
GENERAL NOTICE

NOTICE 1194 OF 2009

DEPARTMENT OF EDUCATION

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

NATIONAL EDUCATION POLICY ACT 27, 1996

CALL FOR COMMENTS ON THE NATIONAL POLICY FRAMEWORK FOR LECTURER DEVELOPMENT IN FET COLLEGES IN SOUTH AFRICA

I, Bonginkosi Emmanuel Nzimande, Minister of Higher Education and Training, hereby publish for public comment the *National Policy Framework for Lecturer Qualifications and Development in FET Colleges in South Africa*.

This policy will be applicable to all lecturers employed in FET colleges.

There is no precedent to this policy for the qualifications and development of vocational education lecturers in the FET college sector. The Teachers' Development Framework, which was declared policy in March 2007, does not include college lecturers. The intention of this policy is to establish internationally benchmarked qualifications and standards of professional practice for lecturers in FET colleges. These standards are set out in terms of the requirements for initial academic and professional qualifications, and continuing professional development. The policy takes into account the different categories of lecturers that are required for the delivery of vocational education, namely General/ Academic lecturers, Vocational lecturers and Practical instructors.

After considering all comments, the final policy will be published by the Minister of Higher Education and Training in terms of the *National Education Policy Act, 1996*.

All interested persons and organizations are invited to comment on the draft policy in writing and direct their comments to:

The Director-General
Office of the Ministry of Higher Education and Training
Private Bag X893
Pretoria
0001

For attention: Dr EB Mahlobo

Tel: 012 312 6018

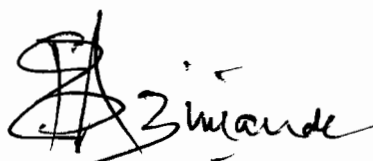
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Email: Mahlobo.b@doe.gov.za

Kindly provide the name, address, telephone and fax numbers, and e-mail address of the person or organization submitting the comments.

The comments must reach the Department before 30 September 2009.

The draft policy may also be obtained on www.education.gov.za

A handwritten signature in black ink, appearing to read 'Bonginkosi Nzimande', with a stylized initial 'B'.

Dr Bonginkosi Emmanuel Nzimande, MP
Minister of Higher Education and Training

Date: 29 July 2009



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

THE DRAFT NATIONAL POLICY FRAMEWORK FOR LECTURER QUALIFICATIONS AND DEVELOPMENT IN FET COLLEGES IN SOUTH AFRICA

Pretoria

30 June 2009

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ABBREVIATIONS AND ACRONYMS

CEO	Chief Executive Officer
CHE	Council on Higher Education
CPD – VE	Continuing Professional Development (Vocational Education)
DoHET	Department of Higher Education and Training
ETDP	Education, Training and Development Practice
FET	Further Education and Training
HEQC	Higher Education Quality Committee
HEQF	Higher Education Qualifications Framework
HR	Human Resources
HSRC	Human Sciences Research Council
ICT	Information and Communications Technology
IPE- VE	Initial Professional Education (Vocational Education)
NATED	National Education
NC(V)	National Certificate (Vocational)
NPDE	National Professional Diploma in Education
NQF	National Qualifications Framework
SACE	South African Council for Educators
SDA	Skill Development Act
SESD	Support for Education and Skills Development
SETAs	Sector Education and Training Authorities
VEOP	Vocational Education Orientation Programme
VET	Vocational Education and Training

SCOPE AND PURPOSE OF THE POLICY FRAMEWORK

1. This policy framework for college lecturer training and development in South Africa is designed to equip those who teach in Further Education and Training (FET) colleges to meet the needs of a constantly evolving economy and society, and increasingly challenging workplaces. These needs are influenced by 21st century conditions of global competitiveness and also specifically by South Africa's aspiration to be a key participant in the global economy.
2. The policy framework aims to establish a national standard for lecturers in FET colleges. In doing so it responds to the needs and responsibilities of lecturers in relation to the FET college context in particular and to the broader South African education system in general. It acknowledges the current cadre of FET college lecturers and seeks to inspire those committed to service in the sector to achieve these standards. Most importantly, the policy framework brings clarity and coherence to the vocational component of the education system in terms of guidelines for the recruitment of professional staff for its specific purpose and institutional nature. This policy framework therefore deals specifically with lecturers in FET colleges.
3. The overriding aims of the policy framework are to ensure that:
 - FET college lecturers are adequately equipped to undertake their essential and demanding teaching and assessment tasks
 - FET college lecturers enhance their professional competence and performance
 - There is a community of competent FET college lecturers dedicated to providing vocational education of high quality, with high levels of performance as well as ethical and professional standards of conduct; and that
 - FET college lecturers are deservedly held in high regard by the people of South Africa.
4. The policy framework is underpinned by the South African constitution and the

obligations set out therein. It draws on local and international research studies commissioned by the Department of Education over the past years, as well as on first-hand experience and observations. Local research undertaken relates particularly to the FET college context since the merger of the 152 technical colleges into 50 FET Colleges in 2001/2002, which marked the beginning of the transformation of the former technical colleges into FET colleges. An international perspective was provided by a study of various European vocational education and training (VET) systems, as well as models from the United Kingdom and Australia.

5. The policy is cognizant of its implications for college lecturers since the promulgation of the FET College Act, 2006.
6. For purposes of analysis and planning, this document considers college lecturer development as comprising two complementary categories: Initial Professional Education (IPE - VE) and Continuing Professional Development (CPD - VE) for FET college lecturers.

PRINCIPLES UNDERLYING THE POLICY FRAMEWORK

7. FET college lecturers fulfil many roles. A competent college lecturer is required to be:
- a specialist in a particular vocational sector or subject;
 - a commendable teacher/pedagogue;
 - a confident, informed and reliable assessor who is also a competent record-keeper of student performance and achievement;
 - committed to improving student performance and issues of redress;
 - a discerning selector of good, credible and relevant learning materials for students;
 - a professional who stays abreast of developments in the particular vocational sector.
8. Such roles imply that college lecturers are, or ought to be autonomous and reflective professionals in addition to being employees. This policy framework is therefore based on the principle that college lecturers are the essential drivers of high quality vocational education and training and that strong initial professional education (IPE-VE) programmes, as an important basis for lecturer competence and professionalism, rests on four foundational components:
- Subject matter/occupational expertise in the designated field of study
 - Pedagogic expertise which refers to general pedagogic principles that apply to all teaching/learning situations, as well as to subject didactics that transmit the knowledge and skill foundations on which vocational expertise depends
 - Up-to-date workplace expertise that facilitates the creation of structured, practical learning environments that prepare students for work under real-time conditions
 - Basic academic competence that provides the basis for further study in both subject/technical and pedagogic areas.

9. A combination of theoretical and practical instruction is a defining characteristic of any vocational curriculum. While the ratio between these two components may differ depending on the field of study and type of programme, it is essential to recognise that any vocational system needs lecturers qualified in both forms of instruction. However, this combination of expertise need not necessarily reside in the same person. The policy framework acknowledges and values both forms of expertise and strives to equip lecturers according to their particular needs.
10. Continuing professional development (CPD-VE) is recognised as an essential component of keeping standards of expertise at an optimum level. College lecturers are themselves primarily responsible for taking charge of their continuing professional development by identifying the areas in which they need or wish to grow professionally.
11. The employment of FET college lecturers by College Councils, as stipulated in the FET College Act, 2006, allows colleges to employ and develop a cadre of lecturers needed in dynamic and responsive institutions of learning. Employers must ensure that their employees are encouraged and equipped to undertake the roles expected of them in the highly varied and ever-changing conditions in which they work. Priority areas of professional development must be reviewed and updated on a regular basis. These efforts may relate to improving qualifications, or to specific areas of development such as the need to improve competence in conducting integrated assessments, or acquiring updated skills relevant to the workplace.
12. National and provincial education departments are obliged to provide an enabling environment for the preparation and development lecturers in FET colleges.

THE CONTEXT OF FET COLLEGE EDUCATION IN SOUTH AFRICA

The impact of historical legacies on demographic features of the college system and on lecturer qualifications

13. Historically vocational education has had two points of origin. One lies in systems of technical education introduced in many countries in the 19th century when instruction in general scientific principles was deemed a suitable educational remedy for the loss of all-round craft expertise that resulted from the increasingly specialised division of labour for mass production in factories. The second was linked to education with a practical focus which many countries deemed an appropriate track for making less able young people useful to society by preparing them for lower forms of productive work. In South Africa both these traditions date back to the late 1800s and entered the country as part of our colonial heritage.
14. Both these forms of youth education became incorporated into the college system where they took on a racial bias. White colleges were resourced and staffed to offer technical education to White apprentices, while racially-based job reservation and the high educational requirements and compulsory attendance of a trade school stipulated in the Apprenticeship Act of 1922 effectively precluded most Black youth from entering the apprenticeship system. The few historically Black colleges that were established over the years offered mainly skills-related short courses.
15. After 1994 all colleges were required to open their doors to young people from any population group. Statistics cited in the *Human Resources Development Review* of 2003 and 2008, published by the Human Sciences Research Council (HSRC), show the dramatic shift in population group profile in the decade from 1990 to 2000. In 1990 68% of college enrolments were White students and only 18% were African. In 2000 the figures were more than reversed, with 12% White and 75% African enrolments. The 2002 figures confirmed this trend with a head count enrolment of 74% African students and 16% White students.

16. However, the impact of colonial and apartheid policies on college staffing has not been eradicated so easily. On the positive side there has been a significant shift towards a representative racial profile in terms of college staffing since 1994. The statistics for 2002, as reported in the *Human Resources Development Review 2008* show a percentage composition of 41% African, 8 % Coloured, 5 % Indian and 46% White college staff. Although the changes in staff profile is not parallel with the changes in student profile, the previous systems of racially based job reservation and racial restrictions on access to apprenticeship training provide an explanation for this slower trend in achieving college staff compositions that match national demographics.
17. A further positive trend is the average age of approximately 40 years for teaching and management staff, as reported for 2002 in *The Challenge of Staffing Responsiveness in FET Colleges* (Department of Education, 2004a). If this trend continues age distribution will not be weighted significantly towards staff members nearing retirement or towards an over-reliance on junior appointments to correct racial imbalances. The report further states that, despite evidence of negativity and low morale most college staff members seem committed to staying in the sector.
18. Of concern is the current state of qualifications of college staff. Data from the staffing survey reported in the *Quantitative Overview of the Further Education and Training College Sector* (Department of Education 2004b) suggests that, in 2002, 8% of teaching staff nationally were academically under/unqualified (i.e. had no recognised tertiary qualifications), with the highest percentage of under/unqualified staff in the engineering field (64%). Furthermore, only 28% of teaching staff in colleges had industry-based qualifications. While an overall 27% of staff reported having completed their trade test qualifications, this finding referred to only 55% of engineering lecturers and 27% of lecturers in utility studies. It is these figures more than any other that point to the effects that colonial and apartheid legacies have had on lecturer qualifications in the current FET college sector. It is also reported that

many of those with industry experience have been promoted to managerial level. This leaves a significant gap at post levels 1 and 2 where the overall percentage drops to 44% and 45% respectively.

Transforming college qualifications and curricula

19. Prior to the skills development legislation of 1998 and the FET Act of 1998, colleges offered mainly national programmes listed in Report 191 of the Department of Education (NATED), approved and subsidised by the Department of Education.
20. In recent years FET colleges have been striving to make the transition from their former status as 'technical colleges' to being responsive and vibrant institutions for vocational education. Within a relatively short space of time (2001-2003) public colleges were merged from an inequitable assortment of 152 small individual colleges to 50 mega-institutions, which are multi-site and diverse. Since then the college sector has seen huge investment by the state through the recapitalisation process which started in 2005.
21. In 2005, following extensive analyses of labour market reports and engagement with business and industry, the national certificate (vocational) qualification for NQF levels 2-4 was developed. The curriculum was widely referenced across a wide spectrum of stakeholders, including business and industry. In January 2007 the Department of Education launched the National Certificate (Vocational) qualification with eleven programmes at NQF Level 2 in public FET colleges. Level 3 of the qualification was implemented in January 2008 to be followed by Level 4 in January 2009. The number of NC (V) programmes developed and offered will grow in response to economic and labour market needs of the country. Umalusi, the quality assurance body for General and Further Education, is responsible for the quality assurance of these programmes.

22. The new vocational programmes in colleges mark a significant move in vocational education towards high level conceptual knowledge linked to practical application. In addition, these programmes have implications for college lecturers in terms of teaching, learning and assessment regimes. This makes it essential to nurture and develop professionals who can meet the challenge of the NC(V) with the right combination of subject knowledge, pedagogy, workplace knowledge and experience; practitioners who understand that the sector needs to meet a range of diverse demands and who face a new vocational curriculum with confidence.

Qualification opportunities for college lecturers

23. Historically, college lecturers in vocational areas were drawn from business and industry. These lecturers had technical qualifications, generally coupled with vocational practice and experience. They were mainly involved in delivering the engineering courses of the Report 190 and 191 programmes. Some of these lecturers subsequently acquired educational theory and pedagogy through education courses offered at the technikons (now universities of technology), as well as through *ad hoc* workshops and short-courses.
24. More recently higher education institutions have adapted their existing qualifications to suit a college context, thus providing qualification programmes for college lecturers. Colleges have also made use of the qualifications and unit standards certificated by the Education, Training and Development Practitioners (ETDP) SETA, for example, the certificate in occupationally-directed practice and various facilitator and assessor training unit standards. However, with limited articulation arrangements in place, lecturers have found it difficult to progress along a formal education career path. It is therefore urgent that the question of appropriate teaching qualifications for college lecturers is addressed, through arrangements for delivering, certificating and recognising these qualifications. Such a development will guide colleges, as the employers, in appropriate recruitment and contracting of college lecturers.

Policies that impact on college lecturer development and employment

25. The following policy documents are currently relevant to the qualifications and employment of college lecturers.

- Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997)
- Labour Relations Act, 1995 (Act No. 66 of 1995)
- The FET Colleges Act, 2006 (Act No. 16 of 2006)
- South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)
- Higher Education Act, 1997 (Act No. 101 of 1997)
- The Higher Education Qualifications Framework, published in *Government Gazette* No. 30353, 5 October 2007
- General and Further Education and Training Quality Assurance Act (Act No. 58 of 2001).

26. The FET Colleges Act of 2006 gives the college council wide-ranging powers to govern the College. The Act places all educator staff previously in the employ of the state (the provincial departments of education) in the employ of the college council. Management staff (the CEO/Rector and deputies) remain in the employ of the provincial departments.

College lecturer demand and supply

27. The following factors have been identified as having an impact on lecturer provision for FET colleges:

- FET colleges have experienced steady growth in student numbers over the last 10 years. Despite intermittent dips in enrolment the overall trend has been upwards
- Workshop-based training requires high levels of supervision, resulting in smaller class units and therefore the need for more instructors

- The number and variety of programmes offered by colleges have grown dramatically in recent years, and also expanded into the offering of Learnerships and Skills Programmes registered under the SETAs
- The introduction of the National Certificate (Vocational) qualification has established the need for specialised personnel who are able to adapt to areas of specialisation and an integrated approach to teaching theory and practical
- Flexibility in teaching hours for college lecturers is a new reality with the FET Colleges Act of 2006. The Act requires college councils to enter into flexible and needs-driven employment contracts with individual lecturers employed by public FET colleges.

28. The following factors impact on the supply of appropriately trained college lecturers:

- College lecturers must be specialists in the areas that they teach, with a strong knowledge base and workplace experience
- College lecturers are able to exit into the private sector, lured by better packages and contracts, which results in sudden staffing gaps for colleges
- Although many potential recruits have workplace experience, particularly in engineering, most have no pedagogy or teaching experience at the point of entry. Once employed it becomes difficult and costly for colleges to ensure that these recruits are trained and qualified in the appropriate areas
- College lecturers in the engineering-related subjects are close to retirement and therefore find it either futile or difficult to engage in formal study to upgrade their qualifications or up-skill in the required professional areas
- In view of the FET College Act, 2006, colleges are the direct employers of professional and support staff. Sophisticated and reliable human resource administration systems are required to inspire confidence in the ability of colleges to efficiently manage this responsibility.

Current recruitment of college lecturers

29. Recruitment of college lecturers has traditionally been from the private sector and in some instances from the schooling sector.
30. A pattern noted among college lecturers is that lecturers in the business-related subjects are more likely to have formal qualifications from technikons and universities than lecturers in engineering-related subjects.
31. In subjects such as the languages and mathematics, it is not unusual for lecturers to be recruited from the schooling sector. These lecturers usually enter college service with a double qualification. They are qualified in their area of subject specialization and are also qualified to teach.
32. College vocational educators who teach the trades or technical subjects are qualified in their areas of specialization and have some or extensive work experience in industrial or commercial settings.
33. The above descriptions are of a general nature and may not apply to all college vocational educators in each category. These profiles highlight the complexities of the teaching needs in colleges. In ideal-type terms, a combination of subject knowledge, educational expertise (pedagogy) and practical experience is essential.
34. Colleges also need to become attractive institutions for employment. The flexibility offered under the FET College Act, 2006 to offer attractive packages for scarce and critical skills should be exploited. In addition, performance-driven incentives need to be implemented at national, provincial and institutional levels. Appropriately qualified and competent individuals must be recruited to ensure that the pass, retention and throughput rates among students strengthen the ability of the institution to attract and retain students. Institutional growth will, in return, provide for greater incentivisation of staff.

INITIAL PROFESSIONAL EDUCATION FOR FET COLLEGE LECTURERS (IPE-VE)

Vocational pedagogy and college lecturer development

35. Vocational pedagogy is a mix of situated and disciplinary knowledge. The theory-practice combination that is characteristic of the vocational curriculum is an acknowledgement that problem-solving abilities inherent in any form of skilled work are as much 'solving the problem in one's head' as it is 'solving the problem by doing or experimenting in a practical way'.
36. One of the major challenges of vocational pedagogy is how to bring the 'abstract' (theory) and the 'situated' (practice) together. There is no straightforward connection between the two, yet the one requires the other.
37. While skills-based approaches tend to assume that vocational education is implicit competence performance and that there is little or no need to teach and assess knowledge separately, it is precisely this belief that increases the risk of downward rather than upward vocationalisation. Once this happens, the commonly held idea that vocational curricula are 'dumbed down' versions of general academic curricula is confirmed rather than dispelled.
38. It is important in delivering vocational education and training that the natural integration of theory with practice, particularly in the performance of complex and higher order cognitive applications, is demonstrated.

The nature of practical work and application of knowledge

39. Practical work in the FET college environment takes many forms:
 - Particular procedures can be practised until a high level of dexterity is attained – expertise through repetition;
 - Practical work can entail 'whole sequences' (as in project work or simulated work practice), so that the student is able to see how the parts fit into a whole

and how the whole consists of a series of interlocking parts – expertise through practical connectivity

- Practical work can be selected for conceptual relevance so that practice relates to theory in the same way as laboratory work is linked to the acquisition of scientific principles – expertise through conceptual connectivity.

40. All three forms of practical work are crucial. There is, however, a difference in what is required from the college vocational lecturer in each case.

- Expertise through repetition is usually transmitted through modelling. The vocational lecturer has to be able to show the student what to do and how to do it, monitor the student's performance and offer corrective feedback when necessary.
- Expertise through practical connectivity requires that the vocational lecturer should have up-to-date work experience in the field of study in order to create an environment that approximates a 'real-life' work situation as closely as possible. The vocational educator needs to be able to explain how particular work sequences fit together and why.
- Expertise through conceptual connectivity requires the vocational lecturer to be able to explain concepts in words and explain the relation between what students are doing and the general rules or principles behind the action.

Lecturer categories

41. The National Certificate (Vocational) (NCV) comprises a combination of fundamental subjects and vocational subjects. Vocational subjects in their turn comprise of both a classroom-based conceptual component and a practical component in a structured environment such as a workshop or simulated workplace. It follows therefore that there are three distinct sets of lecturer competences required to give optimum effect to the NC(V) curriculum. They are:

- Lecturers who are suitably qualified in one or more of the fundamental subjects

which are compulsory to the NCV

- Lecturers who are suitably qualified to teach the conceptual component in one or more of the vocational subjects offered in the vocational fields of study
 - Lecturers who are suitably qualified to provide practical instruction in one or more of the vocational fields of study
42. The policy framework sets out general prerequisites that are compulsory for college lecturers in all three categories, as well as distinct subject and pedagogic competence qualification requirements for each of the above category of lecturers. The prerequisites and qualification requirements apply to new entrants to the profession as well as those already teaching in colleges.

General prerequisites for all college lecturers

Basic academic competence

43. All FET college lecturers are required to have basic academic qualifications that equate to higher education entrance requirements. In terms of the South African education system this requirement is met by the National Senior Certificate (NSC) and the NC(V) qualifications,

Work experience

44. A minimum of three years general work experience is a prerequisite for college lecturers employed to teach the vocational subjects and for workshop-based teaching. This will not apply to lecturers for the general academic/fundamental subjects.

Pedagogic competence

45. FET college lecturers must have completed or undertake to complete a specifically designed 30-credit Vocational Education Orientation Programme (VEOP) at NQF level 5, either before or within two years of taking up a teaching post in an FET college. The VEOP programme is aimed at providing orientation to college lecturers for, amongst others, competencies in student support, integrated teaching and assessments, student performance monitoring and reporting, and written language applications.
46. The VEOP requirement applies to all part-time and full-time lecturers from industry, commerce or the services sector, as well as to general education teachers from the schooling or higher education systems wanting to teach in FET colleges.

Qualification requirements

47. Using the nomenclature of the Higher Education Qualifications Framework (*Government Gazette*, 5 October 2007) the following qualifications will lead to the first professional qualifications for college lecturers:

General and academic subject lecturers

48. Subject and pedagogic competence

- The lecturer is required to have an appropriate 360-credit first degree (i.e. BA/BSc/BCom) followed by a 120-credit Advanced Diploma with a focus on vocational education

OR

- The lecturer is required to have a 480-credit B. Ed degree which incorporates the VEOP component.

*Vocational lecturers*49. Subject competence

There are three possible pathways towards achieving subject competence in vocational fields of study:

- an appropriate 360-credit diploma [e.g. Diploma (Management)] at level 6 on the National Qualifications Framework

OR

- an appropriate 360-credit advanced diploma [e.g. Advanced Diploma (Communication)] at level 7 on the National Qualifications Framework;

OR

- a first degree (e.g. BA/BSc/BCom) at level 7 on the National Qualifications Framework.

50. Pedagogic competence

- 120-credit higher certificate (Vocational Education) at level 5 on the National Qualifications Framework, towards which the VEOP prerequisite contributes 30 credits.

*Practical instructors*51. Occupational competence

- A recognised trade/technical qualification is required to teach the practical component of vocational subjects of the National Certificate (Vocational).

Modes of delivery

52. Qualifications for college lecturers should be modularised as far as it is possible and offered through full- or part-time contact study, or, through a combination of contact and distance learning. Mentored college-based practical work should be included in both options where this is a requirement of the qualification.
53. Distance education requires special support and mentoring. Only higher education institutions that are professionally and administratively equipped to design and manage distance programmes will be permitted to offer the option of a combination of contact study and distance learning to college lecturers.
54. Where a practical component is required in a qualification, whether in a vocational (work) context, or at a college site, it will be the provider's responsibility to arrange the appropriate placement and ensure appropriate supervision of structured mentorship programmes.

CONTINUING PROFESSIONAL DEVELOPMENT FOR FET COLLEGE LECTURERS (CPD-VE)

The need for continuing professional development (CPD-VE)

55. It is in the interest of each college to ensure that its lecturers are at the cutting edge of the expertise required in their field and that such development is at the core of college practice rather than being regarded as a peripheral initiative undertaken by the few rather than by the majority. College lecturers must have an understanding of pedagogic principles and teaching expertise to deliver the new vocational programmes. They also need to recognize, identify and address barriers to learning, and create inclusive and enabling teaching and learning environments that engage appropriately with language diversity. It is thus essential that opportunities exist for the continuing professional development of college lecturers.

The CPD-VE system

56. The continuing professional education and development (CPD-VE) for college lecturers system should:
- Ensure that professional development of college lecturers contribute effectively and directly to the improvement of the quality of teaching
 - Emphasise and reinforce the professional status of teaching
 - Require that employers of college lecturers provide clear guidance about which professional development (PD) activities will contribute to their professional growth
 - Protect college lecturers from fraudulent providers and
 - Expand the range of activities that contribute to the professional development of college lecturers.

57. Professional development should be identifiable in terms of the following five categories:
- College-led initiatives
e.g. internal or external workshops/short courses on issues that pertain to the improvement of college culture and practices; mentoring programmes by in-house or external specialists; computer literacy training and access to internet facilities; access to professional journals, etc.
 - Employer-led initiatives
e.g. the placement of lecturers in workplaces for refreshment of knowledge and workplace procedures/processes; job shadow opportunities; subsidisation of places for college lecturers on in-company or external training programmes
 - Provincially-led initiatives
e.g. provincial forums and conferences; inter-provincial and international exchange programmes.
 - Qualification programmes
e.g. accredited programmes of further study.
 - Other programmes offered by approved providers that directly support and augment good teaching practice.
58. College lecturers, individually and collectively, should have a high degree of responsibility for their own professional development. Employers will mandate some compulsory CPD-VE activities but others will be self-selected. College lecturers who study successfully in order to upgrade their qualifications should earn professional development points. The hours of professional development time for a college lecturer should be included in the conditions of employment contract between the lecturer and the employer.
59. Encouragement of the above activities is premised on the understanding that college lecturers do not neglect their main responsibilities whilst undertaking

professional development activities and those professional development activities relate directly to the contractual responsibilities of the lecturer.

Qualification pathways for CPD-VE

60. It is essential that pathways be established that allow all categories of college lecturers to pursue further formal study. To this end:

- A set of 'nested' qualifications and curricula should be developed for FET college lecturers to enable access to a Bachelor (Vocational Education) through a credit-bearing CPD programme. The Bachelor qualification should be aligned with NCV vocational fields and with lecturer roles and functions for the purpose of:
 - enhancing and deepening subject knowledge;
 - developing subject-specific teaching methodologies;
 - supporting additional pedagogic specialisation (e.g., academic support, clinical assessment, educational management, workplace learning, addressing special needs).

61. The table below shows qualification progression after obtaining the Higher Certificate (Vocational Education):

NQF/HEQF Levels	Higher certificate (Vocational Education).	Advanced Certificate (Vocational Education).	Diploma (Vocational Education).	Bachelor (Vocational Education).
7	-		60 credits	60 credits (60 credits)
6	-	120 credits	60 credits (120 credits)	(180 credits)
5	120 credits	(120 credits)	(120 credits)	(120 credits)*
Minimum credit totals	120 credits	240 credits	360 credits	360 credits

*A B degree requires a minimum of 120 credits at level 7. The maximum allowed at level 5 = 96 credits.

62. Furthermore, a pathway for progression into postgraduate studies for FET college lecturer education is proposed to enable and encourage advanced studies, role and function specialisation and research in vocational education. The table below shows how postgraduate progression may be achieved:

NQF/HEQF Levels	B (Vocational Education) Honours BVE (Hons)	M (Vocational Education) (MVE)	D (Vocational Education) (DVE)
10			360 credits
9		120 credits	
8	120 credits	60 credits	
Minimum credit totals	120 credits	180 credits	360 credits

63. The provision for progression into post-graduate studies in vocational education would put South Africa on the same footing as many of the international systems studied and would ensure that the professionalisation of FET college lecturers is linked to a knowledge base that is institutionalised in higher education, and at the same time benefits from industry-education linkages at this level.

Policy responses required to meet the challenges of CPD-VE

64. In order to establish a CPD-VE system for college lecturers that combine incentives and obligations to ensure that college lecturers continually upgrade their knowledge and skills throughout their teaching careers, a number of challenges need to be addressed.
65. A council to regulate the registration of college lecturers must be established under the FET Colleges Act of 2006. Alternatively, in line with the South African Council for Educators (SACE) Act, 2000, Section 3 (e), all FET college lecturers in South Africa should be registered with SACE. Professional registration will

ensure that there is quality assurance of continuing professional development activities through the endorsement of providers and through formal monitoring and evaluation by the responsible council.

66. A system of professional development (PD) points for college lecturers, equivalent to the system envisaged for school teachers must be established under the ambit of the council for professional registration. Providers must be invited to submit professional development activities, programmes and courses for endorsement and PD point allocation. This will ensure a systematised approach to professional development and also ensure adequate quality management.
67. Contact and distance-based initial education and continuing development qualification programmes, approved by the Department of Education, must be developed and offered by higher education institutions with sufficient capacity to produce excellent quality.
68. Funds must be made available for the initial and continuing development of FET college lecturers so that incentives in the form of scholarships, bursaries and/or loans can be offered.

Implications of the framework for currently employed lecturers

69. Lecturers who are currently employed in an FET college but who do not have a higher education entrance qualification need to obtain the requisite subjects towards a National Senior Certificate (NSC) or National Certificate (Vocational) at level 4, as the minimum entrance requirement for university study. For currently employed lecturers the stipulated time limit for meeting this requirement is not later than five years after the promulgation of this policy framework.
70. Currently employed lecturers must satisfy the requirement to achieve the VEOP component as described in paragraph 45 within three years of the promulgation of this policy framework

71. Currently employed vocational lecturers must satisfy the pedagogic competence requirement as described in paragraph 51 within five years of the promulgation of this policy framework; or, alternatively, within three years of meeting the admission criteria for higher education study.

CONCLUSION

72. This national policy framework will bring much-needed coherence and impetus to the FET college sector in its drive for lecturer professionalism and excellence. It has aimed to be innovative in its conceptualisation of qualification and development pathways for FET college lecturers. In addition, the qualification and development pathways align with the provisions of Higher Education Qualifications Framework (HEQF) which becomes effective from January 2009. This brings lecturer development clearly into the same domain as all other areas of academic and professional practice. Finally, in capturing the distinctive nature of vocational education, this framework gives formal recognition not only to the extremely challenging work performed by college lecturers, but also highlights the critical contribution that they make to the country's aspirations and development.
73. The policy framework is not an end in itself. It seeks to encourage and motivate college lecturers themselves, college managements and college councils to strive for professionalism in their collective responsibility to teaching and learning so that their practices enable young people to learn and achieve as confident and well-equipped individuals and as productive citizens. The success of FET colleges is ultimately dependent on the quality of the teaching and learning that it provides.
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