



Quality Assurance in the occupational learning system

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NQF landscape after 2008



NQF Act (No 67 of 2008) makes provision for an integrated NQF comprising three sub frameworks, each developed and managed by a Quality Council

Sub Framework	Quality Council responsible
General and Further Education and Training Qualifications Sub framework (GFETQSF)	Umalusi
Higher Education Qualifications Sub Framework (HEQSF)	Council on Higher Education (CHE)
Trades and Occupations Qualifications Sub Framework commonly known as Occupational Qualifications Sub Framework (OQSF)	Quality Council for Trades and Occupations (QCTO)

Quality Council (QC) functions - NQF Act



NQF Act :(Section 27)

QC functions in summary:

- Responsible for the development of qualifications and part-qualifications
- Recommend Qualifications for registration to SAQA
- Quality assurance of those qualifications and part-qualifications

SAQA

- Register Qualifications on the NQF
- enhance communication, co-ordination and collaboration between QCs

Historically registered qualifications on the QQSF



Historically registered qualifications on the Occupational Qualifications Sub Framework (QQSF)

1.
 - **Unit standard based qualifications**
 - **Outcomes based qualifications**

#Delivered as full qualifications

#Delivered as unit standards (Skills Programmes)

2. **National N Certificates (N4-N6) National Diploma**

Instructional Offerings for Colleges (TVET + Private Colleges)-Report 191 Part 2 : Instructional programmes in the RSA

3. Recorded trades

NQF Level	MHET Determination on Sub-Framework and Qualifications Types (Government Gazette No 36803 – 30 August 2013)		
10	Doctoral Degree Doctoral Degree (Professional)	<div>H</div> <div>E</div> <div>Q</div> <div>S</div> <div>F</div>	*
9	Master’s Degree Master’s Degree (Professional)		*
8	Bachelor Honours Degree Post Graduate Diploma Bachelor’s Degree		Occupational Certificate (Level 8)
7	Bachelor ‘s Degree Advanced Diploma		Occupational Certificate (Level 7)
6	Diploma Advanced Certificate	<div>O</div> <div>Q</div> <div>S</div> <div>F</div>	Occupational Certificate (Level 6)
5	Higher Certificate		Occupational Certificate (Level 5)
4	National Certificate		Occupational Certificate (Level 4)
3	Intermediate Certificate	<div>G</div> <div>F</div> <div>E</div> <div>T</div> <div>Q</div> <div>S</div> <div>F</div>	Occupational Certificate (Level 3)
2	Elementary Certificate		Occupational Certificate (Level 2)
1	General Certificate		Occupational Certificate (Level 1)

Occupational Qualification definition



SDA: 'Occupational Qualification means **a qualification associated with a trade, occupation or profession resulting from work-based learning** and consisting of knowledge unit standards, practical unit standards and work experience unit standards'

Labour market - skills development needs



- QCTO's role is to ensure that there are occupational qualifications that respond to labour market needs (qualifications and part qualifications that are fit for purpose) – designing training programmes that address the needs identified.



– Labour market needs

- To grow the economy and develop the country socially requires a skilled workforce
 - Collecting information on labour market needs is very important
 - SETAs have a responsibility of researching labour market needs in their sectors – Sector Skills Planning. The skills needs is collected in terms of occupations – who is needed? Scarce and critical skills. (Demand driven system).
- The QCTO role is to ensure that there are fit for purpose occupational qualifications to respond to the labour market needs



Centrality of SETAs in skills development

SETAs are a vital link between the requirements of industry and provision.
Synergy between skills being taught and the requirements of the economy is critical.
Skills development, Vocational Training, Job creation – are Intrinsically linked.
(Vision 2030)

SA in an industrial country

- Need for middle level skills is crucial to enable the country to grow.
 - Such skills are needed to support the development and maintenance of infrastructure
 - Skills for services and production sectors
 - High level skills are also featuring strongly

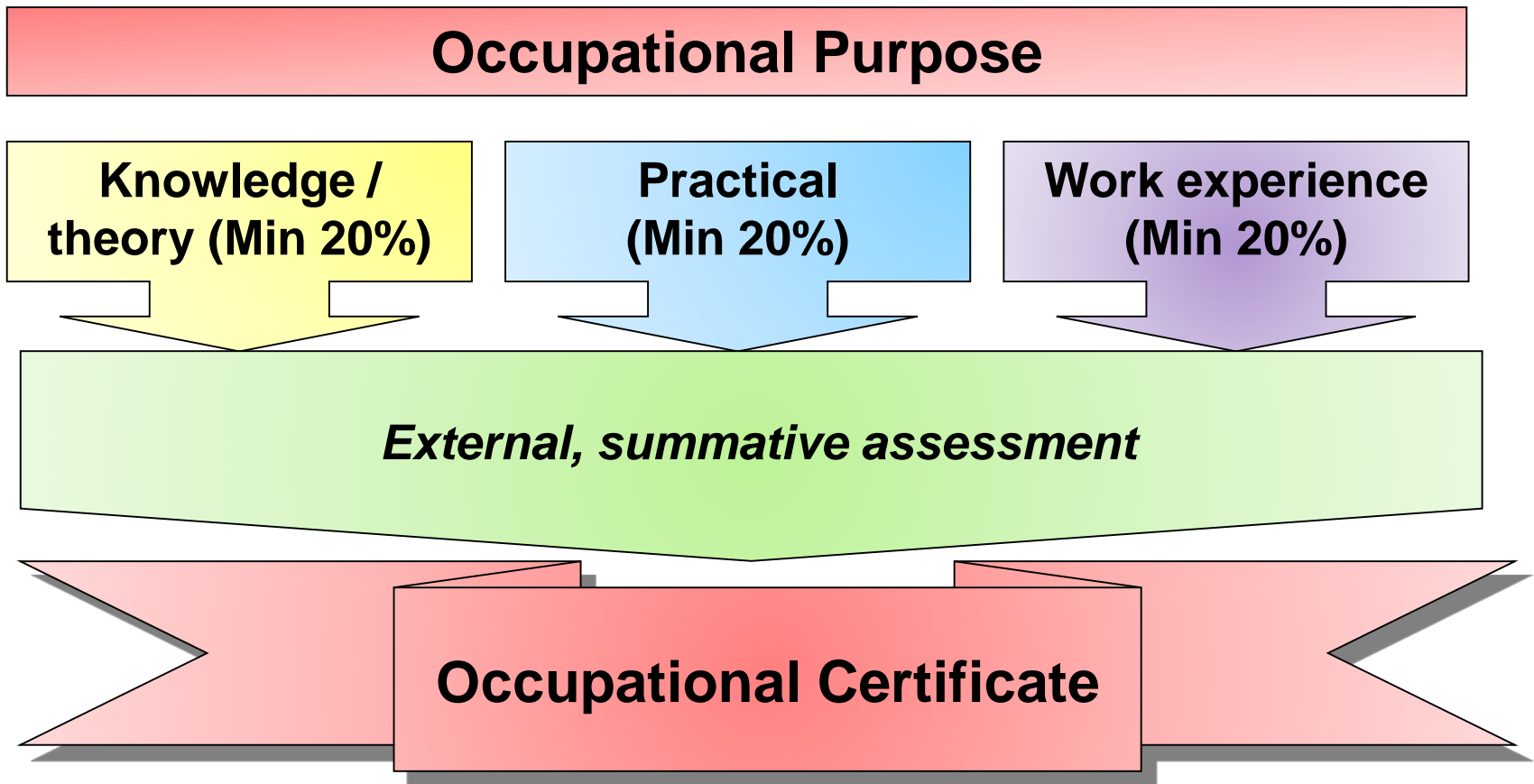
Collaborate between labour market role players is important : will result in improved, appropriate curricular, administration and most importantly , access to workplace opportunities and experience for learners.

Occupational Qualifications Design



- ▶ Aim of Occupational Qualification is to qualify a person to practice an occupation / occupationally relevant skills set
 - **NOT** to qualify a person in a field of learning (in a broad generic way)
- ▶ Occupational Qualifications are:
 - linked to an occupation defined on the Organising Framework for Occupations (OFO).
 - based on labour skills demand, not supply driven.
 - Made up of a minimum of 25 credits
 - reflect
 - three forms of learning (Knowledge, Practical , Work Experience) to achieve occupational competence.
 - Rules of combination (minimum of 20% per component, with remainder allocated as required)
 - Consist of assessable learning outcomes
 - Are derived from Occupational Curricula

Occupation qualifications development model



Part qualifications



- A part qualification is an assessed unit of learning that is registered as part of a qualification

- In developing the part qualification concept for the OQSF, the QCTO utilised the International Labour Organisation's concept of Modular of Employable Skills (MES) and their importance in the labour market towards :

- alleviating unemployment
- improving skills of those already in employment

Thus Part Qualifications are labour market focused – proving skills development opportunities that matches the skills requirements of the labour market (demand driven)

1. **A part qualification is linked to an occupational qualification.**
 - There must be a parent or a holding qualification
2. **Part qualification must be modular of employable skills.**
3. **A part qualification must consist of K, P, WE.**
4. **The implementation of a part qualification will be based on:**
 - Registered part qualification document
 - Curriculum document
 - External Assessment Specification document
5. **Part Qualification will be offered by Accredited Skills Development Providers.**
6. **External Intergated Assessment will take place in Accredited Assessment Centres**



Curriculum design for occupational qualifications

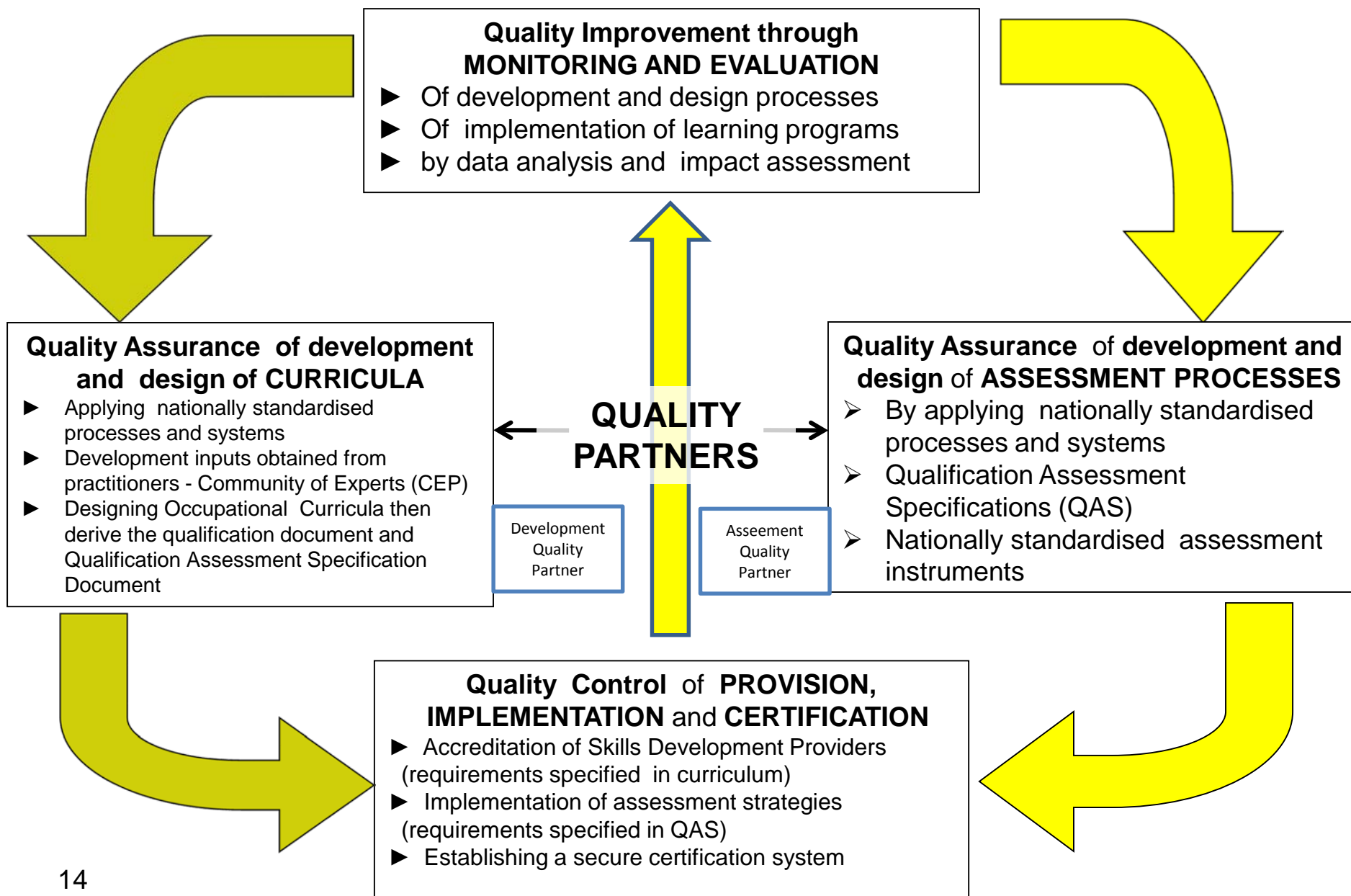
- Is based on an occupational profile derived from the occupational purpose and the associated occupational tasks or outcomes.
- Occupational curricula provide an outline of the following:
 - **learning components** - knowledge module specifications, practical skills module specifications and work experience module specifications.
 - Purpose and main focus for each module; Major topics to be covered (including topic elements - guidelines on time to be spent per topic)
 - **internal assessment criteria and guidelines** for the knowledge and practical skills components and requirements for the assessment of the work experience
 - **exemptions** from or entry requirements to each component
 - skills development **provider accreditation requirements** for the knowledge and practical skills components and **workplace approval requirements** for the work experience component.



Curriculum benefits

- The Curriculum enables quality provision
 - Curriculum components provide clear guidance on requirements per component (Knowledge, Practical Skills and Work Experience)
 - Provide internal assessment guidelines per component, including work experience record
 - Enables coherent provision and internal assessment
 - Enables RPL
 - Skills Development Provider accreditation requirements are outlined upfront

QCTO Model for Quality Management



**Priority Occupational Qualifications that
support the renewable energy
developments**



Photovoltaic panels in the Spanish-built Sishen Solar Park at Kathu in the Northern Cape

OC: Solar Photovoltaic
Service Technician

OC: Wind Turbine Service
Technician

OC: Hot water System
Installer (Solar Water Heater
Installer)

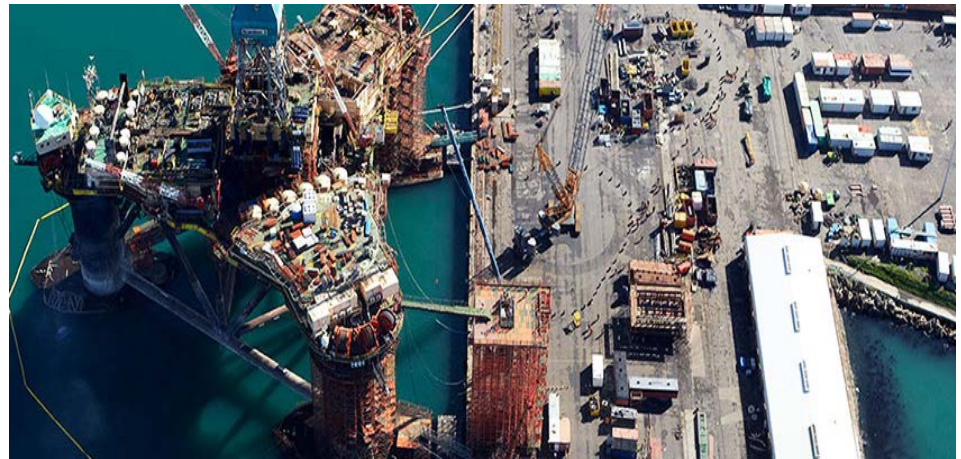
Manufacturing Sector Industry– Car Manufacturing



OC: Instrument Mechanician,
OC: Vehicle Painter (Automobile and Marine Painter)
OC: Metal Machinist (Automotive Machinist)
OC : Lubrication Equipment Mechanic
OC: Mechanical Fitter
OC: Paintless Dent Remover
OC: Engine Management and Fuel Injection Systems Mechanic

Ocean Economy – Operation Phakisa

South Africa is surrounded by a vast ocean which has not fully taken advantage of the immense potential of this untapped resource. The oceans have the potential to contribute up to 177 billion rand to the gross domestic product (GDP) and create approximately 700 000 jobs by 2033.



Ocean Economy – Operation Phakisa



Priorities identified by South Africa Maritime Safety Authority (SAMSA) - through TETA

OC: Boat Builder and Repairer (Ship Builder)

OC: Boat Builder and Repairer (Boat Builder)

Qualifications in evaluation

OC: Aids to Navigation Technician

OC: Dock Master

OC: Diver

OC: Ship's Engineer (Electro Technical Officer)

OC: Vessel Traffic Controller

OC: Maritime Search and Rescue Co-ordinator

OC: Aids to Navigation Manager

Rail Industry Developments

Occupational Certificate: Train
Driver

OC: Railway Signal Operator
(Functional Yard Operator)



The inauguration of the 95th electric locomotive jointly produced by Chinese and South African companies at a plant in Pretoria, 19 March 2015





Thank You!

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