



# QCTO

*Presentation to  
Stakeholders Community Development  
Qualifications Consulting meeting  
21 July 2011*

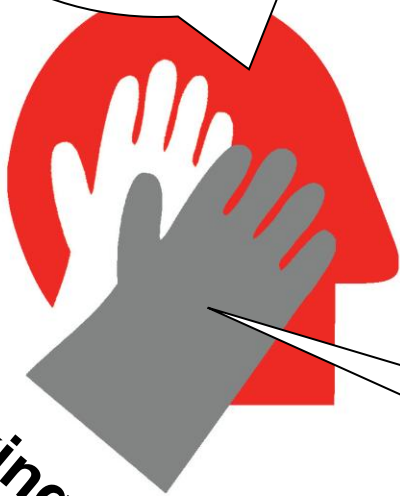
# New brand:

## Knowledge

### / Head:

Conception  
Understanding  
Reflection ...

**Colour;**  
For current  
and future  
workers



# QCTO

## Quality Council for Trades & Occupations

*Working together ~  
Work experience*

**Productive  
Hands**  
*(colour of gloves  
signals health sector ,  
industrial sector etc.)*



## Historical Overview:

- **Pre-1922** Company specific apprenticeship contracts
- **1922 Apprenticeship Act**
  - 1930, 1944, 1950 ... Amendments – *ONLY apprenticeships*
  - *Apprenticeship Committees by trade / industry / area*
- **1981 Manpower Training Act**
  - *Black workers could enter apprenticeships*
  - *Apprenticeship focus but permitting other skills too*
  - *Industry Training Boards – voluntary, with voluntary levies*
- **1995 South African Qualifications Authority Act - NQF**
- **1998 Skills Development Act & 1999 Levies Act**
  - *Sector Education and Training Authorities (SETAs) with focus on whole workforce (not only artisans), mandatory levy*
- **2008 Amendment to SDA**
  - *Quality Council for Trades and Occupations (national not sectoral standards for 'trades and occupations')*



## Under 1995 SAQA Act & 1998 SD Act

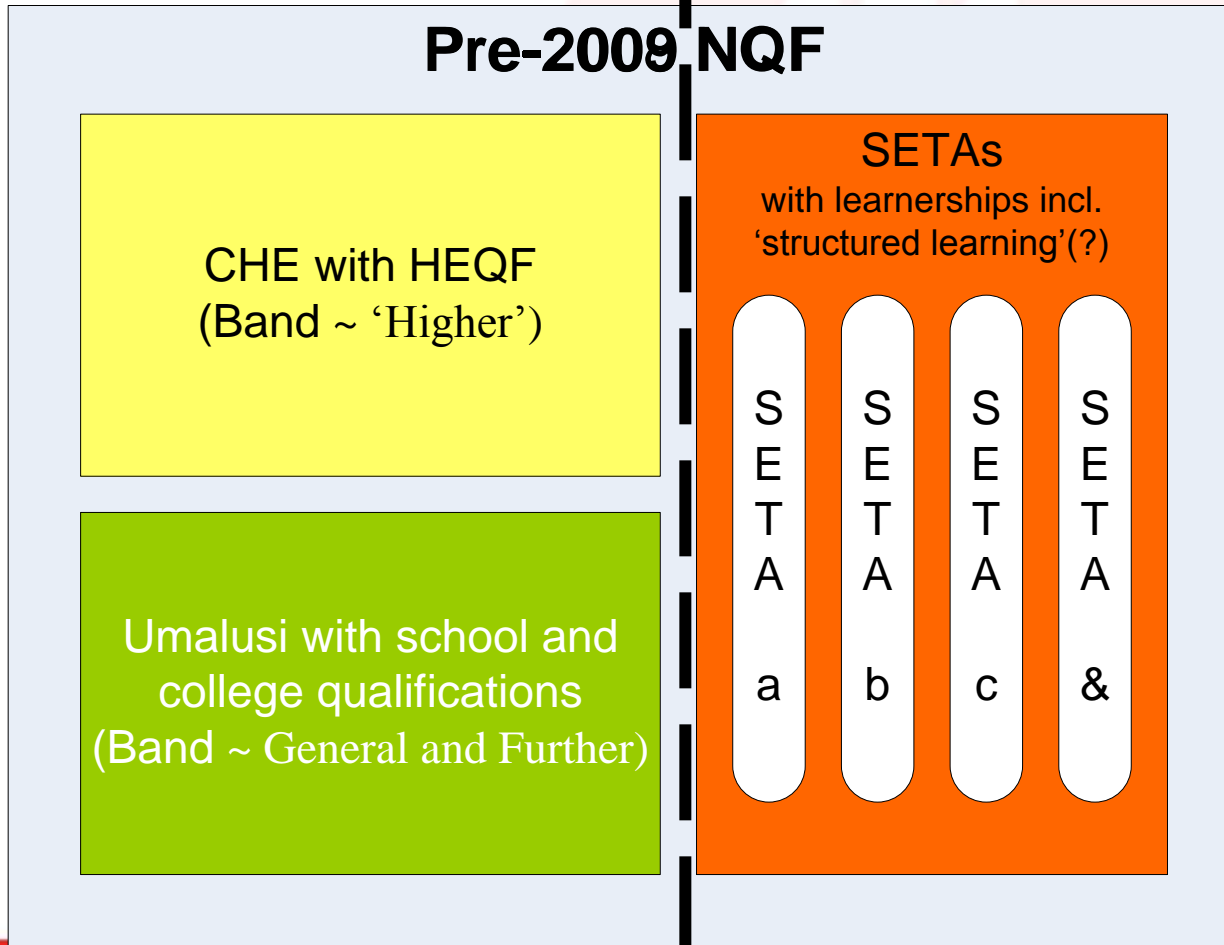
- SAQA set standards / qualifications and registered them on the NQF; It did this by recognizing Standard Generating Bodies (SGBs) to do the work (DHET for schools and colleges)
- SETAs often established SGBs under SAQA and developed their own sectoral qualifications,
- Quality assurance was done by SAQA-accredited Education & Training Quality Assurance (ETQA) bodies: SETAs were accredited as ETQAs (cf SDA)

**But ... uneven sectoral quality, duplication resulted**

- DoE parallel processes from DoL:
  - Higher education – Universities quality assured by Council on Higher Education (CHE) as ETQA
  - Further Education – Schools and colleges, Umalusi moderation (ETQA)

# Pre-2008 ETQAs on NQF

Department of Education





## Proposals for QCTO emerged

- System perceived as inefficient so ...
- Inter-Ministerial review of NQF began in 2001
- Resulted in Joint Ministerial Statement in 2007
- Statement envisioned third Quality Council (QCTO) alongside Umalusi and CHE;
- All three QCs to both SET standards and qualifications as well as Quality Assure
- SAQA given role to enhance 'communication, co-ordination and collaboration'



# QCTO mandate in SDA

- QCTO Council members and Acting EO appointed in Feb 2010, QCTO operational from 1 April 2010 following publication of gazette
  - ‘the QCTO is responsible for
    - establishing and maintaining occupational standards and qualifications’
    - ‘the quality assurance of occupational standards and qualifications and learning in and for the workplace’
    - Designing and developing occupational standards and qualifications and submitting them to the SAQA for registration on the NQF
    - Ensuring the quality of occupational standards and qualifications and learning in and for the workplace;
- (SDA, 2008, Section 26H, 3)



## Purpose of Occupational Qualifications

The purpose of an occupational qualification is **to qualify a learner to practice an occupation**, reflected on the Organising Framework for Occupations (OFO) or an occupational specialisation related to an occupation that is reflected on the Organising Framework for Occupations (OFO).

*(Expert Practitioners design occupational qualifications)*



## In this way QCTO will play its part ...

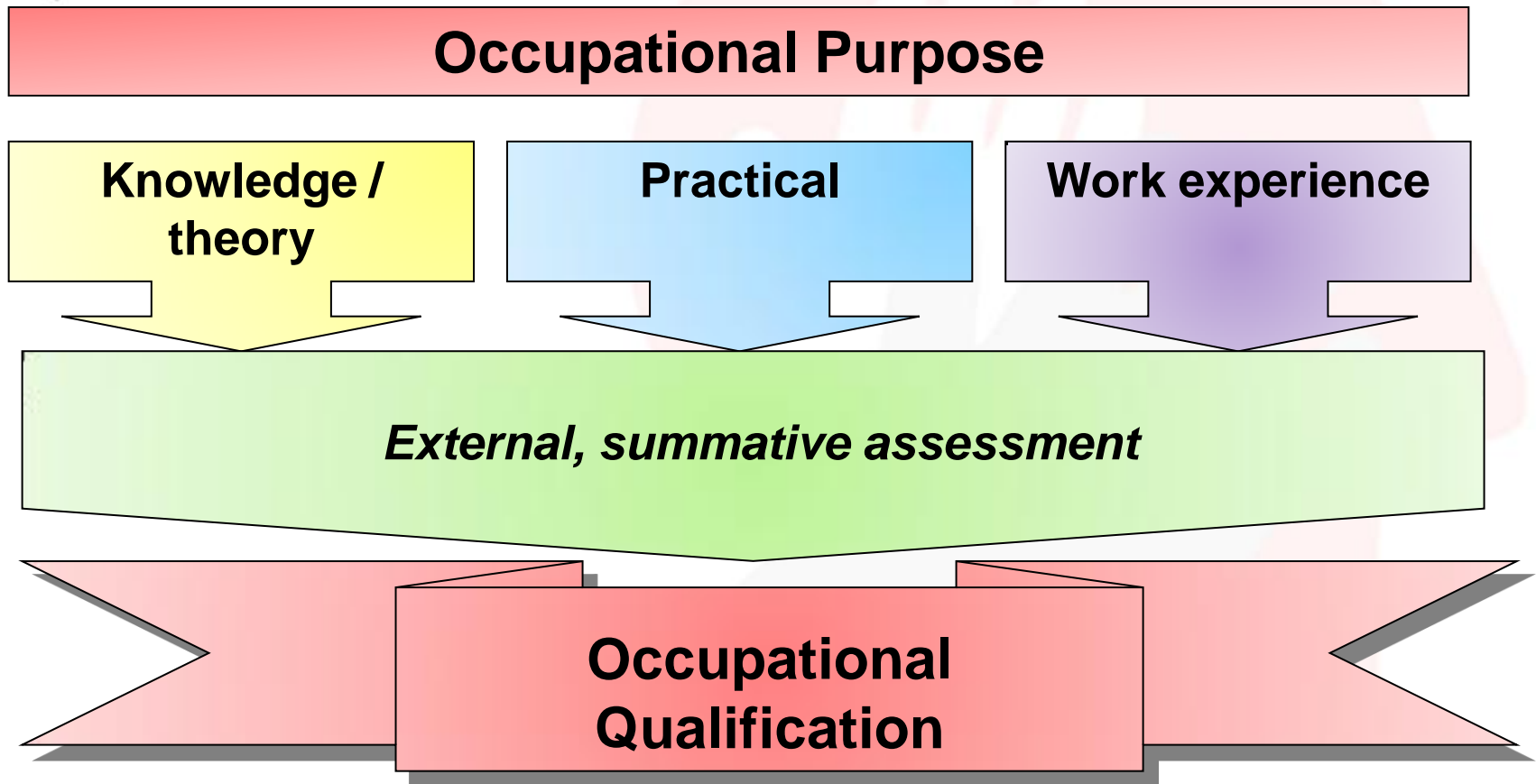
- **Minister's Performance Agreement**
  - Access ('build the base')
  - Intermediate level skills (focus on artisans)
  - Higher level skills
- **Skills Summit Declaration**
  - QCTO signed its commitment and is keen to play its part
- **New Growth Path**
  - Engineers: 30 000 additional by 2014
  - Artisans: 50 000 additional by 2015
  - Workplace skills: target 1.2 million workers get certified programmes
  - FET colleges: 1 million students by 2014
  - BBBEE 'increased SD and career pathing for all working people
- **National Skills Development Strategy III**

*In passing ...*

When thinking about a partnership  
between the QCTO and the  
partners,  
The first task will be to identify  
'occupations'  
for which learners are being prepared  
And who needs them?

- An ‘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’ (*Definition*)
- ‘Unit standard’ language replaced by ‘part qualifications in NQF Act (2008).

# Occupation qualification & curriculum





## Partnership issues

- Work experience is a requirement for all QCTO qualifications
- When thinking about a partnership, the question arises: where would the work experience take place? Must directly link to purpose of occupational qualification.
- The nature of the work against a set of defined 'tasks'.



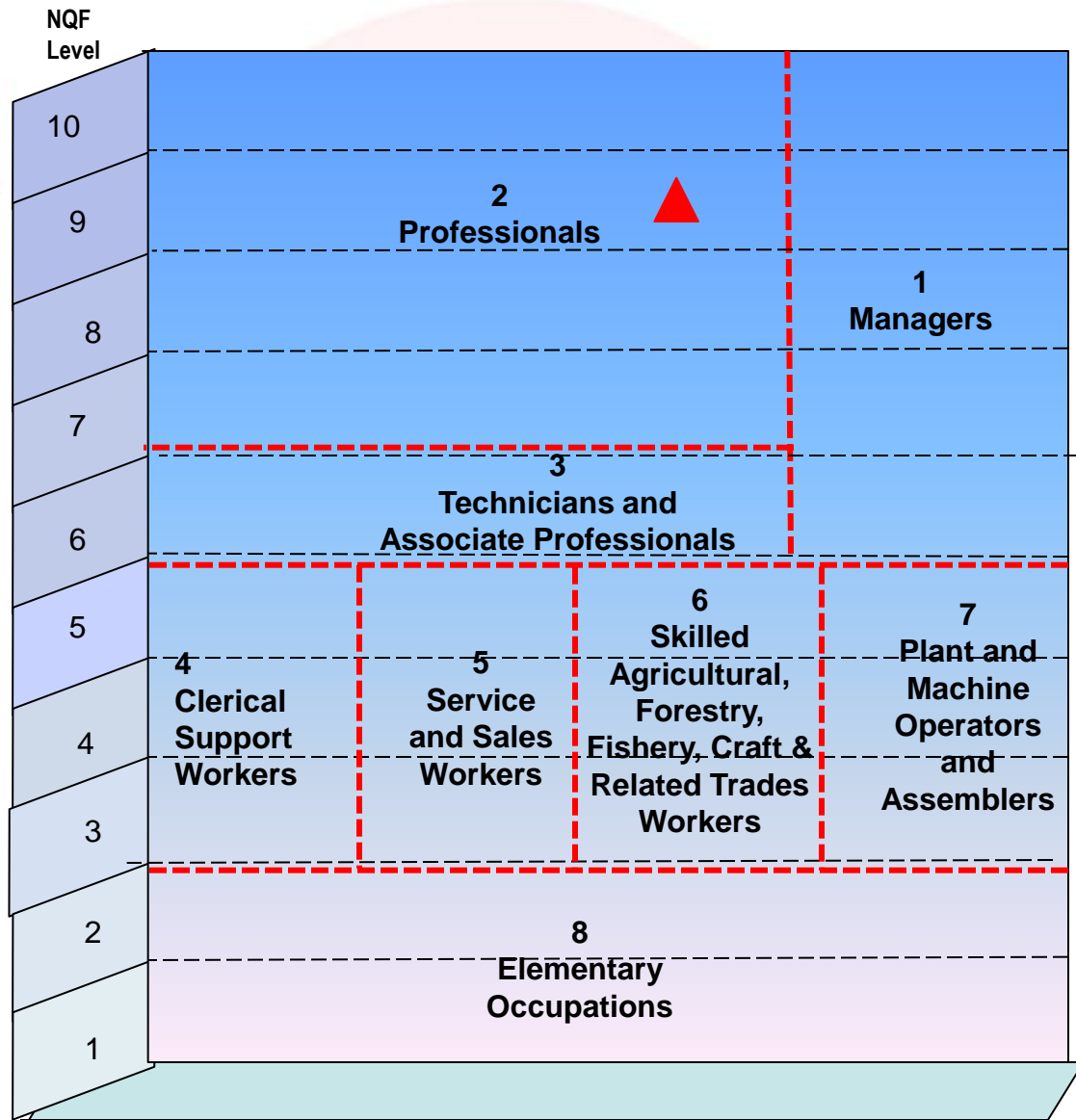
# *Occupational Qualification Types*

- The Occupational Qualifications Framework distinguishes between two types of qualifications
  - National Occupational Qualification (120+ credits);
  - National Occupational Award (25 – 119 credits)
- Qualifications on all 10 levels of the NQF
- Naming convention e.g. “National Occupational Qualification: Chemistry Technician (Chemistry Laboratory Analyst) Level 5.



**OFO and NQF  
(NB All 10 levels)**

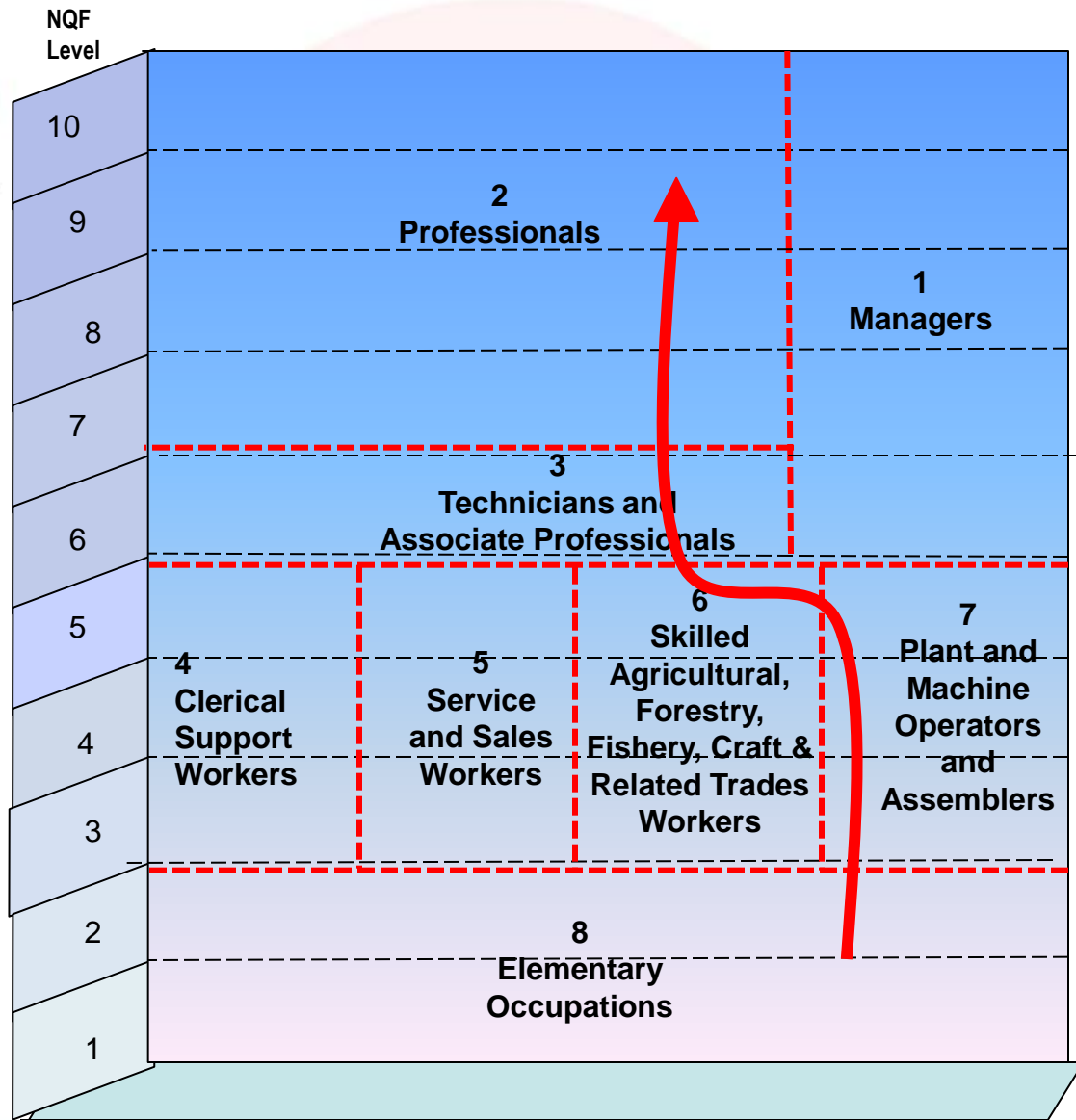
**OFO has 8 major  
groups – shown  
here**







# OFO and NQF (NB All 10 levels)



Occupational qualifications within the Major Groups of the OFO broadly mapped against the NQF levels



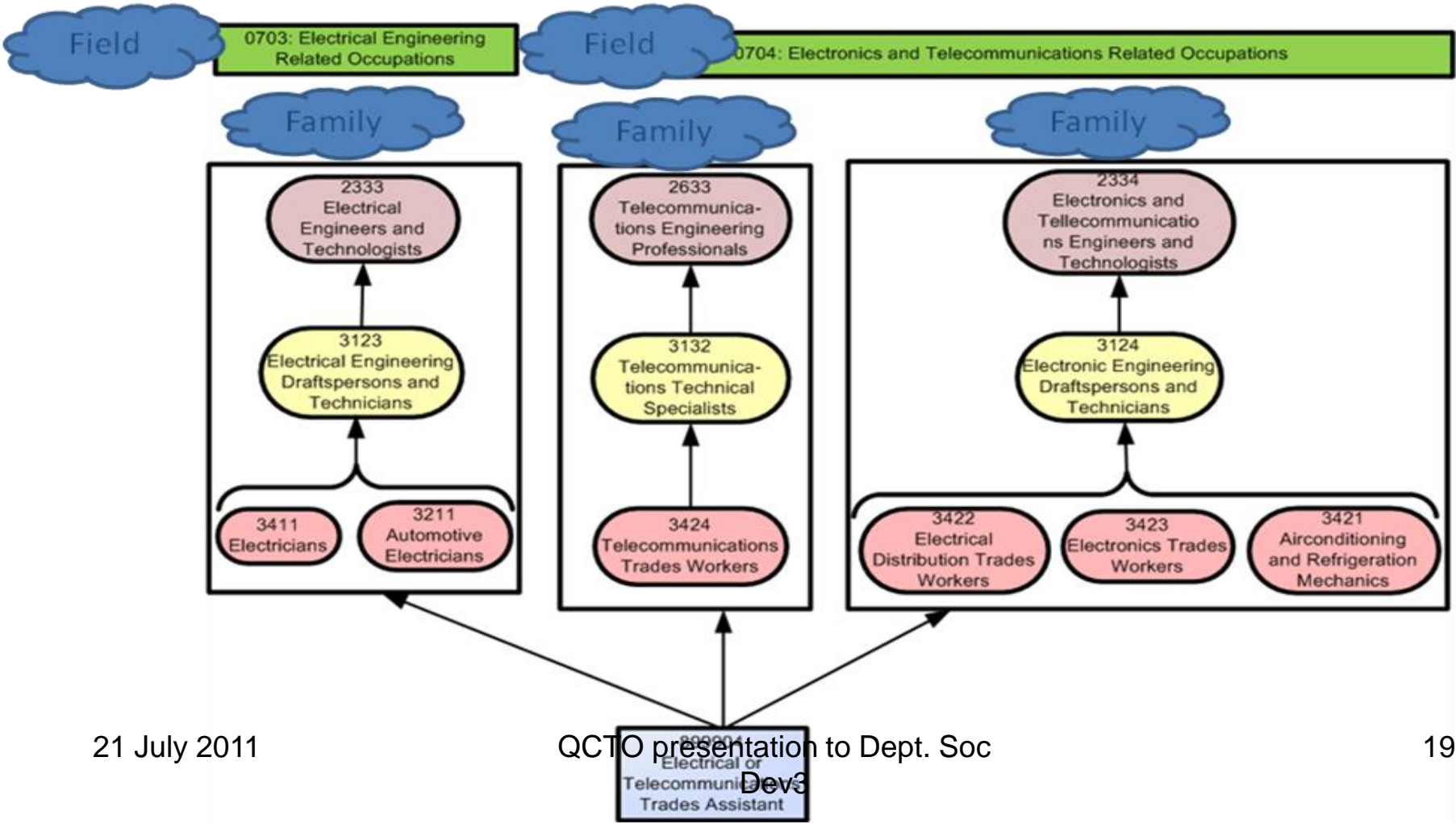
# National Occupational Pathways Framework (NOPF)

1. Business Administration, Information Services, Human Resources and Teaching Related Occupations
2. Finance, Insurance, Sales, Marketing, Retail and Logistics Related Occupations
3. Accommodation, Food Preparation and Cleaning Services Related Occupations
4. Farming, Forestry, Nature Conservation, Environment and Related Science Occupations
5. Medical, Social & Welfare, Sports and Personal Care Related Occupations
6. Security and Law Related Occupations
7. Visual Arts, Design, Installation, Maintenance, Extraction and Construction Related Occupations
8. Production Related Occupations
9. Transportation, Materials Moving and Mobile Plant Operating Related Occupations.



# National Occupational Pathway Framework

07 VISUAL ARTS, DESIGN, INSTALLATION, MAINTENANCE AND REPAIR OCCUPATIONS





## Process facilitated by delegated agents

- **Development Quality Partners (DQPs)**
  - People / groups request delegation from QCTO to develop specific occupations (linked to OFO)
  - QCTO ensures their credentials with interested community. Prescribes process for development.
- **Once DQP agreed by QCTO, it must:**
  - Fund and convene process
  - Appoint Registered Occupational Qualification Facilitator
  - Convene Expert Practitioners to undertake development process, and verify with community,
  - Develop and submit three documents to QCTO using prescribed process



# For each occupation QCTO will produce:

## 5.1 **The Occupational *Qualifications* Document**

*An occupational qualification defines the learning required to be competent to practice an occupation or an occupational specialisation. (QCTO will submit this document to SAQA)*

## 5.2 **The Occupational *Curriculum* Document**

*The purpose of the occupational curriculum document is to enhance the quality and consistency of learning and of the internal assessment of each of the components of learning. National occupational curricula will be registered with QCTO.*

## 5.3 **Occupational *Assessment Specifications* Document**

*All occupational qualifications will be assessed externally through an appropriate nationally standardised integrated summative assessment.*



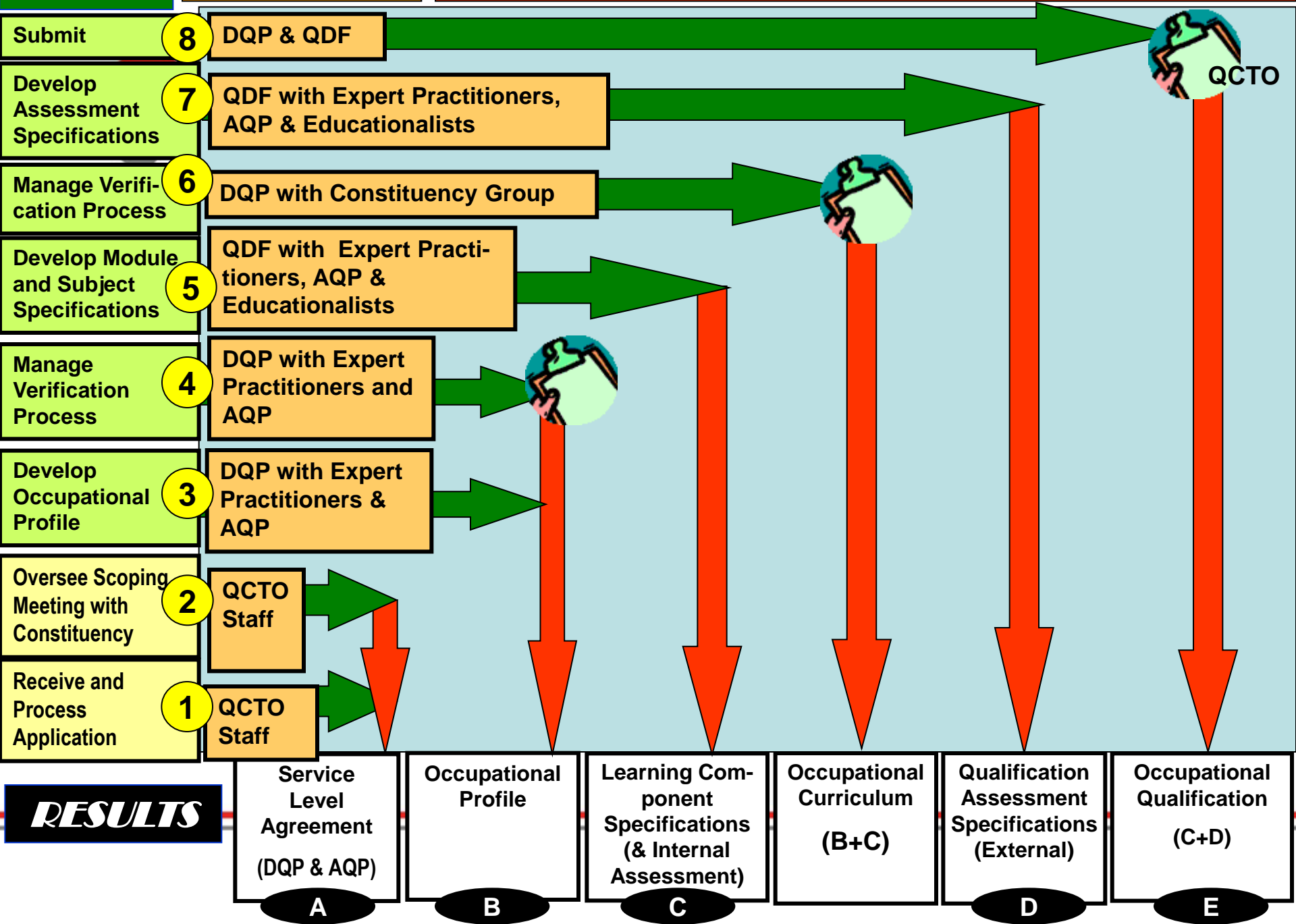
## Quality assurance by delegated agents

- **Assessment Quality Partners (AQPs)**
  - AQPs agreed by DQP community and recommended to QCTO;
  - QCTO establishes that they are ‘fit for purpose’ (including interrogates their financial model)
  - AQPs responsible for developing and overseeing the External Summative Assessments of the occupation (e.g. trade tests, panels, etc ) and recommending assessment centres to QCTO.
  - National Artisan Moderating Body (NAMB) probably AQP for trades. NAMB is component of DHET.
  - AQP recommends certification to QCTO

# STEPS

# RESPONSIBLE

# QUALIFICATIONS DEVELOPMENT PROCESS

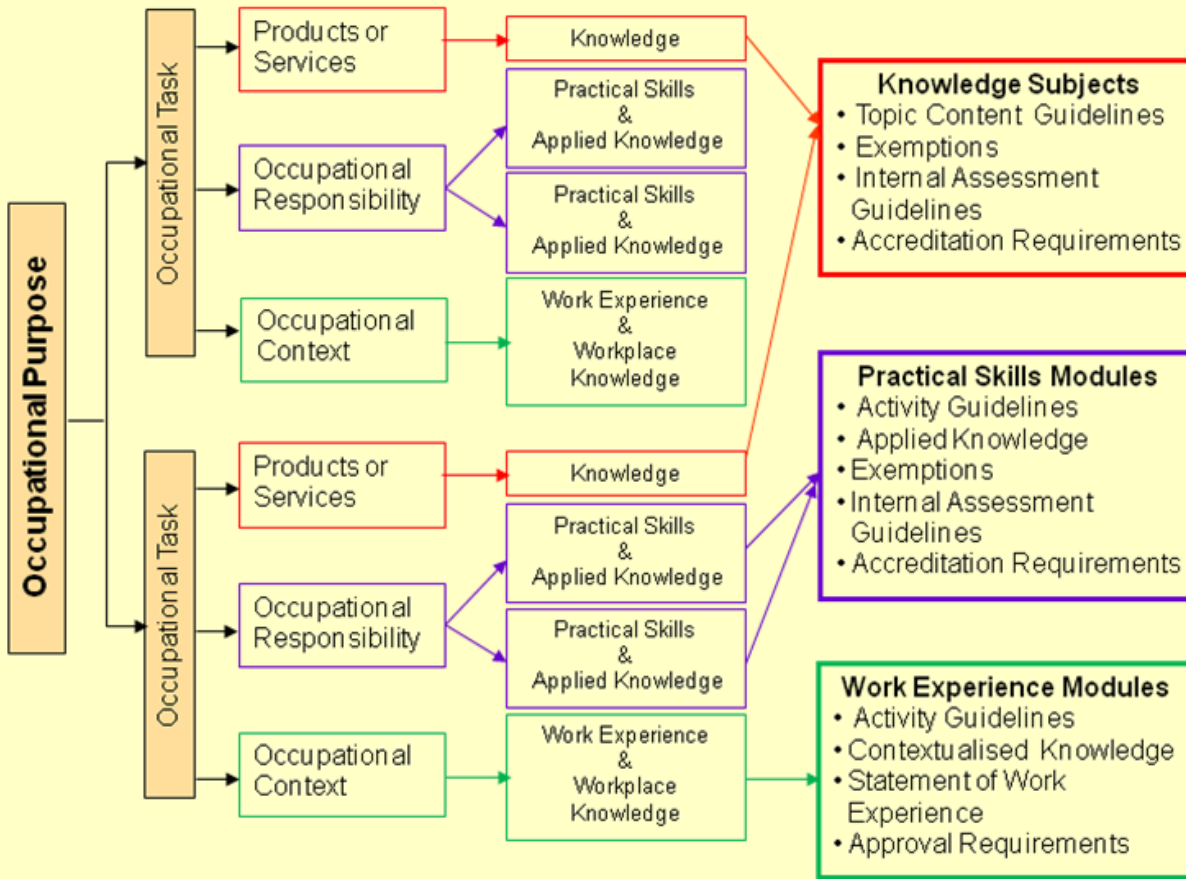


# Occupational Curriculum Framework

## Occupational Curriculum

### Occupational Profile

### Learning Components



External Summative Assessment Specifications

To support this process an IT system has been produced. It will be used by facilitators. It is also a document management system





## Partnership questions?

- What occupations?
- Who needs these occupations? (private sector employers & unions; government employers for service delivery; civil society ...). Who is the beneficiary here?
- Where is the Community of Expert Practitioners?
- Who could act as DQP? (Funding??)
- Accreditation of provider (DQP criteria)
- Who could act as AQP? (Ongoing function)
- Where could work experience take place?



Thank you