

STUDENT EXPERIENCE OF TRAINING PROVIDERS OFFERED BY TRAINING PROVIDERS ACCREDITED BY THE HWSETA 2017 MONITORING REPORT

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BACKGROUND

This is a survey that was conducted on students undergoing training through HWSETA accredited Private Colleges. A total of 621 students took part in the study. The response rate for all the questions was excellent, mostly above 90%. The learners were surveyed from 25 institutions, with the top ten schools contributing 414 (67%) students. The main objective of the survey was to get the views and training experiences of students, which will assist in improving the quality of training offered by these Colleges.

DESIGN OF THE SURVEY

The survey was quantitative and a self-administered questionnaire was used to collect data. The questionnaire contained mainly closed-ended questions and a few open-ended questions. Quantitative data was analysed using Stata software. The major statistics used were descriptive statistics. Skewed numerical data like cost of course were summarised using median and the range. For some outcomes, stratified descriptive analyses were performed to identify which areas or Colleges had identified problems. The qualitative data were analysed using conventional content analysis.

RESULTS

Students generally appraised their institutions highly in many aspects, for example when rating their course facilitators and workplace mentors. However, there were also a number of experiences which reflected poor quality on the part of the Colleges. These are mainly in the areas of equipment and administration. An interesting finding from the survey is that the experiences of learners varied by the College they attended. While some Colleges were rated highly, others performed poorly. For example, while some institutions did not have students who reported delayed assessments, all students in other institutions (ten Colleges) reported delayed assessments. The same was true for induction. For example, almost all (94%) students surveyed from one College reported that they did not have an induction. Lastly, a significant proportion of students from all three colleges also reported insufficient training aids for effective training. While these colleges are not the only ones that should be targeted for intervention, they show that some colleges, consistently performed excellently while others did not.

CONCLUSION AND RECOMMENDATIONS

The fact that there is variation in the quality of learner experiences by the college attended, means that interventions are needed to address the gaps identified especially for the poor performing colleges. Thus, these data are important in not just knowing which interventions are needed, but also in knowing which colleges and courses need interventions.