

Progress Report



Report to the HESA Board of Directors

Reporting Period: 1 April 2011 – 31 July 2011

REPORT NO 2 OF 2011

THE VOICE OF HIGHER EDUCATION LEADERSHIP



HESA

HIGHER EDUCATION
SOUTH AFRICA

**Report to the HESA Board of Directors Reporting Period:
1 April 2011 – 31 July 2011**

Higher Education South Africa

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1. Background

The 2011 Operational Plan outlines HESA's activities for the year. The quarterly review reports HESA's performance in the period 1 April 2011 to 30 June 2011. The Operational Plan and the organisation's efforts focus on implementing the priorities set out in its Strategic Framework 2010 – 2020. With this overall directive, a number of key priority areas were identified by the Board in finalizing the Operational Plan. To this end, the Operational Plan ensures that the organisation stays on track to deliver the annual projects and programmes.

2. Progress update

2.1 Projects and Programmes

The report provides an update on project activities carried out from April to June 2011.

2.1.1 Infrastructure and Equipment Studies:

It is envisaged that both the building study and the equipment study will be completed by the end of September 2011. The draft reports will be presented to the Funding Strategy Group (FSG) in September 2011 and possibly to the HESA Board in October 2011.

2.1.2 Next Generation of Academics:

The report is now published and available for distribution to key stakeholders. Meetings have been arranged for the Chairperson of the FSG, Dr Saleem Badat, to begin discussions with the Department of Higher and Training and the Department of Science and Technology on funding for this programme. The final report was circulated to all Vice-Chancellors and is available on the HESA website at www.hesa.org.za under publications.

2.1.3 Development of a Teaching and Learning Charter:

The Teaching and Learning Working Group finalised the draft Charter. The intention is also to present the draft to the HESA Exco in September 2011, before wider consultation within the sector is embarked upon. Other key stakeholders will be consulted including the DVCs: Academic Forum and the Department of Higher Education and Training.

2.1.4 Development of a position paper on the Ministry of Higher Education's proposed Higher Education Stakeholder Forum:

The Transformation Strategy Group has finalised its position paper on the Stakeholder Forum at its last meeting in June 2011. The position paper was endorsed by the HESA Board at its meeting in July 2011 and is attached for ease of reference as **Appendix 1**.

2.1.5 Development of a Position Paper on Post-School System:

The Post School Task Team has finalised its draft position paper (see attachment as **Appendix 2**). Inputs from the HESA Board meeting in July are being incorporated into the final document. An advocacy strategy aimed at influencing the final outcome of the Green Paper process is being developed for the HESA Executive Committee's consideration at its meeting in September 2011.

2.1.6 Development of a position paper to be submitted to the Ministerial Committee on the review of science, technology and innovation:

The Research and Innovation Strategy Group (RISG) intends to finalise the draft position paper at its next meeting in September 2011, with the intention of submitting it to the DST at the end of October 2011.

2.1.7 Development of a framework for strengthening university-industry partnerships:

The RISG considered a report from the HSRC at its last meeting in May 2011. The draft report will be presented to the HESA Board in October 2011.

2.1.8 Developing a HESA position paper on an alternative model for promoting joint use of equipment:

The RISG considered a report from the consultant (Tehcnoscene) at its last meeting in May 2011. The report will be presented to the HESA Board in October 2011.

2.1.9 Development and implementation of a research capacity building for the sector:

The RISG will consider a report from a survey conducted by the HESA Secretariat across all institutions. Work is underway to finalise the report with the ultimate purpose of developing a sector-wide research capacity building programme for the sector, leveraging on existing institutional initiatives.

2.1.10 Implementation of the HEAIDS Phase 3 Business Plan:

Detailed work on the implementation of Phase 3 Business Plan has started in earnest. The direct grants to institutions to the tune of just over R8 million will be awarded during the course of September 2011. The delay is largely attributable to the DHET's slowness in finalizing the Memorandum of Agreement to be signed jointly between DHET and HESA.

2.1.11 Finalisation of the dissolution of the MB, CUP and CTP:

The Task Team, chaired by Mr Hugh Amoore, is currently consulting relevant stakeholders on its proposals regarding the dissolution of the Matriculation Board, Committee of University Principals and Committee of Technikon Principals. Further consultations are planned with the Department of Higher Education and Training, Council on Higher Education and the Department of Basic Education. It is anticipated that the final report of the Task Team will be presented to the HESA Board in October 2011.

2.1.12 National Information Service for Higher Education:

The project has to date focused on the provision of minimum entry requirements into Higher Education and career guidance information to prospective Higher Education students still in Grades 9, 10, 11 and 12. The project has been running for eight years now. The last two years of the project were funded by Ford Foundation. The booklet *Into Higher Education*, was revised/updated into *Know your options*. Approximately 10 000 copies were published and distributed throughout the schools, in partnership with the Department of Basic Education. An intensive radio campaign profiling careers and minimum entry requirements for Higher Education was implemented in 2010. Funding is now being sought to continue with the two components of the project (booklet and radio campaign).

2.1.13 Higher Education Leadership and Management:

The nine (9) Fellows have been placed in Higher Education Institutions. An opening retreat to frame them for this placement took place in July 2011, and a closing retreat is planned after the completion of fellowships on 29-30 September 2011. See attached a list of 2011 Fellows and their mentors as **Appendix 3**.

2.1.14 Higher Education Enrolment Services Programme:

- The Matriculation Board has issued 24500 exemption certificates at the time of writing this report, against the annual target of 36 000.
- With regard to the National Benchmark Tests, a Service Level Agreement between HESA and University of Cape Town's Centre for Higher Education Development (CHED) will be concluded in August 2011.
- With regard to the Equivalence Setting project, plans are underway to strengthen collaboration between HESA and UMALUSI and a joint seminar is planned for September 2011.

2.1.15 Rural Campuses Connection Project:

The Minister of Higher Education and Training awarded HESA an amount of R28 million to roll-out the connection of rural campuses to the SANREN backbone. As a condition of the Grant, the Minister instructed HESA to establish a Steering Committee to drive the implementation of the project. The HESA Secretariat established a Steering Committee chaired by Professor Thandwa Mthembu. The Committee met twice during the reporting period, and has approved the formal appointment of TENET as an implementing agency for the project. Secondly, the Committee has finalised a set of criteria for the roll-out of the project. HESA and TENET are negotiating an Memorandum of Agreement (MoA) with a view to spelling out terms, conditions and obligations for each party. The MoA is planned to be finalised and signed during the month of August 2011.

2.1.16 Communities of Practice: Key highlights for the period under review

- **Skills Development Facilitators Forum (SDFs)** – The SDF Forum played a critical role in developing the ETDP SETA mini Sector Skills Plan (SSP) for higher education in consultation with the appointed researchers Drs Louw Botha and John Boughey. The mini SSP was finalised and submitted to the ETDP SETA in July 2011.
- **Human Resources Directors (HRD) Forum** – The HRD Forum is making good progress with its HR benchmarking project. The Forum furthermore engaged on a number on issues relating HR practices i.e. remuneration trends in higher education, implementation of cost to company model, performance management, scarcity allowance trends etc. The HRD Forum has submitted a proposal to the ETDP SETA (via the HESA Office) for another HR in HE Academy to be held later in the year. The target group is HR staff below the HR Director level, graduates or professionals with equivalent level of expertise, with the potential to develop into more senior roles but who need hard skills in the profession of Human Resources and specific knowledge about the HR issues in Higher Education.
- **Finance Executives Forum (FEF)** – The FEF has ongoing engagements with the Department of Higher Education and Training (DHET) to revise the financial reporting manual for Higher Education Institutions to make it more relevant and to be in compliance with IFRS/GAAP. The Tax Task Team established to management the tax risk of the sector has ongoing engagements with SARS on a number of tax related issues including an appropriate VAT apportionment methodology for the sector and methodology for determining the taxable value of the fringe benefit of free and cheap accommodation provided by the University to employees.
- **Transformation Managers Forum (TMF)** – The TMF has ongoing engagements within the Forum on conceptualising transformation and exploring the practice of transformation within the higher education context. The TMF embarked on a project to develop good practices in professionalising transformation/equity/diversity units within Higher Education Institutions.
- **Education Deans Forum (EDF)** – The EDF had ongoing engagements with the DHET and was instrumental in finalising two policy documents related to teacher education released by the DHET viz. National Teacher Development Plan and Teacher Education Qualifications Policy. The EDF has ongoing consultations with the Department of Basic Education on the management of the Funza Lushaka bursaries.



2.2 Conferences, workshops and seminars

2.2.1 Project and activity meetings

DATE	LOCATION	TITLE	PARTICIPANTS	OUTCOME
12/05/2011	Gauteng	Meeting with the DHET	Executive Committee Members/Chair of FSG	Report
15-17/05/2011	KwaZulu- Natal	Human Resource Directors Forum	Members	Minutes/Report
25/05/2011	Gauteng	Education Deans' Forum	Deans of Education	Minutes/Report
26/05/2011	Gauteng	Executive Committee meeting	Members	Dealt with matters before its agenda and agreed on processes to finalise documents for presentation to the Board
27/05/2011	Telephone Conference	Skills Development Forum	Task Team members- Skills Development Forum	Minutes/Report
01/06/2011	Gauteng	Transformation Managers Forum	Steering Committee Members	Minutes/Report
08/06/2011	Gauteng	Transformation Strategy Group (TSG)	TSG-members	Dealt with matters before its agenda and agreed on processes to finalise documents for presentation to the Exco and the Board
13/06/2011	Gauteng	Teaching and Learning Working Group	Working Group Members	Dealt with matters before its agenda and agreed on processes to finalise documents for presentation to the Exco and the Board
22/06/2011	Gauteng	Funding Strategy Group	Members	Dealt with matters before its agenda and agreed on processes to finalise documents for presentation to the Exco and the Board
04/07/2011	Gauteng	HEAIDS Strategy Group	Strategy Group Members	<ul style="list-style-type: none"> • HEAIDS Operational Plan Phase 3 approved • Role and Membership of the HHSG was confirmed. The new HHSG will comprise of 12 members and will be chaired by Prof Brian O'Connell, Vice Chancellor from UWC. The TOR has been approved • HEAIDS Phase 3 Budget for 2012 was approved. • HEAIDS to distribute R 8.1 million as direct grant among 23 institutions for HIV/AIDS • HEAIDS to continue and strengthen its HCT campaign "First Thing First campaign" for next year. • HEAIDS to align and review its HE policy & framework with the next NSP (2012-2016) • HEAIDS to continue actively fundraise with potential partners on other key priority areas.
28/07/2011	Gauteng	HESA Board AGM and Ordinary Meeting	Board members	Dealt with several matters referred to the Board by the Executive Committee Minutes/Report

2.2.2 Conference/Workshops organised

DATE	LOCATION	TITLE	PARTICIPANTS	OUTCOME
4/4/2011 to 5/4/2011	Eastern Cape -NMMU	Education Colloquium	COP HIV/AIDS Education Task Team	Compiled Terms of Reference for the COP HIV/AIDS Education
14/6/2011 to 15/6/2011	Gauteng	Comprehensive review and Development of HEAIDS Operational Plan- Phase 3	HEAIDS-Task Team Members	Compiled and Developed HEAIDS Operational Plan for Phase 3.
23/6/2011	Gauteng	Work Place Programmes at HEI alignment to the HEAIDS work place programme framework	Executive members of National Work Place Forum	Alignment of Work Place Programme framework with next NSP. Broaden Wellness concept within HEAIDS Work Place Programme framework. Matters still under discussion
27/07/2011	Gauteng	HESA Board Workshop on Institutional Differentiation	Board members	Report

3. Corporate issues

During the reporting period, the HESA Office held a mid-year 2011 Operational Plan review in the context of the HESA planning cycle. Refer to the attachment as **Appendix 4**. From this review, details of the reprioritization of budgets and savings and cost reduction measures to be effected over the financial year were agreed upon, and will be presented to the September 2011 Executive Committee meeting. These typically emanate from reduced expenditure on non-core goods and services, the rescheduling of expenditure in case of project delays, improved financial management, reduced expenditure on administration in favour of frontline or project services and through seeking and securing alternative sources of funding.

4. Broad activities planned for the next quarter

4.1 In the next quarter, the Research and Innovation Strategy Group will finalise the following reports for the Board's consideration:

- Position Paper on the Ministerial Committee for the Review of Science, Technology and Innovation landscape;
- Alternative Model for Promoting Joint use of Research Equipment by Higher Education Institutions at National and Regional levels; and
- Promoting higher education-industry partnerships and collaborations.

4.2 The Transformation Strategy Group intends to finalise the following reports for the Board's consideration:

- Statement on institutional governance.
- Conceptual framework for the development of Integrated Transformation Plans.

4.3 The Funding Strategy Group intends to finalise the report on the Infrastructure Study: Buildings and Equipment.

4.4 The Rural Campuses Connection Project Team also plans to implement priority projects in accordance with the approved criteria and project plan.

4.5 The Teaching and Learning Working Group intends to present for Exco's consideration, a draft Teaching and Learning Charter.

4.6 Plans are underway for the full implementation of the HELM Local Fellows Exchange Programme. To this end, a draft business plan for the HELM programme has been finalised and will be presented to the Board in October 2011.

4.7 With regard to the HEAIDS Phase 3 Business Plan, direct grants will be disbursed to all the 23 public institutions during the course of August 2011. Working in partnership with the Department of Higher Education and Training and other international donor agencies, plans are underway to intensify the mobilisation of additional financial resources for the programme.

5. Conclusion

Overall, the implementation of the 2011 Operational Plan is progressing well. It is pleasing to report that all the HESA strategy groups are now in a position to provide strategic advice to the HESA Board on a range of issues falling within the scope of their Terms of Reference.

The HESA Office has finalised a mid-year strategic reflection document for the Executive Committee's discussion in September 2011. This will guide the latter's discussion on HESA's overall progress of 2011 operational plan implementation.





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Appendix 1

Towards a HESA position
paper on the establishment of
a National Higher Education
Stakeholder Forum July 2011

1. Background

- 1.1 The Higher Education Summit held in April 2010 brought together higher education stakeholders (leadership, academics, organised labour, students and government officials) and adopted a declaration which, among others recommended the establishment of a Higher Education Stakeholder Forum. Since the last summit, the Minister of Higher Education and Training stated his intention to establish a Transformation Managers' Forum for Higher Education.
- 1.2 A discussion document was developed and presented by the Minister's Special Advisor, Mr John Pampallis, to a National Stakeholder Workshop held on 25 November 2010. Preliminary indications seem to suggest that the workshop did not agree fully on conceptual issues to underpin the establishment of such a Forum, and that a task team would be established to work on this. The HESA Transformation Strategy Group, as an advisory structure of the HESA Board, was requested to reflect on the discussion document with a view to formulating a position on this matter for possible adoption by the HESA Board.
- 1.3 This was to enable the HESA Board to formulate a position for consideration by the Minister of Higher Education & Training. This input will facilitate a process for adoption of such a position by the Transformation Strategy Group with a view to influencing the debate on the form (size and shape) and mandate of such a Forum.

2. Emerging thinking from the Ministry for HE&T

A summary of the broad thinking from the Ministry looks as follows:

2.1 Composition and mandate:

The Forum will bring together Higher Education leadership, University Council Chairs, Academics, student and youth organisations, workers unions, professional associations, business organisations, NGOs and so on. This will allow the Minister to consult stakeholder constituencies together. The stakeholders will be required to make inputs on policy processes of various kinds including legislations and policy documents. The forum will promote better communication between stakeholders and will also assist in promoting greater consciousness of the post-school education and training system and the role of each of its institutions and sub-systems.

2.2 Objectives:

The Forum seeks to promote stakeholder dialogue on matters relating to Higher Education with a view to affording each of the stakeholders an opportunity to engage on policy proposals from the Minister. It will provide a consultative platform for the Ministry.

2.3 Operating aspects:

The Forum will meet once a year culminating in a Summit to be held every three years. The annual forum will comprise between 100 and 120 participants. The Forum agenda will be set by the Minister who will consider the suggestions from members before finalising it.

2.4 Legal status:

The Forum could be established as a statutory body, which could take longer due to a protracted process to be followed in this regard, including Cabinet, Parliament (Portfolio Committee on Higher Education and Training) and the President of the Republic (as the leader of the Executive). In the second option it could be a loose Forum, established by the Minister, with no legal authority.

3. Issues for engagement

HESA is of the view that the Higher Education system in South Africa should be characterised by a set of conditions enabling universities to perform their multiple missions as expressed through teaching, research and engagement, in a manner that strikes an appropriate balance between institutional autonomy, academic freedom and public accountability. Consensus on how such a balance could be established across a range of challenges facing the sector would hopefully enable stakeholders within and outside of the sector to embrace and support the distinctive nature, role and functions our universities have to play in strengthening democracy and advancing socio-economic transformation.

HESA is in full support of creating an open space for critical debate about the divergent and distinctive functions of universities in society that will hopefully lead to a deeper recognition of institutional autonomy, academic freedom and accountability as necessary conditions of possibility for them to fulfill their proper roles in society.

A central challenge would be to utilise the proposed stakeholder forum for rational consideration of the contradictory tensions that underlie the different roles of universities in society. Several key questions would have to be explored in an open, self-critical and reflective discussion, among others:

- How can we secure greater levels of public accountability without undermining intellectual freedom?
- What is the historical experience in 'steering' since 1994/95 as an effective way of ensuring greater levels of accountability on how universities have been managed and governed? Has the situation qualitatively improved and what are current issues posing challenges in this regard?
- How effective has university 'self-regulation' been and what instruments have been used to tackle challenges of governance and management?
- How are we to understand the meaning and import of "managerialism" as opposed to effective management of universities today, and what forces are driving different models of academic management?
- When does "academic freedom" conflict with "public accountability"?

3.1 Composition and mandate

HESA fully affirms the correctness of current Government efforts to rethink and reconstitute the South African post-school system that will hopefully better promote and widen access, articulation and internal differentiation. It is however not clear how the incorporation of all the various stakeholders in this highly diverse sector would work in the context of the proposed stakeholder forum. The sheer internal diversity and different issues confronting each of the current components alone may pose problems of coherence and cohesion of purpose. There is a need for structured conversations across the different components of the post-school system, but it is not clear how the forum itself would be able to provide for purposeful dialogue across this broad sector that will meaningfully advance us beyond the current situation.

FET Colleges are faced with very different, often stark sets of structural, material and strategic challenges – in many ways, quite different from the university sector. Likewise, universities are preoccupied with their own challenges that may not have the same level of strategic importance or priority in other sub-sectors. Nonetheless, HESA recognises the need for dialogue across the institutional boundaries in order to make a meaningful contribution to the evolutionary development of the entire post-school education and training system.

Although the document makes a point that the National Stakeholder Forum cannot be a "policy making body nor making decisions binding government in any way", it would nevertheless be a challenge to avoid a "bargaining chamber" over intra or inter-institutional issues.



3.2 Objectives of the Forum

It may be argued that current policy instruments do exist allowing for promotion of dialogue over the many issues facing higher education, notably, the functions embodied in the Council on Higher Education. The Higher Education Act 101 of 1997 as amended by Higher Education Amendment Act 23 of 2001, stipulates the functions of the CHE as follows:

- 1. The CHE may advise the Minister on any aspect of higher education on its own initiative and must**
 - a. advise the Minister on any aspect of higher education at the request of the Minister;
 - b. arrange and coordinate conferences;
 - c. subject to section 7(2), through its permanent committee, the Higher Education Quality Committee –
 - Promote quality assurance in higher education;
 - Audit the quality assurance mechanisms of higher education institutions; and
 - Accredite programmes of higher education.
 - d. publish information regarding developments in higher education, including an annual report on the state of higher education, on a regular basis;
 - e. promote the access of students to higher education institutions, and
 - f. perform any other function –
 - conferred on or assigned to it in terms of this Act; and
 - delegated or assigned to it by the Minister by notice in the Gazette.
- 2. The advice contemplated in sub-section (1) (a) includes advice on:**
 - a. Quality promotion and quality assurance;
 - b. Research;
 - c. The structure of the higher education system;
 - d. The planning of the higher education system;
 - e. A mechanism for the allocation of public funds;
 - f. Student financial aid;
 - g. Student support services;
 - h. Governance of higher education institutions and the higher education system; and
 - i. Language policy.

In view of the mandate of the CHE stipulated above, perhaps the Ministry and Department need to begin with an appraisal of whether this institutional mechanism is and can be harnessed to enable some of the objectives outlined for the Forum. It is not clear what role the CHE would play in the envisaged Forum.

3.3 Operating modality of the Forum

Convened by the Minister, and its agenda determined by the Minister, the Forum is envisaged to meet annually, culminating in a Summit every three years. It is not clear if this would be the most appropriate way of focusing the sector's resources given the monumental challenges facing the post-secondary school system currently. Of particular concern is the need for major attention to be put on the re-conceptualisation and reconstitution of a whole new dispensation that will take years of investment, management and implementation. It is not clear how a multi-stakeholder forum with a diverse agenda and interests would be able to make any systematic contributions to tackling issues in a focused manner, unless its mandate is restricted and highly focused. In such case, it does pose the question as to why this role could not be fulfilled by the CHE, either in its current or a new form.

3.4 Relationship between the Forum and Transformation

Absent from the discussion document is a reflection on the relationship between this Forum and the broader transformation agenda within Higher Education. HESA is of the view that a discussion should have as its primary focus, engagement on how the system of Higher Education can be steered to advance the transformation goals (at both a system or national level and at institutional level) as contemplated in the White Paper 3 on Higher Education (1997) and the requirements and principles for transformation.

4. Some concrete proposals

- 4.1 The Forum – as conceived – may be too big and as a result, it may be difficult to achieve focus, depth and systematic deliberation over specific issues.
- 4.2 It is recommended that a review of the remit, capacity and strategic orientation of the CHE be undertaken to establish if some of the critical issues raised at the Summit may not be addressed through its consultative forums.
- 4.3 It is also recommended that HESA engages with the Department of Higher Education and Training and convey its views and concerns raised in the document regarding the Higher Education Stakeholder Forum, and expressly indicate to the Department that the current regulatory and governance frameworks are adequate for facilitating dialogue between the Department and the Higher Education sector on the one hand, and between the Department, the Higher Education sector and other relevant Higher Education stakeholders contemplated in the Ministry's initial discussion document on the other. **To this end, the HESA Board is requested to mandate the Transformation Strategy Group Chairperson to initiate such a discussion with the Ministry, particularly the Special Advisor to the Minister, Mr John Pampallis.**





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Appendix 2

An expanded Post-School
Education System – Report and
discussion document developed
by the HESA Post School
Education Task Team July 2011

Introduction

As part of its Strategic Framework for 2010-2020, Higher Education South Africa (HESA) committed itself to developing a “shared conceptual view on the character, form and content” of a re-conceptualised post-school education system¹ and the position and distinct role of universities in such a system. To this end, the HESA Board commissioned Prof Peliwe Lolwana to produce a discussion document on the subject and subsequently appointed an expert Task Team with the following mandate:

General objectives

The primary responsibility of the Task Team is to finalise the draft discussion document, present it to the Board and support the Executive Committee in advocating its message to relevant government departments and agencies.

Specific objectives

The Task Team’s specific responsibilities will include the following:

- Discuss and comment on the draft discussion document developed by Prof Lolwana;
- Propose a set of principles and policy options to underpin a reconceptualised post-school system;
- Spell out the distinct role of the Higher Education sector in such a system, including the development of a set of practical commitments/undertakings to be considered by the HESA Board in support of a reconceptualised post-school system;
- Spell out the role and relationship between the FET college sector and Higher Education Institutions;
- Suggest possible models for the capacity development of the FET college sector by the Higher Education Institutions.

Deliberations of the PSE Task Team

The HESA PSE Task Team has had three meetings, at which key experts in various domains made commissioned presentations. An outcome of their valuable contributions has been the co-option of two of these presenters to the Task Team.

As a consequence of the difficulty of securing the attendance of members of the Task Team, all of whom have many other commitments, it was unable to complete its work within the initial timeframe envisaged by HESA. Nonetheless, news that the Department of Higher Education and Training had initiated the process of developing a Green Paper on the post-school system led the Task Team to expedite its work and submit the following section of this document to the HESA Board for its consideration. The Team believes that while this is a relatively brief document, it captures the key elements that have emerged from the commissioned paper, subsequent presentations and the deliberations of the Task Team².

¹ Terms of Reference for the HESA Post-School Education Task Team, May 2010

² They are Prof Anthony Staak, DVC Academic at the Cape Peninsula University of Technology, and Prof Heather Nel, Senior Director of Strategic Planning at Nelson Mandela Metropolitan University.



A. An Expanded Post-School Education System

1. Shape, size and character of the current post-school education sector

Context

The circumstances described below are well known and have been widely aired and debated. They are rehearsed here very briefly in order to establish the basic context for the views expressed in the rest of this document.

Post-apartheid South Africa inherited a horizontally differentiated PSE system consisting of universities, technikons, technical colleges and colleges of education, police, nursing and agriculture. Through a variety of restructuring processes much of this differentiation has been lost. But this has not just been a loss of differentiation among institutions, it has also been a fundamental loss of places and spaces, of educational opportunities for school-leavers. This has had a number of serious consequences for the post-school scenario.

The first is an exacerbation of the already top-heavy structure of the post-school system. As early as 1996, the National Commission on Higher Education lamented the 'inverted pyramid' structure of post-school education (1996, p 93) and this situation has worsened, not improved. University is 'first-choice' and 'only choice' for many school-leavers. As Lolwana puts it:

Post-secondary education in developing countries takes the form of an expanding and widening pyramid, with a widening college system at the base and a somewhat smaller university sector, each growing as more and more progression routes are made available. In the South African education system, the widening college base has disappeared, leaving the university system to cater for all post-secondary education needs. (Lolwana, 2010: p14)

But even if it were appropriate for them to do so, universities have limited scope for expansion. Their total enrolment nationally is relatively steady at about 800 000 and the Minister's target for growth of the sector by 2014 sees it expanding to 920 000. This will provide only a marginal answer to the access demand. As Bunting and Cloete (2008) argue, it is not more universities that are needed but more post-school options at pre-university level. This is not only an access issue but also one of human resources. There are just not enough appropriately trained and experienced academic personnel available to properly staff a significant expansion of the university sub-sector.

The second consequence is that there are hardly any institutions offering the kinds of qualifications in intermediate skills in technical and vocational fields that are sorely needed in the labour market. This is not the domain of the universities, and it is only very partially the domain and level of FET colleges in their present form (Cosser, 2010). In so far as this need is being met at all, it is by the colleges in the private sector.

Another factor of great significance in this context is the huge social crisis that has been given measurable dimensions in the CHET study of 2009, that estimates the number of youth not in employment, education or training at about 2.8 million (Cloete, 2009). In the midst of immense skills shortages in the labour market, this is unconscionable.

There are, in other words, both supply and demand issues to which the present form of the sector is unable to respond adequately. There is no doubt that change is needed: the question is what form the change should take, and to what ends?

Long-term, future possibilities

The form that a future post-school education sector might take, and that underpins this document, is of a properly articulated system in which the university sector is a relatively small component in relation to a strong base that offers a wide range of education and training opportunities to school-leavers, and is attuned to social and economic needs, particularly those of the labour market, in ways that are not apparent in the present configuration.

For school-leavers, it would offer a range of different programmes that might include second-chance opportunities to complete the NSC or NC(V), or bridging programmes that would give access to other colleges or universities, as well as vocational and career-oriented programmes that would lead straight to the job market. For working and adult learners, it would offer opportunities to deepen or extend their current proficiencies, or branch out into new fields. And for local communities, it would offer both contextually relevant and personally enriching learning possibilities.

These could be offered in a variety of institutional settings, including colleges of different types, work-place training sites and universities. For Lolwana (2010), "It means a diverse and differentiated institutional base that functions as an integrated whole with meaningful learning pathways across institutional and workplace education and training forms."

Institutions within this system would be differentiated by level (some offering up to NQF level 4 qualifications and others in the HE band above 4), and by purpose (single and multi-purpose institutions). They could include technical colleges, specialised colleges offering intermediate qualifications for mid-level workers in a number of fields such as health, social work and education, and community colleges.

This is an ambitious ideal and its realisation is constrained by some serious limitations that it will be the business of this paper to elucidate, as they have a very specific bearing on the contribution that universities can make to bringing about a reconfigured post-school education system. But first, some matters of principle should be addressed.

For such a reconfigured post-school education system:

- What should its governing principles be?
- What should its goals and objectives be?
- What are the strategies and mechanisms to achieve these?
- What would the relationships be between its constituent parts, and particularly, what would the role of universities be?

2. Governing principles for a post-school education system

Equity of access

The fundamental governing principle for a post-school education system must be to enable access to educational and training opportunities further to the level of basic education achieved by any school-leaver irrespective of race, gender, or social and economic circumstances.

Quality provision for success

The quality of educational provision in terms of facilities, infrastructure, student support and staff capacity should establish the optimal conditions for student success.

Operation as a system

The institutions offering post-school education and training should operate together as a system. This is a relational requirement – the parts cannot operate as a system unless they relate to one another in clearly defined ways that also indicate the respective roles and responsibilities of the constituent parts.

Public and private provision

Post-school educational opportunities should be offered by both public and private providers, with private colleges seen as complementing the public system and subject to the same quality and other regulatory mechanisms as are private higher education institutions.

Mobility and progression

In order for post-school education to operate as a system, the mobility of students between and among institutions should be ensured through the development of articulation pathways and a credit transfer mechanism. Curricula for programmes should be constructed with a sufficient academic foundation to allow for further progression, not leading to dead-ends.

Geographical distribution

Institutions should be sufficiently widely distributed geographically to allow for relatively easy access to some form of PSE in most parts of the country. Establishing landmark institutions in rural areas would be especially important, with staff trained for and attuned to the needs of rural communities.

Differentiation

A post-school education system would need to be differentiated both vertically and horizontally. Vertical differentiation would be determined by accreditation to offer qualifications up to certain levels, while horizontal differentiation would enable the creation of a 'differentiated-for-purpose' college sector with some single and some multi-purpose institutions.

3. Goals and objectives

To extend access and opportunity

The fundamental goal for a post-school education system must be to offer access to educational and training opportunities further to the level of basic education achieved by any school-leaver. This goal implies addressing the needs of a number of target groups:

- Those who have left school without completing the NSC or NC(V);
- Those who have left school with the NSC or NC(V) but without meeting university entrance requirements;
- Those who have achieved the NSC or NC(V) and meet the minimum legal university entrance requirements but do not find a university place;
- Those who meet admission and selection criteria for university study and are admitted;
- Working and other adults.

To expand offerings

The inadequacy of the current form of the post-school education sector to meet the needs identified above requires that it should be expanded. The possible forms that such an expansion might take will be discussed below, but a primary objective would be:

- To offer post-secondary educational opportunities and qualifications that lie somewhere between those offered at present by schools and FET colleges on the one hand, and universities on the other, in particular, something akin to the N qualifications (4-6) and NQF level 5 certificates in technical and vocational fields, including the social sciences and humanities.

A second objective would be:

- To offer education and training opportunities to young adults who are unemployed and currently not in education or training. Some of these may be able to access the opportunities mentioned in a), above, but many may well lack the basic educational platform needed for post-secondary education.

These two needs are not identical and should not be confused, even though there may be some overlap.

To offer training and education relevant to labour market needs

The majority of learners entering the post-school education system at pre-university level will be seeking a qualification that will improve their employment opportunities and life prospects. This requires a high level of alignment of qualifications with labour market needs and the relevance of curricula to contemporary employment destinations.

To expand the range of institutional types

For a post-school education system to meet the many needs that have been identified, it is almost inevitable that, in the long run, new institutional types would have to be introduced. The policy options here would be to go for a 'big bang' approach and build a whole new stratum of institutions, or to go for a phased approach that would aim to build on existing strengths in the FET colleges and selectively expand their scope and change their character in ways that will be determined by capacity, regional, local and community needs. Given existing capacity constraints, the first of these options is simply unrealistic. As Lolwana (2010) puts it, *"Whilst it is the non-university institutions that present a serious opportunity to expand access [to] higher education, it is also this sub-system that presents many challenges."* A phased approach, however, implemented in a concerted and planned manner would have the potential to build the sector relatively quickly towards the goal of a fully-fledged, differentiated and massified system.

To develop linkages for articulation and progression

A key objective for a post-school education system, and critical to its operation as a system, would be the building of formal linkages between and among all the sub-sectors of the system. In particular, there needs to be better alignment between the FET and HE sectors. For students who choose to do so, and who demonstrate the requisite levels of competency, it should be possible to move horizontally between institutions and progress vertically to higher level qualifications. Such movements, however, cannot be automatic or seamless. To work properly, they depend on having a number of things in place such as:

- Coordinated quality assurance and funding systems
- Formal articulation agreements between institutions
- Careful alignment of curricula in common fields
- Review of NC(V) curricula and re-structuring of subject combinations for the certificate to enable strong articulation with the labour market on the one hand, and easier articulation with HE on the other. The second of these objectives may also be facilitated by the development of custom-designed foundation or bridging programmes.

The experience and evidence from pilot projects conducted in this area will be discussed in greater detail in the section on the role of universities, but it is important to note at this point that these initiatives take considerable time to initiate and develop.

4. Strategies and mechanisms

Expansion and building of capacity

The single largest challenge to any expansion of the post-school sector at pre-university level is that of capacity, both academic and leadership/managerial. Muller (February, 2011) argues in a paper prepared for the Task Team that the principal characteristic of the current FET colleges, barring a handful of them, is their poor quality and their sub-optimal delivery of the new upgraded FET curriculum. This underlines the *capacity problem* in the colleges. Neither the universities nor the private colleges (some of which have their own quality problems) are in a position to release any spare capacity and in many respects are still struggling to meet their own academic HR needs. Compared to the time needed for the erection of buildings or installation of infrastructure, building human resource capacity takes a long time. Nonetheless, the universities could make a significant contribution in this regard (see below). The point that needs to be emphasised is that any expansion at this level of the post-school sector, whether of the range of qualifications or the forms of institutions, will be dependent on first meeting the fundamental condition of building capacity.

Formation of 'federations' or regional consortia of linked institutions

As part of system-formation, Lolwana (2010) recommends the development of regionally based sub-systems or 'federations' that would bring institutions from different sectors into relationship with one another around a variety of activities and issues. These could include the franchising of university programmes (e.g. certificate programmes at NQF level 5) to FET colleges, the offering of access or bridging (foundation) programmes, the co-teaching and assessment of HE programmes in colleges, the development of articulation pathways, the building of capacity, collaborative research, and common links to communities, businesses and industries. Such strategic partnerships can also be used for planning in order to meet particular regional needs.

In relation to articulation, she warns that the existence of the NQF is not a sufficient mechanism to ensure articulation. The differentiation of knowledge in post-school education, especially in vocational education, means that it is difficult to grasp the connectivity of the different kinds of knowledge in different programmes and institutions. Addressing this issue requires long-term relationships and careful work.

Funding

The funding for post-school education should be reviewed to take the new system requirements into account. In particular, funding should be used to incentivise cooperation among institutions, and to help build capacity in colleges. SETAs, companies and businesses should all be urged to contribute to the building of the sector through incentives such as tax-breaks. Bursaries should also be provided to poor students to help them access the system.

Quality assurance

Rigorous and coherent quality assurance mechanisms need to be in place to engender trust and confidence in the quality and relevance of post-school qualifications and establish a sound platform for articulation and progression. Quality Councils with oversight responsibilities for different sectors should base their accreditation and regulation of qualifications on an understanding of all the types of institutions in a regional 'federation'.

B. Strategy for Higher Education

1. A phased approach

The primary recommendation of this paper is that expansion of the post-school education sector needs to occur at the pre-university level, but for this expansion to be successful, it should be:

- Approached in a phased manner
- Predicated on an initial concerted effort to build capacity in selected FET colleges
- Rapidly expanded outwards to other colleges
- Supported in the long term by specific training of teachers for this sector.

The strategy proposed, in a context of great need but also of resource and capacity constraints, is one of initial expansion of capacity leading to an expansion of scope through targeted partnerships.

2. Targeted partnerships

Synergy between FET colleges and HE institutions cannot be assumed automatically, and even where the potential for such synergies is identified, it has to be consciously developed, as the examples of CPUT, NMMU and others demonstrate. There are three objectives that may be realised through appropriately targeted partnerships between universities and FET colleges.

The first is the building of academic capacity through the partnering of universities with FET colleges in capacity-building and mentoring roles. However, as Muller (2011) argues, "epistemic support has to be informed by knowledge of the vocational/ professional milieu of the respective qualifications." In this respect, comprehensive universities and universities of technology are likely to find a greater 'fit' between their programmes and those offered in neighbouring colleges, although, again, this cannot be assumed and would have to be explored. The advantages to be gained from this kind of partnership lie in the potential to ensure that the college curriculum is better calibrated to progression on the one hand, and together with the broader regional role of the mentor institution, help ensure that the college offers a curriculum in tune with regional needs.

The second is the building of leadership and managerial capacity, and in this respect, a wide pool of HE institutions could be drawn into partnerships to share their expertise in capacity-building and mentoring roles.

The third is the development of articulation and progression pathways between institutions, bearing in mind the following considerations:

- Articulation is knowledge field /qualification specific, it is not across the board;
- The main articulation/pathway is from level 4 in (some) FET college programmes to a level 5 qualification at a university (see examples of CPUT and NMMU);
- It rests on substantial prior work to match curriculum requirements and accomplishments;
- In some instances, tailored access or bridging courses could be developed (see the CPUT example) to improve students' chances of success.

Not all FET colleges will offer the kinds of curricula match that will enable smooth articulation. The ones that can should be identified as a first step. These should be partnered with a neighbouring university in a formal mentor-partnership relationship³. The mentor institution can also then develop qualification paths for FET lecturing staff to consolidate and develop their capacities.

³ See Stumpf et al, 2009 for a similar proposal.

When stable articulation routes have been developed, these can be transferred to other potential college-university partnerships. In other words, successful partnerships can be expected to mentor new partnerships in their region on the basis of 'what works'. In time this should lead to the development of a national framework to regulate it. Muller (2011)

These objectives should all be pursued in the context of a clear understanding of regional development priorities with other linkages developed to schools, SETAs and local industry.

3. Teacher training for FET and other colleges

University Education Faculties need to develop and expand specific training programmes for teachers for the post-school college sector in order to augment existing capacity and provide a steady long-term supply of personnel.

4. Stages in a phased approach

Partnerships are the basis of the following stages that are recommended to HESA:

1. A *preliminary model-testing phase* where a limited number of college/university partnerships are identified on the basis of known 'fit', and the model is developed further.
2. When a workable model can be identified, it can be *rolled out rapidly* to a larger set of congruent institutions. In this respect, it must be noted that interventions are needed at a systemic level to overcome the barriers to articulation and progression of learners from FET to HE. The review of the HE Funding Framework should make provision for incentives for higher education institutions that build on good practice in respect of admission, credit accumulation and transfer (CAT), and articulation arrangements for FET learners since this could go a long way towards fostering closer partnerships between the further and higher education sectors. Other funding arrangements for FET capacity development initiatives also need to be explored through partnerships with SETAs and industry.
3. When the college/university quadrant of the emerging PSE sector has been stabilised, extend the scope of some colleges to enable them to *offer NQF level 5 (Higher Certificate) qualifications* as distinct from other colleges that are licensed to offer up to level 4.
4. Where there is proven capacity, begin to build a new educational sub-sector through the designation of *some single purpose colleges* that operate exclusively at the post-secondary level (NQF 5 and upwards).
5. Designate other colleges as *community-based and multi-purpose with more relaxed entry requirements*. This step is not consequent upon achievement of the preceding steps and could be initiated wherever there is sufficient capacity. Such colleges could provide a first chance for youth wanting to access higher education to achieve university endorsement, a second chance for others to complete their NSC or NC(V), and an opportunity for youth wanting to re-enter formal education to access education and training opportunities in other (single-purpose) college types (Cosser, 2010).

5. Examples of existing partnerships and collaborations

Collaboration between Universities of Technology and FET Colleges

The table below provides a summary of areas of collaboration that exist between Universities of Technology and FET Colleges. The collaborative activity has been categorised according to the areas of co-operation identified in the MoU between the South African Technology Network (SATN) and SACPO.



Articulation and Access

CPUT	<ul style="list-style-type: none"> • Northlink Engineering Access Project: In terms of the MoU between CPUT and Northlink FET College, students who have been rejected on initial application to CPUT can apply to undergo a further year of training at Northlink College. On exit from Northlink, students who meet the criteria (a minimum of 50% on all Access subjects) are accepted into Engineering departments at CPUT. The project was initiated and run successfully in 2010, and continues in 2011. • Collaborative agreement with Northlink FET College in Food Technology with support of FoodBev SETA and Food Technology advisory committee. Students who have been rejected on initial application to CPUT can apply to undergo a further year of training at Northlink College to improve Mathematics and Physics marks.
DUT	<ul style="list-style-type: none"> • Collaboration in Civil Engineering with Umgungundlovu FET College (PMB). The FET college makes provision for students who do not meet the DUT minimum entrance requirements (>50% for N4 Mathematics and Science). Students from the FET college who only have passes for N3 Maths & Science are admitted to the DUT Engineering Access Programme. Recognition of credit for Mathematics 1 is given to students with >50% pass in N5 & N6 Mathematics • Collaboration in Electronic Engineering with Berea Technical College. FET college students progress into the DUT programme (N4/N5/NLY). There has been collaboration around the upgrading of college lecturer qualifications (ND required), improvements in retention and throughput, and curriculum analyses have been conducted to ensure smooth progression from FET to DUT. There has been collaboration with regard to career guidance. • Collaboration with Northdale campus of Umgungundlovu FET College in OMT. The NCV programme is approved for progression into the diploma programme at DUT.
MUT	<ul style="list-style-type: none"> • A pass at an N4 level is set as an entry requirement into a relevant National Diploma. Programmes in the fields of Agriculture, Business Studies and Engineering award credits for subjects passed by at least 50% at N4 and N5 levels.
TUT	<ul style="list-style-type: none"> • Collaboration in Building Science with Tshwane South College FET (Atteridgeville Campus): Building Science first year students spend one week doing Building practicals at TSC. Applicants that do not satisfy the minimum requirements in this department are referred to the FET colleges. N6 Quantity Surveying students are recruited for progression in the Building Science Department.

Upgrading College Lecturer's Qualifications

CPUT	<ul style="list-style-type: none"> • Offering of the Vocational Education Orientation Programme (VEOP), a 30 credit qualification aimed at improving teaching skills of FET lecturers in collaboration with UWC/Further Education and Training Institute - 32 students on the programme. • Enrolment of FET college educators (who already have a degree) in Post Graduate Certificate in Education (approximately 20 per year). • Enrolment of FET college educators without a degree in the National Professional Diploma in Education (approximately 40 per year). • Sole regional (Western Cape) provider of college lecturer qualifications.
CUT	<ul style="list-style-type: none"> • Goldfields FET College – Staff members are included in discussions about a PG Diploma in Higher Education. • Motheo FET College – The School of Teacher Education is offering a PGCE on a part time basis. In the last five years, many lecturers of the college have completed the certificate, improving their competence in teaching and learning. • Maluti FET College – Conversations are currently in progress about the extension of the PGCE to this institution.

Curriculum analysis and development

CPUT	<ul style="list-style-type: none"> • Part of a national consultative consortium and reference group coordinated by ECSECC (Eastern Cape Socio Economic Consultative Council) and UWC/FETI developing curricula for the college lecturer development framework. • Discussions on collaboration in Design programmes with Cape Town FET College in planning stages.
MUT	<ul style="list-style-type: none"> • Staff members, especially from the Coastal KZN FET College, serve on the Advisory Committees of some of the departments within the Institution. This engagement provides a platform for curriculum analysis and areas of emphasis.

Other

CPUT	<ul style="list-style-type: none"> • Signed Memoranda of Understanding (Dec 2009) with Boland FET College, West Coast FET College, South Cape FET College, Northlink FET College, False Bay FET College and Cape Town FET College. Areas of cooperation include: Articulation for college students with CPUT, bridging programmes, upgrading of lecturer qualifications, RPL for FET college sector, partnerships aimed at improved retention and throughput rates at NQF level 5, curriculum analysis and development as well as career guidance. • Collaborative agreement with South Cape FET College, Oudtshoorn in Tourism and Public Management came to an end in December 2010. Placement of B Ed and PGCE students at FET colleges for Teaching Practice. • The Department of Mechanical Engineering co-teaches CNC programmes with Northlink FET College. • The Department of Maritime Studies has an arrangement with Northlink FET College to use laboratories on their Wingfield campus.
CUT	<ul style="list-style-type: none"> • Motheo FET College – Discussions took place at the end of 2010 to investigate areas of mutual interest. It is envisaged that this process will continue in 2011
DUT	<ul style="list-style-type: none"> • Collaboration in Industrial Engineering with eThekweni FET College: DUT staff act as external examiner for FET colleges and communicate with other examiners on a regular basis. • Collaboration in Quality Management with Berea Technical College. A proposal is being formulated with regard to articulation for FET students. There has also been collaboration around short courses and a one-year certificate programme.
MUT	<ul style="list-style-type: none"> • Some staff members from Coastal KZN are teaching in the Bridging Programmes and, in some instances, they are used as tutors for senior classes. This could provide an opportunity for formal collaboration in the offering of the Bridging Programme and possibly, a Higher Certificate programme through an FET College.
TUT	<ul style="list-style-type: none"> • Currently there is collaboration in Mechanical Engineering with Tshwane South FET College (Centurion Campus) on the offering of in-service training in Basic Hand Skills. • ICT faculty had a meeting with a delegation from the Tshwane North FET College (TNC), Mamelodi Campus to discuss a number of potential areas for collaboration.

The Engineering Faculty at CPUT turns away approximately 2000 applicants every year. Many of this group meet minimum admission requirements, but are displaced by students with higher NSC scores. The objective of the Northlink Engineering Access Project is to create an alternative access channel whereby these students can undergo further preparation in technical subjects through the FET stream, rather than being lost to the system.

Ideally these students could have been referred to the FET college to complete the final year of the NCV(4). However articulation from the academically-focused NSC to the vocationally-focused NCV remains problematic. Hence there is a need for a purpose designed access programme which focuses on developing competencies in Mathematics, Science and Engineering Drawing.

Collaboration between NMMU and FET Colleges in the Eastern and Southern Cape

As a comprehensive university, NMMU has worked to facilitate access and articulation pathways for learners from the FET sector who fulfil the admissions criteria for career-focused university qualifications in the field of study for which they obtained an FET qualification.

Activities have been in three main focus areas:

1. **Refined access and articulation opportunities for FET learners** who have obtained an FET qualification and fulfil NMMU admissions criteria to pursue career-oriented university qualifications in scarce skills areas. The Centre for Access and Admissions Research at NMMU has mapped NC(V) learning programmes onto cognate qualifications in vocational fields of study such as Engineering, ICT, Finance and Accounting, Management, Marketing and Tourism and produced a brochure to guide FET staff and learners in respect of the admission requirements for NC(V) learners to obtain access to vocational qualifications offered at NMMU. NMMU is also conducting detailed curriculum analyses in Engineering and ICT, to facilitate articulation

2. **Professional development opportunities for FET lecturers and managers:** The Faculty of Education at NMMU is in the process of implementing the credit-bearing pilot Vocational Education Orientation Programme (VEOP) for FET lecturers. NMMU's Faculty of Engineering, Built Environment and Information Technology has been partnering with MERSETA in providing capacity development programmes for Engineering FET lecturers at three colleges in the Eastern Cape. Furthermore, NMMU's Business School offers customised credit-bearing leadership development programmes for FET College Principals and other managers.
3. **Policy advocacy and systemic interventions** required at regional and national levels to expand post-schooling educational opportunities for South African youth. A significant innovation is an analysis of existing data sets for the purposes of GIS mapping to pinpoint the location of existing universities and FET Colleges in the Eastern and Southern Cape, their programme offerings, and their student enrolments in relation to the location of youth who are currently not employed, educated or trained (NEETs).

C. Conclusion

There is no doubt that the universities can make a significant contribution to the reconfiguration and expansion of the existing post-school education sector. In part, however, this will depend on arriving at a shared vision, with other role players and stakeholders, of the form that this sector should take in the long run. A key objective is to enable many more young people to acquire the education and training qualifications that will allow them to become economically active citizens with decent life prospects. The vision that underpins this document is of a properly articulated *system* in which the university sector is relatively small in relation to a strong base that offers a much wider range of education and training opportunities to school-leavers than is presently the case, and is attuned to social and economic needs, particularly those of the labour market, in ways that are not apparent in the present configuration.

As a *system*, it will require forms of governance that are also articulated, such as close collaboration between Quality Councils in the matter of accreditation of qualifications, admission criteria and credit transfer. Enrolment planning in all sectors of the system would need to be powerfully cognisant of regional needs and capacities. Arriving at this goal is likely to be fairly arduous, but in terms of the greatest challenge to realising this goal, namely the lack of capacity in the system, HE has much to offer.

This Task Team recommends a *phased approach*:

- Identification of existing working partnerships and high-capacity FET colleges (e.g. by using the data on the HSRC audit of FET colleges).
- Building on existing working partnerships between HE, FET and industry (curriculum alignment, articulation pathways, stable links, and capacity development of academic and managerial staff).
- Generalising the model outwards by establishing the building blocks upon which an expanded PSE system can be built that is differentiated by both purpose and levels.
- Extending the model to other regions/institutions – towards the development of a national framework.
- Establishing new types of colleges with multiple purposes.

The model or mechanism recommended for HE is *targeted partnerships*. Specific contributions that HE can make include the following:

- Academic, leadership and managerial capacity building.
- Teacher training for the college sector
- Curriculum alignment; quality assurance of assessment practices such as joint setting and moderating of NC(M) examinations.
- Development of articulation pathways.

A cautionary note must be sounded in relation to articulation. Articulation is not a solution to the major problems currently besetting the post-school sector, nor can it be considered to be a key driver in reconfiguration of the sector. HE will only be able to absorb a small proportion of the students who will enter the sub-sectors of the system, and progression pathways are necessarily 'bounded' in the ways spelt out above. Nonetheless, this is an important element in creating a *system* out of the sector through linking the qualifications offered by different institutions, and offering potential progression routes to students.

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List of abbreviations and acronyms

CAT	Credit Accumulation and Transfer
CHET	Centre for Higher Education Transformation
CNC	Computer Numerical Control
CPUT	Cape Peninsula University of Technology
DUT	Durban University of Technology
ECSECC	Eastern Cape Socio-Economic Consultative Council
FET	Further Education and Training
FETI	Further Education and Training Institute
HE	Higher Education
HESA	Higher Education South Africa
KZN	KwaZulu-Natal
NC(V)	National Certificate (Vocational)
ND	National Diploma
NMMU	Nelson Mandela Metropolitan University
NQF	National Qualifications Framework
NSC	National Senior Certificate
OMT	Office Management and Technology
PGCE	Post Graduate Certificate in Education
PSE	Post-School Education
RPL	Recognition of Prior Learning
SETA	Sector Education and Training Authority
UWC	University of the Western Cape
VEOP	Vocational Education Orientation Programme



Progress Report Period:
1 April 2011 – 31 July 2011

Appendix 3

HELM Fellows Exchange
Programme 2011

HELM Fellows Exchange Programme 2011

	NAME OF THE FELLOW	INSTITUTION	DESIGNATION	HOST INSTITUTION	PROFESSIONAL AREA	MENTOR
1	Dr Clever Ndebele	UNIVEN	Head: Academic Development Unit	UJ	Academic Development and Support	Prof Elizabeth de Kadt and Prof Jennifer Clarence-Fincham
2	Mr Takalani Dzanga	UNIVEN	Director: Communications and Marketing	UJ	Institutional Advancement with specific focus on branding, marketing and events management	Mr Kerry Swift
3	Dr Sukude Mangwevandile Matoti	WSU	Academic Planner	NMMU	Institutional Planning	Prof Heather Nel
4	Dr Soane Joyce Mohapi	UNISA	Deputy Project Leader	RU	Teaching and Learning	Prof Christine Boughey
5	Ms Ruby-Ann Levendal	NMMU	Director: Transformation	UCT	Institutional Planning	Ms Judy Favish
6	Dr Bhelekazi Mhlauli	MUT	Deputy Registrar	UP	Registrar's office	Dr Dawie Marais
7	Prof Prince Ngobeni	TUT	Associate Dean	UJ	Academic Administration	Prof Marie Muller and Mr Derrick Eyssen
8	Dr Lambert Mahlekefane Makhalemele	CUT	Faculty Administrator and part-time senior lecturer	UFS	University leadership and management	Dr Choice Makhetha
9	Mr Gcinibandla Mtukela	RU	Deputy Registrar	NWU	Registrar's office	Prof Themba Mosia





Progress Report Period:
1 April 2011 – 31 July 2011

Appendix 4

HESA Planning Cycle

HESA Planning Cycle

MILESTONE	FOCUS
1) Mid-October	Adoption of the Operational Plan for the coming year by the HESA Board of Directors
2) Mid-January (following year)	HESA Executive Office workshop to finalise approaches and budgets for projects and initiatives approved for the Operational Plan
3) Mid-June/July	Presentation of a Mid-Year Review Report to the Executive Management Team to assess semi-annual progress against set targets to inform re-prioritisation of spending and other initiatives if it needs be.
4) Mid-August	<ul style="list-style-type: none"> • Presentation of the Mid-Year Review Report to Exco on achievements, challenges, spending projections and recommendations for new initiatives for the coming year. • Initiate a process to inform the development of an Operational Plan for the next year.
5) 1st and 2nd week of September	Finalisation of the draft Operational Plan and budget for the coming year by the Executive Management Team, in consultation with the three Strategy Groups (Funding, Research and Innovation and Transformation)
6) 3rd and 4th Week of September	<p>Presentation of some elements of the draft Operational Plan and budget for the coming year to the following governance committees of HESA:</p> <ul style="list-style-type: none"> • HR and Remuneration Committee (to ratify the proposed annual salary increase for HESA employees and recommend it for the Board's approval) • Audit and Finance Committee (to ratify the proposed overall budget and recommend for the Board's approval) • Admissions Committee and Matriculation Board (in relation to the budget of the HE Enrolment Programme and recommend it to the Board for approval) • Executive Committee (to ratify the proposed projects and budget and recommend it for the Board's approval)
7) Mid-October	Presentation of the Operational Plan for the coming year to the HESA Board of Directors
8) Mid-January (coming year)	Executive Office finalises the approach and strategies for implementing the Operational Plan priorities for the financial year.





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