



TVET LECTURER TRAINING



[PROJECT CONTRACT CODE]

[PROJECT BUDGET CODE]

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1. Approvals

Document the approval process and authorized signatories for the project closure process. The client project approval process and timeline should also be contained if appropriate. Approval here refers to approval of the closure of the project itself, not just approval of a plan to close the project. Both the project manager and the project sponsor will sign off on the project closure document. Be sure to include a copy of the acceptance agreement from the client.

Provider Rep:	Signature:	_____
	Print Name:	_____
	Title:	_____
	Date:	_____
Project Manager:	Signature:	_____
	Print Name:	_____
	Title:	_____
	Date:	_____

2. Document Change Log

Revision	Date	Change Description	Prepared By	Approved By

3. Project Abstract

Provide a brief high-level description of the project, one to a few paragraphs, targeting a general audience. This can be taken from the Project Execution Plan, to provide context for this report.

Vocational Education and Training (VET) is essential to the expansion of participation in the labour market and in the reduction of unemployment and poverty. It provides people with knowledge-based education and training for various occupations and integrates them into the labour market. It is therefore crucial that TVET College lecturers are capacitated with various knowledge and skills to perform the important task of training in order to meet the social, economic and political demands of the country. Lecturers should therefore be in a position to equip learners with the knowledge and skills required to increase their employability and to facilitate their access to the world of work. Colleges have been earmarked to respond to these national skills development imperatives in creative ways, asserting their role as preferred providers for the delivery of skills.

PURPOSE AND OBJECTIVES

The purpose and objectives of the initiative are:

- to capacitate TVET lecturers, to effectively conduct their work responsibilities.
- to capacitate TVET colleges to become the preferred providers of occupational skills in South Africa
- to provide TVET lecturers with formal and informal qualification related to their sector

The program targeted 9 TVET colleges and reached over 566 lectures. The following colleges were identified:

- Tshwane North TVET College
- Capricon TVET College
- Ekurhuleni West TVET College
- Majuba TVET College
- Coastal TVET College
- Elangeni TVET College
- Esayidi TVET College
- Sekhukhune TVET College
- Motheo TVET College

The registration and induction was conducted between April and May. The centre embarked on this registration in order to accommodate the group as the university registration was already closed. The anticipated numbers from each college was 50 per college, however the response was overwhelming where some colleges had over 100 participants registering for the program. The totaled registered students were 597.

4. Project Documentation

[Provide a link or reference to the Project Definition Document and the Project Execution Plan.](#)

The programme offered consists of five modules with a total of 72 credits. The training took place from 17 June to 30 November 2016 and was conducted over 12 days on the dates referred to in the above column as training dates A. All five modules were covered during this period and include:

- Design and develop learning interventions (**MODULE 1 PTRP01X**)
- Learning facilitation methodologies (**MODULE 2 PTRP02Y**)
- Learner mentoring, guidance and support (**MODULE 3 PTRP033**)
- Conducting assessment of learning outcomes (**MODULE 4 PREP044**)
- Training practice (**MODULE 5 PTRP055**)

During training participants were involved in group sessions, class discussions and individual presentations covering all four theoretical modules and subsequently with all

the expected outcomes leading participants, to from the onset, start with their Portfolio of Evidence, being the Training Practice module.

The last four contact sessions days were mainly reserved for the purpose of revision and subsequent submission of the Portfolio of Evidence, where mentoring and guidance to individual students was afforded to students who were struggling with the compilation of their POE's.

5. Supporting Documentation

Identify supporting documentation that should be taken into consideration in this Project Closure Report, especially to provide context for and support the reason for closing the project. URLs(specifies where an identified resource is available to permanent documentation are preferred to avoid dead links. Be sure the supporting documentation is accessible to at least those who are reviewing this document.

Results/Assement

Province	TVET College	Number Registered	Number Passed	Number Failed	Number that failed due to non Submission of POE'S
KZN	Majuba	28	21	6	1
KZN	Elangeni	67	39	8	20
KZN	Coastal	88	71	12	5
KZN	Esayidi	156	87	14	55
Gauteng	Tshwane North	46	9	4	33
Gauteng	Ekurhuleni West	31	10	10	11
Limpopo	Sekhukhune	59	39	9	11
Limpopo	Capricorn	58	42	5	11
Free State	Motheo	64	22	19	23
Total		597	340	87	170

The total pass rate obtained was 80%.

6. Reason for Closing the Project

State the reason why the project is being closed. This may be because the project was completed, achieved as much as it could with the resources available and time allotted, or it may have been cancelled or postponed for some reason.

The project is completed in line with the deliverables.

7. Project Deliverables

List the planned and actual project deliverables. Include information on relevant and significant change requests.

TRAINING

The programme offered consists of five modules with a total of 72 credits. All five modules were covered during this period and include:

- Design and develop learning interventions **(MODULE 1 PTRP01X)**
- Learning facilitation methodologies **(MODULE 2 PTRP02Y)**
- Learner mentoring, guidance and support **(MODULE 3 PTRP033)**
- Conducting assessment of learning outcomes **(MODULE 4 PREP044)**
- Training practice **(MODULE 5 PTRP055)**

ATTENDANCE

The first eight days of training were conducted over weekends and the attendance was very good. The last four contact sessions days were mainly reserved for the purpose of revision and subsequent submission of the Portfolio of Evidence, where mentoring and guidance to individual students was afforded to students who were struggling with the compilation of their POE's.

We experienced problems during the last four days which was conducted over 4 days during the week. Participants had to attend to class and some were involved with marking of the examinations within their respective colleges, however overall we had over 80% attendance.

Planned Deliverables	Actual Deliverables
<ul style="list-style-type: none">• Design and develop learning interventions (MODULE 1 PTRP01X)	All modules were completed within the allocated contact sessions.

<ul style="list-style-type: none"> • Learning facilitation methodologies (MODULE 2 PTRP02Y) • Learner mentoring, guidance and support (MODULE 3 PTRP033) • Conducting assessment of learning outcomes (MODULE 4 PREP044) • Training practice (MODULE 5 PTRP055) 	
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Change Requests	Impact
<p>Students across all 9 Colleges were given a period of over two months to prepare their POE'S for final submission during the last four days of contact sessions. Only 72% of the POE's were collected as most students were still not ready to submit. Further extension of a month was given to students who were not ready at the time of submission. As outlined above on section 5 of the report.</p>	

8. Project Schedule

List the planned and actual project completion dates.

The training took place from 17 June to 30 November 2016 and was conducted over 12 days on the dates referred to in the above column as training dates. All five modules were covered during this period and include:

Province	TVET College	Number of Participants	Training dates A (8 days)	Training Dates B (4 days)
KZN	Majuba	28	17-18/6/2016 24-25/6/2016 27-30/6/2016	27 – 30 September 2016
KZN	Elangeni	67	17-18/6/2016 24-25/6/2016 27-30/6/2016	30 September-1 October 7-8 October 2016
KZN	Coastal	88	17-18/6/2016	30 September-1

			24-25/6/2016 27-30/6/2016	October 7-8 October 2016
KZN	Esayidi	156	17-18/6/2016 24-25/6/2016 27-30/6/2016	30 September-1 October 7-8 October 2016
Gauteng	Tshwane North	46	17-18/6/2016 24-25/6/2016 27-30/6/2016	15-16 November 2016 29-30 November 2016
Gauteng	Ekurhuleni West	31	17-18/6/2016 24-25/6/2016 27-30/6/2016	26-29 September 2016
Limpopo	Sekhukhune	59	15-16/7/2016 22-23/7/2016 27-30/7/2016	23-24 September 2016 30 September -1 October
Limpopo	Capricorn	58	15-16/7/2016 22-23/7/2016 27-30/7/2016	16-17 September 2016 7-8 October 2016
Free State	Motheo	64	08-09/7/2016 15-16/7/2016 22-23/7/2016 29-30/7/2016	15-16 September 2016 14-15 October 2016
Total		597		

Project Phases	Planned Completion Date	Actual Completion Date
Registration and Induction	April/May	June
Training Block session 1	June/July	June/July
Training Block Session 2	Sept/Oct	November

9. Project Team

List the names of everyone who worked on the project, including their titles, project roles, and how their involvement in the project has or will ramp down to zero.

Name	Project Role	Timeframe
Mr. NH Ngubane	Project Leader (KZN)	Full time
Dr SJ Mohapi	Center Manager	Full time
Mr F Mlambo	Project coordinator	Full time

Dr B. Segoe	Project Leader	Full time

Name	Project Role	Timeframe
Ms NJ Mangqase	Development Officer	Full time
Ms. J Reynolds	SACPO Manager	Full time

10. Outstanding Risks

Identify any outstanding risks and any planned actions or steps related to those risks.

There was not enough support received from Senior Management Teams mostly from Colleges that performed below par as indicated on the above.

The following issues were encountered from Colleges that in the main had performed below par as well as from some that performed well:

- (i) No appropriate training venues were provided for training as requested.
- (ii) Inconsistent attendance by the participants
- (iii) Lack of support by SMT of the colleges
- (iv) Lack of pedagogic content knowledge by participants with regard to their own subjects
- (v) Lack of motivation influenced by the selection process of the participants in some colleges

11. Next Steps

List deferred tasks and late features that still need to be done, plans for point releases, and follow-up projects. Identify how useful internal project documentation will be archived. Define how the project team will be disbanded and when. List other closure tasks like closing charge codes or project accounts.

The program is a Short Learning Program at UNISA and will be continued offered. However, the project team has been disbanded.

12. Lessons Learned

What went right and what went not so well with the project, from the project team point of view, customer's point of view, and the sponsor's point of view. What can future projects learn from the experience gained from this project?

Are there particular actions that may be taken to improve project support in the future: improved tools, training, support, documentation, procedures?

After careful analysis and assessment of the entire programme delivery and challenges experienced as well as other gains opportunities identified, the following among many other remedial actions are critical and proposed as opportunity risks:

- (i) Further specialized training be introduction in these Colleges on the following modules which were found to be mostly lacking, and more time to be devoted in those areas:
 - Design and develop learning interventions **(MODULE 1 PTRP01X)**
 - Learning facilitation methodologies **(MODULE 2 PTRP02Y)**

- (ii) Training be provided outside of the confines of the College as participants tend to periodically absent themselves by attending to other College business during training.

13. Recommendation of provider for future projects

Will you recommend the provider for future work of this kind:

Yes

No