

# FET College Times

Volume 26

September 2011

The Official Quarterly WCED FET College Newsletter



## FET Colleges equipped to deliver

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**Copyright:** WCED FET, Private Bag X9114, Cape Town, 8000 South Africa, September 2011

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[www.fetcolleges.co.za](http://www.fetcolleges.co.za)

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# Public FET colleges contracted to deliver

With the 2008 economic recession fresh in our memories and the ever-present threat of it turning into a double-dip event, training for employment and bridging the skills gap has never been more important. (See our Intellectual Debate paper by Barry Cox, as well as our Policy and Operation Shifts feature on page 10 for some alarming local youth unemployment figures in this regard.) In response, the President has entered into a "Performance Agreement" with his ministers and, in particular for the FET College Sector, with Minister Dr Nzimande. These agreements are very specific, and they detail performance targets in areas critical for skills development and education and training, with a view to the improved employability of graduates. Naturally, such agreements are supported by "sub-agreements" with key administrators throughout the system.

For public FET colleges these targets are distilled in the form of individual Operational Plans in which performance targets are set, and for the attainment of which, ultimately, the College Principal (CEO) and College Council inter alia are accountable. This situation is not unique to South Africa. Last year, more than 100 000 new apprentices were registered in the United States and a further 50 000 were registered by March this year. (Jane Oats and John

Ladd, *Techniques [ACTE]*, March 2011) Similarly, in the same publication, Jamie Baxter highlights that \$1,2billion (almost R9billion) has been set aside for youth training programmes for youth in the age category 21-24 years of age. FET Colleges too are among the institutions that are tasked with realising Government targets of (amongst others) 500 000 N4-N6 graduates by 2014 and 33 129 unemployed learnerships in the current year. Our contributors have produced a wealth of articles that demonstrate that public FET colleges are up to the challenge!

See in *Cutting Edge News* how the unemployed are being accommodated in chef training (as a specific example), and targeted for additional bursary opportunities, generally. The resulting large increase in student registration has led to colleges extending (or reconsidering) their traditional operating hours. Read about it! In addition, colleges are exploring new media opportunities to extend their reach. Read how MXit founder Ilan Rabinowitz has been involved here. In similar vein, in *Movers and Shakers* we feature a college that has been independently awarded "Gold" for its efforts in regional socio-economic development and we feature two graduates of a New Venture Creation programme that has led to the creation of employment opportunities. In *Campus Matters* we see how the

National Tooling Initiative is assisting a college to inject new life into the Tooling Industry, while other students in another region are experiencing the benefits of job shadowing. Other items in this column highlight the social consciousness of colleges, the on-going care and support of our students, and a show-stopping graduation. A cross-discipline collaboration between college faculties with a grand vision is sure to inspire. Operational Shifts that could assist your college targets feature in the Swiss SA Co-operation Initiative, once more focussed on the transition to the workplace, and an Internal Audit and Enterprise-wise Risk Management system that should put a smile on the face of the Auditor General. On page 12 we run two quality management related items, a subject that must form the bedrock of any successful college, and finally we close, as mentioned, with Taxonomies in Occupational Training and Skills Development. Remember, you read it first in *FET College Times!* Enjoy the read.

### Footnote

*FET College Times* welcomes Dr Peter Merrington, Professor Extraordinaire in the Department of English at the University of the Western Cape, as Language Editor. Dr Merrington is also a novelist whose second novel was recently launched.

## FROM THE CHIEF DIRECTOR'S DESK



We are now beginning the home-straight before we declare the year as over. Everyone is trying their utmost to get things done before time catches up with us. For students, this means that final examinations and final assessments are around the corner. For lecturers, considerably more than half of the work intended for the year must be completed by now. For our institutions, reality is about to hit home because through-put rates and certification targets are to become their seasonal focal point: a measure of the success or lack thereof of each institution! This remains the biggest test for any efficient and effective institution of learning that claims to have a real handle on its core business, namely teaching and learning.

This time of the year also means that planning for 2012 should have started. The planning cycle requires that institutions by now should be busy with the "crystal ball" in discerning the coming academic year's demands. FET colleges have to consider a thousand-and-one issues and variables when planning. This is when best practice

forms the base for efficiency and further improvement. We are privileged in this region to have been invited again to participate in SESD III (the "Support to Education and Skills Development" programme under the auspices of the Danish Aid Agency, DANIDA). All three formerly participating colleges in the Western Cape have been invited back for this new phase. The focus though is now limited to the Student Support Services function. One more province has been added as a participant, which now means that SESD III will be active in four provinces, namely the Eastern Cape, Western Cape, North West, and KwaZulu-Natal.

Most people are aware that South Africa is facing a huge unemployment challenge. There are various interventions to deal with the challenge and one of these is the National Rural Youth Service Corps (Narysec). This programme is driven by the Department of Rural Development and Land Reform. All our colleges in this region have made the grade to be considered as service providers. This is one small step which, if handled properly, can



*Zozo Siyengo, Chief Director: Further Education and Training Colleges*

assist in young people being trained to work in their communities. This will then contribute to sustainable rural communities who are in a position of greater self-sufficiency or independence as a result. There are three major partners in this initiative. They are CETA, FET colleges, and the Department of Rural Development and Land Reform. We are very hopeful that this will spread and encourage similar innovative initiatives that can contribute to the slashing of unemployment rates in the near or not too-distant future. Unemployment, and how to combat this troubling phenomenon, forms the focus of many items in this edition of *FET College Times*, which I commend to your careful reading and enjoyment.

# City & Guilds and the CATHSSETA join forces to drive the skills agenda

### Editor's Note:

*This article announces a historic collaboration between City & Guilds and the CATHSSETA (previously THETA) that may have significant implications for FET Colleges.*

MADELE DEKKER

City & Guilds, one of the world's leading vocational education organisations, and the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA, previously known as the THETA), are delighted to announce the start of a historic collaboration. This collaboration will enable CATHSSETA-accredited training providers to offer City & Guilds qualifications as part of their accredited scope. "We are delighted to announce this important agreement with CATHSSETA. As the custodian of training and skills development within the Tourism, Hospitality and Catering sectors in South Africa, CATHSSETA is the perfect partner for City & Guilds to collaborate

with in order to provide greater access to our qualifications and to ensure standardisation within the industry", said City & Guilds International's Africa Regional Manager, Juan Visser.

The agreement will allow learners to achieve a City & Guilds qualification as well as a national qualification registered on the South African National Qualifications Framework (NQF) by completing one training programme. The CEO of CATHSSETA, Mr Mike Tsotetsi, said that "it is our responsibility as CATHSSETA to ensure that learners have access to the same level of education and skills training as their counterparts in the international front. The partnership with City and Guilds will encourage international investor confidence since we now have

an opportunity to provide a qualification that has international recognition".

City & Guilds is one of the world's largest vocational education organisations with over 130 years' expertise in skills development. City & Guilds operates in more than 80 countries, with a network of over 8500 centres and a portfolio covering a wide range of qualifications including studies in the Culinary Arts and Hospitality, Tourism, and Engineering. City & Guilds have more than 80 training providers currently offering programmes within the Tourism, Hospitality and Culinary Arts sectors in South Africa.

The Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (SETA) established under the Skills Development Act (No 97 of 1998) [the Skills Act] for the Culture, Arts, Tourism, Hospitality and Sport Economic Sector. CATHSSETA provides skills development strategies

within the arts and culture, sport, tourism, hospitality, conservation and gaming sectors and offers registered qualifications recognised by the South African Qualifications Authority. The organisation also functions as a regulatory body. It ensures that the training being offered by over 131 constituent service providers registered with CATHSSETA adheres to the quality standards as set up by the Education and Training Quality Assurance Department (ETQA), which has earned green status. This is a rating issued by the National Learner Records Database (NLRD) for uploading data on training providers and learners who enrol for, and achieve, qualifications registered on the National Qualifications Framework (NQF).

For more information contact the author at City & Guilds + 27 (011) 544 4660 or email [madele@cguilds.co.za](mailto:madele@cguilds.co.za) or visit <http://www.cityandguilds.com/int-home.html>. Contact details for CATHSSETA are +27 (011) 217 0600 or visit <http://www.cathsseta.org.za>.

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# Boland College and Stellenbosch University celebrate a successful collaboration

JANDRÉ BAKKER

The new integrated Department of Higher Education and Training has placed a high priority on inter-subsystem co-operation. Boland College has been known for its collaborative culture in both academic and sport spheres but recently took this a step further.

Stellenbosch University (SU) and Boland College (BC) recently co-hosted a two-day MACE workshop. MACE (Marketing, Advancement and Communication in Education) is an umbrella organisation for marketing, communication, fundraising, student recruitment and alumni practitioners in Higher and Further Education in Southern Africa. The organisation aims to offer knowledge transfer workshops throughout the country where various higher education institutions in the marketing, advancement and communication fields can get an opportunity to share their knowledge and best practices with one another.

The recent two-day workshop, which took place at the BC Head Office's new conference facility, had two focuses. On day one, previous Excellence Awards winners presented case studies on their specific entries. The Excellence

Awards are MACE's annual awards to recognise outstanding performance in the fields of marketing, advancement and communication in Higher Education. In the past, Western Cape public FET colleges have excelled in this arena. Severus Cerff, the Excellence Awards Director, provided tips on how to submit winning entries in future competitions and invited institutions to enter when competitions are launched. He mentioned that it is a good means to benchmark an institution's current efforts in relation to competition and a good way to introduce new techniques in current strategies.

The focus of day two was on new media. The speakers were Ilan Rabinowitz of the free online mobile instant messenger and social network, **MXit**, and Colin Habberton, CEO of **the GivenGain Foundation** in SA who provided insight into "using social media in the advancement strategy".

The SU e-media team also had a chance to share their expertise, telling delegates how the university uses different digital platforms, for example newsblogs, Facebook, Twitter, YouTube and LinkedIn, to harness its broader communications strategy. "Higher Education institutions are known for

the knowledge development taking place here. Universities and leading FET colleges have an opportunity to plough back into South Africa's Higher and Further Education system through their involvement with organisations such as MACE that creates networks to share knowledge and best practices," said Ms Lize Esterhuizen, Head of e-communications at SU and also Western Cape chairperson of MACE. Commenting on the attendance, Ms

Esterhuizen added, "pleasingly, we had representatives from various Higher and Further Education institutions across the country, including the Universities of Johannesburg, KwaZulu-Natal, Witwatersrand, Western Cape, Cape Town, Venda, Limpopo, North West, the Nelson Mandela Metropolitan University as well as Boland, Vuselela and Orbit Colleges and Universities of Technology such as Tswane and Cape Peninsula".



The whole workshop was recorded and at one stage was streamed live, and delegates could watch it on YouTube thereby increasing the audience



Ilan Rabinowitz, co-founder of MXit, receives a token of appreciation from the author. A staggering 500 million messages are sent via MXit daily making this communication tool vital in the sphere of internal/external communication

## Northlink help werkloos

RENÉ BONZET

Northlink Kollege het 'n projek bekendgestel om werkloos wat in studies in die ingenieursveld belangstel, te help om praktiese opleiding te kry. Vir hierdie projek wat as 'Changing Lives' bekendstaan, het 'n paar maatskappye sewe beurse van R5 000 elk vir Northlink geborg. Die volgende maatskappye het as borge na vore gekom: **Itemba Labs** wat drie beurse borg; **Golden Arrow Bus Services** wat twee beurse borg; **MAREFA** en **Marine Crew Services** wat elk een beurs borg.

Enige werklose persoon wat vir hierdie 'Changing Lives' beurs wou aansoek doen, moes tydens Northlink se opedae 'n paar weke gelede die Wingfield Kampus in Vanguardrylaan, Goodwood besoek en op die perseel

'n beursaansoekvorm voltooi. Die aansoek moes vergesel wees van 'n beëdigde verklaring wat bevestig dat die aansoeker werkloos was. Voorts moes die aansoeker ook 'n brief aanheg wat sê hoekom hy/sy die vaardigheidsopleiding wou ondergaan. Die bestuur van Northlink Kollege: Wingfield Kampus sou dan besluit aan wie die beurse toegeken word. Die Kollege het ook onderneem om die studente te ondersteun om ná voltooiing van die kursus, werk in die ingenieursveld te kry.

Radio Tygerberg het die Vrydagoggend net voor die opedae die projek op hul Oggendrooi-program met Anton Brink en Benescke Janse van Rensburg geadverteer. Daar is tans min indien enige beurse beskikbaar vir die korter vaardigheidskursusse wat dikwels 'n vinnige roete na indiensneming is.

# Aspirant chefs cook their way to success

JANDRÉ BAKKER

Boland College is the only public BFET college in the Western Cape selected to participate in a national training programme in which 800 chefs stand to be trained countrywide.

The 800 young unemployed people joined the government's national EPWP (Expanded Public Works Programme). This funded initiative, which focuses on job-creation, was awarded to the South African Chefs Association (SACA). 180 of the 800 young people who will be trained as chefs come from the Western Cape and 32 of them will be trained by Boland College. The other participating private training providers in the Western Cape are Chez Gourmet, Capsicum, Silwood Kitchen and the Institute of Culinary Arts.

This six-month programme is internationally accredited by City & Guilds, through whom successful candidates will be awarded a Level 1

IVQ Certificate in Food Preparation and Cooking. Boland College had to become accredited to offer this programme before the training could start in the state-of-the-art industrial kitchen at the Paarl Campus.

An essential component of the training is workplace experience. Boland College is extremely grateful to Paarl's Medi-Clinic and participating General Hospitals, the Police College in Paarl and Boland College's residences. These institutions hosted the trainee chefs for their experiential learning. They started their workplace training on 4 July.

Accomplished facilitator Jonene Brandt rightfully boasted that "the students had an attendance rate of 100% and it goes without saying that they are loving the experience". Boland College Senior Manager Rona van der Westhuizen added that it was "quite a challenge to keep up with the buying of the ingredients and finding a deepfreeze



Students Annleee Ontong (left), Uanita Titus (middle) and Menicia September (right) in their uniforms in the training kitchen at Boland College Paarl Campus, Drakenstein site

big enough to accommodate the chicken specials! I love the exhilaration I experience when I see young people enjoying themselves while they are

given such a wonderful chance in life". The students will complete their training at the end of November, and our best wishes accompany them.



Cooking for success are Melissa Johnson and Kyle P Johnson (far left) while lecturer Jonene Brandt (middle) observes

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## Changing lives: one student at a time

NOLENE DE COSTA

All FET Colleges have been mandated to allocate a substantial amount of bursaries to unemployed matriculants and National Certificate Vocational (NC(V)) learners from the National Student Financial Aid Scheme (NSFAS).

In order to achieve their targets, Northlink College went on a drive into various communities to identify matriculants who are not employed nor currently studying and to invite them to register at the College for the second semester. The campaign proved

to be very successful and over 160 unemployed matriculants registered at the College. All the students were given a bursary from the NSFAS bursary scheme.

Due to the increased number of registered students, the College created additional late-afternoon classes from 15:00 to 18:00. The normal class time is from 8:00 to 15:00 full-time and 17:30 to 20:30 part-time. "It is time that we think out of the box and are not bound by age-old practices. Our facilities should be used to the maximum from 8:00 to 20:30 daily in

order to accommodate the demand for the quality education which is offered at Northlink College," says Mr Cecil Abrahams, Chief Financial Officer at Northlink College. The additional students are all excited about the prospect of being able to further their studies at the College which will improve their future employability. This arrangement was only made possible by the generous co-operation of the lecturing staff who will be teaching these additional classes.

The "Changing lives: one student at a time" project will continue for the

third trimester. The third trimester registration is specifically aimed at registering students in engineering-related programmes which could lead to artisanship. It is envisaged that by the third trimester registration, at least 500 unemployed matriculants would have been reached and registered into various programmes at the College.

One of Northlink College's espoused values is to be "committed to affordability and accessibility for all" and therefore the Management of Northlink College is confident that the project will be a huge success.



# South Cape College claims PMR Gold Award

**YVONNE BOTHA**

PMR Africa, a market leader in research and statistics, completed their annual reviews in several sectors recently.

In the category of Institutions for Higher Education/Tertiary Institutions, South Cape FET College received a Golden Arrow Award for 2011. This emanates from a survey conducted by PMR and from a sample of 115 chief executive officers, managing directors, owners of companies, company directors, senior employees and senior local and provincial government officials in the Southern Cape and Karoo region.

The college was rated "Excellent" with a 1<sup>st</sup> overall place in this category. South Cape FET College also received the award as part of "Leaders and Achievers", companies and institutions doing the most in their sectors over the twelve months covered in the survey, to stimulate economic growth and development of the region.

This achievement is even more appreciated should one take into account the very strong competition

in the region, especially from higher education institutions. At an Awards Breakfast held at the Hyatt Regency Hotel in Oubaai, George, the awards for this region were distributed to achievers in various sectors.

At this prestigious event the Deputy Chief Executive Officer Innovation and Development, of South Cape FET College, Dr Rajesh Maharaj, was the guest speaker. "The invitation extended to Dr Maharaj to act as guest

speaker proved most successful, as his theme of leadership based on value principles, spoke directly to the heart of the matter", observed Mr Johan Hattingh, CEO of PMR Africa. The presentation was so well received that a special downloadable version was made available on the website [www.sccollege.co.za](http://www.sccollege.co.za).

Within the first day after it became available, more than 20 people downloaded the mini-paper. The

Chief Executive Officer of South Cape FET College, Mr Luvuyo Ngubelanga, extended a sincere word of thanks and appreciation to staff members and his senior management team for contributing towards this success story of the college.

From a 2<sup>nd</sup> overall place in 2010, with a Silver Arrow Award, the College managed to change perceptions favourably in its region to claim first prize this year.



*Proud representatives of South Cape FET College with the Golden Arrow Award are Hennie Cronje, New Business Manager, CEO Luvuyo Ngubelanga, Dr Rajesh Maharaj DCEO Innovation and Development, Mr Linda Majola, George Campus Head and Yvonne Botha, Head of Marketing and Communication*

## New Venture Creation success stories



*Ayanda Mazwane (left) and Debrah Matsolo are two successful certificate holders of the New Venture Creation course recently offered at South Cape FET College Bitou Campus*

**YVONNE BOTHA**

The New Venture Creation skills programme offered by South Cape FET College recently delivered at least two success stories from participants in the course.

This course commenced in February this year and ended in July. Offered by facilitator Jeanette Botha, this round included a total of 30 students. Of the 30, 29 completed the course, in itself an excellent achievement. The course

was offered in Bitou (Plettenberg Bay) and funded by the Health and Welfare Sector Education and Training Authority.

According to South Cape FET College Programme Manager, Janse Cronje, this specific course was a perfect example of how the skills courses can practically benefit attendees in furthering their business skills and increasing their turn-over. Although 29 of the original 30 participants received the coveted Competency Certificates, at least two of them already received a

return on their investment of time spent on the course.

Two weeks before the course commenced in February, Ayanda Mazwane started a business selling Tupperware. She was recruited and selected for the course and attended her classes regularly. According to the course facilitator, Ayanda was also actively involved in all the class exercises. The start-up capital for her business was R1 300 and she initially had four prospective clients. After only two months into the programme she had gained skills regarding marketing and customer service and was able to apply these in her business. The immediate result was a growth in clientele to fifteen and her orders now totalled an average of R6 000 per month. As a feature of this type of franchise business Ayanda also receives commission and incentives from the "mother company" when exceeding targets. After completing the Marketing, and Marketing Plan, unit standards, Ayanda was promoted to Area Unit Manager as a result of the exceptional targets she achieved since April. She is, with good reason, very optimistic about the future of her

business and is considering employing two agents to assist with marketing and distribution.

Fellow student Debrah Matsolo is a woman in construction. She started her business with two partners in 2007 but after a couple of years the partnership dissolved and Debrah is now sole proprietor. She was also selected for participation in the New Venture Creation course and attended classes regularly. In May she completed the unit standard on how to tender for business and how to complete a tender form. Shortly after that Debrah took a chance and applied for a tender from the Bitou Municipality. A few weeks later she was awarded a tender of R186 000 for a maintenance contract at the Bossiesig Stadium in Bitou. Debrah is very excited about this wonderful opportunity and attributes the fact that she won the tender to her newly acquired skills on how to compile a tender form and how to do thorough financial planning and pricing.

This is a very rewarding skills programme as it does make a difference in the lives and businesses of emerging entrepreneurs.

# National Tooling Initiative invests in training

SANDRA SCHMIDT

The core business of Northlink College's Wingfield Campus is the training of Toolmakers, Mould makers, Fitters and Turners and Fitter Machinists. This is a highly capital-intensive training field as it demands the latest technology available to train students for industry. This technology is updated on a regular basis in response to the demands of highly competitive global industry. Needless to say such demands usually place a strain on college budget.

According to Dirk van Dyk, CEO of the National Tooling Initiative Programme (NTIP), SA has lost about 80% of its tool and die-makers over the past 25 years due to emigration, retirement or changing jobs. Less than 20% of South Africa's tooling demands have been met locally, forcing industry to import primarily from Germany and China. Several international companies, including Toyota, Tata and LG have recently announced that they are building new or additional factories locally, which will require high skills levels. It is estimated that South Africa's automotive industry spends two billion rands per year on tooling. According to Van Dyk, South Africa's toolmaker needs are estimated to be between 1000 and 2000 toolmakers a year. Included in this industry is also the plastic injection

moulding sub-sector which has been identified by the MERSETA as a priority sector. According to the Sector Skills Plan of the MERSETA, it is estimated that 22 700 jobs in new industries in the plastics field will be required over the next four to five years.

Wingfield Campus is a participant in the Tool, Die and Mould-making Powered (TDM Powered) apprenticeship pilot project which is a joint initiative between the National Tooling Initiative (NTI), the Toolmaking association of South Africa (TASA) and the Department of Trade and Industry (DTI). The aim of the programme is to alleviate critical scarce skills shortages in the all-important Tool, Die and Mould-making industry. This industry also provides a key support industry for manufacturing in South Africa. The TDM Powered, four-year apprenticeship programme commenced in 2010 with the foundation phase of the training. The programme is being implemented on twelve campuses nationally of which Wingfield Campus is the only participant in the Western Cape. Commencing in 2010 with 25 learners in the foundation phase programme, twenty-one passed with an average of 84%. These then continued in 2011 with the first year of the formal apprenticeship programme. Another 54 trainees commenced at the beginning of 2011. Of these, 25 entered the foundation phase programme and

29 entered the first-year apprenticeship programme making a total of 75 trainees in the programme. This pattern will continue with a minimum of 50 new trainees being enrolled every year until 2014 by which time there will be a total of 225 TDM Powered apprentices in training. The training programme consists annually of three trimesters (or phases) comprising two trimesters of combined theory/workshop training and one trimester of on-the-job training where the apprentices are placed in companies for experiential training.

National Treasury allocated funds to the NTIP to be disbursed over three

years for training on the participating sites. The funds will be used to cover both operational and capital expenditure linked to the apprenticeship programme. Offering this programme requires the latest technology which is prohibitively capital-intensive. Northlink College was therefore greatly relieved to receive equipment from the NTIP to the value of R1 756 259 in the form of milling machines, lathes, workbenches and drilling machines. The College expresses deep gratitude for this significant capital investment. This vote of confidence in Northlink College will be met with returns in the form of world-class training.



'Christmas for Toolmakers!' A truckload of cutting-edge machinery and equipment arrives at Northlink College

## Job shadowing: West Coast students shine

HEINRICH ROBERTSON



Grace Melani on the switchboard during her job shadowing

During the winter holiday recess, more than 200 final-year West Coast College students had an opportunity to gain practical experience and exposure in their fields of study through the college's work placement experience programme.

Every year West Coast College requests industries and businesses to receive its level 4 students during their June recess. The objective is that they should have the opportunity to observe the practices associated with their field of study.

This may include recording and familiarising themselves with the office or workshop routine, atmosphere and general work pressure.

Vocational studies place an emphasis on practical study. Observing and in many cases participating in the work

environment was fun for the students, and for many an eye-opener.

Four students had the opportunity to harness their skills at the Cederberg Municipality in various departments ranging from Human Resources to Administration.

Grace Melane, Greysel Douries, Eurenchia Uren and Madelyn Mouton got a taste of how things work in local government. Their immediate superior Ms Rhoda Witbooi was full of praise for the students and how they carried out their various tasks. "I was so impressed with all four students and their eagerness to learn and apply their skills. These students have definitely changed one's perception of West Coast College. They and other students from the college are more than welcome to do job shadowing at the municipality again", she enthused. Two of the students were initially placed at the Citrusdal offices but the municipality

decided to transport them to the head office in Clanwilliam seeing that the workload there was far more.

For Grace Melani, a final-year Office Administration student, the exposure to the work place has opened her eyes to the world outside. "I have so much confidence now and I feel ready and prepared for any challenge. The most challenging part was the switchboard. It is important to always be friendly seeing that you are the first person to whom outsiders will speak. I really enjoyed my time at the Cederberg Municipality", she said. This feedback shows that West Coast College is truly moving in the right direction when it comes to educating the students and the workplace exposure programme is indeed a huge success.

The college management wishes to express its profound gratitude to all the companies who participated in this skills development programme.

# South Cape College offers 67 min for Madiba

YVONNE BOTHA

This year's celebrations of Nelson Mandela Day on Monday 18 July 2011, proved to be a very happy day for Zamuxolo Crèche in Thembalethu, George.

This day-care centre, in dire need of basic maintenance of the grounds and painting of the building, was visited by South Cape FET College staff from its central office. Leading the enthusiastic team was Chief Executive Officer, Mr Luvuyo Ngubelanga, who donned an overall to perform his duties as gardener and painter.

Motivating staff with his enthusiasm and spirit, he soon got the building transformed from drab to fab. Children

were treated with stationary packs, bottled water and lucky packets. The highlight of the 67 minute initiative was maintenance performed on the grounds and buildings of the centre, assisted by the maintenance team of the George Campus of South Cape College. Mr Alisile Dyabaza, Deputy Chief Executive Officer: Corporate Services, proposed this initiative and urged staff from the college's central office to participate.

Staff, branded in fun corporate t-shirts, enthusiastically participated in this event. The George Campus Social Responsibility Group performed a song, drama and music act at the venue, entertaining both young and old. This group has been performing at several social responsibility outreach events such as Youth Day; the Outeniqua

Wheelchair Challenge, the CANSA Relay for Life, and the CANSA Shavathon.

The College is committed towards excellence in the education sector that is accompanied with a sense of compassion and shared responsibility. South Cape College strives to serve our community on a continuous basis and to become involved in community activities to the benefit of all.

Needless to say, the action also did not stop after the prescribed 67 minutes! With an Outcomes focus, the painting was completed on the main building

and all outbuildings. An official signboard, displaying the college's support of the centre, will be erected soon. Social responsibility plays a huge role in the mindsets of staff, students and management. It can therefore safely be concluded that this initiative will be repeated in future. South Cape FET College has taken a leadership role in the Southern Cape and Little Karoo education sector to show that education can, and should, include broad-based compassion. "Take Action, Inspire Change. Make everyday a Mandela day." South Cape FET College will strive towards this mantra every day.



CEO painting: proving that CEO skills can be utilised for more than strategic meetings, Mr Luvuyo Ngubelanga sanding some jungle gym equipment to ready it for a new layer of paint

## Open Day: a campus takes a holistic approach

### Editor's Note:

Tilly Reddy is the Academic Manager of Services Programmes at the College of Cape Town. Tilly reports on the highly successful Open Days recently held by all Western Cape public FET colleges.



Professional hair services on offer from the hairdressing students

TILLY REDDY

The Wynberg campus of College of Cape Town was once again a hive of activity during our extended Open Day. With a never-ending stream of clients throughout the two days of this event, the staff and students were finally able to leave the building at 18:00.

The campus offered many activities for our clients. Prospective students could receive course information and career guidance from experts in their field. The student support officer was on duty to offer guidance where necessary and also to make bookings for clients' assessments. Exhibitions by suppliers and industry stakeholders were well received by the public.

Twelve campus hair and beauty salons were open to the public. Mums and dads were able to book to have some quality "me time". All this could be done with

the full knowledge that their precious younger children were well cared for by our Early Childhood Development students from the Gardens Campus. The kiddie's room and jumping castle were busy throughout the event. It was good to see that our invited VIP guests were eager to visit our two VIP salons as well. All students and staff that worked during the Open Day displayed a work ethic and commitment to service excellence that was highly commendable and appreciated by our clients. Students worked under pressure and they enjoyed every single second of it while putting their theory training into practice.

We all ended the two days in total exhaustion but with the feeling of exhilaration and fulfilment that one gets after having done a good deed. In this case our good deed was that we went all out and served to the best of our ability.

## College strengthens links with NGO community

KHANYISA LUBAMBO

In autumn, False Bay College hosted an informative NGO (Non-Governmental Organisation) breakfast at its Westlake Campus. The focus of the breakfast was to give the NGOs an overview of the College and to inform them about the curriculum and the future strategies and plans of the College.

The College has a long and successful history of working with NGOs but identified the need to further strengthen these links. False Bay College intends building a strong partnership with the NGOs with a view to meeting our socio-economic objectives of regionalised

skills development programmes that will stimulate opportunities for job creation and poverty alleviation. We also want to correct the misconception, wherever it may exist, that FET colleges are a "refuge" for school drop-outs. FET Colleges are first-choice institutions of learning and should be universally recognised as such. In a resounding vote of confidence in public FET colleges, the Department of Higher Education and Training has generously made full bursaries (collectively worth millions of rands) available for National Certificate (Vocational) and Report 191 (NATED) programme students.

An Open Day Invitation was extended to the NGOs to send prospective NC(V) students for personal assessment. Pre-registration assessments help to identify vocational programmes that align with the students' interests. Students who complete the assessment and identify an appropriate course of study in the aforementioned lists of programmes, and who meet the criteria, qualify for a bursary.



Fbay NGO duo: Ms Pillay of New World Foundation and Adrian Bezuidenhout, False Bay College, have a chat at the False Bay College NGO Breakfast

"The NGO Breakfast is a step towards our common goal in which NGOs and False Bay College work collaboratively to improve the lives of young people," commented Adrian Bezuidenhout, False Bay College Recruitment Officer.

# Removing the barriers to learning

## Editor's Note:

*Andrew Verridjtj is an educational psychologist who previously practiced in the school sector and recently joined West Coast College in this capacity. He is based at the Atlantis Campus but renders services throughout the college.*

### ANDREW VERRIDTJ

West Coast College has recently initiated a programme to roll out support for those of our students experiencing barriers to learning.

Of course broadly speaking, and in a rural context in particular, almost anything can be a barrier to learning. Time can be a barrier to learning if there isn't enough of it. Distance can be a barrier to learning if adequate transport is lacking and so on. So with an open minded approach, we began by trying to find out from our campuses which barriers to learning appeared to be the most common.

At first there were few surprises. Some of our students have physical barriers and use wheelchairs or crutches. Some are HIV+ and experience side-effects from their medication that impact on their studies. A few are troubled by specific learning difficulties like dyslexia or disorders of written expression. Many appear to have the symptoms of ADHD. All of this was expected.

After further investigation and conversation with learners individually,

in order to determine the precise nature of the difficulty they were experiencing, an intriguing trend emerged. A large number of students reported difficulties with their eyes! In fact some students, who were referred for other reasons like inattention, reported that the only reason they were having trouble focussing on their studies was because they were unable to see the work on the board or screen.

On one campus over 80% of the students who were referred because they were experiencing difficulties with their studies stated that their problems were entirely due to a vision problem. Many of these students had known for some time that their problems were related to their eyes but they felt that they did not have the money to get their eyes tested and acquire corrective lenses and so simply struggled on their own.

This was a barrier to learning that the college could certainly help alleviate. At the time of writing, plans are being drawn up to arrange for those students with vision problems to be assessed by optometrists and, if necessary, receive spectacles. Furthermore, if it

## Computer Game Club launched, with ambitious goals and based on collaboration between disciplines

### GARY KACHELHOFFER

A group of False Bay College students recently launched a Computer Game Club. This is a game club with high ambition. The first objective of the club is to produce a computer game for South Africa and possibly Africa.

In addition to this inspiring objective, the members of the club represent a new spirit of collaboration between students from different study disciplines. False Bay College's newly formed Animation Academy, at their Khayelitsha Campus, received a request from the IT students to produce a computer game. Gaming has always been in the animator's realm, but it also needs programmers

and so a combination of IT and Animation students is a perfect fit. The team is comprised of Lubabalo Mbaba, Xolani Maleni, Lwando Maganisi, Phelang Qhu, Lucky Dlamini and Mondl Klaas.

The IT students wrote the programmes, and conceived the characters and environment. The animation students are going to help with the design and animation of characters, backgrounds, and the storyline for the game.

The game is an RPG game (similar to Final Fantasy or Pokemon) which is in a rich style and based within a fantasy environment. Let's hope that these enthused students can pull it off.

appears that their problems are still not resolved, we can also arrange for their notes to be printed with large fonts or for them to receive extra reading time in examinations.

If we can successfully roll this out

to our students then a simple thing like spectacles could make all the difference to our students and we hope that as we move forward with this project we will find many more students whose barriers to education can, with our help, be overcome.

# Graduation ceremony sets new standards

### JANDRÉ BAKKER

Boland College pulled out all the stops to honour their graduates of 2010. More than 500 excited graduates and their parents attended the prestigious ceremony held at Boland College's Worcester Campus and packed the 3000-seat hall to capacity.

This annual event is held in very high regard by the Boland community because Boland College services the entire region and has numerous international students, especially from neighbouring countries.

Boland College offers vocational national certificates as well as post-matriculation national certificates and diplomas in a broad field of disciplines from business and financial management to engineering, social sciences, hospitality and tourism. As a Further Education and Training (FET) College, Boland College prides itself

on developing individuals far more prepared for the workforce than the average high school graduate.

It is the candidates who successfully completed these programmes who were honoured for their hard work and their determination in completing their studies. Corrie Myburgh, Acting Chief Executive Officer, expressed her pride with the graduates of 2010.

Some of the highlights of the graduation included motivational speeches by celebrity guest speakers such as SABC TV Channel 2 Pasella presenter, Paul Rothman, and Idols winner, Karen Kortjie.

Karen addressed the audience on the difficulties life can throw at you and how determination and hard work can help you overcome these challenges, while Paul highlighted the importance of commitment to anything you tackle in life, the positive character required to be successful and the consequences



*Speaking on commitment, character and consequences was celebrity guest speaker, TV personality and motivational speaker, Advocate Paul Rothman*

of our actions and life choices. Suffice to say, the speakers offered worthwhile entertainment and encouragement to all present.

The photographing opportunities were plentiful and the results will be treasured for many years to come!



# Western Cape colleges form part of a wider initiative to get students working by closing the gap between employment and training

## Editor's Note:

*Shanita Roopnarain is a Project Manager for the Swiss South African Co-operation Initiative (SSACI). SSACI is a public-private partnership based in Johannesburg and has worked with colleges in developing a structured programme for Workplace Experience (WBE) for college students. The pilot stage ended last year and the project is now being rolled out by SSACI. College of Cape Town was one of four colleges involved in the pilot programme and now False Bay College, South Cape College and Boland College are amongst the fifteen new participant colleges involved.*

### SHANITA ROOPNARAIN

South Africa has the highest unemployment rate among 61 countries surveyed by Bloomberg (Fin24: Economy, May 24 2011). We are a country in crisis with a current unemployment rate of 25,9%. It is a desperate situation and getting worse with time.

We have maintained these levels of unemployment for more than a decade and this translates to more than 4 million people unemployed (Stats SA, 8 Feb 2011), heightened by a steady decline of capacity within industry to absorb this ever increasing pool. The question is why is there such a low intake of the labour force? Some of the reasons, according to Dr Haroon Borat (October 2010 in Washington DC)<sup>1</sup>, lie in "a failing schooling system and further education and training system (FET)" as well as "a mismatch between labour demand and supply" and the issue of addressing the crisis, he suggests, could be through "improving employment placements by focusing on unemployed youth and unemployed adults" and "focusing on labour regulations".

However, the future looks grim when one considers that more than 51% of SA's youth is unemployed (Survey: SA Institute of race relations as of 28 July 2011). This scenario has been here a while and is increasing. There is no doubt that South Africa's

unemployment time bomb is alarming!

The Swiss South African Cooperation Initiative (SSACI) based in Johannesburg is a public-private partnership between the Swiss government and a group of Swiss companies operating in South Africa. It has reviewed the unemployment crisis and in an effort to assist with alleviating this situation, SSACI has introduced Workplace-Based Experience (WBE) to FET college students on the National Certificate (Vocational) [NC(V)] programme. The intention of WBE is to align the NC (V) curriculum closer to the needs of industry and in so doing begin to develop a long term cooperation between colleges and companies. In other words, students will continue learning both in the workplace and in the classroom and the placements give the students a valuable contextual foundation for the job that they will do when they eventually are employed. This is also a way to encourage colleges and companies to talk to each other and improve student employability in the long term. From SSACI's experience, one of the key benefits for the companies, amongst many others, is the development and identification of future employees by companies either for themselves or for industry in general.

The aim of the project is to prepare the student for the workplace so that s/he is more employable and understands the industry needs once

they have completed the FET course. In this way, the companies benefit as they are able to identify potential employees and contribute to the curriculum development by noting what the students lack when they are in the workplace and making concrete inputs. Through this exposure, students understand the needs of industry much better and they are able to translate theory into practical application.

In the pilot study (2008 -2010) several students from Engineering NC (V) programmes spent their holidays finding out what the workplace was all about. For both the students and the lecturers this was a new approach to implementing the NC (V) curriculum. Companies were already experienced in providing various types of WBE through apprenticeships, university internships and learnerships. Unless students came through the indentured route to colleges, students of the Report 191 programme and the NC (V) programme had no link to industry. Through the WBE programme, students were delighted that they got the opportunity to experience what it was like to be in a real company. One of the students said after visiting the company, "The equipment we learn about in theory class is not available in the college workshop, but I used them in the industry and this has made me understand my theory better". Level 2 learner<sup>2</sup>.

The new curriculum has caused some concern for industry as there were some serious consequences for industry in terms of artisanship and requirements for trade testing. Phasing out the N2 left a legislative gap for trade test requirements and therefore a scornful reaction to the NC (V). However, the SSACI project was able to change perceptions for the better, and a lecturer had this to say "Employers were initially very negative and, from last year, we started engaging with employers and maybe this is an area

we slipped up on by not placing enough emphasis on this. We have had a few breakfast meetings and a few bi-laterals and now they understand the need for relationship building with the FET Colleges as they are seeing the benefits of the NCV"<sup>3</sup>.

Learners state that this lack of understanding causes them a real sense of frustration, as, in the absence of this recognition from industry; they are unable to find employment. One learner observed: "I do not think the companies realise the potential of the NCV because it is not good to learn for three years and at the end you do not get a job. I think the companies must recognise the NCV because the learners who finish NCV have practical and theoretical experience"<sup>4</sup>.

A number of employers state that having hosted the learners they were generally impressed with the quality, and some stated that they hoped to employ some of the learners when they complete their courses. They suggest that this is an important indication that the project has begun to meet its objectives.

25 colleges countrywide have been supported by SSACI to implement WBE. There are four participating colleges in the Western Cape. They are the College of Cape Town, Boland College, False Bay College and South Cape College. SSACI in partnership with the DHET plans to roll out WBE to the remaining 25 colleges by 2012 so that all FET College NC (V) learners can benefit from the project. SSACI is certain that if relationships between colleges and companies improve, and more companies begin to open their doors to students, there will be greater impact overall for improving employment in South Africa.

For further information on this project contact the Swiss South African Co-operation Initiative (SSACI) by emailing the author at [shanita@ssaci.org.za](mailto:shanita@ssaci.org.za).

## Footnotes

<sup>1</sup> Haroon Borat is a Professor in the School of Economics and Development, Policy Research Unit, University of Cape Town. He presented the topic: "Unemployment in South Africa, Descriptors and Determinants" to the Commission on Growth and development, World Bank, in Washington DC on 15 October 2010.

<sup>2</sup> Response from a Level 2 learner participating Singizi Consulting evaluation of SSACI's FET College Project.

<sup>3</sup> Response from a senior lecturer at an FET College participating in the Singizi Consulting evaluation of the FET project.

<sup>4</sup> Response from a Level 2 learner participating in Singizi Consulting evaluation of SSACI's FET Project.

# Boland College implements an internal audit function and an enterprise-wide risk management system



Hentie Fourie, Boland College Internal Auditor

## JANDRÉ BAKKER

In terms of section 25 of the Further Education and Training Colleges Act (2006), the Council must “implement internal audit and risk management systems which at least are not inferior to the standards contained in the Public Finance Management Act”. According to a report tabled by Judge Mervyn King after a series of workshops with public FET college senior managers in the Western Cape in 2009 (and published in the FET College Times of December 2009), “The PFMA and the King Report on Corporate Governance can and should ... be used as points of reference for the establishment of good governance practices”.

Against these requirements, Boland College made a decision to appoint an in-house Internal Auditor during 2009. “It was important for us to appoint a permanent person, preferably someone who understands the inner workings of FET colleges intimately,” says Hannes Gelderblom, Chief Financial Officer of Boland College. “We felt that more value would be added this way, rather than simply outsourcing the activity. We understand, however, that establishing an Internal Audit function, as well as Risk Management processes, will take time, and that specialist input and assistance would be needed for the first few years.”

Accordingly, GRA Services, a firm that specialises in Internal Audit and Risk Management services, was appointed to assist the College in this regard. “We work very closely with the Internal Audit function,” says Louw van der Merwe from GRA Services. “Our goal is to

establish a Risk Management process that permeates the entire organisation and almost manages itself, as well as an Internal Audit function that is wholly managed by the existing Internal Auditor. This takes time, at least three years in our experience.”

“The assistance that I receive from GRA Services has proven to be invaluable,” says Hentie Fourie, the Internal Auditor for Boland College. “I understand the College and its processes at a very detailed level. GRA Services provides guidance and direction in terms of the internal audit process, controls and standards, so together we form a very balanced team. Because our goal is to really improve the control environment in a collaborative manner, it takes time, however, and individual business process reviews are conducted very thoroughly.” With regards to Risk Management, Hentie is of the opinion that the establishment of this process has added enormous value across all levels of Boland College. “Senior and junior staff suddenly understand their day-to-day activities better. They see the big picture, and are able to contextualise their actions in assisting the College to achieve their objectives.”

Chops Fourie, the Chief Executive and Accounting Officer of Boland College, confirms this viewpoint. “We are really starting to see the benefits of the process. The manner in which it was and is being conducted is participatory, leading to staff on all levels feeling that they own the process. It also helps everyone on all levels to think outside their immediate surrounds and day-to-day activities, and start seeing things from a Boland College perspective.

We see it becoming a very valuable management tool, as it promotes goal congruence throughout the College. It also gives us a tangible output to measure our Exco decisions against, ensuring that we see each other’s viewpoint and prioritise our resources correctly.”

The CEO emphasises that risk management is not seen as a new process, but that it purely documents and guides existing thought processes within the College. This is corroborated by Louw van der Merwe, who says that Risk Management is not a new concept. “Think about it,” he says. “Risk Management has been around for ever. Essentially, all everyone in any organisation is doing on a day-to-day basis is managing risks. Any action undertaken by any individual in any organisation has to be directly linked to managing a risk. If it doesn’t, then it is a time-wasting activity.”

Louw further states that establishing a Risk Management process entails formalising and standardising existing thought processes. “Our ultimate goal in establishing a Risk Management process is in standardising thought processes. Imagine an organisation where everyone, from the most junior level to the individual Council members, agrees not only on the risk, but also on the potential impact and potential likelihood, or priority, of every risk. Imagine the good and fast decisions that organisation will make, while every action by every employee is completely focussed. Sustainability now becomes a non-issue, as experience, which is essentially the wisdom acquired through many years on how to manage a risk best, is shared amongst all in a formalised manner.”

It does not happen overnight, though. “There are essentially two reasons why most Risk Management processes fail,” says Louw van der Merwe. One reason is that risks are identified on different levels, and that is the reason why an experienced facilitator is necessary during the workshops. The other reason is that organisations do too much too quickly, in other words they want to fly before they can walk. “For me, a good Risk Management process is one where simplicity is paramount,” says Louw van der Merwe. “Risks are identified, prioritised, and assigned to risk owners. Concepts such as residual risk are best left for year three or four

of the process, and it might never be necessary to go down to that level. Be very careful of too many risks, as well. Two hundred risks in year one are too many, and it might doom the process from the start.”

Establishing the process is not an onerous task, insists van der Merwe. “At Boland College, in year one, we spent no more than 150 hours. We were very lucky in that most of the groundwork had already been done for us through the excellent Quality Management System (QMS) process that Boland College had established.” Essentially, the Risk Management process commenced in 2010 with a series of workshops, held per business process. Here the business processes as defined by the QMS process were used. All levels of personnel from each business process were invited to the workshop, where the risks facing that business process were identified, and thereafter rated in terms of impact and likelihood by the attendees. The output from all workshops was then collated and prioritised to form the Boland College Risk Register. The Risk Register was then used to prepare a three-year Strategic Internal Audit Plan, as well as an Annual Internal Audit plan. This last plan gave an overview of the Internal Audit effort required, to enable this function to be in a position to fulfil its mandate of providing assurance on the continued functioning of key controls to mitigate priority risks.

In 2011, another series of workshops were held. During these workshops the risks in the current Risk Register were further refined (using a top-down approach, ensuring completeness and a total view of risk), and the risks were again prioritised by each attendee. As the next step another workshop will be held, where all attendees will prioritise all risks within the Risk Register, ensuring a balanced view of the total risks facing Boland College. Thereafter, the current risk owner of each risk will be identified, and discussions will be held as to the strength and adequacy of existing control activities in place to mitigate those risks.

“This measured, logical approach is the only one that will result in Risk Management becoming part of everyday activities,” says Louw van der Merwe. “And it will therefore result in Boland College being even better governed than before.”

# Beyond ISO9000: Services SETA awards star grading

## Editor's Note:

Andrew Winks is the Quality Manager for College of Cape Town.

ANDREW J. WINKS

As FET colleges we are all well acquainted with SETAs from the perspective of being training providers. However, few colleges have dared to approach a SETA to have their internal processes scrutinised according to strict customer service criteria to check that they are well aligned with SETA requirements. The College of Cape Town has for a time had formal recognition by a number of SETAs including the Services SETA as an Institute of Sectoral and Occupational Excellence (ISOE).

Arising from this relationship the College entered the Services SETA programme to subject our customer service throughout the organisation to the closest scrutiny.

We were rewarded with Services SETA Star Three certification for each campus and the central office. The College of Cape Town thus became the first, and to date the only, public FET College in the country to be awarded the Star

Three award for customer service. This is a logical progression of the aim of ISO9000, which is the creation of a customer-centred organisation. It is a significant achievement because by no means all organisations that apply for the grading achieve it, not even among ISO9000 certified organisations.

The Services SETA star system does not only apply to providers, and certification means that the highest standard of customer service is being achieved. The different stars are awarded for the following criteria and can be awarded in any order, as the organisation achieves them:

- Star One : Legislative compliance. Any college that has been recognised by the Services SETA is likely to achieve this.
- Star Two : Having adequate Quality Systems. An organisation that has achieved ISO9000 certification will be recognised automatically on presentation of the necessary evidence.

- Star Three : Service Excellence, driven by client-centred behaviour that passes formal Services SETA audits. The College of Cape Town has been granted Star Two and Star Three for all sites, and we are waiting for formal endorsement for Star One.

The Services SETA declared when launching the Star system: "we envisage that by managing this grading system we will not only assist companies in monitoring their progress but also create a spirit of competitiveness that will encourage South African companies to strive to be the best". The internal sponsor was the Quality Manager (this writer), and the project manager was the Marketing and Corporate Communications Manager, Sharon Grobbelaar.

"While we are proud of our ISO9000 status," adds Sharon Grobbelaar, "this alone is not enough to ensure that the service standards expected by our clients are met. Only through the dedication and efforts of our management team and all our staff, the continuous drive to improve service delivery as an organisation, and by never settling for second best, will we be able to meet the needs of all our clients." The Services SETA conducted a series of audits on a site-by-site

basis. To be frank, some remedial action was required to strengthen some marginally conforming areas identified in the initial audits. This is hardly surprising given the exacting standards applied. However, all sites passed the final audits, to our relief and immense satisfaction.

The audits were conducted by a third-party organisation contracted by the Services SETA and followed a rigorous set of formal criteria. While policies and procedures, and other documentation including customer-service material, was carefully examined and evaluated, the audit depended on an extensive set of interviews with students and other persons.

The audits probed actual service achievements and included external parties such as parents and representatives from industry. Interviews were also conducted internally with key managers, starting with the CEO Mr Jannie Isaacs. Staff members who regularly interact with students were also put under the proverbial microscope.

This achievement represents a significant step in the road to academic excellence and in fulfilling our mandate to provide quality education and training.

## The nature and benefits of a successfully implemented quality management system

### Editor's Note:

*Boland College recently underwent their final surveillance audit before the full audit for re-certification in terms of their SABS ISO 9001:2008 certification commences. Quality management is not limited to core business processes but should be a holistic process in every organisation. Johanna Coetzee, Quality Manager for Boland College (the first Western Cape college to achieve full certification), takes a look at this vital aspect of total business management.*

JOHANNA COETZEE

Quality is recognised by all people and it is a popular topic. However, quality can be a confusing concept as people view quality in relation to differing criteria. To keep clients satisfied means their requirements should be met or exceeded. It is therefore necessary to determine what your clients require. A process of requesting input, analysing the input and providing feedback and improvement will keep the quality chain alive and prosperous. A Quality Management System should be

designed to improve the performance of the organisation and thereby enhance client satisfaction through the services delivered by the organisation. For survival, it is necessary for an organisation to create and retain satisfied customers.

Quality cannot be left to chance. It should be managed. Quality objectives should be defined and they can only be achieved if the risks involved are managed. Once risks are defined, they should be eliminated, reduced or controlled. The four legs of Quality

Management should be recognised in the overall process of quality management. They are: Quality Planning, Quality Control, Quality Assurance and Quality Improvement.

By implementing a Quality Management System (QMS), the need for continuous improvement is acknowledged. Staff will be more aware of the necessity of delivering quality service which in turn will strengthen a positive relationship with customers. It will be easier to increase and maintain market share. Not only will the customers gain, but staff will be proud to be associated with the organisation and morale will improve. A good Quality Management System will ensure that both the customers' and the organisation's requirements are met. At Boland College the QMS is designed to involve our staff. Process owners are empowered to take responsibility for creating awareness of the importance of

quality service delivery, to manage their processes, and to ensure a continuous improvement of activities.

Strong leadership is vital for the successful implementation of a Quality Management System. A clear vision of where the organisation wants to be, the development of strategies that will guide the organisation towards the achievement of its objectives and making employees co-responsible to obtain these objectives, are crucial for both the success of the organisation and the Quality Management System.

The success and growing maturity level of the Boland College Quality Management System are rooted in the above-mentioned elements. Through the leadership of the CEO, Mr Chops Fourie, and the dedication of the staff members of Boland College, the implementation level of our QMS is high and the college reaps the benefits.



# Instructional Design and the use of Taxonomies in Occupational Training and Skills Development

## Editor's Note:

*The following paper by Barry Cox deals with learning theory that may be applicable in a FET college setting. This is part of Mr Cox's on-going research into areas of learning such as constructionism and is part of a wider research project with which he is currently engaged. The article is not meant to be an academic treatise. Consequently he has provided endnotes where necessary but dispensed with reference citation.*

*Mr Cox is a freelance writer and independent educational researcher with a special interest in skills training and development. He is also an ex-Western Cape Education Department employee and FET college lecturer.*

*The FET College Times intention of publishing papers of this nature is to promote debate within the FET College sector. Readers are therefore more than welcome to take up the discussion directly with Mr Cox. He may be contacted at [scox@telkomsa.net](mailto:scox@telkomsa.net)*

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BARRY N COX

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## Introduction

This article comments on, and gives insights into, a simple analysis and application that may be applied in skills development goals as a means of addressing the skills shortage in South Africa. While acknowledging that skills are best learnt in the workplace, facilitated by skilled practitioners, it is not without the reach and scope of colleges, via their lecturers, to be in the forefront of skills training provision as is already the case. However the present system is just not good enough and requires an added or amended paradigm of assistance to instructional delivery in terms of addressing the perceived skills shortage. Research<sup>1</sup> done by the Council for Higher Education and Training (CHET) and the Further Education and Training Institute (FETI) indicated that there are a staggering 2.8 million youth between the ages of 18 and 24 who are NEET, i.e. youth who are Not in Employment, Education or Training. This accounts for 42% of South African youth. The research document states further that this "is not only an educational problem, but constitutes a social and economic disaster". The potential for skills training here is quite phenomenal as an effective response to this.

The National Skills Development Strategy III (NSDS3), according to reports, came into effect on 1 April (such a "foolish" date is mere coincidence, I'm sure!) with the intention of addressing the skills shortages and I want to list only two of its aims:

- To improve the skills development system so as to be more responsive to labour market needs and social equity requirements.
- To address skills shortages in artisanal, technical and professional fields.

At the same time the government is also concerned about a lack of skills delivery and is presumably looking at ways and means of remedying this, as available reports indicate. This article is therefore aimed at occupational skills training at the intermediate level as would be the case in FET colleges. I believe a huge cohort of this NEET group, especially the Gr 12/NTC 3 group (without university exemption) totalling about 600 000, should be in skills training programmes.

Although the article presents its content from a practical perspective as is the case within a FET college setting, it is nevertheless applicable to occupational settings where companies and other private providers are involved in skills training and development via their own in-house training strategies. It is assumed that colleges have their own skills development goals, within the practical courses they have to offer. Presently there is a movement pushing for a revival of the apprentice training system, albeit in a new form. Many are

calling for the systemic training of new artisans as the average age of the old guard is now beyond 50. This would also be in line with the government's planned New Growth Path and visions of a developmental state. With the reinstatement of the NATED courses, FET colleges will undoubtedly be on course to respond to these envisioned changes and herein lie the inevitable strategic educational challenges.

## The essence of teaching

Give a man a fish; tell him what to do with it and you feed him for a day. Give a man a rod, teach him how to fish, give him time to catch one, show him how to prepare and cook it, and you will feed him for a lifetime, without the need for any further instruction. He has thus achieved independence in his long term survival quest. This is an old Confucian adage and yet such sage advice has application to this day, in various ways and in a variety of settings, none more so than in the instructional delivery of skills teaching and training. This is the essence of what teaching in further education is all about and the question could be asked: do we tell our students what they must do, or do we show them how to do it? One thing is certain: mere telling should not be construed as teaching.

Two issues will be of relevance here: the lecturer as the skills facilitator and the student as the learner in the skills transfer process. Many lecturers, I would venture to say, tend to explain the "what" but relax a bit when it comes to "how" and "why". This is because the "what" ties in well with their role as classroom teachers and course content refers very much to the "what" in the form of facts presented by the content. This content and its aim cover much of the theory component. No doubt, time constraints may also play a role when it comes to explaining the "how". In skills development, in the technical sense, there is a huge practical content in the form of tasks that have to be performed or demonstrated and eventually assessed.

The lecturer thus has to adapt to a different but related role – that of skills facilitator – as s/ he attempts to pass on their skills to the learner. College lecturers usually are already qualified in their particular area of expertise and thus have an occupational/vocational skill when they enter the college environment. However, in spite of their training, many lecturers are not professionally qualified from a pedagogical or didactic perspective and initially they teach from their own work-based experience, their own world view, and their own understanding and interpretation of the subject content. The way their knowledge and understanding are applied is therefore based on an innate ability as opposed to any requisite training in an educational field.

It is here where teaching can be viewed in an artistic (or subjective) sense as the lecturer performs on the classroom stage, with the content as the script and with little or no systematic input. Lecturers will use the course content in text books as a guide to their own independent analysis and interpretation. Many also use analogy as an aid to make a concept clear to the learner. It is safe to state that new and inexperienced lecturers make a common mistake (though I'm sure a few experienced ones do so as well). They assume that students know what they have been told. Even though a lecturer may or may not have many years of work experience, in most cases the student in vocational education does not have any such experience and therefore struggles to find a link with what is learnt in the classroom and what happens in the world of work.

The good lecturer will thus attempt to recreate his or her own work experience into a situation that a student will recognise. This is an attempt to bring something that may be totally abstract to the student into a tangible "act of doing". This act of doing of course has to take place in a practical setting such as might occur in a workroom (workshop + classroom) in a skills training programme. The lecturer will know what to do and now has to explain and demonstrate to the learner or trainee how to go about doing it. This is very much part of the dual nature of lecturing. Using a simple taxonomy<sup>2</sup> the lecturer can accomplish the "how" of the learning task by using a number of steps or procedures in a series of routines until the outcome is reached.

An outcome is that which can be demonstrated and assessed, and it is therefore a product of a learning process. This demonstration is a result of knowledge transfer. As soon as the learner understands how to perform a task, s/he will form a mental picture or mind map of the procedure and this leads to the application part. Of course any attempt by the lecturer to pass on knowledge must first be understood in terms of how learners learn. Let us use an example: as a practical exercise, the lecturer instructs a trainee to change the wheel of a car by telling him what to do.

The trainee, already having an awareness of the task, possibly due to his own experience, will go about changing the wheel. However, has the trainee been properly instructed? Put another way, the learner has certainly experienced an act of doing but has he learnt anything? He has been told what to do but has he been taught how to do it and can this be verified? Has he been shown how to follow a procedure, take into account any safety precautions, how to use the correct tool or the proper placing and use of the jack? Thus in a practical setting, telling someone what to do, though understandable, is not always as effective as teaching a learner how to perform a task. The skills facilitation process will be effective if the trainee is able to recognise the link (the “how to”) between the aim of a task and its outcome and this recognition can be of help in successful skills development.

Similarly, a music teacher could tell a student to change her guitar strings. This is simply an instruction: “what” she has to do. On the other hand, initially showing her how to change the strings requires a demonstration of the series of steps involved, bearing in mind that this task requires some prerequisite knowledge: for example, identifying a string, knowing the key, how to remove and fit a new one and, finally, tuning the guitar.

With the proper instructional process, the student will soon be changing her own guitar strings and, with experience, many routines can be taken for granted. Once a learner/trainee realises that s/he has actually learnt a new task, s/he will undergo a behavioural change. This will (hopefully) lead to new patterns of behaviour as s/he develops confidence and becomes open to further development. Learners thus adapt their emotions and attitude to more complex learning as their level of competence grows.

## The Lecturer as Instructor

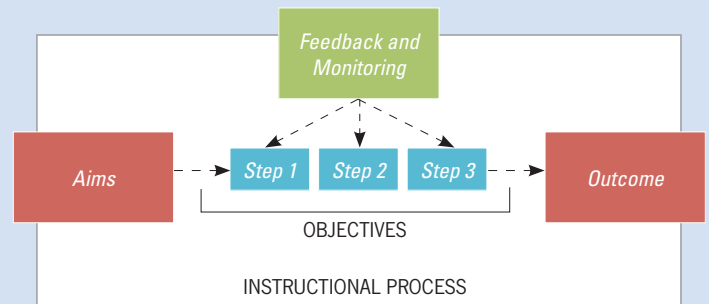
I want to stress the need for skills development in South Africa, and the FET college lecturer’s role in skills delivery. However I’d like to make a little change to this model. The lecturer must think of him or herself as an instructor. This is a designation for someone involved in both theory and practical delivery. I have never been comfortable with the title ‘lecturer’ when it comes to workroom instruction and the way it is used in FET. It reminds me of the early years as a technical college lecturer. When someone used to ask me what kind of work I do, I’d say I’m a lecturer. The response was almost always the question, “Are you at Pentech or Capetech?”

Lecturing is a very important form of instruction, but sometimes lecturing can really be one-sided and provides for very little interaction with students. Another important aspect is that of trainer, which implies that an instructor will have some practical skill as well. The instructor is thus both a lecturer and a trainer and, on this basis, should be able to interact well with learners. I therefore prefer the title of “instructor” and will now continue to use it in place of “lecturer”, though the meaning in this context is largely the same. The learner is also, in the practical skills development sense, a “trainee”. Instructional planning underpins any process of learning and forms part of the duty of an instructor. Gagné<sup>3</sup> believed that “instruction” embraces all the events that facilitate the process of learning. He also saw the instructor (lecturer/trainer) as:

- the designer of the instructional process: the aims (inputs), objectives and goals;
- the manager of the instructional process: monitoring, controlling, guiding and giving feedback;
- the evaluator of the learning outcome of the process: has the student or trainee reached or attained the required unit standard? This is a question the instructor will ask of him or herself.

In the light of the demise of outcomes-based education (OBE) (the true vision of which, according to Spady<sup>4</sup>, was largely misunderstood by local campaigners) I would say that transformational OBE principles are well suited to practical skills programmes. If these principles were to be applied “consistently, systematically and simultaneously, [this] would ensure that all students were equipped with the knowledge [and] competence...necessary for successful fulfilment of their life roles.”<sup>5</sup> This article does not provide for a discussion of these principles although anyone involved with Competency-Based Training (CBT) should try to become familiar with it as it could be applied to CBT. Competency-Based Training is essentially what practical skills development is all about and competence is the repeated demonstration of the desired outcome.

Gagné also examined the instructional technology needed for CBT, for example the use of audiovisual aids, computers and other tools. I believe that CBT is a practical educational paradigm for skills development (as is already the case in some practical skills courses offered at FET colleges) and for the training of skills development practitioners (training of trainers). We can at this point expound on the role of the lecturer as workroom instructor in skills development and instructional design and how s/he is able to “give direction” to a specific task, process and outcome. Let’s look at the diagram below.



The instructional process is the link between the aims and the outcome. The aims represent what the learner is supposed to do or the task that must be performed. The outcome, perhaps a unit standard, is achieved if the learner has successfully demonstrated his or her passage through the steps. If the outcome is then repeated, the trainee can be declared competent enough to work independently. More advanced instructional processes can be attempted as the trainee now “constructs” new knowledge and experience. It should however be noted that learning can only be effective if there is a proper monitoring and feedback plan and guidance during the process. Every step in the process is thus monitored to ensure that the outcome forms a link with the aims.

As the instructor observes the process, s/he can take corrective action if there is any deviation from the objectives by halting the process temporarily, should unexpected transient factors, for example, cause a glitch in the process. The instructor should also allow for questioning, and encourage the trainee, while at the same time admonish undesired actions if necessary. Many of you reading this would be aware of how we carry out or follow instructions on labels or in booklets that accompany any appliance, where the initial reading of operational instructions is required before the appliance or device can be used. These instructions are usually straightforward and self-explanatory but this is not always so, as some instructional manuals seem to be written only for the designers themselves. Similarly, from often simple instructions like how to cook two-minute noodles, to the more complex procedure of removing the covers of an X Box to gain access to the laser, either for cleaning or replacement or any other mechanical process, it is always assumed that a set of instructions must be followed in order to complete the task.

Some of these tasks simply entail the use of common sense, while others require prerequisite knowledge that can only be gained from proper training and experience. In practical skills training, this is precisely the case in that the trainee first has to obtain a certain level of knowledge and understanding of what has to be done before s/he can apply this content in performing a particular task. The actual carrying out of the task means that besides knowing what to do, the trainee must also know how it should be done. Most technical processes are in fact about how things operate.

Note: trial and error as an active learning experience is a constructivist<sup>6</sup> approach that should never be discounted, though it does have its pitfalls. People are in fact able to perform tasks beyond their actual development and experiential level provided they are able to follow instructions such as might be the case in a “do-it-yourself” project. At this point I would like us to look at a practical example of an instructional process using a taxonomy as an aid. This system was devised by Benjamin Bloom<sup>7</sup> and became known as Bloom’s taxonomy. The taxonomy has three domains or divisions, namely:

- The cognitive: conscious mental activity like thinking, reasoning and remembering;
- The affective: feelings, emotions and attitude;
- The psychomotor: relating to hand/eye coordination and action which proceeds directly from mental activity.

The cognitive domain consists of six categories and I shall also attempt to integrate aspects of the psychomotor domain, as it relates to skills development, into a practical application. It is assumed that the affective aspects are already managed by the workroom instructor, although there are those who believe it should be part of cognition. It should be noted that no practical skills lesson can be taught without

a theory component and for this application to take place, the instructional setting must be correct. As an example, I have chosen a group of mechanical trainees (the number chosen must be suited to the instructional setting). All are seated at desks in the workroom, facing the instructor who has prepared the necessary course material, and lesson aids such as the OHP or other audio-visual aids. The lesson will centre on the removal, cleaning and/or replacement of the injector valves of a fuel-injected passenger vehicle. In the centre between the instructor and trainees is a modern four cylinder engine, mounted carefully on a frame, thus giving a complete view of its components.

Let us now adapt the taxonomy into a simple application, to demonstrate how each of the six categories will be used as an aid to the instructional process.

1. Knowledge: at the end of this period of instruction, the trainees will know what role the injectors play as part of the engine. The instructor will explain their principle function. This is largely a theory component. Keywords: define, name, memorise, observe, identify.
2. Comprehension: the trainees should be able to understand how the injectors operate as the instructor uses visual aids to illustrate this, and analogy to support the illustration. This is still pretty much part of the theory component and the use of reason. Keywords: describe, explain, recognise, recall, identify.
3. Application: at this stage, the cognitive skills, i.e. the knowledge and understanding gained using memory recall and reason, are integrated with a previously learnt instructional process involving psychomotor skills, demonstrated by the selection and use of hand tools and test equipment. The theory learnt underpins the practical. The instructor now moves to the engine (questions should be encouraged at this point) as trainees anticipate the next step in the process. S/he will apply this knowledge and understanding to demonstrate the removal procedure. The trainee also learns by observing the process and then later s/he will imitate the instructor. This is largely a practical process. Keywords: illustrate, demonstrate, imitate, emulate, mimic, perform, identify.
4. Analysis: literally, the instructor takes apart the injector system with the expert use of tools, while explaining the process and offering advice and safety precautions that the trainee has to consider. This is part of the integration of theory and practice. Keywords: dismantle, disassemble, discriminate, examine, inspect, diagnose, identify. (Diagnostics could be a separate procedure)
5. Synthesis: after either cleaning the existing injectors or fitting new ones (note: the instructor will need to follow the installation instructions) the process of putting together all the parts now takes place. Keywords: reassemble, recombine, reconstruct, identify. (Other keywords in different situations are: invent, create, compose, design, formulate, synthesise.)
6. Evaluation: the process is now complete, everything is in its place and (hopefully!) there are no loose bolts lying around. The situation or outcome can now be assessed and test instruments can be used to ensure that the end result is according to manufacturer specifications (or unit standards). Ultimately, though, it is the trainee who will be assessed for competence. Keywords: test, measure, compare, summarise, appraise, recommend, identify.

Have you noticed something in the keywords? I have used the word "identify" throughout because identification is an important part of any instructional design. It is both a cognitive and a psychomotor process. The trainee must recall from memory as well as be able to "point out" some or other aspect within an instructional process. The higher levels of analysis, synthesis and evaluation fall into the cognitive realm. However, these are used here in the behavioural sense as a result of their adaptation to a practical process.

The trainees (after a break) will now return to their workstations where they will individually (or in groups) demonstrate their ability. In a workplace training situation, I suspect that the emphasis will be on individual assessment as might be expected in an apprentice training centre. The instructor only has to facilitate as the trainee repeats what s/ he has learnt. Successful demonstration and assessment should lead to a fair degree of independence, where the trainee will be open to further and more advanced learning. At this point I'd like to examine the instructional process from a behavioural perspective.

## The basis for behaviour

Can the instructor, after careful examination, now assume that learning has taken place? Is there any method or instrument that can be used to check that some skill has been learnt simply by observing the behaviour of the student? And has the behavioural (or learning) objective been obtained? An instructor should never assume that learning has taken place unless the learning can be verified. However, let me offer a definition by what is meant by the word "behaviour". It is:

a) Observable actions that a person displays, usually as a reaction to some external or internal stimulus or stimuli (this is a conventional view).

b) The potential and expressed capacity for physical, mental and social activity during the phases of human life (Encyclopaedia Britannica 2009).

As a trainee progresses from the "unskilled" stage to the "skilled" stage, s/he will undergo a behavioural change as a result of the learning. In order for this behaviour to be continuous, reinforcement (such as a reward or acknowledgement) has to be applied to ensure that the desired behaviour is repeated. Skills training is in essence behaviourist.

The Skinnerian<sup>8</sup> concept of operant conditioning is something any instructor should be familiar with as Skinner believed that learning takes place as a result of operant conditioning. An operant is basically a series of steps or phases that represents a person doing something or performing a task like following instructions or typing on a keyboard. Conditioning – itself a form of learning – is when the instructor applies reinforcement such as reward or praise for a "job well done", if the trainee has demonstrated the desired response to an instruction. The trainee should also interpret this operant conditioning as a necessity for problem solving and the attainment of a qualification. Please note that operant conditioning should not be confused with "indoctrination, brainwashing or mind altering theories," but a genuine attempt at guiding and facilitating learning in a quest for skills development and social change. Behaviour modification resides within the realm of psychology and does have its critics but is certainly not the intention of this article. Any behavioural change will be as a result of learning.

In conclusion, there is nothing wrong with adapting taxonomies of learning and integrating cognitive learning with psychomotor skills in any situation where training takes place and which has the competent performance of skilled tasks as the outcome. This is already part of instructional processes anyway. There are other taxonomies that could furthermore be considered. For example, Bloom's Structure of Learning Outcomes (SOLO) taxonomy is one that can be used to assess individual learner responses to tests and exams. It could also help with instructional planning because it allows for qualitative assessment of any demonstration of learning outcomes, for example assessment based on observation of a performance task. It even allows for a systematic explanation of how a trainee's performance increases in complexity when s/he has to master a task. I would encourage any instructor to research different instructional strategies if they can, especially in situations where they have not yet entered into any formal training courses in education.

Taxonomies can facilitate skills development by providing a systematic, organised and consistent approach to the instructional process while also combining a creative and imaginative approach by that of the instructor. This will also help to enhance the learning experience of both the instructor and the trainee. Instructors are further encouraged to use a variety of teaching methodologies such as discussion groups, tutorials, audiovisual aids and computer-aided instruction (CAI). Finally, whether it is mechanical trainees studying the injector systems of vehicles, marketing students studying consumer behaviour or a chef preparing original recipes from various menus, taxonomies can be used as an aid in assessment in the instructional processes in skills development. Instructors should take note of this when preparing tests or other forms of assessment because, as Skinner said, by knowing what to do and how to do it, we are able to control our destiny. I hope this article has been of value to you and that it will elicit some points to ponder or debate.

## ENDNOTES

1. Sourced from "Responding to the needs of post-school youth," edited by Nico Cloete. Published by the Council for Higher Education and Training (2009).
2. A taxonomy is essentially a classification system that allows a person to build on his or her skill at an increasing level of complexity. Each level of skill depends on the level (or step) that preceded it, i.e. the steps are sequential.
3. Robert Gagné (1916-2002), American educator, developed a hierarchical theory that some types of learning are prerequisites to other kinds. His research has been successfully used in determining the sequence of instruction.
4. William Spady is a sociologist and the so-called "father of OBE". He introduced OBE to South Africa in 1997.
5. Information sourced from William Spady, Outcomes-based Education: Critical Issues and Answers (1994).
6. Based on 'constructivism', a learning theory that argues that humans generate knowledge and meaning from an interaction between their experiences and what they discover.
7. Benjamin Bloom (1913-1999), American educational psychologist, contributed towards the classification of educational objectives and the theory of mastery learning. He has not been without criticism by some.
8. B.F. Skinner (1904-1990), American psychologist who originated the teaching technique of "programmed instruction." He was an influential exponent of behaviourism but he was not without controversy.

**Pull out and keep as a reference**

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