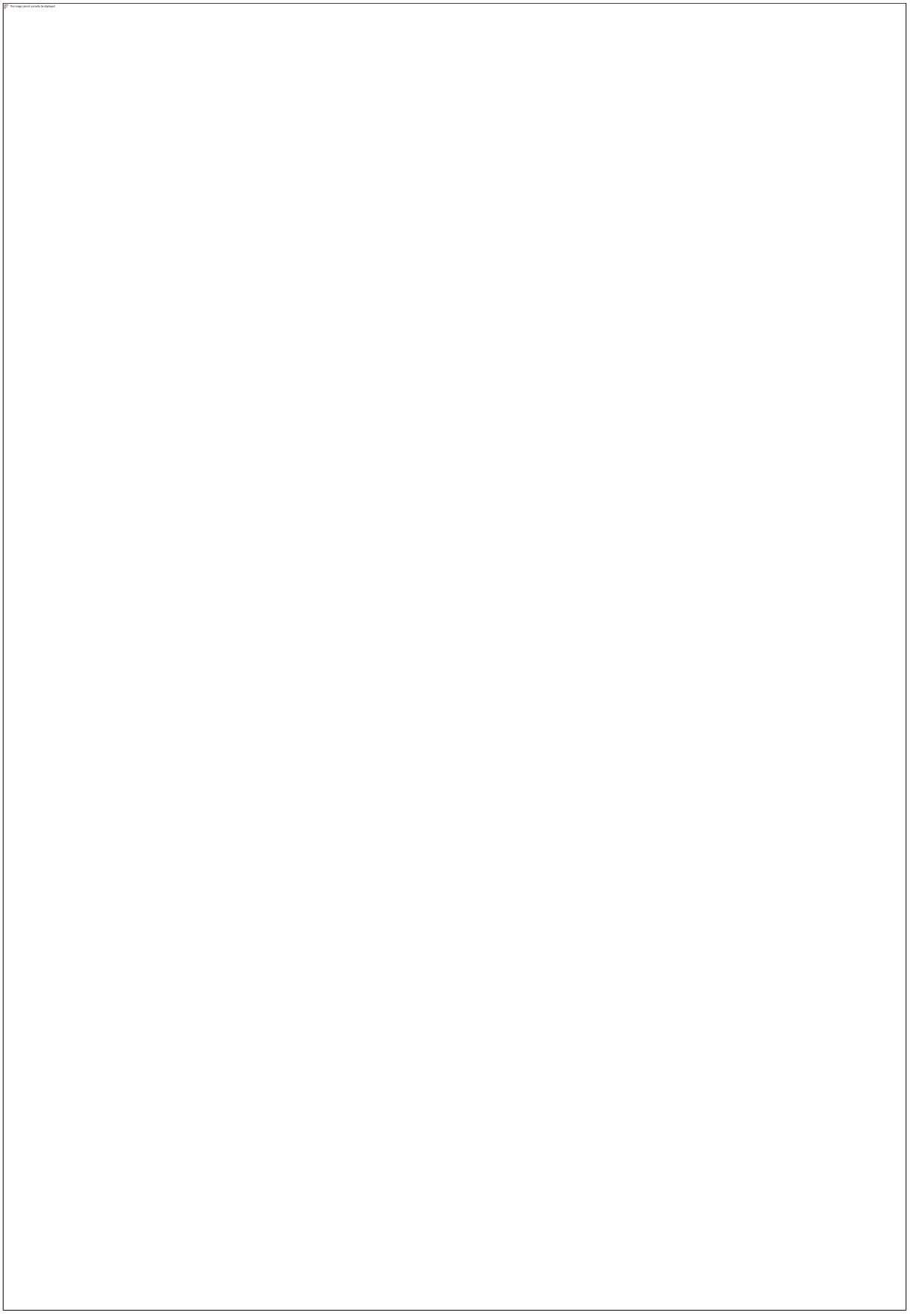
College Principal

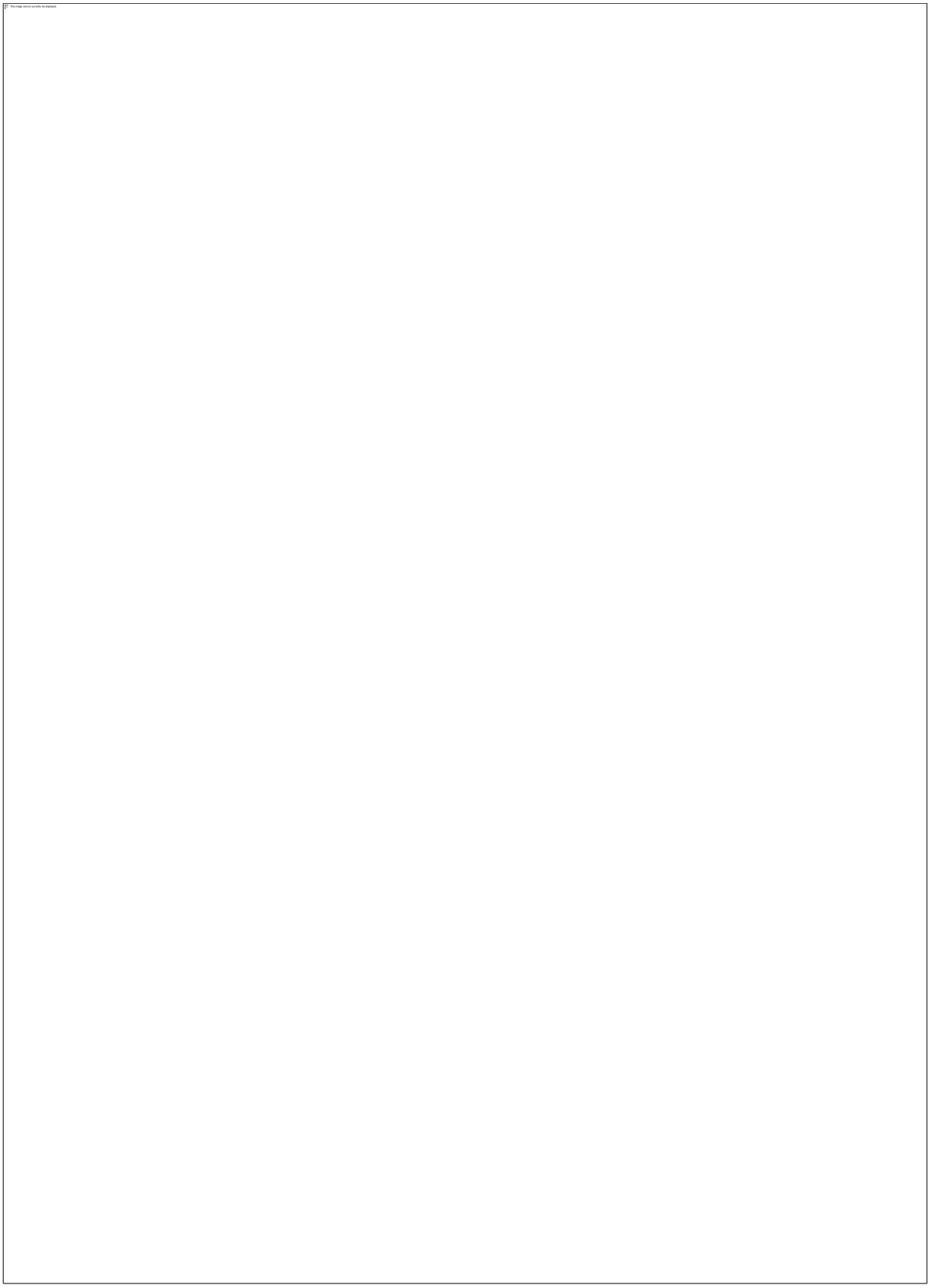
SABS ISO 9001 Central Office. 15 Portsmouth Road, Pinetown, 3610 Postal Address. Private Bag X9032, Pinetown, 3600 SABS OHSAS 18001

Email. info.elangeni@elangeni.edu.za Phone. 031 716 6700 Fax. 031 716 6777

INANDA 131 of Street 108812 Inanda Tel: 031 519 0933
KWADABEKA 140 Khululeka Road Clermont Tel: 031 711 0313
KWAMASHU F 5 Malandela Road KwaMashu Tel: 031 503 9708
MPUMALANGA 280 Shezi Main Road Mpumalanga Tel: 031 771 0148/2568
NDWEDWE P100 Main Road Ndwedwe Tel: 074 582 9178
NTUZUMA G 384 Ithendele Drive Ntuzuma Tel: 031 509 1924
PINETOWN 38 Bamboo Lane Pinetown Tel: 031 702 3260
QADI Zulu Reserve Road Botha's Hill Tel: 031 777 1742



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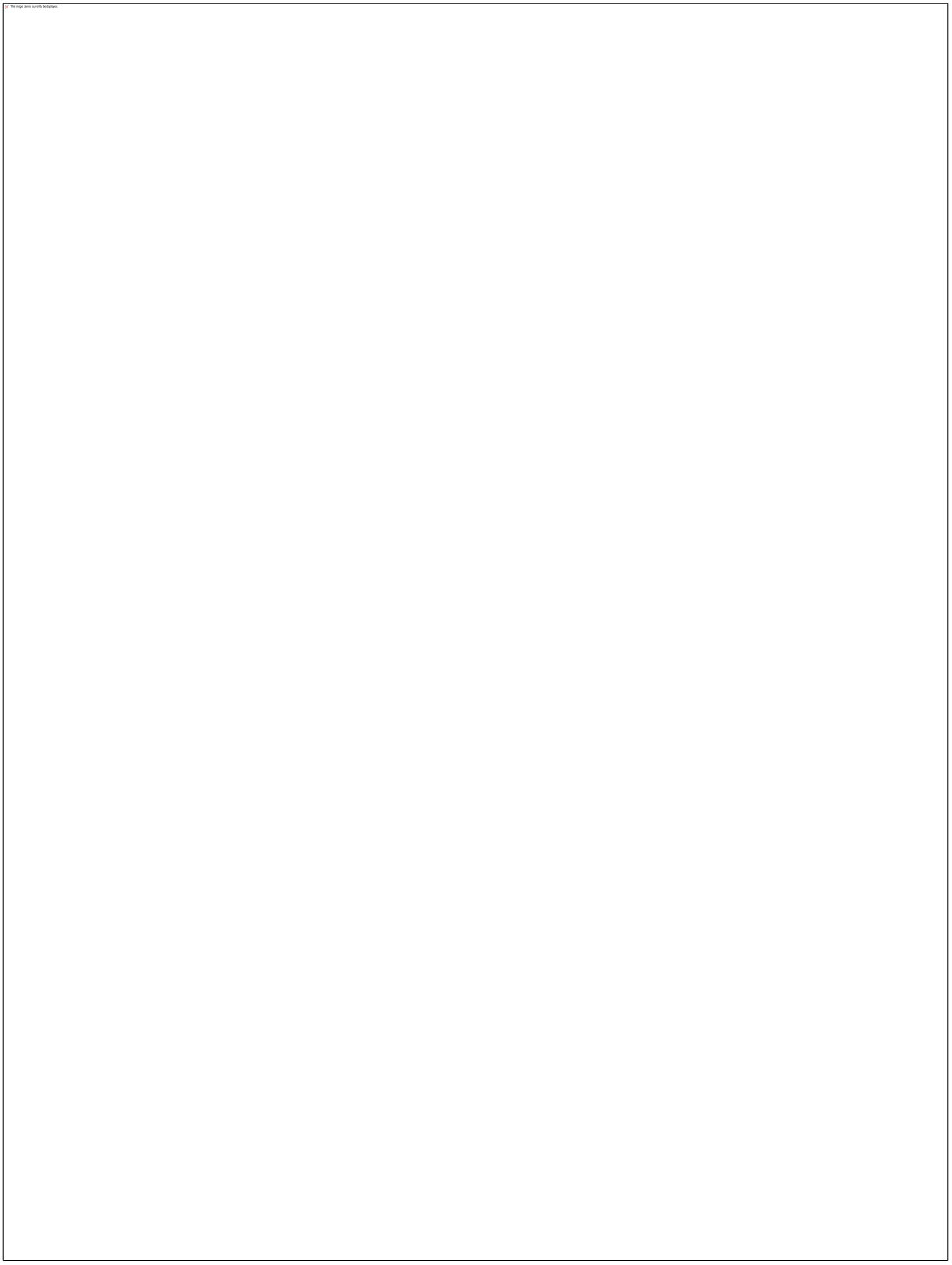

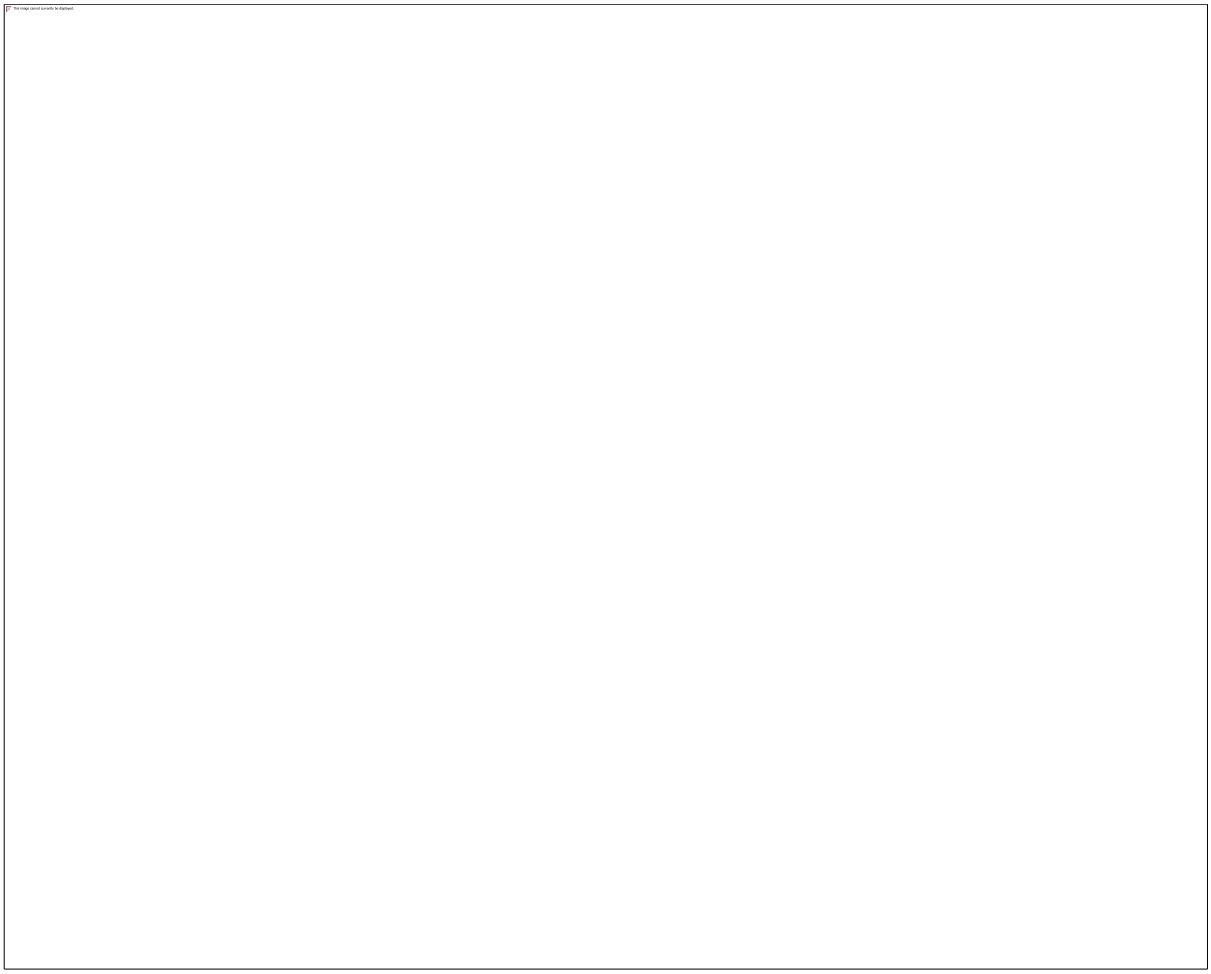

APPENDIX F: Informed Consent Form

August 2019

Dear Participant

RE: INFORMED CONSENT LETTER FOR PARTICIPANTS

My name is Jeremia Lucky Thabede. I am a post graduate student at the University of Kwa-Zulu-Natal. I am interested in gathering the views of TVET college lecturers on the utilisation of assessment of learning strategies in a TVET college in KwaZulu-Natal. 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
Voice Recorder		

I can be contacted at:

Cell: 082 868 0521/079 178 2320
E-mail: thabedelucky592@gmail.com

My supervisor is Dr. Samukelisiwe Khumalo who is located at the School of Education, Edgewood campus of the University of Kwa-Zulu-Natal.

Telephone: 031 260 3017
Email: Mngomezulus1@ukzn.ac.za

You may also contact the Research Office through

Prem Mohun (HSSREC)

Tel: 031 260 4557

Email: HSSREC@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: Turnitin report

Lecturers' utilisation of assessment of learning strategies in a Technical and Vocational Education and Training College in KwaZulu-Natal

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Lecturers' utilisation of assessment of learning strategies in a Technical and Vocational Education and Training College in KwaZulu-Natal

GRADEMARK REPORT

FINAL GRADE

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GENERAL COMMENTS

Instructor

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