

**CONCEPTUALISING THE REDESIGN OF THE OFFICE ADMINISTRATION AND  
MANAGEMENT CURRICULUM AT A POLYTECHNIC IN LESOTHO**

**BY**

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## DEDICATION

This thesis is dedicated to my parents 'Mè 'Manthati and Ntate Hlasoa Theko (a humble soul gone too soon but nevertheless resting in the hands of The Almighty). They instilled in me the values that have shaped me and placed me where I am today. My sincere gratitude also goes to my husband, Ntate Moshoeshoe, for his tolerance, love and support, my children Letsie and Paballo for their understanding and sacrifice when I was away from home. You were patient even when I 'neglected' you. *Kea leboha Bakoena*; May God bless you immeasurably.

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Last but not least, my family, friends, my colleagues at Polytechnic A, and many others whose names could not appear here, for their endless support and encouragement.

## Declaration

I declare that this dissertation is the result of my own investigation and that it has not been used or submitted in part or in full for any other degree or to any University.

Date

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Signature

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## Declaration

I declare that the language in this dissertation has been edited to the best of my knowledge and has not been copied or edited from any other source than this manuscript.

Date

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Signature

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## **Abstract**

The Higher Education Sub-sector in Lesotho is governed by the Lesotho Higher Education Act 2004 which provides for the regulation of higher education; the establishment, composition and functions of Council for Higher Education (CHE); the governance and funding of higher education public institutions; registration of higher education private institutions; and for quality assurance. The importance of Technical Vocational education is to prepare workers for skilled positions in the workplace through a public system of pre-employment; on-the-job training; skills-upgrading; and worker-retraining programs. In order for career and technical education to meet its obligations to society, to the education community, to business and industry, and to its student-clients, identification of employability and workplace skills must be transmitted to students. Polytechnic A is classified as an institution of higher learning in Lesotho. Therefore, it has to provide programmes that meet the requirements set by the Council of Higher Education (CHE). The purpose of this study was to determine to what extends the curriculum of the Office Administration and Management Programme (OAMP) at Polytechnic A in Lesotho was conceptualized from a theoretical and a practical perspective to address the needs of the local, regional and international demands. The research methodology that the researcher used was qualitative research. Semi-structured interviews and the analysis of documents were used to collect data from the lecturers who are curriculum developers; the alumni of the programme, and the Ministry of Public Service which represents the employment sector. The research findings indicated that there is a need for curriculum improvement of the programme of Office Administration and Management Programme (OAMP) with emphasis on technological education, and professionalism of learners when they enter the realm of work. The labour market needs must be considered when a new curriculum is developed. The improvement should also include the qualification of the programme from diploma to degree level.

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## **List of Abbreviations**

AIDS	Acquired Immunodeficiency Syndrome
CHE	Council of Higher Education
DTVT	Department of Technical Vocational Training
FET	Further Education and Training
HIV	Human Immunodeficiency Virus
NQF	National Qualification Framework
NCDC	National Curriculum Development Centre
OAMP	Office Administration and Management Programme
RNC	Revised National Curriculum
SAQA	South African Qualifications Authority
SOBE	School of the Built Environment
SEM	School of Enterprise and Management
SET	School of Engineering and Technology
TVET	Technical Vocational Education and Training
TVD	Technical and Vocational Department
UK	United Kingdom
USA	United States of America
VET	Vocational Education and Training

# CHAPTER 1

## ORIENTATION AND BACKGROUND

### 1.1 Introduction

This introductory chapter provides the background, problem statement, aim and objectives of the study, the theoretical framework, as well as the rationale behind the study. It further defines the significance of the study, outlines the structure of the chapters and definitions of the terms frequently used are provided.

Higher education has expanded and is diverse. A range of institutions contribute to shape the nature, form and character of the higher education curriculum (Peach, 2010:449). Many fields are being professionalized and vocational subjects are broadening into higher education curricula; hence the need to improve the higher education curriculum in Lesotho.

The Higher Education Sub-sector in Lesotho is governed by the Lesotho Higher Education Act 2004, which provides for the regulation of higher education; the establishment, composition and functions of a CHE; the governance and funding of higher education public institutions; registration of higher education private institutions; and for quality assurance. The challenges facing higher education include increasing the capacity of higher education institutions, providing quality and relevant education, and improving management efficiency and effectiveness. The Lesotho Government recognizes the importance of adapting its training policies to produce workers with marketable skills that will make the trainees competitive in both the local and regional markets. Therefore, the curriculum must be of quality and relevance to the needs of the society (Department of Technical and Vocational Training, 2005).

The importance of Technical Vocational education is to prepare workers for skilled positions in the workplace through a public system of pre-employment; on-the-job training; skills-upgrading, and worker-retraining programs. In order for career and technical education to meet their obligations to society, to the education community, to business and industry, and to its student-clients, identification of employability and

workplace skills must be communicated to students (Burke, Corcan & Owens, 1993:7).

Technical education is defined as that type of education through which learners acquire abilities and knowledge necessary for them to be competent in carrying out responsibilities associated with the workplace (Staklis & Klein, 2010:3). The purpose of career and technical education is to prepare students to acquire high skills, high wage, or high demand occupations in current and emerging professions. Students also want good careers and employers want to fill jobs in high-demand areas. It has been found that policy-makers in many states have struggled to align education and training with labour market demands (Mokher, 2011:i)

Technical education in developed and industrialized nations has been categorized as inferior to that of academic forms of learning. The issue of considering technical education as inferior has consequences across the board and is impeding valuable human resources from contributing to occupational skills sectors. There are fewer opportunities for self-improvement through educational or skill-based training programs (Cully, 2008:3).

Learning outcomes is considered to be what the twenty-first Century college and university graduates need to know, and be able to do. The learning outcomes entail values and liberal democracies, foster enlightened thought, and encourage engaged citizenship (Laird, Niskodé-Dossett & Kuh, 2009:65). Therefore, business leaders believe students need to function effectively in a rapidly changing world (Laird, Niskodé-Dossett & Kuh, 2009:65). Another set of learning outcomes includes the broad knowledge of human cultures and the natural and physical world. Students must also have good intellectual and practical skills, including effective writing inquiry, problem-solving and teamwork. Individual social responsibilities, including civic knowledge and ethical reasoning action and lifelong learning, also form part of the expected learning outcomes for university graduates (Laird, Niskodé-Dossett & Kuh, 2009:65).

The above-mentioned outcomes are more relevant to the demands of today because the world requires citizens that are actively involved with community work and those

that can effectively collaborate in competitive environments with diverse cultures and be able to deal with complex problems. Learners are found to be critical thinkers when they have acquired the relevant learning outcomes. The students will have good scientific reasoning skills, openness to diversity challenges, learning for self-understanding and have a sense of responsibility at the end of their learning experience (Laird, Niskodé-Dossett & Kuh, 2009:66).

Laird, Niskodé-Dossett and Kuh, (2009:66) stated that general education is a foundation for further developing the skills, competencies, and dispositions that make up the essential learning outcomes. General education is complementary to specialization and career preparation which introduces students to a variety of topics and modes of inquiry thought to be necessary for liberally educated citizens.

The general education prepares students to live effectively by understanding and dealing constructively with the diversity of the contemporary world, a diversity manifested not only in ideas and way of knowing, but also in cultures. Learners are expected to learn continuously by constructing a coherent framework for ongoing intellectual, ethical and aesthetic growth in the presence of such diversity. Learners are also supposed to work productively by enlarging their personal and vocational pathways, developing lifelong-competencies such as critical and creative thinking, effective communication and abilities to reason and engage in problem-solving (Gibran, 1997:21). The OAMP is seen to be struggling to produce learners that are meeting the demands of the labour market, where highly skilled learners who can competently participate in the local, regional and international labour market are needed, hence the need to improve the curriculum (Polytechnic A Strategic Plan, 2006-2010).

This falls well within the theory of constructivism, especially in the new technological world. The constructivism theory has implications for career and technical education practice for the future (Dolittle & Camp, 1999). Technical education prepares learners for entry into the realm of work and advancement in educational programmes. Learners are provided with higher order thinking, problem-solving, and collaborative work skills (Dolittle & Camp, 1999).

According to Garbett (2011:36), constructivism means that the teacher's role is to facilitate learning; the learners have to actively construct new knowledge and understanding for themselves. Learners' prior knowledge can be used and enables learners to grasp unknown concepts. Garbett (2011:36) further indicates that a teacher/lecturer can diagnose, engage and evaluate in order to determine whether learners have acquired new knowledge. Constructivism indicates that learners, through assimilation and accommodation, are able to construct new knowledge from their past experiences. It emphasizes the importance of knowledge, beliefs and skills that individuals bring to the learning environment.

Glatthorn, Boschee and Whitehead (2006:278) assert that it is important that curriculum leaders provide curriculum alignment and teacher professional activities that reflect high quality instruction with clear, learning objectives. The curriculum that provides learners with higher order thinking, problem-solving, and collaborative work skills is necessary in order to assist in the design of the curriculum that meets the requirements of the commercial.

## **1.2 Background**

In Lesotho Polytechnics are classified under Technical Vocational Education and Training (TVET). The Polytechnic being studied (referred to as Polytechnic A) has three schools that offer programmes at diploma and certificate levels. These are: School of Engineering and Technology (SET); School of the Built Environment (SOBE) and the School of Enterprise and Management (SEM). The OAMP is in the school of enterprise and management. The curriculum of the programme is faced with the challenge of meeting the demands set by the Lesotho Higher Education Act 2004, of producing learners with marketable skills and those that can be competitive in the local, regional and global market (DTVT, 2005).

### **1.3 Statement of the problem**

Various academic programmes have been designed at a Polytechnic. Office Administration and Management is amongst them. However, the question that needs to be answered is whether the OAMP does indeed provide students with the quality and relevant education in order to produce workers with marketable skills that will make them competitive in both the local and regional markets. The question can also be posed whether a curriculum theoretical framework were in place with the design of the OAMP curriculum?

This indeed seems to be a problem as reflected in the preliminary analysis of documents by the researcher regarding the performance of learners who graduated from the programme. There seems to be a need to improve the curricula and qualification systems to meet the needs of the industry (The Lesotho Review, 2011). The Annual Report (2006-2007) of Polytechnic A in Lesotho indicates that the curriculum needs to be upgraded to meet the demands of the industry both in the informal and formal sectors.

In the OAMP it was found that the curriculum is not aligned with the needs of learners; that it is inadequate in respect of social, cultural and economic development; and reflects outdated form of education which continues to produce graduates without competent knowledge and skills (Tsiame, 2008). The aspects of the curriculum that have been found not to be meeting the demands of the employment sector have not been changed to date. Employers suggest that the internship should be longer to give learners more exposure to the working environment. The current internship takes three months, and the employers wish to see that expanded to a minimum of six months (Alfathan & Sparreboom, 1997:11). Despite the recommendations made by the employment sector, there has never been any curriculum change. It seems if the design of the OAMP curriculum was not based on a sound curriculum theoretical base and that the input and participation of role players were neglected to certain extent. In short it is doubted whether those involved in the design of the OAMP curriculum conceptualised the curriculum development process.

## **1.4 Research questions**

Based on the discussion in 1.1-1.3 the overarching research question is:

Was the curriculum of the Office Administration and Management Programme (OAMP) at Polytechnic A conceptualized from theoretical and practical perspectives to address the needs of the local, regional and international demands?

The following sub-questions were perused to address the main research question:

- What does a curriculum theoretical framework from a curriculum development perspective entails in the context of vocational education?
- How did the process of curriculum development of the OAMP at Polytechnic A occur?
- What knowledge and skills did the learners of the OAMP gain from the curriculum?
- To what extent is the curriculum of OAMP aligned with local and global demands?
- How can the curriculum of OAMP be improved?

## **1.5 Aim and objectives**

The general aim of this study is to determine to what extend the OAMP curriculum at Polytechnic A in Lesotho was conceptualised from theoretical and practical perspectives to address the needs of local, regional and international demands.

The following objectives will be pursued to materialise this aim:

- To undertake a literature review to understand what a theoretical framework from a curriculum perspective entails that will enhance curriculum development in the context of vocational education.
- To determine how the process of curriculum development of the OAMP at Polytechnic A occurred.

- To identify the knowledge and skills that learners acquire from the curriculum of the OAMP.
- To determine whether the programme prepares learners to function adequately in the local, regional and global market.
- To formulate recommendations based on the findings of this research, that will support improvement of curriculum of the OAMP at Polytechnic A.

### **1.6 Theoretical framework**

This study is nested in Education as discipline and more specifically in Curriculum Studies which is a part-discipline of Education. The concept curriculum, the process of curriculum development and related concepts, approaches and models in the field of curriculum science were interrogated. This was interpreted in the field of Vocational Education. Quality assurance was also examined with special reference to the process of curriculum development.

### **1.7 Research paradigm**

The study is conducted within the paradigm of interpretivism, which is aimed at understanding societies and the meaning they attach to themselves (Henning, Van Rensburg & Smit, 2004:21). According to interpretivists, realities exist in the form of multiple constructs, socially and experientially based. Interpretive researchers study meaningful social action and gather large quantities of detailed qualitative data to acquire an in-depth understanding of how meaning is created in everyday life in the real world (Travis, 1999:6). An interpretivist theory is applied so that the researcher can get the subjective perceptions of the participants, consisting of lecturers in the department of OAMP, learners who graduated from the programme and the public service (who is the major employer) with regard to the appropriateness of the curriculum of the OAMP within the local, national and international market. Participants contribute towards the interpretation of how the curriculum of OAMP has been developed based on their social experience. The contextual view of participants is necessary because it reveals their values and the meaning attached to the chosen curriculum design.

## **1.8 Research methodology**

A qualitative research approach was used in this research. Semi-structured interviews were conducted. In qualitative research there is a belief that the world is made up of people with their own assumptions, intentions, attitudes, beliefs and values; that the way of knowing reality is by exploring the experiences of others regarding a specific phenomenon (Ivankova, Creswell & Clark, 2010:259). The best way to understand the behaviour of individuals is by looking at the context in which the behaviour is portrayed. The natural setting is the direct source of data and the researcher is the data-gathering instrument. Data is collected in the form of words or pictures rather than in numbers. The major concern is how people make sense out of their lives (Fraenkel & Wallen, 1993:380). A case study (see 4.2.3) was used in this study. In a case study, a problem that exists in a real life setting is investigated (Nieuwenhuis, 2011:75). Multiple sources of data are used to provide evidence of the problem under study. In this study, different groups; the alumni, the employment sector and the lecturers, were used as sources to obtain empirical data so that they can provide the researcher with the necessary evidence. Documents that are used in the dissemination of the existing curriculum were also analysed. Nieuwenhuis (2011: 82) highlights that when documents are used for data-gathering all types of documents can be used, published and unpublished (see 4.3.1).

All the details as to what the researcher observes and hears add value to the data collected. Using semi-structured interviews assisted the researcher to get the contextual meaning attached to the curriculum development of the OAMP as curriculum designers and lecturers share their views regarding the existing curriculum. It would not be sufficient to quantify their responses since their intentions would not be appropriately clarified as to why the existing curriculum has been followed. The use of semi-structured interviews also assisted in collecting data from alumni in that they are experiencing different work problems which cannot be recorded in number format since their behaviour would not be properly portrayed in statistical terms.

## **1.9 Population**

The research was conducted at Polytechnic A, at the School of Enterprise and Management(SEM), and at the Ministry of Public Service. The target population was all lecturing staff in the department of Office Administration and Management, alumni of the programme and the Ministry of Public Service as the major employer of students who graduated from the Office Administration and Management in Lesotho. Four participants in the public service commission represented the four departments that existed in the commission. Students will be referred to as learners in this study and teachers will be referred to as lecturers. Students will be referred to as learners in this study and teachers will be referred to as lecturers.

## **1.10 Sample and sampling technique**

Purposive sampling was used. Nieuwenhuis (2011:79) indicates that purposive sampling means selecting participants according to preselected criteria, relevant to a particular research question. In this research all 4 lecturers who are teaching on the OAMP were interviewed. The researcher also included in the sample students who graduated from the programme from 2005 to 2009. Students were interviewed until a point of saturation was reached. In total 5 students were interviewed. The last group that was included in the sample were staff (4 in total) of the Ministry of Public Service. Lecturers are the key participants in the curriculum design and are in a good position to provide the researcher with the relevant information regarding curriculum development in the department of OAMP, while students who graduated are encountering various challenges the world of work is posing. The employer has knowledge of the necessary skills and knowledge that learners must have in order to be able to participate competently in the local, regional and international markets.

## **1.11 Delineating the research area**

This research falls within the OAMP in the Vocational Education and Training. The study is in the part discipline of Curriculum Studies within Higher Education.

## **1.12 Ethical consideration**

Ethical clearance was obtained from the Faculty of Education at the University of the Free State (UFS-EDU-2011-0067). It is stated in the clearance document that participants were informed that their participation would be voluntary, that their contribution as well as their identities would remain confidential. They were also informed about the intentions of the study and its findings, and that the findings/results will not be used to discredit them in any manner. The researcher obtained permission from the Director of Studies (SEM, Polytechnic A) to conduct the study. The Public Service Commission, being the major employer in the public sector, also granted the researcher permission to conduct the study in its section.

## **1.13 Definition of terms**

### **1.13.1 Curriculum**

Curriculum refers to the cumulative tradition of organized knowledge, modes of thoughts, race experience, guided experience, planned learning environment, cognitive/affective content and process. It is an instructional plan, ends, outcomes and a technological system of production (Tanner & Tanner 1980:36).

### **1.13.2 Technical and vocational education training**

This is the study of technologies and related sciences, acquisition of practical skills, technical and vocational skills that can be effectively used to support industrialization, economic growth, wealth creation and poverty eradication (Afeti, 2012). Technical vocational education and training is considered as one of the most effective human resources development strategies that African countries need to embrace, in order to train and modernize their technical workforce for rapid industrialization and national development.

### **1.13.3 Administration**

Administration has to do with producing certain services and products to society. Rendering organisations and governments are expected to provide certain services to society because individuals cannot meet their own needs in specific situations.

The work is done by officials within organisations to enable institutions or organisations and government to meet their objectives (Du Toit & Van Der Walt, 1998:8).

#### **1.13.4 Management**

It is a process of planning, organizing, leading and controlling the resources of the organization to achieve the stated organizational goals as productively as possible (Smit & Cronje, 2004:10).

#### **1.13.5 Polytechnic**

Polytechnics in Lesotho are institutions of higher learning which have been mandated to offer programmes of higher learning. The focus of these programmes is on technical and vocational training (Technical and Vocational Education and Training Policy Studies, 2004).

### **1.14 Proposed layout of the dissertation**

- **Chapter 1: Introduction**

In the first chapter the rationale of the study is discussed. The problem statement, aim and objectives of the study indicating that the researcher is intending to evaluate the mismatch of the curriculum of OAMP to the labour market needs also form part of this chapter.

- **Chapter 2: Curriculum development:**

This chapter provides a literature review regarding the curriculum design, curriculum design models, and phases of curriculum development that will be investigated.

- **Chapter 3: Technical and vocational education and training**

This chapter will provide a literature review of the technical vocational training and curriculum in different countries, the entry level into the vocational education, the structure and the expected certification. General education as well as quality assurance in education was also discussed.

- **Chapter 4: Research Methodology**

The chapter deliberates the research methodology used in this study.

- **Chapter 5: Research Results**

This chapter gives the data presentation and analysis, as well as the findings and interpretation of the collected data.

- **Chapter 6: Research Findings, Conclusion and Recommendations**

In this final chapter the findings of the study are summarized. Recommendations are made based on the conclusions and findings. The limitations of the study are also discussed in this chapter. Further related research too is deliberated in this chapter.

### **1.15 Summary**

This introductory chapter highlights the problems in the curriculum development of the OAMP. It also points to the mismatch that exists between the curriculum of the OAMP at Polytechnic A to the labour market needs. The statement and clarification of the problem, and the aims and objectives of the study are established in this chapter. The research design and methods of research are briefly explained. In addition, the researcher relays the ethical considerations of the study. The relevant concepts used in this chapter and in subsequent chapters are defined, and finally, the framework for the study is set out. In chapter two the researcher reviews existing research into curriculum development issues, as it has direct bearing on the objectives of the study.

## CHAPTER TWO

### CURRICULUM DEVELOPMENT

#### 2.1 Introduction

Higher education institutions must be able to adapt to changing demands (Van Der Merwe, 2007:33). As an institute of higher learning, the Polytechnics in Lesotho must produce learners that meet the demands of the employers and the general public. Institutions have to conceptualise what knowledge and skills their graduates must possess, but they should not act in isolation. Institutions must adhere to the standards set by accreditation bodies (Bennett, 1995:208). The continuous and systematic reconstruction of knowledge as represented in the curriculum is necessary. The schools and universities are expected to preserve and transmit knowledge for the development of new knowledge with the expectation that this will make for a better society (Tanner & Tanner, 1980:50).

Young (1998:130) argues that to develop a rationale for the advanced level curriculum for the future, it is necessary to use principles and consider what the purposes of an advanced level curriculum for the future are. Regarding the OAMP, it is important that curriculum designers are familiar with the principles of curriculum development so that they utilize it to develop the curriculum that will enable learners to think critically, be able to make informed decisions and be able to satisfy the needs of customers.

In this chapter the process of curriculum development, which is considered to be a set of activities that are undertaken as a result of accountability and assessment measures initiated by state, regional, and national accreditation, professional associations and state agencies are addressed. The curriculum development process consists of elements of design, validation and implementation in relation to the macro-level activities of needs analyses, philosophy, goals and evaluation criteria and instruments (Kridel, 2010). The discussion is also based on clarifying what is meant by curriculum. The recommended curriculum and implemented curriculum design will also be discussed, as are elements of curriculum development and curriculum design models according to the views of traditionalists and

progressivists. Approaches to curriculum development will also be deliberated on. Various forces impacting on the curriculum are also discussed.

## **2.2 Curriculum**

Mucavele (2008:25) describes curriculum as an interrelated set of plans and experiences, which refers to the fact that curricula which are implemented in schools are typically planned in advance but, almost inevitably, unplanned activities also occur. He further indicates that a curriculum is the total programme of the educational institution, including extra-curricular activities. Learners should also be engaged in sports, educational tours and cultural education, as part of the curriculum. According to Carl (2009:27) “curriculum is the total sum of the means by which a student is guided in attaining the intellectual and moral discipline requisite to the role of an intelligent citizen in a free society.”

Mkululi (2009:9) is of the opinion that a curriculum is all the planned learning activities offered by an institution to learners and the experiences learners encounter when the curriculum is implemented. It includes the subject matter that learners are exposed to as well as the teaching and learning methods and assessment modes. According to Balbase (2011:2) curriculum is seen as content or the subject matter, a program of planned activities and a cultural reproduction and is thus, an agenda for social reconstruction.

As indicated by the above authors, curriculum seems to be planned in advance and follows from aims and differing beliefs as well as the values about the purpose of schooling that lead to the selection of different subject matter, teaching styles and modes of assessment. A curriculum should include all the teaching and learning activities that take place in a learning situation and it also deals with standard setting, development and delivery of the learning programmes as well as assessment processes.

For the sake of clarity, a thorough understanding of what a curriculum entails, more specifically a curriculum for the OAMP, should be the responsibility of curriculum designers at Polytechnics, so that they are able to design the curriculum that meets

the requirements. Polytechnics are institutions of higher learning which have been mandated to offer programmes of higher learning. Those programmes focus on technical and vocational training (Technical and Vocational Education and Training Policy Studies, 2004).

## **2.3 Different views on curriculum**

### **2.3.1 The recommended/Intended curriculum**

The recommended curriculum, also referred to as the intended curriculum, is the ideal curriculum that some scholars or curriculum development committees think should be used and followed. The curriculum development team recommends specific basic academic competencies and spells out the objectives of the academic subjects (Glatthorn, 1990:3).

Glatthorn, Boschee and Whitehead (2006:7) indicate that a recommended curriculum is a curriculum that scholars, professional associations, reform commissions and policy-making groups consider as appropriate to be followed. Curriculum developers identify the necessary knowledge, skills and concepts that must be emphasized according to their perceptions and value systems. Through the needs assessment process, a recommendation of what should be contained in the curriculum is made based on what has been identified as needs of the society. When needs are identified, a recommendation can then be made to include the identified gaps in the curriculum. Kelly (1995:5) says that the recommended/intended curriculum is what has been laid down in the syllabi or prospectuses and the school intends to use. Therefore, it is the responsibility of the schools and academic institutions to look at the intended curriculum and devise strategies as to how it can be implemented.

It can therefore be concluded that the recommended/intended curriculum, is the type of curriculum that those who can be considered as stakeholders in the curriculum development wish for. They make recommendations based on the needs identified and the gaps that are seen to exist and need to be filled. It can though not be

guaranteed that the implementers of the curriculum will implement the curriculum as intended by the designers of the curriculum.

### **2.3.2 The implemented curriculum**

The implemented curriculum is the actual or received curriculum that the learners experience in the classroom (Kelly, 1995:5). The implemented curriculum is all about the operationalisation of curriculum (Carl,1995:227). The subject teachers are now faced with the challenge of making their own decisions on the development of the micro curriculum of their particular subject. The relevant subject is identified, standards are set, the aims of each lesson are also identified and they are linked to the school mission and goals.

It can be concluded therefore that even though the school has its own mission and goals regarding how the curriculum should be implemented, the final decision as to how the curriculum will be implemented is done by the subject teacher/lecturer. It is therefore important that the curriculum developers of OAMP indicate what the lecturers are supposed to include in the curriculum in order to meet the standards set and to ensure alignment with the mission and vision of the institution. The people who are dealing with the individual subjects, namely the lecturers, are the ones who will have a final say on how they will operationalise the set activities.

### **2.3.3 Curriculum as praxis**

Curriculum as praxis is showing the statements about the interest it serves. It makes an explicit commitment to emancipation. It encourages both the lecturer and the student together to confront the real problem of their existence and relationship. Curriculum develops through interaction of action and reflection. It is constructed through an active process in which planning, acting and evaluating are all reciprocally related and integrated into a process (Smith, 2006).

Curriculum as praxis is equated to emancipation (Grundy, 1989). Interest can be on the technical skills and the practical skills that the learners must acquire from the development of the curriculum.

Curriculum as praxis is a view of curriculum derived from an orientation towards human wellbeing and which clearly shows commitment towards emancipation of the human spirit. It then moves the teaching and learning process to critical pedagogy. It is a process which takes the experiences of both the learner and the teacher and engages them in a dialogue and negotiation recognizes them both as problematic. Teachers and learners are encouraged to confront the problems together. They are encouraged to think and reflect critically and develop these skills further. Both the teacher and the learner working together, develops an understanding of their respective pedagogical roles and what other expects of them in the learning process (Yek & Penney, 2006:7).

Based on the above discussion it can be concluded that curriculum as praxis is emancipatory of nature, especially from the learners' perspective. Students and lecturers are expected to face the challenges of the learning environment together and engage in dialogue so that the problems encountered can be solved. Interaction between all role players in the teaching learning situation is encouraged.

The OAMP curriculum can be seen as an intended curriculum as it was designed by lecturers involved. They also implemented the curriculum, but it need to be determined if the view of curriculum as praxis materialised.

## **2.4 Foundations of curriculum development**

Various foundations, also seen as forces contributed to the development of existing curricula regardless of whether they are curricula of higher education or general education. For the purpose of this study the following forces impacting on a curriculum will be discussed.

### **2.4.1 Philosophical forces and curriculum development**

Progressivism is one of the philosophical forces that contribute to the development of a curriculum. This philosophy focuses on personal experiences, children/learners' interests and their needs. The founders indicated that the curriculum developers must focus on a curriculum that is relevant to the needs of children. John Dewey is one of the main proponents of progressivism in education and curriculum. Dewey says that children (and thus also students/learners) should be involved with real problems so that they gain ownership of the problems and how to solve them. Students should be given the opportunity to become critical thinkers through asking meaningful questions. They also have to be engaged as creative and critical thinking (Balbase, 2011:10). Progressive curricula focus on the freedom of students to develop naturally, with students' interests as the center point of teaching, and teachers working as facilitators and not dictators.

Progressivist philosophical inputs that contribute to curriculum development include the works of John Dewey(as stated above) and Paulo Freire. John Dewey is of the opinion that in an experimental approach to curriculum development, students should be exposed to objectives that are contextual, and that only when they will be able to comprehend the content of what is taught. Based on Dewey's opinion it is necessary that education has to be in a form that enables individuals to participate in democracy and make informed decisions in social and political issues affecting their lives (Dewey, 2004:17).Freire (2006:163) says the curriculum must be developed in a way that the "banking concept" is removed. Those that are oppressed must be given the opportunity to voice their views and dialogue must be improved between the oppressors and the oppressed.

Constructivism as philosophy relates to the philosophy of progressivism. In constructivism it is believed that learners can acquire the necessary skills and knowledge through doing, that means to be actively involved in the construction of own knowledge within a contextualized environment (Cooper, 2007). Students are thus not passive recipients of knowledge from the teacher, but they are actively participating and are more involved in their own learning. Students construct new knowledge through observation and interaction with the environment, therefore

knowledge is subjective. The philosophy of constructivism indicates that there is no absolute truth and that the meanings students construct are more powerful if it is contextualized (Muijs & Reynolds, 2005:61-63). When a curriculum is guided by the interest of students, as indicated by Balbase (2011:10), students develop a sense of ownership and participate fully in their learning.

Another philosophical force impacting on the curriculum was that of traditionalisms. The work of Tyler is typified as traditionalist in the field of curriculum development. Tyler's principles were the guiding principles which were accepted in the process of curriculum development. These principles were to be followed in a linear manner. In short these principles were: defining goals that the schools seeks to achieve; establishing the learning experiences that learners must attain; organizing the learning experiences in a cumulative manner; and assess if learning has taken place(Howard,2007:2). Grier (2005:64) in support of Tyler's principles of curriculum development emphasized the importance of needs identification of the society when developing the curriculum. It is indicated that Tyler provided the framework that identifies the type of information required, directed by the principles mentioned above, for curriculum development. It is further indicated that the framework recommends that the curriculum development effort be guided by the information obtained from all the stakeholders in the curriculum development process.

From the above exposition, it seems that Tyler's framework was to guide the curriculum development team to establish the main goals to be attained and ensure that the learners acquire educational experiences. These experiences were arranged in a way that they as students may comprehend and at the end evaluation needs to take place to assess whether learning has taken place or not.

Curriculum developers thus need to take cognizance of the philosophical forces impacting on a curriculum when developing a curriculum. If students need to play a bigger role and have more freedom in the construction of own knowledge then a traditionalist curriculum will not be supportive to use. On the other hand the students' needs have to be catered for by the curriculum that the school follows. It can therefore be concluded that for students to meet the industrial needs and improve students' abilities to solve daily problems, it is of great importance for the curriculum

development team to focus on the interests of students. Students' needs must be catered for. In a constructivist learning environment students are offered the opportunity to construct new knowledge which is contextualized. They have to indicate their educational needs that the curriculum must address. Students develop more interest in their learning if the content is contextualized.

#### **2.4.2 Technological forces and curriculum development**

The twenty-first Century technology seems to have a huge impact on the curriculum development. There are a lot of technological equipment that can be used in the class, such as scientific calculators, computers, computer software, DVDs, cellular phones, interactive whiteboards, blackboards, the Internet, Facebook, Twitter, and so forth. The impact is evident more specifically on the design of a curriculum at the national, regional and school levels. Text books have been designed in such a way that they provide guidelines to learners on how they can complete assignments and construct meaning (Du Toit, 2011). The White Paper on Transforming Learning and Teaching through ICT (DoE, 2004) stipulates that e-learning must be introduced into South African schools in 2013. Introduction of e-learning will impact positively on the development of the curriculum for both schools and post school education (Du Toit 2010:3). UNESCO (2008:1) highlights the importance of the teachers' role in an increasingly complex, information-rich and knowledge-based society:

“Lecturers in classrooms need to provide students with the up-to-date technology-based education. It is important that lecturers recognise the importance of the use technology and knowing how that technology works. If the importance of technology is emphasized it can support student learning and at the same time become an integral skills in every teacher's professional repertoire. Traditional educational practices no longer provide prospective teachers with all the necessary skills for teaching students to survive economically in today's workplace.”

Scientific management and production principles from industry are applied to teaching (Carl, 2009:58). The latest technological developments as argued above

have an impact on curriculum development. The ideologies and techniques applied in industrial planning and production as well as the latest technological developments is often taken over by educationists for curriculum development (Carl, 1995:53).

Due to the changing nature of the world, the education institutions should not remain behind in relation to the changing technologies when changes are implemented. The industrial world must contribute towards the development of curriculum through different organizations and other stake holders. Schools and Higher Education Institutions should not remain just passive followers of social practices, but should act as agents of social change such as link technology to social practices which will assist learners to develop technological competencies that the current realm of work is in need of. Schools and Higher Education Institutions as curriculum agents should facilitate the reconstruction of society by ensuring that students' curriculum caters for the latest technology that the realm of work is using. In the OAMP information technology must be used not merely as a tool but rather as a methodology - a means to an end. More emphasis should be placed on the value of computers as heuristics devices in programmes rather than on the procedures on how to operate computers.

### **2.4.3 Social forces and curriculum development**

Bernstein (Ensor & Galant, 2005:287) posed the role of social forces as a question: "How does the outside become the inside and does the inside reveal itself and shape the outside?" This implies a reciprocal influence where the social world (the outside) needs to structure consciousness in the curriculum (the inside) and that consciousness of the curriculum (the inside) structured in this way needs, in turn, to structure the social world (the outside) (Du Toit, 2011; Ensor & Galant 2005:288).

A curriculum should emphasize the understanding of social issues and prepare students to combat those issues. Therefore, students not only study different disciplines, but they also learn about social structures, classes and political and economic orders (Balbase, 2011:10). Balbase (2011:10) further indicates that the social problems that the curriculum should focus on include hunger, violence,

terrorism, racism, sexism, environmental degradation, weapons of mass destruction, suppression, oppressions and health issues. All the issues of social problems must be infused in teaching and learning and must thus be dealt with in curriculum development.

In the South African context other social issues such as HIV/AIDS, social justice and inclusive education also influence the development of the curriculum. What has been considered as the challenging issues in the current world were not the challenges in the past. Orr (1991) in support of the inclusion of social issues in curriculum development state: "it is not the education that will save us but education of a certain kind." Education can be societal oriented. Grant (2000: 13) clarifies this by saying that education does not necessarily mean the same thing in all societies. There may be different aims, and education may operate under different conditions, therefore it has to be assessed differently in all societies.

It can be concluded that social forces in curriculum development can be contextual by placing the focus on social problems that may be in learners' environments. Issues of cultural diversity must be emphasized in the curriculum since students are now living in a world wherein there are multiple cultures and one must be able to accommodate everyone. Furthermore social justice is a social issue that has to be given more consideration in curriculum. Due to the diversity of cultures and practices, societies expect certain practices to be transmitted from one generation to the next, so institutions must bear that into consideration as they are expected to be agents of the societies they serve.

#### **2.4.4 Psychological forces and curriculum development**

Various psychological forces influence the curriculum. Students' ways of learning differ. Teachers need to address this reality when developing the curriculum at the micro level. The way teachers and curriculum developers understand of how students learn will influence their design of learning and the construction of a learning environment. Teachers view learning in various forms, others view learning as a process involving motivating students in order to get effective feedback. Others

view effective learning as a process where students construct their own knowledge (De Corte & Weinert 1996:35-37; Du Toit, 2011). According to De Corte and Weinert (1996:35-37) an effective learning process should be that type of learning which gives students an opportunity to be: constructive, cumulative, goal-directed, situated (contextualised), collaborative (with peers), self-regulated and individually different. The work of psychologists such as, Piaget, Vygotsky, Bruner, Ausabel and Gagné, also impacted on curriculum development (Du Toit 2010:2).

#### **2.4.5 Knowledge forces and curriculum development**

The discipline related knowledge acquired and the knowledge acquired on a daily basis forms part of the knowledge forces that have to be dealt with in the process of curriculum development (Scott, 2008:79-81). The knowledge types should not be regarded as monoliths standing alone, but rather as being integrated horizontally and vertically (Du Toit, 2011).

Critical thinking enables students to be responsible citizen, thus participate in the development of the society economically as well as politically. This knowledge results in empowerment of students to solve problems they encounter in their career paths as well as their lives in general(UNESCO, 2008:7).Construction of knowledge empowers students to become life-long learners contributing to a curriculum that goes beyond mere disciplinary knowledge. In the construction of new knowledge certain skills are required in order to develop a curriculum that has the elements of problem-solving, articulation, collaboration, experimentation and critical thinking (UNESCO, 2008:8).

The above section has highlighted some forces impacting on curriculum development. It can be deduced that these forces will influence the views of those responsible or involved in the intended curriculum, implemented curriculum and/or the curriculum in praxis. In the next section the focus will be on principles that have to be considered during the development of a curriculum.

## **2.5 Principles of curriculum development**

Curriculum development is based on accountable principles, even though curriculum developers may approach the process of curriculum development from a particular orientation (Carl, 1995:68). The following principles in the development of a curriculum could contribute towards the development of the curriculum by serving as points of departure.

### **2.5.1 Purposefulness**

According to Carl (2009:56) “purposefulness is an important aspect of effective curriculum development.” The purpose of curriculum development in the OAMP must be clearly communicated and the curriculum development team has to base their decisions on curriculum adoption on a theory that they can account for.

### **2.5.2 Rationale**

Rational as principle provides the answer to the question “Why?” According to Carl (2009:56) “The rationale must be clear and communicable” when developing a curriculum. Curriculum development must be based on sound accountable curriculum theory (Carl, 1995:68). The theory that has been adapted for the curriculum development, all the decisions that the curriculum development team of OAMP make, must be indicated. The curriculum should not be adopted only because it seems attractive or there are items that the curriculum development team assumes are necessary for learners to know. There should be clear statements indicating the reasons behind adoption of any form of curriculum.

### **2.5.3 Effective leadership**

A particular level of curriculum ability is necessary for all those involved. Effective time utilization and orientation is determinative for effectiveness. Adequate learning must be an important point of departure (Carl, 2009:56).

#### **2.5.4 Continuity**

According to Carl (2009:58) continuity is the principle that ensures that development is dealt with as an uninterrupted and continuous process. The renewal of the development prevents curriculum from being put together on a once off basis.

#### **2.5.5 Unity and diversity**

It must be possible for institutions to initiate their development in a distinctive manner but it must preferably be subject to certain minimum requirements to ensure an equal standard (Carl, 2009:58).

#### **2.5.6 Directive control**

Control must be exercised by a skilled person in curriculum development. The persons in these committees have the necessary experience and knowledge to identify the diverse needs of communities and of learners (Carl, 2009:58).

#### **2.5.7 Accountable principle**

This principle indicates it has been derived from empirical data, experiments, societal views and the value of the sources has to be considered because of the components it contains; that of values, intuition, and generalisation based on what has been observed and well thought. All the components may lead to a much needed problem-solving(Carl 2009:58).

The curriculum development process must be based on certain ethics. The development team has to consider the principles discussed during the development of a new curriculum as well as ethical guidelines that should direct the process of curriculum development.

## **2.6 Curriculum development**

Curriculum development is concerned with the design of plans for actual teaching and learning situations. It is based upon broad goals and identification of ways to translate the goals into coordinated programs of learning experiences. Curriculum development encompasses instructional design and the instructional design denotes a highly specific activity focused on methods of teaching and learning (James, Conrad & Samuel, 1986:56).

The process of curriculum development is done in four phases, namely: design, dissemination, implementation and evaluation. It is an ongoing process that involves a number of role players. The phases of the curriculum development are interconnected. When the design phase has been completed the curriculum development team moves to the level of dissemination. Although it is the second phase, the last phase of evaluation can be done while the curriculum development team is still working with the beginning phases. The process of evaluation is done in order to establish the problems that may arise or to ensure that the curriculum can be implemented. At all four phases of curriculum development, the evaluation can be done even before the team reaches the last phase of the curriculum development (Bone & Hugh, 1990:9).

Curriculum development is further regarded as an umbrella and continuing process which systematically moves from the design phase to the evaluation phase, but not necessarily in a linear way as was deliberated above. The goal of curriculum development is to bring into being more effective education by means of a more effective meaningful curriculum (Carl, 2009:34-35).

Based on the discussion of these authors, it can be stated that curriculum development is a dynamic and continuous process characterized by orderliness and systematic planning which continuously move through and in between the various phases. The main purpose is to come up with an effective curriculum. The various phases are elaborated on in the next sections.

### **2.6.1 Curriculum design**

Curriculum design is the process of defining courses, goal development, dividing courses into units, planning units and formulating lessons. The curriculum design process is coordinated on macro and meso level by curriculum planners which can include academics from universities and other role players. On the micro (classroom) and meso (school/Higher Education Institution) level the lecturer makes essential decisions regarding the curriculum. The design can be goal-based and aimed at units and lessons that can be used to prepare for the process of implementation of the intended curriculum (Glatthorn, Boschee & Whitehead, 2006:279). It is important though to take cognisance of the various forces that impact on the curriculum in the design phase (see 2.4.1- 2.4.5).

Kridel (2010:199) says curriculum design is an arrangement of material prepared in advance and intended for instruction. It can be considered as the interactions among teachers, students, and material. It is the arrangement of activities in which students engage in at school. Because students cannot learn everything at one time, the subject matter is arranged and prepared in advance for instruction. Curriculum design refers to the way the subject matter is prepared and its major components are arranged, in order to provide direction for curriculum development. Curriculum design includes the planning of a new curriculum or the replanning of the existing curriculum. In curriculum design, as phase in curriculum development, characteristics components such as purposefulness, content, methods, learning experiences, learning material, and evaluation of learning outcomes will be addressed (Carl, 1995:48).

During the design phase, the dimensions of curriculum design should be taken into consideration. Curriculum design is a statement noting the relationships that exist among the components or elements of a curriculum. The dimensions are scope, sequence, continuity, integration, articulation, and balance (Ornstein&Hunkins, 1998:238).

### **2.6.1.1 Scope**

When considering the design of a curriculum, educators need to address the breadth and depth of its content, which is referred to as scope. Scope is considered to be the content, topics, learning experiences and organizing threads comprising the educational plan. Scope should not be the cognitive learning alone but also encompass affective learning and some values and spiritual learning. The amount of detail that the content should cover is considered as the scope of the curriculum (Ornstein&Hunkins, 1998:238). Students in the OAMP should thus not only be taught the principles of management but they must also demonstrate how it can be applied in the real life setting. Problem-solving skills can also be included in order to address effective learning and by doing so addresses the breadth of the curriculum.

### **2.6.1.2 Sequence**

Curricularists are faced with the challenge of dealing with the sequential dimension when designing a curriculum. Sequence is considered as fostering cumulative and continuous learning, or what is referred to as a vertical relationship among curricular areas. It is also the logical arrangement of content and activities that learners are to be engaged in, when they are in a learning environment. There are skills that should be given first priority when the design is made, so that the learners master them before moving to the next level of skills development. Sequence is equated to human growth. Learners have to acquire simple skills first before being introduced to complex skills (Ornstein&Hunkins, 1998:238). Basic skills are introduced at the beginning of the lessons, and when the students have acquired them they are given the more challenging skills.

This is basically what Piaget suggested in human development. He said that thinking is based on different kinds of mental operations. Piaget believed that as children get older, they develop more and more complex mental operations. During the stage of adolescence children develop the ability to do formal operations (Gilbert, 1997:379). The issue of sequence can also be addressed in arranging the learning principles (2.6.1.2.1 – 2.6.1.2.4) in a manner that the items that are considered to be

simple are presented before those that are considered to be complex and the presentation can also be termed prerequisite learning (Ornstein&Hunkins, 1998:238).

#### **2.6.1.2.1 Simple to complex**

Learning should be arranged in a way that learners are receiving simple components of the content, and when they understand them the teacher/lecturer can decide to move to more complex ones. Learning should be arranged from the known to the unknown content (Ornstein&Hunkins, 1998:239).

Arrangement of learning units should be done in a chronological way. Regardless of the learners' backgrounds, it is assumed that they bring along with them some knowledge and skills which can be used as the basis of their instruction. Basing oneself on this assumption, more complex units can be introduced once the basics have been understood. In the OAMP when students are taught about the virtual workplace, an introduction will be based on the traditional workplace because the assumption is they have seen the traditional workplace and they can understand the new content better as it is compared to what is known.

#### **2.6.1.2.2 Prerequisite learning**

Learners will understand certain elements on content only when they have learned the basics, which may be considered as prerequisite. This is based on the assumption that bits of information or learning must be grasped before other bits of learning can be comprehended (Ornstein&Hunkins, 1998:240). Learners will understand the more complex units when they have acquired the basics. For example, a learner can apply the acquired knowledge in solving a problem that arises only if the prerequisites are mastered. Students in the OAMP bring some form knowledge to the learning situation, which enable them to understand the complexity of the new knowledge that they are required to construct.

### **2.6.1.2.3 Whole to part learning**

It is vital that the curriculum be arranged so that the content or the experience is presented first in an overview mode to students via the general idea of the information or situation (Ornstein & Hunkins, 1998:240). The whole-part paradigm shows that if children are presented with items in isolation they are not able to remember it, but when a holistic picture is presented to them it is easier to remember it (Tanaka, *et al.*, 1998).

A general idea of what learners are supposed to know in the curriculum is regarded as necessary. If the content is presented in small pieces and not as a whole, it becomes difficult for learners to comprehend, but if they are presented with the entire content as a whole, learners are able to understand it better than when it is done piecemeal hence the need to engage in presenting the content as a whole rather than in small sections. The content that students in OAMP are supposed to receive can be broken into units, from the bigger picture into smaller units. When working in an office it is important to expose student to the general idea of what office operations should be like, and how they should be followed. Thereafter aspects such as daily activities be introduced and those tasks that could be dealt with as routine tasks.

### **2.6.1.2.4 Chronological learning**

Learning should comprise appropriate sequencing by ensuring chronological learning. Learners' understanding is enhanced if teaching is sequenced in a rational order which enables the content to be developed in a sequential framework. Learning should be arranged in a logical manner and not haphazardly (Ornstein & Hunkins, 1998:240). Du Toit and du Toit (2004:9) have the same opinion with regard to the issue of beginning the learning with those items that are already known by the learners and at a later stage introducing the items that are not known, as it has been indicated that learning should move from the known to the unknown. Learning is considered to be successful if there is a logical progression from the simple level to the more complex level.

### **2.6.1.3 Continuity**

Continuity refers to skill/concept development from one module to another. The concept that has been learned from one module can be applied in another module. Continuity accounts for the reappearance in the curriculum of certain major ideas or skills about which educators feel students should have an increased depth and breadth of knowledge over the length of the curriculum (Ornstein&Hunkins, 1998:241). The continuity of learning has two aspects: that of a vertical progress from one level to another, and that of a relationship between the learning in various areas of the curriculum which take place at the same time (James, Conrad & Samuel, 1986:331). Students may apply the knowledge gained from the module of principles of management to the module of Office Management as some of the concepts learned in the principles of management are still applicable in the module of office management.

### **2.6.1.4 Integration**

It is the process of linking all types of knowledge and experiences contained within the curriculum plan. It is an essential design feature to bring into close relationship all the bits and pieces of the curriculum in ways that enable the individual to comprehend knowledge as unified, rather than as atomized. Learners are able to gain in-depth meaning of the subject matter if the learning is integrated (Ornstein&Hunkins, 1998:241). The concern is about a curriculum that is segmented, detached and disjointed. Learning should be organized in a way that the content taught to learners is connected and reconnected.

Curriculum development should be linked to all sorts of knowledge; learners' cultural backgrounds should be used as another form of integration since if they are familiar with it the content will be easier for them to understand. Learning should also be linked to social activities and religious activities. The knowledge gained in the classroom must be applied in the real-life situation.

### **2.6.1.5 Articulation**

Articulation has to do with interrelatedness of various aspects of the curriculum. The relation can be either vertical or horizontal. Vertical articulation refers to the relationships of certain aspects in the curriculum sequence, lessons topics or courses appearing later in the program in a sequential manner. Lessons learned from one topic may be related to lessons that exist in another topic or course. Students can get the general view of the topic/module and at a later stage be presented with the specific view of the same topic/module. In the OAMP students need to take a certain subject before they can go on to another subject, for example, they need to do Office Management 1 before they can do Office Management II. Horizontal articulation refers to the association between elements occurring simultaneously (Ornstein&Hunkins, 1998:241).

James, Conrad and Samuel (1986:331) argue that there is a need to introduce basic ideas and then consider them in a spiraling fashion as the youngsters mature and develop higher thinking levels. The lessons that are related to one another must be highlighted. It will be much easier for learners to understand a certain aspect learned in another subject if the lecturers indicate the relationship of the learned lesson with the new lesson. If information has some form of relationship with what the learners already know, it becomes easier to comprehend and demonstrate the skills gained. For instance, a lesson learnt in the subject of accounting may also be found in a quantitative research method subject. The relationships of lessons must be emphasized so that learners may be able to use the acquired knowledge in both subjects for solving problems in any given situation.

### **2.6.1.6 Balance**

When designing a curriculum, educators are also concerned about appropriate weight being given to each aspect of the design so that distortions do not occur. In a balanced curriculum, students have the opportunity to master knowledge and internalize and utilize it in ways that are appropriate for their personal, social and intellectual goals (Ornestein&Hunkins, 1998:242). The presentation of the

curriculum in the OAMP has to be in such a way that the theoretical knowledge can be utilized properly when learners get to the world of work. Students should be able to internalize the acquired knowledge and apply it in the real life situation.

## **2.7 Curriculum dissemination**

This is the stage at which the information regarding the designed (thus the intended) curriculum is communicated to the curriculum consumers to equip them with skills that will enable to implement the intended curriculum. Communication to consumers could be done through public information, ideas and in-service training. All stakeholders should be informed about the intended curriculum(Carl, 1995:49). All the necessary information, thoughts and concepts are distributed to the utilisers to make them aware of the envisaged curriculum (Carl, 2009:112).

Makoelle (2009:76) asserts that the educational reforms, such as the implementation of a new curriculum, are better understood if reflected upon by those for whom the reforms are intended. To promote proper reforms the use of a wrong map for change has to be avoided. Sometimes those who are dealing with the implementation of the change, may not be familiar with the system that is intended to bring change hence the need to communicate to them how the change will affect them and how they can work in the changed environment. The important issue that the curriculum developers have to consider is to prepare the utilisers of the curriculum for the change that is to take place.

It can therefore be concluded that dissemination is the phase where curriculum change structures that will be put in place have to be communicated adequately, to the key stakeholders, especially the lecturers who will be the implementers of the curriculum. The employer is also the stakeholder in the curriculum development process, so the information as to what the curriculum will entail must also be communicated to the employer.

Dissemination and diffusion are used interchangeably to denote the spread of new knowledge to those who were supposed to use them. Dissemination can be looked

at as a prescriptive, top-down process or as a bottom up process (Kelly, 1995:109). As the centralized and hierarchical model of dissemination it can be expected to survive, it is the more important to outline its features. But it is important to integrate the power links between superior and subordinate groups and the need for lecturers to find their own meaning (Mcbeath, 1991).

### **2.7.1 Top-down curriculum dissemination**

A top-down curriculum dissemination method is sometimes called a Research Development and Diffusion model. In this method curriculum development is initiated from the top, from government authorities, and develops on a vertical basis (Carl, 1995:149). There is a rational sequence in the development and application of change and renewal. The sequence must make provision for research, development and composition of packages before dissemination can take place, Carl (1995:150) further indicates that the division and co-ordination of work forces must take place in such a manner that all phases are complemented in the process.

A passive and clearly rational user is assumed in this form of dissemination. The user will accept change or renewal and apply it if it is conveyed in the right way at the right place and time and in the right form. The original high input costs in regard to the development will be accepted even before the dissemination takes place. The acceptance is facilitated by benefits which could be derived from it over the long term (Carl, 1995:150). According to Carl (2009:121) dissemination can be a power strategy which comes from the top-level and the teachers/lecturers and students have no control over what has been decided. Due to their non-involvement in the decision-making process they become passive.

The necessity of this form of dissemination is recognized, but it is important that those responsible on the micro and meso levels should also take responsibility for curriculum dissemination.

### **2.7.2 Bottom-Up curriculum dissemination**

On the other hand, change in the curriculum can come from the initiative of the school/Higher Education Institution or the teacher/lecturer within the consumer system. The classroom is then a starting point and the data which are collected are distributed from the bottom upwards and this is the model which will probably find greater teacher participation. The process of a bottom-up model is seen as a succession of activities arising from the identification of a need. The focus is directed at the user's specific needs, outsiders can be used only for consultative and co-operative purposes. The outsiders can be used in cases in which information and ideas are needed during any phase of the process (Carl, 1995:150). An influencing strategy of curriculum dissemination is aimed at making curriculum more acceptable to all those involved. Development may take place if the process of dissemination that is followed is an acceptable one. The benefits for the intended change are highlighted. Teachers then prepare themselves to engage in the change in a purposeful manner (Carl, 2009:121).

Teachers/lecturers may identify those issues that the employment sector is not aware of, and may want to include them in curriculum dissemination. It is in this case that the curriculum dissemination should follow a bottom-up process. Even though there are competencies that the learners must have as the basis for their recognition by the employment sector, the lecturers/teachers are the ones in the lead who can indicate the exact needs that should be addressed.

Both top-down and bottom-up curriculum dissemination are necessary. When the top-down model is adopted it assists in ensuring quality of the curriculum disseminated since it is the work of different forces. Bottom-up assists in issues related to emancipation, growth and empowerment (see section 2.3.3). The competencies mentioned are needed to ensure learner participation in learning. When the learners are the source of the curriculum, they tend to be more active and value their learning than when the dissemination is solely external Initiatives. Top-down dissemination on the other hand allows for the inclusion of the expected competencies from the different stakeholders in the curriculum development. It is for example to the benefit of the students if the top-down method of dissemination is

adopted, since the ideas of the curriculum that the OAMP use will come from employers and other stakeholders who expect learners to have the indicated knowledge and skills. This will ensure easy recognition of graduates' competencies.

### **2.7.3 Curriculum implementation**

After the consumers have been prepared regarding the intended curriculum as well as for the envisaged change that is to take place, the implementation phase follows. The successful and effective implementation of the intended curriculum will depend to a great extent on how well the implementers of the curriculum were informed and prepared for the envisaged change and whether they can associate themselves with the envisaged changes (Carl, 1995:166).

Kridel (2010:213) is in agreement with the above as he also sees curriculum implementation as a concept that has to address the issue of how to effect educational change by successfully installing a new curriculum. Typically, much political capital, subject area expertise and design capabilities are expended in the development of a new curriculum.

Carl (1995:49, 166) states that dissemination and implementation is seen as one phase in most of the curriculum literature. These two phases can be carried out simultaneously and not totally as two separate exercises depending on the context. Based on the resources available and the time that the curriculum development team needs to have in order to have the curriculum implemented, the two stages can be merged into one, since they are both dealing with the communication processes regarding both phases.

### **2.7.4 Curriculum evaluation**

The effectiveness of the curriculum is assured at this stage (Carl, 1995:49). The curriculum designers are supposed to ensure that the implemented curriculum is

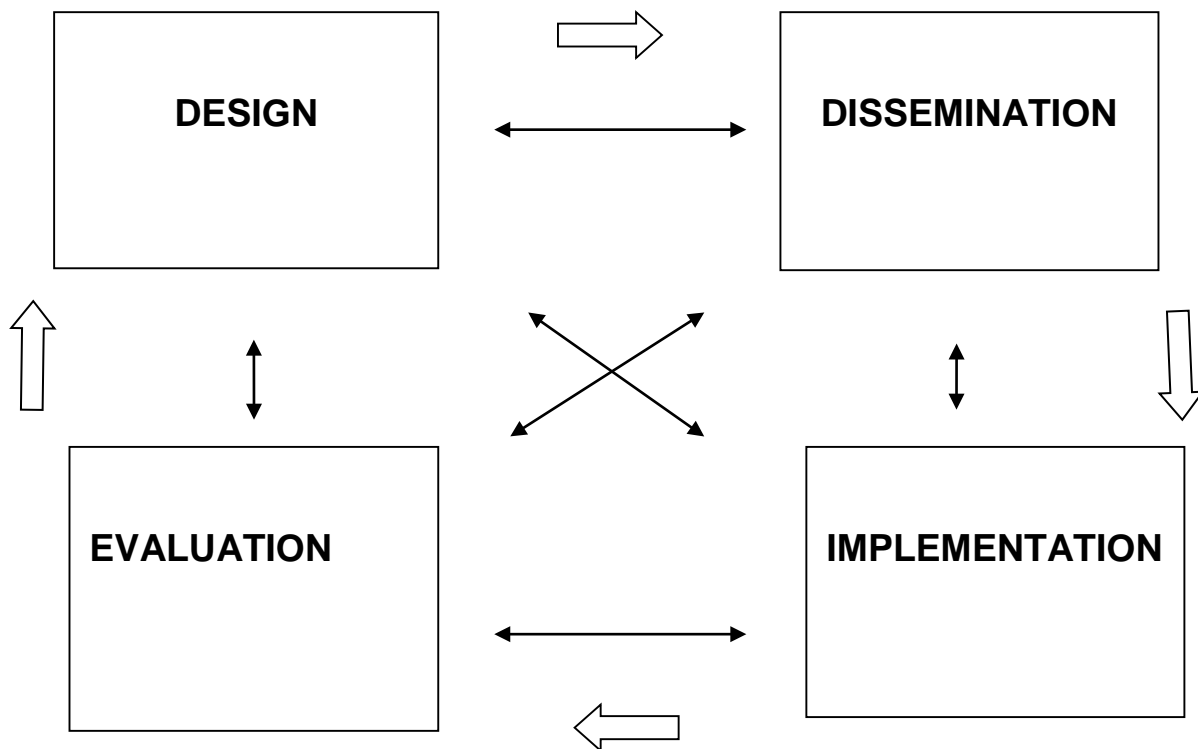
meeting the proposed requirements, therefore it is important to check the relevance of the curriculum to determine if it is meeting the standards set.

Curriculum evaluation refers to the process of placing value on a curriculum (Kridel, 2010: 209). Evaluation may focus on a curriculum's design, including content and process, its implementation, and outcomes. Evaluation may take place on the scope and sequence of a particular grade curriculum in all subject areas, or it may be an evaluation of prescribed textbooks, or a teacher's own test of the curriculum's outcomes.

Kridel (2010:209) further indicates that curriculum evaluation is often thought of as summative, but it usually involves both formative and summative procedures. It may be informal, drawing on a variety of teacher made techniques or a formal process that utilizes standard procedures and instruments. Evaluation determines whether or not objectives and learning experiences designed to achieve them produce desired changes in student behaviour. The goal is to disclose events, their worth and quality. In evaluation of a design, congruence or alignment between curriculum goals, organisation, recommended learning experiences, methods of instruction, teaching material and assessments, is considered along with significance and appropriateness of content and its suitability for the target audience.

Evaluation maybe subjective regardless of whether it is done based on the criteria. An individual's perception maybe influenced by circumstances that are prevailing at the moment of evaluation. The entire exercise of evaluating the worth of the curriculum based on the expected outcomes that learners are supposed to acquire at the end of their learning, may not yield the expected results due to the subjectivity of the evaluator. The subjectivity of evaluation can be seen, for example, where there are two evaluators are given the same criteria to judge the worth of a matter and the results that each evaluator give differ. This is an indication that evaluation is based on personal preferences.

Diagrammatically the four phase of the curriculum development process can be presented as portrayed in Figure 2.1



**Figure 2.1: Phases of curriculum development**

The above model of curriculum development shows the interaction of the four phases of curriculum development as was discussed earlier on. The phases are interrelated, no phase can stand on its own without relying on the other. During the design phase, which is the first phase that the curriculum developers deal with, they are not focusing on that phase alone; the arrows connecting the elements indicate that they can do the design, dissemination, implementation and the evaluation while still working on the first phase. After the design phase the curriculum can be evaluated and if not up to standard be re-designed. The curriculum can be evaluated during the phase of dissemination and if not satisfied, the curriculum can be redesign. After a design stage a curriculum can be implemented as a pilot project, evaluated and then re-designed or disseminated, if satisfied. It is though also possible to follow a cyclic pattern in a curriculum development process. If a problem is diagnosed at any stage, the curriculum development team will focus on that phase regardless of the phase they were working on. Even when they are at the evaluation

phase, it does not mean that they have finished with the previous phases, as they can be revisited to ensure that all the necessary procedures regarding any particular element are done.

## **2.8 Approaches to curriculum development**

The view and assumptions of the curriculum development team will determine what the curriculum will look like in real practice. Therefore it is necessary to indicate which views have been followed in order to develop the curriculum in use. The following approaches are discussed in order to indicate some curriculum development views that can be followed. These are known as the academic, experiential, technological and pragmatic approaches to curriculum development.

### **2.8.1 Academic approach**

The academic approach to curriculum development indicates that the curriculum knowledge must be drawn from the disciplines and academic approach is based on application of studied educational decision-making (Carl, 2009:40). Tyler and Taba are seen to supply the rationale and theory of how this approach can be used(see section 2.10.2 and 2.10.3). In order to come up with the required end result, the learners' needs are analysed and a general learner profile is compiled which will form the idealized learner. The views from society also form part of the needed goals.

### **2.8.2 Experiential approach**

In the development of the curriculum, the experiential approach advocates for the objectivity and the originality of the subject discipline. Learners and teachers have to work together in order to make a co-operative curriculum decisions. Learners are self-regulated, their learning is personalized, not structured and they make use of personalized learning programmes (Carl, 2009:41). Experiential approach regards

the needs of students and the most important ones that the curriculum must address, for example, psychological, social, and cultural needs. The main aim is to retain the worthiness of a human being and appreciate everyone's intellectual capabilities.

### **2.8.3 Technological approach**

Technology has an influence in education like many other fields (see section 2.4.2). The philosophies, methods ideologies, techniques that the industrial labour market is using must be adapted in the curriculum development. Maximum effectiveness can be achieved through the use of scientific management and production principles that the industrial field is using if they are applied in the same manner as when the curriculum is being engineered(Carl, 2009:43). Carl (2009:43) further indicates that the technological approach also focuses on the means-end paradigm, where the desired learning outcomes form the instructional objectives. The approach also advocates for that nothing is real until it has been scientifically proven to be true.

### **2.8.4 Pragmatic approach**

The pragmatic approach indicates that curriculum development can be a long dynamic process which involves the interaction and involvement of the parties concerned in the process of curriculum development (Carl, 2009:45).

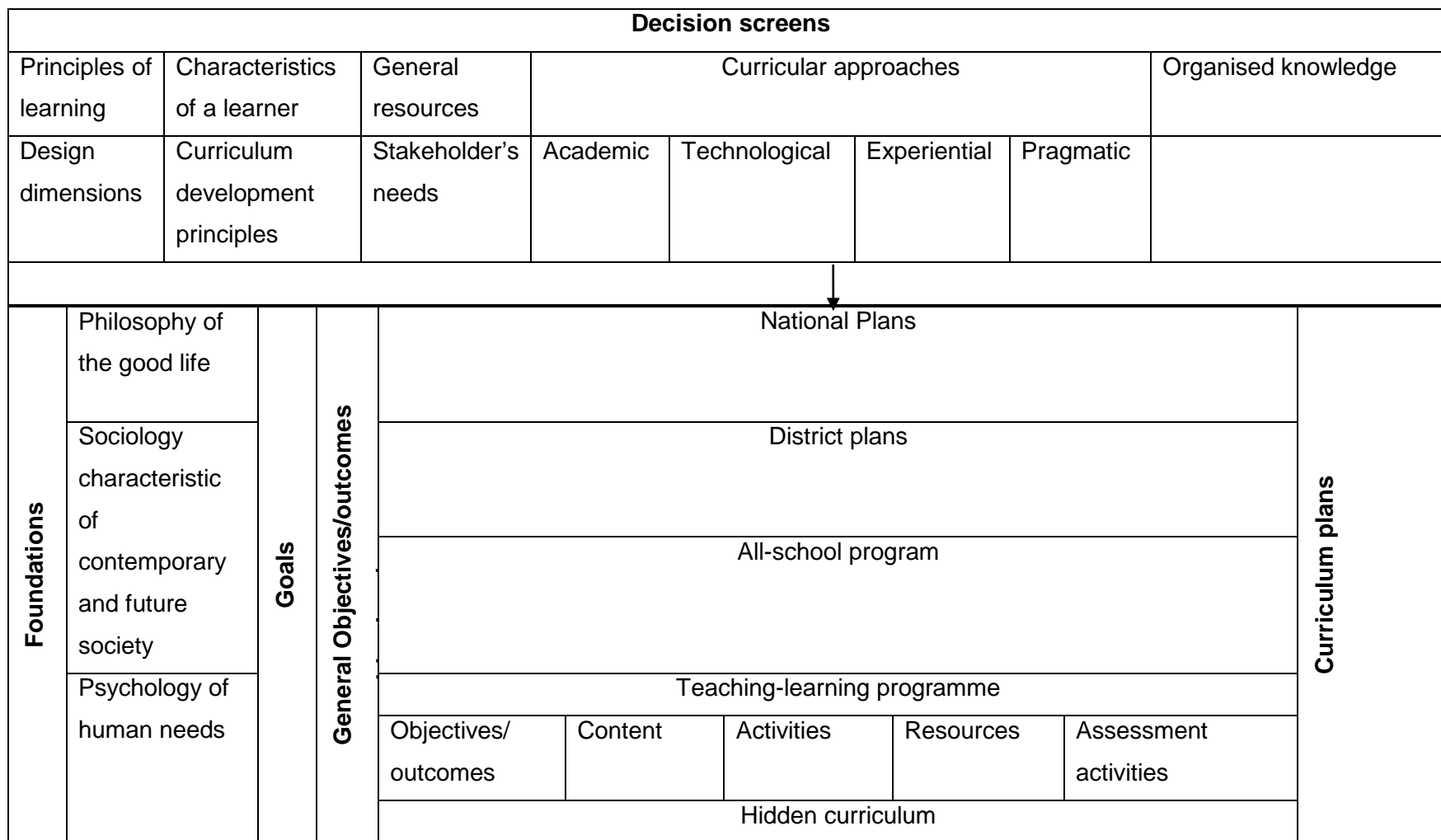
The groups concerned in the curriculum development can negotiate and have different viewpoints but eventually reach a consensus about the curriculum approach to follow.

## **2.9 A Curriculum framework for curriculum development**

According to Kridel (2010:204), it has been indicated that curriculum development also has a component to it that deals with issues of implementation and deliberation. It is a process of group deliberation for the design of the curriculum whereby various participants in the operation of the school are involved in on-going discussion and debate over what needs to be done. Curriculum development is loaded with political

meaning. The idea of translating purposes into experiences that yield effects needing to be understood in relation to originally stated purposes is at the heart of curriculum development. The entire process is screened against a theoretical framework that requires all judgments to be made in relation to the nature of the learner, the values of the society, and some judgment of worthwhile subject matter, in other words dealing with forces (or the foundations of the curriculum) that impacts on the curriculum.

The framework in Figure 2.2 (adapted from Beane *et al.*, 1986:67) constructed from the discourse above in this chapter, can be used as guideline in the curriculum development process.



**Figure 2.2: Curriculum development framework**

The above framework can be used to design a curriculum so that important components are included by those involved in the process at different levels. This framework enables the curriculum development team to learn what to consider during the curriculum development process. When deciding to develop a curriculum the principles of learning; characteristics of a learner and the approaches to curriculum development serve as decision screen that will assist the curriculum developers in their decision making. Curriculum development will further be informed by the foundations as indicated in Figure 2.2. Based on the decisions made and foundations decided on the general goals as well as the objectives/outcomes of the curriculum are formulated. These goals and objectives/outcomes must be addressing the national plans, regional/district plans together with the schools plans. During the implementation of the curriculum in the micro situation: the objectives must be clear, the content has to be relevant to the goals, activities must match the objectives, learning resources must be available and the assessment must be suitable for the type of learning. The hidden curriculum will form part of all other activities in the curriculum implementation(Beane, Toepfer&Allessi, 1986:67).

The curriculum framework in Figure 2.2 is in essence a theoretical model which is the outcome of the conceptualization of the process of curriculum development

## **2.10 Models of curriculum design**

Over the past 12 decades curriculum theorists advocated various models of curriculum design. The contributions of prominent role players in the debate regarding curriculum can be classified into two main streams as will be indicated at the end of this section. This historical perspective on understanding the curriculum enriches the conceptualization of the curriculum in general and also of the OAMP curriculum which will further be elaborated on in the next chapter.

### **2.10.1 Bobbit's model**

Bobbitt (1918:42) says human life, even though varies, and consists in the performance of specific activities. Education that prepares for life is one that

prepares definitely and adequately for these specific activities. Even though there are numerous human activities for any social class, they can all be identified through going into the world and discovering what actual makes up the human activities. The activities will show the abilities, attitudes, habits, appreciations, and forms of knowledge that people need. These activities will be incorporated into the objectives of the curriculum. They will be numerous, definite, and particularized.

Curriculum is considered as a series of things which students must do and experience by way of developing abilities to do the things that make up the affairs of adult life. The developmental experiences exist upon two levels. On the first level the general experience is all about living the community life, with training of acquisition of the community values. It is through participation that one gets much of one's education for participation in community life. Participation in community activities provides training in all essential skills necessary for an individual to acquire and enable him/her to function as adults. Sometimes undirected developmental experience leaves the training imperfect. It is therefore necessary on the second level to supplement it with the conscious directed training of systematized education. Training of this nature can be classified into two categories, namely directed training and undirected training (Bobbitt, 1918:42).

The curriculum developer will first be an analyst of human nature and of human affairs. The task at this point is not at all concerned with the studies; later one will draw up appropriate studies as means, but one will not analyse the tools to be used in a piece of work as a mode of discovering the objectives of that work. To ensure that the education is appropriate, the curriculum development team has to determine habits, skills, abilities, forms of thought, values and ambitions that its members need for the effective performance of their vocational labours. Likewise, the total range needed for their civic activities; their health activities; their recreations, their language; their parental, religious, and general social activities. The program of analysis will be no narrow one (Bobbitt 1918: 43).

Furthermore; it is indicated that curriculum developers should show what knowledge and skills are important for each subject, which will enable the learner to acquire survival skills and identify the objectives appropriate for the subjects. The curriculum

development team will then have to decide on the activities that will enable the learner to master content and utilize the acquired knowledge for survival in adult life (Bobbitt 1918:43). Eisner (1967:32) indicates that schools are considered to be social institutions; they need support from the community. When a community gives support to schools; the schools will give feedback to the community. Schools must determine the needs of the community; hence they are agents of the society. They must prepare learners to be able to play real-life roles back in the community per the needs identified. Children must develop their potential through schools.

The theory of Bobbitt indicates that people perform activities in various ways. There are numerous and diverse social classes that can be discovered. The identified classes require only that one goes out into the world of affairs and discovers the particulars of which these affairs consist. Then the following characteristics will show: the abilities, attitudes habits appreciations and forms of knowledge that people need. The identified characteristics will be the objectives of the curriculum, which will be numerous, definite and particularized. The curriculum will then be series of experiences which children and youth must have by way of attaining those objectives (Eisner 1967:33).

Curriculum developers have a huge task of defining specific objectives, and then of determining the countless pupil experiences that must be induced by way of bringing the children to attain the objectives. Such emphasis on the priority of educational objectives and their clear-cut stipulation was not common in earlier writings on curricula(Flinders &Thorton, 2004:3). Bobbitt (2004:3) in support to indicated that content of the curriculum can be derived from surveying what successful adults know and can do. Discovering what adults can do will enable curriculum developers to determine the educational objectives for the curriculum. The scope and sequence would be derived to address where students fell short of successful adults. At the end of any instruction with these students, they should be able to live their adult life successfully.

Glatthorn, Boschee and Whitehead (2006:39) in support of Bobbitt's theory indicate that the curriculum says whatever is needed to process the raw materials into finished products. In curriculum development there is a need to draw up a detailed

format, for each social or vocational class of students, the abilities and aspects of personality for the training of which the school is responsible. There is a need to determine scales of measurement in terms of which of these many different aspects of personality can be measured. A determination of the amount of training that is socially desirable for each of these different abilities and states the necessary skills and abilities must be measured against the scales that will be used. There must be progressive standards of attainment for each stage of advance in the normal development of each ability. When these four sets of items are at hand for each differentiated social or vocational class, then a scientific curriculum for education is available for the present age (Glatthorn, Boschee & Whitehead,2006:39). A thorough study must be made of how much training the learners should receive so that they can be considered to have acquired knowledge and skills that enable them to be functional in the local, regional and global market.

It can be summarized that the authors that support the theory of Bobbit have common concern that education should be aimed at meeting certain objectives that are diverse in nature. Those objectives must be seen to be addressing the social needs of the communities since educational institutions are considered as agents of the societies. The objectives must be based on observation of behaviours showing what a successful adult life is like. Learners must be prepared to be able to play real-life roles. Curriculum designers must determine the diagnostic needs of a successful life. Since learners are expected to be competitive in all areas, local, regional and globally, all the necessary knowledge and skills that they should possess must be identified and be included in the curriculum. The gap that exists between a complete and successful adult life and that of learners must be filled through the curriculum. When developing the curriculum, the identified characteristics and habits of the societies, which will be indicated as the learning outcomes that learners are supposed to have at the end of their learning, must form the basis of the curriculum. The social, political and labour forces have to influence the curriculum development. The focus of Bobbit's model of curriculum is to develop the child into a successful adult. Even though the focus of Bobbit's model is on the development of a child into an adult, a child has to go through several stages of development that are not mentioned in the model. Other stages of human

development are not considered by this model, whether children are prepared well for the stages so that they are able to survive the challenges that are posed by each developmental stage. The role of the learner in this model is thus limited.

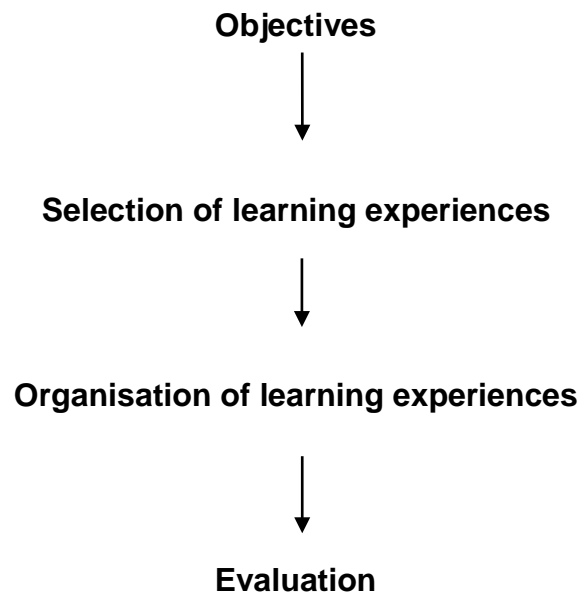
### **2.10.2 Tyler's model**

Ralph Tyler said that the real purpose of education is to bring significant changes in learners' patterns of behavior (Smith 1996, 2000:9). Tyler's theory is based on four fundamental questions:

- What educational purposes should the school seek to attain?
- What educational experiences can be provided that are likely to attain these purposes?
- How can these educational experiences be effectively organized?
- How can we determine whether these purposes are being attained?

The emphasis is placed on formulation of behavioural objectives. It is important to recognize that statements of objectives of the school should be the statements that show a change in students' behaviour. The purpose of designing a curriculum in this way is that it is systematic and has considerable organising power. Formulation of behavioural objectives must provide a clear notion of outcomes or desired products so that content and teaching methods may be organised and the results evaluated (Smith 1996, 2000:9).

The four questions (see previous paragraph) posed by Tyler can be arranged in a diagram as demonstrated in Figure 2.3. These questions need answers if the process of curriculum planning is to proceed successfully. Tyler further indicates that educational ends are set prior to experiences, with learning a specifically intended, directed and controlled outcome, one that can be measured (William, 1993:52). The methods and activities that are to be carried out in helping towards goals achievement must be clearly indicated (Kelly, 1999:14). The educational experiences must be effectively organized; devices which are going to be used for evaluation must be clearly indicated (Urevbu, 1994:20).



**Figure 2.3: Tyler's curriculum model**

The model is considered to be a linear model in which the predetermination of objectives is followed by the selection and organization of experiences. To reflect those objectives evaluations will be used, which will determine whether the objectives have been attained or not. In fact, Tyler states that the selection of objectives is not only the first act that must be done in curriculum planning but the key to the whole process (William, 1993:52). In reality, the linear nature of the sequence allows the goals or ends to exist apart from the means of implementation and evaluation, with the evaluation referring only to the success of the implementation, not to the question of the appropriateness of the ends. Being pre-selected, objectives as ends are elevated beyond or made external to the process itself. Tyler talks of an acceptable educational philosophy which is to act as a screen in the selection of objectives, in case unsuitable objectives are chosen (William, 1993:52). Tyler talks of needs as gaps to be filled. The gaps that exist in people's lives must be filled through the use of curriculum. While Tyler does not use contemporary society as the only source of students' needs and interests, the nature of subject matter are also studied (William, 1993:53).

Smith (1996) in support to Tyler highlights the curriculum theory as simple. Human beings came from different backgrounds, but their lives consist of some specific activities. Education that prepares for life is one that prepares definitely and adequately for the specific activities. There are numerous and diverse needs of societies in any social class. There is need for one to go out into the world and discover what it consists of and they will show abilities, attitudes, habits, appreciations and forms of knowledge that a person needs. From the identified needs the curriculum development team will be able to identify the objectives of the curriculum. The curriculum will then be that series of experiences which children and the youth must have by way of achieving these objectives.

Hunkins and Hummill (1995:18) share the same opinion with regard to the four questions that are known as Tyler's rationale for creating a curriculum. The linear, cause-effect framework is reasonable and workable regardless of one's context. Educators in classrooms and local curriculum committees feel a sense of comfort knowing that a curriculum is essentially a plan composed of identifiable components. Learning should be related to the needs of society, and a study of contemporary life provides information for learning objectives. Curriculum designers must first indicate specific behavioural objectives to be achieved at the end of the learning experience, as has been indicated by Tyler. Then the content organised which enables learners to achieve the predetermined objectives. Later, patterns of learning and teaching are used in relation to the demands of the content. The final activity will be an evaluation of whether learning has taken place or not; this activity should be made by assigning learners tasks which will reflect of what has been learned, since it will assist in enabling educators to ensure that they have distributed appropriate information to learners, which they will be able to utilize in the realm of work.

The education that they receive must prepare them to function in all sectors and handle any form of challenges they are faced with in the realm of work. Kelly (1999:83) is of the opinion that the objective model of curriculum assumes a passive model of the individual and feels it right and proper to regard education as concerned with moulding the behaviour of children according to certain predetermined goals or blueprints.

Based on the writings of the above two authors it is therefore concluded that the curriculum development team must identify the gaps that exist in the learners' knowledge and familiarise themselves with the demands of the industrial world. This will ensure that their curriculum is meeting the intended purposes so that learners demonstrate the expected behaviour at the end of their learning, which is being able to apply the acquired knowledge to solve problems in the realm of work. Then evaluation process will take place, to the extent at which learning has taken place or not can be assessed.

### **2.10.3 Taba's Model**

Taba's ideas on curriculum design can be considered as a further elaboration of Ralph Tyler's rather psychological principles of curriculum development, attributing to them a more pedagogical and practical nature. The curriculum model is evidenced by reconsidering the meaning and nature of Tyler's 1969 rationale of curriculum design based on the four questions. In her version, Taba introduced notions of multiple educational objectives and four distinct categories of objectives (basic knowledge, thinking skills, attitudes and academic skills). Taba's model emphasizes critical thinking of learners. Learners should not just be able to recall facts without analysing them. Learners must be able to think and criticize the factual knowledge. The approach allowed Taba to relate specific teaching/learning strategies to each category of objectives. Her classification of educational objectives has some similarities with Gagné's 1985 system of learning outcomes and the conditions of learning which explain the ways in which desired outcomes are achieved. In addition, the sophisticated classification of educational objectives allowed Taba to give to Tyler's notion of learning experiences a more specific and practical meaning by considering separately, the selection and organization of instructional content and strategies of learning(Krall, 2003:7).

Hunkins and Hummill (1995:19) view Taba's model as one which comprises similar elements to those of Tyler. Taba's model has definite steps, each to be engaged in one at a time so that a curriculum plan for teaching would result, addressing the objectives created at the outset of the process. Taba believed that teachers should

play an active role in procedures for creating curricula. The seven steps in the curriculum model of Taba are (Hunkins&Hummill, 1995:39).

- **Diagnosis of needs.** The teacher or curriculum developer begins the process by identifying the needs of students for whom the curriculum is to be planned.
- **Formulation of objectives.** Here the teacher or curriculum designer selects those specific objectives that require attention in light of the needs identified. These objectives, perceived actually as ends, allow a precision to the process and enable curriculum makers to view learning as an observable outcome that could be measured.
- **Selection of content.** From the objectives selected, one can determine the subject matter of the curriculum.
- **Organisation of content.** While Tyler dealt rather broadly with the organisation of educational experiences, Taba was more specific, actually separating the organization of content from the selection and organization of experiences. Again, this step made it clear to the teacher or curriculum designers what the components of the content were, and how they were to be organized to attain expected results.
- **Selection of learning experiences.** Taba was explicit in noting that selecting learning experiences was a different component in the curriculum development process. Experiences could only be selected after the content or subject matter had been determined.
- **Organisation of learning experiences.** Once the experiences were selected they needed to be placed in a sequence to optimize students' learning. Again, the assumption is that this sequence could be determined prior to the students' actual engagement in their learning process.
- **Evaluation and means of evaluation.** Like Tyler, Taba's final step engaged the curriculum planner in determining what objectives had been

accomplished. Actually, in the approach, the means of evaluation are determined prior to the actual implementation of the curriculum.

Taba made the distinction that aims are seen as general statements of purpose and goals of education. Curriculum planning must be a process of deriving precise statements of goals. There are three levels of specificity: Guiding the planning of a curriculum as a whole; behavioural objectives which guide individual courses, and objectives which guide individual lessons. It is this hierarchy that distinguishes between aims and objectives. The ultimate objectives are those purposes expressed in one's mind; mediate objectives are those felt in the heart, and proximate objectives are those observed as one lays one's hand on the activities. This approach to curriculum planning assumes that education must be planned in a step-by-step linear manner. It is the translation of the process by behavioural psychologists resulting from their animal conditioning (Setoi, 2002: 85).

Taba is more interested in helping students understand and use knowledge rather than just remembering it. She wants teachers to help students think about facts and their significance rather than merely asking them to recall them (Fraenkel, 1992:176). When learners understand the content they are able to apply their knowledge in problem-solving. Those who support the model suggested by Taba are also of the opinion that as developing a curriculum is done in a sequence, the implementation should also be sequential. The behaviour of learners after acquisition of knowledge should reflect positive results. Acquiring knowledge about differences and similarities in human-kind, learners will be able to utilize the knowledge in work-related areas. The world has become a global village in which people are dependent on one another. Learners have to acquire skills that will allow them to function in this global village. Stern (2010:838) echoes the value of Taba's contribution as education theorist in the field of curriculum: "Taba is about balance-integrating curriculum to create critical thinkers and problem solvers by using conceptual content and inductive pedagogies to prepare students for an active, fulfilling life".

What became evident in Taba's curriculum model is that a curriculum development team has to take into consideration the different forms of knowledge that learners are

supposed to acquire so that the objectives of the curriculum are developed based on the necessary knowledge and skills. The sequence maybe used as a guideline but should not be followed slavishly, since learners have different ways of acquiring knowledge and skills.

#### **2.10.4 Stenhouse's model**

The curriculum model of Stenhouse has been described as a process model or as a developmental model (Kelly,1999:14). The design begins from a concept of education as a series of developmental processes which the curriculum should be designed to promote. The selection of both content and methods or procedures is made with the promotion of developmental processes as the central concern. Evaluation is focused both on the suitability of the content and procedures selected and on an assessment of the development which may, or may not, have occurred.

The major issue which lies behind this debate about the developmental model is the view taken of human knowledge. For, among the many insights which we are claiming are currently being lost from the educational debate, are those which relate to questions about the nature of human knowledge and in particular the ways in which the distribution of knowledge can be and is manipulated in society for political ends. What has been called the politics of knowledge has come to be seen as a major focus of consideration by the student of curricula and its claims to importance have been much strengthened by official policies and practices in recent years (Kelly, 1999:16).

According to Neary (2002:60), Stenhouse's model is considered as an alternative to the behavioural objectives model. The issue focuses on how curriculum and pedagogy be organized satisfactorily by logic other than that of the means-end model. It focuses on student and learner activities, perhaps the most important feature, and the conditions in which learning takes place. A curriculum is the interaction of teachers, students and knowledge. It is what actually happens in the classroom and what people do to prepare and evaluate. Stenhouse changed the terminology a little and he considers curriculum not only as the process, but rather as

the means by which the experiences of attempting to put an educational proposal into practice is made available.

Learners are expected to participate in socio-economic development locally, regionally and globally. Acquisition of the necessary skills through the developmental model of curriculum design will enable them to be competitive workers as expected. Learners are not exposed to educational objectives alone but also, taught social skills and means of interaction with the community so that they are able to function in all sectors of life. In defining the nature of the learning experiences, rather than the specific learning outcomes to be achieved from them, the process model appears to emphasize means rather than ends. However, it can be argued that prescription of learning activities provides the appropriate means of achieving the broad intentions of the curriculum. Such an approach to curriculum planning may well lead to the idea that, if learning activities are more important than prescribed content, the learner should have a part in deciding the nature of those activities. It also needs a more individualized atmosphere in which it is assumed that the learner makes a unique response to learning experiences (Neary, 2002:62).

Learners must be developed holistically, and Stenhouse's model facilitates the holistically development of learners. They must be independent and be able to function without assistance from their teachers/lecturers. Neary (2002:22) states that the process model is mainly associated with curricula designed to teach social and life skills. However, it could be argued that, because all education should be concerned with social and life skills, on these grounds alone the process model has a contribution to make in other subject areas. The emphasis is on the active roles of teachers and learners; it is also on the learning skills and on certain activities as important in themselves and for life. He further indicates that knowledge is a process not a product, and goes on to claim that curriculum content lies in the structure of the field of knowledge and the subject matter to be taught is worth knowing and is usable beyond the situation in which it is taught. The process model leads to both professional and personal development of autonomous practitioners and encourages lifelong learning.

The process model calls for learner-centered education based on active discovery, in contrast to the essentially passive, conformist, accumulation of stored knowledge, the humanist approach to education marked out places emphasis on feeling and thinking about the recognition and importance of learners' positive self-concepts. Therefore, the aim of the teacher should be the fully functioning person appropriate in his behaviour, a person who is ever changing, ever developing, and always discovering himself and the newness in himself. The outstanding quality of the successful teacher is empathy, the ability to see someone else's problems through one's own eyes and to communicate that understanding with clarity and ease (Neary, 2002: 65).

The authors above highlights that when learners have acquired the knowledge and skills enabling them to be independent, the knowledge and skills acquired will assist them to be able to function in real-life roles in the realm of work. Students acquire independence skills because they are given the opportunity to be active in their learning process. Students can also engage in problem-solving. Social development is emphasized by this model. As opposed to being conformists students are given the opportunity of being critical in all their learning. They do not have to accept or agree with everything that the educators teach them. If they have a different opinion they are given the opportunity to voice it out.

#### **2.10.5 John Dewey's model**

Deweyan pedagogy calls upon teachers to provide students with real life experiences in the subject-matter of the curriculum. The subject matter, like all other type of human knowledge, is that type of knowledge where students through their experiences will form their own formal body of knowledge during the learning process. This formal body of knowledge should enable them to solve problems and be able to confront the challenges they come across in life. The "own" formal body of knowledge must thus bethought from the problematic situations in which the subject knowledge had originally been developed from. Learning should be presented to students in such a way that it assist them to be innovative, critical and be able to solve every day problems (Dewey, 1966:10).

The type of education presented to students should not be traditional (see models of Bobbitt and Tyler), where students do not have the opportunity to discover knowledge on their own by doing activities in which it is necessary for them to have certain types of knowledge. In a traditional model, students are told how to do something rather than given the freedom to discover, first-hand, how to do it themselves. Teachers/lecturers must involve learners/students in experiences unrelated to subject matter but that will address learners/students fear of pain and humiliation, in order to produce the appearance of learning (Dewey, 1966:10). In order to avoid learning that imposes subject matter on students in this fashion, Dewey called upon teachers to “psychologise” the curriculum by means of problematic situations within an environment that enhances experiential learning.

Dewey designed a pedagogy that was grounded in functional pedagogy. He observed children as they grew and was certain that there was no difference in the experiences of children and those of adults. Both are active beings who learn by confronting the problematic situations that arise in the course of their activities. Children and adults use thinking as the instrument for solving their problems and they gain knowledge through solving their problems. When they arrive in schools children are not clean slates, they have knowledge gained from families and society. When they get to classes they are active. When they enter the education system they are able to communicate, construct their own meanings, inquire and express their views, and these abilities are inborn. Dewey argued that a child gains experience through his attitudes, motives and the interests which can be developed so that they grow and a child may be able to realize their importance and utilize them. He further argues that, regarding those children’s present powers and interests, significant as they seem, it would be wrong, to cultivate the purposes and interests of children ‘just as they stand’. Effective education requires these purposes and interests to be used by the teacher in order to guide the child toward his understanding of the sciences, history, and arts. Dewey’s ideal curriculum was based on the experiences of the human race (as stated above), and therefore it was designed to encourage the immature experience of the child in their activities (Westbrook, 1999).

Dewey says that education should offer more than just preparation for lives of personal fulfilment and professional accomplishment (Ehrlich, 2002:122). Educational institutions should be shaped to nurture communal values, abilities and understandings. Imparting all the abilities that enable learners to be competent and understand all forms of values, will assist learners from different educational institutions to be able to function and be competent wherever they get the opportunity to work. When learners are collaborating and interacting with others both within and outside the institutions, they will acquire knowledge and skills that will enable them to be functional in the realm of work. Teachers should establish within the controlled environment of a school and linking a broader societal setting the cooperative arrangement that enables students to learn from one another and to learn cooperatively (Ehrlich, 2002:122). Students learn best when they are given experiences from outside the classroom so that they solve problems that surround them. Learning starts with the problems rooted in experiences and continues with the application of increasingly complex ideas and sophisticated skills (Ehrlich, 2002:123).

Dewey says education proceeds via the participation of the individual in the social consciousness of the race. From birth a child is educated and shaped, forming his habits, training his ideas and arousing his feelings and emotions. Though it can be considered to be unplanned education, the individual gradually comes to share in the intellectual and moral resources which humanity has succeeded in getting together. True education is stimulation of a child's powers by the demands of the social situation in which he finds himself. Through these demands the child is stimulated to act as member of a unity, to emerge from a child's original narrowness of action and feeling, and to conceive of the child from the standpoint of the welfare of the group to which a child belongs. Children gain knowledge as they are interacting with others and from the responses gained from people around them (Dewey, 2004:17).

It is observed that Deweyan's theory demand that stakeholders to be aware that the students, who are going to receive the content of the curriculum, have background experiences that they bring to the learning environment which must be infused in curriculum development. The experiences that the learners have must be given recognition because they will assist in the acquisition of the new information that they

are about to receive. The knowledge that they bring along with them arises from the experience they encountered in their social and cultural backgrounds. They acquired education from birth and learned social skills; therefore it is the educator's responsibility to consider the backgrounds of the learners because learners will be able to understand the new information better if it is related to their backgrounds. Learners must be given problems to solve since they possess the same problem-solving capabilities as adults. If they are exposed to problem-solving situations, they are able to understand the information better. The process of adding the cultural and social skills to curriculum development will improve learners' interest in their learning, because they will be doing activities that they are familiar with and they will not feel isolated from their backgrounds.

The effect of Dewey's theory on the development of a curriculum, such as the OAMP, is that learning should not be presented to learners in a traditional manner. The process of learning has to enable students to be inquisitive, creative, and develop skills that will enable them to function in the ever-changing world of work. The knowledge acquired from the learning environment must assist the students to tackle real life challenges.

#### **2.10.6 Paulo Freire's model**

Ledwith (2005:98) describes critical pedagogy as the process of questioning, naming, reflecting, analysing and collectively acting in the world. It is a form of education that liberates rather than controls, in which the learner and the educator are considered to be equal. Learners are conscientised and given the opportunity of being critical of the structural forces around them. Dialogue between learners and teachers is encouraged and those who are oppressed are given the opportunity to contest and expose their oppressors. Ledwith (2005:96) further indicates that human beings are subjects that are able to think and reflect for themselves, and in doing so rise and recreate their world. Critical pedagogy is considered to restore people's full human potential which might have been controlled by the oppressors. During curriculum design, the designers must ensure that they include in the curriculum the issues that will enable learners to be able to reflect, analyse and

question the information. They can challenge and criticize and sometimes build a new theory different from the one the curriculum is giving.

Freire (2006:71) says education seems to be the act of depositing in which the students are the receivers and the teacher is the depositor. Instead of communicating, the teacher deposits and learner patiently receives and memorizes and repeats. He calls this a “banking” concept of education, in which the scope of action allowed to students extends only as far as receiving, filing, and storing the deposits. The banking concept process does not allow people to be creative. Knowledge is gained if an individual is inquisitive. Education must bring a solution to the problem of the use of the banking concept. Teacher-learner contradiction must be reconciled. The more students work at storing the deposits entrusted to them, the less they develop the critical consciousness which would result from their intervention in the world as transformers of the world. When learners keep on accepting passive roles imposed on them, the more they tend simply to adapt to the world as it is and to the fragmented view of reality deposited in them. The banking concept is meant to minimize the students’ creativity and power. It only stimulates the interest of the oppressors, who care neither to have the world revealed nor to see it transformed.

It is through communication that human life can hold meaning. The teacher cannot think for the students nor can the teacher impose his opinions on the learners. Learners think differently and they must be given the opportunity to air their views. The banking concept prohibits human development (Freire, 2006:77). There are multiple realities of an issue based on people’s origin. People from different backgrounds do not have the same opinions regarding a single issue. The same thing applies to learners; they might have different view-points from those of the teacher or curriculum designer. When they have the opportunity to indicate their view-point the teacher may learn from them too. When they are liberated they are able to grow and be the competitive participants that the world needs for economic development.

Freire (2006:81) says problem-posing education breaks the pattern of banking education and can fulfill its function as the practice of freedom. The teacher must initiate dialogue, or in other words a two-way communication process. Learners can be valuable sources of information and a teacher learns from them.

Looking at the work of different authors above, it seems that the core issues are liberation, conscientisation, and empowerment of learners. Banking concept is challenged. Participating in the classroom during their learning will assist learners in acquiring skills needed in the realm of work. When they are passive receptors they will not be able to criticize information when they need to do that outside the classroom because they are used to receiving without questioning. Questioning does not degrade the authority figure, it is only assisting learners to be able to understand the content more deeply and have the opportunity to air their view-points.

In summary it can be stated that from Freire's view, students are no longer passive listeners and they must be given the opportunity to be critical in dialogue with the teacher. The lecturer presents the material to the students for their consideration, and students express their own views. The role of the problem-posing educator is to create, together with the students, the conditions under which knowledge is gained as true knowledge. Students, who are increasingly faced with problems relating to themselves in the world and with the world, will feel increasingly challenged and obliged to respond to that challenge.

Having looked at the different curriculum development models, the models of curriculum development above are summarised in table format below. The format indicates the views of each group of theorists, and the role that students are expected to play are listed. Furthermore, each model highlighted the teachers'/lecturers' roles viewed together with the expected participation of the community. The table below is the conclusion that the researcher derived at from various discussion of the models of curriculum development.

From Tables 2.1 and 2.2, two streams of thoughts are identified, namely the progressivists and the traditionalists. The progressivists are more aligned with the view of curriculum as praxis (see 2.3.3).

**Table 2.1: Traditionalists (Top-down)**

	Role of teachers	Role of learners	Role of community
<b>Bobbit:</b> (Technical approach to curriculum development)	Identify the knowledge necessary to be included in the curriculum. The teachers analyse what human nature consists of and draw up the educational objectives addressing human nature.	Learners' participation in the role of society enables them to acquire the necessary knowledge and skills that will allow them to be able to play real life roles.	Community work closely with the curriculum development team in order to provide the societal needs that will be developed into needed learners' objectives.
<b>Ralph Tyler:</b> (Objective driven curriculum)	Engage in needs assessment and the identified needs are developed into learning objectives.	Passive	Community work closely with the curriculum development team in order to provide the societal needs that will be developed into needed learners' objectives.
<b>Hilda Taba:</b> (Inductive cross-disciplinary)	The teachers must ensure that learners understand the use of knowledge rather than engaging in recalling information only. Facts and their importance in the daily problems are emphasized.	Learners must be able to criticize factual knowledge. The content learned must be applied in solving everyday problems that learners come across.	Passive

**Table 2.2:Progressivits**

**(Bottom-up)**

<p><b>John Dewey:</b> (Experiential learning)</p>	<p>The educators'/lecturers' role is of facilitating, they have to provide assistance to learners so that they acquire knowledge that enables them to discover information in the learning situation.</p>	<p>Learners should take responsibility for their learning. They should interact with others in the learning environment so that they are able to gain necessary knowledge and skills.</p>	<p>Socialise learners before they have interaction with the learning environment</p>
<p><b>Lawrence Stenhouse:</b> (Process driven curriculum).</p>	<p>Teachers/lecturers are to select content and teaching methods that assist learners to achieve the expected development.</p>	<p>Learners have to interact with the teacher/lecturer and content so that development can take place.</p>	
<p><b>Paulo Freire:</b> (emancipatory curriculum)</p>	<p>Remove the banking concept of education. Promote education that allows learners to be active  (Teachers/lecturers must engage in a dialogue with learners to enhance the learning).</p>	<p>Learners should be creative and inquisitive. It is achieved through active participation</p>	<p>Give students the freedom to think and act in order to solve problems so that the students can be critical thinkers</p>

## **2.11 Higher education curriculum**

The curriculum models of different educationists (see 2.10.1-2.10.6) were discussed above. The views of different curriculum developers were discussed with the focus on learners at school. There are though important aspects in these models that can be related to the young adult at Higher Education Institutions. According to Thomas (2002:454) “higher education learning is defined as an active interactive process that results in meaningful, long-lasting changes in acquisition of knowledge, understanding, behaviour, appreciation, belief and disposition. A learner must understand and be able to apply the acquired knowledge in a real life-setting.”

According to Peach(2010:449) higher education curricula should contribute to economic development and shape the nature of the country. The Higher Education institutions assume the responsibility for education and training in a wide range of occupations. In the office administration and management curriculum the focus should be to educate and train economically productive students with skills linked to workforce development (Peach, 2010:449).Curriculum designers should identify their philosophical and social orientations. If the philosophical and social influences of the curriculum are not known, it causes confusion between policy and practice (Peach, 2010:451).

Based on what is considered to be higher education it can be seen as a way of promoting long-lasting change in the behaviour of students, when students that productive behavioural change they can be economically skilled to develop their communities wherever they are. Learners must be prepared for adult life and be given the opportunity to demonstrate their skills in real-life settings. A higher education curriculum should be significant and learners are expected to be active participants in the process of learning and be able to carry out their work independently. The OAMP curriculum must ensure that learners should be able to solve problems as they arise through their acquired knowledge and skills. Since higher education is preparing learners for the realm of work, the curriculum of higher education must be linked to the demands of the industrial world. The curriculum developers though have to focus on developing a curriculum that equips learners with autonomous skills, problem-solving skills and learners that are competent and

able to face work environment challenges. Empowerment and emancipatory must be enforced by the developed curriculum.

## **2.12 Summary**

In this chapter it did become clear that there is no single definition for the concept curriculum. It was also found that the curriculum is viewed differently by various authors-ranging from the curriculum as intended, the curriculum as implemented to the curriculum as praxis. The process of curriculum development is a dynamic process consisting of four interacting phases. This process cannot be executed by administrators only, but it should involve all stakeholders. Lecturers also feel empowered when they are given a share in the decision making process, so are the learners. Foundations of curriculum have furthermore been discussed with special focus on the philosophical, psychological, social, and technological forces. The approaches to curriculum development as well as guiding principles that direct the process of curriculum development were deliberated. A curriculum framework including all aspects discussed above was constructed. It can be used in the development of a curriculum such as OAMP. The views of the traditionalists and the progressivists were analysed and tabulated. Seeing that the contributions of the curriculum theorists were mainly focussed on schooling, a curriculum for higher education has been discussed.

## CHAPTER THREE

### GENERAL AND VOCATIONAL EDUCATION AND TRAINING

#### 3.1 Introduction

In the early days families trained their children in craftsmanship that enabled them to survive and earn a living. Over the years skills from crafts developed and were termed “trades.” Trade schools were established which were designed to provide people with skills to earn a living, so people were prepared to enter the world of work (Regan, 1980:1). Regan (1980:1) further says that people prepare for employment at a certain point in time. Vocational education can be used as the effective means of acquiring necessary skills in order to earn a living. Individuals acquire skills from specialised training for a particular occupation. Through the use of skilled human resources businesses and industry has expanded and the demands of the economic system have been met. A healthy society is constructed through vocational programs, acquisition of employment skills, human development in which one obtains education needed for a chosen career.

Young (2005:53) says in order to prepare students for employment; vocational education is seen as the response to the problems identified in general education. Basic skills and numeracy are emphasised in vocational education as this is what employers are looking for. Vocational education abolished the traditional view of learners being passive, and removed the view of subjects being ends in themselves, but moved to a contextual view of the knowledge and skills which learners are expected to possess. Emphasis is on active learning where learners are to practise real-life roles. The curriculum becomes work-related, this means vocationalisation. When a curriculum is vocationalised it means that the content is occupationalised and prepares young people for a particular job rather than a vocation or just adult life (Young, 2005:53).

In this chapter, Vocational Education and Training (VET), and Technical Vocational Education Training (TVET) as it is known in some countries will be discussed. The discussion will focus on the origin, and delivery of TVET from an international

perspective and the Lesotho perspective. General Education as well as the difference between the two forms of education and training will be also be discussed.

Reviewing the TVET practices in the international perspective may help to inform the Lesotho practices on how other countries TVET practices are succeeding in the TVET sector; therefore it is important to discuss the TVET in international perspective in this study. In Lesotho, after completing the Cambridge Overseas School Certificate (COSC), which is considered to be general education in the Lesotho's perspective, learners can decide to enrol at the Universities or they can opt to go to a vocational school. Polytechnic A is one of the institutions that offer technical vocational education, though it is classified as the institution of higher learning by the Lesotho CHE. This introductory part leads to the discussion of what general education and training entails.

### **3.2 General education and training**

More than three decades back a comprehensive general education was seen as an important basis for all educational careers. Without general education, vocational education cannot produce qualified skilled workers who will achieve maximum productivity. Learners must be exposed to knowledge and skills of social sciences, mathematics, natural sciences in schools so that their abilities can develop and enable them to specialise. General education is aimed at providing everybody with the opportunity to develop his/her potentialities to the full. Learners acquire fundamental skills in all areas of theoretical learning. General education aims to develop young citizens by combining knowledge and skills with social awareness behaviour. A further goal of general education is to produce creative, energetic and flexible personalities who will do productive work for society. Readily applicable knowledge must be imparted by general education since it is expected to be the basis for vocational or specialised education. Young people are taught how to acquire logical thinking independently and be creative individuals (Carelli&Sachsenmeier, 1979:91).

In order to come to an understanding of what general education involves Howard (1991:57) asserts that general education as providing learners with common knowledge as the basis of their advancement for the future. There is need for a common ground from which intellectual dialogue on the pressing issues of modern civilization might emerge. Without a common ground, specialists in the university could never talk to one another, and their students will experience the same problem of social and intellectual alienation. Students and professors must be exposed to the same intellectual training. General education prepares students for life, and provides them with the intellect that enables them to function as citizens.

Virginia Council on Higher Education (1999:22), when describing what general education is, says it is the education used to provide basic knowledge and skills to prepare the learners to pursue major and professional programs. General education will enable learners to synthesize information; to make connection across different fields of study, and form a basis for learners to become an informed and productive member of society. General education should foster in learners a desire to become active participants in learning and engage in lifelong learning.

General education is concerned with what human beings have in common, with what can be referred to rather than with what makes each of us individuals within a given cultural context. Some knowledge may be relevant to a particular cultural context and irrelevant to another culture. It is used to impart the art of reading, writing, thinking and speaking together with mathematics. In order to be able to frame a curriculum which has the elements of our common human nature, general education is the type of learning necessary to facilitate this. It prepares young people for intelligent actions, and assists in fostering their cultural heritage. As it enables learner to advance in their careers and acquire higher learning qualifications, so the use of general education is vitally important (Virginia Council of Higher Education, 1999:61).

The Liberal Arts and Sciences learning area should emphasize scientific and technological principles. Learners must acquire skills in logical and critical thinking, and be able to express themselves. It is important for a learner to understand history and culture. This enables a learner to acquire principles of human motivation and

behaviour, and be a critical thinker, be able to clarify expressions and other important knowledge emanating from general education. Through general education in liberal arts, learners can gain admittance in higher education since it functions as a basis for their broad study of natural sciences and social humanities. Learners are acquiring expressive abilities through arts which foster active participation of learners in school activities. They are able to become critical thinkers rather than learners accepting what others have said without questioning it (Gaff, 1995:129).

General education is considered as that type of education which is helping students develop the skills, acquire the knowledge and nurture the habits and attitudes that will enable them to live in a responsible way (Hackbert, 2010: 11). It is further indicated that general education should achieve personal satisfaction, and also ensure that students are aware of one's relations and obligations to their communities. Hackbert(2010: 11) goes further to say that general education program is where the goals of liberal education are clearly addressed for all students. It is designed to help students to develop their abilities to think critically and communicate effectively through writing and speaking. It is the responsibility of general education to deepen the students' understanding of their cultural heritage, including religion, history, the arts and the natural and social sciences; and students also have to be able to cultivate their appreciation of human diversity and their capacity for moral reflection(Hackbert, 2010: 11).

Hackbert(2010: 11) further indicates that the purpose of general education is to make a student life into a life of a responsibility; to change students into responsible human beings and citizens. It is the type of education indented to produce a person with a full understanding of himself and the society he/she belongs to. Learners are not given any specialised form of knowledge, they are given general knowledge that will enable them to survive and carry out their duties as citizens of a particular area. Learners also receive human rights education, where a learner acquires knowledge about freedom and his rights. When they have knowledge of their rights they are able to make informed decisions regarding their lives. Learners will be able to choose their special careers through the use of general education. They must be exposed to general education before choosing their speciality. In order to do one's

duties properly and adequately one must somehow be able to grasp the complexities of life in general.

According to the South African Revised National Curriculum (2002), general education is the type of education which includes all teaching and learning from grade R to 9. Compulsory schooling is necessary before an individual can advance to higher education or vocational education and training. General education and training should comply with the global economic realities and its content must be based on fostering participation in democratic processes so as to promote peace, stability and prosperity, and to prepare people to take control of their own lives. It should enable learners to acquire knowledge and skills for conserving and maintaining the environment and sustainable economic development. It should also equip learners with entrepreneurial skills necessary for participation in the national, regional and international economic market. Technology skills must be available in general education so that learners are able to compete for jobs at all economic levels (International Conference of Education, 2004:10).

Institutions of higher education are challenged to also step into the field of general education and training, due to the changes that were brought about by information communication technologies. In 2007 the Harvard Magazine (March-April 2007) showed the importance of general education, in equipping students with the tools they need to engage with forces of change namely: cultural, religious, political, demographic, technological, planetary and to assess empirical claims, interpret cultural expressions, and confront ethical dilemmas in their personal and professional lives.

Having discussed the different views and perspectives of the authors in relation to what general education is, it can be deduced that the process that is used to prepare learners for entry into higher education or vocational education can be considered as general education. One can further deduce that general education does not only involve providing learners with intellectual skills, but also acquisition of skills for the betterment of the learner which will ultimately improve the quality of life of an individual and the nation as a whole. The next section illustrates the difference between education and training.

### **3.3 The Difference between education and training**

Training programs are designed by policy makers to help reduce the rate of unemployment. In order to respond to the shortcomings of unemployment, creative approaches to improve training of adult workers have been developed. They are called community-business partnership, job-linked training initiatives and adult literacy and vocational instruction. The programs keep workers moving forward in order to help them support their families and earn wages. Participants are equipped with skills that are directly related to employment needs (Hilliard, 2011:3). Training adopted in order to accommodate the new work systems, training now oriented to on-the-job induction and learning of certain tasks (Norton & Rafferty, 2010:13). Training can also be provided in the form of work-based learning which is sometimes called apprenticeship. Apprenticeship prepares workers for occupations that require extended study to attain competence. Participants receive individualized instruction from workers who have demonstrated proficiency in what they teach. The procedures learned and equipment used is in the workplace, so learners do not need to transfer their skills from the classroom to the work environment (Lewis & Stonell, 2011:17).

The views of the authors discussing what training entails, seems to be a combination of improving the existing skills of workers. Workers are provided with the skills and their previous skills integrated with the new knowledge and skills. The purpose of improving the old working systems to the new ones is to assist so that workers so that their level of performance can be enhanced.

In defining what education is Tamir (2011:395) says it is the process of developing future generations and securing for them an advanced, a professional and a healthy living environment. It is enlightening learners about new age developments and enabling learners to connect the present and the future. The world is changing and it is through education that the people can adapt to the changes that are taking place. Lee (2011:65) indicates that education is the enlightenment of learners about modern beliefs. Education is characterised by commitment to the ideas of emancipation, empowerment and providing learners with independence(see tables 2.1 & 2.2).

Education should focus on equipping all citizens with the knowledge, skills, and values to be successful in the technology age. All participants in education must acquire competencies for self-realisation, critical thinking, communication and development of relationships (McPherson & Borthwick, 2011:21). Therefore it can be concluded that education provides enlightenment, to the future generation on how to survive and adapt to the ever changing world. Education is seen to have the characteristics of empowering and providing emancipation to learners so that learners can be competitive in the labour market (see 2.10.5 & 2.10.6). The views of progressivism in the previous section indicated that students must be given the opportunity to solve the daily problems and be critical in their thinking process. The next section will focus on how vocational education and training is perceived.

### **3.4 Vocational education and training**

Vocational education and training is a term in which schools identify curriculum programs designed to prepare students to acquire an education on job skills, enabling them to enter employment immediately upon their graduation (Lynch, 2000:155). VET comprises all organized or structured activities that aim to provide people with the knowledge, skills and competences to perform a job or a set of jobs, whether or not they lead to a formal qualification. VET can be accessed at any time any place. Prior learning is not required for participants to access vocational education and training. It may be tailor-made to fit a specific job or a range of occupations. Sometimes elements of general education are included in the VET (Tessaring & Wannan, 2004:13). VET is offered in a variety of ways in different countries and can be different within a given country. It can be organized as a pre-entry training to prepare young people for transition to a VET programme at upper secondary level; it can be add to an acquisition of a certificate at an upper secondary level or can be school-based. Upon completion of VET learners qualify for access to a skilled job and sometimes provides access to higher education. A range of programmes are offered in VET from the short term training courses to advanced and longer programmes.

The differences between education and training have been noted and the following sections will focus on an international perspective on vocational education and training. It is important to discuss vocational education and training in different countries since there are a lot of variations that exist between countries. The prerequisites to enter such programmes as well as the structures and means of delivery are different. The discussion will indicate the origin of vocational education and training in each country, the current practice, and its value to the society that exist in each area.

### **3.4.1 Vocational education and training in Norway**

Vocational education and training in Norway is the education of a split model, in which the participants start out as students/learners and enroll for a programme for two years. Norway relies heavily on a school-based system of vocational education for 16-19-year-olds, a system which expanded rapidly in the early 1980s. There are two learning environments, the vocational school and the workplace. At the workplace learning environment production is considered as the valuable item and it sets the standards and frames the learning conditions. At the same time the enterprise is obliged to contribute in ways that support apprentice learning according to national curriculum requirements (Lyngsnes&Rismark, 2011:166). Lyngsnes and Rismark (2011:166) further indicate that learners in Norway are taken from their working places and provided with training. There is no indication as to their previous level of knowledge and skills before being introduced to apprenticeship. There is a question as to which level of knowledge and skills can be given to the apprentices since they have different standards of competency from their previous education.

In the two years of their enrolment at vocational schools learners are expected to gain apprenticeship skills. Learners are also provided with apprenticeships at workplaces and the curriculum is a national curriculum. Apprentices are employees and they sign a contract with their companies and the country's administration of VET. At the end of the two years there is a final examination and apprentices obtain a Diploma. Although the process has been recognised to have a relatively high degree of inclusion of international standards and produces cooperation between

employers and vocational authorities, there is a lack of standardised national assessment (Lyngsnes&Rismark, 2011:166).

In Norway vocational education usually lasts for three years and it prepares a student for further studies at a university or another institution of higher education. Another percentage enters vocational branches where education in school offered in two alternatives; full-time one-year courses and day release for a young people who have an apprenticeship contract with an employer. An apprenticeship contract obligates the employer to provide training and the apprentice to make full use of the facility provided with the aim of obtaining a formal certificate.

The certificate will be issued to provide authorization to engage in certain occupations, such as an electrician. Most subjects where formal apprenticeships are offered are in the form of trade, craft, and industry. In other areas, like commercial studies, there is no formalized apprenticeship system. However, across all vocational areas, certificates are awarded by schools on completion of each year, and many young people take only one or two years of post-compulsory vocational education (Elias, Hermaes & Barker, 1994: 286).

Given the different views of the authors, the conclusion can be made that in Norway vocational education is offered in two environments, at the vocational school and at the workplace. The employers and the learners are both tasked with the responsibility of ensuring that learning takes place and learners acquires certificates. The vocational learning has to take place after a learner has completed what is termed as general education.

### **3.4.2 Vocational education and training in Australia**

Due to the high unemployment rate in Australia in the 1800's, are commendation that a system of traineeships be adopted was made. The growth of this kind of traineeship was a little bit slow, until the 1900 when Australia saw a rapid growth of traineeships. The improvement included the introduction of employer incentives and extending of traineeships to existing workers, part-time and older workers.

Traineeship models are a mixture of formal education and experience in the workplace and are educationally attractive (Karmel, Blomberg&Vnuk, 2010:40).In Australia VET sector focuses on providing generic skills within its vocationally oriented programs. The focus of higher education is employment related learning outcomes, but a facilitation of smooth movement from VET to the higher education sector was developed. Credit transfer or recognition of prior learning was used as a means of admitting learners from VET to higher education (Harris, Summer &Clayton, 2005:5).

Anderson (2007:106) indicates that vocational education includes initial, continuing and higher vocational, technical and professional education and training. In Australia accredited vocational and technical education is provided by secondary schools and by other post-secondary providers includes vocational colleges, technical and further education institutes, polytechnics and technological institutes. The programs offered by these institutions lead to the awarding of a qualification at certificate and diploma level, in some cases students receive a licensure or registration to practice. After completing a compulsory school a students may go directly into workforce or take up apprenticeship. Students join the workforce mostly at the age of 17 (Misko, 2006:10).

In the above discussion it has been indicated that in Australia the purpose of establishing vocational education was the fact that there was a decline in the skills, so workers were given skills while they were still in the productive markets. Another way of providing vocational education was to enable advancement of learners into institutions of higher learning. Vocational education was used as a bridge to access higher education. Institutions that are offering vocational education did so from them secondary and post-secondary level providing learners with certificates, diplomas and licenses to practice.

### **3.4.3 Vocational education and training in the United States of America**

It is indicated that there are several factors that have influenced vocational education in the United States of America(USA) based on its contribution to the American

society at different times. In the 1800-1900s, vocational education was seen as the educational experiences offered at secondary and post-secondary school levels that provided individuals with skills. The knowledge and skills provided were supposed to develop the capacity for employment, upgrading at work, retraining for a new profession leading to qualifications for employment requiring less than a university degree upon completion of a program (Regan, 1980:1). In the USA, Regan (1980:7) indicates that the goal of vocational education is to supplement citizenship and other goals of education, to reduce a high rate of school drop-outs and democratize secondary school education, and to prepare students for existing occupational needs. Vocational education is meant to facilitate occupational adjustment for those who are already employed and may want to change their careers. It is also used as to emphasise continuing education.

Between the years 1960-1978, another term emerged in respect of vocational education, namely training or retraining, which is given in schools or classes under public supervision and control or under contract with a State Board or local educational agency. This form of 'education' is conducted as part of a program designed or to prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerging occupations. It was also used to prepare individuals for enrolment in advanced technical education programs (Regan, 1980:10).

In the USA after a decade of federal promotion to integrate academic and vocational education, there was only a slight improvement. Increasing number of states included academic content in vocational curriculum guidelines; the guidelines tend to support basic skills, not higher-level academic competences and are not necessarily linked to academic standards (Tessaring&Wannan, 2004:48). VET in USA has taken different ways, but the ultimate goal is to provide employment skills to those workers who are considered to be semi-skilled. Again it is used to assist in enrolment for higher technical programs even though it is seen to be improving in a very slow manner. Those students who do not require baccalaureate education are opting for vocational education. New workers: women, minorities and immigrants are being prepared to be productive and successful in the workforce. Youth are prepared to be functional in the global market (Gordon, 2002).

It can be concluded that VET in USA has been influenced by several factors, the purpose of retention of staff, to improve obsolete skills and to provide employment skills for those workers who are considered to be semi-skilled. Academic content in the vocational curriculum was included.

#### **3.4.4 Vocational education and training in Canada**

Regan (1980:14) discusses technical vocational education in the context of Canada, which has also adopted different views due to changing technology. It is indicated that vocational education means and includes any form of vocational, technical or industrial education or instruction, approved by agreement between the Minister of Education and the organisation that offers such a program. The government of any province finds it necessary or desirable to aid in promotion of industry and the mechanical trades and to increase the earning capacity, efficiency and productive power of those employed therein. In 1960-1967, Canada experienced a slow rate of economic growth and high degree of unemployment. Technical vocational education was revised and now refers to any form of instruction, the purpose of which is to prepare a person for gainful employment in any primary or secondary industry or in any service occupation or to increase his/her skills or proficiency. Without restricting the generality of the foregoing, this includes instruction for that purpose in relation to any of the following: agriculture, fishing, forestry, mining, commerce, construction, manufacturing transportation and communications.

Further discussion followed on the contemporary view of technical vocational education. It was said that vocational education could not be meaningfully limited to the skills necessary for a particular occupation. It is more appropriately defined as all those aspects of educational experience which help a person to discover one's talents to relate them to the realm of work, to choose occupation, and to refine one's talents and use them successfully in employment. In fact, orientation and assistance in vocational choice may often be more valid determinants of employment success, and therefore more profitable uses of educational funds than specific skills training. The objectives of vocational education should be the development of the individual, not the needs of the labour market. The system for occupational preparations

should supply marketable skills at any time so that individuals may be able to utilise their skills everywhere (Regan, 1980:33).

Ross (2000:48) indicated that skills deficits promoted vocational education in Canada. TVET is expected to improve the decline in the economy. A curriculum has been developed to be responsive to the industrial and commercial employers' needs. It was indicated that the curriculum should be relevant to what was happening outside the school. Vocational schools perpetuate traditional and social difference; they encourage diversification and provide the impression of being democratic (Ross, 2000:84). The Canadian government focuses on building a foundation for lifelong learning for youth and children. They foster acquisition of apprenticeship training. A world-class work force is being developed and also the focus is helping immigrants to achieve their full potential (Tessaring & Wannan, 2004:25).

Both Regan (1980) and Ross (2000) agree that lack of skills in the labour market lead to the promotion of TVET. Here was a decline in the economic growth that needed some improvement, it was realised that it is through acquisition technical vocational skills the difference could be made in the declining necessary knowledge and skills.

### **3.4.5 Vocational education and training in South Africa**

According to Lee (2003:30) technical and vocational education and training is aimed at imparting knowledge skills and attitudes to learners because they alleviate poverty, promote socio-economic development and meet the employment needs of the workforce. Learning experiences are directed at the context of the workplace, and educational institutions participants or learners are provided with knowledge, skills and attitudes that enable them to be competitive, productive workers who are able to adapt to the changing technology in the labour market. They are expected to participate in socio-economic development as responsible citizens in their societies. The purpose of TVET is to improve employment opportunities in both private and public sectors.

Due to the nature of constantly changing technology, people who are already in the labour market are in need of knowledge and skills that will enable them to keep up-to-date with the demands of the changing content of international trade, hence the need for TVET. The training at TVET is meant to provide learners with hands-on experience with practical and applicable skills to enable them to participate competitively in the local, regional and global markets. TVET is specific in nature because its goal is to provide trainees entering the job market with working skills right after completing their skills-training courses. This type of training enables workers to acquire specific job-relevant skills which are to a very helpful for them to be more readily suitable for a given job as well as to be more productive (Lee 2003:42).

TVET is charged with the responsibility of ensuring that learners are provided with the necessary employable skills and are able to participate independently in the workforce (Tsiantiset *al.*, 2003:86). People need training and human resources development in order to acquire job skills and to become employed so that they may ultimately help their places of work to be successful. Vocational education programs must continually adapt to the changing technology so that they may survive and prepare students to compete and lead in the global economy (Dickerson & Browning, 2003:74). A clear vision and role of VET in SA was envisaged. Further education and training (FET) colleges and learnership programmes are highlighted as institutions that can reduce youth unemployment and upgrading the skills of the nation (McGrath, Gewer& Simon 2005:103).

Young adults in South African can follow a career path in the National Certificate (vocational). FET colleges were introduced to offer a variety of vocational fields. The programmes are intended to respond to the priority skills demands in the SA's economy. The levels offered are from level 2 to level 4 on the National Qualification Framework (NQF). The qualifications offer both theory and practical experience in any particular vocational field (McGrath & Nickola, 2009).

It is indicated by the authors above that technical vocational education in South Africa is aimed at improving the existing knowledge and skills of those who are already in the labour market. The main focus being promoting is socio-economic

development through TVET and ensuring that the international labour market needs are catered for by this sector. The learning process cannot go on emphasizing only knowledge content, but must also promote the development of critical higher order thinking skills, which facilitate life-long, self-updating and upgrading of knowledge, inside and outside the work-place. It has been suggested that the contemporary teacher, besides teaching subject matter, must prepare learners for a career which requires the individual to develop employability and meta-skills.

### **3.4.6 Vocational education and training in China**

Vocational education has assumed the concrete task of providing people with the skills required for rapid economic development. Ultimately, people are trained to be skilled workers to qualify for what can be called industrial world. The main aim is to develop skilled workers that can play a key role in the modernization drive. The major focus of vocational education in China is to study Western technology and train manpower with practical skills (Wang, 2003:109). It is aimed at providing pre-employment training, employment-transfer training, apprentice training, on-the-job training and other training of a vocational nature. Vocational training is further required to organise, coordinate and guide enterprises and business organisations in the setting up and operation of vocational schools and vocational training institutions (Wang, 2003:115). Currently vocational education is being moving away from past mistakes by going in the right direction and emphasizing that the objective of vocational education is to improve the attributes of workers and to promote the construction of socialist modernisation and meet the manpower needs of society (Wang, 2003:117).

Graduates who were seeking employment were found to lack specialised knowledge and skills required to be competently productive in the labour market. That showed the need to engage skilled workers in trade sectors. Vocational education training was formed at the senior secondary level (Han & Singh, 2005:1). Over two decades (1980-1990) the change was implemented in order to assist in the improvement of Chinese economic labour market. A link between vocational education and higher education was established so that those who graduated from secondary vocational

schools can choose to study in any advanced university based on entrance examinations, credit point conversion from VET courses and recognition of prior learning.

The authors above indicated that in China's main focus on vocational education is the adoption of what they term western technology. If the purpose is to adopt other people's ways of doing things, it means it is a challenge to all the vocational institutions to determine how others are operating and adopting the same style in order to meet the set standards of the global demands. Furthermore the purpose of establishing vocational education was to facilitate growth in the economy through skilled workers that the system of vocational education produced, as compared to those who were not skilled before the introductions of vocational education.

### **3.4.7 Vocational education and training in the United Kingdom**

Young and Gamble (2006:144) discuss the vocational education in the context of the United Kingdom (UK) and indicated that in the mid 1980's years vocational education in the United Kingdom was reviewed. The curriculum was centred on workplace performance. It was seen as an education that must relate to the practicalities of occupations or groups of occupations, but it also had to be related to the bodies of knowledge that are not occupationally specific. Some non-specificity is necessary if vocational education is to be utilized to enable learners to progress in their education. It designed in a way that learners fit into jobs straight away, and academic subjects are found not to be job-specific. Vocational education must be related to the practical occupations. It must be aligned with specific occupations.

One route would be for the "non-academic" students, many of whom would complete their compulsory schooling at age 16 with no formal qualifications. The other group would pursue O-levels and A-levels, seeking to obtain entrance to a higher education institution at age 17 or 18. This increase in the proportion of young people continuing in full-time education is primarily due to an increase in the numbers pursuing vocationally related subjects on a full-time basis in colleges of further and higher education.

Vocational education focusing on occupational needs alone will not be enough to combat the issue of economic development. Learners must be able to establish their own businesses and be self-employed. Entrepreneurship has to be encouraged to learners at the early stages to learner at an early stage of their learning. In the UK, TVET is normally arranged in three different basic modes; being full time in a vocational school, college or higher education institution with neither practical training nor employment contract, secondly one is contracted to a company where more or less formal skills formation takes place, a contract can be employment as a trainee or employee, thirdly as an acknowledged TVET programme, which uses part-time school based and company based modes of learning, sometimes known as dual systems or alternating TVET (Deissinger 2014).

The authors above postulate that vocational education is encouraged from the age of 16, and those who are not taking “academic courses” are engaged in vocational education. Those learners who would like to further their studies in institutions of higher learning are enrolling in O-levels and A-levels since the vocational education in UK does not require anybody any formal qualification. The idea is to provide learners with practical skills that will enable them to be entrepreneurs, and enhances sustainability of economic growth. Given the TVET practices of the international perspective the discussion are now changes to the Lesotho perspective.

#### **3.4.8 Vocational education and training in Lesotho**

Vocational education in Lesotho was organised in an initiation schools manner. The Basotho learned skills in tool making, like spears, shields, hunting, hide and skin tanning, building and agriculture. The purpose of transmission of these skills was to enable the Basotho nation to acquire survival skills at that time (Mongau, 1997:36). The arrival of the missionaries brought a different set of skills to the Basotho Nation. Industrial schools were established with the purpose of training young Basotho males in the skills needed at that time. The skills included masonry, carpentry, blacksmithing and tailoring. Polytechnic A and other technical schools were used as the government industrial schools (Mongau, 1997:36).

In order to improve the Lesotho's global competitiveness, learners require matching skills of the job market for enhancing employment levels (The Lesotho Review, 2011). The Technical and Vocational Training Act of 1984 governs skills development programmes in Lesotho. The level of entry in the vocational education is a pass in Cambridge Overseas School Certificate (COSC). The Department of Technical Vocational Education and Training (TVD) was established in order to serve the vocational system in Lesotho. TVD is an umbrella body tasked with improving the quality of delivery system of curriculum development and assessment of vocational programmes. The objectives of vocational education in Lesotho is to facilitate the development of a productive labour force with the skills, knowledge and attitudes to promote a dynamic and sustainable economy, to mobilise and encourage entrepreneurial skills and integrate them with technical and vocational education and training programme, and to facilitate expansion of training and development opportunities for all Basotho irrespective of gender, ability, religious beliefs and socio-economic background (The Lesotho Review, 2011).

Basing oneself on the establishment of TVET in Lesotho, it can be deduced that the purpose of providing learners with vocational skills in Lesotho was to enable the learners to earn a living or acquire employable skills. The important issue of providing vocational education was to promote global competitiveness, which will enable learners to take part in the global labour market. To date the focus has not changed. TVET programmes in Lesotho are still meant to equip learners the same technical and vocational skills to enable them to support the country and to develop it economically. It is discovered that it is through acquisition of these skills that learners can be productive and enhance the economic growth of the nation. The idea is to promote participation in the global market. It is therefore, necessary that the Lesotho technical education is aligned to that of the international practitioners

In the previous sections the difference between education and training and the vocational education and training in different countries were discussed. In Table 3.1 the comparison of general education and training and technical vocational education and training is tabulated.

**Table 3.1: Comparison between vocational education and general education**

<b>Vocational education and training</b>	<b>General education and training</b>
Special-Skill based	General-knowledge based
Immediacy of application	Prepares for progression in career
Aimed at societal change	Aimed at providing fundamental skills for development
Optional; based on individual choice	It is compulsory form of schooling
Prepares learners for labour market and world of work	Cultivate intellect and promote independence
Training of learners is Informal	Learners are trained formally

A comparative analysis can be made from the different practices of vocational education of the countries that have been identified, and a curriculum can be internationalised in order to meet the employment demands of the international labour market.

**Table 3.2: Comparison of vocational education and training between various countries**

<b>Country</b>	<b>Vocational Education</b>	<b>Pre-requisite</b>	<b>Supported curriculum</b>
Norway	Vocational education is offered in the form of apprenticeship, students acquire knowledge and skills at work place.	19 year olds join vocational education	Traditionalists
Australia	Students got formal education at school and experience at workplace.	Students join the workforce mostly at the age of 17. They need to have completed compulsory schooling.	Traditionalists

United States of America	Purpose of vocational education in America is to enable those who are already in the employment industry to improve their existing knowledge and skills. It also enabled students to change careers when need arise.	Youth and young adults can participate in vocational education.	Progressivists
Canada	Vocational education is used to refine one's talents in order to enable them to be productive at work. It is also used to enable students to gain employment.	Youth participate in vocational education	Progressivists
South Africa	As a means of poverty alleviation and promote socio-economic development vocational education was implemented in South Africa. In order to improve technological skills of those already in the labour market the vocational education is used.	Young adults	Progressivists
China	It is used to provide pre-employment training, employment transfer training and	It takes place before and during employment.	Traditionalists

	apprenticeship. People who are considered semi-skilled workers are trained to be skilled workers through vocational education.		
United Kingdom	Vocational education is intended to enable students to progress into the higher level in their education.	16-17 year olds who meet a certain requirements related to eligibility.	Traditionalists
Lesotho	The objective of vocational education is to improve the Lesotho's global competitiveness matching skills of the job market for enhancing employment levels. It is also used to facilitate the development of a productive labour.	Entry level is the age of 16 and students may be required to have acquired a COSC certificate and sometimes there is no prior learning required.	Progressivists

The information obtained from the summary in this table can be used to meet the employment demands of the international labour market.

### 3.5 Competency-based education

From discussions in the sections above the main aim of vocational education seems to provide participants with competencies that allow them to be productive. They can join the VET at any time and it has been indicated that sometimes prior learning is not necessary for an individual to participate in the VET. Focus is on skill development in order to improve the productivity and competitiveness of participants

in the VET. In some instances there are formal qualifications obtained and the countries offered VET in variety of ways, basically in a way that best address the needs of each country. For individual countries and institutions offering VET to achieve the expected level of competencies, a competency based approach can be engaged in the delivery of VET programmes.

In order to demonstrate competency in the learning environment, the learning outcomes must be explicit with regard to the required skills and level of proficiency required in these skills. Both learners and educators will know what is expected of them. This alignment between learning outcomes and activities, as well as a conducive learning environment will assist learners in mastering the content learned.(du Toit & du Toit, 2004:9-10).

Competency based approaches have been seen to have the potential not only to influence the ways in which employment-related skills are assessed and recognized, but also to influence the structure and delivery of formal education and training programs and to provide enhanced opportunities for articulation between sectors. The basic principles in which competency based approach has been developed from are a focus on outcomes, greater workplace relevance, outcomes as observable competencies and assessments as judgments of competence (Bowden, 2004:92). Observable competencies of learners must be the basis of judging their competencies. Learners' competencies must be work related and the acquisition of employment related skills will lead to improvement of economic growth, this is what Bowden (2004) and du Toit and du Toit (2004) agrees upon when it comes to the indication of the expected learners' competency.

Competency can be explained in different views, depending on the context at which it is used. It has been seen that it can be related to accreditation, appropriateness, approval, authorisation, certification, entitlement, jurisdiction, licensing, responsibility, qualification and right (Mulder, 2007:12). Competency can be categorised in the context of an institution, jurisdictional, organisational and personal. It can also be said that the word has essential meanings which is authority and capability. It is important to discuss competency based education in this section because it has contributed to the development of some professions in the TVET sector.

Mulder (2007:12) indicated that learning initiatives are outcome-driven, which is directly connected with opportunities and procedures for assessment and accreditation. Competencies are embedded in national occupational standards, in which five levels of competence are distinguished, and national vocational qualifications. In Germany VET is characterised by a dual system. The vocational system of training is regulated by theoretical and the practical part in which workplace learning plays an important role. As time goes on it has been indicated that competencies are based on higher level of abstraction and better transfer of potential. There are five competence fields that have identified and they are action, subject, personal, social and methods and learning competence. Competence development is aimed at work activity.

Furthermore the competence concept is based on a tradition of regulating continuing VET in France. There is an emphasis on competence assessment, to have informally acquired competencies acknowledged. The purpose is to improve lifelong learning and overcome skills shortages. The way in which competence is used in management, influence the development of VET. Competence is structured in a dual manner. The individual is trying to master certain occupational and structural characteristics that determine the way in which an occupation develops including professional experience (Mulder, 2007:14). Mulder (2007:14) further indicates that it is important to discuss the concept of competence in the current qualifications. Skills requirements are important for the knowledge of economy, for employees as well as independent workers and employers at the world of work. It can therefore be deduced that competence is necessary to add value in the world of work. Knowledge without skills is considered not to be enough.

Standards and procedures need to be in place to ensure the quality of curriculum development, quality education and training of students, and more specifically quality vocational education and training in the framework of this study. In the next section deliberation on quality and quality assurance will be done to determine what is needed to quality assured standards and procedure so that it adheres to local, national and international requirements.

### **3.6 Understanding quality and quality assurance**

The National Qualification Framework (NQF) in South Africa has been established in order to manage the relationship that exists between education, training and the world of work. With the NQF in progress society can be given an opportunity to address aspects of lifelong learning that will contribute to the socio-economic development of the country. Social justice is also addressed together with personal empowerment (Parker & Walters, 2008). McDonald and Van Der Horst (2007) are of the view that the education system in South Africa needed to be transformed. They argue that the transformation was necessary in the landscape of higher education and requires that basic curriculum concepts and principles be rediscovered, so that the future educational practice is based on the sound and proven curriculum thinking. The curriculum principles are based on the emerging educational needs. The attention is then given to the curriculum alignment, globalization and quality assurance.

#### **3.6.1 Quality**

According to Pond (2002:186) governments have to emphasise the issue of quality as a major priority that should also be listed at the top of their agendas. Therefore institution is faced with the challenge of improving quality in the programmes that they are offering. Quality is a concept that can be explained in different ways by people for example, one university or college describe quality in a different manner from the other, and therefore, this pose a major challenge in measuring quality. Cheng and Tam (1997:23) says that quality can be measured in terms of the characteristics that distinguish a good performing school from a bad performing school.

Hattingh (2003:4) is of the opinion that there are various indicators that can be used to describe quality. Quality is seen as a relative and absolute concept and an ongoing process defined as the attainment of specified levels of excellence. Sallis (1996:14) says there are specified criteria that can be used to measure quality. Quality is an essential part of teaching and learning and it inter alia involves the

making of judgements about the required standards a student has to meet. Maree and Fraser (2004:162-164) agree with this viewpoint, adding that “quality is a dynamic concept which originated in the business and industry sector where products and goods must comply with specific regulations and requirements in order to ensure high-quality products”.

Therefore it can be deduced that quality is the degree to which excellence is achieved in terms of meeting the requirements of relevant quality assurance bodies. Management and the involvement of all relevant stakeholders are of utmost importance to assure that the activities will ensure quality and that it is proper and timeously management.

### **3.6.1.1 Role players that influence quality**

Various role players can influence the quality of education at an institution of learning:

- Government: Government can gazette the implementation of policies and regulations that is not based on appropriate research. Government can furthermore influence the quality of education by unequal and/or insufficient financial support (Christie, 2008:171-172).
- Lecturers/teachers: The quality of education at an institution of learning depends on the quality of its lecturers/teachers. Under-qualified and unqualified lecturers/teachers could hamper the quality of a programme seeing that they are central components that contributes towards quality education in the teaching learning space. (Dreyer, 2008:2).
- Students: The readiness of students entering Higher Education Institutions.
- Communities: The nature of the surrounding communities such as values, norms, attitudes, beliefs, cultural and financial situation also plays a part in the quality of education (Christie, 2008: 169-170).
- Stakeholders: Stakeholders can contribute towards the improvement of quality of school resources by providing financial and/or other support. That in turn will improve the quality of education (Taylor, Muller & Vinjevd, 2003: 56).

From the above, it can be concluded that quality is determined by the role players who work hard to ensure that the necessary resources are available to improve the quality that is needed. It is important to consider the quality of lecturers/teachers available as well as the “readiness” of students on entering the higher education environment. It is also beneficial to consider the socio-economic status of the community, the needs and input of stakeholders and the way in which government distributes and prioritises funds to ensure quality.

### **3.6.2 Quality assurance**

The main purpose of quality assurance at an institution of learning is to ensure improvement of education and effective performance. Gawe and Heyns (2004:33) indicate that quality processes must be built in from the beginning so as to become the providers of a quality management system. This will ensure that quality becomes evident in the inputs, process and outputs of teaching and learning. Quality and quality assurance can be achieved through assessment that is found to be an integral part of teaching and learning. Principles that are responsive to the national developmental needs should be implemented; the implementation of these principles will allow for multiple pathways to the same learning ends; provides access to ease entry to appropriate levels of education and training. It will also facilitate progression for all prospective learners in a manner, which provides the opportunity for successful completion of accredited prerequisites. There will be movement between components of the delivery system; it will give credibility that will allow international and national value of acceptance and also enables progression to ensure that the framework of qualifications permits individuals to move through the levels of national qualifications via different and appropriate combinations of components of the delivery system (SAQA, 2000:6).

Quality assurance therefore is an umbrella term referring to process of evaluating the quality of an educational system in an on-going and a continuous manner. According to Dinham (2008:4) quality assurance is a professional field of knowledge not only in higher education but also in international organisations such as UNESCO and the World Bank. According to Rowley (1995:26-27) institutions of higher learning must

give priority to total quality management (TQM) as a means of ensuring quality assurance. TQM can be assured if there is continuous improvement in provision of financial resources and the stakeholders' shows commitment in all the activities of the institution. It can therefore be concluded that total quality management is achievable if assessment strategies and self-evaluation are means whereby quality assurance can be enhanced in institutions.

Harman (1998:346) defined quality assurance as the systematic monitoring and evaluation of procedures that are used to monitor performance and ensure that various aspects meet the set standards. He further affirmed that quality assurance should aim to provide stakeholders with evidence that the product is meeting the accepted quality standards. According to Bellis (2001:119) quality assurance must be an instrument to identify gaps within an institution. He added that any educational institution must stress quality assurance as one of their main objectives and should manage it in order to ensure institutional effectiveness.

Umalusi (2008:1-10) is considered as quality assurance body, aimed to identify a movement towards the implementation of quality assurance procedures and policies. The purpose is to identify the factors that are not functional in the education sector and those that lacked necessary quality. Harman (1998:347), Hattingh (2003:1) and McDonald and Van Der Horst (2007:4) raised the following concerns to be addressed:

- Government's concerns regarding the quality of education;
- Increased investment in education and training that fails to produce;
- The need for international competitiveness and standards (globalisation); and
- The need to provide for the professional market

In order to ensure that students leaving the schools, universities and colleges have acquired the knowledge and skills that enable them to be professionally accepted in their fields of study, a system that enhances quality had to be implemented strategically. The concerns that have been raised by governments who want to produce the type of students that are marketable globally necessitate the establishment of the quality assurance bodies.

Hattingh (2003:5) highlights that the performance of certain educational institutions and schools determines the quality assurance. To assess quality the total sum of the activities, products and services related to quality should therefore be captured at the specific time of production or delivery. The following elements should ensure quality:

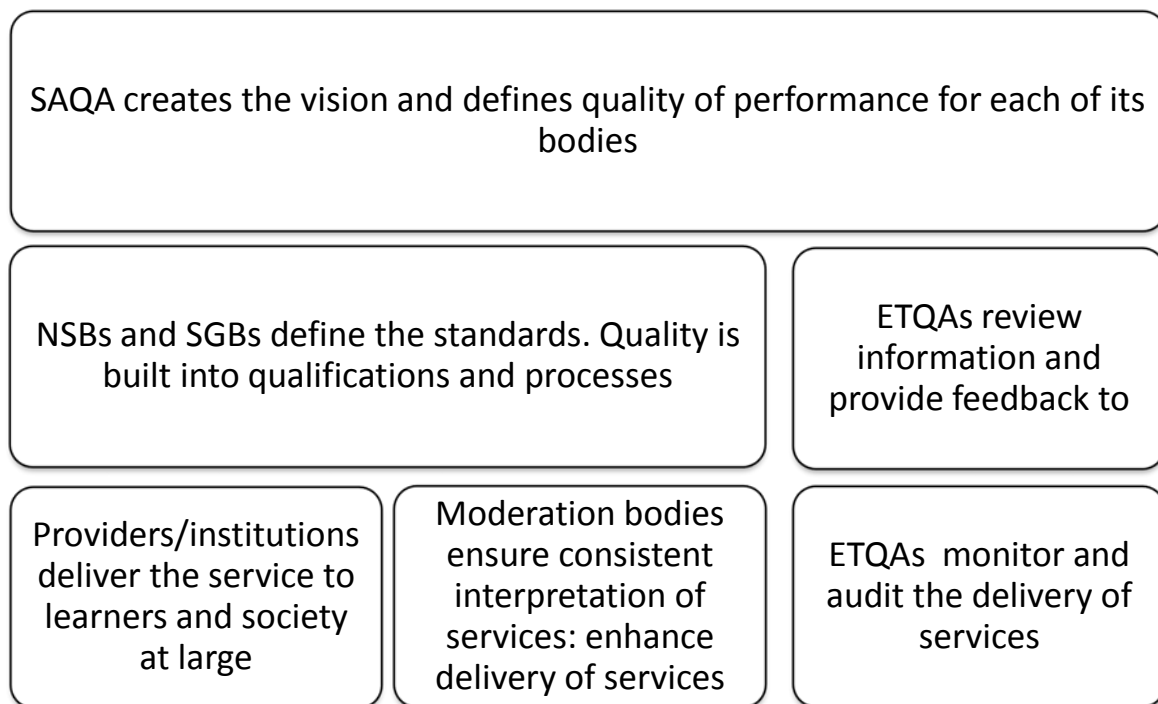
- Standards required by, for instance, a National Qualifications Framework (NQF);
- Feedback provided;
- Continuous assessment; and
- Ways of correcting or improving the quality of the product.

The quality assurance bodies determine the standard and procedures that educational institutions should reach in order to have the set standards of quality education. NQF in South Africa was established in order to address the need for an integration approach to education and training that recognises all education and training in a single national framework. The NQF therefore strives to:

- Create an integrated national framework;
- Support career paths that include the recognition of prior learning (RPL) and different combinations of education and training as the basis for progression through recognised levels and across educational bands;
- Enhance the quality of education and training;
- Correct previous discrimination in education, training and employment opportunities; and
- Contribute to the full personal development of each learner, as well as social and economic development (*ibid*).

NQF asserts that both the internal and external quality assurance should be ensured. The challenges that have been identified in education sectors must be addressed by the quality assurance, and quality assurance should not be seen as seen as an objective in itself. It has to be utilised in a manner that addresses the shortcomings in quality so as to ensure a continuous sequence of planning,

achievement, assessment and upgrading (Bellis, 2001:15-44; Hattingh, 2003:2-5; SAQA, 2000:3-6). The process of quality assurance in education should not be done as a once off activity but has to be performed continuously in order to implement the procedures that will ensure that all instruction in the teaching and learning context meets the standards and addresses the needs of all individuals, as suggested by SAQA (2000:3).



**Figure 3.1: NQF Quality Spiral**

(Adapted from Maree & Fraser 2004:165)

An indication of how one may understand the process of quality assurance between learning institution and workplace necessitates an investigation into how these quality principles operate for education and training.

From the suggested diagram, it can be concluded that:

- quality is the main focus point for education and training;
- quality is a continuous process;
- quality should be agreed upon by the stakeholders involved;

- monitoring may influence how quality is defined; and
- quality should be an attempt to improve rather than control.

Several bodies of quality assurance have been established in South Africa. They are bodies such as the statutory body Umalusi and the Higher Education Quality Committee (HEQC). Umalusi is responsible for ensuring quality in the general education and training (GET) and FET sectors, while the HEQC is responsible for quality assurance in higher education. The purpose of separating the two bodies was to ensure that each focus on the standards of different types of institutions as it has been indicated that Umalusi works with the (GET) and FET sectors while the HEQC works with the universities and other institutions of higher learning. The quality assurance bodies must ensure that the international standards are incorporated in the education systems and practices of South African education system (Strydom&Strydom, 2008:101-110).

The following framework indicates the levels that have been established by the NQF.

NQF level	Band	Types of qualifications and certificates
8	Higher Education and Training Band	Doctorates
7		Further Research Degrees
6		Professional qualifications
5		First Degrees
		Higher Diplomas
		Diplomas
		Occupational Certificates
<b>Further Education and Training Certificates</b>		
4	Further Education and Training Band	School/College training certificate
3		Mixture of units from all
2		

Grades  10-12		(NGO's)  School/College training certificate  Mixture of units from all (NGO's)  School/College training certificate  Mixture of units from all (NGO's)
<b>1- Grade 9 General Education and Training Certificate</b>  <b>1= ABET 4</b>		
Grade 7-8  Grade 4-6  Grade 1-3	General Education and Training Band	Senior Phase ABET– Level 4  Intermediate phase ABET – Level 3  Foundation Phase ABET – Level 2

**Figure 3.2: The National Qualifications Framework**

(Adapted from Isaacs, 2000)

In quality assurance is it important according to literature (see below) to ensure: effective management and planning; quality assurance strategy; and a quality assurance system.

### **3.6.2.1 Effective management and planning**

Effective management and planning in the teaching and learning process is very important, if the management and planning are not addressed in an effective manner in the teaching and learning process, it is difficult to implement changes at the stage

of teaching and learning. Therefore; if classroom practice is not given the priority it will be just a documented exercise that is not implemented (Gawe&Heyns, 2004:11)

According to Sallis (1996:119) in order to ensure quality of the effective management and planning in the teaching and learning process, the following three levels should be taken into consideration:

- Immediate/micro level: Management and planning at this level is done by the teachers and involves the interpretation of the daily progress of learners.
- Short-term/medium-term level: In order to assess, correct and prevent learner under-achievement, the management and planning at this level is a form of quality control and is done by senior management.
- Long-term/strategic level: Management and planning at this level is done at the national level by government institutions (such as SAQA, HEQC and Umalusi) and involves the overall evaluation of the institutions, as well as the development and implementation of policies, regulations and guidelines.

### **3.6.2.2 Quality assurance strategy**

Umalusi (2006) envisaged a strategy of putting in place certain action plans that could improve and/or guide quality assurance within the current context. Umalusi, as the recognised quality assurance body deals with quality assurance issues in the GET and FET bands. Since the establishment of Umalusi in 2001, various policies, directives, guidelines and requirements have been developed with the focus on quality assurance. Umalusi is responsible for promoting and assuring quality in South Africa, through the provision of reliable, responsive and reputable services in a supportive and reflective manner. The components addressed below form part of a quality assurance system regarding assessment in South African schools (Umalusi, 2006:2):

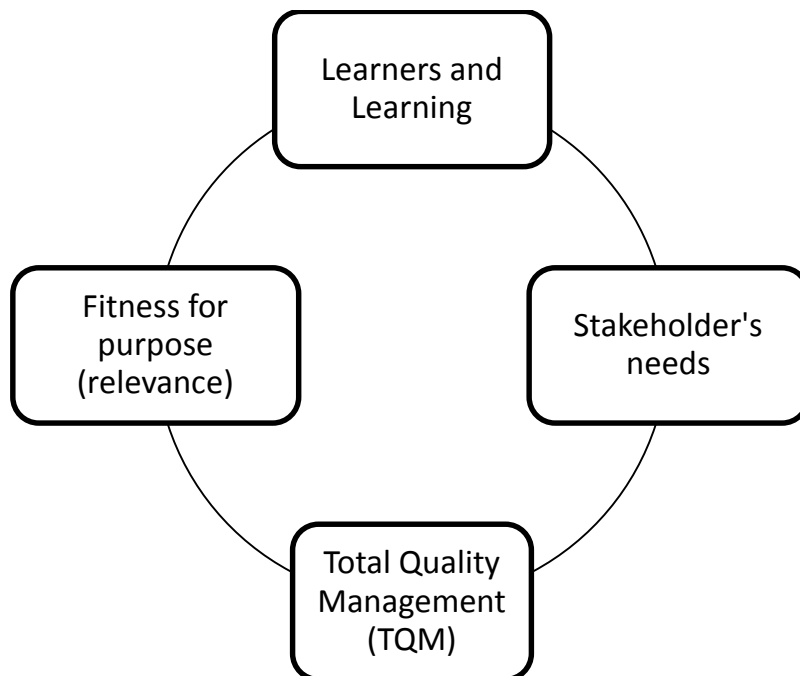
- The moderation of examination question papers;
- The moderation of internal assessment;
- The monitoring of how examinations are conducted; and

- The moderation of how marking is done.

It is evident that the components above could just as well form part of a quality assurance system in Higher Education Institutions in Lesotho. The Lesotho council on higher education has been established in 2004 though the regulatory body started working in 2008 (The Lesotho Higher Education Act, 2004). Even though the council has been established it has not been able to reach the exercise that is mandated to perform hence the need for the Lesotho institutions of higher learning to affiliate them with the quality assurance system of South Africa. The functions of the council have been discussed in (1.1).

### 3.6.3 Quality assurance system

In order to validate quality assurance in education, a quality assurance system should be focussed upon the following components: Learners and learning; stakeholders' needs (for example labour market needs); the total quality management; and fitness for purpose (Bogue, 1998:9-14).

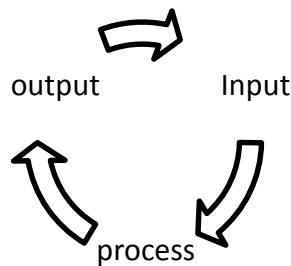


**Figure 3.3: A quality assurance system**

### 3.6.3.1 Learners and learning

Hill, Lomas and Macgregor (2003:15) emphasise the requisite mandate for educational institutions address the needs of their students, because they are the main reason that institutions are in existence. Special attention should thus be given to the learners and how they learn. Even though the learners are not considered the only stakeholders in the learning environment, the quality of education is still judged through the students' performance and what they have learnt. Hill *et al.* (2003:17-18) claims that in order to ensure high quality education the relationship between the learner and the teacher should be enhanced. Enthusiastic teachers will strengthen this relationship and that should encourage the learners to be critical in their way of thinking, to learn through the means of problem-solving, and to develop democratic values (Hill *et al.*, 2003:17-18).

Scheerens (2000:45) identified a cyclical model for school effectiveness based upon the input, process and output model, as displayed in figure 3.4 below:



**Figure 3.4: Input, process and output model**

The cyclic model portrays the following:

- *Input*, which refers to the lecturer's and student's experiences and the support provided by any other stakeholders in the educational situation.
- *Process* includes all activities, instruction and leadership that take place in the school, as well as in the teaching and learning situation.
- *Output* refers to the process where learner achievement is analysed and interpreted in order to modify the teaching experience if necessary.

Coates(2005:35) points that the importance of student engagement and involvement regarding quality assurance is under-conceptualised in the sense that the perceptions of learners, as the main clients in education, are not always recognised.

### **3.6.3.2 Quality to represent stakeholders' needs**

From the discussion above it can be concluded that through the identification of stakeholders' needs the educational objectives can be derived, and when they have been established the needs have to be met. Even though students are the most important stakeholders, there is the community, the government and other institutions that must be given recognitions when the stakeholders' needs are catered for.

According to Scheerens (2000:101), quality, involves various stakeholders and has an influence in the teaching process, which in turn affects the quality of educational management and leadership in any educational institution. The leaders have to ensure that effective implementation of financial aspects of educations are achieved. They also have to ensure that an efficient time management and a safe learning environment in the institution exists, thus ensuring that all stakeholders are given an equal opportunity to perform. The importance of the community, as stakeholders, should not be ignored, since a percentage of the school budget comes from school fees and sponsorships from the community, which can contribute to the quality of education (Scheerens, 2000:99-103).

### **3.6.3.3 Total quality management (TQM)**

According to Bogue (1998:12) TQM is a controversial issue in education that is seen by some academics as being relevant, while others simply ignore the need for it. Rowley (1995: 26-27) asserted that in order to prevent any barriers to TQM, an educational institution requires:

- dedication from top management;

- quality assurance, which will have a financial impact on education ;
- an understanding of quality and the needs of stakeholders; and
- continuous upgrading and development (technology and innovation).

All members of staff must be dedicated to ensure that quality standards are achieved.

Sallis (1996:35-37) agreed that the needs that have been discussed above have to be addressed, but indicated that in order to address these needs, hard work is required from all those involved in the process of teaching and learning. There are those elements that have been identified as having a negative impact of the proper process of TQM. In this regard, Sallis (1996) cites elements such as fear of failure; implementation of new and different ideas; implementation of strategic plans; long-term goals; and in some instances lack of involvement on the part of senior management. All of these elements can impact negatively on an educational institution.

#### **3.6.3.4 Relevance**

The world is ever-changing and the rapid changes in technology for example requires that quality assurance systems should also adapt to its surroundings in order to ensure that education remains relevant to the changing needs of the stakeholders (Pond, 2002:185-186; Pryor & Lubisi, 2002:673-678). The past two decades have been characterised by an industrial society of a technological, economic and social nature that has brought about changes that cannot be ignored and which should be incorporated in all educational institutions to ensure that education remains relevant and credible.

#### **3.7 Summary**

In this chapter general education and training as well as vocational education were discussed. The differences between general education and vocational education were also highlighted. An international perspective was obtained on vocational

education in various countries and also in Lesotho. It was evident that VET takes a variety of forms in different countries and also within a given country. It can for example be organised as pre-vocational training to prepare young people for transition to a VET programme. VET can also be school based (as seen in other countries) or enterprise-based or both can be combined as a dual system. In some countries VET can serve as a means of accessing higher education. The value of competency based education was reflected upon because the vocational education and training emphasised the improvement of the students' competencies in doing the work. Lastly quality and quality assurance in education were debated.

The next chapter will deal with the research methodology that will be utilized in this study. The research design that will be employed in the study will be defined

## **CHAPTER 4**

### **RESEARCH METHODOLOGY**

#### **4.1 Introduction**

The foregoing chapters comprised a literature review of trends in curriculum development and technical vocational education and training from an international perspective and a Lesotho perspective. The review can assist in the curriculum development at a technical vocational institution. This chapter provides a description of the empirical course of the research, and the research instruments used to gather data.

#### **4.2 Research methodology**

Research methodology refers to the way in which one approaches a problem and seeks answers. In the social sciences, the term applies to how the research is conducted (Taylor & Bogdan, 1998).

##### **4.2.1 Qualitative approach**

A qualitative approach was used in this study. The study has been framed within the paradigm of interpretivism. In interpretivism the assumption is that one is trying to understand societies and the meaning they attach to themselves (Henning, Van Rensburg & Smit, 2005:21). According to interpretivism, realities exist in the form of multiple constructs, socially, and experientially based.

In a qualitative study the researcher is concerned with the meanings people attach to the issues in their lives. It has to do with understanding people from their own frames of references and experiencing reality as they experience it. Qualitative researchers empathize and identify with the people they study in order to gain a clear understanding of how those people view issues (Taylor & Bogdan, 1998:7).

Qualitative research enables the researcher to observe social life in its natural setting. This type of research can produce a richer understanding of many social phenomena than can be achieved through other observational methods, provided that the researcher observes in a deliberate well-planned and active way (Babbie, 2001:274). Researchers working in this paradigm attempt to study human actions from the perspective of social actors themselves, which means that the researcher's goal is to attempt to understand human behavior rather than to explain it. Qualitative researchers study things in their natural settings, attempting to make sense of or interpret them in terms of the meanings people in those settings bring them. It is the type of research that researchers use when they are interested in understanding the meaning people have constructed to make sense of their world and the experiences they have in the world (Merriam, 2009:14).

Ivankova, Creswell and Clark (2010:259) holds a similar view to that of Merriam (2009) when they consider qualitative research as a belief that the world is made up of people with their own assumptions, intentions, attitudes, beliefs and values; that the way of knowing reality is by exploring the experiences of others regarding a specific phenomenon. The best way to understand the behaviour of individuals is by looking at the context in which the behaviour is portrayed. The natural setting is the direct source of data and the researcher is the data gathering instrument. Data is collected in the form of words or pictures rather than in numbers. The major concern is how people make sense of their lives (Fraenkel&Wallen, 1993:380). All the details of what the researcher observes and hears add value to the data collected.

The aim of this study was to determine to what extent the OAMP curriculum at Polytechnic A in Lesotho was conceptualised, from theoretical and practical perspectives to address the needs of the local, regional and international demands. By means of qualitative research, the researcher was enabled to gain a subjective perception of the practical conceptualization of the OAMP curriculum. Participants provided an interpretation as to how the OAMP curriculum has been developed, based on their social experiences, values and attitudes. The contextual views of participants are necessary because it reveal their values and the meaning attached to the chosen curriculum design and development. The alumni gave the description of the challenges of their work and members of the public service commission,

representing the employment sector gave their views regarding the expected competencies from the graduates. The three groups' views revealed their different perspectives towards the appropriateness of the curriculum of the OAMP.

It is through qualitative research that the researcher got an understanding of what drove the curriculum development of the OAMP. The participants' views, their assumptions, and meanings attached to the curriculum and what they value can be viewed from the participants' perspectives. The researcher employed qualitative research in order to contextualize what has been observed in the curriculum of the OAMP. Employing qualitative research enabled the researcher to obtain a view of the participants' world rather than manipulating the meanings with the use of numbers, which may not hold the same meaning that the participants attach to their curriculum. Human behavior is considered to be situational. The condition under which the curriculum of OAMP was developed was also studied. The alumni as recipients of the curriculum provided a description of how appropriate the curriculum is to the needs of the labour market; hence they are the ones encountering daily problems. The public service commission, in representing the employment sector has a better knowledge of the expected competencies the graduates are supposed to have. The public service was represented by the human resources managers in the different sections. The Human resources personnel are familiar with the needs of the departments and the necessary skills that each department is in need of.

#### **4.2.2 Research population, sample and sampling techniques**

The population in this research consisted of lecturers in the department of OAMP, the employment sector and the alumni of the programme. In this research purposive sampling was used. The research sample consisted of all the lecturers (4 in total), in the department of OAMP; 4 members from the Public Service commission and 5 members representing the alumni of the OAMP. Participants were selected according to preselected criteria such as people who can provide the researcher with the relevant rich information needed (Nieuwenhuis, 2011:79). First of all lecturers were selected to form part of the sample because they participated in the curriculum development of OAMP and are in a better position to provide the researcher with

information with regard to the curriculum development process followed in the development of the OAMP. Secondly alumni of the programme encountering challenges the business world is posing, and can identify which knowledge and skills they lack in order to competently participate in the world of work. Lastly the employer has the knowledge about which skills are necessary to enable learners to competently participate in the realm of work. The interviews were conducted until such time that a point where the results did not show anything new. All 4 lecturers were interviewed, a point of saturation was reached after interviewing 5 alumni and a representative of each of the four departments of the Public Service Commission was interviewed.

#### **4.2.3 Case study**

A case study was used in the design of this research. Nieuwenhuis (2011:75) defines a case study as a systematic inquiry into a single event or a set of related events which aim at describing the phenomenon of interest. He further indicates that it is an inquiry into a contemporary phenomenon within its real-life context when the boundaries between a phenomenon and its context are not clearly evident and in which multiple sources of evidence are used. The researcher is trying to establish an understanding of how participants relate and interact with one another in a specific situation and how they make meaning of a phenomenon under study. Babbie (2001:285) agrees that a case study is the process of studying a single or a few cases of some social phenomenon. Babbie further indicates that the purpose of the case study may be descriptive. If a study of a particular case is done it may yield an explanatory insight into what is being studied.

In this study the researcher identified a case study as a research design because the researcher is trying to get a clear picture of how the curriculum has been developed in the OAMP. Data was obtained from various sources as mentioned above. This assists the researcher to get a clear picture of how the curriculum has been developed in the OAMP.

### **4.3 Data collection techniques**

Both document analysis and semi-structured interviews were used to collect data when the researcher investigated the appropriateness of the curriculum of the OAMP at Polytechnic A.

#### **4.3.1 Document analysis**

The use of documents as a data collection technique focused on all types of written communication that would shed light on the problem that is being investigated. Written data may include all published and unpublished documents of the company, organizational reports, memoranda, administrative documents, reports, e-mails, newspaper articles and faxes (Nieuwenhuis, 2008:82). There are public records that can be used in order to reveal the history. Newspapers can provide evidence on educational, legal and recreational aspect of the past. Organizations also document themselves. Examining the official documents of the organization under study will assist the researcher to get more information regarding the prevailing and the former situation (Babbie, 2001:325).

An analysis of documents that exist in the institute and other documents that contain relevant information regarding the issue of curriculum development of OAMP was carried out. The documents may provide the researcher with information regarding the purpose for the development of the current curriculum of OAMP. The researcher may also establish if the current curriculum of OAMP is still applicable based on when it was developed and comparing it against the needed knowledge and skills in the realm of work today.

#### **4.3.2 Semi-structured interviews**

A qualitative interview is an interaction between the respondent and the researcher, in which the researcher has a series of questions that will cover the research topic. The interviewer must be knowledgeable with regard to the research topic, to allow smooth running of the interview process. The respondent is expected to do most of the talking because the interviewer is trying to understand the perspective of the

respondent (Babbie& Mouton, 2010:318-320). Rabionet (2011:563) agrees that the best way to capture people's voices and the ways in which they make sense of their experiences is through qualitative interviews. By using qualitative interviews a researcher is able to detect messages and views of participants regarding a research topic and everyday experiences. The semi-structured interviews (see section 1.8) enabled the researcher to construct the interview questions in a way that the participants would be asked questions that focus on the perspectives of each group. Since lecturers, alumni and employers have different experiences in terms of the challenges that the developed curriculum pose, each group have is different set of questions, hence the need to use the semi-structured questions.

#### **4.3.2.1 In-depth interviews**

In-depth interviews were conducted. According to Denzin and Lincoln (2000:42) an in-depth interview is often characterised as a conversation with a goal. The researcher is trying to learn what others know about a topic under investigation. The researcher may use a general interview guide without a set of specific questions worded precisely the same for every interview. Rather there are a few general questions, with considerable latitude to pursue a wide range of topics. Krauss (2005:760) concurs: "A qualitative researcher chooses to allow the questions to emerge and change as the researcher become familiar with the content rather than approaching "the measurement" with a set of fixed questions."

#### **4.3.2.2 Administration of the interviews**

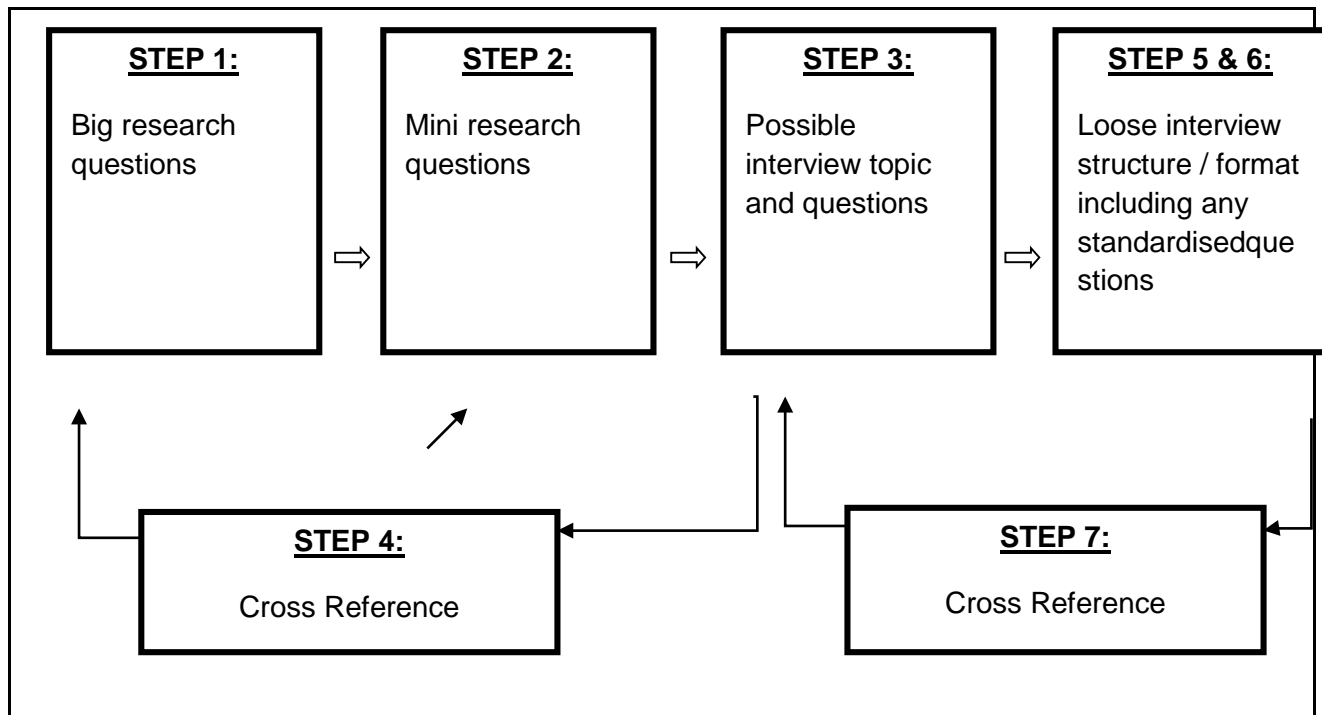
The interviews were conducted in the lecturers' individual offices at a convenient time. The lecturers willingly agreed to these interviews despite the other duties they had, such as marking of books and assessment tasks, meetings and other school activities. The interviewees were given the assurance that the discussion would be treated as confidential.

The participants were asked for permission to allow the researcher to record their responses with an audiotape so that the researcher could replay the interviews and fill in the gaps in handwritten notes. The use of the audiotape ensured that the information recorded in the notes and the tape could be compared and corrected wherever there was some uncertainty or ambiguity. If any part of the questions was not clear to the respondents, the researcher gave a further break down, and probed the participants to elaborate where responses were vague.

#### **4.3.2.3 Construction of the interview guide**

In keeping with a qualitative mode of inquiry, the researcher based interview questions on a general framework of key ideas elicited from the literature study. The interview schedule designed for the study was semi-structured to provide flexibility and allow the researcher to elicit detailed responses. The interviewer would however still adapt these conditions according to the circumstances of the field.

In this study a “loose interview format” as described by Mason (2002:71), was developed. The interview format was based on key topics and relevant questions related to the research phenomenon(see Appendices A, B and C). The format provided adequate freedom to participants’ views, but also some kind of guide or prompt for the interviewer about the key issues and questions with which the study was concerned. The researcher did not use a script of questions during the interview, but rather guidelines to take into each interview. As recommended by Mason (2002:72), these notes were not in a particular sequence, so that they could be drawn upon at any time, in relation to the specific context of the interview in progress. A flow chart of a possible interview structure was also developed. An example of the interview format and the flow chart is attached as Appendices A, B and C. Figure 4.1 illustrates an overview of the planning and preparation procedure for qualitative interviews (Mason 2002:72).



**Figure4.1: Overview of planning and preparation procedure for qualitative interviews**

#### **4.4 Data analysis, interpretations and reporting of findings**

Analysing data in qualitative research involves observing, transcribing, segmenting and coding (Johnson & Christensen, 2012:517). Observing is examining a set of visual images that exist which may be of assistance to the researcher. It also includes observing the participants during the interview process. Transcribing is the process of transforming qualitative data into typed text and segmenting is dividing data into meaningful analytical units. Coding is marking segments of data with symbols, descriptive words and names to allow easy identification (Johnson & Christensen, 2012:517-520).

The purpose of carrying out this cyclical process in qualitative data analysis is to enable the researcher to find answers from the responses to research questions.

Babbie (2010:394) agrees with the view of qualitative analysis as a non-numerical process of examination and interpretation of observations for the purpose of discovering underlying meanings and patterns of relationships. For the purpose of this research, lecturing staff members in the department where the OAMP is offered, alumni of the programme, and the Public Service Commission staff were interviewed. During interviews, non-verbal cues were noted and probing was used to determine where participants were brief in order to acquire more information from the participants. With the consent of participants the interviews were tape-recorded and transcribed immediately after the interviews. The researcher transcribed the interviews and thereafter coded it. The findings were then reported and interpreted by the researcher.

By the time data has been collected, the researcher prepares for data analysis in order to familiarise and immerse herself in the data by reading through field notes and transcripts of interviews numerous times. By identifying the main ideas that underlie the material, the researcher then created themes, bearing in mind the research questions. The researcher preferred to code the data by using a word processor and highlighting segments of text in different colours, then using the cut-and-paste function to group text that pertained to particular themes. This is an acceptable method described by Terreblanche and Durrheim (1999:143). This was not a linear process as the themes tended to change in the course of coding. The researcher also found that bits of data were applicable to different themes. These were pasted under all relevant themes and the researcher made provisional notes underneath on how the data will be used.

On completion of the analysis and interpretation of the data the narrative was read and scrutinised to identify any contradictions, over-interpretations or prejudices that may have influenced the interpretation of the data, as cautioned by Terreblanche and Durrheim (1999:143). As far as possible the researcher tried to remain objective, but suspects that her own inclination towards a constructivist paradigm may have some influence the way data was perceived and interpreted.

## **4.5 Document analysis**

A document analysis provides the means to a researcher "... to know the author and his views of events with which the document is concerned" (Redfield in Babbie& Mouton, 2010:300). Documents of the OAMP as well documents that might have influenced the development of the OAMP at Polytechnic A were analysed to determine possible indicators of how the curriculum development process was executed and the effectiveness thereof assured.

## **4.6 Validity reliability and trustworthiness**

### **4.6.1 Validity**

According to Babbie and Mouton (2001:122) validity of any research is based on the factual information collected and the evidence that is given reflects adequately the meaning of what is being measured. There should be a form of justification of the data collected for it to be considered as valid. Validity refers to the authenticity of the matter that is being investigated (Johnson & Christensen, 2012:107). Validity is a term describing a measure that accurately reflects the concept it is intended to measure (Babbie, 2010:153).

The literature review informed the instruments developed in this study and based on the objectives of the study, which therefore meets the requirement of "construct validity" (Welman& Kruger, 2001:135). Welman and Kruger (2001:135) assert that constructive validity indicates that the instruments used to measure a variable must measure what is supposed to measure not any other variable. Interview questions were developed and care was taken to ensure that the intended constructs rather than irrelevant constructs are measured. This implies that the interview questions were formulated in such a way that the data cleaned from these would give an indication of the participants' ideas, beliefs and practices pertaining to the use of constructive feedback to support the issues of curriculum development and on the technical vocational education and training.

The researcher reported the findings as they had been presented by the participants during the interviews. No additional information has been added to the data collected. The data has been reported as accurately as it has been collected by the researcher. The researcher has ensured that there is no form of subjective reporting and bias by reporting the findings as they had been collected and quoting some participants' words as they were originally stated. After the data was transcribed the researcher sent the data to the participants for their confirmation and all the participants agreed that it is their views.

#### **4.6.2 Reliability**

Reliability is the obtaining of similar results regarding of what is being investigated regardless of when the investigation was made (Babbie, 2010:153). The findings must be reproduced in the same manner by a different researcher (Saraç, 2011:1524). Reliability has to do with the consistency and repeatability of a measure. If the instruments that are used to collect data reflect similar results when the research is repeated on the same sample, the instruments are considered to be reliable. As reliability can be threatened by poor wording, an interview guide that the researcher used in this study was scrutinized with the assistance of an experienced researcher in the Faculty of Education at the University of Free State. The data that was collected was checked to see whether they yield the same results. The researcher looked at the responses received from participants and established their similarities. The participants were not interviewed at the same time and at the same place, so having some similarities in their responses portrayed the reliability of the data. The integrity of the research not only depends on the reliability and validity of the instrument but also on observing ethically acceptable standards.

#### **4.7 Ethical considerations**

The researcher obtained the ethical clearance number from the University, as an indication that the ethical standards that the researcher had observed. The ethical clearance number is **UFS-EDU-2011-0067**. It is important to adhere to the techniques

for data collection and analysis to avoid bias. Participants' must be protected from harm and their privacy must be protected also (Babbie, 2010:418). Participants were informed that their participation was voluntary, that their contribution would remain confidential, as well as their identities. Participants were given a description of all the features of the study, giving them guidelines or the description of what the study was about so that their participation was influenced by what they know. They were also informed about the intentions of the study and how its findings would be used. The researcher indicated that the findings/ results would not be used to discredit the participants or the relevant institution in any manner (Johnson & Christensen, 2012:107).

#### **4.8 Summary**

In this chapter the research methodology used in the research was discussed. More specifically the research approach, the population, sample and sampling technique, research instrument, validity and reliability of the instrument were discussed. The data analysis which the researcher used was also described. The following chapter will comprise analysis of the findings from the data collected.

## **CHAPTER 5**

### **ANALYSIS AND INTERPRETATION OF RESEARCH RESULTS**

#### **5.1 Introduction**

This chapter provides an analysis and interpretation of the data that was collected in this research. The interview questions and their responses are linked to the literature review conducted in chapters two and three. Three different sets of interview guides were prepared for the interviews conducted with lecturers of the OAMP at Polytechnic A, the Public Service Commission representing the employment sector and the Alumni of the programme.

Through the empirical investigation the researcher pursued the following objectives:

- To determine how the process of curriculum development of the OAMP at Polytechnic A occurred.
- To identify the knowledge and skills that learners acquire from the curriculum of the OAMP.
- To determine whether the programme prepares learners to function adequately in the local, regional and global market.

#### **5.2 Analysis and interpretations of data collected from lecturers**

The data presented in this section is based on the information obtained from interviews conducted with lecturers from the Polytechnic A. These lecturers are currently lecturing in the OAMP.

##### **5.2.1 Biographical characters of participants**

The four lecturers were interviewed to determine how they conceptualized the OAMP curriculum and the development thereof in the context of vocational education.

Two are between the ages of 35-40 and the other two are between the ages of 45-50. One of the lecturers has five years' working experience and the other three lecturers

have ten years working experience in the department where the OAMP is presented. The lecturers will be referred to as L1- L4.

### **5.2.2 Qualitative analysis of interviews with lecturers**

In the analysis of the data obtained from the interviews with the four lecturers teaching on the OAMP, the following themes were identified. The intention with the interviews with the lecturers was to find information and evidence to address objectives stated above.

#### **5.2.2.1 The curriculum as concept**

The interviews were intended to establish how the curriculum development process was carried out by lecturers for the OAMP. The researcher established the lecturers' views of what they consider the curriculum to be as follows:

From the interviews with the lecturers it becomes evident that they have different views of the concept curriculum. L1 saw a curriculum as the courses that students are given in the learning situation. Some (L2) equate the curriculum to objectives that students need to achieve:

*“These instructional objectives should be arranged in order, starting with the simple to the abstract, students should master them gradually.”*

The other two lecturers had a broader view of what a curriculum entails. L3 sees the curriculum as the entire programme that learners are engaged in at a school. L4 stated that a curriculum can be considered as all programmes that the school decide to provide to learners in a learning environment.

*“Actually curriculum is the body of knowledge to be transmitted to the students.”*

It is evident that some of the lecturers have a narrow view of the concept curriculum. Their view is more that of a syllabus. The view of L3 is very broad, but it is closest to the view of a curriculum as discussed in 2.2. None of the lecturers mentioned standard setting (thus the quality of the curriculum) or different believes and values that could influence a curriculum. Their views on curriculum were very limited and that was most probably the reason why their responses can mainly be linked to the intended curriculum (see 2.3.1).

#### **5.2.2.2 The knowledge and skills that the OAMP is offering**

The knowledge and skills that the OAMP is addressing were based on what the lecturers thought the needs are of the labour market, during the curriculum development stage.

The knowledge and skills that the OAMP is addressing are to instill in students the proper way of dealing with the customers, both internally and externally. The students are expected to acquire knowledge and skills of improving organizational and workplace efficiency (L1).

L2 indicated that due to the demands of the labour market job satisfaction is expected from learners who graduate from the OAMP, and they are also expected to have the principles of administering and managing their offices.

*“Learners are expected to show professionalism in dealing with the needs of the customers,” (L3).*

The knowledge and skills that learners are given in this progamme are the sense of maturity and do their work responsibly. Students should be able to handle everyday needs of the customers in all types of organizations they are working for (L3). It is expected that the learners have to acquire good communication skills, the use of the latest technology included so that they are able to communicate with the entire world.

*“The use of computer skills acquired assists the learners to improve organisational efficiency.”(L4)*

L4 further highlighted presentation skills and customer care skills as the core of the skills that learners are expected to possess, since they are working at the center of the organizations.

*“In fact they act as lubrications in organisations”.(L4)*

It became evident from the responses of L1, L2 and L3 that the knowledge and skills that the programme is addressing enhances professionalism in the OAMP in dealing with daily activities in the office. Students are equipped with the knowledge and skills of being responsible workers who are able to cater for the needs of different types of customers. Students are equipped with professional skills to manage and administer the day to day office activities. Furthermore it is indicated that students must acquire good communication skills and be able to use the latest technology. In addition to the customer care skills L4 indicated that students have to acquire presentation skills because of working at the frontline of the organisations.

### **5.2.2.3 Input from the external role players**

The researcher in this section analysed whether there is any form of assistance that has been received in the process of curriculum development.

L1 indicated that they were working with the industry and asking about the latest technology that the realm of work is using. Another way of involving the society is through industrial attachment, where students go to work at a certain organization for a period of three months. During that time lecturers may visit the organizations and enquire about the lacking skills that can be incorporated in the curriculum of the programme.

*“Um.....consulting industry and ascertaining the needs thereof, and benchmarking with other institutions that offer the same training.”(L1)*

L2 said they used and adopted the existing curriculum and made modifications where necessary. Most of the time the experience that one has assisted in the

inclusion of all the courses and material that they thought would be helpful to students when they enter the world of work.

While L3 talked about the benchmarking process, where they used the internet to look for similar courses to that of OAMP which other universities are offering and adopted their ways of doing things.

*“We have to use the methods copied from other institutions offering similar programmes to ours when presenting the programme and this assists learners to be market- worthy and be competitive in the world of work.”*

L4 said that most of the curriculum presented to students is personal preferences of individual lecturers.

*“For instance if one finds a certain topic difficult to present to learners they basically ignore it and do not include or teach that to students.”*

A conclusion drawn from the responses by the researcher regarding the external assistance received on the current curriculum of OAMP is that some lecturers indicated that they worked with the industry or place of work to determine the labour market needs and adopted that for their curriculum. Individual lecturers (L4) use their experience to modify the curriculum presented to the student. Lecturers carry out the exercise of curriculum development without guidance of curriculum development specialists. It has also been noted that individual preference was used by other lecturers because of lack of proper guidelines of how the process has to be carried out. A further indication of how the process was carried out is when one of the lecturers (L3) indicated that they used internet to copy what other universities are doing, those that are offering the similar programmes to that of the OAMP. The lecturers even used the experience they got from their area of speciality what they thought was necessary to be added in the current curriculum. All possible external role players were thus not utilized.

It can be concluded from the previous two sections that the lecturers can be seen as traditionalists in the way they “design” the curriculum. They emphasized the needs of the place of work by stating what the OAMP curriculum offers and also stated what

external role players indicated that should be included in the curriculum. They added on when designing the curriculum and they did not consider the role, needs or inputs of the students. It can be deduced that the lecturers are more traditionalists than progressivists (see tables 2.1 and 2.2)

#### **5.2.2.4 Curriculum development**

The researcher during the interviews probed the participants about possible forces that impacted on the curriculum, the principles adhered to in the process of curriculum development and whether curriculum development took place according to the phases discussed in chapter 2 (2.6).

The researcher wanted to determine the procedure followed during the development of the curriculum of OAMP.

L1 said that the OAMP was a two-year diploma and that a revision was envisaged to design a three year diploma instead. The Dean of the school gave guidelines in 2011 of what steps have to be followed in order to make up a revised curriculum of the OAMP (L1). L1 further indicated that new subjects were added to those already offered. The subjects were added based on what has been observed or copied from institutions of higher learning offering more or less the same type of programmes.

*“Even though the exercise seemed very important there was nobody with expertise in the field of education or a representative of the National curriculum development centre (NCDC) to assist, so we did not even have a clear idea of what it is that we are supposed to do regardless of the guidelines.”(L1)*

L2 indicated that it is difficult to highlight the procedure that has been followed, due to lack of experience and expertise on how the process has to be carried out. L2 further indicated that the experience that each one of them had was used in order to make what can be termed the “curriculum revival” of OAMP. The internet was also used as a guideline to check what other institutions of similar nature are doing and

they adopted that. No one has ever provided guidance or support to them in the process of developing or improving the existing curriculum.

*“This was totally new to me; I do not think it was done in a proper way.”* (L2)

According to L3, the curriculum they are currently using was already in place. The team that took part in the improvement process, they did not start a new curriculum from scratch. So all the team did was to add new subjects that were seen to be necessary.

*“The process could be named beefing-up of curriculum.”*(L3)

L3 further indicated that the process was meant to answer the concerns that the management seemed to have, indicating that the course content is not enough; so more subjects were added.

A further response from L4 highlighted that there was a curriculum that has been followed and those who were assigned the activity of reviving the curriculum that was in place, just used the benchmarking method to include what they thought would be useful in the context of Lesotho. The institutions that were used for benchmarking were the institutions from South Africa.

From the above discussion it is evident that the lecturers only added new subjects which they thought were necessary to make up or improve the existing curriculum. The phases of curriculum development were not followed (see 2.6). The four lecturers' responses indicated that they seem not to have the experience and the technical knowledge of what to do in the curriculum development process. One of the lecturers said the process is something completely new and the other one said nothing like that was ever done. The other two lecturers indicated that their focus was on improving the existing curriculum, as per given instruction from the management team. All they did was to add what they thought was applicable in the Lesotho context as compared to the institutions that were used for benchmarking.

From the above discussion it can be deduced that no attention was given to curriculum design principles (see 2.6.1.1-2.6.1.6), that the dissemination phase was

restricted to the guidance by the dean of a few steps that need to be followed. No guidelines on curriculum implementation were given and the lecturers said nothing about the evaluation of the curriculum. The dynamics of the curriculum development process were lost in this process of revising the two year diploma to become a three year diploma (see Figure 2.1).

#### **5.2.2.5 Quality assurance process**

It is important to assure quality during the curriculum development process so that standards are adhered to and equivalence is addressed. An indication of how quality was addressed during curriculum development by the lecturers is as follows:

During the process of curriculum development, there was never a time that quality was addressed (L1).

*“As indicated earlier, due to lack of a specialised or skilled person in the field of education, most of the things were dealt with based on experience and what is thought to be in demand.” (L1)*

L2 also indicated that no quality was assured as no one had a clue on how that is supposed to be done or what issues have to be looked at during the quality assurance process.

*“This is a new thing.”(L3)*

L3 said that the management team has mentioned that the quality assurance bodies will be consulted, so that they can provide guidance of how standards and quality can be assured. But at that particular time when the revival of the two-year diploma was made the bodies responsible for quality assurance and standards were not used nor had they been set up at the institution. L4 said that no one has ever mentioned that quality should be included in the process of improving a curriculum. So the standards that needed to be followed were not put into place.

All the lecturers have the same views concerning the quality assurance of the curriculum. There was never a time that quality was assured in the process of their curriculum development because they did not have any idea of how that can be achieved. Only L3 indicated that it has been mentioned that the quality assurance will be implemented in the future but the time of their curriculum development there was no quality assurance process. In chapter 3 (3.6.2) it was stated that the main purpose of quality assurance at an institution of higher learning is to ensure the improvement of education and effective performance and that quality processes must be built in from the beginning (Gawie & Heyns, 2004: 33). The absence of quality assurance in the design of the three year diploma in the OAMP at Polytechnic A puts a question mark over the competence of the students who will enter the place of work.

#### **5.2.2.6 Curriculum improvement**

The lecturers' responses concerning the ways that can be used to improve the curriculum of OAMP were identified as follows:

The exercise of visiting the industry to determine what is needed for the labour market must take place regularly. If not, the OAMP might fall short in terms of new developments and current labour market needs (L1).

*“This means needs assessment is important before the development of the curriculum.” (L1)*

L2: There is need for trained personnel to assist in the curriculum development of the OAMP. Most of the lecturers in the programme are experts in their fields of study and do not have an educational background. Their lack of educational background (as a field of study) poses a serious challenge when the lecturers are faced with the process of developing or improving the existing curriculum.

*“Soliciting the input of industry, civil service and private sectors ensures that what is offered is definitely what is used out there. This says, therefore that*

*its quality as is effectively and efficiently serves the purpose for what it is meant".(L2)*

Alignment of the needs of the industry to the programme is necessary, as this will assist in ensuring that learners acquire the necessary skills that the labour market is in need of (L3).

*"We need trained specialist to assist in carryout the exercise of curriculum development."(L3).*

L4 touched on the importance of technology; by pointing out that the ever-changing technology requires the programme to adapt in order to enable learners to be competent in the global markets. Most of the computer software that are used in the world of work is changing on a regular basis. This poses a challenge to the OAMP as the limitations of the lecturers makes it impossible to ensure that the curriculum that the learners get is aligned to the latest software technologies, since the world of work today is in demand of employees who are competent in the use of the latest technology.

*"Technology can be regarded as the most dramatic force in shaping the human destiny; I feel that in an effort to improve OAMP curriculum technology should form the centre part of the improvement exercise." (L4)*

Both L1 and L3 had the same view that the needs of the workplace must be incorporated into the curriculum. The programme lecturers may engage in regular visits to companies that provide employment to learners, with the purpose of trying to find the quality they expect from learners (L1).

After discussing the views of the participants, the researcher made an analysis of the meanings that are attached to the responses of the participants and the conclusion drawn by the researcher yields the following results. It is evident from the responses that that lecturers have to improve the curriculum by having regularly dialogues with the labour market regarding new developments that have been put into place so that it can form part of the implemented curriculum. There seems to be problems in the

curriculum development of OAMP, as the lecturers seem to lack clarity of how the process has to be carried out. There are important aspects of curriculum development that have been omitted in the process. Important though is to note that the lecturers were aware of technology as force that will influence the development of their curriculum (see 2.4.2). No other force was mentioned. Their request that a needs analysis need to be done in the work place is once more an indication of traditionalism, because their responses is in line with what Bobbitt (2.10.1) and Tyler (2.10.2) advocated in their models.

### **5.2.2.7 Technological challenges**

With regard to the challenges that the lecturers experiences, the responses that were received yield the following:

L1 indicated as lecturers they are not provided with enough resources to assist them in their daily teaching. Classrooms seem not to be habitable for teaching. The resources can either be human resources and/or material resources. The most challenging factor is the technology equipment, it is very limited and sometimes others have to share the limited technological resources. For example, two lecturers are found to be sharing one internet cable in order for them to access internet services.

*“For instance exercises like using the projector, has been a problem due to lack of enough technological resources that are needed to assist us on a daily basis”*(L1)

L2 said that lack of resources affects learners during the curriculum implementation. Learners do not have enough access to technological equipment as it may be necessary to enable them to be competent in the use of the latest technology. Another challenging factor is that of obsolete facilities that do not assist learners to have maximized access to the latest technology.

*“Without enough practice of the latest technology students are found to be incompetent when they arrive at the world of work.”* (L2)

L3 made a similar response about the need to provide students with enough opportunity to access technological resources. The use of technology must be accompanied to offering excellent services to clients.

*“Though it is important to have knowledge of the use of technological equipment; it is also of great importance to ensure that more emphasis is placed on provision of excellent tutorship to students so that they, in turn will offer excellent service to the industry. This is considered, as a distinguishing factor which gives one organisation upper hand over another.”(L3)*

L4 shares similar views with the other three lecturers concerning the importance of technology. L4 indicated that it is important to incorporate technology education in the curriculum because it will assist students to be able to communicate with their internal and external clients in the labour market.

*“Technology is the most common means of communication nowadays. Students should be exposed to all types of technology that they can use to communicate with the world. Improve the level of technology usage by our learners.” (L4)*

From the deliberations above it is evident that lecturers are faced with the challenges of incorporating the latest technology in the curriculum of OAMP, which is seen as necessity in order to improve the current level of usage of students and enable the students to competently work with their customers with the latest technology.

#### **5.2.2.8 Social challenges**

L1 indicated that the force that has been used to put up the curriculum of OAMP has been the society. L1 further highlighted that he/she is not aware of any philosophical and/or psychological forces that could have influence their curriculum process. He/she was of the opinion that these forces are too much of an educational term and that it would be difficult for them to clarify and/or interpret such forces. He/she did not identify the “political force” that played in on the curriculum.

*“Government highlighted the need to have trained personnel in the department of OAMP and that was used as determining factor to have the existing programme.” (L1)*

L2 was also not aware of any forces that could have effect curriculum development. This was mostly because he/she is new in the teaching field and also lack a pedagogical background as a field of study.

*“Actually the terms are all new to me, so at this point in time, I am not in a position to give a proper response for this matter.” (L2)*

Having looked at the responses of the other two lecturers, L3 and L4, the similarities emerged. Not having been trained as teachers’ poses a problem in some issues related to educational terminologies, so it would not be easy to say whether any forces affected the process of curriculum development.

Bernstein (see 2.4.3) posed the question: “How does the outside become the inside and does the inside reveal itself and shape the outside?” It is strange that the lecturers at various instances acknowledged the importance of the input of the external forces such as the place of work into the curriculum, but they lack in realising the importance of shaping the outside from inside. This is mostly because of the lack of a professional training in Education and more specifically in Curriculum Studies where they would have engaged with social and other forces impacting on the curriculum.

#### **5.2.2.9 Principles guiding curriculum development**

L1 stated that there is never a point where they can say that any principles were followed, as they received the guidelines of what they are supposed to do to revive the existing curriculum. They just followed the prescribed guidelines.

*“The design principles are totally new things to me never heard of them, so I don’t think any of the principles were followed.”(L1)*

L2 seemed to be having the same problem regarding the principles that have been used in the improvement of the curriculum, because the principles of curriculum development seemed to be something that is not known to L2.

*“I have just been brought on board as a member of staff and some of the things in this field are completely new to me.”*

L3 said that it is difficult to say that the principles of development were used as guidelines in the new structure that they came up with because they never heard of those principles all they did was to follow the guidelines that were provided in the reconstruction of the new curriculum.

The same view is captured in the response of L4,

*“Indeed we did not have any idea about the principles of design. I guess they were not really followed”.*

It is evident that the lecturers did not have any idea of what the principles of curriculum development were during the renewal of the curriculum. It has been indicated that the only thing that was used were the guidelines that were provided with. This discussion is a confirmation of the lack of curriculum knowledge that the lecturers at Polytechnic A have. It is also clear that their curriculum development process is compliance driven.

#### **5.2.2.10 Technical vocational education and training**

In this section the researcher determined the context under which the lecturers saw the OAMP as part of higher education, namely whether the OAMP is seen by them as technical vocational education or as general education.

The curriculum of OAMP is vocational oriented L1 indicated. Students are prepared to go to work immediately when they leave the learning environment.

L2 added that learners are prepared to enter the world of work immediately after completing their studies. Therefore the curriculum of OAMP can be classified under the technical vocational training.

*“It is occupational oriented.”(L2)*

This is an occupational diploma, although students are prepared to join the labour force when they graduate from the institution, they also have an option to advance to the next level when they leave the institution. This is the view of L3.

*“In actual fact this is can be considered to be a combination of vocational education and academic form of training.”(L3)*

L4 highlighted that it is difficult to classify the programme as a vocational programme or as an academic programme. On the one hand, students are expected to be labour market oriented and on the other hand there is also room for qualification improvement. Another factor that is emphasised in the curriculum is that of entrepreneurial skills.

*“As an individual I consider the OAMP as a mixed programme, which enables students to take any route when they graduate.”(L4)*

Classification of the curriculum of OAMP as it has been deduced from the responses received from all four participants is vocational oriented, because learners are provided with the knowledge and skills that enable them to gain employment immediately when they leave the institution. This is in line with international perspectives on vocational education (see Table 3.1) and also on how the Lesotho authorities see the Polytechnic (see Table 3.2). One of the lecturers further indicated that there are elements of vocational and academic training in the OAMP where students are given the opportunity of going straight to the labour market or be able to advance to the next higher level of education. The other lecturer felt it is a multi-disciplinary programme, in other words he/she also indicated that there is a more general education side to the OAMP programme.

### **5.3 Interviews with the public service commission**

The Public Service Commission represents the employment sector in this research. Semi-structured interviews were held with 4 members of the Public Service Commission. The employer has knowledge about which skills are necessary to enable learners to competently participate in the realm of work.

#### **5.3.1 Biographical characteristics of participants**

Four participants from the public service commission, who represents the employment sector, were interviewed. The purpose of interviewing 4 members of the employment sector was to have a representation of the four departments that exists in the public service commission. The participants have 3-5 years and 5-10 years working experience in the sector. The participants will be identified as P1-P4.

#### **5.3.2 Qualitative analysis of the interviews**

##### **5.3.2.1 Objectives of the programme**

In this section the researcher determined the knowledge that the employment sector has regarding the requirements of what students' competencies should be from the institution so that they meet the labour market needs.

The first respondent (P1) in the public service indicated that what learners are taught at an institution should assist them to be functional in the labour market and that should be included in the objectives of the programme. P2 stated that the knowledge and skills are considered to be broad and the objectives entail targets, tools and objectives of the programme. Both P1 and P2 mentioned the importance of objectives that learners need to achieve in the programme presented at the institution.

*“These are actually the objectives which learners are supposed to achieve after completing their studies at the institution”.*

P3 indicated that the objectives of the programme may be considered as all the details of teaching and learning that the OAMP does in the institution.

*“The entire teaching and learning for the OAMP in a learning environment.”*  
(P3)

P4 is of the opinion that all the programmes that students are engaged in at the institution can be considered as the objectives.

*“All the programmes that students do and are involved when they are at the institution”.* (P4)

From the above views of the participants from the public service commission, P1 and P2 linked the objectives of the programme to the functionality of what is expected of students when they enter the work place.

The researcher furthermore extracted that objectives are considered by participants in the Public Service Commission (the major employer of the OAMP alumni) as a broad term, which entails tools and all the elements included in the learning situation. The objectives also entails the courses learners are taught. Participants further indicated that felt that objectives are the whole part of training which includes activities that learners do at school.

The deduction from the discussion in this section is proof of a traditionalists view on curriculum development. The objectives should be the driver of the curriculum according to the views of these respondents (see 2.10.1; 2.10.2 and Table 2.1). This is also typical of a technological approach (see 2.8.3) to curriculum development.

### **5.3.2.2 Liaison with the internal and external customers**

The industry and labour market has certain needs that learners are expected to meet to be competent and productive in the industry. This section is aimed at determining the expected industrial needs that the OAMP alumni have to meet. The responses received portrayed the following:

P1: When they have completed their studies the employment sector expect learners to have the knowledge of all aspects that the office worker has to know. Among the

expected needs of the workplace, learners have to ensure they are certifying customers' needs both externally and internally.

*"Many things related to daily running of the office work"(P1)*

The second respondent (P2) also had the same view as P1, namely that students are expected to be able to handle customers. When students enter the place of work they need to ensure that the office is functional and, they have to be able to communicate well, using all methods of communication in written and oral format.

*"They are mediators between staff and management in terms of what has to be done on a daily basis in the office." (P2)*

P3: Learners must be given responsibilities and challenging work to challenge their competencies, so that they have the opportunity to display their independent and initiative skills. The Public Service Commission (P4) is of the opinion that the workplace and industrial needs of OAMP are many. They include things like satisfying the needs of the customers both externally and internally. Learners must be able to handle customers' services or customer care duties; they must communicate well both in writing and telephonically.

*"Good communication skills are expected from the alumni." (P4)*

At the end of examining all the responses the researcher concluded that the OAMP alumni must be able to liaise with the public. The researcher further concluded that, the respondents are also of the opinion that the alumni are expected to meet the industrial needs and demands. Students should be trained to function in the office on a daily basis. They are expected to communicate with the internal and external customers using written and oral forms of communication. Students should know how each department in the organization functions, and be able to report on daily activities to their heads of departments.

This is more evidence that the curriculum should be molded according to the inputs of the place of work. This relates strongly to the view of Bobbit (see 2.10.1 & Tyler 2.10.2). This becomes even more evident in the following section.

### **5.3.2.3 The role of the public service commission in the curriculum development at Polytechnic A**

The place of work feels very strongly that they need to make inputs into the training of students.

Lecturers in the OAMP (P1) are provided with the expectations of the industrial needs.

*“For example, our office may call or visit the institutions and advise them about the latest needs of the labour market that can form part of the curriculum.”*

P2 indicated that their contribution in curriculum development is to provide recommendations on the type of training learners should acquire based on the latest technology that the world of work use.

P3: The employment sector is also taking part in recommending on how learners should improve in the current office skills and other managerial skills. Sometimes students work in their offices when they are doing internship (industrial attachment). It is in cases like this that they are able to make recommendations on what has to be improved based on the observation made on the students' performance and level of competency.

*“internship reports are used to indicate the competencies that must be given a lot of emphasis. The exercise is done at the end of the internship for students.”(P3)*

The other participant (P4) indicated that he has never had any contribution of any form regarding the curriculum development of the OAMP. Maybe at a later stage

when it is considered that he has gained enough experience there will probably be an opportunity to contribute towards curriculum development of the OAMP.

*“I have recently joined this office some of the activities of the office I have never been part of so I cannot really say much in this section.”*

From the deliberations above it can be concluded that the public service commission, as a representative of the labour market, can and should contribute towards the curriculum development of the OAMP. The respondents indicated that the competencies needed in the labour market are communicated to the lecturers at Polytechnic A timeously so that the students can achieve these competencies before joining the labour market. Furthermore the respondents indicated that during students' internship it is easier for them to identify the lacking knowledge and skills and a recommendation is made based on the competency that the students demonstrated. Three of the participants referred to their contribution in the improvement of the OAMP. There is one participant though who never had the opportunity to participate in the improvement of the curriculum.

The internship provides the opportunity to the place of work (working community) to participate more progressively as external role player in the implementation of the curriculum, but it rather seems if they just make inputs on what need to be done without engaging in the implementation of the curriculum (see Table 2.2)

#### **5.3.2.4 General education vs vocational education**

From the interviews it was apparent that there was no real consensus whether the OAMP is vocational training or general education.

P1 was of the opinion that the OAMP can be considered as part of general education.

*“Readily applicable knowledge must be delivered by general education since it is expected to be the basis for vocational or specialised education.”*

P2 stated the learners are trained to meet administrative demands that suits most office needs. General education aims to develop young citizens combining knowledge and skills with socialist awareness behaviour.

P3: The goal of general education is to produce creative, energetic and flexible personalities who will do productive work for society and therefore, I consider the OAMP as offering general education curriculum.

*“I cannot really say whether it is vocational or general education.”(P3)*

*“I am not aware of what the curriculum entails.” (P4)*

From the responses of the respondents of the place of work it is evident that they categorised the OAMP under general education. In the response of P4 it is indicated that due to lack of knowledge of what the curriculum of OAMP entails; one could not say whether it can be categorise under vocational or general education and training.

This is contradictory with what the participants in the place of work said in the previous sections. In vocational education the focus is more on the application of the skills gained in the programme (see 3.4), where as in the academic programme the focus is different (see Table 3.1).

### **5.3.2.5 Improvement of the qualification**

P1 felt that acquiring a diploma is not enough if learners are expected to function in and meet the demands of the labour market. This participant felt that the curriculum should be improved and higher qualifications be introduced, where students will be given the opportunity to advance to the higher level of learning.

*“I think the level of qualification must be improved from the Diploma level to higher level probably a Degree level.” (P1)*

P2 has the opinion that the qualification has to be improved. The respondent felt that acquiring a diploma may just be a starting point and an individual can acquire competencies that enable them to be productive in the labour market when they have the bachelors' degree.

Another respondent, P3, felt that acquiring a diploma is not enough if learners are expected to function in and meet the demands of the labour market. This participant felt that the curriculum should be improved and higher qualifications be introduced.

Furthermore P4 felt that the curriculum should be developed in a way that learners are able to function at the highest level of performance. Learners must be prepared to function in the civil service. Students should be taught independence so that they do not rely on supervisors all the time.

*“Computer skills must be emphasized because it is what the students will use most of the time when they are in the labour force.” (P4)*

The respondents representing the employment sector raised the importance of current job demands that should be addressed in the curriculum. They further indicated that it is important that the curriculum should be developed in a way that students are able to function at the highest level of performance and that students should be able to further their studies. This links with their previous view, namely that the OAMP is an academic programme. Students should also be given the opportunity to make own decisions when the need arises. The courses offered must be addressing the current demands of society and those of the international market, in order to assist the learners to be functional in all areas. In a way the respondents acknowledge the knowledge forces that impact on a curriculum on a horizontal and a vertical level (see 2.4.5). It is also important to take cognisance of the comment of P4 where he/she stated the importance of students taking responsibility for their own learning. This comment can be interpreted as an indication that curriculum should move more towards the models of the progressivists (see Table 2.2).

#### **5.4 Interviews with alumni**

Interviews were conducted with alumni that are currently working in the office administration and management cadre. With the fifth interview a point of saturation was reached.

### 5.4.1 Biographical Characteristics of Participants

In 2005 the name of the programme changed to OAMP. In 2010 discussions at Polytechnic A started on a possible re-circulation of the OAMP curriculum. The OAMP curriculum was thus implemented from 2005-2011. It was therefore decided to involve participants from the alumni who graduated from 2005-2009. The interviews were conducted in 2012. The ages of the alumni who participated in this research ranged between 24-30. They have working experience of one to five years because most of them did enter the place of work directly after completing their studies. The five alumni who were selected will be identified as A1-A5.

**Table 5.1: Biographical characteristics of participants**

Name	Age	Year of enrolling for (OAMP)	Job experience
A1	28	2006	Front desk teller
A2	25	2009	Administrative Secretary
A3	27	2009	Personal secretary
A4	30	2005	Project secretary
A5	24	2009	Administrative secretary

### 5.4.2 Qualitative analysis of the interviews

#### 5.4.2.1 Knowledge, skills and attitudes acquired

Some of the interviewees (A1 and A2) felt strongly that the knowledge and skills that they have acquired are the basics in maintaining office services, operations and procedures. They can deal with correspondence, design filing systems, reviewing and approving supplies.

*“Uuuuum; I think being independent and creative are the basic skills learned in the programme.” (A1)*

A2 indicated that they gained knowledge and skills in entrepreneurship.

*“If employment opportunities are not available the entrepreneurial skills are of benefit for assisting in coping with the demands rather than relying on employment.” (A2)*

A3, A4, and A5 had common views that they can work with both internal and external customers without any difficulties and not asking for any form of supervision during the process of their performing duties. Although the alumni consider themselves being able to work without supervision, it has been indicated by the employer that they need supervision (see 5.3.2.5). They indicated that they developed a positive attitude when working with clients and that they can do different activities such as report writing in an organisation. They can face any challenge that the realm of work is posing.

*“I am able to work well without supervision and can competently present the assigned task on time”.(A4)*

It becomes apparent that the alumni are of the opinion that the OAMP programme prepared them sufficiently for their task in the work place. This is contradictory with the responses of the participants of the public service commission.

#### **5.4.2.2 The challenges learners came across**

From the responses of the alumni where they discussed the challenges that they encounter at the work place, they indicated the following:

A1: Emphasis of the knowledge and skills that we have acquired is at the basic level. Even though we have knowledge of working as independent individuals, alumni indicated that there are certain points or there are certain problems they cannot solve because of their complexity. Complex problems are difficult to solve because at the institution they were introduced to the fundamentals of office operations and procedures. They further indicated that if the work is complex it becomes difficult for them to be able to do it.

*“I think more emphasis and a deeper knowledge on all courses should be given to learners and the programme should be extended from being a two year to a three year programme.”(A1)*

The alumni indicated that due to the obsolete equipment that they were using at the institution, when they get to the world of work they came across the latest technologies and computer software. It gave them a lot of problems to adapt to how things were done in the labour market.

*“There are some discrepancies between the types of equipment we used at institution and the equipment we came across in the work place. Most of the machinery used at school was obsolete and some software programmes outdated. This discrepancy poses a serious challenge when we were supposed to be productive at work. Instead of doing the work we were learning how the new equipment is operated and how to use the latest software programmes.”(A3)*

A4 highlighted that there was limited access to the available equipment at the institution. She indicated that they had to share the available resources and sometimes others would go for days without having access to the equipment.

*“To add to the issue of equipment even the old equipment that we were using at institution, we had limited access to it. This gave us problems in terms of the practical work that we had to do. We did not have enough practice and the results of that experience are only being realised now because we have a problem of being productive at the workplace.” (A4)*

A5 said that the experience they gain at the industrial attachment is inadequate. This is because the school cannot afford to offer the latest software programmes needed and the latest equipment needed for the students' tutorship.

*“it would be best if the time we spent in the industrial attachment is enough to allow us to have access to those items we were not able to access at school.” (A5)*

In summary the alumni indicated the improvements that they as the alumni thought would be beneficial if they were included in the curriculum. They indicated that they did not have enough access to computers and other equipment that they had to use for their practical work, which denied them the opportunity to acquire the necessary skills to be technologically functional in the world of work. Emphasis should be on the deeper knowledge necessary in using the latest technology. At the work place the learners are expected to solve complex problems but that was a challenge because they only learned the basic skills at school. They indicated that the courses are offered at the basic level. This is in line with the responses of the lecturers (see 5.2.2.7). The importance of technology as force was recognised but it is also an indication that the curriculum developers (the lecturers in this instance) did not take cognisance of the impact of technology as a force on the curriculum (see 2.4.2). It is a point of concern that this need has not yet been addressed. The alumni completed their diploma studies 2 – 6 years ago, and still the current lecturers acknowledge the same problem regarding technology.

The alumni are of the opinion that they cannot competently function at the management and supervisory levels because of having the basic skills of the knowledge and skills acquired at school. They have a feeling that the knowledge that they have acquired does not allow them to function at the highest level of performance expected in the workplace.

Having discussed the alumni's views in this research, the next section will deal with the analysis of the documentation. The documents analysed were titled "Office Administration and Management Course Structure".

## **5.5 Document Analysis**

For the purpose of this study the researcher's focus was on the documents that were used by lecturers in 2011 for the re-design of the OAMP curriculum. These were thus the documents in place before 2012 when the new curriculum was implemented. The documents titled "Course Structure OAMP" and "Polytechnic A General Academic Regulation", were analysed.

### 5.5.1 Office Administration and Management Course Structure

An analysis of the “Course Structure OAMP” was made by using the framework (see Figure 2.2) that was the outcome of the conceptualisation of a curriculum and the curriculum development process (Chapter 2).

**Table 5.2: Analysis of the OAMP course-structure document**

Aspect		Result	
		Yes	No
<b>Decision Screens</b>	Principles of learning		X
	Characteristics of learners		X
	General resources		X
	Stakeholder’s needs	X	
	Organising knowledge		X
	Design principles		X
	Curriculum development dimensions		X
	Curricular approaches		X
<b>Foundations</b>	Philosophical forces		X
	Sociological forces		X
	Psychological forces		X
<b>Goals: General Objectives/outcomes</b>	National/District/All-school programme		X
<b>Curriculum plans</b>	Teaching-learning programme		
	Objectives/outcomes		X
	Content	X	
	Activities		X
	Resources		X
	Assessment activities		X
	Hidden curriculum (cannot judge – not on paper according to definition)		

From this analysis it can be deduced that the OAMP was not conceptualised from a curriculum theoretical perspective. In discussions above (see 5.5.1.3) the lecturers indicated that they are not informed on aspects such as curriculum design principles, but here it is indicated that curriculum design principles guided the design of the two year OAMP curriculum. In the next sections further discussions on the analyses will support the analysis in Table 4.2.

#### **5.5.1.1 Nature of the course**

The first section of the document is named “*Nature of the Course*” and in this section it was indicated that it is the guide that the lecturers are using to deliver the curriculum. In the guidelines the description of the programme OAMP is given. It also indicates that the programme is expected to prepare learners for the ever-changing work environment. It further stipulates that today organisations have moved from being traditional to electronic and virtual workplaces, hence the need for trained personnel who are able to use the modern office techniques and who are able to embrace new technology.

With regard to the nature of the course section, it is indicated the OAMP is structured in such a way that it will cater for the following issues:

- a) To prepare students for the ever-changing world of work to enable them to be competent.
- b) To equip students with competencies that enables them to function in virtual workplaces as opposed to traditional workplaces.
- c) To facilitate continuous training of students so that they can be utilised in a modern office and be able to embrace the new technology.

Based on the above, it can be derived that it is the intention of the document to ensure that students are equipped with the latest technology that will enable them to be competent and functional in the labour market. This section further clarifies that the OAMP is intended to provide the labour market with students that have been well trained and those that can be available when needed. What can be deduced though

from this analysis and the outcomes of the interviews is that there is a discrepancy between the intended and the implemented curriculums (see 2.3.1 & 2.3.2).

Although the section outlines what the OAMP will facilitate and the description of the course, the level at which all the knowledge and skills will be offered is not indicated. This challenges the quality of the programme (see 3.6). The respondents from the work place as well as the alumni also emphasised the need for a higher level offering of the OAMP course.

#### **5.5.1.2 Career progression**

In the section on career progression it is stated in this document that the course participants should have acquired advanced skills in administration to assist in managing an office effectively. Furthermore, students will have developed knowledge and skills necessary for potential management positions. The transferability of the skills taught on this course is high and can be applied across a variety of workplaces, cultures and positions.

Based on what the career progression section says the intention is that the students will advance to higher levels on completion of the OAMP. It is indicated that the skills acquired can be transferred to various workplaces. It has also not been stipulated what kind of skills the students will acquire which will enable them to realise this goal. It is not indicated how the lecturers came up with the idea of such progression. This together with the outcome of the interviews demonstrates once more the discrepancy between the intended and the implemented curriculums (see 2.3.1 & 2.3.2). The document fails to stipulate whether any accreditation bodies were consulted in order to assess the levels of this particular qualification. No evidence of a quality assurance system was found. It was mentioned that the needs of the stakeholders' will be considered (see 3.6.3), but from the interviews it was evident that the lecturers were aware that they need to do it, but according to the alumni and the employers, that was not the case.

### 5.5.1.3 Programme structure

The document has a list of modules or subjects that the programme is offering.

**Table 5.3: OAMP year 1 subjects**

<b>Year</b>	<b>Subjects Offered</b>	
<b>No.</b>	<b>Semester 1</b>	<b>Semester 2</b>
1	Communication	Communication
2	Information Administration IA (computer Theory and Practical: Ms Office)	Information Administration IB (computer Theory and Practical: Ms Office)
3	Business Calculations	Administrative Management
4	Accounting I	Accounting II
5	Economics I (Micro)	Economics II (Macro)
6	Business Management IA	Business Management IB

Table 5.1 stipulates the subjects that are offered in the first and second semesters of the first year of the OAMP. Although it is a good idea to indicate the subjects that are offered, it is also of great importance to indicate the level of competency that students should acquire in each subject as well as the number of each of the subjects (see 2.7.1.6).

**Table 5.4: OAMP year 2 subjects**

Year	2 <sup>nd</sup> Year Subjects Offered		
No.	Semester 1	Semester 2	
1	Communication	1	Communication
2	Information Administration IIA (computer Theory and Practical: Ms Office)	2	Information Administration IIB (computer Theory and Practical: Ms Office and Compu-typing 30wpm)
3	Business Administration IIA (Behavioural aspects: OB)	3	Administrative Management IIB
4	Records Information Management IA	4	Records Information Management IB
5	Customer Relations Management IA (Customer Care)	5	Customer Relations Management IB (Customer Care)
6	Administrative Management II (Office Management)	6	Mercantile Law

The second year is the final year of the diploma course. The document only spells out a list of subjects offered. There is no indication of the learning outcomes/objectives of each module/subject/course. The credit value that students need to accumulate, the notional learning hours as well as the objectives of modules in this course are not indicated. The course structure does not provide an indication of where the courses were derived from and also why the courses were structured in this particular manner.

This curriculum was design on meso level by the lecturers (see 2.6.1). It can be deduced that the following design principles guided the design process (see 2.6.1.1 – 2.6.1.6).

- **Scope**

The topics provided indicate the breadth of the curriculum, but not the depth. Learning experiences and organizing threads comprising the educational plan were not addressed (see 2.6.1.1).

- **Sequence**

The vertical relationship was applied as principle. In year one Accounting I and Accounting II stretched over two semesters showing the vertical relationship. Information Administration (see tables 5.2 & 5.3) stretched over two years (see tables 5.2 and 5.3) showing the vertical relationship. There is no evidence that this content in the curriculum was arrangement in a logical way (see 2.6.1.2).

- **Continuity**

The fact that some of the subjects are scheduled over two semesters (see Accounting) and others over two years (see Information Administration) indicates that continuity was used as design principle, because it can be accepted that concepts learned from one module (in a previous semester or year) can be applied in another module. There is vertical progression (moving from first to second year level) but it cannot categorically be stated (from tables 5.2 and 5.3) that a relationship exist between the learning in various areas of the curriculum that will take place at the same time (see 2.6.1.3).

- **Integration**

It is not possible to deduce, from the information in tables 5.2 and 5.3, whether this principle was applied in the design of the curriculum (see 2.6.2.4).

- **Articulation**

There is an indication of articulation in the subjects displayed in tables 5.2 and 5.3. The subjects (all are business related) are interrelated both horizontally and vertically (see discussions above & 2.6.1.5).

- **Balance**

It appears if equal weight is spent on the three majors in this programme, namely Business Management, Communication and Information Administration. It is not possible though to determine from this document whether there is balance in the opportunities offered to learners to master knowledge and internalise and utilise it in ways that are appropriate for their personal, social and intellectual goals (see 2.6.1.6).

In conclusion it can be stated that the design principles were to a certain extent used in the design of the intended curriculum. From the interviews the deduction was made that lecturers had no knowledge on the curriculum development process (of which design is the first phase – see 2.6) or of the principles used in the design of the curriculum. This once again points out the gap that exists between the intended and the implemented curriculum (see 2.3.1 & 2.3.2).

The final document reviewed was the Polytechnic A Academic Regulations (2006-2010) with the focus on the section *successful completion of the course*. The review of this section is important as it provides the guidelines of what the students should achieve on completion of the diploma.

#### **5.5.1.4 Polytechnic A academic regulations (2006-2010)**

Polytechnic A was declared autonomous in 2002. Various documents were compiled with the purpose of improving the standards and level of the courses that are offered in the institutions. Grades are awarded to students based on the following criteria:

Distinction:	80% and above
Credit:	65%-79%
Pass:	50%-64%
Fail:	Below 50%

An average combined mark will be calculated based on examinations and continuous assessment for each year separately (Polytechnic A, Academic Regulations 2007).

Although it is the institution's intention to improve the standards there is no indication of any standards guidelines that are followed from any accreditation body. If there are standards to be followed, they must be clearly indicated so that when they are deviation they are identified and corrective measures are taken to ensure that the set standards are properly followed.

The document only indicated that at the end of the year students will be awarded those grades. It is not indicated what knowledge, skills, and attitudes will be tested or assessed in order to conclude or award a learner the stipulated grades. As part of the end-of-year grading, learners are expected to have completed their industrial attachment period/internship. Even though it has been clearly indicated that it is a requirement to complete the internship, the observation of learners when they are at the internship is not specified. It is also not specified as to how their performance will form part of the end of year grading, although it has been marked as the requirement for a successful completion of the learners' course.

## **5.6 Summary**

This chapter discussed the role-players views in relation to the redesign of OAMP at Polytechnic A. In the first place the views of lecturers who contributed in the curriculum development of OAMP were interrogated. The researcher tried to establish the curriculum development process followed during the development of OAMP. The employment sector was also represented, with the purpose of establishing their expectations of the alumni of OAMP. The alumni as last group

voiced the views about the design. The empirical data were collected by conducting interviews with the three groups and by performing an analysis of relevant documents.

## CHAPTER 6

### RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 Introduction

The aim of this study was to determine to what extent the OAMP curriculum at Polytechnic A in Lesotho was conceptualised, from theoretical and practical perspectives to address the needs of the local, regional and international demands.

To achieve this aim, the following objectives were pursued, namely to determine:

- what a theoretical framework from a curriculum perspective entails that will enhance curriculum development in the context of vocational education;
- the process followed in the curriculum development of the OAMP at Polytechnic A;
- which knowledge and skills learners acquired from the curriculum of the OAMP;
- whether the programme prepared learners to function adequately in the local, regional and global market, and lastly to
- formulate recommendations based on the findings of this research that will support improvement of the Office Administration and Management programme at Polytechnic A.

In Chapter 2 a literature study was conducted on curriculum and curriculum development in the broader sense of the word. In chapter 3 a further literature study was done focusing on vocational training and general education as well as on quality assurance. Vocational education and training was discussed from both an international perspective and Lesotho's perspective. As part of the empirical study an analysis of existing documents that lecturers are using as guidelines in curriculum implementation was done.

Interviews were held with lecturers, alumni of the programme, and the Public Service Commission, representing the employment sector. The purpose of the interviews was to get the viewpoints of the various role players regarding their experience

regarding the OAMP curriculum. In this chapter, findings, conclusions and recommendations are based on the data obtained in Chapters 2, 3 and 5. The findings of the literature and empirical research are discussed in the sections to follow and conclusions will be made based on the findings, where after recommendations will be formulated.

## **6.2 Findings**

### **6.2.1 Literature review**

The three views on curriculum were interrogated (see 2.3.1 – 2.3.3). From the engagement with the curriculum development process; the dynamics between the four phases (see 2.6.1 - 2.6.4); the principles (see 2.5.1 - 2.5.8) that direct the process; the forces (2.4.1 - 2.4.5) that impact on the curriculum; as well the approaches to curriculum development, a framework was constructed based on the work of Beane *et al.* (see Figure 2.2). This framework captured the essence of the findings of the curriculum development process. The work of educationists on curriculum development was also examined. Their work was highlighted as being traditional or progressive (see tables 2.1 & 2.2). In chapter three a distinction was made between Vocational Education and General Education (see Table 3.1). Vocational Education and Training was analysed from a local and international perspective (see 3.2). Lastly quality assurance of education which includes the curriculum development process was examined (see 3.6). This theoretical conceptualisation of the curriculum in the context of Vocational Education was used in the empirical research to understand the conceptualisation of the OAMP curriculum at Polytechnic A.

### **6.2.2 Empirical research**

The rest of the objectives with exemption of the last objective were addressed in the empirical research. Findings from the empirical research highlight the important themes that the researcher identified from the empirical data.

## **6.2.2.1 Curriculum development of the OAMP at Polytechnic A**

### **6.2.2.1.1 Technical Vocational Education and Training (TVET)**

Not all participants in this research were convinced that the OAMP can be classified under the TVET. In this programme, learners are expected to join the labour market immediately after completing their studies which is the responsibility of the TVET. This is similar to what the literature suggests in section 3.4.8 where the objectives of the TVET in Lesotho were discussed. In order to improve the Lesotho's global competitiveness, learners require matching skills of the job market for enhancing employment levels. Some lecturers though indicated that the OAMP is a vocational programme (see 5.2.2.10), because of its nature of ensuring that learners are able to join the labour market immediately when they graduate from school. There was another perspective, namely that it can also form part of academic learning where learners are able to advance to higher levels of learning. The employment sector saw the OAMP as part of General Education because of the importance of engaging in higher and further learning at a higher education institution such as Polytechnic A (see 5.3.2.4).

### **6.2.2.1.2 Involvement of role players**

Lecturers, as the curriculum implementers, had to consult with the employment sector to establish the needs of the labour market so that the identified needs can be included in the curriculum (see 5.2.2.3). Students go for an internship at the end of their programme. It is expected from the employment sector to write a report indicating the level of competency of students and the recommended improvements that can be made in the school curriculum to accommodate the needs of the labour market. It was thus only now that lecturers become aware of the needs of the employment sector (see 5.2.2.3& 5.3.2.3). The internship programme provided the opportunity to the place of work (working community) to participate more progressively as external role player in the implementation of the curriculum, but it rather seems if they just make inputs on what need to be done without engaging in the implementation of the curriculum (see 5.3.2.3).

The alumni raised important shortcomings in the OAMP programme. The alumni completed their diploma 2 – 6 years ago, and still the current lecturers acknowledged the same problem regarding technology, which clearly points out that the alumni are not considered as role players in the process of curriculum development.

Emphasis has also been placed on the improvement of the current qualification from the level of diploma to a Bachelor's degree (see 5.3.2.5). By upgrading the qualification the employment sector stipulated that students will have the opportunity of acquiring skills that will enable them to function at the highest level of performance. They should be able to make decisions without supervision (see 5.3.2.5). Polytechnic A opted for the option to change the two year diploma to a three year diploma. It is not clear whether this decision was made autonomously or if the Polytechnic consulted with the place of work.

#### **6.2.2.1.3 Conceptualisation of the design of the OAMP**

From 5.2.2.1 it is evident that the lecturers have a narrow understanding of the concept curriculum. The empirical research further indicated that there is a problem regarding the issue of curriculum development of the OAMP (see 5.2.2.6). The lecturers did not follow the phases of curriculum development, because they were not aware of that (see 5.2.2.4) and did not have any guidelines on how the curriculum development process unfolds. They used their experience and personal preferences to "re-design" the existing curriculum. Aspects indicated in the framework (see Figure 2.2) were not addressed as will be highlighted. First of all the principles of design is new term to the lecturers (see 5.2.2.9) and they therefore did not apply it deliberately. In the analysis of the OAMP curriculum some of the principles were applied, but perhaps it happened intuitively (see Table 5.2). Secondly, students as role players were not involved in the curriculum development process. Thirdly, lecturers were only aware of the influence of technology on the curriculum, because they themselves were ill equipped with the necessary technological equipment (see 5.2.2.7 & 5.2.2.8). Fourthly, no reference to approaches to curriculum development and fifthly, to foundations of education such

as philosophy of education or psychology of human needs was noted (see Figure 2.2).

In the analysis of the course structure of the OAMP, the researcher found that it is only a guideline to the lecturers regarding which courses or module students should be taught as there is no indication of the objectives that the course has to address (see 5.5.1.2). There are though broader “aims” (see 5.5.1.1) but from the interviews with the various role players it was evident that these aims did not realised in practice. Tables 5.2 and 5.3 contain the subjects that were offered in the OAMP. No indication of the credit values and the level of competencies that learners should acquire in the prescribed modules (see 5.5.1.3) are given. Employers must be aware of the competency level at which students’ exit the OAMP programme so that they can be appointed in a position when available (see 5.5.1.3). In section 3.4 it has been indicated clearly what learners should acquire when a curriculum is developed.

In respect with the list of subjects, the lecturers have the choice of teaching up to a required level, which sometimes may be too high for the Diploma level or of a lower quality since there is no external or standard examination to regulate the quality of the programme (see 5.2.2.3). Lecturers were only using the content that they think was necessary and only what they feel comfortable teaching. The depth and breadth of the course have not been indicated (see 5.2.2.4).

In summary the OAMP qualification do not reflect the attained units, standards or credits, which can be utilized for example to pitch the qualification on a qualification framework such as the South African National Qualification Framework (see Figure3.2).

#### **6.2.2.1.4Curriculum revision**

In 2011 the lecturers teaching the OAMP were informed by the dean that they need to revise the curriculum. The lecturers were given the guidelines of how the exercise has to be done. Although the interviews focused on the OAMP, lecturers indicated that they followed the guidelines given to them due to the lack of experience and

knowledge on curriculum development (see 5.2.2.4 & 5.2.2.6). The dynamics of the curriculum development process were lost in this process of revising the two year diploma to become a three year diploma (see Figure 2.1).

The empirical research indicated that the lecturers in the OAMP are benchmarking the programme with some Universities of Technology in South Africa (see 5.2.2.4). The curriculum improvement process was done without looking at any guidelines from any quality assurance body (see 5.2.2.4). The process was carried out by using the guidelines provided by the dean of the school. It has been indicated that it is only recently that a quality assurance office has been established (see 5.2.2.5). The Academic Regulations (2006-2010) of Polytechnic A stipulates that it is the intention of the institute to adhere to standards (see 5.5.1.4). The only standard identified in this programme is that it is expected of the students to complete their internship as part of the successful completion of the programme.

#### **6.2.2.1.5 Skills and competencies of students who completed the OAMP programme**

From the responses that were received from the interviews with the lecturers, it has been stipulated that the knowledge and skills that the students from the OAMP acquire, are the fundamentals of organizational culture and communication skills with the internal and external clientele. Customer care is also emphasized while students are working in the different organizational structures (see 5.2.2.2). The programme equips learners to work in a professional manner to improve the organizational effectiveness and efficiency (see 5.2.2.2). Students also receive basic skills regarding professionalism in the work place. Most of the content that the learners engaged with seems to be in respect of the basics and fundamental skills, including them being taught how to handle the diverse cultures that they come across (see 5.2.2.2).

The employment sector's views indicated that, alumni must acquire good communication skills when working with the external and internal customers. Oral and written communications should be given much emphasis as well as good

customer care (see 5.3.2.2). The alumni highlighted that they have basic skills in dealing with correspondence that circulate within and outside the work environment (see 5.4.2.1).

It has further been indicated that basic technology skills are provided (see 5.2.2.2). Polytechnic A is inadequately equipped with the latest technology resulting in the students not acquiring the expected level of competency in the use of the latest technology. Another factor is that of lack of up-to-date software and technology (see 5.2.2.7). This makes it very difficult for the students to adapt when they enter the labour market (see 5.3.2.3 & 5.4.2.2)

The alumni indicated that with the knowledge and skills acquired at the institution, no deeper learning took place and they could not solve complex problems that they came across at work. The obsolete equipment and software packages that they were taught with at the institution, and other equipment at the Polytechnic denied them the opportunity to function in a technological advanced work environment. They emphasised the importance of deeper learning and the ability to solve complex problems. That is a challenge to them because they only learned the basic skills at the Polytechnic, where according to them the courses are offered at a basic level. Alumni further emphasised this by pointing out that the knowledge they acquired did not allow them to function at the highest level (management and supervision) of performance expected in the workplace (see 5.4.2.2).

### **6.3 Conclusion**

- The first objective was achieved: Curriculum development was conceptualise from a curriculum theoretical perspective in the context of vocational education from the literature review (see 6.2.1).
- The second objective was achieved: Curriculum development was not conceptualised from a curriculum theoretical perspective by the lecturers responsible for the delivery of the OAMP program. Despite the fact that they were involved in this research project and were thus informed about issues

regarding curriculum and curriculum development, they still followed a compliance mode with redesigning the OAMP two year diploma to a three year diploma (see 6.2.2.1.1 – 6.2.2.1.4).

- Objectives three and four were achieved: Students completing the OAMP do possess skills that are necessary to enable them to enter the labour market, but it is only fundamental skills. Their competency level is low and they cannot be as productive as the labour market experts them to be. Furthermore it has been identified that resources that are used at the institution also does not allow them to apply their knowledge and skills immediately because they have to adapt to the new software and up-dated technology that were not available at Polytechnic A (see 6.2.2.2).
- There is no formal quality assurance structures in place regarding programmes offered at Polytechnic A and also no national Higher Education quality assurance or standard setting body which can guide the process of curriculum development.

#### **6.4 Recommendations**

Based on the findings and conclusions of the literature and empirical research, the following recommendations are proposed.

It is recommended that:

- a designated curriculum section be established at Polytechnic A to advise, support and lead lecturers at Polytechnic A with curriculum development;
- all stakeholders, such as the place of work and students, be involved in the process of curriculum development;
- lecturers engage in dialogue on curriculum related matters on a continuous basis with businesses, industries and the community;
- a quality assurance section be established at Polytechnic A that oversee and manage quality assurance of academic related matters, such as programmes; and that

- the South African Qualification Framework be used as guideline by Polytechnic A in order to assist lecturers in the OAMP to place their qualification at the equivalent level on the NQF (using the level descriptors as proposed by SAQA) until the Lesotho CHE present an own qualifications framework.

### **6.5 Limitations of the study**

In this study interviews were used to obtain information from lecturers, the employment sector and the alumni. Some lecturers felt that their knowledge of work was being questioned and undermined as they were asked about the process that they were using in the development of the curriculum. As a result of this controversy, and the manner in which the questions were structured, the researcher had to interpret the meanings of the questions because participants could not respond clearly. They were saying the questions were too technical (based on the field of education). It must be emphasised that most lecturers have been engaged in the programme from different fields of study and they found the educational terms asked in the questions irrelevant to their fields, posing the problem of giving a straight response related to the question. As such, it is possible that due to this shortcoming, the interview results did not necessarily succeed in illuminating a comprehensive and true picture about the lecturers' exercise of curriculum development.

When working with the employment sector, it was difficult to get hold of the people who were in a position to respond to questions. Most people were either engaged in meetings or had to be somewhere with their personal matters. Some were even reluctant to voice their views even after being informed of the purpose of the study.

Furthermore, the alumni were also hard to reach. Most of them, after graduating, left to go to their different areas and some contact numbers in the school records no longer existed making it a bit of a hassle locating them. The responses of the alumni might be contaminated seeing that they were employees for some years. Skills that they referred to might have been developed at the place of work and not necessarily

by the OAMP programme. The researcher though explained to them that they need to focus on the OAMP programme and how that “prepared” them for the world of work.

## **6.6 Suggestions for further research**

It is proposed that further research be conducted on:

- The assurance of quality by means of curriculum development.
- How to empower academic staff at higher education institutions in Lesotho to become competent curriculum change agents and not only subject specialists.

## **6.7 Final summary**

In conclusion, it must be noted that the research study was to determine to what extent the OAMP curriculum at Polytechnic A in Lesotho was conceptualised from theoretical and practical perspectives to address the needs of the local, regional and international demands.

It can therefore, be concluded that the curriculum development that was carried out in 2011 showed the following results from the responses of the participants. There are mistakes that were made due to lack of knowledge of design principles on the side of lecturers. The development of the curriculum was carried out based on the guidelines provided by the dean of the school. Other aspects of the curriculum were included by lecturers based on their teaching experience, or personal preferences. In addition, the quality assurance of the programme is questionable. The office of quality assurance and standards has just been established in the Polytechnic A, and during the curriculum development in 2011, it was not consulted for guidelines. The alumni indicated that the knowledge and skills that students acquired seem to be at the basic level, though the world of work need them to show a lot of independence. The documents that were used as guidelines for curriculum implementation seemed to lack clarity of the intended outcomes of the programme. They indicated only a list of subjects that will be done without showing the level of competency that the students are supposed to acquire in each subject. These factors have an impact on

the improvement of the Polytechnic A. Lack of the necessary skills of the alumni lead to a low productivity at work-place.

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## Appendices

### Appendix A

#### INTERVIEW SCHEDULE FOR LECTURERS OF OFFICE ADMINISTRATION AND MANAGEMENT PROGRAMME

##### Possible main structure

##### specific topics and issues to be asked in relation to any of the main structure sections

##### Chart flow of interview

Introductory explanation



Assurance of confidentiality



Brief academic and professional profile



Lecturers' views and assumptions curriculum:

- Curriculum/ intended and implemented/ forces of curriculum/ curriculum issues, principles of curriculum development/ the phases of curriculum development and the approaches to curriculum development/

Model used for curriculum development of OAMP:

- Progressivists/ traditionalist/

Type of education:

- General education/ vocational education/general skills acquired/students' competencies

Quality assurance process:

- Quality assurance office/ process of ensuring quality/

## APPENDIX B

### INTERVIEW SCHEDULE FOR ALUMNI OF THE OFFICE ADMINISTRATION AND MANAGEMENT PROGRAMME

#### Possible main structure

#### specific topics and issues to be asked in relation to any of the main structure sections

#### Chart flow of interview

Introductory explanation



Assurance of confidentiality



Brief academic and professional profile



Students' views and assumptions knowledge and skills acquired:

- knowledge/ skills/ competencies
- 

Challenges:

- relevance/demand- driven/challenges at work

Suggestions for improvement:

- current improvements

## APPENDIX C

### INTERVIEW SCHEDULE FOR THE PUBLIC SERVICE COMMISSION (EMPLOYMENT SECTOR)

#### Possible main structure

#### specific topics and issues to be asked in relation to any of the main structure sections

#### Chart flow of interview

Introductory explanation



Assurance of confidentiality



Brief academic and professional profile



Employment sector's views and assumptions with regard to the knowledge and skills  
students are expected to acquire:

- knowledge/ skills/ competencies

Relevance of curriculum to societal needs:

- relevance/demand- driven/adequate for the  
labour market/

Shortcomings identified:

- challenges at work

Suggestions for improvement:

- current improvements

Study: CONCEPTUALISING THE REDESIGN OF OFFICE ADMINISTRATION AND MANAGEMENT AT A POLYTECHNIC

Researcher: NTHATI ROSE THEKO

Name and Surname: MOTHEBA MOELETSI

Age: 28

We value your opinion as employers in the world of work; hence your participation will be highly appreciated.

Contact number: +26622311178

- I hereby give free and informed consent to participate in the abovementioned research study.
- I understand what the study is about, why I am participating and what the risks and benefits are.
- I give the researcher permission to make use of the data gathered from my participation, subject to the stipulations he/she has indicated in the above letter.

Signature: Motseisi

Date: 28-09-2011



Lerotholi Polytechnic  
P.O. Box 16  
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Fax: (+266) 22 310 265  
E-mail: leropoly@lp.ac.ls

29<sup>th</sup> September 2011

**PROF GF DU TOIT**

UNIVERSITY OF THE FREE STATE  
BLOEMFONTEIN  
REPUBLIC OF SOUTH AFRICA

Dear Sir/ Madam,

**REQUEST FOR CODUCT RESEARCH AT LEROTHOLI POLYTECHNIC**

Reference is made to your letter in which you requested the approval for Ms. Nthati Theko to conduct her study at Lerotholi Polytechnic.

By way of this letter you are hereby informed that you request has been approved.

I hope this is in order.

Kind Regards.

*Makekeletso Sehabane*

**MAKEKELETSO SEHAHABANE (MRS.)**  
**HUMAN RESOURCE MANAGER**

Researcher:  
NthatiTheko  
Box 16  
Maseru 100  
Lesotho  
  
Tel: 0737949813  
Tel: +26658703893  
Email:tadyana@gmail.com

Study Leader:Prof GF du Toit  
Programme Director  
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E-mail: [dutoitgf@ufs.ac.za](mailto:dutoitgf@ufs.ac.za)

Date: 13 September 2011

**INFORMED CONSENT:**

Dear Participant

I would like to invite you to take part in this research project:

**CONCEPTUALISING THE REDESIGN OF OFFICE ADMINISTRATION AND MANAGEMENT AT A POLYTECHNIC**

This study is about the evaluation of the appropriateness of curriculum of the Office Administration and Management programme at Polytechnic A and determine whether the programme prepares learners to adequately function in the local, regional and global market.

We would like you to participate with us in this research because as the Lecturers are the curriculum designers and are in a good position to provide the researcher with the necessary information regarding the procedure used when a new curriculum is designed.

The reason we are doing this study is to assist the curriculum designers and lecturers at Polytechnic A in the Office Administration and Management to familiarise themselves with the needs of the country and international market.

There are no possible risks to you in taking part in this study; however the researcher will ensure that your participation is voluntary and remain confidential.

I am sure you will benefit from this study as the employers, since the type of learners the institute will produce will be of highly competent status, who meets the requirements of the global market.

While I greatly appreciate your participation in this important study and the valuable contribution you can make, your participation is entirely voluntary and you are under no obligation to take part in this study. If you do choose to take part, and an issue arises which makes you uncomfortable, you may at any time stop your participation with no further repercussions.

If you experience any discomfort or unhappiness with the way the research is being conducted, please feel free to contact me directly to discuss it, and also note that you are free to contact my study supervisor (indicated above).

Should any difficult personal issues arise during the course of this research, I will endeavour to see that a qualified expert is contacted and able to assist you.

Yours sincerely,

NthatiTheko

**Study: CONCEPTUALISING THE REDESIGN OF OFFICE ADMINISTRATION AND MANAGEMENT AT A POLYTECHNIC**

Researcher: NTHATI ROSE THEKO

Name and Surname:

Age:

We value your opinion as employers in the world of work; hence your participation will be highly appreciated.

Contact number:

- I hereby give free and informed consent to participate in the abovementioned research study.
- I understand what the study is about, why I am participating and what the risks and benefits are.
- I give the researcher permission to make use of the data gathered from my participation, subject to the stipulations he/she has indicated in the above letter.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Language editor's profile

### **PERSONAL DETAILS**

SakachaneTlhoriso

e-mail: sakachanet@yahoo.co.uk

contacts: +26662975355/+26656177000

### **SUMMARY OF QUALIFICATIONS AND EXPERIENCE**

I have B.A. Honours in Language Practice (Applied Linguistics) and a B.A. Ed Degree with majors in English Language, Literature in English and Sesotho. I have 19 years teaching experience and I have also been working in publishing and language-related fields for the past 16 years. I have done freelance editing for several private companies including Pearson Education Lesotho, Oxford University Press, Nassou Via Africa, First National Bank Lesotho, Examination Council of Lesotho. I have also done research work for NGOs and International Donor Agencies. I am an accomplished language and communications teacher, moderator, examiner and part-time examinations Vetter. I also have experience in Materials development, proofreading, translation as well as interpreting. My other special competencies are as follows:

- Report writing
- Presentation skills
- Facilitation skills
- Communication skills
- Proposal writing
- Project management
- Research skills
- Public speaking

### **COMPUTER LITERACY**

Profound knowledge of computer operations in Microsoft Office applications including Microsoft-word, Excel, PowerPoint, Access, email software, and internet browsing.

### **LANGUAGE PROFICIENCY**

	<b>Writing</b>	<b>Speaking</b>	<b>Reading</b>
<i>Sesotho</i>	Excellent	Excellent	Excellent
English	Excellent	Excellent	Excellent