Understanding pathways taken by TVET College NCV Students through College and beyond: NCV tracer study

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Overview

1. Defining terms
2. The pathways available to TVET students
3. JET/NBI/DPRU NCV tracer study: Wave 1
4. Follow-up research
   JET/NBI/SSACI: Wave 2
5. Concluding comments
Part 1

Defining key words
TVET:

A *continuum* of socially and economically necessary and desirable technical knowledge, skills and competencies required to orient and prepare people for work *from low skill to high skill*, involving an appropriately varied mix of humane, scientific and technological learning.
Pathway:

**Sequencing of qualifications** that allows learners to *move vertically, diagonally and, in some cases, horizontally*, through NQF levels, giving learners recognition for full or partially completed qualifications or part-qualifications.
Part 2

Three Pathways
Background: NCV courses in TVET colleges

- TVET Sector comprises 50 public FET colleges and 3 are based in the North –West Province.
- Colleges offer NATED courses and since 2007 they offer the National Certificate Vocational (NCV) programme
- NATED and NCV provide training at levels 2, 3 and 4 on the NQF and are open to those who have completed at least Grade 9
- NCV was initially intended to replace the NATED courses. But this has not happened
- Enrolment in the NCV - 130 000 to 150 000 for the last 5 years
- Massive growth in NATED courses - now four times that of the NCV
Pathway 1: Academic

- ABET 4
- Gr 9
- Gr 10
- Gr 11
- Gr 12
- HEQSF qualifications

NQF levels: NQF 1, NQF 2, NQF 3, NQF 4, NQF 5+
Pathway 2: NCV

ABET 4 → Gr 9 → Gr 10 → Gr 11 → Gr 12 → HEQSF qualifications

NCV 2 → NCV 3 → NCV 4 → World of Work

NQF 1 → NQF 2 → NQF 3 → NQF 4 → NQF 5+
Pathway 3: NATED

NQF 1  NQF 2  NQF 3  NQF 4  NQF 5+

ABET 4  Gr 9  Gr 10  Gr 11  Gr 12  HEQSF qualifications

N1  N2  N3  Trade Test (Engineering)  N4  N5  N6  Work Experience  World of Work
Three pathways available in South Africa

1: Academic

2: NCV

3: NATED
Three pathways available in South Africa

1: Academic

2: Vocational

3: Occupational
Some of the sticky issues…

Articulation from the NCV & NATED back into the academic pathway?

Can we do more on NQF Levels 5 and 6 to allow for improved articulation and offerings across institutional types?

1: Academic

What about the new occupational qualifications developed by the QCTO?

Do we have three pathways? Has this been an unintended consequence of the introduction of the NCV? Do we want three pathways?

3: Occupational

Articulation from the NCV & NATED back into the academic pathway?
Wave 1:
NCV tracer study 2010
Wave 1 of the NCV Tracer Study

• Key challenge faced by DHET in 2008/9: how to manage the envisaged expansion of the TVET colleges without destabilising the sector.

• Lack of reliable data around the role of TVET Colleges in relation to the supply of skills - key weakness.

• In order to fill this gap, a research project was commissioned and designed to provide data specifically related to the NCV on:
  • the status of colleges in relation to meeting the needs of young schools leavers and
  • the challenges that colleges face in effectively preparing youth for the labour market.
Pathway 2: NCV

Wave 1 focused here

ABET 4

Gr 9 → Gr 10 → Gr 11 → Gr 12

NCV 2 → NCV 3 → NCV 4

HEQSF qualifications

NCV 2

NCV 3

NCV 4

World of Work

NQF 1 → NQF 2 → NQF 3 → NQF 4 → NQF 5+
Wave 1 of the NCV Tracer Study

- In 2010 in-college survey of NCV students (NCV 2-4) was conducted in 30 TVET colleges (122 campuses).
- Contact details collected during 2010 survey in order to follow up with these students.
- Aim of Wave 1:
  - Understand learner backgrounds
  - Factors bringing them to TVET colleges
  - Experience in TVET college
  - Role of TVET colleges in preparing the youth for labour market
- In total 18 131 learners were surveyed.
Part 4

Wave 2:
NCV tracer study 2015
Wave 2 of the NCV Tracer Study

WAVE 2: This was a tracer survey of the same students after a period of time.

- Contact details collected during 2010 survey were used
- **Aim of Wave 2:**
  - examine experiences on leaving TVET colleges and entering the labour market.
- Population - 18 131 students surveyed in 2010.
- Used a sampling frame - 17 387 individuals.
- 9 000 individuals were randomly selected.
- 100 individuals formed part of the pilot, leaving 8 900 individuals for the survey.
- The survey was carried out telephonically
- 3 113 agreed to participate, a response rate of 37.2%
Pathway 2: NCV

Wave 2 focused here

NCV 2 ➔ NCV 3 ➔ NCV 4

ABET 4 ➔ Gr 9 ➔ Gr 10 ➔ Gr 11 ➔ Gr 12

NQF 1 ➔ NQF 2 ➔ NQF 3 ➔ NQF 4 ➔ NQF 5+

World of Work
Wave 2 of the NCV Tracer Study

Wave 2 obtained data on:

- Transition pathways
- Employment opportunities
- Income range of those that are employed
- Kinds of industries or sectors accessed
- Link between employment and field of study.
- Role of the college in preparing the student to get a job.
Wave 2: Profile of respondents

<table>
<thead>
<tr>
<th>Level</th>
<th>No of students</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCV2</td>
<td>3119</td>
<td>51.9%</td>
</tr>
<tr>
<td>NCV3</td>
<td>1935</td>
<td>32.2%</td>
</tr>
<tr>
<td>NCV4</td>
<td>957</td>
<td>15.9%</td>
</tr>
<tr>
<td>Total</td>
<td>6011</td>
<td>100%</td>
</tr>
</tbody>
</table>

- 23% living in Gauteng followed by Mpumalanga (18%) and KwaZulu-Natal (14%) and NW had lower than 7% (migration to Gauteng).
- Most respondents (63%) still living in the town or city where they studied in 2010.
- By 2015 most of these students should have completed NCV 4 - however, this is not the case.
- Most respondents live with family members (79%), in particular with one or both parents (50%)
- 76% live in a formal dwelling while the rest live in informal accommodation or traditional dwellings.
Completion of NCV 4 by 2015 by level of study in 2010

- 43% completed NCV 4 by 2015 with 4% still studying towards NCV qualification in 2015
- Of those who were in NCV4 in 2010 only 61% had got their NCV 4 by 2015
% who had/had not finished NCV 4 by 2015 by field of study
Transition Pathway 2011-2015

- Studying
- Employed
- Unemployed
- Unknown

Years:
- 2011: 65.0%
- 2012: 48.1%
- 2013: 36.1%
- 2014: 45.8%
- 2015: 47.7%

Percentages:
- 2011: 13.2% Studying, 20.4% Employed, 0.7% Unemployed, 1.4% Unknown
- 2012: 23.9% Studying, 27.3% Employed, 0.7% Unemployed, 0.5% Unknown
- 2013: 36.5% Studying, 26.9% Employed, 1.5% Unemployed, 0.5% Unknown
- 2014: 33.5% Studying, 19.2% Employed, 1.5% Unemployed, 0.0% Unknown
- 2015: 38.4% Studying, 13.8% Employed, 0.0% Unemployed, 0.0% Unknown
Are students finding jobs in their field of study?

![Bar chart showing the percentage of current or most recent employment related to field of study for various majors.](chart.png)
What type of employment are students finding?

- **Contract**: 65%
- **Informal/Piece work**: 9%
- **Permanent**: 26%
What type of employer are employing the NCV students?

- Government: 19%
- Self-employed: 3%
- NGO: 1%
- Private company: 71%
- Private person: 5%
What are the NCV students earning?
Did the TVET college provide exposure to workplace based experience? View from the college students

<table>
<thead>
<tr>
<th>Rating</th>
<th>Never Employed</th>
<th>Employed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
</tr>
<tr>
<td>Poor</td>
<td>278</td>
<td>28%</td>
<td>396</td>
</tr>
<tr>
<td>Average</td>
<td>314</td>
<td>31%</td>
<td>568</td>
</tr>
<tr>
<td>Excellent</td>
<td>405</td>
<td>41%</td>
<td>1,023</td>
</tr>
<tr>
<td>Total</td>
<td>997</td>
<td>100%</td>
<td>1,987</td>
</tr>
</tbody>
</table>

Pearson chi2(2) = 36.8661  Pr = 0.000

- Students who had been in employment the longest, on average, rated the role of the college in teaching them to apply what they learnt at the workplace as EXCELLENT.
- Those with the least work experience rated the role of the college as poor.
Reasons for not completing NCV 4

- Lack of finance is the main reason given for not completing the NCV qualification (37%).
- But 60% of those surveyed in 2015 had government bursaries in 2010.
- Bursary would have continued if they finished each year in stipulated time.
- Clearly, most of the students are not able to complete their studies in the stipulated time and had to fund for their own studies.
- Other reasons given for not completing the NCV qualification included: Still Awaiting certificate (15%); Failure/Outstanding Subjects (13%); Wrong Course for Me (6%); Got a Job (5%); or moved to N4 (4%).
Key findings

• Most students do not complete the NCV level 4
• Lack of finance is still the main reason for not completing the NCV qualification
• Only a tiny minority of NCV graduates go on to study at a university or university of technology
• Pathway into employment via the NCV qualification is difficult
• Around 60% have been able to find employment at some stage but in any given year only around half of all respondents were employed
• Most of the jobs are in the private sector
• A small minority of college graduates are self-employed, either because they cannot find a job or they have the entrepreneurial spirit. They do tend to employ other people (job creation)
• Despite their relatively poor labour-market prospects, college graduates rate a Matric and college qualifications as very important in finding a job.
Part 5

Concluding comments
Some parting considerations

We now have a better sense of the vocational (NCV) pathway:

- **Overall enrolment in TVET colleges rose** from 358 393 in 2010 to 702 383 in 2014 (*includes NATED and NCV*)
- **Enrolment rate of the NCV is dropping**: in 2010, NCV students made up 36% of all students enrolled in Public TVET colleges, but in 2014 this had dropped to 24%.
- Only a tiny minority of NCV graduates go on to study at a university or university of technology.
- Those who complete NCV 4 are only slightly more likely to have employment than those who do not complete.
- Although it was initially intended that the NCV courses would replace the NATED courses this objective was not attained and both the NATED and NCV courses are currently offered by all public TVET colleges.
- It seems that the **NATED courses are the preferred choice** of young people as this has grown from 187% between 2010 and 2014 from 169 774 to 486 933.
Some parting considerations

DHET remains committed to the NCV “because it sees its value in general vocational learning which includes foundational subjects as well as access to learning in a hands-on way about areas related to aspects of the working world” but also that “a review of all the programmes offered by TVET Colleges is required, as well as an evaluation performed on how they articulate with other post-school programmes and qualifications, what the challenges are, and how the system can be rationalised to be easier to understand, more efficient and user-friendly, in order to meet the economy’s need for mid-level skills”

HRDC 2014
Some parting considerations

1. SAQA believes that specific attention must be paid to Levels 5 and 6 in the HEQSF and OQSF as a critical level where diverse options for credit accumulation and transfer must be developed (HRDC 2014)

2. The DBE’s “three stream model” allows for earlier specialisation in the system, but the capacity to roll this out and potential unintended consequences are a concern

3. The new QCTO qualifications, following a more simplified approach, remains a critical contribution to the development of the occupational pathway – issues of under-funding and enhanced capacity needed for the QCTO to undertake this task require attention

4. Articulation across the academic, vocational and occupational pathways is opaque – this is an area that SAQA should be leading

1. HOW CAN NW HARNESS SKILLS FROM TVET TO REALISE ACT FOR VTSD?
Food for thought

How can North-West harness skills from TVET Colleges to realise ACT for VSTD?
JET Value Chain

The JET Value Chain consists of three interrelated components:

- Research
- Implementation
- Monitoring & Evaluation

JET Education Services works with the private sector, government, NGOs, international development agencies and education institutions to improve the quality of education and the relationship between education, skills development and the world of work.

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Resources


