An exploration of the enactment of vocational pedagogy in the NC(V) Financial Management NQF Level 4 curriculum

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Abstract

The aim of this study is to describe how the National Certificate (Vocational) Financial Management at the National Qualifications Framework (NQF) Level 4 is enacted in the classroom and to analyse some of the data gathered regarding the enactment. The study is premised on the assumption that to teach the NC(V) curriculum takes on a new meaning (a new role) for its implementers (college lecturers) as the curriculum, in the form of outcomes, has both theoretical (academic) and practical (vocational) parts. Hence, the college lecturer is expected to lecture using a specialised practice of pedagogy. Data were collected from video and audio recording from ten lessons of the NC(V) Level 4 Financial Management class. Thereafter, a series of interviews were conducted with the college lecturer, who taught the class, as well as interviews with two senior lecturers and the Head of Department of the college.

The theoretical framework used in this study is framed using the theories of Basil Bernstein and of Lev Vygotsky. The study will use these theories as tools to analyse the data collected, based on the assumption that these theories underpin sound pedagogic practice. Furthermore, the works of some academic writers have been used to provide some background information about the demands being placed by the global market and on the college lecturers, as well as the current status of the colleges and their attempts in embracing the new curriculum – NC(V).

The data reveals that the enactment of the curriculum is almost devoid of the most distinguishing characteristic of the NC(V), namely the vocational part of the curriculum, as well as the lack of training for the college lecturer in meeting the expectations of the curriculum in both the academic and practical components. The end result is that the demands of both the government as well as industry to alleviate the skills shortage South

Africa is facing, may not be fulfilled. Lastly, the analysis of the data also indicates that in the absence of support structures, be it in the form of supervision or mentorship, the enactment of the NC(V) could result in students not receiving the overt curriculum as per the policy guidelines.

Declaration

I, Mahomed Farouk Moosa, declare that:

1. The research reported in this MEd dissertation, except where otherwise indicated, is my original work.

2. This MEd dissertation has not been submitted for any degree or examination at any other university or institution.

3. This MEd dissertation does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.

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Mahomed Farouk Moosa

Signed at: ____

This ______ day of ________________________________ 20_______

Supervisor’s Consent

As the Candidate’s Supervisor I agree / do not agree to the submission of this dissertation.

____

Dr M. Combrinck

Signed at: ____

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Editing Verification

This serves to confirm that I, Bernard Mathey, have proofread and edited the thesis: *An exploration of the enactment of vocational pedagogy in the NC(V) Financial Management NQF Level 4 curriculum* by Mahomed Farouk Moosa.

Bernard Mathey

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Abbreviations

CL	The College Lecturer who taught the Financial Management Level 4 subject
DHET	Department of Higher Education and Training
DoE	Department of Education
FETC	Further Education and Training Colleges
ICASS	Internal Continuous Assessment
ISAT	Integrated Summative Assessment Task
NC(V)	National Certificate (Vocational)
NQF	National Qualifications Framework
POA	Portfolio of Assessment
POE	Portfolio of Evidence
SAGS	Subject and Assessment Guidelines
SAQA	South African Qualification Authority
SMT	Senior Management Team
UKZN	University of KwaZulu-Natal
UMALUSI	Council for General and Further Education and Training Quality Assurance

List of Tables

Table of Contents

Chapter 2: Literature and Theoretical Framework

CHAPTER 1

INTRODUCTION AND OVERVIEW

1.1 Introduction

This chapter introduces the changes that are taking place at the Further Education and Training Colleges. It provides insight about the National Certificate (Vocational) programme launched in 2007 at the Further Education and Training Colleges throughout South Africa. Information about the unique curriculum will be touched upon and the need for a study of this kind will be motivated. The data collection methods will be briefly explained, with the intention of explaining how the study will unfold. Lastly, a short exposition about the rest of the chapters will be described.

1.2 Vocational Education – a Combination of Theory and Practice

The integration of subject matter, i.e. academic knowledge and vocational knowledge is a new approach to the curriculum, offered at Further Education and Training Colleges (FETC). In September of 2007, the DoE finalised the Curriculum Statements for 14 (later 17 programmes after stakeholder consultations (DHET, 2011c). In 2012, an additional programme will be added to the NC(V) programme list, thus increasing the number to 18 programmes (DHET, 2011d). The curriculum to be taught was documented in a policy document drawn by the DoE called Subject Guidelines and Assessment Guidelines

(SAGS). The challenge for the FETC sector is to realise that in order to attract more students, it has to offer a general vocational programme that is almost equivalent to the one offered at schools, in the academic sense, as well as its distinguishing characteristic of offering a work simulated/practical/context dependent programme (Gamble, 2006).

The NC(V) is a response to the escalating skills shortage, especially with regards to the large number of youth who have not completed grade 12 (Akoojee, 2009). Also, to provide those students who wish to exit the General Education and Training Phase (GET) at the end of grade 9 with an opportunity to pursue a vocational curriculum as opposed to an academic curriculum offered at schools (Akoojee, 2009). Unemployment is a grim reality that South Africa faces. Figures suggest that "50%" of the young people who have less that grade 12 are unemployed and under "50% of the 20 to 24 year olds" that are in possession of grade 12 remain unemployed (HRD-SA, 2009, p. 15). The NC(V) curriculum is an attempt by the DoE and now the DHET to offer a curriculum that incorporates a combination of both theory and practice. It is designed to empower the youth of South Africa to develop skills and knowledge that will make them employable, as well as to allow them access to institutions of higher learning. The development of the NC(V) programme is in direct response to the skills demand that South Africa faces as the curriculum is seen as a "response to the national skills crisis" (Akoojee, 2009, p. 132). The Department of Education (1998a), McGrath (2004), and Sooklal (2004) have all noted that the Nated curriculum offered by the FETC was of inferior quality and largely out of date (cited in Fester 2006).

Vocational pedagogy has a two-fold responsibility. On the one hand, it is influenced by workplace activities and on the other, albeit at a lower level, by "disciplinary knowledge" (Barnett, 2006, p. 145). The classifications of subjects have been done by "researchers and academics" and are "quite strongly defined" (Barnett, 2006, p. 145). In most cases "primary sources are rarely appropriate for pedagogic purposes" (Barnett, 2006, p. 145).

Instead, the classification of subject material is done through “a process of selection, simplification, exemplification, paraphrase and metaphorically translated” (Barnett, 2006, p. 145).

Harmer (2009) suggests that if students experience the complexities of real-world situations then it would better serve the interest of all stakeholders. Harmer (2009) calls for college lecturers to incorporate projects into their lessons and assignments that will require students to gather information from real organisations, for college lecturers to use case studies that cover organisational realities, and to use role-playing and simulated real workplace environments to cover the contents of the curriculum.

The point being made is that the teaching of a vocational curriculum should involve an array of teaching methods that will ensure the vocational curriculum is covered adequately and college lecturers do not continue to teach vocational curriculum in a theoretical or academic way. Bell and Donnelly (2009) conducted research in schools that taught applied science in a vocational way. They cite examples of students who enjoyed being taught the subject from a vocational perspective. Students had to be “organised and supported rather than „taught’ in the traditional sense” (Bell and Donnelly, 2009, p. 32).

Brown (1998) wrote about “constructivist pedagogy”, which focuses on pedagogy to empower students by allowing them to apply theoretical knowledge to real-world applications (Brown, 1998, p. 1). Brown proposes a curriculum integration that will involve an “infusion” of theory into vocation (Brown, 1998, p. 1). Hugo, Bertram, Green, and Naidoo (2008) cited Bloom theorised that there are three variables that would lead to student achievement. Firstly, teachers must accept that students take different periods of time to complete a task. In the beginning, students will need help in learning how to complete tasks successfully. Secondly, students must be constantly motivated to excel in their work. Lastly, good quality instruction and feedback by the teacher is needed. Vinjevold and Taylor (1999) found that classroom practice in schools is still characterised by teacher talk and there is a definite neglect of practices that promote higher thinking skills, such as understanding relationships and investigations. Chappell (2004) contends that teachers in the FETC have to be learning specialists, have the expertise to adopt a pedagogical orientation that suits the market in which the students will have to gain meaningful employment.

Stemming from the above, there exists a need to find out if the new curriculum is being enacted in the way that mirrors the "new goals of education as expressed in the critical and developmental outcomes" and the "pedagogic and curricular demands" that are needed to improve the quality of teaching and learning (Young (b), 2006, p. 62).

1.3 Background to the Research

During the latter part of 2006, the Department of Education (DoE) invited college lecturers to a five-day workshop where they were introduced to the NC(V) programme. In a relatively short time they were given a generic training of the new curriculum. College Lecturers had to make a paradigm shift, a move away from teaching the National Technical Education (NATED) or „N curriculum' or „Report 191 curriculum', which was largely theoretically based, to an outcomes-based curriculum that incorporated theory and practice. Most college lecturers were previously not exposed to an outcomes approach to teaching and learning because there were no outcomes in place within the Nated syllabus. The Nated curriculum was teacher-centred, whereas the NC(V) curriculum is student-centred and embedded in outcomes-based education. This marked the beginning of the phasing out of the N1 to N6 (Government Gazette, 2008), the core programmes offered by the FETC. However, in 2010 a moratorium was placed on the phasing out of the Nated programme (Government Gazette, 2010).

With the introduction of the FET Act of 2006, many college lecturers opted to leave the FETC and occupied vacant teaching posts at schools. This created vacancies for new lecturers to join the staff complement of FETC. The migration of lecturers from the FETC to schools resulted in a huge loss of qualified and experienced staff, many of whom had attended the launching of the NC(V) programme in 2006. Minister of Higher Education and Training, Dr Nzimande, commented on the difficulties facing the FETC, in his address on the 3rd September 2010, when the minister mentioned concerns of the "loss of lecturers from the colleges, low morale and a high vacancy rate, poor student performance with low pass rates and high drop-out rates and institutional instability and labour instability" (DHET, 2010a).

Since I was involved with the NC(V) from inception in the late 2006, I observed that the cascading of information was done by a few members of the Senior Management Team (SMT. Thus the information presented may suggest being anecdotal. The facilitators used the platform to hone in on the most fundamental of issues, namely, record keeping. College lecturers were inducted into the requirements of the upkeep of files in the form of a lecturer's portfolio of assessment (POA) and the students' portfolio of evidence (POE). Also featured prominently was the emphasis placed on drawing up of daily lesson plans. This formed the core of the socialisation of the college lecturers into the college. In short, record keeping was emphasised and pedagogy ignored.

It seemed that insufficient formal training of the NC(V) curriculum was done. Some college lecturers were simply not prepared for the challenges of teaching the NC(V) curriculum. From my personal experience, the three main resources mostly used to teach NC(V) subjects are textbooks, past examination papers and exemplar papers. College lecturers are expected to make a self study of the curriculum of the subjects that they teach. For me, this gives the college lecturers an opportunity to enact the curriculum in the way they would understand it. Although this gives autonomy to the college lecturers, the final examination papers together with the Integrated Summative Assessment Task (ISAT) are external assessments, set by the DoE. The problem is to reconcile what is covered in lessons and what is externally examined in a situation where no content matter is made explicit. Cohen and Ball (1990) stated that teachers "apprehend and enact instructional policies in light of inherited knowledge, belief and practice" (cited in Bertram, 2008, p. 14).

Training to teach in a vocational college is not on track in South Africa today. Although those lecturers in the FETC who had no professional teaching qualifications were compelled to attempt the National Professional Diploma for Education (NPDE), concerns were raised about its appropriateness for the FETC (McGrath, 2008). McGrath states that the "heart of the challenge for FET teacher training is the need to respond to new curricula, content and students" (McGrath, 2008, p. 2). What is lacking is the unpacking of the new curriculum. As lecturers, who are embarking on teaching a new curriculum, there is very little information relayed about the NC(V) curriculum and how it is intended to be enacted. Mention is also made that the NC(V) is vocational and not academic, and lessons should incorporate a practical component. However, very little is done to explain the practical component of the NC(V) curriculum involved. In short, it is a curriculum that is new for the college lecturer and thus I see a need to examine how the curriculum, and especially how the vocational content, is being enacted in the classroom.

1.4 Rationale and Motivation

After having marked the Financial Management Level 3 final examination paper in 2009, I became concerned with the high failure rate. For instance, in November 2009 there were 18 students who wrote the Financial Management Level 3 examination, that I marked. Of these, 2 (11%) passed and 16 (89%) failed. The final examination mark constituted 50% of the students' final mark. The remaining 50% of the mark came from the Internal Continuous Assessments (ICASS) and the Integrated Summative Assessment Task (ISAT) mark.

Overall a bleak picture prevailed and to rectify this, task teams were set up to report on matters of concern. In the Summit Report mention was made that of the 26 540 students who enrolled in 2007, only 1 194 students passed Level 4 (Summit Report, 2010). As the NC(V) enters its sixth year in 2012, the programme is wrought with challenges for its lecturers, students and the SMT. I am basing my study on the assumption that the FETC has targeted a niche market, but the implementers are ill-prepared to take on the challenges that come with this new curriculum. Currently there is a dearth of research being done in the NC(V) classrooms of South Africa. Very little is known about vocational pedagogy that is being enacted in the classroom, and the research shows that the same applies to the students, lecturers and senior management team (SMT) of the FETC (McGrath, 2008; Wedekind, 2008b). Sooklal (2005) was encouraged by the dearth of research done on various aspects of the FETC in South Africa and has cited other authors who share the same message namely, Gamble, McGrath, & Badroodien (2004). This prompted Sooklal (2005) to conduct a "reflexive" study on the FETC (Sooklal, 2005, p. 1). Cantor and Roberts (1986) and Elliot (1996) have pointed out that the FETC remains under-researched and a possible explanation is the "low priority" status it receives as compared with mainstream schooling education (cited in Fester, 2006, p. 4).

Having worked in industry for five years and then changing vocations to become a teacher for about 19 years, I developed an opinion that there are some school going students who are not academically inclined and may perform better in a system of education that combines theory and practice. I also developed a bias against academic school work and saw it to be disadvantageous to students as it has very little practical or workplace relevance. When word of changes about to take place at the Further Education and Training Colleges (FETC), by introducing a new outcome based curriculum, the NC(V), it provided me the opportunity to become one of the many pioneers in what I believed to be a positive change in the education system. This, together with other factors, persuaded me to secure a post at a local FET college. With the continuous mention of the shortage of skills in South Africa and that the NC(V) was a possible solution to this issue, I was further prompted to make the change from being a teacher to a college lecturer.

In the light of the above, I considered an area, that to me, was worthy of a study, namely, how the NC(V) was being enacted. Subjectively, from my experience and observation at the site where this research has taken place, I have noticed that apart from the emphasis being placed on record keeping, very little is discussed about classroom enactment, except the occasional comment about college lecturers not allocating time for the practical part of the subject. College lecturers in the Department of Business studies at colleges have been attuned to teach theory and the move to incorporate the practical curriculum is always frowned upon. The SMT has found that college lecturers lack incorporating the skills based part of the NC(V). This inspired me to gather information about how the NC(V) was being enacted and to make a case study from this information. This was an opportunity for me to gather data to help understand how the NC(V) was being unfolded in the classroom.

1.5 Aim of this Study

The aim of this study is to explore the enactment of the NC(V) Financial Management curriculum. The pedagogy style that is being enacted will be analysed using Vygotsky's Theory of Mediation, Bernstein's curriculum theory and inclusions of academic work of some academics who have been at the forefront of FET training.

1.5.1 Key Research Questions

Two research questions will guide this study namely:

1. How is the vocational education of the NC(V) Financial Management curriculum enacted?

2. Why is the vocational content of the NC(V) Financial Management curriculum enacted in this way?

1.5.2 Problem Statement

The study attempts to describe the enactment in a realistic, practical, and real life situation in an NC(V) classroom. The data was analysed and an attempt was made as to why the enactment was done in the manner explained in the study. The problem is that without proper mentoring and support and in the absence of substantive control measures not in place, the enactment can be open to debate. Emphasis was also placed on the content of the subject matter being enacted in the classroom. This then became the crux of how and why the enactment took place as per the analysis of the lessons.

1.6 Brief Outline of Study

Chapter 1 discusses the motivation for the study. It introduces the reader to NC(V) and about the education offered at the FETC. It informs the reader that the theories of both Vygotsky and Bernstein as well as the literature of selected academics will underpin this study. The aim of the study is gathered in this chapter and the methodology that will be used is briefly touched upon.

Chapter 2 draws from academic literature, the works of some academic writers who are actively involved in research at the FETC and it tries to inform the reader of the unique nature of a vocational curriculum. It provides additional information about the NC(V) programme, the challenges that the FETC faces, as well as the tasks and responsibilities of the college lecturers. The literature also informs about the challenges that college lecturers are experiencing in this five-year old curriculum. The chapter also outlines the theory of mediation as well as, specifically, that of Bernstein. The literature will then be used in Chapters 4 and 5 to analyse the data gathered.

Chapter 3 is a discussion on the research methodology that will be used. This is a case study describing how the NC(V) is being enacted. Lessons have been video recorded and data will be described and analysed. Interviews were conducted with the college lecturer whose class was observed. In addition three interviews were done with key personnel at the college.

Chapter 4 describes and analyses the data gathered from the lessons and interviews. This was the most challenging chapter to write. To make the description „talk' to the literature was at times a near impossibility. The analysis was very challenging. To describe was simple, but to draw and link from Chapter 2 was not the easiest of tasks. There are comments made that may be viewed in different ways and is an indication that to communicate a message can be looked at in various ways. In essence the chapter describes the enactment in the classroom and reference is made when analysing the data to the transcriptions. The entire process of each day is analysed and discussed. Key themes that emerge from the data are analysed. The theory covered is used to analyse the data. The information gathered in the interviews is also used to address key issues that the theory speaks about.

Chapter 5 discusses the case study with the intent of providing recommendations to improve the enactment of pedagogy in the NC(V) programme. It is largely based on the findings and in no way offers solutions to the challenges and problems that the NC(V) faces and will face in the future. It is a perspective based on limited understanding of the day to day occurrences in the classrooms of the NC(V) programme.

1.7 Conclusion

This chapter introduces the FETC as well as its unique position in uplifting the skills and knowledge of its student population. It briefly discuses vocational education and introduces the NC(V) programme. It also provides somewhat of a historical perspective on the NC(V) programme. The motivation and rationale for the study is stated. The aim and research questions are mentioned to guide the balance of the research together with some indication on research methodology.

CHAPTER 2

LITERATURE AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter uses the lenses of two theorists to introduce the theoretical framework that will underpin this study. A summary paragraph covering the two theorists is included as it will help to understand the discussion that followed. It was felt that mention should be made of what a theoretical framework as this knowledge sets the foundation of understanding what a theoretical framework entails. Details on what Vygotsky's Theory of Mediation entails were discussed. Discussion on constructivism was included as it has a bearing on Vygostky's theory. Information about Bernstein was mentioned and this included classification and framing. Both Vygotsky's Theory of Mediation and Basil Bernstein's concepts of Classification and Framing will be used to analyse the data gathered. The third aspect of analysing the data will be taken from the works of a few selected contemporary academics. The chapter then informs the reader about some aspects of curriculum followed by some information about vocational education and training as well as relevant literature about the NC(V). The NC(V) policy document will be described as the curriculum is based on this document and the enactment should be based on the expectations stated in the policy documents. Some information on global trends of changes taking place at the workplace will be mentioned, as this informs the reader of what the expectations of the FETC are. A look at perspectives of vocational education and training of a few selected overseas countries will be touched upon. The NC(V) policy document will be discussed as the curriculum is based on this document and the enactment should be based on the expectations stated in the policy documents.

From my personal experiences, I have realised that people have their own opinions shaped from their own personal experiences and circumstances. This study focuses specifically on the work of a selected few academics who, are seasoned in the research field of college education. Particularly the works of Michael Young has been extensively used in this study as his contributions to vocational education have shaped my understanding. He maintains links with South Africa and other European countries (Young, 2006a). Moreover since the work of Bernstein has been used to some extent it would be interesting to use Professor Young's work as Bernstein was his "tutor" (Young, 2010, p. 9). I have attempted to inform the reader how the Financial Management subject at level four on the NQF is being enacted at a point in time. It is by no means the way this subject will be enacted in the future, but rather it explores the situation at a specific point in time.

2.1.1 Summary of the Work of Vygotsky and Bernstein

It is possible to draw similarities between the theories of both Vygotsky and Bernstein when the issue of uncommon sense knowledge is mentioned by Bernstein and the higher order thinking that Vyotsky's theories talks about. To me both theorists see benefits in not incorporating day to day knowledge which is usually acquired through social interaction when dispensing the scientific knowledge. The specialist college lecturer, in both theories plays key roles in passing on knowledge to the student.

The college lecturer preserves the subject by not allowing integration of other subject matter. The college lecturer uses power to ensure boundaries are created. In this way the true knowledge is protected and not weakened. The college lecturer frames the lessons and in this way ensures that the student gains the understanding of the subject content. Both theorists see advantages of framing as the student is seen to benefit in the process.

When the college lecturer exercises control over the lesson, all students may gain from this as the pace is set by the college lecturer who will move to a new topic once all students understand the concepts .

The data will show that the intent of the development of students to their potential is lost when day to day (mundane) explanations are brought into the lesson to explain. The higher order thinking process is not achieved through the process of allowing day to day issues to be brought in. The boundaries are weakened and the essence of conceptual development and higher order thinking is not gained.

2.2 Theoretical Framework

The function of theory is to “reflect” or “deliberate” on what college lecturers do when they teach at the FETC (Moll, Steinberg & Broekmann, 2005, p. 118). Theory helps college lecturers to reflect on their practices and assists in the improvement of practice (Moll *et al*., 2005). The idea is to use theory to advantage teaching practices such that “tacit knowledge” is incorporated in the lessons (Moll *et al*., 2005, p. 118). Reflective practice helps the college lecturers to internalise using theory to their advantage such that “greater effectiveness” in teaching is achieved (Moll *et al*., 2005, p. 120). Theory serves a special function as it helps advance practice (Moll *et al*., 2005).

Rojewski (2009) claims that three goals that should be taken into account when determining a conceptual framework for vocational education. Firstly, the general principles of vocational education and training (VET) must be covered. Secondly, the framework must “reflect the underlying perspectives of its constituents”. Lastly, it has the responsibility to shape both “current activity and future direction” (Rojewski, 2009, p.

19). Amongst others, a good selection of ideal pedagogy styles should provide a plan on how to solve critical issues that have been identified (although the solution may not be the ideal one). Rojewski (2009) suggested that the conceptual framework, should be stable but must also be able to adapt to change.

The following is at the crux of the theoretical framework that will guide this study. The theory is largely about how learning actually takes places in a classroom using the lens of Vygotsky and Bernstein. This theory will provide “insight into what learning is and how it takes place” (Moll *et al*., 2005, p. 99). The choice of theory used is personal and is based on the assumption that the theory of mediation is an important theory that can be applied especially in the teaching of the NC(V) programme.

2.2.1 Introducing the Theoretical Framework – the Vehicle for Student Development

Vygotsky was selected for various reasons. One of which could be a symbolic gesture as Vygotsky took an interest in pedagogy when a few teacher were trained and schools were being opened (Young, 2010). Similarly, the NC(V) has just been introduced into the FETC and only a few college lecturers have been trained adequately. The idea of developing “higher order concepts” in the lives of students is what the NC(V) programme (DoE, 2007b) is also trying to achieve (Young, 2010, p.16). Vygotsky held the view that it is through the vehicle of learning and teaching that humans will be able to become social, meaning that they will be in a position to “construct, maintain, and change societies” (Young, 2008, p. 5). Clark’s (2007) understanding of Vygotsky’s theory is based on the assumption that a student is able to develop advanced mental capacities with the help of a capable adult. Through this interaction a student comes to know the “language and symbolic knowledge through which the student derives meaning, and which affects a student's construction of her/his knowledge" and which is referred to as "cultural mediation" (Clark, 2007, p. 2). Fosnot (2005) argues that a teacher does not only "dispense" knowledge but also "provides students with opportunities to build it up" (cited in Clark, 2007, p. 2). Vygotsky developed a theory of mediation, wherein the student is able to improve on their existing knowledge by way of social mediation from a specialist or learned adult. The knowledge gained by the student will be permanently acquired and will lead to a change in the students' behaviour (Hardman, 2008).The focus of Vygotsky's theory was that social interaction, culture and language has an effect on a student's learning (Clark, 2007). Vygotsky differentiated theoretical knowledge into "spontaneous" and "scientific" concepts (Clark, 2007, p. 3).

Clark (2007) understands spontaneous learning to occur within the student and whatever they learn from their daily experiences. Scientific concepts are logical and formal and are those that are culturally learned in the classroom. This vacuum or gap or zone is what Vygotsky was interested in understanding. Vygotsky believed that scientific knowledge would not just come into a student by a teacher explaining some knowledge using language, rather is dependent upon a process of how a student will be able to comprehend the concepts. The student has to make a change from spontaneous concepts to scientific concepts. The combination of the spontaneous and cultural concepts is what Vygotsky called the Zone of Proximal Development.

Jaworski (1996) takes on the idea of "taken as shared", a phrase used by Cobb (2005), when she expresses her view on how reconciliation takes place through discussion and sharing different perspectives of other individuals views on something and eventually "a shared meaning" will develop (cited in Clark, 2007, p. 4). "Social interactions within the learning environment are an essential part of this experience and contribute fundamentally to individual knowledge construction" (Clark, 2007, p. 4).

Vygotsky's theory of mediation focuses on how humans learn from one another in a social relationship. At the FETC, a student is able to learn from both peers and college lecturers. This mentoring process is one of the ways in which people can learn. Vygotsky introduced the concept of the zone of proximal development. This space is the knowledge between what a student knows and what s/he cannot do on her/his own. It is through intervention by a knowledgeable or more experienced person that a person through supervision and encouragement will be able to learn about that which s/he does not know (Moll *et al*., 2005).

Vygotsky uses language as a tool to ensure learning takes place. By speaking to students, the college lecturer is able to ascertain the area of unknown or the zone of proximal development and use language to help the student understand or increase her/his knowledge base. Not only language but "gestures, images, pictures, maps, and other signs" can be used to improve the learning process (Moll *et al*., 2005, p. 110).

William Glasser's cognitive theory helps us better understand Lev Vygotsky's sociocultural cognitive development theory. The proposed idea is that cognitive development proceeds through 3 main elements, viz. "culture, language and social interactions" (Louis, 2009, p. 20). Vygotsky also identified three concepts that are needed to be applied for sociocultural cognitive development to proceed effectively. Firstly, the "Zone of Proximal Development" (ZPD) - those tasks that are too difficult for a student to complete alone, but will be able to complete successfully with the assistance of a knowledgeable person (Louis, 2009, p. 20). For cognitive development to take place, the task must lie within the ZPD. Simply put, if a task is too easy then no assistance is needed and no cognitive development takes place. But, if the task is difficult and with assistance cognitive development will take place. For cognitive development to take place the students must be able to successfully complete a challenging task and this must be with the intervention of a knowledgeable person. Secondly, „scaffolding' "describes the nature of assistance given by the knowledgeable person" (Louis, 2009, p. 20). The greatest level of cognitive development usually takes place at the beginning when the level of assistance is very large and as students' skills improves, the level of cognitive development is reduced. Lastly, "psychological tools" are "intellectual mechanisms or operations which we use to examine our environment and interact with others" (Louis, 2009, p. 20). Gredler and Shields (2004) state examples which are „formulae, written language, symbols, maps, the scientific method, and oral language (cited in Louis, 2009, p. 20). According to Vygotsky, it is through social interaction that the psychological tools are shared with students and this will help them understand the complex world in a better and meaningful way (Louis, 2009).

In all three concepts, the common factor is social interaction and this will produce cognitive development. The problem with students is that they do not always know how to foster and participate in social interaction that will lead to them developing cognitively (Louis, 2009). College lecturers will have to foster cognitive development theory through social interaction in their classrooms. The use of Glasser's cognitive theory will provide the information to analyse the data gathered as the theory is used "introduce and improve social interactions" (Louis, 2009, p. 21).

According to William Glasser, all behaviour is "consciously chosen" (Louis, 2009, p. 21). They are chosen consciously to meet any of the following needs. These are "survival, belonging, power, freedom and fun" (Louis, 2009, p. 21). For all the needs, social interaction is needed. For Vygotsky, cognitive development needs social interaction. College lecturers need to know Glasser's cognitive theory and to use the tools to develop social interaction. If a college lecturer uses social interaction to teach students to meet their needs and once they know how to engage in social interaction, their cognitive development will be improved (Louis, 2009). College lecturers who accept Vygotsky's theory may create a climate that focuses on effective social relations and this would create increased cognitive development for the students (Louis, 2009).

The constructivist theory affirms that knowledge has to be "discovered, structured, practised and validated by each student" (Majumdar, 2009, p. 1853). One of the pedagogical methods that constructivists adopt is termed "collaborative learning" wherein students begin to engage in "active exploration and social collaboration" in other words they work together in a given task (Majumdar, 2009, p. 1853). Sharon (1980); Webb (1989) claim that with collaborative group work more cognitive development takes place than when individuals work on their own (cited in Majumdar, 2009). Chu *et al*., (1999) advocate that students prefer to work and share ideas in a group activity and not to work in isolation (cited in Majumdar, 2009).

The following underpins constructivism (Technology Assisted Program, 1998):

1. Students bring into the classroom their personal beliefs and knowledge.
2. We must become aware that knowledge is constructed in various ways using many different tools, resources and contexts.
3. Learning is dynamic, thought provoking and progressive.
4. Through social interaction different views come into play.
5. Learning is controlled and interceded by the student.

To summarise constructivism, is to say that the student is actively involved in the learning experience and is not a passive role-player in the acquisition of knowledge. It is through interacting with others, learning using „real-world' resources and engaging in the topic that active learning begins to take shape. The role of college lecturers becomes challenging, especially in this case study, as college lecturers had to move from a predominantly theoretically based programme to one that combines theory and practice, i.e. NC(V). The challenge for the college lecturers is to prepare lessons that will create an environment in the classroom that promotes „student-centredness' and this may ease their entrance into the working environment, as they would be adequately prepared and equipped to face the challenges that they will be confronted with.

Clark's (2007) view on constructivism is that learning takes place when a student internalises learning. It is something that happens inside a person and cognitive development takes place so that new learning and understanding of something occurs. Gonczi (2002) claims learning takes place when a person (student) constructs knowledge and skills through their exposure and experiences that they are confronted with for themselves (cited in Chappell, 2004).

The advantage of selecting constructivism is that there is widespread understanding that learning takes place when students make an active construction of the knowledge and learning is constructed in a "context dependent, socially mediated and situated in the „real-world' of the student and learning tasks are embedded in „real-world' contexts. Small group work, discussion, debate, practical problem solving, the presentation of alternative perspectives, sharing of information, reflective practice, cognitive apprenticeships, modelling, mentoring and coaching are all strategies that resonate with a constructivist orientation to learning" (Chappell, 2004, p. 4).

> Indeed the latest interest in situated learning, work based learning and „communities of practice' suggest that constructivism is now a major contributor to understanding pedagogical practice. Indeed, it seems that constructivist theory has become the main source of understanding contemporary teaching and learning practices. (Chappell, 2004, p. 4.)

2.2.2 A Realist's View - Basil Bernstein's Theory

The idea of bringing in Bernstein's theory is to help further understand the enactment that is taking place in the NC(V) Financial Management Level 4 classroom. The following are pertinent contributions of Bernstein's theory that will shed further light on the enactment. It will serve to augment the transcriptions of the lessons and will shed further insight in the pedagogic style or "signature pedagogy" that is used by the college in the classroom (Wedekind, 2008b, p. 17).

Bernstein's theory is underpinned by two concepts that he calls "classification" and "framing" (Hoadley, 2006, p. 15). The former refers to power and the latter control. Both concepts are regarded as central to Bernstein's theory. For Bernstein, the idea behind schooling is to induct students into "uncommon sense" knowledge or the "school code" as opposed to the day to day or "common sense" knowledge that a student acquires when coming into contact with people on a daily basis (Hoadley, 2006, p. 16). The success of pedagogic practice will result in students deemed competent in the evaluation that is conducted. The school code is essentially "context-independent" and is acquired through classification (power) and framing (control) (Hoadley, 2006, p. 16).

Using Young's (2008) understanding of Bernstein's (1971a) work paves the way for the understanding of the terms classification and framing. Bernstein held the opinion that by creating boundaries between subject areas, a student is able to move towards the acquisition of knowledge and boundaries that are created by teachers in their pedagogy to show their power.

The starting point in understanding curriculum and pedagogy is to unpack Bernstein's concept of what he termed "code". The educational knowledge code is made up of curriculum, pedagogy and evaluation. Bernstein uses "classification and frame" to analyse these "three message systems" (Bernstein, 2003, p. 88). Atkinson (1985) describes code to a "regulative principle which underlies various message systems, especially curriculum and pedagogy" (cited in Sadovnik, 1991 p 51). As Bernstein (1971/1973b, p. 85) noted: "Curriculum defines what counts as valid knowledge, pedagogy defines what counts as valid transmission of knowledge, and evaluation defines what counts as a valid realization of the knowledge on the part of the taught" (cited in Sadovnik, 1991 p. 51).

Power according to Bernstein (1996) preserves the "identity" of a subject (cited in Bertram, 2008, p. 29). A subject like Financial Management preserves its identity by insulating itself from other subjects. With strong boundaries, the content of a subject becomes insulated and isolated. Bernstein (1996), cited in Bertram (2008, p. 29) asks "in whose interest is the apartness of things, and in whose interest is the new togetherness and the new integration?" Bernstein mentioned that the preservation of insulation is through the use of power (cited in Bertram, 2008, p. 29). Classification and framing aid in the creation of knowledge boundaries. Classification is strong between related subjects and is weakened by unrelated subjects. Young (2011) raises the following worthy arguments using Bernstein.

Firstly, classification is strong when domains are well insulated and weak when domains are less insulated. Framing is strong when boundaries are well insulated and weak when boundaries are less insulated. For example, when comparing schoolwork with non-schoolwork, boundaries are weakened. Bernstein moved over from relationships to structure of domain by introducing vertical and horizontal knowledge structures. In vertical structures knowledge moves to higher levels and in horizontal structures, knowledge progresses by development. Secondly, strong boundaries between knowledge domains and between school and non-school domains establish student identities and are the key to students' progress.

Domains are the relationship between contents, not knowledge, and with the relationship amongst different subjects. Through boundaries, identities are maintained and sound knowledge is acquired. The concern being raised is that with all the pressure that comes from the economy, and labour movements and politics, there is the danger that subjects may lose their identities as well as the specialist teachers who have sound knowledge base.

2.3 Key Concepts/Terms Defined

There are many terms that are used in this study which, in many instances, are unique to education and training conducted at colleges. The terms are, also at times, used differently by some authors. The term vocationalisation has been adapted by the FETC and involves incorporating the curriculum to include in each subject both the academic as well as a practical component. The NC(V) has merged theory with practical skills and knowledge. Students are placed in a unique position as they are taught a subject which incorporates both. The advantage is that in the real world they will be able to easily apply their knowledge and skills. This integration may be beneficial as students have a tendency to see the two in isolation.

2.3.1 VET and FET: the Acceptable Terms of the FETC

In South Africa, the preferred way of describing the education and training taking place at the FETC is the usage of the term VET (vocational education and training) (Moll, Steinberg, and Broekmann, 2005). VET places emphasis on the "continuity between education and training" and enforces a marked differentiation between education offered at schools and at FETC (Moll et al., 2005, p. 4). However, FET (Further Education and Training) is also used in South Africa to describe education offered at both mainstream education (schools) and at the FETC. Both forms of FET education are ranked similar on the NQF and attempts to uplift the status of qualification that the FETC and schools offer (Moll et al., 2005).

2.3.2 Technical and Vocational Education and Training (TVET)

Another widely used term internationally is TVET and is used to stress "the fact that the sector has built on its foundations in education and training related to technology by expanding into workplace related education and training" for the "different trades and vocations" (Moll *et al*., 2005, p. 4). In South Africa, "technical education" is provided at Universities of Technology and technical education overseas is provided at "Polytechnics", the name given to those institutions in some overseas countries (Moll *et al*., 2005, p. 4). TVET that is being offered at Universities of Technology offers a curriculum that is currently much more advanced than the Nated programme offered at the FETC. The student exiting the FETC with a N6 diploma is able to articulate some of the subjects towards the diplomas on offer at Universities of Technology. Furthermore, those students who are unable to meet the entry requirements of an Academic University or at Universities of Technology, as they may not have gained access due to not meeting the point system from their NC(V) or NSC level four qualification, can enrol for the

Nated programme at the FETC and upon completion gain some credits at the University of Technology or may enrol for a Bachelor's degree without any credit at an academic University.

2.4 Curriculum

As the curriculum plays an important part in the programme offered at the FETC. Some description of the various sorts of curriculum will be worthwhile mentioning. The curriculum being delivered will also determine the success of the programme. Taken from Wilson (2005), the following are some of the types of curriculum that will be used to analyse and describe how the curriculum is being enacted in this study:

1. Overt/Written curriculum – Refers to the written curriculum document that is designed for educators to use.
2. The hidden or covert curriculum - Those message systems that are picked subconsciously. For example, preferential treatment given to some students by the teacher and the response an educator gives to certain students when they, for example, come in late to the classroom.
3. The null curriculum - There are sections in a curriculum that are not taught by educators for various reasons. Students may regard these as unimportant.
4. Curriculum-in-use - This is the curriculum that is taught by the educator and may not necessarily be all that is found in the text-books or as stated in the curriculum document.
5. Received curriculum - This refers to all the learning that takes place by a student during a lesson.

2.4.1 Curriculum Mix

"Vocational generalists" see more value if the curriculum offered to vocational students have a "mix" of academic, vocational subjects and elective courses , as this will help them in getting into vocations that would "match their interests and learning style" (Rehm, 1989, p. 113). The National Commission on Secondary Vocation articulated the abovementioned argument in *The Unfinished Agenda* (1984). This article further contends that "field-based" exposure provides an opportunity for the student to gain "valuable insights into the working world" (Rehm, 1989, p. 114). Stemming from this, it is incumbent upon educators to design projects that develop the traits of work. The idea is to consider pedagogical ways "by which students will be empowered to transform themselves and the world with meaningful work" (Rehm, 1989, p. 121).

Young (1996) wrote that college lecturers needed a "polycontextual" variety of "competencies" in order to implement curriculum (cited in McBride et al., 2009, p. 24). These were "academic, pedagogical, workplace, curriculum and organisational competencies" (McBride *et al*., 2009, p. 24).

2.4.2 FETC Curriculum Challenge

The demand for "disciplined-based or codified" knowledge is on the increase and the FETC are under pressure to change their curriculum towards this direction (Young, 2006a, p. 155). Hence, the introduction of the NC(V) program, which has both theory and practical incorporated into the curriculum. The knowledge-based vocational curriculum does not take cognisance that FETC lecturers may not be specialist in executing their function of delivering the NC(V) programmes (Young, 2006a).

2.4.3 Designed Down Curriculum

It is interesting to note that the South African Qualifications Authority (SAQA) did not see the need for a new policy development as designed by the DoE for the NC(V) programme, rather, SAQA prefers the FETC curriculum to be “designed down” – a term coined by Allais (2006b) from qualifications that are stated in unit standards or outcomes (Young, 2006a, p. 154). Barnett (2006), together with Allais (2006b) hold the view that a “designing down” approach in drawing up a curriculum does not work, rather, it surfaces as a list of topics as opposed to curriculum (cited in Young, 2006a, p. 154). Barnett (2006) furthermore claims a curriculum in the form of learning programmes and guidelines is indicative of low priority that governments adopt about vocational education.

2.4.4 Nated Curriculum Overhaul

“The apartheid-inherited Nated curriculum was long overdue for an overhaul in line with the responsiveness agenda (see, for instance, DoE 2004 and Powell and Hall 2004) and while its replacement was inevitable, the manner, form and content of its introduction remain problematic” (Akoojee, 2009, p. 132). However, as at the end of 2011, the Nated curriculum is still being offered and forms the bulk of the students in the campus of study.

2.4.5 Curriculum Enactment

There is a perception that instead of adopting a curriculum, teachers should “adapt” the curriculum using their “prior understandings and beliefs about knowledge, assessment and what constitutes effective teaching” (Blignaut, 2008, p. 101). Spillane (2006) mentions that teachers’ inherent subjective beliefs and knowledge, may not be similar to what is expected of them as stated in the policy documents (cited in Blignaut, 2008). The method that a teacher adopts is what the teacher feels is best practice (Blignaut, 2008). Furthermore, the context in which the teacher works in also play a part in shaping teacher’s practice (Blignaut, 2008).

2.5 Student-centred Learning

The focus of the VET should now focus on “teaching and learning practices” that are “student-centred, work-centred and attribute focused” (Chappell, 2004, p. 1). Chappell (2004) in order to substantiate this point further cited (Cullen et al., 2002) and (OECD, 2003). “These new understandings of pedagogy align themselves more with constructive learning theories rather than transmission theories of learning particularly when harnessed to an emerging goal of VET in terms of developing people” (Chappell, 2004, p. 1). “Today a much greater emphasis is placed on „generic’, ‘soft’ or „behavioural’ skills than on „technical’ skills that once informed much of VET pedagogy” (Chappell, 2004, p. 1). “New developments have also occurred in learning theory including increased interest in „situated’, „organisational’ and „productive’ learning” (Chappell, 2004, p. 1). Chappell (2004, p. 1) stressed this by saying “contemporary notions concerning knowledge have also changed as a result of increased interest in the emergence of the „knowledge economy’ and the „knowledge’ worker”.

Vocational education should strive for students to think critically (Kerka, 1992). Chalupa (1992) says that it is important to prepare students on “how to think” as opposed to “what to think” (cited in Kerka, 1992, p. 1).

A lot of emphasis has been placed on the student as the centre for their personal success and for the success of the economy and country. This can also mean that college lecturers have been tasked with a grave responsibility to ensure that the student is advantaged at the end of the tenure. “Students are seen as active agents in their own learning not merely recipients of other peoples’ knowledge (Chappell, 2004, p. 4).” “Constructivists conceptualise students as participants, contributors and elaborators of knowledge, which is always socially mediated. In short, students change the world as the world changes them” (cited in Chappell, 2004, p. 4). Chappell read a report which stated that “although employers benefit from worker education and training in terms of productivity, it is the individual who is increasingly becoming the architect and builder responsible for developing his or her own skills” (Chappell, 2004, p. 6). The report also shows, this responsibility is less and less related to formal education and training and more one of people “learning to learn” so that they can develop skills and acquire knowledge independently (Chappell, 2004, pp. 7-8). “Indeed, learning to learn has become one of the more desirable attributes of contemporary workers” (Chappell, 2004, pp. 7-8).

The college lecturers have to keep in mind the nature of learning that students, who attend the FETC, must adopt. The FETC places college lecturers in a position which warrants them to provide a very “distinctive kind of teaching” (Moll *et al*., 2005, p. 116). Teaching at the FETC is unique as the college lecturers have to mediate theoretical knowledge and practical knowledge that is applicable to the real work environments (Moll et al., 2005). It seems that the challenge for college lecturers is to reciprocate well thought out and planned lessons that will ensure optimum lesson delivery and not fragmented knowledge and skills. The idea is for the student to “acquire an understanding of the totality of the associated vocation or trade, and just bits of it is isolation, such as a narrow skill or disembodied theory” (Moll *et al*., 2005, p. 116).

Ellstrom (2001) found that many writers have reported to see advantages of learning and see it as a vehicle leading to “increased productivity, innovation and competitiveness” (cited in Chappell, 2004, p. 2). Larsen and Istance (2001) state that “at the same time social commentators regard learning as the vehicle through which issues of social equity, cohesion, citizenship and cultural development can be addressed” (cited in Chappell, 2004, p. 2). UNESCO (2002) reports that “governments have sought to take up both perspectives in the development of education and training policies that seek to achieve lifelong learning as both the rationale and integrating goal of all educational sectors” (cited in Chappell, 2004, p. 2).

2.6 Vocational Knowledge and Vocational Pedagogy

Questions about vocational pedagogy have been raised by Young (2004) and one of these questions was “what is specific about vocational subjects and vocational pedagogy?” (Young, 2004, p. 3). According to Young’s research findings vocational subjects unlike academic or school subjects are not the same. Vocational education faces two ways. On the one side, they need to be informed by the demands placed by the workforce for specific expertise and knowledge. In other words, vocational education must meet the demands of the occupation. Secondly, towards the disciplinary knowledge that has been developed specifically for an occupation. - (an example to explain the latter, will be Financial Management, which is important for Business Studies but not may not be appropriate for Engineering Studies) (Young, 2004). “College teachers who take higher degrees rarely tackle the issue of vocational pedagogy because it has not been high profile research field in universities" (Young, 2004, p. 4). Vocational education prepares students for a twofold responsibility. Firstly, the student is able to develop skills and knowledge to face the working world and secondly, academic knowledge prepares the student for pursuing higher education (Young, 2011).

When the college lecturer enters into a debate with students regarding subject matter, it also could mean that this will result in the college lecturers "to lose control of the discourse" (Shulman, 2000, p. 133). This opens the door to complex questions, expression of misunderstanding and other forms of dialogue. This according to Shulman (2000) gives insight to the college lecturers, if students understand the lesson or not. So, when students write and discuss, then their understanding is expressed as opposed to them keeping their understanding in their head (Shulman, 2000). Meier (1995) observed that pedagogy is about teaching when students listen and about learning when students begin to talk and write about the subject matter (cited in Shulman, 2000).

Shulman (1985) argues that college lecturers must have "three different kinds of knowledge" as part of their job description. Firstly, "content knowledge" - college lecturers must be experts in their subject discipline. Secondly, "pedagogical knowledge"- college lecturers must be skilled in teaching. They must find the best way of teaching the subject and to exercise strategies so that the students benefit. Lastly, "pedagogical content knowledge"- college lecturers need to select the relevant information from their subject areas (cited in Moll, *et al*, 2005, pp. 155-156).

Shulman (2000) argues that it is not only through teaching subject matter but also through engaging in discussion that understanding is gained by the student. Students think they understand something but they do not. Rather, it is only through the process of deliberation that meaningful understanding is achieved.

Using the work of Shulman (2000), I found that Vygotsky's approach about helping students' develop higher mental order thinking by a learned adult, in this case, the college lecturer, is further enhanced by the author. Shulman (2000) provides further elaboration on how to improve the lives of students'. Bernstein classification and framing theory is also applicable, as Shulman (2000) stresses on the position that the college lecturer has to play in the lessons. The vital role of strong classification and framing is needed at times when the message has to be relayed correctly.

The first process of teaching is to allow students the opportunity to speak about their prior knowledge of a subject matter. This process allows them the opportunity to move from a vague understanding and expression to a solid understanding and expression of the knowledge. The second process of teaching is for the college lecturers and peers to assist in clearing doubts, "rearrange, co-construct, and repair", shortcomings, and weaknesses of the knowledge being expressed (Shulman, 2000, p. 133). Essentially the student expressed internal understanding, which then followed by deliberations with the college lecturers, as well as with fellow students and the updated or newer knowledge is then learnt and acknowledged by the student. This is how (Shulman , 2000, p. 133) writes, "putting the inside out, working on it together while it is out, then putting the outside back in". The "social and intellectual cycle" starts all over (Shulman, 2000, p. 133). The challenge lies in the successful implementation of the new knowledge or ideas into the mind of the student such that the new knowledge becomes the updated knowledge that has replaced the old knowledge and is internalised (Shulman, 2000).

Furthermore, the new understanding must happen with the entire class of students. Some suggested solutions that are being seen as reforms are the use of "group-based strategies" in the form of shared teaching, "learning communities", "collaborated groups"(Shulman, 2000, p. 134).

The term “pedagogized” is used to explain how specialised knowledge is “paced, selected, and sequenced” for different groups of students (Young, 2008, p. 14). Knowledge is divided into two types. The first one is “context-dependent or (everyday, common sense) knowledge” (Young, 2008, pp. 14-15). Context-dependent is what a person acquires over the years in various ways and provides the „know how’ on how to cope in the real word. Context-independent knowledge on the other hand, is theoretical knowledge and refers to knowledge that is “codified, tested and elaborated by specialist communities”, also referred to as “powerful knowledge”, and the success of acquiring this knowledge rests with the teachers and the culture of the students (Young, 2008, pp. 14-15). Young (2008) draws our attention about disadvantaged students, the idea is to move students away from thinking context-dependent to context-independent, as this may be an effective way for them to remain amongst the advantaged. Thus, the onus is on the teacher to move students away from context-dependent thinking to context-independent thinking, using a process called “recontextualisation” (Young, 2008, p. 15).

2.7 Three Types of Vocational Knowledge

The recent work of Young (2011) expounds on three types of vocational knowledge. These are specialist disciplinary knowledge, contextually-specific knowledge and lastly trans-sectoral and trans-occupational vocational knowledge. An attempt is made to use this literature to incorporate these with Financial Management Level 4.

Firstly, specialist disciplinary knowledge is knowledge that is derived from academic disciplines. I would say that Financial Management forms part of the field of Economics and Management Sciences and hence fall under Accounting. It falls into different occupational sectors, for example, Financial Management will fall into Business Studies or Economics and Management Science. There are various opportunities to work in depending on the level of education one has. From my understanding, NC(V) students will be able to gain employment with the NQF Level 4 certificates as an Accounting Clerk as opposed to a person who would have completed NQF Level 5, who may be classified as an Accounting Technician, whilst a person with a degree and articles may be called an Accountant. At the end of the year all students registered for the subject write an examination paper. In this case study the Financial Management Level 4 students write a three-hour final examination that carries a weighting of 50% towards the year-mark (Young, 2011). Secondly, contextually-specific workplace knowledge, simply put, is the experience that the student will gain by working or serving as an apprentice. It will be gained at work and accessed by means of a portfolio, interview and observation and is specific to a work place situation (Young, 2011). Thirdly, trans-sectoral and trans-occupational vocational knowledge is relevant to a student's occupation and is expressed in the form of outcomes, that is, what a student should be able to do at the end of a section. The emphasis is on Communication as opposed to English, or Mathematics Literacy as opposed to Mathematics and Applied Accounting as opposed to Accounting (Young, 2011).

Research points out that despite efforts from the South African government in the form of funding and support, trans-sectoral and trans-occupational vocational knowledge shows "little evidence" of raising "general or knowledge levels" (Young, 2011, p. 6). Furthermore, Young (2011) mentions that "applying knowledge" is proved to be more difficult than „acquiring it" (Young, 2011, p. 6).

Lastly, Young says that generic skills are not as compatible as they might be believed to be, and cannot apply to all situations. It is only possible for students to solve problems that are unique to a particular field and there is no generic way to solve a problem (Young, 2011).

2.8 National Certificate (Vocational)

Former South African Minister of Education Naledi Pandor laid the foundation for the changes that are taking place at the FETC way back in February 2005 when the then minister said, “there will be a massive campaign to reform education and training programmes to reinforce the institutional reform project started in our public further education and training colleges. This will involve better matching of the requirements of SETAs (Sector Education and Training Authorities) and the employers they represent with public institutions providing a priority to ensure the best articulation of our national skills strategy with the programmes provided by colleges” (Moll *et al.* , 2005, p. 10).

By affording students “high quality, lifelong learning opportunities”, the South African government decided to restructure the FETC in keeping with the need to remain competitive in the global economy (Fester, 2006, p. i). Some research has pointed out that a rapidly changing economic environment has forced industries to make the necessary changes in order to remain competitive in the global market. This puts pressure on the VET education sector to align itself with the demands of the industry as they are major role players in the provision of labour.

The NC(V) is a programme that combines theory and practice and provides an avenue for those students to gain a certificate on the NQF at level 4. The Council for General and Further Education and Training Quality Assurance (UMALUSI) is a legal organisation with national authorisation to issue certificates for both the National Senior Certificate (NSC) as well as the NC(V). These two qualifications are supposed to have some “equivalence” as they are both ranked “at levels four on the National Qualifications Framework” (Allais, 2006a, pp. 1-2).

Internationally, there is a trend to override the „gate keeping' tactics that universities have been using in the past in order to keep academic qualifications to a selected few (Young, 2006a). South Africa has responded with the introduction of the NC(V) programme offered at the FETC. This programme serves a two-fold effect, firstly it has an increased knowledge base component, and secondly it has a practical component (Young, 2006a). The NC(V) satisfies both these criteria and goes further in providing opportunities for students to study at institutions of higher learning. Minister Nzimande the current (2011) minister of Higher Education in South Africa has opened the door for NC(V) students who wish to study at a University of Technology or at a University by gazetting a minimum entrance requirement subject to the institutions admission policy. For a diploma programme, the minimum requirements would be between 50-69% in all three fundamental subjects and between 60-69% in three vocational subjects (DHET, 2009). To enrol for a bachelor's degree the student must achieve between 60-69% in all three fundamental subjects and between 70-79% in three of the vocational subjects that appears in a list of selected subjects (DHET, 2009). Using the scales drawn up the DoE, effectively, a student who wishes to enter university will have a minimum of 27 points including Life Orientation and if the admission policy does not recognise this subject (like University of KwaZulu-Natal) then the minimum point will then be down to 22. This does not allow a student much choice in pursing the various bachelors' programme on offer. However, if the vocational subjects are treated using the same scale as that of the fundamental subjects which is identical to the NSC, then the NC(V) will be equal to the NSC. As this is not the case, there is the possibility of raising questions about how the Government is viewing the NC(V) qualification as it is ironical for both qualifications to be placed on NQF level 4. But this is certainly not a matter for debate in this study. Suffice to say, that the NC(V) student is placed under more pressure to perform to be allowed entrance into university.

2.8.1 Design features of NC(V)

The NC(V) programme similar to its counterpart, the NSC, has three design features. Bertram (2008) states the National Curriculum Statements (NCS) of the NSC is firstly, an outcomes-based approach to learning and teaching. Secondly, it integrates knowledge. Thirdly, the approach is largely student-centred pedagogy. A “content-based” curriculum provides details as to what students should know but does not state what they can do with the knowledge (Moll et al., 2005, p. 146). An outcomes-based curriculum prescribes what students must do but does not mention any knowledge that they will need for the skill, nor is the extent of the knowledge stated (Moll et al., 2005).

2.8.2 Course Outline of Financial Management - NQF Level 4

The subject and assessment guidelines (SAGS), the acronym that is used often in NC(V) discourses, states that financial decisions are often influenced by changes taking place in the economy, as well as internal and external factors (DoE, 1997). DoE (2007b), describes that Financial Management plays a key role in the NC(V) programme, as finance plays a key role in ensuring the success of a business, as finance eventually affects the primary aim of any business, which is profit.

In the SAGS, an important link is made between the learning outcomes of Financial Management with the critical and development outcomes that underpin the NC(V) programme. Students according to this relationship are expected to (DoE, 2007b, p. 2):

1. “Develop the logical thought processes and analytical abilities”.

2. “Acquire a systematic approach to problem solving”.

3. “Learn to understand social and financial environments so that they can meaningfully interpret any financial information they may come across in future”.

4. “Identify and solve problems and analyse and critically evaluate information”.

5. “Come to understand the importance of financial accuracy”.

The policy document mentions that Financial Management will appeal to that type of student who enjoys analysing data, enjoys accuracy when calculating and enjoys recording the information. The course duration comprises of “200 teaching and learning hours” (DoE, 2007b, p. 3).

The internal assessment has two parts. The “theoretical component” carries a weighting of “40 percent” (DoE, 2007b, p. 3). Ideas are given to college lecturers as to what could be assessed. Some of these are “observations, class questions, group work, and individual discussions with students, tests, internal examinations, assignments, and case studies” (DoE, 2007b, p. 3). The second part is the “practical component” which carries a weighting of “60 percent” (DoE, 2007b, p. 3). “Daily practical exercises can be awarded a mark, assignments, case studies, and a practical examination in a simulated business environment” are some thoughts on what could be examined (DoE, 2007b, p. 3). Other practical assessments are “presentations, exhibitions, research, tasks in a simulated environment” (DoE, 2007b, p. 3). An external practical assessment in the form of integration of other vocational subjects is included under the “practical component” and called ISAT (DoE, 2007b, p. 3). Both internal marks for assignments and practicals as well as the external ISAT mark are then converted to a mark of 50 %. The remaining 50% comes from an external assessment in the form of a written three-hour examination paper (DoE, 2007b, p. 3). The pass requirement for vocational subjects was initially set at a minimum of 70% but was later decreased to 50% (DoE, 2007b, p. 3).

The following are what the DoE expects of the college lecturer/facilitator (DoE, 2007b, p. 9):

1. “Applicable subject related qualifications on NQF Level 5”.
2. “Preferably declared competent as assessors and/or moderators”.
3. “Trained in OBE”.

The college should also employ a “full time technology and research centre manager (with knowledge of computers, website browsing, research and reference books)”.

The simulated room where most of the practical work will be done, called the “practicum room” should, if possible, be made available (DoE, 2007b, p. 9). This room should simulate an office environment. Technology must be available and internet connectivity is highly recommended. The draft DoE (2009c) document states that the NC(V) qualification at level 4 must provide the student with the necessary knowledge, skills, and understanding on how to cope in the workplace environment. Regulation 8(1) of the national Standards Bodies Regulations, 1998, states that the NC(V) at Level 4 must (DoE, 2009c, p.7):

1. “represent a planned combination of learning outcomes, that have a defined purpose or purposes, and which are intended for providing qualifying students with applied competence and a basis for further learning;
2. add value to the qualifying student in terms of enrichment of the person;
3. provide benefits to society and the economy;
4. comply with the objectives of the NQF;
5. have both specific and critical cross-field outcomes, which promote lifelong learning;
6. where applicable, be internationally comparable;
7. incorporate integrated assessment; and
8. indicate the rules governing the award of the qualification”.

The policy document makes clear the expectations of a college lecturers and the pressure is on them to meet these requirements. Content is not specified in the policy documents and college lecturers just like teachers are expected to implement programmes using their own initiatives as long as the subject and learning outcomes are achieved (Blignaut, 2008). The onus is on the teacher to design learning programmes using the various resources at their disposal (Blignaut, 2008). In the absence of adequate workshop facilities, teachers decide to move subjects to become more theoretical and little attention is paid to practical skills development (Lauglo & Maclean, 2005).

2.9 Demands of the Emerging Economy

The emerging economy places various demands on workers. “higher-order thinking skills, such as decision-making and problem-solving, as well as flexibility, creative thinking, conflict resolution, and managing information and resources” are some of the expectations of industry (Carnevale, 1991; Secretary’s Commission on Achieving Necessary Skills, 1991, cited in Rojewski, cited in Maclean & Wilson, 2009, p. 24). Furthermore, emphasis is placed on lifelong learning which puts pressure on the organisations to send its workforce for re-training to keep in sync (Rojewski, cited in Maclean & Wilson, 2009). Badroodien (2004) holds the view that the FETC did not address “high level skills” and this was always not present at the FETC (cited in Fester, 2006). The Department of Education (2001), had intended for the FETC to become a place of high quality lifelong learning that is essential for the economy to survive and remain competitive in the ever evolving global economy (cited in Sooklal, 2005).

This means that the FETC are expected to deliver and college lectures will have to attune themselves with the expectations of the industry it serves. The practice of students being submissive students will fall at the wayside. The college lecturer has to teach students how to learn (Rojewski, cited in Maclean & Wilson, 2009). How students learn is as just as important as what they learn (Rojewski, cited in Maclean & Wilson, 2009).

Barnett (2006) said something worth noting, that the expectations of emerging economies are that vocational education should “face two ways” on one side “towards the world of work” and on the other side “towards disciplinary knowledge” (cited in Young 2006a, p. 155).

With the rapidly changing world of technology, people with inappropriate skill levels will find it challenging to secure the high skilled jobs that are on offer and will tend to remain in their "low-status jobs" and become more vulnerable when jobs are being shed (Moll *et al*., 2005, p. 34). Thus, people need to empower themselves with the necessary skills and knowledge that are relevant to the ever-changing world (Moll *et al*., 2005). As new occupations are beginning to surface, there exists the possibility that many people will change their occupations at least twice in their lifetime (Paape, 2008). The concern that should be raised from this argument is whether the FETC can take on the further challenge of providing "holistic vocational training?" (Paape, 2008, p. 1). The German Ministry of Education wants the vocational providers to align their pedagogy which places emphasis on "hands-on learning" (Paape, 2008, p. 2). In keeping with the demands placed by the workplace and in turn its demands on employees, the role of college lecturers becomes even more challenging (Moll *et al*., 2005).

2.10 Global Changes at the Workplace

It seems that South Africa wants to be part of the global economic arena and is making all out attempts to bring in foreign investments and to also compete for business opportunities internationally. The early part of the 20th century was met with major changes in technology which placed workers in an unenviable position as they were required to work with intricate machines which could not be learned on the job. Workers need to have skills that would allow them to adapt to changes to technology with ease and comfort (Moll *et al*., 2005). Emphasis was to be placed on developing that type of knowledge in the classroom that would help students' cope at the workplace with very little or no apprenticeship training needed (Moll *et al*., 2005). Thus apprenticeship was considered to be an "adjunct" to the VET offered at the college (Moll *et al*., 2005, p. 26). Warning has been heeded about the risk of the curriculum offered at the FETC becoming too theoretical, resulting in the end and of the "tacit skills" and "apprenticeship" system that once accompanied the choice of a vocation (Moll *et al*., 2005, p. 27). This means that the student learning route becomes abstract and application will only occur when the student is placed on the job (Moll *et al*., 2005). On the other hand, without discipline or theoretical knowledge, the status that the FETC programmes enjoy becomes diminished (Moll *et al*., 2005).

2.11 Training for College Lecturers' in a Selection of Countries

Prompted by the work of a local academic, Papier (2008), this section mostly covers her research on a few selected countries that have been at the forefront of research on the education and training on vocational education colleges. As the development of college lecturer initiatives, are still in the infancy stages in South Africa, the under-mentioned serves as a suggestive way in attempting to improve college lecturers' professional development.

2.11.1 United Kingdom

Papier (2008), a South African academic writer found that some colleges in the United Kingdom (UK) have been accredited to provide initial teacher education for college lecturers. The responsibility of mentoring less experienced staff have been tasked to specialist staff that serve as role models, as well as, to provide feedback on subject knowledge and subject specific pedagogy. Continuous Professional Development (CPD), human resource development, performance management are being increasingly used. Incentives in the form of "(money/time)" are being offered to educators who participate in these development programmes (Papier, 2008, pp. 11-14). A more recent trend is the use of “Centres for Excellence in Teacher Training” (CETTS) networks with organisations that are involved in initial teacher training and CPD. The aim of government is to encourage “best practice, peer review and partnerships” (Papier, 2008, pp. 11-14). Certainly, in this study, one will see that the role of mentorship and the support base from the SMT is absent and non-functional, yet one may appreciate that it plays an important role in college lecturers’ development, which would lead to better classroom practices.

The state plays a major role function in encouraging lifelong learning for its college lecturers. Clusters of subject areas exist and lecturers who teach the respective subjects are grouped together with a subject specific specialist mentor. The mentor has to have both a teaching qualification and experience in vocational education. These mentors observe lessons and work with the lecturer in supporting and improving the pedagogy and subject matter. Lecturers in order to keep in touch with the workplace and changing pedagogy have to do a CPD for 30 hours per year. Annually 70 hours leave is granted given to college lecturers so that they could take time off to attend to their professional studies (Papier, 2008, pp. 11-14).

In the United Kingdom, the labour market is less structured and employers offer basic training that is relevant to the job or task related (Moll et al., 2005). The student is socialised into the work place often through family members and other social networks (Moll *et al*., 2005). There appears to be a large amount of workers employed on a contractual basis, employers “hire and fire as they wish” and a few workers enjoy permanent posts, which has its accompanying fair share of demotivation and lack of commitment (Moll *et al*. , 2005, p. 30).

2.11.2 Germany

Papier (2008) states that in Germany, some universities offer college lecturers a four-year qualification which covers vocational pedagogy; vocational subjects and students must attend a workplace internship programme. Furthermore, a prominent feature is the provision of mentoring by specialist or experienced senior lecturers (Papier, 2008). Germany has a “dual system” operating in their VET programmes, viz. theoretical knowledge and “structured workplace training” (Moll *et al*., 2005, p. 29). The idea is to have the necessary skills and knowledge that will help the student to be socialised into the workplace (Moll *et al*., 2005). German employers appreciate the high quality learning opportunities that students receive from the VET colleges and students are motivated as work opportunities exist (Moll *et al*., 2005).

2.11.3 Sweden

In Sweden, college lecturers should have a minimum of three years workplace experience (Papier, 2008). However, the supply of college lecturers is in decline as the salary structures offered by education departments are low thus forcing more lecturers into joining the workplace environment (Papier, 2008).

2.11.4 Denmark

In Denmark, in-service training (INSET) for vocational lectures as well as research in vocational education is a national feature. INSET covers a range of pedagogic practices as well as focusing on vocational pedagogy (Papier, 2008). The college lecturers enter the FETC with an academic qualification and approximately five years of workplace experience in the vocational subject they will be lecturing (Papier, 2008). Mentoring and supervision by knowledgeable supervisors form an essential component in the path for the development and training of college lecturers (Papier, 2008).

From the above-mentioned it is worth noting that these “well-oiled European” systems have been in existence well before South Africa had decided to introduce the NC(V) programme (Papier, 2008, p. 20). If any, South Africa can take lesson from these forerunners in the vocational sector education and will find themselves in an enviable position of adapting the education system of college lecturer certification and support based on their overseas counterparts. South Africa can use the “hindsight” of other countries as it “designs a robust, rigorous system of educator development for college lecturers that can take them into the future with confidence” (Papier, 2008, p. 20).

2.12 Expectations of College Lecturers

Moll *et al*., (2005) in their studies have suggested prospective ways of how college lecturer should conduct themselves as suggested in policy documents. The college lecturer is expected to be well versed in how to handle vocational education and more especially students of the NC(V) classes. Young (2004) gives some reasons as to why college lecturers have been left on the wayside when it came to their training.

2.12.1 Professionalism

Being a professional, a college lecturer is expected to be (Moll *et al*., 2005, pp. 48-49):

1. Competent in their field of expertise with both knowledge and skills.

2. Have the ability to make judgement and to interpret the curriculum in a professional way.

3. To use their specialised skills and knowledge and to keep themselves informed of the changes taking place in their field of expertise so that the students under their care gain the most.

4. Continually reflecting on their practice and to check on how effective it is.

5. On-going development of expertise in their specialised fields.

The seven role functions that an educator has to play as per the Norms and Standards for Educators (Moll *et al*., 2005, p. 50):

1. "Learning mediator.

2. Interpreter and designer of learning programmes and materials.

3. Leader, administrator and manager.

4. Scholar, researcher and lifelong learner.

5. Community, citizenship and pastoral role.

6. Assessor.

7. Learning area/subject/discipline/phase specialist".

Moll *et al*., (2005) state that some of the main responsibilities are the following:

1. The college lecturers should provide students with information on careers.
2. A solid foundation of knowledge should be instilled into the student.
3. Providing student support from being a fulltime student to entering the world of the workplace.

2.12.2 Challenges that College Lecturers Encounter

The twin challenge for college lecturers is firstly, to provide students with a thorough knowledge base which will lead them into "higher levels of specialisation", but governed by curriculum that is designed to prepare them for the workplace (Moll *et al*., 2005, p. 51). Moll *et al*., (2005) points out that students have left the mainstream school system, for an education system that provides them with knowledge and skills that will serve to their advantage in gaining jobs and giving them the opportunity to study further at institutions of higher education.

Electricians, plumbers, carpenters and other "craftspeople" have to develop skills and knowledge that are necessary for them to be deemed as vocational educators (Moll *et al*., 2005, p. 3). Three key roles that college lecturers or vocational educators should play are, firstly, they "need to know about the workplace", secondly, they must be able to "engage with the labour market", and lastly, they "need to be responsive in curriculum change" (Moll *et al*., 2005, p. 3). The college lecturers together with the SMT of the FETC are expected to put in place measures that will afford students the opportunity to be prepared to face the workplace and to arrange some form of work place training or exposure. For example, to procure for the students "holiday work", "internships", and other forms of "brief workplace exposure" (DHET, 2011c, p. 6). The Department of Higher Education and Training (DHET) advocates that "on-the-job exposure and experience in any appropriate form will add substantial value, in terms of employability, to the qualification being offered by the college" and that those students without the "exposure" "will invariably be disadvantaged in the labour market" (DHET , 2011c, p. 6). All this is in line with the expectations from the Minister Nzimande and will thus mean that colleges "will therefore need to adopt proactive strategies to achieve this" (DHETc, 2011, p. 6).

2.12.3 Re-appraisal of Pedagogy Style

The pressure is mounting on VET lecturers to re-visit their pedagogy style. The college lecturers will have to take into consideration the learning styles of students when teaching, since students are the ones who will be writing the examination, developing the necessary skills and knowledge, and who pay for the fess. The point being made is, college lecturers cannot deliver lessons without taking into cognisance the paradigm shift that is happening in the world of work and the demands it places on the labour force in improving the country as a whole. These and other concerns are always what the State is placing emphasis on. In short, it is now up to the college lecturers to make the paradigm shift to ensure the outcomes of their lessons are successful and in keeping with the forces of demand. Young (2004) pointed out that any change to the curriculum has an impact on vocational pedagogy and the success of any launch of the curriculum will be dependent on the knowledge and skills of the college lecturers.

2.12.4 Some Reasons for Insufficient Training

Some of the factors contributing to the lack of training for college lecturers are: (Young, 2004, p. 2)

1. University lecturers are not vocational subject experts and can also be found wanting in vocational pedagogy except in a generic sense.
2. Colleges may have vocational subject experts but may lack in enacting vocational pedagogy.
3. Assessment bodies may contribute to college lecturers becoming trained but may lack proficiency in vocational pedagogy.

From the abovementioned, the dilemma of vocational pedagogy, although stated in 2004, is still relevant to date.

2.12.5 Minimum Qualification and Subject Specialist

Young (2011) from his experience of vocational pedagogy is of the opinion that a weakness in the recruitment of college lecturers is that the minimum entry level should be a masters qualification as in the case of Germany. Young (2011) uses the example in the United Kingdom where thirty years after becoming mandatory for school teachers to have a basic teaching qualification, vocational college lecturers followed suit and had to acquire a basic teaching qualification, despite the generic nature of the programme. Currently, at the FETC, college lecturers have been tasked to obtain a basic teaching qualification, the National Professional Diploma in Education (NPDE) as well as for all college lectures to be found competent as trained assessors and moderators.

The college lecturer or vocational teacher should be a subject specialist. The first demand is to create a syllabus from the appropriate academic discipline. For example, from Accounting the college lecturer should create a syllabus for a subject like Applied Accounting or Financial Management. Secondly, the college lecturer has to take the different types of students who come with their own knowledge or perspectives and to try and “re-contextualise the curriculum or knowledge to the specific requirements of the workplace context or demands. Lastly, the college lecturer has to “pace, sequence and assess” in accordance to the above-mentioned three types of knowledge that makes up the vocational curriculum (Young, 2011, p. 8).

2.12.6 New Role Function for College Lecturers

The implementation of the NC(V) curriculum takes on a new “role” for the college lecturers especially in terms of them becoming familiar with its curriculum and the “pedagogic demands” it warrants (Young, 2006a. P. 153). Young (2006) points out some of the key responsibilities of the FETC are that students and lecturers must embark on lifelong learning, and the FETC must contribute to the human resource development goals, especially in skills and knowledge development.

2.12.7 Neglect in Professional Development

Links between FETC lectures and both University of Technology and University staff are almost non-existent. This places the college lecturers in an unenviable position, as they have to be specialists in a few ways, i.e. work related and knowledge experts, as well as experts in pedagogic practice. These vocational teachers or college lecturers ought to have gained some work based experience as this will assist in understanding the NC(V) curriculum. They must also be subject experts or specialists in their respective fields and must know the deep disciplinary knowledge or code of the subject matter (Young, 2006a). Lastly, with the above-mentioned, college lecturers will have to acquire "specialist pedagogic knowledge" in order to become effective practitioners of the NC(V) (Young, 2006a, p. 157). Finally, this combination of vocational education and pedagogic practice will have to be kept in sync with the real world and this means that regular updates and workshops in terms of professional development must be in place (life-long learning- as expounded earlier) (Young, 2006a).

The above-mentioned shows there exists a clear linkage between specialist knowledge requirements of the college lecturers, work-based skills and knowledge and specialised vocational pedagogic practices. Young (2006a) describes some possible ways to acquire this three-fold responsibility encompassing the successful delivery of the NC(V) programme. Young (2006a) suggest two alternatives to empower college lecturers. Firstly, a link or partnership should exist between the University and the FETC so that expert and specialised knowledge could be made accessible to the college lecturers from the university academic staff. Secondly, a partnership must develop between the University of Technology and the FETC, as the former has personnel that are experienced in the applied fields of knowledge. Young (2006a) warns about the neglect of not taking into consideration the specialist vocational pedagogy that will ensure the success of the NC(V) as this was not done in the UK, rather generic pedagogy was used.

2.13 Research in South Africa regarding FETC Lecturers

McBride, Papier, and Needham (2009) mention that college lecturers' play a key role in the Human Resources Development Strategy (HRDS) in South Africa, but little attention is paid to their progress and in their preparation to teach at the FETC. This sentiment becomes more apparent when it comes to the delivery of the NC(V) programme.

2.13.1 Data on Qualifications Issue

Data gathered in the Western Cape from about 753 college lectures indicated that over 90% do not have a three way qualification, viz. professional teaching qualification, academic qualification, and workplace experience (McBride *et al*., 2009, p. 8). As indicated earlier, this is what the ideal NC(V) college lecturers should at least possess. However, featured prominently was that 84% were trained assessors and 43.1% held moderator certification (McBride *et al*., 2009, p. 11). Another valuable point raised from the data analysis was, that on average, most college lecturers had last worked outside of the FETC some 9.4 years ago (McBride *et al*., 2009, p. 12). One implication of these results could mean that most college lecturers are out of touch with current and relevant happenings in the workplace. In terms of teaching experience, it seems that 61% of qualified college lecturers have been teaching at schools before joining the FETC and the average teaching experience was 8.7 years (McBride *et al*., 2009, p. 13). This may indicate that most of these former teachers have had little or no exposure to the workplace. However, it is possible that they may also enter the FETC with an academic background and/or also strong knowledge base of subject matter.

2.13.2 High Knowledge and High Skills Expectations

Internationally, as well as in South Africa there is growing emphasis being placed on the colleges and college lecturers to make students become “employable” and for college lecturers to include “high-level knowledge and skills” in lessons, thus ensuring students are prepared to take on challenges at the workplace (McBride *et al*., 2009, p. 22). Lecturers in the study by McBride *et al*. (2009) also acknowledged that that the NC(V) programme placed a lot of emphasis on theory and was more academically inclined as compared with the Nated programme.

2.13.3 Concerns of College Lecturers

Some of the complaints mentioned by the college lecturers in their study (McBride *et al.*, 2009, pp. 23-24) are:

1. that more training was needed in pedagogy and "classroom management" likened to that of school teachers ,
2. that the NC(V) curriculum was "too broad and diffuse" ,
3. that the expectations for examination preparation was "too vague" and they could not give adequate information to students on what to prepare for in the examinations as they do not know the "depth required" in covering a topic,
4. they needed "help in interpreting the curriculum documents" and in "arriving at a common understanding of what was required",
5. they also realised that the subjects were very "content" based and more specialisation was needed of them,
6. they needed to retrieve further information regarding content and had to find this additional information by way of research,
7. they needed time to cope with the additional paperwork and to find time for student counselling and support,
8. the student population was "diverse", "multilingual" in need of "motivation", "counselling" and "remedial work" ,

9. they needed more workplace exposure.

2.13.4 Current Professional Development

The NPDE, an undergraduate qualification intended to bring under-qualified teachers to be recognised as qualified teachers. The course has a 120 credit award and will place a teacher at REQV level 13 (Papier, 2008). Universities have now been tasked to offer this programme to college lecturers who did not hold a formal teacher qualification. The course outline focuses on "pedagogical/theoretical skills" which college lecturers need to attain to be deemed "competent teachers in a vocational context" (Papier, 2008. p 9). However, the expectations of college lecturers are that the course should cover subject specialisation and pedagogy practices applicable to what they are currently teaching (Papier, 2008). Although universities have specialist lecturers, it is "expensive for universities to provide a specialist didactics lecturer for each subject" (Papier, 2008, p.10). Papier (2008) makes some valuable observations when she mentions that the course is too academic and the readings are not appropriate for the level of college lecturers who may be out of touch with the academic genre. At the University of KwaZulu-Natal there is acknowledgment from the course coordinator that there is a "need for technical subject matter upgrading" and this may be possible by linking up with a University of Technology (Papier, 2008, p.10). It is worth mentioning the comment from a university convenor about designing a course structure for college lecturers with a focus on specialist subject needs as the universities themselves are uncertain of the expectations of what college lecturers really need (Papier, 2008).

2.14 Conclusion

This chapter places the study in perspective. It covers the academic literature of some of the work of academics who have been actively involved in research into vocational education and training. It provides some information about global challenges and the expectations of the type of skills workers need, emphasising the need for a rapidly innovative VET programmes. The chapter further provides information on the NC(V) and the global trends that South Africa has to face which in-turn places pressure on the FETC to perform. Information from the policy documents were discussed so that the reader is aware of what is expected from college lecturers. Stemming from these, the role function of college lecturers is mentioned. The writings of the academics have been discussed in detail and the reader is introduced to the theory of constructivism. Both Vygotsky's theory and Bernstein's theories have been briefly covered as this will also form part of the theory that underpins the study. Some of this information will be used to analyse the data gathered.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the research design and methods adopted pertaining to the study will be described. The unit of analysis will be discussed including the rationale for video recording the lessons and providing comments on video recording as the method of choice. The data sources and data collection methods used will be explained. This research is an in-depth analysis of one of the four vocational subjects of the NC(V) Finance, Economics and Accounting programme. One of most popular topics throughout the year in the staffroom is about the NC(V) and its students. The staffroom is usually filled with voices and talk about the students attending the NC(V), the high absenteeism rate, the high failure rate, the tardiness of students, students making choices of which lessons to attend and which not to, alcohol and drug abuse, and the ever increasing teenage pregnancy rate, in other words, a typical day in the lives of college lecturers.

The research method used in this study was a case study approach and the data was explained using the qualitative approach. There are two stages involved in the collection of data used in this study. The first stage involved observation of lessons and recording said lessons using audio and video recording devices, from which transcriptions were later made. The second stage involved interviewing the College Lecturer (the participant), two Senior College Lecturers, and the Head of Department.

The data collection method will not involve direct questioning. The method that will be used in this case is one of non-participant observation. As the name implies, the researcher will remain aloof in the observation. The lessons will be video and audio recorded. The advantage of video recording the lesson is that there is no pressure to write down or note down information whilst the lesson is taking place, rather the information could be reviewed at leisure without any stress of time constraints by the observer.

The lecturer concerned always displays the willingness to co-operate. However, the challenge is to work out the behaviour that is atypical. There are many non-verbal cues that can be picked up when analysing a videotape. A total number of ten periods of lesson time will be observed. This will be done on consecutive periods and just for Financial Management Level 4.

The lessons at the campus are one hour and five minutes in duration. Pseudonyms will be used for both campus and the lecturer whose class I intend observing. The purpose of lesson observation is to get a first-hand impression of how the vocational curriculum is enacted in a classroom. Stemming from the ten lessons recorded, the themes that emerge will be documented and further clarity would be sought with the help of the lecturer. A lot will be learnt from the interviews which will be done in both a formal and informal manner. The dynamics at the college allow for informal discussions and, from my perspective, more data can be gathered in this way. The college lecturers have moved away from many formal meetings to informal discussions. The staff room is always „alive' with talk of classroom and curriculum issues related to the NC(V). The formal part will be done at college during mutually arranged common non-teaching periods.

As the Senior Lecturers and Head of Department has been involved with the implementation of the NC(V) and have visited NC(V) classes, interviews will be conducted using a set of prepared questions and then the use of prompts. However, the blame for the problems mostly lies with the students and seldom with the college lecturers. When it comes to the SMT, their main focus is on record-keeping. Nothing is being done about improving the way college lecturers teach or conduct their lessons. This case study research will be done on the only class writing the Level 4 Financial Management subject in 2011.

Each college lecturer is given the autonomy to practice as they wish. The classroom is the space occupied by the college lecturers and students. The area is usually a no-go zone and the only people who sit in at lessons are the Senior Lecturer and this only happens once a roster is drawn up and all college lecturers are given advance notification of when a class visit will take place. The sitting-in and critic of lesson started in 2009 and usually occurs, at most, twice a year for each college lecturer. The classroom is a space owned by the college lecturers and entry is only allowed with permission. Having sat-in on a lesson or, at most, two (certainly not consecutive lessons), the senior lecturer or a member of the SMT will critique the lesson and a report of suggestions will be forwarded to the college lecturers. The college lecturers acknowledges the suggestions put forward by the senior lecturer, who in most instances is not a subject expert, the paperwork is completed and filed in the college lecturers' portfolio of assessments and teaching continues without much heed to the suggestions made.

3.2 Qualitative Research

Although the method selected in this research study is largely qualitative in nature, it does not mean that one cannot convert some of the findings into quantitative data. By the same token, it is not intended to make superior qualitative research over quantitative or vice versa. However, since my study is based on a case study, I see it fitting to use the qualitative method. One of the preferences of using qualitative methods is observation of the lessons as opposed to experimentation. An attempt will be made to „sæ' the classroom through the eyes of the lecturer.

Walker (2010) states that lessons are learnt from the report that stems out of a qualitative research study. Qualitative research tries to develop theories and discover new insights as opposed to testing predications (Walker, 2010). The researcher in a qualitative study gets drawn into a personal relationship with the participants (Walker, 2010). One of the reasons is due to the long duration of time that is shared between the researcher and the participant (Walker, 2010). The researcher is further cautioned about sorting out the data from the perspectives, qualities, attitudes and experiences held (Walker, 2010). Willig (2008) prefers to add a section in the report wherein mention is made of the above-mentioned, as the author puts it, "personal reflexivity" of the researcher (cited in Walker, 2010, p. 46). A narrative, attitude and philosophy included in the report will give others an opportunity to reflect on the mindset of the ethnographer (Walker, 2010). Walker states that objectivity can be maintained, whilst some believe that subjectivity is the bastion of qualitative research. Words are used to construct reality and the use of words will determine what we mean (Walker, 2010). A participant observer or ethnographer will spend time absorbed in the study with the participants. The idea is to gain a deep understanding of what is transpiring (Walker, 2010).

Qualitative research is a research strategy that focuses on written words and it has three other design features (Bryman, 2008). Firstly, it is inductive. By this it means that research formulates theory (Bryman, 2008). Another way of putting the point of inductive across, is to say that the outcome of the research will formulate theory (Bryman, 2008). Silverman (1993) has argued that qualitative researchers can use their data collected in the "testing of theories" (cited in Bryman, 2008, p. 373). Secondly, epistemological, that is, the understanding of the environment, is examined through the eyes of its participants.

Lastly, ontological, that is, “social properties are outcomes of the interactions between individuals” (Bryman, 2008, p. 366).

Yardley (2000) cited in (Bryman, 2008, p. 380) recommended the following four criteria in the quest for quality assurance in qualitative research. This study tried to apply these criteria wherever possible. They are “sensitivity to context, commitment and rigour, transparency and coherence, impact and importance” (Bryman, 2008, p. 380). These criteria hone in on issues such as sensitivity to the place, ethical issues, the necessary skills to engage with the data and the analysis, clear communication of the research method and arguments.

“Seeing through the eyes of the people being studied” is a feature of qualitative research that many qualitative researchers are committed to, that is, seeing the “social world through the eyes of the people that they study” (Bryman, 2008, p. 385). This gives the researcher an opportunity to get a first-hand impression of what is really happening in a social situation. The perspective of the participant gives an “in-depth understanding” of the situation (Bryman, 2008, p. 386).

3.3 Features of Qualitative Research (Bryman, 2008, p. 387)

1. Words rather than figures or percentages are used to present the study.
2. Unlike quantitative research, where the researcher is in total control, in qualitative research the point of view of the participants plays an important role.

3. The way the participants see their world is captured as a close relationship that develops between researcher and participant.

4. Concepts and theory comes out of the findings.

5. Behaviour, beliefs, values and attitudes emerge.

6. People are investigated in a natural environment.

Qualitative research provides a detailed, "thick description" of the social situation being studied. What appears to be blatantly odd behaviour may only make perfect sense when the participant explains the position (Bryman, 2008, p. 387). The context plays a major role in making things clearer (Bryman, 2008).

3.4 Social Research Strategies: Quantitative and Qualitative Research

The point that is being made is that "quantitative and qualitative research represents different research strategies and that each carries with it striking differences in terms of the role of theory, epistemological issues, and ontological concerns" (Bryman, 2008, p. 23). "However, the distinction is not a hard and fast one, studies that have the broad characteristics of one research strategy may have a characteristic of the other" (Bryman, 2008, p. 23). Nowadays, research has both combinations, i.e. both quantitative and qualitative, and this is being referred to as "mixed methods research" (Bryman, 2008, p. 23).

Bryman's math calculation of "six hours to transcribe one hour of recorded interview talk" is worth noting for planning purposes (Bryman, 2008, p. 76).The idea behind reviewing existing literature is to get to know what has already been written on the topic being researched (Bryman 2008).

3.5 Case Study

A case study provides a rich and clear description of events taking place in the classroom. It provides a detailed description of the lived experience of the participant. A case study is more easily understood. At its best, it allows the readers to judge the implications of a study for themselves. A case study involves a comprehensive, complex and thorough study of a single situation. It accentuates an investigation in a location. „Exemplification' is a better suited description in the study that I will be attempting, as it serves a two-fold function. Firstly, it exemplifies the scenario that is taking place in an NC(V) classroom. Secondly, being a new curriculum, opportunities arise as to the way it is being implemented (Bryman, 2008).

This study is a case study in one FETC and will be an attempt to show how one subject is being enacted. A case study involves a comprehensive, complex and thorough study of a single situation (Bryman, 2008). It accentuates an investigation in a location (Bryman, 2008). If the strategy employed is qualitative then an inductive approach between theory and practice will exist, with research producing theory (Bryman, 2008). However, Adler and Adler (1985) maintain that a case study is not necessarily associated with inductive reasoning (cited in Bryman, 2008). Results or findings from case studies cannot be generalised and cannot be applied by and large to other cases (Bryman, 2008). One case study cannot become the sample of another (Bryman, 2008). As I am employed on a full-time basis as a lecturer at the FETC in which the study will take place, this is described by Bryman (2008) as a “longitudinal element” of case study research (Bryman, 2008, p. 57).

Yin (2003) distinguishes case studies into five categories (cited in Bryman, 2008). One of the five categories is the “representative or typical case or exemplifying case” (cited in Bryman, 2008, p. 56). Proponents of case study have argued that the intent of the results is not to generalise, rather to generate theories out of the findings (Bryman, 2008). The concern with regards to a case study will also be “how well do the data support the theoretical arguments that are generated” (Bryman, 2008, p. 57).

A case study methodology involves an all-inclusive and thorough study. The data will be gathered and a thorough study of the facts will be made. As per Lubbe (2003) the data gathered must be carefully considered and filtered such that fiction must be eliminated as well as subjective views. Bias is a major area of concern when it comes to case study and one has to keep this in mind at all times. There is a further tendency, as Lubbe (2003) mentioned, that case studies can be regarded as rather unofficial. However, a lot of formal preparation goes into video recording and class visits. The lecturer and students are made comfortable and reassured that in no way will any material be used that will bring them into disrepute. In short, it is a well structured approach.

Merriam (1988) argues that qualitative case study researchers are interested in “insight, discovery, and interpretation rather than hypothesis testing” (cited in Noor, 2008, p. 1602). According to Anderson (1993) a case study is, “concerned with how and why things happen, allowing the investigation of contextual realities and the differences between what was planned and what actually occurred” (cited in Noor, 2008, p. 1602). Patton (1987) describes case studies as being very useful to understand some particular problem or situation in great depth (cited Noor, 2008, p. 1602). This case study will investigate an individual (the lecturer), a group (students) and the curriculum. This case study is then an in-depth investigation into showing the relationship that exists between lecturer and students, and by documentation the individual and different parts, a pattern will surface.

Bassey (1999) formulated an educational case study to be as follows:

> An empirical enquiry which is conducted within a localized boundary of space and time, (i.e. a singularity); into interesting aspects of an educational activity, or programme, or institution, or system; mainly in its natural context and within an ethic of respect for persons; in order to inform the judgments and decisions of practitioners or policy–makers; or of theoreticians who are working to these ends. (Cited in Bertram, 2008, pp. 65-66.)

What is worth cautioning about a case study is that it can be seen "as an invasion of privacy and publications of the findings can create tensions between colleagues, students and the general public" (Verma and Mallick, 1999, p. 114). The ethical clearance and personal assurance by the researcher is of the utmost importance in ensuring that the identity of any person or institution is not compromised.

Hitchcock and Hughes (1995, p. 317) use the term "hallmarks" to explain what a case study is all about:

1. It is concerned with a rich and vivid description of events relevant to the case.
2. It provides a chronological narrative of events relevant to the case.
3. It blends a description and analysis of events.

4. It focuses on individual actors or groups of actors, and seeks to understand their perceptions of events.

5. It highlights specific events that are relevant to the case.

6. The researcher is integrally involved in the case.

7. An attempt is made to portray the richness of the case in writing up the report. (Cited by Cohen, Manion, & Morrison, 2000, p. 182.)

Geertz (1973) says that the case study, "strives to portray what it is like to be in a particular situation, to catch the close-up reality and thick description of participants lived experiences of, thoughts about and feelings for, a situation" (cited in Cohen *et al*., 2000, p. 182). "Hence it is important for events and situations to be allowed to speak for them rather than to be largely interpreted, evaluated or judged by the researcher" (cited in Cohen *et al*., 2000, p. 182).

Stake (1994):

> … identifies three main types of case study: (a) intrinsic case studies (studies that are undertaken in order to understand the particular case in question); (b) instrumental case studies (examining a particular case in order to gain insight into an issue or a theory); (c) collective case studies (groups of individual studies that are undertaken to gain a fuller picture). (Cited in Cohen *et al*., 2000, p. 183.)

This study will be an attempt to understand how the subject Financial Management at NQF Level 4 is being enacted and it would seem appropriate to use the intrinsic type of case study as this will be able to help understand the enactment.

Cohen *et al*., (2000) say that "that case studies frequently follow the interpretive tradition of research – seeing the situation through the eyes of participants – rather than the quantitative paradigm, though this needs not always be the case" (p. 183). This case study will also be an attempt to describe the social situation using the interpretive paradigm.

3.6 Advantages and Disadvantages of Case Studies

Hartley (1994) claims that one of the advantages of the case study methodology is that it captures "the emergent properties of life in organisations and the ebb and flow of organisational activity, especially where it is changing very fast" (cited in Noor 2008, p. 1604). Nisbet and Watt, 1984 hold this viewpoint regarding the advantages about cases studies:

> (They) … present research or evaluation data in a more publicly accessible form than other kinds of research report, although this virtue is to some extent bought at the expense of their length. The language and the form of the presentation is hopefully less esoteric and less dependent on specialized interpretation than conventional research reports. The case study is capable of serving multiple audiences. It reduces the dependence of the reader upon unstated implicit assumptions… and makes the research process itself accessible. Case studies, therefore, may contribute towards the „democratization' of decision-making (and knowledge itself). (Cited in Cohen *et al*., 2000, p. 184.)

Case study research allows a researcher to focus on one aspect, but it also discloses all the "interactive processes at work within a situation" (Verma and Mallick, 1999, p.114). This further justifies the fact that meaningful information will result out of the study. However, the authors also make us aware of the dangers of generalising the studies and biases that may creep into the study. Notwithstanding, they do mention that if a case study is "carried out systematically and rigorously, the interactive processes that it reveals can be generalized" (Verma and Mallick, 1999, p. 114). For a case study to be of value, the data collected must be "extensive" (Verma and Mallick, 1999, p. 114). Hartley (1994) states that one of the advantages of case study methodology is that it captures "the emergent and immanent properties of life in organisations and the ebb and flow of organisational activity, especially where it is changing very fast" (cited in Noor, 2008, p. 1604).

Adelman *et al*., (1980) state that the finding of a case study research is more easily available as compared to other kinds of research reports and that the use of language and the presentation is easily understood and not reliant on any particular understanding and can be understood by all sorts of readers (cited in Cohen *et al*., 2000).

Nisbet and Watt (1984) discuss the following strengths and weaknesses of the case study. The findings are implicit by a wider readership as case studies are stated in common language. Secondly, the findings give a realistic picture and a case study can be conducted by a single researcher without the need for a team of researchers. The results cannot be generalised and it can be "biased, personal and subjective" (cited in Cohen *et al*., 2000, p. 184).

3.7 Role of Ethnographers

The role I have played is "observer-as-participant" (Bryman, 2008, p. 410). Observation does take place but there is very little participation, if not almost non-existent. Gold (1995) claims that the hazard of this approach is that the "risk of not understanding the social setting and people in it sufficiently and therefore of making incorrect inferences" (cited in Bryman, 2008, p. 411). Gans (1968) describes the kind of role I have taken in this study as “total researcher” as well as “researcher-participant” (cited in Bryman, 2008, p. 412). The former is a situation where the researcher observes but does not get involved in the social setting. “The researcher does not participate in the flow of events” (Bryman, 2008, p. 412). The latter involves “semi-involvement”, as this happened at the interview (Bryman, 2008, p. 412). The idea is to try and adopt a few roles in the study as each one has advantages and avoids a situation that becomes “undesirable” (Bryman, 2008, p. 412).

3.8 Context

The college lecturer (participant), whose class is being used, portrays himself as accommodating and always expressing a willingness to help others. He has gained experience in the private sector in the form of working for two firms of chartered accountants and in a doctor’s practice, having engaged in clerical work at both places. He joined the college sector as an asset controller, a clerical/administrative position, as mentioned earlier. He was one of the people who turned lecturer when space was created due to experienced college lecturers opting to move to schools due to the FET Act of 2006. The college lecturer is currently studying towards his Bachelors in Education degree and is certified as a qualified assessor.

The students of the class enrolled at the campus in 2009 and are a representation of all of the four racial categories that South Africa adopts. From my observation, they seem to be responsible and enjoy coming to campus. The students displayed very close friendships, were united and also showed a keen sense of commitment. I taught most of these students Applied Accounting Level 2, a vocational subject which forms part of the NC(V) Finance, Economics and Accounting programme.

3.9 Sampling

In essence, the study will use purposive sampling. The college where the research is going to be conducted has only one Financial Management Level 4 unit and only one lecturer is involved in teaching the subject. Financial Management Level 4 is one of three compulsory „vocational subjects’ in the Finance, Economics and Accounting NC(V) programme. The two other compulsory subjects are Applied Accounting and Economics. The fourth vocational subject is an elective subject and usually the campus offers the subject when it has the necessary resources available. In the case of this study, Office Data Processing is offered, as the campus is well resourced with computers. Three other subjects, English, Mathematics or Mathematics Literacy, and Life Orientation are compulsory and are called the „fundamental subjects’.

Interviews will be conducted with three members of the SMT as they have been part of the lesson observation and are at the forefront with matters pertaining to the NC(V) programme.

There are seven subjects that make up the Finance Economics and Accounting NC(V) programme Level 4 and there are seven lecturers who teach the subjects. There is only one class of students and thus one lecturer teaches one subject in the one class. The class size is made up of 14 students (9 male and 5 female). So the sample is purposive, i.e. one lecturer and one class of 14 students make up the case study. The students speak English (which is the medium of instruction used at the campus) well and are able to communicate with ease.

The research is not one in which any hypotheses is being tested. Rather it focuses on what happens as compared to what is the cause. Furthermore, it focuses on understanding complex relationships as opposed to control. Qualitative data will be used to answer the main research topic and the approach or style will be a case study.

Bryman (2008) explains that purposive sampling should sample a case study in such a way that the data gathered is relevant to the research questions posed in the study and generalising is not assumed. Purposive sampling is not a convenient sampling, as the latter is, when the sample is "simply available by chance to the researchers. The former (purposive sampling) takes place with specific goals and the focus and, site and people are specifically selected in answering the research questions" (Bryman, 2008, p. 415). "Theoretical sampling" is purposive sampling (Bryman, 2008, p. 414). The idea was advocated by Glaser and Strauss (1967) and became known as "grounded theory" (cited in Bryman, 2008, p. 414).

3.10 Wenzhou Further Education and Training College

Wenzhou FETC is a college situated in the province of KwaZulu-Natal. It is located in a residential area about seven kilometres from the city centre. The majority of the students use the services of private taxis to and from the campus. The student and staff complements at the campus represent all racial categories as per the classification adopted by the South African government. The college is well maintained and resourced. All classrooms have adequate desks and chairs. There are five specialist computer rooms that are fully equipped and fully functional. Outsourced security and cleaning staff are present at the college. The HOD is based in another campus and usually visits this site about five days per annum. The SL has an office adjacent to a well resourced staffroom. Each college lecturer occupies her/his own space on a table shared with other staff in the staffroom. It is interesting to note that the seating arrangements of staff are indicative of South Africa's proud advocacy of being labelled a „rainbow' nation and a reflection of a democratic country.

The simulated or practicum room is well furnished in terms of furniture and fittings. It boasts luxury office equipment, viz. office desks and chairs, steel filing cabinets, and a separate room that has a boardroom table with reclining leather chairs. However, the only sign that computers were once installed are the remains of cables and monitors. The computer processing units have been moved to other computer rooms. Since 2007, the room is by far mostly used for storage purposes, housing POEs and POAs and has become a „white elephant', showing signs of degeneration.

Students use the college grounds to occasionally play games of soccer and cricket, and during the late afternoon a college lecturer uses the facility to promote youth soccer development. In the main the grounds remain unused. During the two breaks and during free periods the cafeteria area is well populated by students who use the seating area for their meals and to play games of cards. The library is used by students, but lacks current books and computers. An active students' representative council operates at the campus headed by a qualified Students Liaison Officer. There is a non-functional siren system installed and because it does not work, the lecturers rely on their personal wristwatches to dismiss students when the allocated period time has expired.

The college employs administration staff who are employed on permanent and casual basis. The casual staff are given a basic allowance and they get an opportunity to gain work-based experience. The campus manager has an office and a personal assistant occupies an adjacent office. The campus has a boardroom that has a seating capacity of about 30 people. Early morning briefings are held and the campus manager disseminates relevant information and this serves as a forum for effective communication and a channel of communication is opened between the SMT and college lecturers. The boardroom is air-conditioned and the floor is carpeted. The college has a hall that is used for examination purposes and is hired out during some weekends for various functions.

3.11 Class Observation Using Video Recording

Brown and Dowling (1998) take a naturalistic view of video recording when they wrote that "observation often means that the actors will behave differently because of the observer" (cited in Bertram, 2008, p.75). One can concur with the thinking of Bertram (2008) about the advantage of video recording when the author stated that "one is able to capture other qualitative issues that were not captured by the classification and framing analysis" (Bertram, 2008, p.75). It also means that others can watch the same video and bring other perspectives to the data" (Bertram, 2008, p.75). Thus a qualitative approach is what is used in the analysis. Hilberg, Waxman, and Tharp (2004) however maintain that the quantitative or systematic approach is "seen by many researchers to be a more reliable and objective measure of classroom behaviour" (cited by Bertram, 2008, p. 75).

This method collects data without any interaction by way of direct questioning. The method that will be used in this case is one of „non-participant' observation. As the name implies, the researcher will remain distant in the observation as the video recording will be done by an outsider. It will be outsourced to a video recording company. However, for the sake of transparency, all parties will be informed of the process of research taking place. Cognisance of the fact that students and college lecturers will behave different, this will be taken into account in the research analysis and may play a part in making the data somewhat unreliable. The advantage is that there is no pressure to record information whilst the lesson is taking place, rather the information could be reviewed at leisure without any stress of time constraint. Fortunately, consent and ethical clearance has been granted and protocols have been adhered to. The college lecturer concerned, as mentioned earlier, always displays the willingness to co-operate. However, the challenge is to work out the behaviour that is atypical. There are many non-verbal cues that can be picked up when analysing a videotape.

The researcher is able to perceive behaviour patterns that are prevalent. Due to the observation taking place over an extended period of time, a relationship may develop between participant and researcher. In this study, the role I have played is a passive ethnographer although "a compulsion to join in a limited way maybe felt" (Bryman, 2008, p. 413).

The simplest equipment to be used will be a pen and paper. A recording device is useful, however, the researcher has been warned that "it is likely to increase radical the amount of transcription and is possibly more obtrusive than writing notes" (Bryman, 2008, p. 419). Atkinson (1981) suggested there is a general feeling that with time the researcher becomes less obtrusive (cited in Bryman, 2008, p. 419). Furthermore, a recording device places emphasis on the presence of the ethnographer. The suggestion is to use purposive sampling as the sample selected should be the best in answering the research question. With participant observation, the researcher captures the "social reality" as extended time spent helps the researcher understand the situation and also to "see through others' eyes" (Bryman, 2008, p. 465).

An advantage of digital recording is that with good sound quality, transcription of interviews becomes easy and fewer mistakes are made. The voice to text software makes transcription even easier, especially in terms of time saving. However, the cost of hiring such expensive equipment is a very real consideration. What also needs to be considered carefully is the stress that a recording device can put on the interviewee. The interviewee must grant permission for the use of the recording device. Fortunately, all the learners were over the age of consent (18 years) and they have their approval freely and without the need to have to get permission from their parents or guardians.

The time involved in transcribing is approximated to be "around five-six hours for transcription for every hour of speech" (Bryman, 2008, p. 453). Gerson and Horowitz (2002) have observed that not everything may be relevant in an interview for transcription (cited in Bryman, 2008, p. 455). The suggestion is to listen to the interview at least twice before the ethnographer decides which is of importance and most relevant. The advice given is to be "generally flexible" when interviewing (Bryman, 2008, p. 456). Open questions will provide some valuable information. It is also best to switch off the recording device once the interviewee has departed as valuable information may be lost if the researcher turns off the recording device before departure.

3.12 Interviewing

An "interview guide" is used in semi-structured interviews, but the interviewer is permitted to move away from the planned schedule, allowing flexibility in the process (Bryman, 2008, p. 438). Interviewing, albeit a large amount of transcriptions, which are time consuming, is easily accommodated into a researcher's life, when compared with participant observation. The interviewee's perspective is highly acknowledged. At times the interview may go off on a tangent but the advantage is that further insight is gathered. Deviation from an interview guide is encouraged as questions may follow up from the responses given by the interviewee. This makes qualitative interviewing flexible.

“Unstructured interview or semi-structured interview” are the “two main types of qualitative interviews” (Bryman, 2008, p. 436). The former, gives autonomy to the interviewee. The interviewer would ask further questions based on the responses given. Burgess (1984) sums up unstructured interviewing “to be very similar in character to a conversation” cited in (Bryman, 2008, p. 438).

Both these methods are often referred to as “collectively as in-depth interviews or as qualitative interviews” (Bryman, 2008, p. 438). However, the choice of methods will depend entirely upon the circumstances of the case study. It is recommended that once a clear focused topic is established, then the semi-structured interview is the better option. This case study will lean towards a semi-structured interview method.

Interviews are regarded as a “special form of conversation” (Luttrell, 2010, p. 241). There is a fair amount of control that is granted to the interviewee. Interviews help to understand a social situation in more detail. Hill holds the opinion that “interviews may elicit very striking and interesting narratives from people whose voices would not be heard if collection methods were restricted to socially-occurring discourse” (cited in Luttrell, 2010, p. 243).

Kvale (1996) regards interviews as gaining information and knowledge through conversations (Cohen *et al*., 2005, p. 267). Patton (1980) regards an informal conversational interview to be built on, and emerge from, observations (Cohen *et al*., 2000, p. 271).

3.13 Interview Guide (Bryman, 2008)

1. The interview questions should be formulated in such a way that the research question will be answered.

2. The use of language should be in keeping with the level of the participant. In short, one should keep it simple.

3. The researcher should be familiar with the site as this will help increase the level of understanding of what the interviewee is talking about.

4. By recording and transcribing the interview, a detailed analysis will "ensure that the interviewees' answers are captured in their own terms" (Bryman, 2008, p. 443). Responses are needed to the interviewees' answers and note-taking may hinder the process. It is distracting to take notes whilst the interviewee is talking. The idea is not only to know "what people say but also in the way that they say it" (Bryman, 2008, p. 451).

5. The interviewer must be attentive at all times.

6. A quiet setting is recommended and privacy is greatly encouraged.

3.14 Recording

Some anthropologists regard tape recording to be a way of arousing suspicion. Not everyone would like a recording of their conversation. Some see it as "too invasive and too intrusive" (Luttrell, 2010 p. 251). The advantage is that they allow the interviewer to be free and to engage in conversation with the interviewee, and vice versa. Hill suggested both the digital and voice recorder "increases the welter" of the data and makes the process of transcription more challenging, especially on what is to be selected for transcription (cited in Luttrell, 2010 p. 251).

It was agreed with the participant that a digital voice recorder would be used and the motivation was that it would be easier to transcribe the recorded verbal text into a written text. Furthermore, it would serve as a backup in the event of data being lost due to technical problems that can be experienced when using a video cam.

3.15 Data Analysis

The researcher must be mindful that the transcription should not be a record of data. Non-verbal communication should also be covered in the themes that emerge. Miles and Hubberman (1994) suggest the following "tactics" in gathering meaningful data (cited in Cohen *et al*., 2005, p. 283):

1. Count the themes, and ideas that merge.
2. Note the patterns that emerge.
3. Try and make sense of the data.
4. Cluster common data.
5. Use metaphors

The overwhelming amount of data that is gathered should not perplex the researcher. "What do I do with it now? is a common refrain" (Bryman, 2008, p. 538). Two strategies to analyse data are considered, i.e. “analytic induction and grounded theory” and these are most often used (Bryman, 2008, p. 538).

Ritchie *et al*., (2003) describes how “framework” (an approach that has been developed at the national Centre for Social Research in the UK) as a “matrix based method for ordering and synthesizing data” (cited in Bryman, 2008, p. 554). With the use of themes in a matrix, the data that applies to the theme are written down under the respective cell. An adapted method has been used in Chapter 4 where four lessons are analysed.

Ryan and Bernard (2003) suggest the following procedure when looking for themes:

1. Look for repetition of topics.
2. Look out for language that is usually unfamiliar.
3. The use of “metaphors and analogies” to explain things (cited in Bryman, 2008, p. 555).

The themes that emerge from the information gathered is what could be considered and is “central to qualitative research” (Walker, 2010, p. 198). Data should be coded. Once the themes appear from the encoded data, the information must be written down in the report. What happens is that the data leads to the development of “insights and theories” and the idea is to let the “theories emerge, rather than try to confirm a theory” (Walker, 2010, p. 201).

3.16 Reliability, Trustworthiness, Authenticity

In this study, the trustworthiness has been improved by way of introducing the video recorder and the audio recorder. Trustworthiness is broken down into four principles. "Credibility" of the findings means that good practice was used and the findings correctly confirm the social world being studied. (Bryman, 2008, p. 377). The credible message can be used as "respondent validation", i.e. the process is correctly conveyed (feedback) to stakeholders that are in need of the information (Bryman, 2008, p. 377). "Transferability" is the process of transferring or using the data researched in other locations (Bryman, 2008, p. 378). "Dependability" is likened to an „auditing' approach (Bryman, 2008, p. 378). This approach ensures that all records are well kept and the transcriptions are easily accessible. However, with large amounts of data, the approach could become too grand and somewhat too ambitious (Bryman, 2008, pp. 378-379). Lastly, "conformability" deals with ensuring the researcher acted in good faith, although it is impossible to achieve absolute objectivity. The idea is not to allow personal traits and values to creep into the research analysis (Bryman, 2008, p. 379).

Of the five criteria, viz. "fairness, ontological authenticity, educative authenticity, catalytic authenticity and tactical authenticity" (Bryman, 2008, p. 379) that are suggested by Guba and Lincoln (1994), "ontological authenticity" is most apt in this study as it allows "members to arrive at a better understanding of their social milieu" (cited in Bryman, 2008, p. 379). Mason (1996), LeCompte and Goetz (1982), and Kirk and Miller (1983) advocate that if researchers observe or identify what they say they are, then the research is valid (cited in Bryman, 2008, p. 376). Kirk and Miller (1986) wrote about validity somewhat differently to the abovementioned authors (cited in Bryman, 2008, p. 376). They refer to internal validity to be congruent with "concepts and observations" (Bryman, 2008, p. 376). There must be an equal balance between the observation and the theory that gets developed. External validity is problematic because of the generalisation of findings, a feature not popular with qualitative research, as tends to use case studies with a sample size that is usually small.

3.17 Limitations

There is the possibility that an observer will not be able to record all the occurrences in a classroom and may choose to write down what he/she views to be important. A classroom interaction is very complex. The advantage of revisiting the video and audio recordings will help ease this limitation as further information can be observed at a later stage.

This is the first research done at this campus on this specific subject and this pioneering study has no benchmark to compare itself with apart from the numerous school based classroom studies. It is limited to just one subject of the many subjects offered to students in the NC(V) programme, which means that it is not a decisive finding; rather it paves the way forward for future research.

There will be limitations to this approach as the element of surprise, spontaneity and the „natural' or normal setting is not gathered. The college lecturer and students will in no way be their „normal' selves. It will be difficult and challenging to capture the day to day occurrences or happenings that take place „behind close doors'. It will be time consuming to transcribe the lessons' audio recordings, especially since there are ten lessons. However, as the literature advises, it is important to keep the process simple.

"Peoples' knowledge of the fact that they are being observed may make them behave less naturally" (Bryman, 2008, p. 465). Nevertheless, it is claimed that people become comfortable with the presence of the researcher over a period of time.

3.18 Access to Closed Settings

This is one area of concern and it is with a lot of determination that a researcher is able to be allowed to conduct a research study. My role is overt. I have gained the support of the senior management team, who expressed their approval for the data to be collected. Clearance and approval had been granted in writing from the SMT of the college in which the study has taken place. The participant has granted me permission to video record the lessons. The person has gained my trust and we have enjoyed a good working relationship over the past few years. The participant, together with the students has displayed mutual respect for me and the students have in the past participated in an action research assignment.

3.19 Ethics

Verma and Mallick (1999, p. 114) wrote something that is worth noting, that case studies can be seen "as an invasion of privacy and publications of the findings can create tensions between colleagues, students and the general public". The ethical clearance and personal assurance by the researcher is of the utmost importance in ensuring that in no way is the identity of any person or institution compromised. Verma and Mallick (1999) state that one of the advantages of case study research is that it allows a researcher to focus on one aspect but it also discloses all the "interactive processes at work within a situation".

It is totally unacceptable to hurt the participant's emotions by lowering her/his self-esteem or to cause any stress. Confidentiality must be maintained at all times as it will compromise future opportunities for researchers (Bryman 2008). These include recorded information, identities, as well as details of the participants. If trust is broken then as Israel and Hay (2004) have mentioned "who would talk to them in the future" (cited in Bryman, 2008, p. 120). A worthy development is the issues of quality and integrity which is to be maintained at all times during the research. The Research Ethics Framework regards quality and integrity to be the "heart" of ethical principles (Bryman, 2008, p. 125).

The identity of the participant will be protected at all times. The researchers must take ethics seriously and the protection of participants is imperative and no harm should come to them, as it is they "who, after all, are giving their time to help our research, and so deserve respect in return" (Walker, 2010, p. 54). Confidentiality must be also maintained at all times and all the information given should be kept restricted at all times. Anonymity protects the participants' privacy, promotes and unravels good responses. Participants should be informed of what they will be doing and what the intention of the researcher is. They should then be in a position to either agree to participate or decline to participate without feeling obligated.

Bertram (2008) further enhances ethical principles when she mentions that the "autonomy of the participant needs to be respected" and that the "research should do no harm" and should also benefit the "participants" as well as the researcher "or to other researchers or the society a large" (Bertram, 2008, p. 70). The opportunity to enter into someone's domain (in this case the classroom) is a privilege and that any form of breaching of confidentiality and anonymity can be tantamount to treachery. In the light of this, pseudonyms have been used.

Ethical clearance as noted in Appendix A, was sought from the University of KwaZulu-Natal and then permission was received from the Campus Manager of the participating college where the study has taken place. The understanding is that in no way will the name of the college lecturer or name of campus be disclosed and all the information gathered will remain confidential. In essence, integrity must feature in the study at all times.

3.20 Summary of Source of Data

1. Ten video recorded lessons- Financial Management Level 4
2. Ten audio recorded lessons – Financial Management Level 4
3. Interviews (6 recordings): Focus NC(V) – General, Pedagogy, Curriculum, College Lecturers' pedagogic style and other aspects:-
    1. College lecturer who teaches Financial Management Level 4 – three transcriptions.
    2. Senior Lecturer (SL)- Business Studies – one transcription
    3. Senior Lecturer (SL) – Engineering Studies – one transcription
    4. Head of Department – Business Studies and Engineering Studies- one transcription.

Table 1: Data Collection Strategy

Reference to question/s	Data collection strategy	Research participant/s	Data collection instrument	Framework
How is the vocational content of the NC(V) Financial Management curriculum enacted?	Classroom Observation	The College lecturer who taught Financial Management at level 4. Senior Lecturer in Business Studies. Head of Department in Business Studies. Senior Lecturer in Engineering Studies.	Observation, video and audio recording of the lessons.	The Constructivist theorist- tools that Vygotsky regards as profound or good vocational pedagogy. Realists- Bernstein tools of pedagogy. The work of academics involved with research of the FETC.
Why is the vocational content of the NC(V) Financial Management enacted in this way?	A series of interviews	The College lecturer who taught Financial Management at level 4. Senior Lecturer in Business Studies. Head of Department Business Studies. Senior Lecturer in Engineering Studies.	Interview schedule.	Clarity on issues arising from classroom observation. Use of a set of questions.

All ten lessons will be video recorded. Audio recordings of ten lessons will be done. From the transcriptions, the data gathered will be considered as well as decisions on what can be used in this study. Furthermore, interviews will be done on other key personnel (see above) and the idea is to gather their thoughts on how the NC(V) is being enacted.

In the annexure, the transcriptions are referenced in number sequence. Every paragraph of statements made by the college lecturer, student, interviewer and interviewee is referenced by a number. In most instances, whenever discussions and analysis are taking place, the line pertaining to the transcription is referred to, with the use of brackets.

3.21 Conclusion

Theoretical information on research methodology has been mentioned as this will be used to guide the gathering and analysing of data. This chapter is largely based on theoretical information. It gives some indication as to how the study will unfold. It reaffirms the position that the data gathered can be used in various ways and that due care and consideration must be taken when using the data and at all times the anonymity of the college and the participant must be at the forefront when discussion of the data takes place. The study is certainly not the answer to the NC(V) issues, but rather a description of how the enactment is currently undertaken.

CHAPTER 4

PRESENTATION OF DATA AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter describes how the college lecturer enacts the curriculum of Financial Management Level 4, being one of the seven subjects in the NC(V) Finance, Economics and Accounting programme offered at the Further Education and Training College in which this study took place. Mention is made of background information on aspects about students' poor attendance and funding opportunities for students. General observations made during the ten lessons were mentioned as the intention is to prepare the reader to conceptualise what was happening in the classroom. A summary of all lessons was stated as this covers the topics that were discussed and briefly outlines what occurred during the lessons. A kind of synopsis was created.

In depth description of the lesson was narrated and constant reference was made to the transcriptions. The idea was to create an in-depth story of what transpired during those ten days of lessons. The information about the experience gained by Mr Wang was mentioned as one of the criteria that a college lecturer should possess is experience gained outside the classroom and in the real world. The interview sessions were then discussed and the idea was to gather the signature pedagogy of Mr Wang. Various themes were described all with the aim of gathering the signature pedagogy as this was used when analysing the enactment with the theory. The interviews with other personnel were then discussed. The chapter then describes to the key issue of analysing the data and key themes that the theory of both Vygotsky and Bernstein was unpacked.

4.1.1 Key Research Questions

This research study will be guided by the following two research questions:

1. How is the vocational education of the NC(V) Financial Management curriculum enacted?
2. Why is the vocational content of the NC(V) Financial Management curriculum enacted in this way?

In attempting to describe and analyse the enactment of the curriculum in ten consecutive lessons, it is possible to capture the key themes that emerge from the data, which will be able to describe how Financial Management is being enacted. Stemming from the analysis of data an attempt will be made to describe and assess why Financial Management has been enacted in this manner and in doing so, discussion will then centre on some suggestive ways of how to overcome the areas of concern and to acknowledge the strengths gathered from the data.

4.2 Statistics of 2010 and 2011

The following information provides some background information about the results and attendance statistics of the Financial Management Level 4 subject. The underlying message is that the current calendar year does not accommodate the number of lessons expected as per the policy documents. Furthermore, no policies are in place to address the issue of absenteeism. This is relevant as there must be a connection between poor performance and the high rate of absenteeism. This is further motivation for the rationale behind the need to understand the occurrences in a NC(V) classroom.

In 2010 fifteen students enrolled for Financial Management Level 4. Of the fifteen students, one student did not write the final examination paper and of the fourteen students who wrote the examination paper, three students failed to achieve the minimum requirement of 50%. The current (2011) college lecturer taught the students in 2010. In 2010, students attended 46 days of lessons for Financial Management Level 4. Bertram (2008) makes reference to a common feature at many South African schools and that is "the number of days lost to teaching and learning" (Bertram, 2008, p. 223). The total number of contact (teaching days) as per the KZN FETC calendar year for 2010 was 154 days. In 2011, fourteen students have enrolled for Financial Management Level 4. As at 30th September 2011 a total number of 55 teaching days were documented as per the register of Financial Management Level 4. The total number of contact (teaching days) as per the KZN FETC calendar year for 2011 is 149 days.

The state has taken on the responsibility to finance students who apply for bursaries. If all the paperwork has been completed then the student usually gains a full bursary. The Students Liaison Officer has been tasked with the responsibility of ensuring all application forms are completed and handed in to the DHET timeously. In 2011 all fourteen students had applied for the government bursary scheme offered to NC(V) students and have only paid an initial deposit fee of R 1 200. This administration fee is independent of the amount that the FETC will receive from the DHET for each applicant's fee. This commitment from the DHET indicates the extent that the government is willing to go in ensuring that students complete their NC(V) at the NQF Level 4. The financial support given in the form of bursaries has eased the pressure off parents and guardians of students attempting the NC(V) programme. However, this study will show that funding has to be also provided for the continuous training of college lecturers as this is an area that has been largely neglected by the state.

4.3 The Classroom of Mr Wang

The classroom occupied by Mr Wang has a seating capacity of 45. Each student sits on a separate chair with a desk. As and when the need arises the room serves as an examination and test venue. At the far end of the class is a noticeboard which has no charts, only graffiti that is scrawled on it. The walls of the classroom are bare of charts and posters. Students move from class to class and in-between lessons the corridor is usually filled with the sounds of students talking as they make their way to the next lesson.

4.4 Description of Data Collection of Mr Wang's Lessons

All lessons of Financial Management Level 4 were video recorded using a camcorder. The idea was to view the lessons at a later stage and also to get different perspectives of the video recorded lessons from other experienced people who could not attend the actual lessons. To facilitate the capturing of all the information that was spoken by the college lecturer, a digital audio recorder was attached to the college lecturer. The lessons were then saved onto a personal computer and the transcription kit that came with the digital recorder was used to type the verbal communication that took place in the classroom using a software programme. All ten lessons were transcribed and appear in Appendix B. The lessons have been consecutively captured. Similarly the interviews were recorded using the digital voice recorder and then transcribed and stated as textual data.

4.4.1 General Observation

The transcriptions of the lessons and the interviews have been given individual line numbers. Henceforth to make reference to the actual transcript the corresponding text has been stated in brackets so that the reader can make reference to the actual text stated in Appendix B. For example line (3635) as stated below refers to the following conversation as stated in the annexure line 3635 “L- If 15 minutes late I don’t allow them in, they must get their notes from others”. The point in discussion is tardiness and the corresponding conversation in the interview was about latecoming.

Mr Wang selects the topic to be discussed for each lesson. He consults the prescribed textbook written by Brown (2009) in planning and presenting the lessons. During the ten observed lessons he did not use any other textbook. The textbook covers all the learning outcomes as stated in the SAGS (3865-3912). Mr Wang usually spends the time whilst waiting for students to arrive for the lessons, writing down the topic/s for the lesson on the chalkboard. Students casually arrive and take up their seats and despite Mr Wang claiming to have a classroom policy (3635) on tardiness, from observation he only practiced it in a few lessons. His main method of presenting information on the chalkboard is by using „mind-maps’ or as he refers to them - “diagrams” (3703). He writes down key concepts or terms and builds on the topic, taking students’ inputs into account as well. During most lessons, it was observed that Mr Wang teaches a topic using the textbook and gets students involved to give their inputs to expand on the topic and what the lesson is built on. What was noted was that students are aware that the textbook is used, so they look to the textbook for questions asked by Mr Wang. There were many instances observed when students read out figures verbatim from the textbook. This was one of the ways in which the students involved themselves in the lessons. When the topic has been built upon adequately, then usually group work is given. In most cases Mr Wang sets up the group formation and gives each group topics to work on. Students use the textbook to find the relevant information and then presentations are done by some students.

Students appear to take their group work seriously. They usually communicate in IsiZulu whilst working on their presentations. Mr Wang does not mind the talking and laughing that occurs whilst the group work takes place. Whilst students engage in group work, the attendance register is marked and Mr Wang enquires from students about the whereabouts of those students that are absent. He seemed to rely on the information given by co-students about the absentees.

There were many instances recorded when Mr Wang's explanation about some topics can be regarded as being incorrect. By the same token other instances were recorded when the knowledge was very informative and reliant. Mr Wang did not use the practicum room during any of the lessons recorded, but covered practical topics in the classroom. He often did not allow students to give an answer to a question that he posed, instead he answered the question himself. From observations, despite Mr Wang mentioning that he plans his work for the forthcoming lessons at home or during free lessons, it was evident that this was to the contrary and not much thought went into the lessons (3693; 3743). At least half the class do not participate in answering questions posed to them. A few students monopolised the lesson and Mr Wang uses their answers to expand upon the topic.

Mr Wang set the pace for and controls the entire lesson. He decides on what topics must be covered. He sets up the groups, he decides whether the information given by students should be accepted or rejected. He decides on how the lesson will be structured. Mr Wang often asks students if they understand the explanation and as long as one student agrees to his question, then he uses that "yes" response as a cue to move on with the topic. There were times observed when he ignored a student who answered in the negative, and moved on to the next topic. Despite advocating giving homework to students, in most lessons it was observed that this was not done. Not many exercises were given to students to practice on and the additional exercises that were given were merely extensions to the exercise stated in the textbook. By this I mean only the figures were changed, but different formats were not used. No worksheets were handed out to students during the ten observed lessons. Mr Wang always touched on the previous lesson very briefly, as a point of departure.

From the viewpoint of record keeping (POA), Mr Wang by far meets the expectations of the SMT. He has received acknowledgment of his good recording keeping. His documentation is always up to date. However, when it came to accurate knowledge being delivered there are many occasions when it leaves much to be desired.

4.4.2 Summary of Enactment: Work Done During the Lessons Observed

The following is a very brief introduction of what transpired in each of the lessons. This section does not go into detail but rather it serves as a synopsis. To reiterate, the acronym "CL" refers to the college lecturer, Mr Wang. The numbers in brackets refer to the line numbers of the verbal communication transcribed to text message as stated in Appendix B.

Table 2: Summary of 10 Lessons

Day 1	Topic: Ratio Analyses (3870; 3875). The lesson was on "Turnover Performance Ratio". The college lecturer explained one ratio using the textbook and students read out the workings from the example stated in the textbook. When it came to explaining reasons for the variances, the college lecturer interpreted the variances in a questionable manner. Students were asked to do calculations of one ratio. The exercise was written on the chalkboard during the lesson and students had to copy the exercise into their workbooks and thereafter attempt the calculations. Answers were written on the chalkboard by students and checked by the college lecturer. When discussion took place about variances, the entire reasoning became very contentious.
Day 2	Topic: Ratio Analysis (3870; 3875). The lesson was on "Cost and Profitability Ratio". This was a very lecturer-centred lesson. It was at times very frustrating for the college lecturer, as students walked into the lesson at different times and clearly as he was making all-out attempts to explain the lesson, the interruptions were interfering with the lesson. Reference was made to real-world examples to substantiate variances, although some of the information relayed was correct, in the main the rest was debatable and inclined more towards being incorrect.
Day 3	Topic: Analyse the basic elements of a Balance Sheet (3876; 3878; 3887; 3889). The lesson was on the purpose of a balance sheet; how often a balance sheet is required to be drawn up; and a detailed explanation on assets and liabilities. In this lesson the textbook was used and the college lecturer built on the lesson by asking questions. Students looked at the textbook for the answers. Some discussion of real-world practices was covered in this lesson. The method used to enact the curriculum was on a question and answer basis. The balance of lesson time was spent in group activity. The college lecturer gave students topics to work on. Thereafter the college lecturer requested each of the two groups to select two students who would do the presentations on their topic. Students presented their case using the textbook material. Debates on the presentation made by the second group occurred and some of the arguments posed could be incorrect. The students made the mistakes and the college lecturer expounded the debate even further by reaffirming some of the incorrect information. Again, the pattern that seems to emerge is the quality of the information being enacted.
Day 4	Topic: Equity and Liabilities and evaluation of a balance sheet (3883;3884;3888;3890) In this lesson the college lecturer asked the group to present their understanding

	to equity and liabilities and to analyse a balance sheet. He used the question and answer method to build on the knowledge and lesson. Some real-world experiences that students will experience were discussed and this was correctly described by the college lecturer, however the explanations needed some working on. There were doubtful explanations stated when analysing the balance sheet. However, the students' inputs helped the college lecturer salvage the analysis and the college lecturer managed to „save face'.
Day 5	Topic: Performance of a business using the balance sheet (3885; 3891). In this lesson the college lecturer hands out assignments and practical work, the marks of which form part of the ICASS. He spent some time explaining the requirements of the practical. The college lecturer encouraged the use of computer-aided technology in preparation for the practical presentation. The college lecturer discussed the results of an earlier test and handed the marked work to students. He explained to students about an amendment to policy regarding rewriting a failed test. He then discusses ratios and the interpretation of results by using the examples and exercise from the textbook. The recurring problem of interpretation features once again and some of the explanations about real-world experiences were incorrectly informed. Issues regarding examination rules and regulations were discussed. The lesson ended with the college lecturer reverting to students in the next lesson as he was not sure how the calculations were made for a ratio.
Day 6	Topic: Performance of a business using the balance sheet (3885; 3891). Students were asked to copy down an exercise written on the chalkboard and to attempt the questions on the exercises. The college lecturer reverted to the previous lesson and explained how the figure stated in the textbook was calculated. Whilst students were busy in calculations, he engaged in conversations about career choices and what the job entailed and issues regarding examination maximum time given for the Financial Management Level 4 question papers. Students were then asked to complete the work at home.
Day 7	Topic: Compile a personal assets and liabilities statement (3892; 3893; 3894). The college lecturer calls out the marks of test one for those students who were absent on Day 5 He informs students about the amended policy regarding students who failed to achieve the minimum pass requirement of 50%. The college lecturer then arranges students into groups and they were to present their findings on what they felt should be included into a statement of personal assets and liabilities. He urged students not to refer to the textbook, but to formulate their own understandings. After the presentations the college lecturer then

	proceeds to explain the topic, through the use of the textbook. Once again some errors were noted as the college lecturer was discussing the topic. Some confusion and contractions occurred when personal assets were compared with the business assets of a sole trader.
Day 8	Topic: Use the evidence in financial statements to make a financial decision (3900; 3903; 3909). Conflict resolution featured in this lesson, and the college lecturer handled this very well. Eventually, he gave in and explained the information that the student requested. Groups were given activities to do. He did not allow some students into the class as they were late. He engaged on some personal issues with some students whilst students were working in groups. After a visitor left, the college lecturer called in the students and asked them not to sit at a desk, but to stand. He found their reason for their late coming to be unacceptable. Students wrote their points on the chalkboard and then did their presentations. He further elaborated on the information presented by the students. Some good explanations were given to students.
Day 9	Topic: Analyse the budget needs of a business unit (3921; 3923; 3924; 3925). The college lecturer goes over the format for Test 2. He then proceeded to explain the lesson. The information was used from the textbook. There were times were the information relayed was doubtful. The lesson was largely teacher-centred.
Day 10	Topic: Analyse the budget needs of a business unit (3930). The college lecturer used the textbook to explain the lesson and the input from students. Here again, there were times when the information presented to students was incorrect. He concluded the lesson, by asking to present their current personal constraints that they experience.

4.4.3 In-depth Lesson Description

A detailed description of all the lessons will be described below. The intention is to make the vocal data into written text.

4.4.3.1 Day 1 and Day 2

Although the college lecturer covered two financial statements, as opposed to three as stated in the relevant learning and assessment outcome (3869; 3875), the two financial statements were of the same format with changes in values only. The first exercise was from the textbook (Brown, 2009, pp. 116-120) and the second was drawn up using the same format but with different amounts. Here, we see how the college lecturer enacts the curriculum in the way he sees best as no further information is stated in the SAGS. The college lecturer used the textbook as resource material to teach the abovementioned learning outcome and assessment standard. Moreover, the SAGS do not mention what tools are to be used to examine and evaluate the income and expenditure statement of a business. One can argue that ratios are the most acceptable way to examine the viability of a business, but this raises the question of which ratios should then be used. This allows the college lecturers to enact the curriculum to the way its suits them best and in this study, the use of the text-book by the college lecturer proved to be most convenient.

The college lecturer spent about 15 minutes explaining the lesson using the example stated in the textbook (1-109). He then asked students to copy an exercise from the chalkboard and to attempt the ratios. Whilst the students were engaged the college lecturer sat at his table and marked the attendance register by calling out students names to check if they were present or absent. He asked about a student who was absent in a very bizarre way (113). During lessons of Days 3 and 4, this student seemed to have an aptitude for the subject and especially in Day 4 she helped the college lecturer to realise his mistake (909-935). The same student seems to be unpopular with co-students when they expressed annoyance about her (114; 1183; 1185). The college lecturer then walked around the class, answering some questions posed by students. The college lecturer stressed the importance of stating reasons for the variances in the ratios and went further to inform students that it is a question often asked in the examinations (98). Once the students had completed their work, two students were then asked by the college lecturer to write the answer on the chalkboard and a third student volunteered to do an answer and was granted permission by the college lecturer. Answers were then checked, followed by discussion about the percentages.

With respect to the college lecturer providing students with thorough knowledge that will assist in their development is the one area that needs addressing especially when it came to the reasons regarding the percentage of the 'turnover performance ratio' changing from year to year, i.e. the variance. The college lecturer looked at the variances of the ratio in a very different way. He saw the decrease in the answer as a decrease in sales. The sales figures for 2008 was R 509 600, for 2009 it was R 752 000 and for 2010 it was R 834 890. However the variances were (2009 = 47.57% and 2010 = 11.02%). Clearly one can see that sales since 2008 had increased but by a smaller percentage. The more acceptable response could be that sales rather increased in 2010 but by a smaller portion when compared with 2009. An analysis of the discussion confirms the point (51-90). This resulted in the students beginning to interpret the ratio in the way discussed in class and the knowledge being constructed by the student would be incorrect. The college lecturer had moved students from the unknown to the known, but in the process incorrect knowledge has been transferred over to students. The college lecturer is in need of understanding issues relating to business as the information discussed for sales changing may be wrong (69-90; 242-249;281).

On Day 2, the college lecturer discussed two ratios, viz. „cost and profitability ratio' and „profitability ratios'. The lesson style was similar to that of lesson one. The college lecturer explained the ratios by using the textbook. The lesson centred on finding eight amounts as this was all that was needed to calculate the percentages. The college lecturer read out the figures from the examples stated in the textbook and asked students to find the amounts from the exercise. Since the textbook did not provide much detail about reasons for the changes in the years calculated, the college lecturer attempted to give his understanding for the variance. A discussion on the variances ensued (339-360). From my observation the college lecturer seems to be confused about the variance and students hardly participated during this lesson, as it was very lecturer-centred (3800). Students came in at different times during the lesson and the college lecturer appeared to be very annoyed with this as it was interfering with his teaching (344). The method of punishment for all the latecomers was similar to what his classroom policy is based on (3482-3488; 3635).

The college lecturer paced the lesson and students mostly gave “yes” and “no” (on average about twenty times in a lesson) responses and simply called out figures verbatim from the textbook (308; 310; 314; 323). A lot of teaching time was spent in lesson two as indicated above and interaction from students was very limited.

No evidence of motivation was observed and students did not acquire any systematic approaches to problem solving and lifelong learning was not promoted in these two lessons. Although students received knowledge about the realities faced by businesses, the information can be questionable and in fact misleading.

4.4.3.2 Lessons on Days 3, 4, 5, 6, 7, and 8

During these lessons the ratios dealt were mainly to do with the Balance Sheet, hence placed in a group. The college lecturer uses the textbook and covered the ratios that are stated there. The concern is what about other ratios that are equally relevant? The assessment standard and learning outcome does not indicate which ratios should be covered or which can be regarded as a shortcoming of the curriculum as stated in the

SAGS. To substantiate this point the following were some of the ratios asked in the November 2009 Financial Management Level 4 examination paper (refer Appendix I) as set by the DoE (now exam papers are set DHET). Question 5 asks for the "gross profit percentage on sales ratio, net profit percentage on sales, operating expenses on sales ratio, cost to income ratio, solvency ratio, current ratio, and acid test ratio with a comment on this ratio and the return on investment ratio. Not all these ratios are covered in the textbook and some of these have been covered by the college lecturer using the names described in the textbook. For instance cost and profitability ratio and profitability ratios were covered by the college lecturer in Days 1 and 2, but the examination paper refers to these ratios as "gross profit percentage on sales ratio, net profit percentage on sales, and cost to income ratio". This may be problematic for students especially as the college lecturer did not use these words to describe the ratios.

4.4.3.3 Day 3

By Day 3 the college lecturer seemed to be more relaxed about the observation and appeared to exemplify confidence during his lesson delivery. A hidden message that may confirm this point is he often had his hands in his trousers pocket whilst conducting this lesson. However, one can argue that is stereotyping. Students seem to understand that the college lecturer uses the textbook and does not deviate much from the information stated in it because when questions were asked, students looked to the textbook for answers. The college lecturer accepted some of the responses given by the students and built on the body of knowledge, but kept the information in line with what is in the textbook (373-420). Other disadvantages are that students responses have at times been ignored although correct (70-72; 413; 414).

Students were exposed to a real-world case experience as discussion was about the South African Receiver of Revenue (SARS). The college lecturer used his experience and has correctly informed the students why SARS requires a balance sheet as stated during the lesson (450). This knowledge is relevant for the workplace and is what is needed for the students to improve their readiness for the workplace.

Errors in teaching feature once again in this lesson when liabilities were discussed (466-482). Liabilities are not made up of expenses (I assume by this the college lecturer meant unpaid expenses), alternatively he may have meant unpaid expenses (accrued expenses). Members of a close corporation, partners in a partnership are people that may also grant loans to the business and they can be regarded as „inside parties'. When a student did not understand the explanation, the college lecturer did not endeavour to help or assist any further (482-493). The college lecturer had imparted a lot of knowledge during this lesson and allowed very little deviation and appeared to be the main source of imparting knowledge. He got students involved by asking questions and used their responses at times.

The college lecturer set up the groups (494-550) and gave them their tasks. He did not allow students to get involved on many issues including forming groups and on selecting topics that each group should cover. Whilst groups were engaging in discussions, Mr Wang settled down to mark the attendance register and answered a few questions to clarify what was expected of them. The students seem to be engaged in their preparation and discuss amongst themselves. They took the group work seriously. The college lecturer allowed them about 15 minutes to work on the presentations. He walked around and then instructed the students that he wanted two students to do the presentations from each group (572).

Students from the two groups presented their findings and the college lecturer did not involve himself in reinforcing the knowledge that was imparted nor did he correct some misgivings that students expressed (572; 607; 639-647). The student argued with other students that it was impossible to acquire money in large amounts although the students from the floor did explain that “winning the lotto” could be a source of capital (646). The student doing the presentation then argued that “15% of the winnings go for taxes and another 15% goes to charity” (647).

The college lecturer intervened and ended the debate. He provided no direction or guidance whilst the debate amongst students took place. The college lecturer agreed with the presentations of group two and felt businesses do need loans, yet some students were not in agreement (654-664). The college lecturer also reiterated the point made by group two about the deductions of winnings which may be incorrect (668-675). It seems that the college lecturer accepted the points of group two and merely used his power to influence the students into believing the points mentioned by group two. However, in reality this is not true. It is only from 1st April 2012 that SARS will implement immediate tax on the winnings. Furthermore it is not compulsory to donate 15% of the winnings to charity as the lotto board would have already done so (674). The winner may donate further if it is desired. The atmosphere created by the debate was exciting and students laughed and clapped hands at the end of the lesson.

Perhaps issues reading the administration of winnings from a lotto draw would have been deferred and further clarity should have been sought from others. This leads to the issue of the absence of mediation by mentors or couching from senior lecturer for college lecturer so that ideas and issues beyond the textbook could addressed (3810-3813).

4.4.3.4 Day 4

On this day only 3 students attended class. The college lecturer was not clear as to why this was the case, but accepted the students' answer that students were studying for a „makeover examination' (706-732). The lesson planned was to cover liabilities, owners' equity, and a group discussion about how to apply for a bond (could mean loan) on the basis of a business plan (693). However, as a few students were present the concern was whether to defer the lesson (695-702). The college lecturer indicated to me that if three students came to class then he does not do any work as this means that he will have to repeat a lesson. (This seems to be conflicting because in my discussion with him he advocated that even if one student comes to class, he continues with the lesson.) Nevertheless, after some deliberation he changed his mind and proceeded with the lesson. Mr Wang then decided to get the three students involved in finding out what they "think" owners' equity is, current liabilities and to describe the format of the balance sheet as stated on page 129 of the textbook(701;705).

The college lecturer then retired to his desk to do the register control and did not intervene for about 7 minutes before he prepared a mind map on the board. The students showed evidence of commitment and discussed the task given. They discussed using both English and isiZulu as the medium of communication and this seems to be the norm during other lessons (954; 1001).

About 12 minutes later the students were ready to present their findings. The student indicated that current liabilities have to be paid within "one month" and the lecturer reiterates this point (744; 745). This can be questioned as there are creditors who the business can make arrangements with so that they will be paid after 30 days. When the issue of a bank overdraft was discussed, the essence of the matter was correct and it conforms to the practice when a person who earns a salary requests for a bank overdraft facility and how a credit card operates. However, having listened carefully to the discussion on the bank overdraft facility, it can be argued that the college lecturer does not easily come across. He seems to need to explain things more clearly (769). The point is that an improvement in the pedagogy is required coupled with appropriate language usage. The college lecturer seems to be hesitant when explaining things and it may be possible that students could get confused as is the case at present (769;775).

The strong manner in which pacing takes place in the lesson seems to work to the advantage of the college lecturer who in this way brings a discussion to an end and moves on to the next point (797). What seem to recur are errors made by him and students unfortunately agreeing in most instances with him. When discussing the balance sheet on page 127 of Brown (2009) the college lecturer called the right hand side, the side in which the totals for each category is stated as the "credit side" and students agreed (809). Similarly the bank account amount if in overdraft will be placed under current liabilities and not as the college lecturer stated "it will be in brackets" (813). Further concern was raised when the balance sheet was interpreted incorrectly and was later rectified upon the perseverance of a student when the issue of "current liabilities" was discussed. It seems that the college lecturer was of the opinion that under current liabilities long-term liabilities should appear. This is a serious error on the part of the college lecturer and eventually he did realise the mistake and rectified the situation (867-964). He seems to place equal blame onto the other two students who as he said "you'll should have known this" (936). Last in the concern of statements that may have to be revisited was the discussion on „distress sale'. It was an important discussion and the college lecturer was very knowledgeable with how houses can be sold by the bank on behalf of a client who is in financial difficulties. The bank will not write off the capital amount and any shortfall will have to be paid in by the home owner (840).

The lesson ends but the college lecturer uses the time to socialise with the students who were of the opinion that he should give students some money on a daily basis. The college lecturer felt that the students are fortunate as the fee they pay is financed by a large amount by the DHET.

What seems to surface is that the college lecturer needs to provide students with many more exercises. The introduction to the syllabus using the textbook may be insufficient and students need to practice with additional exercises. The only work given is the work written on the chalkboard given by the college lecturer. There are no additional worksheets or exercises given otherwise.

4.4.3.5 Day 5

During this lesson the college lecturer hands out an assignment and a practical task for students to do at home or during their free time whilst at college. He then calls students to sign and receive a test result. He hints that they performed badly but retracts the statements each time (1021; 1058). He also informs them that a revised policy is in place that does not allow students who failed to achieve 50% an opportunity to rewrite the same test which was the practice since 2007. This year in 2011 an unwritten policy, via the Senior Lecturer of Business Studies informed the college lecturer that a makeover or reassessment test was no more applicable at the campus. The college lecturer did not have the statistics at hand but checked and informed students that only 5 out of 14 students achieved a maximum of 50% and more (1180).

The administration work and register control took about twelve minutes and the college lecturer then went on to motivate students to work harder and used the platform to change their think about “curses” when he said “there’s no such thing as people putting curses - that does not exist”(1199-1212).

The college lecturer then continues with the balance of the ratios and writes on the board. Some students copy the notes down whilst the lesson is being explained. Examples are cited from the text book (Brown, 2009, p. 130). It appears as if he compares return on investment from investing in a bank and then talks about the example from the text book. Once again, the feeling is that it is possible that students may not get a clear picture on how to interpret the financial results.

Students engage in helping others to understand the calculations. When it come to interpreting the ratios the pattern seems to be much clearer that the viewpoint taken by the college lecturer maybe found wanting and additional advice and input from other lecturers may help create more acceptable answers to the interpretation of the results of the financial statement. He also paces the explanations at a very fast pace and does not allow students to engage. Some of the explanations that were stated can be objectively stated to be incorrect. However, there were a few explanations that were correct. The problem came with a calculation of cost of sales and students and the college eventually agreed that it will be relooked at in the next lesson.

The discussion also covers about the consequences of cheating in an examination. There were some points raised from students that seem to be valid but the college lecturer felt otherwise (1519). Student said “you can’t do that” (1520-1524). The class is interrupted by another college lecturer who talks to students about using other lesson time to cover a backlog of work. The lesson then resumes and the balance of the ratios were discussed. The college lecturer seemed to have experience a problem with the creditor payment ratio and after much deliberation a decision was reached to revisit it in the next lesson (1538-1620).

4.4.3.6 Day 6

The college lecturer started by mentioning about the previous day's lesson and what was agreed upon was to find the way in which the calculations were done for the „creditor payment ratio' as this was agreed upon in the lesson of the previous day by both the college lecturer and students (1742-1745). The assumption made that the college lecturer is not adequately preparing for lessons was further highlighted. The 2008 figure may have been also difficult to calculate as the opening stock figure was not stated. The college lecturer did not mention, but rather explained the following years (1680-1751). He did not further elaborate and rapidly shifted the emphasis onto the exercise written on the board (1753). It is the practice of the college lecturer to be in readiness for the lesson by having work in the form of „mind maps' prepared on the board. On this day an exercise was prepared on the board, for students to first of all copy down and then to calculate the required ratios. However, the exercise was similar in format to the textbook and all that was changed were the figures. Although the students were being afforded the opportunity to do an exercise, figures from an alternate way of presenting financial statements may prove to be more beneficial.

Whilst students stated with the task, the register was marked and the college lecturer enquired about the students who were absent from the lesson. In most cases the students did not know about the whereabouts of their peers and ignored the college lecturer. Some students asked for the format of a test and they were assured this will be done when all students were present. Some argued that it may be unfair to them (as they attended class). After some discussion the college lecturer explained the format. Thereafter some students engaged in chatting with the college lecturer about their ambitions, whilst work was taking place. The college lecture gave his opinion about matters, one of them being that he questioned a student as to what was there a need to study at college if the students wants to open up a „night club' (1847-1850). He seemingly does not view this as a business venture. He then explains what being a chartered accountant entails and it seems that his personal experience working for a firm of chartered accountants featured in the discussion.

This was a good exposure of the workplace environment in a firm of accountants. One could disagree with the value system of reduce profits by increasing expenses. This may be questionable and may be against the code of ethics of business practice and encourages a value system any government would not like its citizens to engage in. When asked about how to write a 2.6 billion, then instead of enquiring further, the correct answer was not given (1896-1912). The college lecturer seems to be confused with the duration of the final Level 4 Financial Management. He did state after some time the correct time (1930-1938). The students complain and then the college lecturer compares the NC(V) with the N subjects. No answers were done on the board by the end of this lesson.

4.4.3.7 Day 7

The college lecturer informs students who were absent in an earlier lesson (Day 5) of their results. He then reiterates the amendment to the policy on re-tests as explained in Day 5. He then talks about the exercise given on Day 6 and informs students that he will mark the work of students who did the exercise, but knows that no one did it. He then paces the lesson by moving to the next topic which was covered by the students in Day 4. However, this time he wanted the students to use their general knowledge to explain personal assets and liabilities. He asked them to work in groups and he arranges into which groups some students should join.

Register control then takes place with the usual question of where some of the students are. Some students come in late and he then questions them about the latecoming and tells them to visit the student's liaison office during break time. He then gives them their test marks and warns them about their attitude. After cautioning the students he then asks them to join the groups that he wants them to be in. He talks to some of the students whilst they work on the presentations.

What was noticed and rectified by the college lecturer was that students described the assets and liabilities of a business and not „personal' assets and liabilities. Students also made mistakes when doing the presentation. By way of an example the following statement was made "short term assets will be things that change before time, such as wages, salaries and equipment" (2154). The college lecturer agreed to these as per the request of the student doing the presentation. The college lecturer then uses the text book (Brown, 2009, p. 138) to explain the lesson. Again the total reliance is on one resource, i.e. the text book. The college lecturer then adds to the confusion by treating the business and owner as one. However the section is about personal assets of an individual. Seemingly the college lecturer did not prepare for this lesson adequately. However the college lecturer then tries to remedy the situation and reattempts to explain personal assets and liabilities of a business and private personal assets and liabilities. However there were points discussed that may be questionable, e.g. "if you buy a house today for R 200 000 you can sell it for R 600 000 the next month" (2222). This may not be the norm within which property sales operate.

The college lecturer then continues to explain how a gift of a car and clothes falls into the category of a person's personal assets but contradicts the point when it came to a gift bought by your "mother-in-law" (2283). Students were then told to draw up their personal assets and liabilities statement. This lesson (Day 7) was the first since the observation when students did not want to do the work in class, but requested it to be done as homework. The college lecturer declined the request and asked for the work to be done in class. Students engage in further discussion about personal assets and the college lecturer tries and explain the situation using examples. It seems that insufficient thought has been given and the college lecturer does not do well in explaining a point when „put on the spot'. He then asks students to work in groups. Eventually the students do not do any work and the lesson comes to an end.

4.4.3.8 Day 8

The college lecturer greets some students as they walk in and seems to talk about a student consuming alcohol (2456, 2458). He then informs those students who were absent from the previous lesson (Day 7) to read the notes from the text book. He asks for the approval and confirmation from one student who agrees with the point (2479). The student who was absent challenged the college lecturer about treating students fairly (2484, 2485, and 2486). The college lecturer avoided confrontation and tried a method of discussing the student's potential and her current performance. He asked those students who were absent to read up the study matter in the textbook and he will help students who are in need of further explanations.

The lesson is based on two questions, viz. What is the need for an assets and liabilities statement, and secondly how can costs be reduced in order to increase profits? He then selects the two groups and students gather into groups. He calls the student who was absent for the previous lesson and explains the gist of the lesson on an individual bases. The college lecturer then explains the requirements of the practical exercise that was given to students in an earlier lesson. Three students come in late (approximately 25 minutes) and the college lecturer asks them to stand outside the classroom door. He refers to the as the “3 Musketeers” (2565). He then suggests a scribe for a group. He then talks about the behaviour of a student who is in an intoxicated state and attends lessons. As the students are busy working in their groups the college lecturer engages in conversation with a student on a personal matter regarding the unblocking of cellular phones. He then talks about choosing teaching as a career choice. He continues to discuss the issue of salary increases and relates the increase to inflation. A student that the college lecturer taught previously comes in the class to greet him and said “just come to say hi”. He then calls in the students that were standing outside the classroom. He does not allow them to sit but insists they stand at the back of the class. The student then argues by stating a reason for the latecoming and that it would be impossible to take down notes, but the college lecturer shows no concern and is determined to discipline the late arrivals. He responds by saying “the stories, the lies coming out of your mouths”. In the meanwhile students write their points on the chalkboard.

The students do the presentations and some good reasons were stated motivating the reasons for drawing up a personal assets and liabilities statement. The lecturer adds to the presentations by mentioning a little about the “National Credit Act”. The second group does their presentation on ways to reduce cost that would lead to increased profits. The students used the text book and did a good presentation. The college lecturer concludes by adding on time wastage, especially with increased usage of Internet browsing during work time.

This lesson was done well by the students. If the idea was to gather and summarise information from the textbook and make meaningful contributions, then the lesson can be classified as a successful lesson. A shortcoming on the side of the college lecturer could be that he spends too much of time in idle conversation and also allows the students to work without much intervention coming from him.

4.4.3.9 Day 9

From my observation, the college lecturer really reduced the content of this topic. The chapter is very intensive and a lot can be learnt by students even if the college lecturer used the textbook only as a source of reference. The information that was discussed during these last two observation lessons was „watered down' and only simplified, mundane information was discussed in these two lessons. Here again the enactment of the curriculum reveals that the challenging part of the SAGS is intentionally left out and only the basic information is imparted.

The college lecturer gives students the breakdown of a test paper. This is in more detail as compared to the earlier breakdown given on a previous lesson. He then discusses the practical exercise (handed on Day 5) and discussed what is expected from students. The students did not participate in the lesson, but listened. He then discussed some issues related to an excursion that some students attended.

He then reverts back to the lesson and makes some points that may be questionable, e.g. the business sees profits after "3 years" (2933). The lesson seems to be lecturer-orientated and very little input came from students. Some good points were mentioned, however the textbook seems to have preferable examples. He then moved to explain work from Brown (2099 p. 170) but the explanation seem to be very unrealistic, especially when he talks about Edgars (2977). The example he does may not be in keeping with the factors described in the textbook. However, the examples of a product mix seems apt. The lesson ends with very little input from the students and the lecturer paced the work in such a way that he controlled the entire lesson.

4.4.3.10 Day 10

Some students ask for the test breakdown and the college refuses to tell them. He starts off by discussing constraints that a business may face. He then explains using examples. One example needed investigation as the college lecturer gave students the idea that it is the law that states it is illegal to sell alcohol on a Sunday (3179). This may be incorrect as alcohol is sold legally on a Sunday once permission has been granted and a licence to sell alcohol on a Sunday is granted. He continues with discussing the lesson and then allows students to copy down the notes from the chalkboard. As usual he then sets out to do the register control and asks about students who are absent

After this he moves onto asking students to discuss personal constraints that they experience. He sets up the groups. Students ask about the assignment and he gives an explanation. Some students have brought their assignment but he asks them to keep it as there was a problem with the keys to his cupboard (where he will store the work and mark as when the time permits). He then gives further examples to help students understand what is meant by constraints.

Students talk about the campus and the constraints they face there. He then asks a student about his personal life at home by using an example. He then asks each student about their constraints. One student says that (after consulting with the college lecturer) once a person turns 21 years of age then this will entitle her/him to a passport (3344; 3345). The college lecturer then says he is not sure about the age and students should find out and get the answer for the next lesson. This is a good idea to defer, however it also can be questionable as babies are known to have passports as they travel outside South African boarders with their family members. The lesson ends with the question if students enjoyed the lesson and they affirmed this.

4.5 Discussion on the Interviews and Response to the Questions Posed to Mr Wang

4.5.1 Work Experience of Mr Wang

From 2003 Mr Wang started working as a clerk at a school for a short period of time after completing a diploma in Financial Management at a FETC. Mr Wang then worked as a clerk for a firm of chartered accountants for a period of three years. Whilst he was on a learnership programme he served as a mentor to new co-workers and helped explain the job that was to be done. He developed an interest in becoming an entrepreneur but this did not materialise and he decided to start working for another firm of chartered accountants for a period of about seven months. An opportunity arose to do some clerical work in a doctor’s practice and Mr Wang took up the post and worked there for a few years. Later a position at the FETC arose as an asset controller and Mr Wang then moved over for this post. In 2008 as a number of college lecturer moved to schools (as mentioned in Chapter 1) lecturing posts were opened up and Mr Wang secured a post which he has been holding for the past four years. The reason why Mr Wang enjoys teaching is that it is a move away from a monotonous job. Mr Wang sees teaching as a calling to help students. He has taught both Nated and NC(V) subjects and has taught Financial Management at NQF Level 2, 3 and for the second year Level 4. He has attended a number of short courses which covered aspects like the setting of assessments and is a certified Assessor. Mr Wang feels that there is integration of subject content in the different levels. And sites “value added tax” as an example.

In terms of some of the suggested experience college lecturers should have acquired, Mr Wang fits the requirements of the expected profile. He has gained good experience from the working world. He also has completed a National Diploma in Financial Management and is a certified Assessor and has also gained experience in OBE. These requirements are documented in the DoE,2007b, p. 9 policy documents. Furthermore he is currently studying towards a BEd degree.

4.5.2 Mr Wang’s Opinion about the NC(V) Programme

The course is regarded as a good programme but the problem lies with the calibre of students who are producing poor results due to their high absenteeism rate. Truanting is rife amongst students. The college lecturer feels that students do not attend lessons because they do not understand the lesson. The syllabus is described as being “advanced” and “very difficult”.

4.5.3 Mr Wang’s Opinion about the Student Population

It seems that students come to campus but they want to “party” and not to do work (3458). Some students spend time in the nearby pub. Mr Wang feels that students must be responsible and should make correct choices. Student’s poor performance is blamed because of their poor attendance and attitude towards study. According to Mr Wang students prefer to talk about personal matters and prefer the subject to have more practical work than theory. Some of the 2011 class of Financial Management are too "lazy" and have a negative attitude towards some of their subjects (3565).

It is a fact that students' attendance is an endemic that is contributing to towards the failure of the NC(V) programme. The situation is out of control and students are not needed to account for their absence. There is some contradiction on the policy on attendance. According to the SMT it has been drawn up but it is not being implemented at the campus level. Each campus and college lecturer has their own approach on absenteeism and for that matter tardiness. It seems that there is no uniformity is place and the policy as it stands is just on paper. The figures mentioned earlier are realistic for just one subject, viz. Financial Management. However, it can be used as a benchmark to measure overall attendance. The situation remains bleak. There is a possibility that with a policy is place then attendance will improve as this will force students to come to class. But a further problem could emanate from this and that is disruption in the class. College lecturers may find themselves in this further predicament. Room for improvement will be needed in the curriculum to include a large amount of practical or vocational content and to provide guidance and suggestions on what to practical work to conduct in each subject. The inclusion of a well designed practical component may make students enjoy coming to lessons. We must take cognisance that students attending the FETC for the NC(V) programme have decided to pursue a vocational qualification which has to have a well laid out plan for the vocational content.

Every student has a role to play in the uplift of the economy and must be taught ways that will help them earn an income so as to sustain themselves and others.

4.5.4 Description of How Mr Wang Views His Enactment in the Classroom

Mr Wang claims to teach in his class. He allows students to work in groups and gets answers from the students and rectifies the incorrect responses. He does not tell students directly that they are wrong but gives them the correct answer instead. He also uses „mind maps', brainstorming methods, presentations and make students have fun but at the same time they learn. The college lecturer said he teaches for about 20 to 25 minutes in the lesson. The rest of the time is spent on practical work. He does not teach for long periods as students get easily bored easily. In group activities he sometimes ask students to present using charts and ask them to "brainstorm" and come up with ideas and finds his style of teaching effective. The experience of being a student of the Nated programme has helped the college lecturer to better understand students and to be able to empathise with them and to better address problems that students usually incur.

Most of the times Mr Wang did not remind students to prepare for the following day's lesson as they know what is expected of them. However, he also knows that students do not prepare for the next day's lesson. Students are too "lazy" to read. The solution is to "teach" students the subject matter. Detailed notes are not given but points are written down in such a way those terms and concepts regarding a topic are covered. Students discuss a topic using their general knowledge and then Mr Wang adds to this using the method of brainstorming. Mr Wang said he researchers his work from his personal collection of text books based at his home. He seldom uses the Internet as he does not have many non-teaching periods and mostly uses the prescribed textbook (Brown, 2009). He marks tests answers at home and provides feedback to students on sections performed poorly. He tells students to come and discuss their problem areas during their Financial Management lesson time. Mr Wang feels that the notes given in point form is best and students should copy these notes from the chalkboard as students learn better in this way.

He prepares exercises form his own resource books and writes these on the chalkboard for students to copy and then to attempt the questions. Students do the exercises in class and he selects students to discuss and write the answers on the board. Students are encouraged to prepare work on charts and these are used for presentations. He asks students to complete their work at home, which are mostly calculations. His first source of resource that he considers is the wealth of experience he has developed whilst working in “industry”. He then relies on the textbook and the Internet. In the questionnaire Mr Wang claimed not to “have any other resource material as it is scarce” and relies on the Internet for additional information. The textbook (Brown, 2009) in Mr Wang’s opinion is too theoretical and not much attention is paid to practical work. He creates his own exercises.

4.5.5 Specialist Help

Mr Wang does not get help from others as he claims nobody else knows the syllabus and he tries to get the best results. He claims that he is qualified to teach the subject and will only take help form that person who has similar ideas of teaching styles that he has. But he is willing to try out new ideas if can work. He studied the SAGS on his own and fees he does not need help in understanding the curriculum but would ask for help if the need arises.

At the subject committee meetings, dates for tests are discussed, name of examiners and moderators are documented. He acknowledges that ore ideas on teaching will be very beneficial. Currently he gets help form a colleague who gives more clarity when uncertainty is experienced and he gets “stuck”. He did not have the opportunity to mark Level 4 Financial Management papers but has marked Economics examination papers.

He has not attended in the past two years any workshop specifically dealing with Financial Management at Level 4. The SAGS are “good” and helps him to put a topic into perspective. He does not provide any form of pastoral care to students. He does talk to students during lesson time about possible careers especially from his own personal experiences.

He summarises his lesson preparation to include reading about the subject matter. Brainstorming ideas and writes down what he thinks “is important for students to know.” Together with his experience he adds knowledge to the lesson planning which is done at home.

4.5.6 Classroom Policy on Tardiness

The college lecturer claims to have a system (policy) in place for those students who come in late for lessons. He allows at least ten minutes for tardiness and will not allow any student after ten minutes into the class. He does not allow students to come in later than ten minutes, but expects of them to complete the work he has covered in the lesson on their own time and wants to see the work completed the next day.

This policy was not meted out equitably at all times. As there were times that some students were given preferential treatment and the rule on tardiness was not applied. However one has to take into account that there are times that students do have legitimate reasons for coming late to class. For instance the restroom facilities are situated far from the classrooms. It is also mostly used during the end and beginning of each lesson. Students do not have breaks in-between lessons to attend to some of their matters. The time table does not allow this and students have no option but to attend to their needs during the end of lessons. So there exists the possibility that students may have valid reasons and it may not be their fault for not being punctual. The punishment seems to be an antiquated one that was used when student-centredness was unheard of. What seems to occur is perpetuating of past practices that are applied in a new programme amidst all the changes taking place nationally and globally especially in terms of students' rights and the need for college lecturers to treat students with respect and dignity. The NC(V) is a new programme and changes have to take place in pedagogy to accommodate the students, many of who have been away from school for many years.

4.5.7 Opinion on Group Work

The college lecturer feels that it is an excellent way for students to learn from one another. It also assists those students who are afraid to ask questions of the college lecturer, but may be comfortable with their peers and ask them and get correct answers. He gets other students to help out if the need arises for improved understanding. In the second interview Mr Wang raises concern about the answers he gets from students working in groups and sees their responses as not in what he "expects". He sees their answers a different to what his expectations are. He also raises the issue of students who are non-participants in the group. He says that some students do not like group work.

Some of Mr Wang's comments on group work seem to contradict the way he conducts his lessons. For in most lessons he did not intervene when incorrect information was stated by students. Again, the pattern of enactment that seems to emerge is one in which superficial work is done, with the notion that as long as students engage in group activities then all is well.

4.5.8 Time Management

The college lecturer works daily for two hours to plan the next day's work. Thereafter he concentrates on his personal studies for a Bachelor in Education (BEd). During class time he does not do any planning for the next day, rather he gives off "100 percent to the students". He copes well with the time he has at his disposal to perform all the administrative duties expected from him in the NC(V) programme. He uses his non-teaching time to file work in the students POEs and to enter marks on the computer.

4.5.9 Practical Component of the Subject

The college lecturer feels the practical component helps students to manage their personal finances. Spending on "unnecessary things" is discouraged and saving is encouraged. Mr Wang places emphasis on drawing up of a personal budget. Level 4 Financial Management is predominantly theoretical. The drawing up of a business plan is another example of a practical exercise that students do in this course. The practicum room or „simulated' room is seldom used and only the „boardroom' facility is used. The only remains of a computer that are left in this room are the monitors. He prepares students for the ISAT. He regards the drawing up of a business plan, budgets and calculating ratios to form part of the practical component of the course. Mr Wang believes that exposure to the financial sector and working for a firm of chartered accountants will provide good workplace exposure for Financial Management students. Some of the students doing this subject had the opportunity to visit a meat processing plant and this proved to be very beneficial and a good experience. They had the opportunity to see the products being manufactured and how the cash flows and other financial aspects were explained.

Mr Wang has the contacts to arrange workplace exposure for a few students at a time as the companies he is familiar with are smaller firms.

4.5.10 Use of Resources

Students are expected to gather information from the Internet (computer rooms are equipped with free Internet access for students during the respective lesson times), from books and also from accounting books. Mr Wang is of the opinion that the campus library is fully functional. He also asks students to do research on issues.

A visit to the library will immediately reveal that the textbooks are out of date. Students are unable to do any further research as the textbooks are of no value and there are no computers available. As a matter of interest the library remained closed for many years and has reopened its doors three years ago. The SMT neither has nor mentioned any intention of upgrading the facilities.

On the issue of textbooks, the FETC does not seem to keep account of the textbooks and new textbooks are bought as funds have been allocated for them. In almost all instances, the college lecturer chooses textbooks from the list approved by the DHET. Not much thought goes into the selection of textbooks and selection is entirely left onto the college lecturer, who has to make a decision without much collaboration.

4.5.11 Suggestions for Improvement

The quality of student intake must be revisited, placing students into classes that match their capabilities. The syllabus places too much emphasis on theory which must be “cut down”. More emphasis should then be placed on practical work. The textbook (Brown, 2009) in his opinion is not easy to understand for students. He feels he may want to reconsider the use of diagrams to explain lessons. Financial Management is considered too theoretical.

4.5.12 Goals for 2011

Mr Wang wants to “push” up his last 2010 results from 79% to anywhere between 90% and 100%. Mr Wang would like to become a certified moderator. These courses are not very effective and no proper control exists over the certification and the standards that have to be conformed to. A realistic example was it took a group of college lecturers three years to be certified as Assessors with a service provider, whilst another group with another service provider had attained their Assessor certification within six weeks. It is possible that the course is merely done for the sake of certification and not much is learnt from them.

Lastly, it is possible that final marks may be adjusted upwards on a large scale as the facts and figures simply do not reconcile. So it is possible despite the odds, the pass rate for Financial Management Level 4 will be close to “100%”.

4.6 Interview Analysis with the Senior Lecturers of the Department of Business and Engineering Studies as well as the Head of Department (HOD) of Business Studies

Stemming from the interviews with these three key senior staff of the FETC, the following are the responses to the key areas regarding the questions posed to them. Their responses are general responses to the NC(V) and not specific to the Financial Management Level 4 subject. However, they have a bearing in answering the question on how and why the NC(V) is being enacted in the current manner.

4.6.1 Comment on Classroom Enactment

The current situation is such that most college lecturers teach the NC(V) programme in a very theoretical manner (3800; 3802). There are some college lecturers who rely on the textbook as their only resource tool, whilst some adopt a "don't care" attitude about their classroom enactment (3747, 3751). The words of the HOD sum up the situation well "in the main it is chalk and talk" (3800). The college lecturers on the Engineering NC(V) are very capable of teaching the practical part of the course as they have been exposed to the workplace environment (3793; 3795; 3797).

The contrast with the Engineering studies plays a key role to explain the difference between the NC(V) business programmes and engineering programmes. Both programmes have a theoretical and practical component. The college lecturers of the engineering are equipped to take on the challenge of the NC(V) (3795; 3797). This substantiates the need for the college lecturer of Financial Management to gain exposure to the real-world experience as this will improve the quality of enactment of the Financial Management Level 4 and even other NC(V) subjects.

There is training offered to the college lecturers, but not specifically designed for Financial Management, rather generic training is offered. Students have not been placed into meaningful workplace programmes (3823; 3825). The HOD confirmed that the simulated or practicum room is not effectively used (3817; 3819). The HOD believes that the college lecturers are in a position to interpret the SAGS, however mention is also made that there are new members in the staff who lack experience in various ways (3813; 3855). The ideal NC(V) should have a combination of both theory and practical and to use the simulated or practicum room more often (3847). The HOD makes announced classroom visits to observe lessons. Since inception no specific comments have been made to each college lecturer's performance, but generalisations have been made. College lecturers are not placing emphasis on the practical component of the NC(V) (3800; 3802).

Most college lecturers are challenged when it comes to integrating the theory and practical components of the NC(V) curriculum (3753). The reason as the senior lecturer cites is either they do not prepare for the lessons or they are not knowledgeable on how to perform this function of integration. An example specifically relating to Financial Management (3755; 3757) mentioned by the Senior Lecturer of Business Studies about how to incorporate the practical component into the subject is when teaching the section on banking procedures, the college lecturer rather than using the textbook only, should ask students to get deposit slips from the different banking institutions and then explain how to fill in these documents. Furthermore the students should be taken to a bank and they should enquire as to what documentation is needed to open a bank account and they should go further by actually opening a bank account. Alternatively guest speakers should be invited from banks and they could inform students on the procedures to follow when opening up a bank account. This can be done during lesson time.

The focus of the NC(V) is the vocational part and one of the reasons of moving away from Nated programmes was that it was too theoretical. The practical part of the NC(V) is compulsory. A lot of time is expected to be spent on planning lessons.

4.6.2 Comments on the NC(V) Programme

Both Senior Lecturers have indicated that since inception in 2007 there is a change in the way the NC(V) is being taught. The orientation into the NC(V) in 2006 did not go down well and many staff has exited the FETC sector (3771; 3793). Another issue is the loss of experienced staff in 2007 and the new college lecturers who were employed came with little or no teaching experience (3778).College lecturers have made a marked improvement since then. Those that were most advantaged were the college lecturers who were trained as facilitators. The students are much younger when compared with the usual Level 5 Nated students.

The Senior Lecturer of Business Studies feels that the college lecturers who are certified as Assessors and Moderators are placed in a better position as much can be learnt from these short courses, as a lot of the administrative requirements are taught in these courses (3774). Student ability to cope in the NC(V) programme is an issue worth considering as many of these students could not cope in school and thus opted for this programme.

The NC(V) came with a lot of administrative work and college lecturers were not prepared to shed their style of teaching (3787). With the input from various stakeholders, the time frame is further reduced and the NC(V) although a 42-week programme is run over a 24-week cycle (3795). Pressure is now placed onto the college lecturers to complete syllabus and to do the required practical components, but the absenteeism level is very high and college lecturers become dismayed and often begin to question their self-worth and wonder if they are doing the right thing (3797).

4.7 Analysing the Lessons

This section is an attempt to analyse the lessons using theoretical literature and the works of the academic writers as tools to best analyse the lessons. To explore the data gathered is a daunting task of a study. The earlier section described the enactment in the classroom and the comments of the interviewees seemed rather a simple task. The difficulty now lies in making sense of the description. This section is an endeavour to link the theory covered in Chapter 2 with the data described earlier in Chapter 4. The challenge is to "allow the data to speak to the theory" (Bertram, 2008, p. 26). Bertram (2008) uses a metaphor to explain the position of theory when she explains that theory is the light that makes the data glow and at the same time creates an area of darkness, a shadow. The latter, meaning that theory also has its limitation and in itself does create uncertainty and doubt. Using the lenses of the contemporary academic literature on the FETC and the theories of both Vygotsky and Bernstein, this section attempts to examine the data gathered.

4.7.1 An Adapted Curriculum

Young (2008) refers to the changes being made in Norway and England, where knowledge is being emptied out of contents and students are assessed on outcomes that are devoid of content. The danger that Young (2008) warns of is the loss of "specific knowledge" distinct to formal education (Young, 2008, p. 195). The fate of the NC(V) is similar in the sense that the SAGS do not specify knowledge but rather a loose arrangement exists in the form of outcomes. The irony is that the NC(V) policy prides itself on claiming to offer high skills and high knowledge.

As curriculum is one of the three codes that Bernstein regards as part of the process of educating students, it seems best to start with this aspect. The other two codes are pedagogy and evaluation. There is indication from the data that the college lecturer is not in a position to fulfil the obligations documented in the SAGS. This could be due to the nature of the curriculum as described in the SAGS. The NC(V) curriculum can be classified as a curriculum that is "designed down" (Allais, 2006b) and may not to be an effective way to manage a curriculum especially if the experience and expertise of the college lecturer is insufficient and inadequate. So it seems that on one hand college lecturers have the opportunity to design their own learning material in the light of the SAGS. On the other hand this task becomes a problem if the qualifications and experience of the college lecturers is beyond their scope or if there is no support systems in place to complement the situation. The other aspect is that the examination paper as well as the ISAT is set externally, which may further compound the problem of what should be covered from the SAGS.

From the observation it is possible that the college lecturer has a bias towards students who belong to the same racial categorisation as he is. The hidden message was picked up when a student brought this to the attention of the college lecturer as described earlier. The college lecturer was seen to go the „extra mile' by the student and when it came to others, the college lecturer would not help those that were absent. However, as mentioned, he handled the conflict well and eventually helped the student in explaining what was covered the day before. This conflict resolution was also a hidden message that students would learn as the college lecturer acted out in a way that seemed non-confrontational, firm but also eventually in a compassionate way.

The problem that is being honed and stressed in this study is that the practical aspect is largely missing and the theoretical knowledge that is being taught is open to criticism due to errors of understanding and lack of experience and expertise as well as support in the subject by the college lecturer. Moll *et al*., (2005) mentions that the FETC has adopted the term VET to best describe the education being offered. VET incorporates the intended curriculum of the NC(V) as it marks the difference between vocational and academic curriculum. The latter is emphasised at schools, whilst the NC(V) has both the academic or theoretical as well as the practical component.

During the eight days of observation, the lessons covered most of the examples stated in the textbook. However during Days 9 and 10 it was observed that the information covered during the lessons was very minimal. This reduced the importance of the section despite the knowledge being very important. This could be due to lack of knowledge content that the college lecturer possessed about the section. This null curriculum being practiced by the college lecturer can send off the message that the section is not very important. This is the message that the students received during the lessons.

The curriculum as stated in the SAGS can be regarded as a list of topics. The wording of the aspects to be covered during the year is very shallow and leaves the depth of the subject over to the college lecturer. This may work when sufficient systems are in place to help measure the quality of the information being dispensed to students. There is very little supervision taking place as well as no structures in place to help the college lecturer along. The freedom of enactment can be dangerous if the message being transmitted is open to criticism. The only form of true reflection of the success or failure is when the final results are released. In the interim the college lecturer puts blame of failure onto the students and cites various reasons and ways to motivate poor performance. Furthermore, no accountability is required of the college lecturer for students' poor results. Some information on the trial examination results indicate that 36% of the students passed and the average mark for those that passed was 50.4%. The 64% that achieved less than 50% produced an average mark of 38%. The average class mark was 43%. No intervention measures have and will be put in place to help rectify or help salvage the situation. However, the administration work has been completed and based on this information the POA will be acknowledged as good work. The point is that no follow-up exists, and students are disadvantaged at the end. The situation is such that without proper interventions in place, no recourse will be sought-after. The system that is in place comes with a legacy of lack of control and support and year in, year out the NC(V) is weakened by the very people who are at the forefront of implementation. Without accountability, and proper measures in place, the noble intent of the NC(V) will not be achieved and may eventually be scrapped or another curriculum will be implemented that may face the same fate as the NC(V).

The data transcribed into text shows that the college lecturer is enacting the curriculum in the way that it suits him best. This again is linked to the lack of commitment by the SMT in setting up a system in place so that support can be given to the NC(V) lecturer. The SMT fixates on proper record keeping, and shows very little intent of improving the support, supervision and mentoring that is required to be in place for the college lecturer to improve delivery of the lesson content, pedagogy style and in the enactment of Financial Management at Level 4.

Furthermore the topics as stated in the SAGS are too broad and need to have depth so that the curriculum can be enacted in a better and meaningful way. This is also a contributing factor which allows the college lecturer to cover content in the way he sees fitting. It seems that the SAGS are more inclined for use by an experienced college lecturer. It could work, but with proper systems in place. A lot of time has to be spent by the college lecturer in researching the topics in the SAGS as this could be what the FETC expects. However, a reality check may reveal that with the current workload of the college lecturer very little time is left during normal working hours for in-depth research to take place. In my opinion if additional reading and work has to be done then it has to be built into the normal hours of work and not after hours as this impacts on a person's personal time and overall wellness.

The curriculum as stated in the SAGS does not specify what topics should be discussed by the college lecturer. Students rely largely on whatever he covers in the classroom and what is stated in the textbook. A careful analyses of the learning outcomes and the assessment standard, as stated in the SAGS (3865-3930) are just extensions of one another and can be said to be repetitions with added words. This could mean that the college lecturer can be put in a situation where s/he will adapt the curriculum and teach knowledge that college lecturer would regard as important, relevant and applicable. Although this may be well and good it may also disadvantage students as the college lecturer may cover only those areas that h/she is well acquainted with. This is a danger that seems to be enacted during some of the lessons. This can be substantiated when Mr Wang covered those aspects in Days 9 and 10 as he felt best. Topics from the SAGS covering learning and subject outcomes (3916; 3917; 3918; 3919; 3920; 3923; 3924; 3925; 3926; 3927; 3928) where not covered during lesson observation and confirmed with the college lecturer later. Furthermore, in Days 1, 2 and 5, ratios were covered. The SAGS do not specify which ratios should be covered (3870; 3875; 3885; 3891). This forces the college lecturer to incline towards the total reliance of the prescribed textbook, one of many recommended by the Department of Higher Education and Training (DHET).

A further observation made was that the amount of exercises covered in class may not be sufficient for students to grasp the calculations thoroughly. No notes in the form of worksheets or even practical exercises were given to students during all observed lessons. The college lecturer does, however use mind-maps to elaborate on a topic and in this way expands information and writes this on the chalkboard. Exercises are also written on the chalkboard, although it may be argued that time gets lost when students copy from the chalkboard. The college lecturer holds an opposing view to this (3604-3607).

4.7.2 Aspects to be Considered Linking Theory with Data

As this study is conceptualised using Vygotsky's Theory of Mediation, it became imperative to search for data when this theory featured. Specifically the information that is sought after is on which occasions the college lecturer actively gets involved in helping students move from uncertainty in their knowledge acquisition to acquiring the knowledge. The process on how this engagement took place will be described. The effectiveness of the transition will be then discussed in the findings and recommendations chapter.

The second framework that this study uses is that of Bernstein. Aspects used from this theory is the amount of power and control that the college lecturer applies in his pedagogy during the lessons and the extent of students power and control will also be described and discussed. The power and control will also be used to describe its extent to what force the workplace imposes on education. Furthermore other aspect of Bernstein's theory that will be considered will be the extent of common sense knowledge and academic or uncommon sense covered during the lessons. Lastly, the extent of integration that exists, and the extent to what the college lecturer engages in to fortify Financial Management during the lessons.

Students enact the knowledge in the way they understand the message that is given to them. Students construct the information within the framework of their prior learning. Students shape the knowledge and are regarded as active role-players in the development of their knowledge and understanding.

The content mentioned in the SAGS and the quality of the knowledge being discussed during the lessons will be discussed and compared. The NC(V) is based on the premise that the knowledge that must be imparted must be of a high standard and expectation. The knowledge disseminated must be empowering and lead up to the expectations described in the critical and developmental outcomes mentioned in the SAGS.

The second area that students are expected to gather skills from is the implementation of appropriate exercises and case studies that will help supplement the theoretical knowledge that is imparted during lessons. The intent is also to prepare the students for real-world exposure and socialising.

Critical and developmental outcomes are outcomes are mentioned in the SAGS with the intent that college lectures incorporate them into their lessons so as to achieve the vision and mission of the NC(V) programme of education. These outcomes underpin the learning outcomes as stated in the SAGS.

4.7.3 Analytical Summary of the First Four Days of Lesson Proceedings

It was observed that the pattern seems to prevail for the rest of the six lessons.

Table 3: Analytical Summary of Day 1

Criteria considered	**Line Number/s**	**Day 1**
Mediation	1-43 44-109 242-248	From my observation, the college lecturer has successfully managed to improve the students' understanding of how to calculate the ratio discussed in class. However, when it came to the reasons for the changes (in ratios) the discussion appears to be fiction. In this regard the college lecturer has used mediation but the message relayed was questionable.
Classification and Framing	89	The college lecturer controls the pace of the entire lesson. Students provide answers to the questions and the answers are further elaborated upon by the college lecturer. The college lecturer asks students if they understand the lesson and all it takes is just one student's "yes" response and the college lecturer moves to the next section.
Constructivism	93-189	The students were given an exercise that was similar to the one (in terms of format) stated in the textbook. They worked individually to calculate the answers for each year. However, they shared their knowledge and discussed amongst

		themselves to gain further understanding.
Theoretical enactment	2 – 43	The knowledge is in keeping with that mentioned in the SAGS. However the textbook is the only resource material used. As mentioned earlier, without elaboration and detail of topics, the college lecturer enacts the curriculum in the way that he feels best. In this case the information is gathered from the text book.
Practical Enactment	79-89	The discussion or reasons given are subject to query and may be incorrect.
Critical and Developmental outcomes	93 1-42 236 79-89 242-248	The college lecturer did not provide adequate exercises so that students are able to meaningfully interpret any financial information as the exercise that were asked to attempt was an extension of the one stated in the textbook. The development of financial accuracy is taking place as this lesson warranted correct calculations. The ability to critically evaluate information is certainly not visible rather students are being placed into a disadvantage position as the evaluation discussed maybe incorrect. Logical thought process does not seem to be prevalent during this lesson.

The college lecturer did not mark students' workbook, rather students corrected their work on their own. This gave the students power or autonomy to manage their work in the way they felt best. They would make notes on what they regarded as important. The college lecturer explained the calculations very well, and often looked at the textbook for answers. What appears to surface is that he may not be adequately preparing for the lessons and evidence of this is reflected when the reasons as to why the ratios are differ from year to year was given, was incorrect. Furthermore, the textbook does not state reasons for the changes and as the college lecturer largely uses the textbook, the reasons stated were unacceptable. During the interview the college lecturer mentioned that he consults with his personal set of resources, but if this was the case then the correct information would have been relayed to students and he would have also empowered himself in gaining understanding.

The students seem to have a preference to converse amongst themselves in isiZulu. From the observation it seems that the students use isiZulu to help better explain to others and in improving their understanding. The students commit themselves to their work and are sincere when doing the calculations. The college lecturer did not mind them talking (even though at times they deviate and talk about other personal issues). The students share a joke or two whilst working. The atmosphere in the classroom is very relaxed and the sound of laughter further confirms this. Positively, work is taking place in the classroom. However, when it comes down to the quality of the message there are times as mentioned that the information relayed maybe categorised as "abysmal quality" (Hugo, Bertram, Green, & Naidoo, 2008, p 31). Only a few students participate in answering questions posed by the college lecturer and again it is these few that contribute towards the development of the lesson. The majority of the students' remain silent and seldom participate in the lessons'.

Few students wrote down the answers on the board and assistance was received from the other students and this interaction proved to be effective as students construct their knowledge acquisition. The college lecturer checks that the answers written on the board by students were correct. The lesson ended by informing students of what they are expected to do at home and sets the scene for the following lesson.

Table 4: Analytical Summary of Day 2

Criteria Considered	Line Number	Day 2
Mediation	283,285,287,	The college lecturer probes students to give answers and uses his understanding to explain issues.
Classification and Framing		The lesson was paced and controlled by the college lecturer. The students had no opportunity to pace the lesson.
Constructivism	281	Given incorrect information with the belief that the adult is competent, results in students constructing wrong knowledge.
Theoretical enactment	281-350 350 358	The discussion of the ratio centred on the information as stated in the textbook about the cost and profitability ratio. The explanations for changes in figures are incorrect. Correct explanation was given for the profitability ratio variance.
Practical enactment	291,293,297	The college lecturer gives an explanation about how cost and its relationship to sales. The students agree to what has been said as they regard him as an authority on the subject. However, his reasoning is wholly incorrect. Students are developing incorrect knowledge. The exercise worked on was directly from the textbook and all the college lecturer did was to help students find the figures from the question.

		This method was used for both ratios.
Critical and Developmental outcomes		From my observation, students had to achieve financial accuracy in their calculations. As for other outcomes expected, it is difficult to see them being shaped into the lives of the students and the college lecturer may be found wanting in fulfilling these outcomes.

The college lecturer started the lesson off with a preview of the previous day's work and again defaulted regarding the reasons for the variance between years was explained (line 281). He looked at cost in the sense that it is the mark up on the cost of the goods. The issue of cost goes much further and covers a wide array of expenses.

During this lesson there were many students who came in at different times and the college lecturer was upset about this. It was disruptive and eventually the college lecturer could not take any more of the late coming (lines 339 and 344). During this lesson the college lecturer seemed to be experiencing problems in explaining the reasons for the variance in ratios and coupled with the late arrivals, he appeared too agitated.

There were times during the lesson that the college lecturer would ask a question and would not allow for students to think or even answer the question; rather the college lecturer would provide the answer. In this lesson two ratios were covered, viz. cost and profitability ratio and profitability ratio. The college lecturer used the textbook example to explain the lesson.

Table 5: Analytical Summary of Day 3

Criteria Considered	Line Number	Day 3
Mediation	547-581 604-607 619-635	The college lecturer when introducing the lesson used the method of question and answers to build up knowledge.
Classification and Framing	494 510 611	The practice of the college lecturer is to pace the lesson. He controls the entire lesson. Students have very little say in the learning process. He even arranges the students into groups. Often he asks a few students to join one of the groups.
Constructivism	494-onwards 636-677	In this lesson, group activity featured. The groups were given tasks and representatives were to present the group's findings.
Theoretical enactment	373-391	The theory covered was from the textbook and students engaged with the college lecturer in providing answers to questions. However the questions and answers came from the textbook.
Practical enactment	446-450	A good reason for students to learn as this improves their knowledge base.
Critical and Developmental outcomes		Students are beginning to develop logical thought processes as well as their analytical abilities. They are able to solve problems and critically evaluate information.

The college lecturer mentions the previous day's lesson asks the class if they understood the lesson and accepts one student's "yes" answer as the spokesperson for the entire class (367-368). He then starts the day's lesson (369).

In this lesson the college lecturer asks the students' questions and students give the answers. The lesson is not teacher centred, but is both teacher and student centred. One possible explanation is that the topic has been built upon since Level 2 (392). A correct answer was given (413, 414) by a student but the college lecturer rejected the answer. Here again it shows that because the word (semester) was not stated in the textbook it was unaccepted. Another incorrect statement was made (430-432) stemming from the answers of the students.

The college lecturer did explain the lesson well especially with regards to the role-players who may have a vested interest in the business. When students were asked whether they understand, one did say "no" (487) and this was ignored by him. He then moved into setting up group activities. Here we say that the pace is set by the college lecturer at all times. The student who did not understand some part of the lesson was simply ignored.

The discussion after the second group had presented their case seemed to have created the opportunity for deliberation and argument (638- 678). The students who opposed the representative of group two had valid points, but the college lecturer did not intervene and provide guidance. When he did speak it was just an extension of what was mentioned by the presenter of group two and the information was not correct. The college lecturer was expected to find out about the tax and donation implications of winning the Lotto (668-675).

Table 6: Analytical Summary of Day 4

Criteria Considered	Line Number	Day 4
Mediation	881-945	The college lecturer built the knowledge base of students, however when errors were communicated it has an effect on the students understanding. One student however realised an error made in explanation by the college lecturer and made all out attempts to solve the uncertainty that the college lecturer was experiencing.
Classification and Framing	693 701 703	The idea of the role play was designed by the college lecturer. The lesson topic was selected by the college lecturer.
Constructivism	703-704	Students were given a task and worked as a team in preparing a presentation on the topic.
Theoretical enactment		
Practical enactment	685, 693,769-775	This activity was designed around the approval of a request for a bank loan based on a prepared business plan. Students were informed of how a bank overdraft facility operates.
Critical and Developmental outcomes		Students learn about the environment of how a bank operates when an overdraft facility is acquired.

The college lecturer makes mention of the previous day's lesson and then he tells students that he has planned an exciting activity for them to do (685) in the form of role playing (693). One group was to present their application for a bank loan and the other group was to make a decision based on the proposal of the first group of whether to accept or reject the application. The idea was a good way of preparing students for the real-world and workplace exposure. The college lecturer had experience in procuring a bank loan in his personal capacity as I had ascertained. However, this exercise did not materialise as the college lecturer felt there were too few a students to engage in this role-play. It is worth documenting that in the balance of the observations (six other lessons) this activity was never performed.

The college lecturer then spent some time asking students about the rest of the class (706-732). It seems that many were engaged in studying for a supplementary examination paper and used the lesson time to study. There seems to be a communication problem with the administration department and this college lecturer as he was unaware of what was happening at the site.

The textbook is used to gather information and proves to be the only source of material relied upon. The college lecturer writes key points the students mention from their preparation, on the board. The college lecturer also errs in his understanding of what is said when he regards current and non- current liabilities to be the same (745) and the students agree to this (746). The students also use the textbook to explain what current liabilities are and to cite examples thereof. The college lecturer attempted to give students a sound understanding of how a bank overdraft facility works (769-775), however, at first it was not eloquently done, but an improvement followed suit. This was a good example as students will be exposed to situations when they may be obligated to use a bank overdraft facility.

4.7.4 Practical component

Despite attempts to incorporate both theoretical and practical knowledge into the curriculum the warning of placing too much of emphasis on theoretical knowledge by Moll *et al*., (2005) is advised. In terms of the SAGS, the only application of knowledge that Mr Wang alluded was engaging students to work in groups and to allow students to present their findings. In my opinion no homework was ever done by students as on each new day no answers were discussed about homework exercises. A practical and assignment were given on Day 5 and the marks would be part of the annual ICASS mark. There was no evidence of additional forms of practical work given to students as per the suggestions stated on the SAGS.

The concern is the minimum intervention approach that the college lecturer uses after presentations. There exists the possibility that since students are left on their own to gather the information from the textbook and in the absence of the college lecturer's input, the tasks are done for the sake of recording that group work was done. The point is that feedback, input, direction, involvement, encouragement, corrections are all part of the process and the data leads one to conclude that the presentations are not very effective for the overall development of the students. So an effective method can become ineffective if done inefficiently.

Case studies were not used during the observation and not much real-world exposure was afforded to students. The vocation part of the curriculum is largely neglected. Students in this study have not been exposed to examples of financial statements that present realistic, current figures of companies. With the approach of total reliance to the textbook, students are deprived of having the opportunity to analyse the financial statements of different companies. Financial statements of most public companies are available if resourced. The DoE (2007b) advises college lecturers to use the simulated room and to engage students in activities that simulate real world occurrences. Although the current lecturer meets the requirements of the expectations of what college lecturers should be experienced in as stated in DoE (2007a), it seems that this is not enough to be deemed competent as a college lecturer. The NQF Level 5 qualifications and being trained in OBE may work if the back up by experts is available. Moll *et al*., (2005) describes the seven role functions as per the norms and standards for educators which will also include college lecturers. These are highly ambitious requirements and will take intensive strategic planning and involvement by the SMT to ensure college lecturers rise up to these demands.

4.7.5 Classification and Framing

Morais, Neeves and Pires (2004) extracted from Bernstein three important pedagogic practices that are pertinent in the light of the NC(V) programme as (cited in Hoadley, 2006). This practice is used to analyse the data. Mr Wang did not inform students of what is expected of them before the commencement of a lesson. The only time he informed them of what is expected of them was when he executed group work. There were occasions observed when students' were unclear of what was expected of them and it was mentioned earlier in the description that student's did present information that was not asked of them. Synthesising of lessons was not done and it may be due to the lack of training and support given to college lecturers. Lastly, the data showed that very little development of higher mental processes took place. Students remained „empty vessels' and the pedagogy style is indicative of pre-outcomes based education curriculum.

The idea of introducing students to common sense knowledge is an area of debate. As the college lecturer did not use concrete evidence to back up his claims or in substantiating his point. The description of the lessons mentioned about the use of everyday or common sense knowledge. Hoadley (2006) described Bernstein's usage of the school code to refer to knowledge that will not be classified as commonsense knowledge, in other words this knowledge that is reserved to be gathered only at school. The problem with the enactment was that although uncommon sense knowledge was taught using the examples stated in the textbook, it was when further elaborations to substantiate the point was used became problematic. As the college lecturer used his capacity to explain knowledge by bringing in unauthenticated examples. In essence he could not keep the knowledge imparted or discussed independent of commonsense knowledge.

Financial Management at Level 4 needs practical comparisons but these need to be realistic and concrete examples taken from real-world case studies. The college lecturer is expected to research the subject that he needs to link with the explanation. The information discussed must not be some drivel but rather well thought out, researched information.

The concept of power that Young (2008) explained and what Bernstein was referring to is important for Financial Management Level 4 as it is intended to create boundaries that will protect the content of the subject. It is possible that power can only be preserved when the college lecturer has a solid foundation of knowledge and is committed to the subject and enjoys teaching the subject.

Sadovnik (1991) wrote about Bernstein's concern about how pedagogic practices can be governed by external forces. This argument calls for a different level of understanding, but a simplistic view would be that although it may be best to keep the market away from influencing pedagogy, it is the market that we have become reliant upon to create opportunities for students to earn their income to sustain them.

The NC(V) is based on the premise that subjects must be integrated and students should not see the subject on its own. But it is ironical that the DHET and DoE set the external examination paper which covers content that preserve the identity of the subject. The confusion lies in having a noble intent of integration especially in the light of OBE, but in practice integration the DHET falls short. It seems that if integration is what is expected as is the case with ISAT, then the college lecturers must have access to resources that allow this to happen. The textbooks do not integrate subject matter and the external examination written at year end has no integration and students do not write one subject for the vocational subjects, rather they write three different subjects. The bottom line is that the examiners perpetuate a system that has been in use for decades and may fail to see that change is needed and without this we are simply going nowhere slowly.

The integration of subjects that Hoadley (2006) refers to from Bernstein is another way that domains are weakened. The college lecturer alluded to Accounting in a few instances, but nothing that decreased the insulation of Financial Management at Level 4. The policy document alludes to integration but this is not being practiced. The structure of the timetable, the testing procedures and even the final examination does not take integration seriously. There is mention made that students' should not see subjects in isolation but rather subjects must be integrated. This remains largely an ambitious project. However, what is worthy of mention is that students write an ISAT examination which is integrated. When preparation is done for this test remains a mystery, as current structures are not geared to cater for the preparation for the ISAT external examination. Rather, students are exposed to an open book ISAT examination on the days of the test for the first time.

Strong framing is certainly practiced by Mr Wang in his enactment. He paces, organises, selects and even times everything during the lesson. Students have little or no say on any of these matters. Their framing in this regard remains mostly weak. This strong framing also is indicative of an education system that is devoid of student centeredness. It is alarming that within the structure of a modern curriculum, the college lecturer caries the baggage of a system of education that is almost extinct and is allowed to exercise strong frame methods during the lessons.

Mr Wang allows students to do as they please when they work in groups. He takes very little debate and remains aloof during the presentations. During the preparation for presentations and whilst presenting, it was noted that the frame was weak. The college lecturer allowed the students the opportunity to engage in their own discussion on the topic and would answer a few questions posed by students, but in the main he gave power to students to create their own group work. The advantage of freeing himself of the presentations and lessening his control, the students were left on their own to create meaning of a subject and knowledge. But the problem came when the information was at times incorrect. This could be a crucial time when involvement and suggestions should be undertaken so that the information discussed could be managed correctly. By contrast when it comes to the rest of the lesson, he exercises complete control and power. He selects the topics and he discusses and involves students in discussion when he wants to. He sets up the groups. It seems that the time allocated to students for preparation and presentation was used to relax, to do administration work, to talk to selected students about personal matters.

Framing is strong when he introduces a topic but as the lesson proceeds, framing becomes weaker when Mr Wang allows students to contribute to the lesson. The problem is that he allows students to involve themselves in the lesson when he needs ideas and thoughts and his lack of experience and in preparation makes him want to exercise less control over the lesson. His lessons are strongly textbook bound and when he needs to elaborate he relies on the contributions of a selected few students.

When he adopts strong framing (which is most of the time), students at times learn the incorrect information that is mentioned during the lesson delivery. The everyday knowledge that is discussed in the lessons weakens the classification of the subject matter. The SAGS demand much more than what is being offered to students. The contributions by students regarding their limited everyday experiences, further reduces the classification of the subject. The identity of the subject that Bernstein wrote about is lost when domains are weakened. When everyday discourses are brought into the discussion to explain the topic, the identity of Financial Management is lost.

4.7.6 Student Collaboration

Tardiness and absenteeism is endemic. On most days the college lecturer hones in on latecoming. The attempts made by the college lecturer in disciplining students who arrive late do not serve as a deterrent. Again, professional and diplomatic interventions may be the answer to curb the issues. It seems that the large number of days lost is becoming an acceptable norm and the attempts in every lesson that the college lecturer makes enquiring about the whereabouts of students absent is an exercise in futility.

The data shows that students do not play a major part in decision making and were not consulted when the policy on testing was reviewed (1161; 1197; 1811; 2009; 2090; 2092). This further reinforces the power and control that is being exercised over students. This affirms the continuous theme of power and control vested in the hands of the few that occupy positions of authority. Chappell (2004) placed emphasis on student centeredness and the outcomes based education system stresses that students should be part of the decision making process.

The students' representative council seems to occupy a very minimal role function at the FETC. If students were allowed to get involved in decision making then there is a possibility that policies can be put in place that will make the NC(V) programme work better and could also be a way of improving the lot of the NC(V) programme. It seems that the hold on power is one in which the FETC has not moved out of. The point is that on one hand the NC(V) programme expects students to gain experience on how the real world functions as well as the workplace, yet the practices at the FETC are contrary to this. By involving students in decision making processes, they are being taught how to socialise in the world of work. McBride *et al*., (2009) mentioned that students must develop skills that will make them employable. These skills represent a broad array of aspects including skills to negotiate, socialising with others at the workplace, problem solving skills and the overall development of high skills. Chappell (2004) further contends that students must be active participants in their learning process. Clark (2007) reaffirms Vygotsky's theory about how social interaction will have a positive impact on student learning.

Throughout the observation of the ten lessons, the noticeable factor is that the college lecturer is the driver of the lesson delivery. There is very little evidence of student empowerment. The pedagogy style being enacted is reminiscent of the past when students were seen as „empty vessels'. Vygotsky's theory advocates that students will develop advanced mental capacities with the help of a capable adult as stated by Clark (2007). However, what seems to being perpetuated is an old age system, the one in which all power and control vests in the college lecturer. So, as long as we do not have mediation from adults who will help the college lecturers change their attitudes, the students will remain subservient and not in accordance to the advancement expected when the NC(V) was introduced. The shedding of power and control is a paradigm shift that mature adults need to instil on the college lecturer so that they could change their thinking and enactment of the Financial Management will be in accordance to the dynamics of the NC(V) curriculum.

4.7.7 Learning through Mediation

From the data gathered, there is interaction taking place between the college lecturer and students, and also amongst students and their peers. The atmosphere created by the college lecturer mirrors some of the critical and developmental outcomes as stated in the policy documents. Group activity does take place, thus social interaction amongst students and the college lecturer is taking place. However, the major concern raised, is the issue of the quality of the message being transmitted. It is a major area of concern that has been mentioned throughout the study.

The point being raised is that although mediation has taken place, the quality of the message is being masked by the activities that are in line with the demands placed by the OBE system of education, which encourages group activity. To clarify the position, it is possible that without the mediation of the adult, the message and knowledge that is learnt from the other students can be detrimental if the adult does not intercede and point out the errors. In this study, the students relied on the textbook for gathering the knowledge, however when it came to using real-world examples to substantiate the text, the information was largely incorrect and the college lecturer did not intercept the incorrect information being discussed. It seems that the activities were done for the sake of acknowledging that group discussions and work take place.

There exists a somewhat superficial enactment of the subject and without proper interrogation of the quality of the message; the observer could be easily misled especially if the observer does not have adequate knowledge of the subject content.

However, despite painting a bleak picture, there are many occasions when the both the college lecturer and students rose to the occasion and the knowledge relayed was very informative and beneficial for the students.

4.7.8 Scaffolding of Subject Content

The college lecturer accepts that students do not prepare in advance for their lessons. He introduces the subject matter to the students by using notes that he prepares which come directly from the textbook. He takes students through the lesson and gets them involved in reading out information from the textbook. He also asks them to respond to questions that he poses and in this way he builds the lesson. The information is governed by the textbook. The students also use the textbook to respond to the questions posed.

Once the topic has been introduced, then the college lecturer gives students activities to do. Usually the activity is in the form of an exercise and students work in groups to prepare their presentations. In this way students move from the unknown to the known.

4.7.9 Lecturer Preparedness

Papier (2008) research on the European countries are some of the recommendations that could be used to improve the overall performance of college lecturers and at the same time could lead to an improvement in the overall bleakness of the NC(V) programme. A lot of Papier's suggestions have been used to substantiate the lack of expertise on the part of the college lecturer. Some of these are lack of mentorship support, no CPD, no subject specific training and this has been confirmed by the HOD (3827; 3839; 3822).

The knowledge and skills that is imparted by Financial Management should be appropriate to ensure that students meet the demands of the employers and that they are empowered to cope at the workplace. From the observation of the ten days of lessons, it seems that students are not being adequately prepared for these challenges. The college lecturer does not use any further material to develop students' deeper understanding of the topics, which may be limiting their exposure to the financial statements of more businesses. The SAGS further confirms this point, however, as mentioned the support and supervision is somewhat laissez-faire and accountability is almost non-existent.

Chappell (2004) places further emphasis on teaching practices to be student-centred and work related. Students should be involved in the learning and teaching process and must be guided throughout the process. The demand for high order thinking is ever increasing. In this study, students are actively engaged in the learning and teaching process in collaboration with the college lecturer. However, the concern lies when the discussion centres round topics that are incorrect and no checks are in place to make the necessary changes. So on one hand there is active participation by a selected few students but the information being discussed is in many instances a problem.

Furthermore, as per Rojewski (2009) students must be taught how to learn. This was not observed during the lessons. The challenge lies again for the college lecturer and the support staff to research the ways of learning that will help improve students performances.

From the observation, it seems that the college lecturer prepares written notes using the textbook and this is used to support the SMT's requirement of lesson plans that needs to be included in the college lecturer's POA. He constantly refers to these notes as well as the textbook. In most cases the notes are written on the board and with the use of mind maps, the lesson is built up.

From the observation, if information is discussed that is not stated in the textbook, and then the lack of preparedness on the part of the college lecturer becomes prominent, as he does not have the necessary resources including the time to prepare for the lessons. Furthermore, without support, supervision, experience, training, mentorship, team teaching and even control, there exists the tendency to slacken in one's responsibility and duty to give off the best information at all times. A kind of laxity situation exists and superficial reality exists. As long as some work is being done, especially the administration, then all is regarded as well. The interests of the students are not taken into consideration in most instances.

4.7.10 Lack of Formal Exercises and Homework

The college lecturer during the ten observed lessons did not mark students work. There is no follow-up of work given to students. Homework seems to be non-existent. The college lecturer indicated that if students do the homework then he will mark these. However, this seems to be the approach the college lecturer adopts as a way out of the problem as in all ten lessons no student did any homework nor did he ask if the work was done, nor did he give answers to any exercises the next day.

One could argue against giving homework, however, during the lessons observed, students hardly had the opportunity to work on calculations. The information written on the chalk board and the textbook exercises were the only work that students worked on. There is the possibility that in the absence of worksheets and other resource material, students do not gather adequate knowledge that may lead to improved knowledge base. The programme demands high quality work.

4.7.11 Reliance on the College Lecturer

It was noticed that most students rely totally on the college lecturer as the source of information and the knower of knowledge. It is taken for granted that the college lecturer is the more knowledgeable adult and will be in a better position to build on students' knowledge in the zone of proximal development and as a mediator of correct knowledge. This reliance is a common feature that has been built into the minds of the students. They have not been given the opportunity to become independent thinkers and do not know how to gather their own information.

It seems that power and authority are used by the college lecturer to perpetuate a system of reliance on the superior who is regarded as the knowledgeable person. This system of domination is used as a weapon in controlling the lesson. The students view the college lecturer as the knower of all.

This may be scorned upon by proponents of the OBE system of education as the role function of educators have been shifted to facilitators. Students need the support and guidance from a knowledgeable adult who shares information rather than dispenses knowledge and skills.

4.8 Conclusion

This chapter unpacked the data gathered and created some meaning out of the observation and interviews. In most lessons the enactment is similar, as explained above, and the college lecturer enacts the curriculum to the best of his ability. In the absence of accountability and supervision, enactment is done to the college lecturer's ability. A lot of emphasis has been placed on day to day mundane issues of knowledge which could be gained through exposure, but the academic knowledge of the subject is lost and with it goes the practical part of the subject. Little emphasis was placed on doing practical examples and the subject is being taught through a total reliance on verbal communication. The chapter that follows will mention further findings and suggestions will be made as to how the enactment may be improved upon.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to explore how Financial Management Level 4 of the NC(V) is being enacted in the classroom. Using the theoretical knowledge provided by Vygotsky's Theory of Mediation, Bernstein's Theory of Classification and Framing, as well as some of the academic literature who are currently engaging with the FETC sector the overall research question will be answered. The study is guided by these academic works and literatures and provides a theoretical framework that underpins this study. The chapter summarises the key findings from the study linking them to the research questions and to the academic literature discussed in Chapter 2. It also expresses a few recommendations and cover limitations experienced in the study.

5.2 Key findings

5.2.1 The Exploration of the Enactment of Financial Management at Level 4

Hoadley (2005) and Jacklin (2004) in their research found similar happenings that have taken place in some "underprivileged" schools in South Africa to that of Hugo *et al*., from their analysis (Hugo *et al*., 2008, p.36). Despite these schools being disadvantaged in various ways, a similar state of "rupture of pedagogy" is taking place even in a well resourced FETC (Hugo *et al*., 2008, p.36). The description speaks for itself and indicates the shortcomings of lesson enactment.

In the main the enactment during the ten days of observation revealed that the literature covered in Chapter 2 is not being practiced. There seems to be no intensive changes being made by both the college lecturer and the senior lecturer to improve the enactment despite the NC(V) being five years old. It seems that change will only take place from top down. In other words the point being made is that people have been governed to leave thinking and changes to a selected few and currently it is the DHET and previously the DoE.

There are college lectures within the ranks of the FETC that have the ability to serve as mentors and subject guides (3834; 3835; 3836; 3837), but this system has not been set up. Vygotsky's theory of mediation could be extended to include adults who could be assisted by other capable adults. This scaffolding process could eventually be brought down to the extent that students are able to be better empowered to help their peers. The absence of organised subject specific help is impeding the progress even further. The internal results that form part of the ICASS prove that all is not well.

The bastion of the NC(V) programme is what has been alluded to in the literature, which is sound academic or theoretical knowledge and appropriate practical exposure. The following are the findings in this regard.

5.2.1.1 Theoretical Enactment

The theoretical component of the subject content is as honed in throughout the study remains largely a problem that is not receiving the attention it needs. The college lecturer during the ten lessons observed appears wanting when it came to his knowledge of the content. It is possible that having a qualification with at least NQF Level 5 is insufficient and perhaps the suggestion made by Young (2011) that college lecturers should have a master's qualification maybe the step in the right direction.

However, if measures are put in place to help develop the college lecturer then at least in the short-term students will be advantaged as currently they are on many occasions receiving the incorrect message.

5.2.1.2 Practical Enactment

This component of the curriculum suffers a worse fate than the theoretical part. The money spent on developing the simulated room is indicative of abject disregard of state funds which is tax-payers' money. No practical work was conducted during the lessons observed and as the HOD stated it is used "not in the manner it was intended to" (3816-3821).

The practical component is largely what differentiates the NC(V) from the NSC. It is the cause of the many frustrations that students are undergoing and may be the primary cause of the endemic high absenteeism rate. The literature showed that there is tremendous benefit with incorporating the practical component to the subject. It creates the excitement and urges to attend lessons regularly especially as many of the student population of the NC(V) have been at school and took preference to a vocational programme as compared to an academic curriculum.

There is the possibility that the students, who have enrolled for the NC(V) finance programme have the expectation that the course has a large amount of practical work. The preference of studying at the FETC over the school based FET may lie in the desire to gain vocational knowledge and skills as opposed to academic knowledge. Further expectations are that the course is „hands-on' and the practical component is weighted heavier than the academic knowledge and that the practical knowledge is workplace related.

The SAGS mention that practical work should be done in a simulated environment. It should comprise of practical exercises, assignments, presentations, group discussions, exhibitions, role-playing, and case study discussions.

5.2.2 Mediation

There was evidence of moving students from the known to the unknown. However, on many occasions the knowledge imparted was misinforming. Not much personal attention was given to individual students in helping them to move from the unknown to the known, yet the class size (14 students) could allow for this. On most occasions the college lecturer did not allow students enough time to think about the question posed to them, rather in the next breath or a few seconds later the answer was given by the college lecturer.

Students gave answers, however, in most instances that were taken directly from the textbook. During group activities the students demonstrated sincerity in accumulating knowledge for their presentations. During the deliberations, some students' answers were regarded as unacceptable, despite them being correct. The problem observed was the lack of capacity and knowledge on the part of the college lecturer. One of the limitations of group activities was that incorrect responses were regarded as correct and very little if any rectification took place. This meant that students were learning knowledge which was dubious. The college lecturer seemed not to have prepared himself adequately for the lessons and rather worked „on the spot'. The danger of this practice was observed in almost every lesson.

It seems that there is very little advanced mental capacity being developed. One of the reasons for there being no evidence of developing advanced mental capacity is that lesson are not planned and structured to incorporate this development. The other reason could be that the college lecturer is not adequately qualified or trained to design a lesson in which advanced mental capacity is developed. However, the development must be within the parameter of correct knowledge being transferred.

Using the work of Louis (2009) to gather an understanding of what Vygotsky identified to be three concepts that was needed for cognitive development to occur, firstly, the tasks that must be given to students should be very challenging and students will need the assistance of the college lecturer to gain the understanding and knowledge so that cognitive development takes place. In this case study the college lecturer positions himself to be the knower of the knowledge that is taken from the textbook. Very little exercises have been given that are challenging enough to acknowledge cognitive development has taken place. Apart from the exercise on how to calculate creditors' payment ratio, very little challenging exercises were given that confirm challenging exercises have taken place. Here too the college lecturer was at a loss as to how the calculations were worked out. However, the manner in which the college lecturer covered the calculations were not adequate enough for real cognitive development to take place. Scaffolding practiced by the college lecturer was mostly confined to the information as stated in the text book. Here again when it came to interpretation and further information that was needed for cognitive development to take place, the college lecturer was found wanting in his knowledge to move students development from the unknown to the known. The last element or concept “psychological tools” was prevalent in the atmosphere created by the students and college lecturer in the classroom, as students learnt and discussed information with one another. There certainly existed social interaction amongst students. However, with a well experienced and knowledgeable college lecturer, the leaning experience would have been awesome.

5.2.3 Classification and Framing

Basic day to day, horizontal knowledge featured prominently during the observations. Vertical or academic knowledge or uncommon sense knowledge was covered during all lessons, but some of the information or knowledge imparted remained in doubt. The pace in all lessons observed was controlled by the college lecturer. Boundaries between other subjects were not created and students were on occasions informed about work covered in other courses, especially Applied Accounting at Levels 2 and 3. Horizontal knowledge was brought in to elaborate on academic knowledge. The danger was that the essence of the academic knowledge was lost in many instances.

Students were free to speak during the lessons and made equal and meaningful contributions on numerous occasions. Students used opportunities when they found that the college lecturer wanted to engage in conversation to ask about personal matters and many times pertinent questions regarding their perusal circumstances.

Some interesting discussions were observed when students learnt about how the workplace functioned, but there were times when the information regarding the real-world was questionable. Students were not given opportunities to spend some time working in a business, nor were there any arrangements for students to gain experience whilst the FETC was in recess.

The only evidence of practical enactment was on a few occasions. The rest of the time was oral communication and usually directly from the textbook. No real-world contexts were created in the classroom or even in the practicum room.

When perusing through the curriculum as stated in the SAGS, due to the lack of direction, detailed depth of topics, the practical component of the subject is scarcely mentioned, apart from the simplistic mention of exercises. It seems that exercises that students need to do are referred to as practical exercises. This difference in the semantics or the way practical exercises are viewed is a moot point. It may be possible that students come with the expectations that they will be exposed to real-world practical challenges, which will make their entry into employment easier, when opportunities arise. If the vocational curriculum is pitched to high on academic work then in essence it may not be regarded as a vocational subject.

5.2.4 Skills and Knowledge

The skills and knowledge that the students have been gaining are on the whole very superficial. The information was not presented in a very meaningful way. The skills imparted were in some instances relevant to the real-word. Students were able to gain understanding of how to manage an overdraft facility or revolving credit that banks provide to account holders. They also gained some understanding of how banks operate when bond holders default in paying or when they are unable to meet their monthly bond payments.

5.3 Comment on the Interviews

College lecturers are not teaching the NC(V) in the way it is intended. Very little emphasis is being placed on practical enactment of the curriculum. The Senior Lecturer and Head of Department expect that the college lecturer must take students out of the classroom into the simulated room to do practical exercises.

However, the room was not functional and no training has been given to the college lecturer in the use of the room or what practical work must be covered. The workshops that have been given are generic and not subject specific, hence to adapt to the expectations of a subject like Financial Management becomes an issue.

Although the college lecturer has been certified as an assessor, not much was gained from the course. It was done for the sake of gaining the certificate. It is suggested that continuous professional development is needed and the use of subject experts to serve as mentors will benefit the enactment of the curriculum. Also, much depth and elaboration is needed in the SAGS, so that the curriculum could be enacted according to that mentioned in revised SAGS. The revision should build in exercises or exemplars of practical exercises that would help understand what should be covered in the lessons. The use of the simulated room will give students the opportunity to ease their entry into the workplace. Students and college lecturer must be able to spend some time working in the real-world, so that they develop the relevant experience and skills that will keep them abreast of how the economy and business function. However the problem seems to be compounded as companies are reluctant to take on students and college lecturer into their work places for many valid reasons.

5.4 Reasons for the unique enactment

1. Limited or non-existent in service and training.
2. Workshops focused mostly on record keeping.
3. Lack of support and mentoring.
4. Lack of experience and also in content or specialised knowledge.
5. Very little supervision.
6. Group activities seen as a way to decrease teaching time.
7. Meaningful contributions by college lecturer would help students in their knowledge building.
8. No notes in the form of workbooks or even worksheets were given.
9. Curriculum enacted in the way that the college lecturer understood the topic or knowledge.

10. Additional time to be given for professional development

11. Subject specific committee meetings with college lecturer from other FETC sites would help build a support base.

12. The „burning' issue is how does the college lecturer enact the NC(V) programme, given that no training has be given any educational institution or even the DoE and now the DHET.

13. The SAGS provide inadequate information and should be revisited. The concern is how to draw up a curriculum that incorporates both theory and practice that is not generic but specific to each subject in the NC(V) programme.

14. The curriculum should be very comprehensive and adequate for a college lecturer to make a self-study of it. Very often, budget constraints do not allow workshops that are specific to a subject and for every college lecturer in the country. With this in mind, the idea is to make the curriculum very „user-friendly' and with such depth and explanations with exercises that makes implementation very easy. Although this appears to be very prescriptive, it is in detail that it will make understanding easier for the college lecturer, which in turn will lead to acceptable lesson delivery and to the benefit of the student. Perhaps a solution could be to give a detailed account of the curriculum, which will guide the college lecturer on what to cover during lessons. If the arrangement is too loose as may be the case, then the end result and intention of the NC(V) programme may compromised. Furthermore, the support base that is non-existent is another contributing factor to the detriment of the NC(V) curriculum. A short-term solution is to enhance the information stated in SAGS in such a way that it is designed to help even the novice of college lecturers and one in which both theoretical as well as practical work is profoundly stated. This will then serve as a guideline for research and in gathering data that will be used to conduct lessons in the NC(V) class.

15. With specialist help, the college lecturer will be able to deliver good quality lessons which will help salvage some of the incorrect information passed on to students as observed in this study.

16. The bottom line is that due to insufficient information in the SAGS, the lack of supervision and mentoring, the NC(V) programme is not working. The textbooks do not provide adequate information on the practical part of the programme.

17. No networking is taking place between the FETC and businesses, especially for Financial Management Level 4. This places the student and college lecturer into further disadvantage as the current occurrences in the workplace is lost. The skills and knowledge that will help students benefit them when exiting the FETC sector will be very limited and will not ease their transition into the „real-world' which will provided them with income for their future growth.

18. The time allocated to cover the curriculum is not adequate. As per the SAGS, 200 teaching and learning hours should be covered in the year. The timetable has to be structured to ensure that this is met. At least 25 days are spent in which the students engage in continuous formal assessments.

19. Poor attendance, without a functional policy on attendance is retarding the progress of students. One possibility is the absence of implementing policy on absenteeism, leaving students to attend lessons that they so wish. Furthermore, the academic or theoretical nature of the subject is further distancing students from attending the classroom.

20. The college lecturer and students have many misgivings of what the NC(V) programme is all about.

21. There is a practical component, however, due to the lack of clarity on this issue; the college lecturer is not enacting the curriculum in the way it is expected of him. No explanations have been given on how to enact the practical component of the subject.

22. The final examination is weighted 50% of the year-mark and to cover the syllabus, the college lecturer is forced to enact the curriculum in a largely theoretical way. The tests and trial exam are theoretical. Although the ISAT appears to be practical, there is a large amount of theoretical knowledge needed by students to prepare for the writing of the ISAT formal assessment. Even the assignments largely lean to the theoretical side.

23. In the absence of planning, one of the expectations for a lesson must include questions and exercises that will need the assistance of the college lecturer, so that cognitive development does occur and learning and teaching should be well structured. The lack of professional planning and not haphazard planning will result in meeting the critical and developmental outcomes expected of the course.

5.5 Suggested Ways to Improve Enactment

5.5.1 Support

The college lecturer needs support by expert educators, ongoing mentorship, supervision, needs to have an array of resources available for him, and an improved version of the curriculum which is rich in detail and information. Mr Wang needs time to prepare for the lessons and this includes using the simulated room for practical work and prepare worksheets from the various resources.

The college SMT could get involved in providing continuous professional development (CPD) as this will help college lecturers keep abreast of changes taking place with the curriculum as well as at the workplace. Networking with other colleges who offer similar programmes will be most beneficial as it has proved to be worthwhile when school educators meet at cluster meetings. Aspect of the curriculum that needs clarification can be also discussed in these forums. This also promotes a kind of lifelong learning for college lecturers. The idea is to create subject specific in-service training programmes which may prove to be cost effective.

It is possible that with expert guidance and continuous interaction from others the college lecturer will be able to improve the classroom pedagogy and will be able to achieve the 100% pass rate without the intervention of the DHET in adjusting marks significantly. As at the time of writing this work, no official statistics was available from the Director of Examinations and Assessment (Colleges and ABET- DHET), as the Minister did not have the official statistics available.

The importance of the practical component of the NC(V) will only be realised once college lecturer have been trained and the information given must be in sufficient depth so that lessons can incorporate this component and it will make the lessons interesting to the extent that students' understanding of the subject is improved and they look forward to the lessons.

5.5.2 Restructuring of Lessons

Mr Wang also needs to restructure his lesson methodology to include active participation by students, involve himself when group activities are taking place, comment and give feedback on presentations and get students to comment on the presentations. He needs a well structured programme that includes additional work for students to do at home and these could be in various forms. The homework could include written work, work that needs researching (provided students have access to resources), preparing for a presentation, preparing for a test, preparing for the lessons in advance. Mr Wang needs to have his planning done so he can advise students on the subject outline and provide them with a list of possible resources they could consult.

He also needs to monitor students' written work, by way of sample marking and to make comments and give written or verbal feedback on issues that are subject corrections. He also needs to take students on field trips that will allow him the opportunity to view what is happening in the world of work and to allow students the opportunity to gain firsthand experience to workplace exposure. Mr Wang can use the exposure to plan practical as well as theoretical work for students to engage in. The SAGS must be adjusted to allow this. Mr Wang has to network with service providers to give students opportunities to gain workplace experience. This can be arranged maybe during vacations.

5.5.3 External Examination

There exists the possibility that the external examination should be revisited to include a practical dimension. The NC(V) is a vocational programme and must allow the examinations to include the vocational aspects of the subject matter. An examination that is largely theoretically based goes against the grain of the intended NC(V) programme. It then remains as an extension to school work. The dynamic nature of the vocational curriculum gets lost when testing remains largely on theory and work faces a similar situation.

5.5.4 Workplace Exposure

There is also a call for students to gain access to short-term work-based exposure. This could be arranged by the FETC and could take place during the vacations. This could address some of the current issues that college lecturers have raised in the study of McBride *et al*. (2009).

5.5.5 Classroom Social Interaction

Vygotsky's theory of mediation will most likely result in developing students' cognitive development to the level that is expected of them from the NC(V) programme. The social interaction that has been created in the classroom of the Financial Management Level 4 subject is the ideal start. However, with a few changes the situation will improve to the advantage of the students. For instance, throughout the observations, whilst students were engaging in group activities a lot of explanation was done amongst students through the use of their mother tongue which is IsiZulu. Students interpreted the information from the textbook and talked amongst themselves in IsiZulu to understand the knowledge further. As there were only two of the fourteen students who did not speak IsiZulu these two students remained together and tried to fit in. One of the two students always made contributions and students preferred to have him in their group as he made good contributions to the group. However, the danger was that his understanding could have been regarded as correct although it may not have been the case. Anyway, the use of mother tongue language proved to be essential in the mediation process and students were able to contribute through using the textbook. However, there were times that they used it to their advantage and talked about matters other than the work as this gave them the added advantage over the college lecturer who thought otherwise.

The college lecturer did allow students to construct their own understanding but as mentioned on previous occasions the role function that the college lecturer plays in steering and guiding the students is of paramount importance as he has studied the subject content in advance and is expected to come to the classroom with a wealth of knowledge.

5.5.6 Improvement of College Lecturers' Professional and Academic Development

My personal experience about further development of college lecturers' is that as long as two conditions accompany it, there will be widespread demand for improvement. Firstly, at the end of each completed certification there must be monetary gain for the college lecturer, either in the form of a once-off cash allowance or a notch increase. Secondly, there could exist the possibility that in the future when opportunities for senior positions become available, qualifications will come into play as a criteria in the selection process.

However, above all the appropriateness of the development is vital for the success of the programme. The quality of the education received must be appropriate for the specialised subjects that the college lecturer teaches. Young (2006a) suggests a partnership to exist between the FETC and the University of Technology and the" Comprehensive Universities" (Young, 2006a, p. 159). These institutions of higher learning have a rich array of resourceful departments that have experts in the fields of both education and subject knowledge experts that can be used to develop the college lecturer's from the FETC. Young (2006a) suggests a research component be established to measure the success and failures of the partnership and to suggest improvements based on the data gathered.

5.6 Limitations

This case study covered the enactment of just one subject of the seven subjects in the NC(V) finance programme. Certainly, the findings cannot be generalised. The limited number of observation of lessons will not be regarded as a true reflection of how the enactment takes place throughout the year. The observation was biased as issues that to me were regarded as important were highlighted despite using the lenses of the academic writings of the various academics.

Although group activity as per the college lecturer is seen to be very effective, the subjective opinion is that the college lecturer ought to play a bigger role in a meaningful manner during the learning process.

Furthermore, the work of Hugo *et al.* (2008), gives further insight on the work of Bernstein when mention was made that it may not be possible to use Bernstein to determine the quality of the knowledge being delivered as the theory may not have been designed with the intent of analysing quality of lessons. From a personal perspective, it is possible to assume that teachers in the Bernstein era could have had gained sound knowledge and were competent in the subject matter that was taught. The quality and profound knowledge that is expected from a college lecturer may not be currently present as is the case due to various reasons, some of which have been expounded upon. Bernstein made a pertinent point when he theorised about schools offering context independent knowledge as there is the danger of losing high quality knowledge when context dependent explanations are brought into the lesson especially if the information is being „thumb sucked'.

As a point of closure, as Bernstein was using his theory to show how inequality was reproduced in Britain (Hugo *et al*., 2008), this study shows that inequality is also reproduced by the college lecturer when he stifles the role that students ought to play in their acquisition of knowledge and skills as he practices a system of education that can be classified as near disaster.

5.7 Conclusion

This chapter looked at the findings and was an attempt to link the findings to the theory that underpinned this study. What was clear was that much has to be done in order to meet the expectations of the NC(V) programme. This study merely described how Financial Management at Level 4 was being enacted in the classroom. In the process it highlighted that the college lecturer may be in need of back-up in the form of experienced supervisors and mentors. This may prevent some of the misgivings enacted in the classroom. It also expresses the concern of the lack of exposure to the practical component of the course which students may have expected when enrolling for the course. It also highlights the demand for training needed by college lecturer to ensure the success of the NC(V). It also brings to the fore the lack of depth of information as stated in the SAGS about the curriculum. This may help the college lecturer in providing meaningful instruction so that students will benefit.

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Appendix A: Ethical Clearance Certificate

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3 June 2011

Mr MF Moosa (203401421)
School of Education Studies
Faculty of Education
Edgewood Campus

Dear Mr Moosa

PROTOCOL REFERENCE NUMBER: HSS/0285/011M
PROJECT TITLE: An exploration of the enactment of the vocational pedagogy in the NC (V) Financial Management NQF level 4 curriculum

In response to your application dated 31 May 2011, 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 school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....

Professor Steven Collings (Chair)
HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

cc. Supervisors: Prof VR Wedekind & Dr M Combrink
cc. Mr N Memela/Miss T Mnisi

1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

Appendix B: Transcriptions of a Lesson

Day 1

1. L- Right what is the formula for turnover performance ratio?
2. S- Turnover for a year minus turnover for previous year divided turnover for previous year times 100.
3. L- by 100
4. L- Right now how will you get this in a percentage form or number form?
5. S- percentage form
6. L- You'll get into a?
7. S- percentage form
8. L- Right, let's look at the exercise given to us that profit and loss summary account that is given in the textbook page 116. Right, what is the turnover for the year?
9. S- For which year? Sir.
10. L- Right let's look at. What do they say there? Let look at 2009. Let's do it for 2009. Right.
11. S- Yes Sir.
12. L- Turnover for the year is what?
13. S- R 700 and
14. S- R 752 000
15. L- R 752 000 right minus turnover for the previous year
16. S- R 509 600

17. S- R 509 600

18. L- Divided by

19. S- Divided by

20. L- Turnover for the previous year

21. S- 7, 7 hundred

22. L- No , the previous year

23. S- Divided by 509 600

24. S- 509 600

25. L- And how much that gave you?

26. S- It gave times a 100?

27. L- Yes we are going to multiply by 100 to get a percent

28. S- It will be 47,57%

29. L- 47, 57%, that's for 2009 isn't it?

30. S- Yes

31. L- Right let's go to 2010. Right. We go to 2010 and what is the turnover for the year? 2010

32. S-834 890

33. S- 2010 834 890

34. L- Yes 834 890 minus 752 000 all over 752 000 times

35. S- 100

36. S- 11.02%

37. L- 100 over 1

38. S- 100 over 1

39. L- Now what percentage does it give you?

40. S- 11.02%

41. L- 11.

42. S- 11.02%

43. L- Ok. What was the amount for 2009 47.57%? That was for 2009. 2010 we said it was 11.02%

44. L- Right what are we working out here?

45. S- Percentage. Turnover percentage

46. L- Turnover. Another word for turnover means?

47. S- Profit

48. S- Income

49. L - Sales

50. S- Sales

51. L- Right look at 2009

52. S- What's that? There is an increase in sales

53. L- And look at 2010.

54. S- There is a decrease in 2010

55. L- There's a decrease in sales. Why would you say there was a decrease in sales?

56. S- Probably because of theft and

57. L- Theft

58. S- Storm

59. L- Yes

60. S- Storm

61. S- Natural disasters

62. L- But, what about what about if you say eh sales actually increased actually decreased because we didn't, there was eh because maybe the customers.

63. S- Recession

64. S- Recession

65. L- Recession isn't it. Maybe people cannot afford to buy goods. Isn't it?

66. S- Yes, yah

67. L- What other reasons you can think of?

68. S- Eh?

69. L- That affects your sales?

70. S- Lack of demand.

71. L- Lack of demand? (looking at book/ notes)

72. S- Ok no not demand

73. S- No one wants to buy

74. S- No one wants to buy

75. S- Yah

76. S- There's no demand for the item.

77. L- Because?

78. S- Seasons

79. L- Right The other thing could be that the business just started. Ok It could be that a business had just started. Now on the first day of trading you going to see the fixed percentage. Isn't it?

80. S- Yes

81. L- But when it comes to the second year of trading it drops because the business is still new. Now remember when you open this one here 47.5%. That means that you have people coming in and out of your business. Isn't it?

82. S- Yes

83. L- Buying things. Your sales are actually getting up. Why? Because when you open a business what do you have? Sales isn't it?

84. S- Yes

85. L- You have a lot of bargains am I right?

86. S- Yes

87. L- Now obviously that is going to push up your sales. But when you get to the second day do you have all the bargains and everything?

88. S- No

89. L- Doesn't look like. So it could be the difference in the percentage could be that the business was new and it could have just started. All right. Understand that?

90. S- Yes

91. L- Right that was the turnover performance ratio right. Right what I'm gonna do. I'm gonna write this thing down on the board for you right it's an example. Not an example it is an exercise we have to do.

92. S- Yah

93. L- All right I only want you to work with the turnover performance ratio, but I want you to write it on your book because we gonna use this same information to draw up our cost and profitability ratio. Ok, let me write it down for you quickly.

94. S- (Whilst lecturer writes on board students begin to talk amongst one another in IsiZulu, laughing and a happy environment).

95. L- (Writes on board)

96. S- Do their work but talk mostly in isiZulu. Lots of laughing and talking.

97. L- (Also involves himself in conversing with students).

98. L- People remember they will ask you in the exams to give reasons why this ratio is less or more than the other. So if you don’t pay attention when you’ll are talking in the class you don’t remember the reasons you’ll going to be finished.

99. S- What reasons Sir?

100. L- What did I tell you’ll?

101. S- Recession

102. S- Theft

103. L- What I told you’ll the main one was?

104. S- (students give some answers)

105. L- You are going to calculate for me the turnover performance ratio for those years and you will see whether it was an increase or decrease over the last. The other years it is 1, 2 and?

106. S- 3

107. L- 3 years. So you gonna take 3 years

108. S- And the 2010 what is that 60?

109. L -600 230, 600230. (Talks to students).

110. S- Student talk

111. L- (Lecture marks on attendance register)

112. S- Asks a question.

113. L- One second and continues with marking register. Where is our “big mouth friend today”?

114. S- She has been deleted from our class. She has been attending. She is talking too much.

115. L- Serious

116. S- Students talk using in both IsiZulu and English but mostly in IsiZulu. At least 20 minutes goes by.

117. L- (Does not mind the talking whilst work is taking place and seems not to know the isiZulu language).

118. S- (Discuss their workings and answers).

119. S- The answers must be in a percentage.

120. L- Yes

121. S- Asks lecturer permission to leave the class

122. S- Another asks to leave

123. L- Wait for Salem- (name of the student that has left)

124. S- (One student seems to becoming mischievous and begins to play with an object)

125. S- Students engaging with one another to arrive at an answer. Playfulness or other talking eased down.

126. S- It is easy.

127. L-Easy? I hope you'll remember all your formulas in the exams. Each one of the ratios I am going to teach you comes out every single year papers. You cannot ever get away from this work.

128. S-This calculation is for?

129. L-Hey.

130. S- You are the calculation

131. S- Turnover

132. L- This is for yah. You calculate the sales for the business 2010, 2011 and 2012

133. S- Will it come out in the exam like this?

134. L-In the exam you only need to calculate for 2 years. But I am giving you more practice.

135. S- Oh, ok

136. L- It will say. They will give you a budget. They will tell you calculate the variances and then they will say ok calculate the profit ratios.

137. S- What is the profit ratio? What is that?

138. L- Profit ratios. Profitability ratios. Your turnover ratios. You are going to come across lot of ratios that you have to learn the formulas. We have to do the acid-test ratios, profitability ratios.

139. S- I hate ratios

140. L- Well you have to start liking it because it is in the syllabus.

141. S- Maths ratios, Finance ratios

142. L- So if you'll did ratios in maths then you should not have a problem with ratios. The main thing you have to remember is the formulas. Ok.

143. S- Done Sir

144. L- Who's finished?

145. S- No, I'm not done yet. (Students engage in discussion – language medium isiZulu.

146. S- Students seek clarity on question amounts for 2010. R 600220

147. L- 600 230. Yes. You need glasses now.

148. S- (laugh)

149. L- Finished

150. S- No

151. S- Yes, done

152. S- Everything is given Sir. You just have to work it out.

153. L- Yeh. The whole idea of ratios is to compare 2 or 3 years. To see whether they are making a good head start or bad head start. As I said turnover performance ratio goes with the sales of the business. Look at the first example we did. It was high and then the next year it went lower isn't it?

154. S- Yes

155. L- So you can't do one and expect to know the rest of it. You have to compare both years at a time.

156. S- Ok

157. L- like when you doing the 2012 one you can compare the 2011 and 2012. When you doing the 2010 one you'll be comparing the 2011 and 2010. See how it works.

158. S- (students engaging in work)

159. L- (discussing with some students – if they did the whole exercise).

160. S- We done Sir.

161. L- Everybody done?

162. S- Yes

163. L- (Now asking some students) Sabelo, finished? Linda?

164. S- yes

165. L- Nicole? (students surname)

166. S- Almost

167. L- Salma?

168. S- Almost

169. L- Salem?

170. S- doing it

171. L- Did you do it?

172. S- Yes

173. L- Lihle?

174. S- yes

175. L- All

176. S- Yes

177. L- Cynthia?

178. L-Nicole?

179. S- Yes

180. L- Sorry Nicole. Lulama?

181. S- Yes

182. L- Simon?

183. S- Discuss amongst themselves

184. L- Two minutes more. Brik you?

185. S- finished

186. L- Ok put the first answer on the board.2010

187. S- 2010

188. L- Yah. Which year you are going to work with 2010 isn't it.

189. S- 2010

190. L- Need a chair?

191. S- No Sir (goes to write down the answer on the board).

192. S- A chair

193. L- Put the formula down first

194. S- Formula. Oh Sir. I'll take the chair

195. S- Students talking amongst one another in isiZulu

196. L- Gives student chalk.

197. S- Asks lecturer if she could use his book?

198. S- (Student's talk). One asks if she could do the 2nd one.

199. L- Eh?

200. S- Can I do the 2nd one?

201. L- Ok you can do the second one.

202. S- Discussion amongst students.

203. L- Telling student what to do.

204. S- Writes down the formula. Other students help her with the formulae.

205. S- Do you need to write the formula?

206. L- You have to get used to write all these things because in the exams they test on formulas as well.

207. S- Other students help in the formula

208. L- You have to remember your formulas.

209. S- Others talk isiZulu.

210. L- All over (helps the student)

211. S- All over? Yes (other students help) (Some talking and laughing take place).

212. L- You got the whole board

213. S- Discuss amongst themselves

214. L- What's the turnover for the year?

215. S- Student writing and (talking take place amongst other students).

216. L- Ok that’s correct. Eh come and do the second one for 2011. Do the third one. Too late (to a student)

217. S-y

218. L- Salem, Shina write the 3rd one on the board.

219. S- Students talking with one another.

220. S- Sir, Sir, Sir.

221. L- You just have to draw the line.

222. S- Argue/ discuss about answers. Others talk again in isiZulu. Confirm answers.

223. L- Discusses with some student about the answer.

224. S- One student says I don’t understand.

225. L- If you only did one how can you understand.

226. S- Others talk amongst themselves and confirm the answers.

227. S- Salem’s formula is wrong.

228. L- Right. Let’s look at it people. There’s 2010, there’s 2011. Was there an increase or decrease?

229. S- Which one is the blue one? Requesting clarity.

230. L- So what does it tell you? It says decrease.

231. S- yes

232. L- Reason.

233. S- The shop is new (and other answers given).

234. L- Right look at 2011 and 2012.

235. S- Increase

236. L- 16.7%. Increase. You can say that the business started of very well and then it will be making the turnover for the next what's that for two years now. So it actually increased.

237. S- Why did it increase?

238. L- Eh?

239. S- Why increase?

240. L- More sales came into the business

241. S- Such as?

242. L- Depends on the type of business you have. Like if you selling clothing maybe people its winter time people will come and buy extra clothes.

243. S- more clothes

244. L- More clothes. If its winter time. What else. Let's assume this is summer. Now we get into the winter time part of it right. Let's assume that is winter and this is summer now. Now what happened here now? People it was cold isn't it. People didn't want to buy stuff am I right? But look at summer time. Why because it is hot people want at their shorts and their T shirts. Just an example. So can you see how it has increased?

245. S- Yah

246. L- So if you selling clothing obviously your sales gonna increase in summer. You said seasons. Raymond I think you said seasons earlier on.

247. S- Ya

248. L- The effect of seasons. The percentage will increase according to the seasons that we have. Right Understand this ratio here.

249. S- yes

250. L- Sure

251. S- yes

252. L- Right. Go over for today. Go home and read over the next ratio which is cost

253. S- Discuss amongst themselves

254. L- Cost and profitability ratios. Those are 2 ratios which we will be dealing with. I'll see you'll tomorrow.

255. S- Which one

256. S- Students talking

257. L-When I see you'll again?

258. S- Wednesday Sir.

259. L- So cost

260. S- and profitability

261. L- Yes. We are going to work with them

262. S- We must do it at home?

263. L- No just read over it. We'll discuss it tomorrow. You'll get your homework tomorrow. Right people we'll see you

264. S- Tomorrow

265. L- Right make sure this is done. Ok.

266. S- Students talk in isiZulu.