



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Update on the Task Team Oversight Group – August 2016

The Task Team Oversight Group was set up to support the development of the National Plan as a cross-cutting/integrating Task Team, to provide oversight for the development of the Plan, ensuring coherence across the three sub-sector TTs, identifying issues that need system-level discussion, and picking up on clear gaps in the process. Initially it was mooted that there may be a number of smaller groups working on cross-cutting issues for the Plan. It is acknowledged that there is no ideal way to break up the work, though the CET, TVET and HE TTs do provide a coherent set of sub-sectors. However, there are significant areas of work in the system that do not neatly fit into a sub-sector. The work of the skills branch is a clear example here, as there is much work that needs to integrate with the broader work of the Department. A decision was taken early on, however, not to have a separate team working on skills, but rather to ensure that through the TTOG (which includes the CET, TVET and HE chairs) the relevant planning discussions are prioritised. There have been concerns about certain planning issues falling through the cracks, and the TTOG's role is to ensure that this does not happen. It is acknowledged that there is no ideal process, but the approach has been to keep the meetings and structures manageable, and to ensure alignment with Departmental work as much as possible across all branches. In particular, where there are existing processes in place, the TTOG should engage with these through report-backs, rather than duplicating the discussions taking place elsewhere. The TTOG is reliant on the branch representatives alerting it to initiatives that may be overlapping and that may require alignment.

The TTOG has met four times this year since January, having met for the first time in December 2015. At each meeting a progress report is presented by each Task Team chair, who also advise on emerging issues from TT meetings. While the TTs discuss sector specific issues, the TTOG is responsible for ensuring that cross cutting issues are given adequate attention in the TTs. The Table below summarises the key work identified by the TTs in the chapters and flags the work that has to be done into a specific TTOG workplan. A broad sketch/summary of the three sector Task Teams' workplans is provided in the table below, in order to identify gaps and areas that may require joint work or decision-making.

The third column provides some indication of the gaps/cross-cutting issues that have been identified so far. They are rather crudely placed in the table, as some issues straddle more than one "theme".

Focus area	Summary of key focus for TTs	Oversight/Integration work
Context/ Introduction	CET – Rationale and vision for CET based on the White Paper, the known demand for CET, and the necessity for a new sector. TVET – Economic analysis and current situation of the TVET sector. A vision for a stronger and more relevant TVET sector which supports economic development and direct workplace linkages. HE – Reflection on past policies, achievements and challenges. Transformation is a key aspect to address in the context chapter drawing on the reports and discussions from the Summit.	Reflection on the state of the economy and how the various sub-sectors can feed into economic growth. The White Paper provides some guidance, since the goals for social justice have been integrated in the approach. Work will need to be done to integrate the context sections into an overarching context chapter for the PSET system, which focuses on the big picture issues impacting on the whole sector. This will be informed by the sub-sector plans, but will provide a meta-view of the PSET context.
Shape and Size/Macro Parameters	CET: The plan is to have a community college in each district municipality and metros – 52 in total. Initially, the focus will be on partnerships and pilot projects to inform the ‘ideal’ model ICT and flexibility around different kinds of models will be important. TVET: Slower growth is needed so there is need to pull back on White Paper targets. For the agreed targets, there is need to determine enrolment for the agreed programme qualification mix (PQM), and identify the infrastructure and equipment needs. HE: Setting macro parameters and targets in a whole range of areas, similar to what was done for the NPHE.	• More coordinated planning around infrastructure and resource sharing across different institutional types is required. A number of processes are going on, including the Imbali project which would be used as a pilot project. The DHET is also exploring various other projects and initiatives, and it would be necessary to take note of existing plans for coordinated infrastructure planning. • In relation to student housing, there are no agreed targets in place, and also no clear idea of what might be needed. In TVET, limited student accommodation is available, despite a considerable need. Targets for student housing have to be put in place for both HE and TVET. This work has already started in the DHET. • The provision of ICT connectivity for all educational institutions should be considered under infrastructure in shape and size. This requires considerable planning to make it a reality.

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		Institutional boundaries and frameworks have arisen in the TTOG as an important area of discussion and a process will be necessary to facilitate these discussions.
Programmes and qualifications	CET: Five programme categories identified to cater for local needs, access to the labour market, articulation to other PSET sectors, and sustainable livelihoods (responsiveness to the demand). Discussion underway in CET TT. TVET: Focus on principles of PQM and enrolment planning. PQM should reflect national and regional responsiveness but offer enough flexibility for colleges to meet other student and employer demands. Future programmes/qualifications have been proposed. HE: Differentiation framework will outline the future process for differentiation, linked to enrolment planning and system monitoring.	- It is necessary to address issues of articulation, NQF and QC issues and the evaluation of the NQF also need to be signalled and incorporated in the plan. The NQF evaluation will not be complete by the time the plan is written, but issues arising in TTs need to be addressed through the TTOG. There are a number of parallel processes/discussions on articulation, which should not be duplicated, and articulation is also being addressed in each TT. - Modes of learning are being adequately addressed in the sectoral task teams, but might require combined strategies. - Task Teams should consider RPL in their work, perhaps as a component of articulation and the way that adult learners could gain access to the TVET system. It could probably be included in the context section of each task team's report. - Skills Planning has been discussed by the TTOG, particularly in relation to the link between improved demand-side information/labour market intelligence and enrolment and PQM planning. The primary sector processes are likely to remain the same (as in HE e.g.) or develop in sector-specific ways (as in TVET eg) but will benefit enormously from improved signals from the demand side (though the "skills planning" or "labour market intelligence" mechanisms being set up.
Funding	CET: Clarification of core funding required and the sources of this funding. Initial funding required for pilots.	Funding is being addressed in various forums and at various levels, which would need to be integrated. The submission

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	TVET: Programme costing to get accurate cost of programmes. Norms and frameworks will be considered to understand how funding should be approached. HE: affordability and sustainability are the key themes here. Various ways of funding the sector should be considered to support the entire PSET system.	to the Presidential Commission, which positions funding as a system issue to be addressed in an integrated way, provides a good basis for funding discussions going forward.
Staffing	CET: Major issues are labour relations and staffing mechanisms, training and continuing professional development. TVET: Qualitative and quantitative needs. Training and development of existing and new lecturers. HE: Range of Initiatives underway. Review of their effectiveness and the degree to which they can be scaled. University Capacity Development Grant key steering mechanism. Core aspect of capacity development in the HE sector. The task teams should aim to identify the functions that need to be developed, such as curriculum development, staff development, support and management.	Staffing is a cross-cutting issue that is being addressed by each of the task teams, but there probably are various commonalities that would need to be integrated, e.g. labour relations. The role of SAIVCET would also have to be clarified in relation to the new institutional types.
Workplace Issues	CET: Responsiveness to local economies for labour market access. Frameworks necessary for work integrated learning. TVET: Mechanisms necessary for improving access to workplaces are critical to the sector. The role of the SETAs in facilitating WiL HE: Mechanisms for improving WiL are required	Workplace issues are being discussed in sector specific ways in each TT. A separate process exists in the Department to develop the NSDP and the new SETA landscape and this work does not need to be duplicated within the National Plan process. However, once the skills strategy is finalised and the new SETA landscape issues resolved, they will need to be linked into the Plan. This is a critical cross-cutting area of work for all Task teams, and it is important that there is synergy between both processes, without duplication. Given the timing of both (i.e. under development) the work can be

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		aligned. These are not only workplace issues, as they relate to other sections of the Plan, but are included in this section for ease of reference.
Management, leadership and governance	CET: Community and local government involvement in governance and management. TVET: Consideration of most effective governance models HE: Indicators for effective governance	Governance issues are being addressed as part of the sector-specific plans which is appropriate at this stage.
Student Support	CET: Diverse student support services because of the range of people accessing the sector. Significant new proposals are needed. TVET: Important growth area to support initiatives already under way. HE: Significant focus to improve success.	Student support must include aspects like disability, CAS, student advisory services. The CAS affects all sectors and will need to be brought into the Plan. Student support issues are being discussed separately in each TT but may require some combined thinking, particularly on cross-cutting issues.
Policy and legislation	CET: Big shifts likely in this new sector. TVET: New proposals on programmes and PQM may require policy shifts HE: HE Act has recently been amended so likely to be limited policy shifts	This will be addressed in due course in the NP-PSET process, but it would be necessary to consider current processes and those in the pipeline.
Other issues		• Monitoring and evaluation- per sub-sector and across the whole system. • Planning alignment and streamlining • The role of private institutions • the HRDC function and strategy- separate discussion • DHET function and structure will be addressed separately, and ideally once the draft Plan has been finalised. • Stakeholder consultation which will begin when there is some substantial work available to engage reference groups on proposals for the system

