



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**GUIDELINES FOR THE DEVELOPMENT OF A COMMUNITY LEARNING CENTRE
PERFORMANCE IMPROVEMENT PLAN**

Introduction

The Community Education and Training College System: National Plan for the implementation of the White Paper for Post School Education and Training System – 2019-2030 (CET Sector Plan) identifies 5 strategic goal for the CET sector. Two of these strategic goals, namely, to improve the youth and adults' **success** in community education and training programmes and to improve the **quality** of provision in Community Colleges, have a direct bearing on the teaching and learning process and factors that influence this process.

Background

In providing leadership towards the achievement of these CET sector strategic goals, the Department has developed a performance improvement plan and other guiding tools to be implemented in the CET system. *The Teaching and Learning Improvement Plan for Community Education and Training Colleges* provides specific intervention measures that Regional CET Units and CET Colleges must put in place in order to improve system performance. *The Teaching and Learning monitoring tool for Community Learning Centres* provides for and guides the monitoring of the teaching and learning process and provision of support thereto by Regional CET Unit and CET College officials.

The development of the Teaching and Learning Improvement Plan is informed by findings of the GETC – AET LEVEL 4 Technical Report on the National Examination Results (Technical Report), the Teaching and Learning Reports and the CET System Monitoring and Evaluation Reports. While these reports indicate progress in the development of the sector, it is to be noted that the CET sector is continuously evolving in keeping with its responsive nature. There will therefore always be areas that require improvement and/or adjustment.

The data from the Technical Report of 2018 indicates that over the three year period from 2016 – 2018 there are Learning Areas in the GETC: AET Level 4 qualification that recorded high drop-out rates and/or high failure rates at a national level. These Learning Areas are:

English (LCEN)

Mathematical Sciences (MMSC)

Natural Sciences (NATS) and

Economic and Management Sciences (EMSC)

The Teaching and Learning Monitoring Report for Community Education and Training Colleges - August 2019, indicates that the CET system is responding to the policy directive of the NP-PSET of providing responsive curricula. Various skills programmes have been introduced in CET Colleges together with Literacy Programmes, the GECT: AET Level 4

qualification and the Amended Senior Certificate. The evolving nature of the CET sector demands that systems be put in place to continuously improve the provision of and success in these programmes.

While *The Teaching and Learning Improvement Plan for Community Education and Training Colleges* guides on the intervention strategies that must be employed to improve success and ensure quality provision of CET programmes, Regional CET Units and CET Colleges are expected to analyse their college results because the national analysis considers the average performance of all the nine colleges. This will allow each college to craft holistic intervention strategies and thus respond to its specific needs.

All levels of the CET sector are expected to conduct the result analysis process, including at the CLC level up to individual lecturers in order to inform interventions from the level of the individual Learning Area/Subject/Programme. This will ensure that shortcomings are identified and responded to at all levels of the system. To this end CLCs are expected to develop their Centre Improvement Plans that will be implemented, monitored and supported by the Department from the beginning of the academic year.

Purpose

The Guidelines for the development of a Centre Performance Improvement Plan provide guidance on the development of CLC improvement plans.

Development of a CLC Performance improvement plan

Analysis of results for individual Learning Areas/Subjects/Programmes

The CET College must provide each CLC with the schedule of results for the year that is being analysed. Lecturers responsible for the Learning Areas offered by the college must analyse results for their Learning Areas following the procedure indicated in the following Annexures:

AET Sub-Levels 1, 2 and 3 as in Annexure 1

AET Level 4 as in Annexure 2

Amended Senior Certificate/Senior Certificate as in Annexure 3

Accredited Occupational Skills Programmes as in Annexure 4

Non-Formal Programmes as in Annexure 5

Analysis of results for the centre:

Results for the analysis of all Programmes offered by the centre must be collated and represented in Annexures 1, 2, 3, 4 and 5.

In a session, organised by the Centre Manager, where all lecturers will be present, the results of the CLC will be mediated and poorly performed Learning Areas/Subjects/Programmes will be identified.

Criteria for identifying Learning Areas/Subjects/Programmes for intervention:

The following criteria will be used to identify Learning Areas/Subjects/Programmes for which intervention strategies must be developed. CLCs may adjust these criteria but not below the stipulated guidelines:

Learning Areas/Subjects with a pass rate below 55%

Learning Areas/Subjects/Programmes with a drop-out rate of 50% and above

Occupational Skills programmes with a throughput rate below 55%

Programmes/Learning Areas with a drop-out rate of 50%

Discussion session:

All lecturers must indicate factors contributing to the low pass rate for Learning Areas identified for further intervention.

The following are factors that may contribute to a low pass or throughput rate, but they are not limited to these:

- Lecturer attendance rate;
- Students' attendance rate;
- Access to programmes (suitability of operational times; proximity of CLC to students; responsiveness of programmes offered by CLC);
- LTSM availability;
- Duration of lectures against the stipulated credits;
- Suitability of the physical infrastructure (including furniture, ablution facilities, etc.);
- Security;
- Provision for students with disabilities and those with special educational needs;

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- Impact of Monitoring and Support conducted by CET Unit and CET College officials;
- Student On-course support;
- Capacity building of lecturers – subject matter content and level of preparedness for teaching and learning session;
- Preparedness of students for examinations;
- Management of SBAs and internal assessment; etc.

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Factors identified as being contributory to the situation:

Factors for CLC Intervention	Factors for CET Directorate Intervention	Factors for CET College Intervention

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The CLC must develop realistic intervention strategies to address identified factors.

Focus Area (Contributing Factor)	Activity	Responsibility/ Co-ordinator	Time Frame	Status (Achieved/Not achieved) & Comments
Examples				
1. Capacity building for lecturers	Induction of lecturers: Compiling a POA; Unpacking of Unit Standards; Preparing a Lesson Plan; Record keeping (registers, mark schedules, etc.); Presenting a Lesson; marking and giving feedback to students.	ZG Maseko	08 – 14/01/2020	2 lecturers not capacitated, appointed late, to be capacitated 31/01&03/02/2020
	Development of Learning Area Year Plan (Time Management Schedule)	LA/Programme lecturer	07/02/2020	
	Capacity building on Learning Area content			
	CLC Scheduled assessment sessions (The CLC must develop a CLC Assessment Policy covering classwork, homework, tests and mock-examinations)	CLC Management		
	Schedule audit of POAs and POEs by Centre Manager			
	Feedback to lecturers on audit findings			
2. Access to CET programmes: 2.1 Operational Times 2.2 Learning Venues 2.3 Programmes offered (responsiveness)				

NB: The CLC must keep records of all activities conducted as evidence.

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CET COLLEGE:

NAME OF CLC:

Analysis of results per Learning Area per Level/Programme

LIERACY PROGRAMMES					
AET Sub-Level	Enrolment	No. Wrote	Passed	Failed	Average % PASS RATE
LEVEL 1					
Communication					
Numeracy					
LEVEL 2					
Communication					
Numeracy					
LEVEL 3					
Communication					
Numeracy					
TOTALS					

GETC: AET Level 4 (NQF 1)					
LEARNING AREA	Enrolment	No. wrote	Passed	Failed	Average % (PASS RATE)
LCEN					
LCZU					
LCXH					
LCAF					
MLMS					
MMSC					
ARTC					
TRVT					
EMSC					
HSSC					
TECH					
NATS					
LIFO					
ANHC					
AAAT					
INCT					
WHRT					
SMME					
ECDV					

Certificates Obtained	
GET Certificates (1 st time)	
GET Certificates (1+ attempts)	
LA Certificates	
1 LA	
2 LA	
3 + LA	

Senior Certificate/NSC					
SUBJECT	Enrolment	No. wrote	Passed	Failed	Average % (PASS RATE)
FAL					
HL					
Agricultural Sciences					
Accounting					
Business Studies					
Economics					
Geography					
History					
Religion Studies					
Computer Applications Technology					
Information Technology					
Life Sciences					
Mathematical Literacy					
Mathematics					
Physical Sciences					

Certificates Obtained		

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OCCUPATIONAL PROGRAMMES					
PROGRAMME	Enrolment	No. wrote	Passed	Failed	(Completion Rate)
1.					
2.					
3.					
4.					
5.					
6.					

NON-FORMAL PROGRAMMES					
PROGRAMME	Enrolment	No. wrote	Passed	Failed	(Completion Rate)
1.					
2.					
3.					
4.					
5.					
6.					