

GO DUAL

Working together towards a common goal



**FIRST LESSONS LEARNT IN THE DUAL SYSTEM PILOT PROJECT
AUGUST 2016 - OCTOBER 2017**

**FACTSHEET 5
TVET COLLEGE MANAGEMENT CAPACITY
DEVELOPMENT**

This workstream intends to:

- Promote leadership and provide strategic guidance to TVET college management in improving training service delivery, initiating change processes and effecting relevant organisational development required for implementation of employment-oriented occupational programmes.
- Develop and strengthen the technical capacity of TVET college management to implement occupational programmes using the dual system approach.
- Create awareness among TVET college management of the operational requirements for NOCC-A21 implementation.
- Support TVET college management through the development of tools and instruments for DSPP implementation and monitoring.



KEY FACTORS FOR SUCCESS & LESSONS LEARNT

- Continuous and visible leadership by DHET (at the level of at least the DDG & CD), TVET college management (principal and deputy principal academic) and TVET college council to support change processes and organisational development is mandatory.
- An awareness programme by DHET, aiming to provide information to various TVET college structures (senior management, council, executive committee, etc.) on dual occupational programmes and the changing TVET landscape, will result in greater commitment by TVET college management.
- Involvement and buy-in from all senior management across the various operational departments is imperative for successful integration of occupational programmes into TVET college operations.
- Effective communication between TVET college management and all staff involved in training delivery at TVET colleges should be prioritised. This includes providing information on decisions made at operational steering committee meetings, and planned project activities.
- Understanding of and support to the NOCC-A21 and its implications for occupational programme implementation is critical for TVET college management to facilitate programme implementation, e.g. lecturer selection and development, training facility management, resources and time management, new training methodologies and assessment requirements, etc.



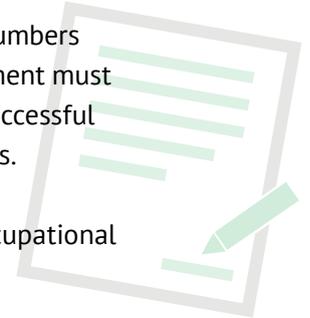


- TVET college DSPP managers should have the required authority to make operational decisions, hence consideration should be given to the required competences and position of the relevant TVET college DSPP manager prior to his/her appointment. Job descriptions of DSPP TVET college managers have to reflect the required responsibilities and decision-making power.
- DSPP TVET college managers should possess the requisite managerial capacities and experience.
- Senior TVET college management members should be continuously involved by providing strategic guidance, support and monitoring during the implementation through regular operational steering committees.
- Training and continuous support for TVET college management staff on project management/organisational development and change processes should be compulsory. A professional development programme for the management/project managers involved in the implementation of occupational programmes should be designed, implemented and evaluated for effectiveness.
- Capacity on operational management issues, including budget requirements, HR development and management, quality assurance and monitoring, partnership building and maintaining employer relations, need to be developed at the onset of the implementation of dual training approaches.
- The development of a framework to guide TVET colleges on how to establish and develop industry partnerships is necessary.



MOST RELEVANT STRATEGIC & POLICY ASPECTS TO CONSIDER

- DSPP TVET college project managers with the required competence profile must be formally appointed.
- A formal 'pilot framework' must be provided to TVET college management to adjust operational procedures as per the requirement of occupational programmes.
- Key performance indicators (KPIs) measuring not only TVET college student numbers and throughput rates, but also number of graduates and transition to employment must be introduced. KPIs for TVET college management staff have to refer to the successful implementation of the DSPP and be in line with agreed minimum requirements.
- An overall funding framework must be reviewed and aligned to allow for occupational programme implementation.
- A cost-accounting system must be implemented in TVET colleges, and capacity building measures introduced for TVET college staff.
- Regular best-practise exchange need to take place between implementing colleges to align operational processes for standardised occupational programme implementation. The DSPP sites' TVET college campus managers in DHET's Campus Management Turnaround Strategy must be included.



CRITICAL OTHER WORKSTREAMS TO BE LINKED FOR SUCCESS

- Lecturer Capacity Development – [Factsheet 4](#)
- Quality Assurance and Assessment – [Factsheet 8](#)
- DSPP Monitoring and Evaluation – [Factsheet 10](#)



HOW MUCH TIME IS REQUIRED FOR THIS PROCESS?

- Professional TVET college/campus management development has to commence prior to programme implementation
- Continuous process throughout training delivery

