National Consultation Workshop
Draft CBET model for VET in Namibia

Study on competency-based education and training in vocational education and training [VET] in Namibia

October 2014
The Namibia Training Authority is committed to the implementation of competency based education and training. The Authority’s strategic plan for 2014/15 – 2018/19 calls for the development of a blue print for the implementation of competency-based education and training, implementation of the outcomes of the CBET review that forms the focus of this study, and increasing the number of training providers exclusively applying the NTA CBET model.
Preparation of the CBET model

In preparing the draft model, the Project Team undertook an environmental scan of the key issues impacting on the implementation of CBET in the VET system in Namibia. This involved:

• conducting face to face interviews with the key stakeholders, including: NTA, NQA, NEF, NTB, HAN, and NNSO [Namibia National Students Organisation]

• undertaking site visits to training centres, including all Vocational Training Centres

• conducting two email surveys – one of trainees and the other of key stakeholders

• holding discussions with the Project Reference Group established by the NTA

The Project Team prepared a draft version of the Issues and Options Paper based on the outcomes of the environmental scan. This was discussed and approved for consultation purposes by the Senior Management of the NTA.
Factors impeding CBET implementation

• A lack of leadership skills in VET institutions which means that principals, managers and heads of department are not well equipped to apply the change management strategies needed to support an innovation such as the introduction of CBET.

• The complexity of the registration and accreditation arrangements administered by the NTA and NQA, respectively, is a barrier to training providers gaining registration and accreditation to provide the unit standards based qualifications.

• Inflexibility in the national assessment arrangements leading to delays in trainees being assessed and issued with certificates.

• The absence of qualifications pathways that link schools, VET and higher education and which provide progression routes for trainees discourages providers from offering the unit standard based qualifications.
Factors impeding CBET implementation

• The existence of legacy training and assessment models, such as the former NTTC and South African NATED courses, that act as a barrier to the take up of unit standard based qualifications.

• Trainer quality particularly in relation to the lack of higher-level technical skills means that many providers are unable to offer the new unit standards based qualifications.

• The lack of fit for purpose training and assessment products to support the implementation of the NTA CBET model.

• The absence of a systematic planned implementation strategy for the NTA CBET model.

• The lack of registered unit standards and qualifications in a range of industry and occupational areas has meant that some providers are unable to switch to the new system.
Key features of a CBET system in VET

- CBET
- Outcomes
- Multiple entry / exit
- Assessment
- RPL
- Pathways
Issues impacting on CBET system in VET

CBET

System specific issues

General issues
• Key area 1: Design of Vocational Qualifications
• Key area 2: Support materials for vocational qualifications
• Key area 3: Assessment of Vocational Qualifications
• Key area 4: CBET programme design and implementation
• Key area 5: Knowledge and experience of CBET and assessment

PLEASE COMPLETE AND SUBMIT RESPONSE FORM
Key area 1: Design of Vocational Qualifications

• Structure of vocational qualifications – Commit to unit standards based qualifications in VET sector

• Development and maintenance of vocational qualifications - NTA to outsource development and maintenance of vocational qualifications

• Guidance on format and content of vocational qualifications – Sector specific guidance for qualification developers (e.g. consistency, pathways)

• Inclusion of generic competencies – Technical Maths, Science and English (Compulsory) and Generic Maths, Science and English (Optional strand)

• Identification of qualification pathways that link school, VET and Higher Education – Identification of pathways in development stage

• Entry requirements for VET qualifications and admissions policy for VET institutions – Training provider determine selection criteria for their training programmes

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Key area 2: Support materials for vocational qualifications

- Support material for vocational qualifications –
  1) Training provider source and/or develop support materials
  2) NTA supports production of resource list and model curriculum
Key area 3: Assessment of Vocational Qualifications

• Flexibility of national assessment arrangements – Devolve responsibility for assessment to NQA accredited training providers

• Grading of assessment outcomes – Expand current grading to recognise higher-level performance

• Assessor quality – Review and strengthen assessor registration and re-registration requirements and implement professional development programme for registered assessors

• Internal and external assessment – Final assessment based on mix of internal and external assessment results
• Lack of experience in CBET programme development –

  1) Training for VET Trainers, Head of Training, and Centre Managers on training programme design

  2) Provision of model-training programmes for training providers unable to develop their own programmes

• Job attachment - Compulsory and credit rated component of vocational qualifications
A lack of knowledge of CBET principles and limited experience in implementing CBET in institutional and workplace settings across all levels of the VET system in Namibia.

1) Develop and implement a system wide professional development programme on CBET principles

2) Establish a demonstration site where trainers and training managers can experience first hand a CBET training environment
In view of the educational reform, this Grade 10 entry point may either change to Grade 11 or become redundant by 2019/20.

In view of the educational reform, this entry point may become applicable for Grade 11 and Grade 12. However, a set of “exemption rules” will need to be developed to cater for the different scenarios.
Questions and answers

The Key Issues

The Proposed Model

Other Matters
Namibia Training Authority web site – www.nta.com.na

OR

TEN Pty Ltd web site – www.ten-namibia.org
Thank you for your attention

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