Quality Assurance in the occupational learning system

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

<table>
<thead>
<tr>
<th>Sub Framework</th>
<th>Quality Council responsible</th>
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<tbody>
<tr>
<td>General and Further Education and Training Qualifications Sub framework (GFETQSF)</td>
<td>Umalusi</td>
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<tr>
<td>Higher Education Qualifications Sub Framework (HEQSF)</td>
<td>Council on Higher Education (CHE)</td>
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<tr>
<td>Trades and Occupations Qualifications Sub Framework commonly known as Occupational Qualifications Sub Framework (OQSF)</td>
<td>Quality Council for Trades and Occupations (QCTO)</td>
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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 Occupational Qualifications Sub Framework (OQSF)

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**
<table>
<thead>
<tr>
<th>NQF Level</th>
<th>MHET Determination on Sub-Framework and Qualifications Types (Government Gazette No 36803 – 30 August 2013 )</th>
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</table>
| 10        | Doctoral Degree  
Doctoral Degree (Professional) |
| 9         | Master’s Degree  
Master’s Degree (Professional) |
| 8         | Bachelor Honours Degree  
Post Graduate Diploma  
Bachelor’s Degree |
| 7         | Bachelor’s Degree  
Advanced Diploma |
| 6         | Diploma  
Advanced Certificate |
| 5         | Higher Certificate |
| 4         | National Certificate |
| 3         | Intermediate Certificate |
| 2         | Elementary Certificate |
| 1         | General Certificate |

| * | Occupational Certificate (Level 8) |
| * | Occupational Certificate (Level 7) |
| Occupational Certificate (Level 6) |
| Occupational Certificate (Level 5) |
| Occupational Certificate (Level 4) |
| Occupational Certificate (Level 3) |
| Occupational Certificate (Level 2) |
| Occupational Certificate (Level 1) |
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 needed 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.
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

Occupational Purpose

- Knowledge / theory (Min 20%)
- Practical (Min 20%)
- Work experience (Min 20%)

External, summative assessment

Occupational Certificate
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
Quality Improvement through MONITORING AND EVALUATION
- Of development and design processes
- Of implementation of learning programs
- by data analysis and impact assessment

Quality Assurance of development and design of CURRICULA
- Applying nationally standardised processes and systems
- Development inputs obtained from practitioners - Community of Experts (CEP)
- Designing Occupational Curricula then derive the qualification document and Qualification Assessment Specification Document

Quality Assurance of development and design of ASSESSMENT PROCESSES
- By applying nationally standardised processes and systems
- Qualification Assessment Specifications (QAS)
- Nationally standardised assessment instruments

Quality Control of PROVISION, IMPLEMENTATION and CERTIFICATION
- Accreditation of Skills Development Providers (requirements specified in curriculum)
- Implementation of assessment strategies (requirements specified in QAS)
- Establishing a secure certification system

QUALITY PARTNERS
- Development Quality Partner
- Assessment Quality Partner

QCTO Model for Quality Management
Priority Occupational Qualifications that support the renewable energy developments

OC: Solar Photovoltaic Service Technician

OC: Wind Turbine Service Technician

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

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

Qualifications in evaluation

OC: Boat Builder and Repairer (Ship Builder)
OC: Boat Builder and Repairer (Boat Builder)
The inauguration of the 95th electric locomotive jointly produced by Chinese and South African companies at a plant in Pretoria, 19 March 2015

Rail Industry Developments

Occupational Certificate: Train Driver
OC: Railway Signal Operator (Functional Yard Operator)
Thank You!

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