

QUALITY COUNCIL FOR TRADES & OCCUPATIONS (QCTO)



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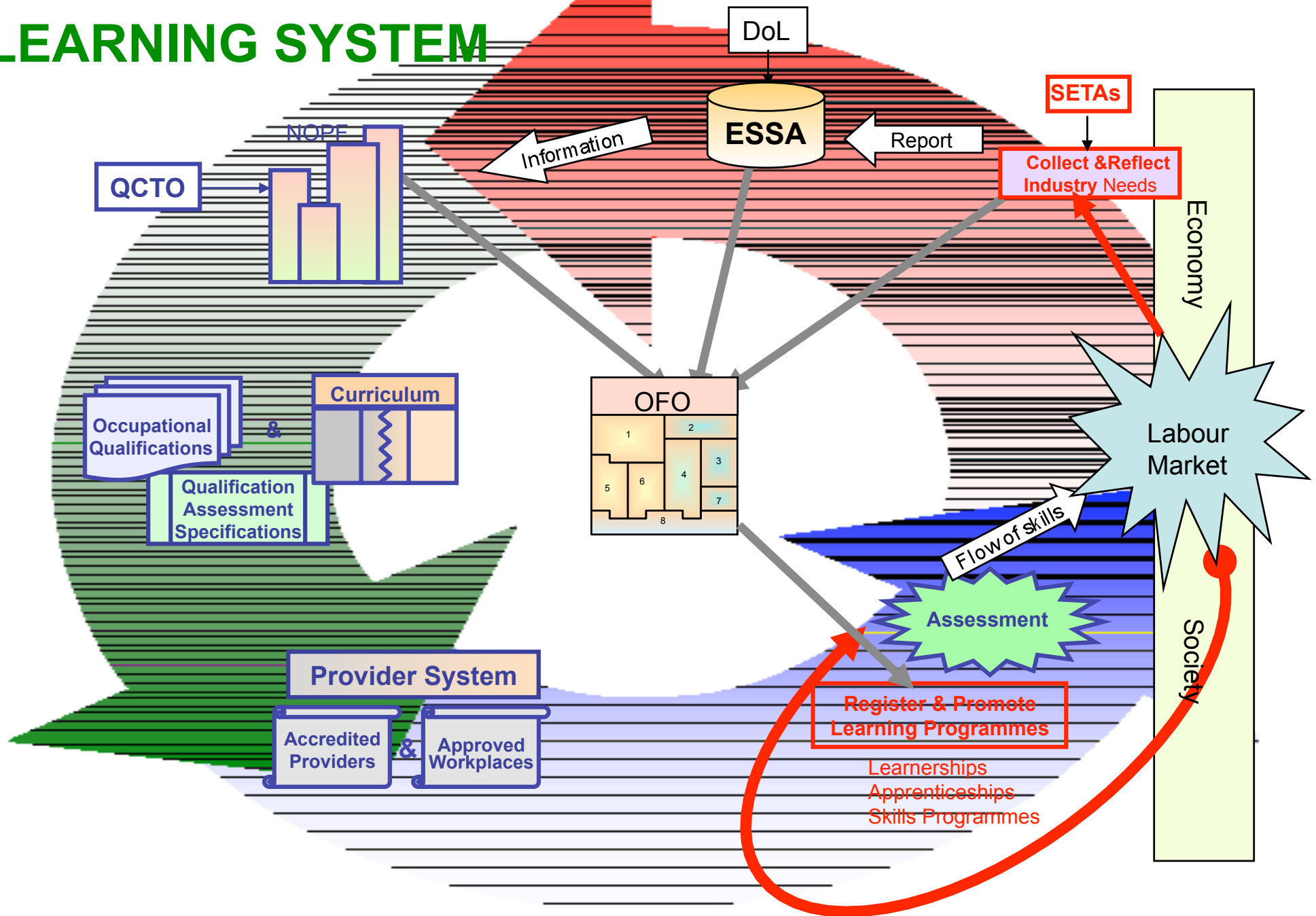
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WHAT IS THE FOCUS OF NEW LEGISLATION ?

- ▶ Ensuring fit for purpose qualifications for the Labour Market
- ▶ Emphasis on:
 - Labour Market needs - both employers and trade unions need competent, employable workers (people in occupations) to grow business and the economy
 - SETAs must collect information on Labour Market needs in terms of occupations – who is needed?
 - QCTO must ensure that there are fit for purpose occupational qualifications to respond to the labour market needs



OFO: BASIS OF DEMAND DRIVEN OCCUPATIONAL LEARNING SYSTEM

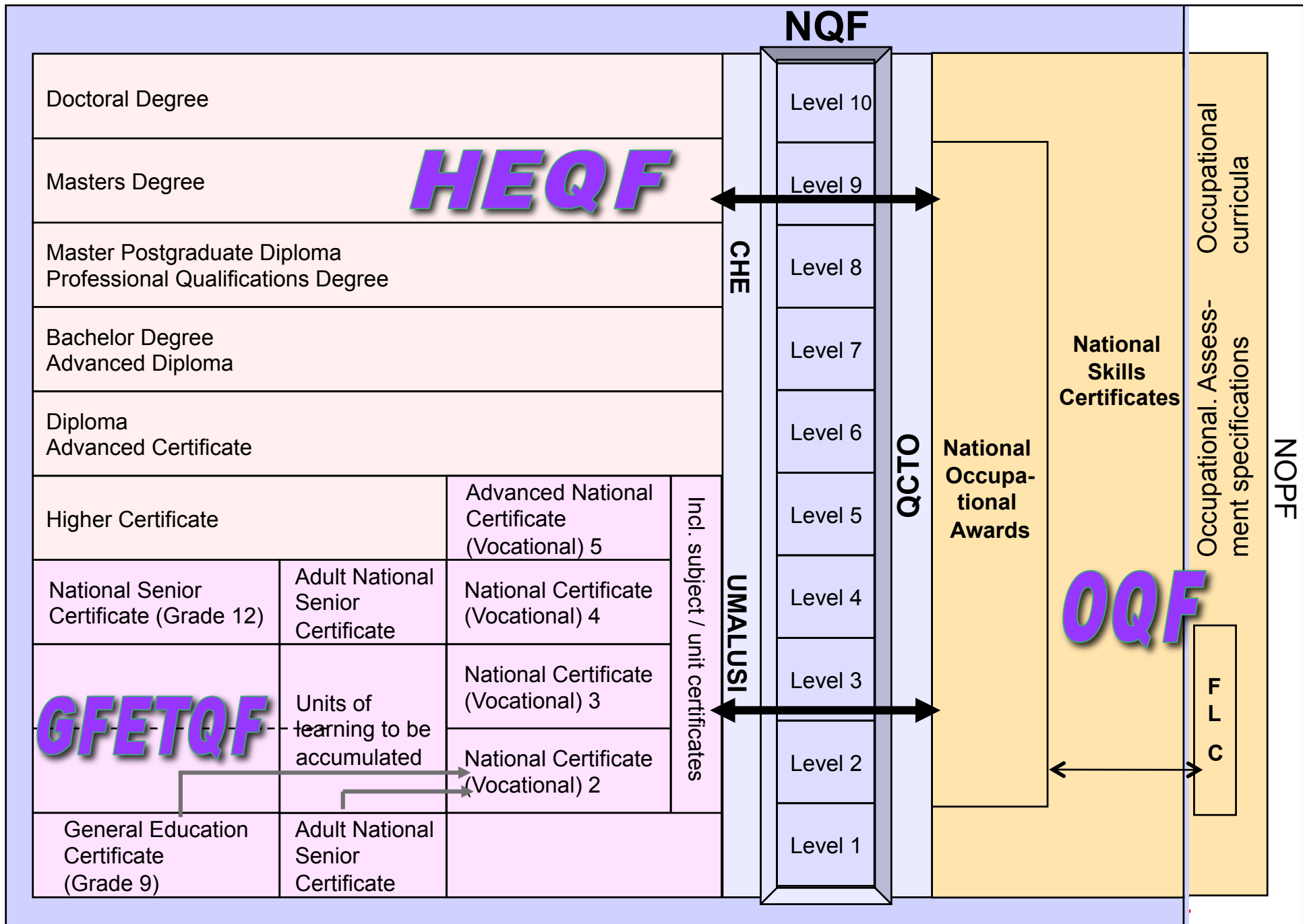


ROLE OF THE QCTO

- ▶ The role of the QCTO is to ensure the availability, relevance and quality of occupational qualifications to meet industry needs.
- ▶ In order to achieve this aim the QCTO will:
 - establish and manage the Occupational Qualifications Framework (as one of the three sub-frameworks of the NQF) to ensure quality
 - in the *design, and development* of occupational qualifications,
 - in the *delivery, assessment and certification* processes required to develop occupational competence
 - work with the other roleplayers such as DoL, DHET, employers, SETAs, the National Artisan Moderating Body, professional bodies, FET Colleges, skills development providers and agencies



RELATIONSHIP WITH OTHER SUB-FRAMEWORKS



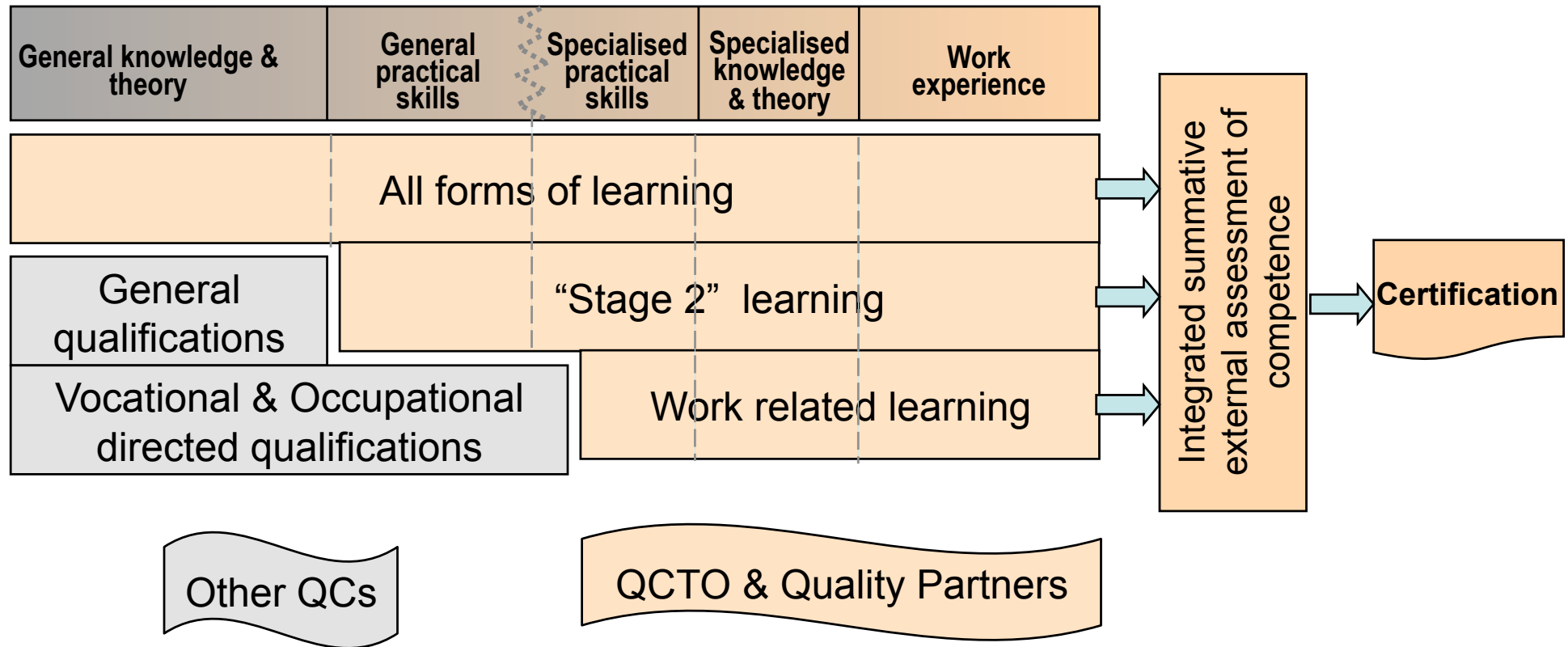
PURPOSE OF THE OCCUPATIONAL QUALIFICATIONS FRAMEWORK

- ▶ Sets parameters for 'fit-for-purpose' occupational qualifications that:
 - Reflect industry requirements
 - lead to recognition of occupational competence
 - result in employability and improve career advancement possibilities
- ▶ Provides a framework for qualifications that require
 - different forms of learning
 - Theory and knowledge
 - Practical skills
 - Work experience
 - different approaches to provision and assessment
- ▶ Products include
 - Occupational qualifications
 - Occupational curricula (including Foundational Learning)
 - Qualification assessment specifications

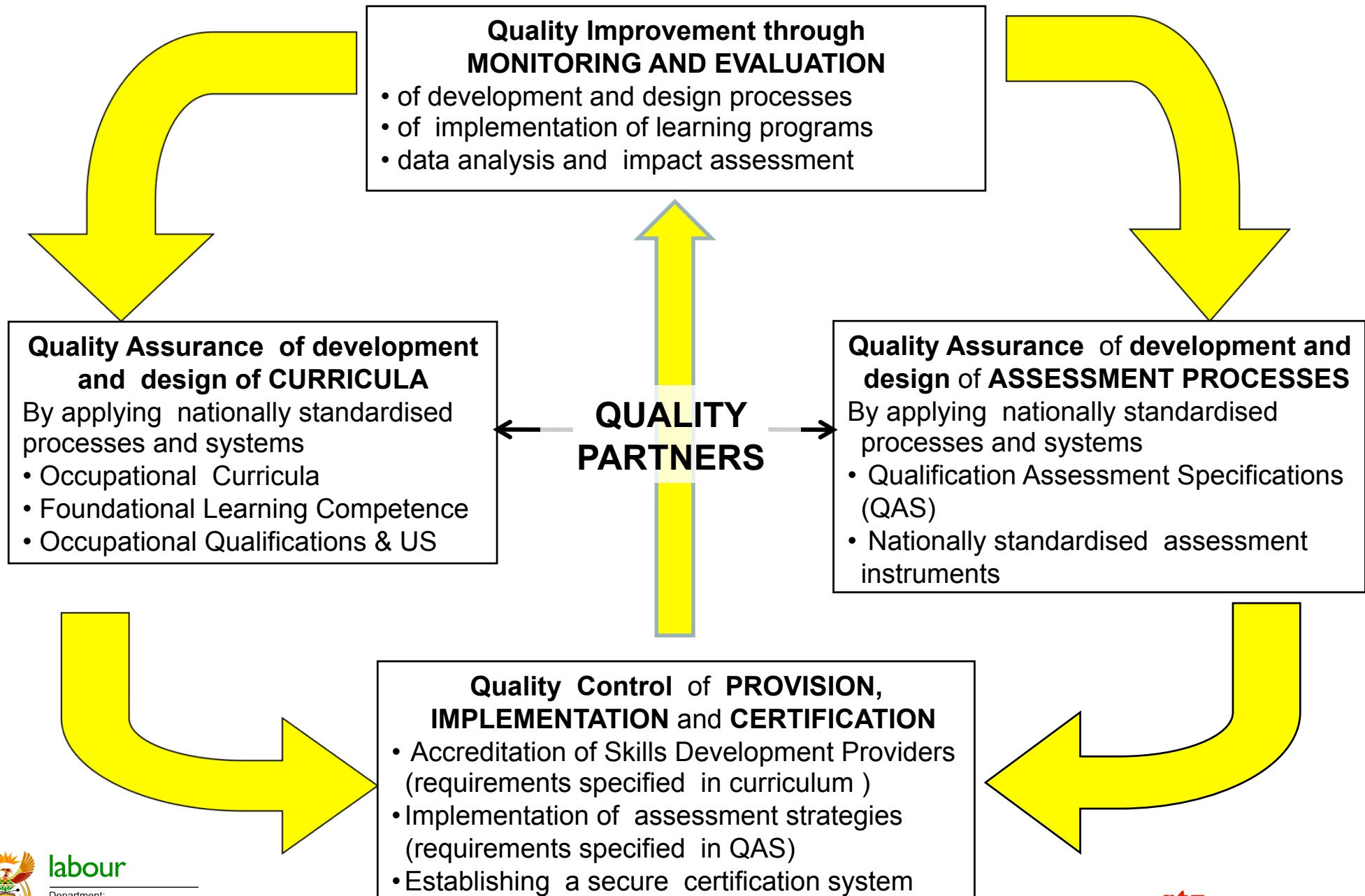
SCOPE OF OCCUPATIONAL QUALIFICATIONS

- ▶ Covers all ten levels of the NQF
- ▶ Aim is to qualify a person to practice the occupation
 - Not to qualify a person in a field of learning
- ▶ Will be unit standards based
- ▶ Two types of qualifications (nomenclature still under discussion)
 - A National Occupational Award certifies the achievement of an occupation listed on the Organising Framework for Occupations
 - A National Skills Certificate certifies competence in a specialisation related to an occupation or group of related occupations

SCOPE OF OCCUPATIONAL QUALIFICATIONS



QCTO MODEL FOR QUALITY MANAGEMENT



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DEVELOPMENT OF QCTO PRODUCTS

- ▶ Development of occupational qualifications (incl. occupational curricula and external assessment specifications) is demand driven, not supply driven
- ▶ Industry makes application to QCTO ito of OFO
- ▶ QCTO will appoint
 - ▶ development quality partner to manage product design
 - ▶ assessment quality partner to manage assessment processes
- Focus on existing bodies best situated to fulfill these additional functions (eg. professional bodies, occupational associations and SETAs)
- ▶ The design process may only proceed after the QCTO has appointed both quality partners and after the development partner has appointed a QCTO registered development facilitator

OCCUPATIONAL CURRICULUM

- ▶ Occupational curricula specifies learning inputs required to achieve occupational competence
- ▶ Provides guidance to skills development providers and workplaces to develop and implement materials and programmes
- ▶ Characteristics of occupational curricula –
 - Not educational model
 - Will cover the following:
 - Occupational Profile based on Occupational Tasks
 - Learning process design (Knowledge, Practical skills & Work Experience)
 - Scope of coverage of curriculum
 - Exemptions
 - Internal assessment guidelines per component
 - Skills Development Provider accreditation requirements per component
 - Workplace requirements



WHY DO WE NEED OCCUPATIONAL CURRICULA ?

- ▶ First and foremost - to ensure that training is designed to address industry requirements in terms of the occupations
- ▶ What inputs need to be obtained from industry experts to ensure this?
 - Only industry experts can specify what the occupational profile should look like. This requires that industry must identify the **tasks** to be performed by people in these occupations
 - Products or services to be delivered – knowledge required
 - Occupational responsibility - practical skills required
 - Context where tasks will be performed - range of work experience required
 - Which organisations are best situated to manage the development phase and assessment process
- ▶ Note: Industry input ensures curriculum meets quality criteria of relevance and responsiveness

MANAGEMENT FUNCTIONS OF DEVELOPMENT QUALITY PARTNERS

▶ What's needed ?

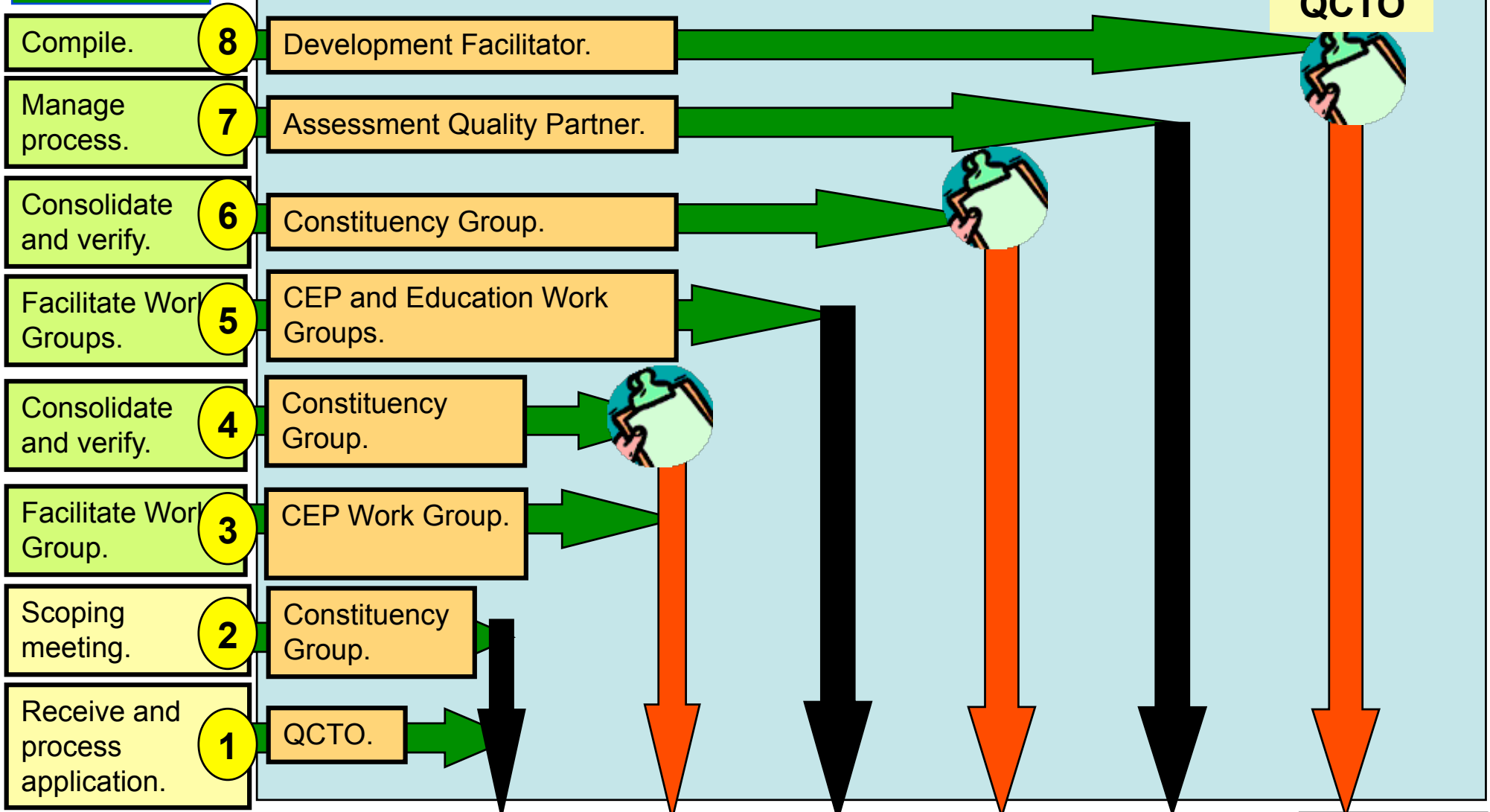
- Convene working groups
- Manage verification process
- Fund development process
 - Venues
 - Registered facilitator

▶ This means

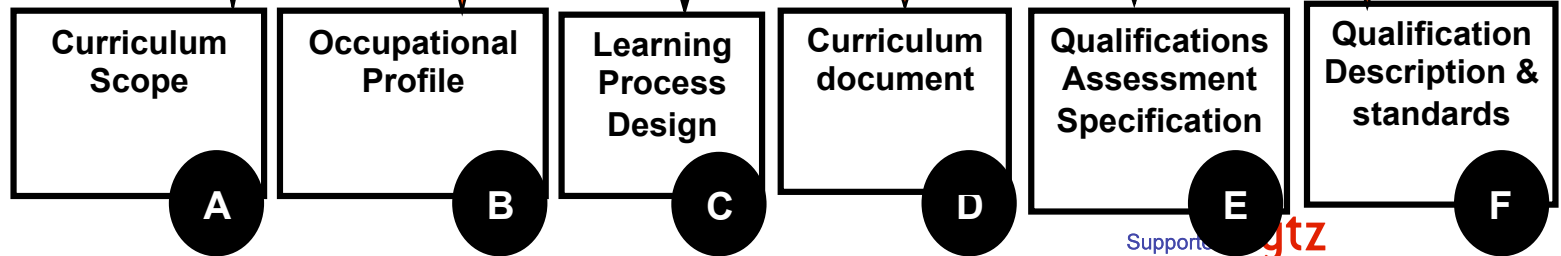
- Compile a database of relevant expert practitioners (CEP)
- Manage working group nomination process
- Provide admin support to working groups
- Distribute outputs for comment at required stages
- Collect comments and submit to facilitator

DEVELOPMENT PROCESS: MANAGED BY DEVELOPMENT QUALITY PARTNER

STEPS



RESULTS



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WHY DO WE NEED EXTERNAL ASSESSMENT

- ▶ First and foremost – to ensure that relevant competencies are being assessed and that certification is credible

- ▶ What inputs need to be obtained from industry experts to ensure this?
 - What are the minimum requirements that determine competency to perform the occupation?
 - What should the assessment strategy be?
 - At what points should external assessment take place?
 - what are the tasks and or specialisations that could be considered for independent assessment
 - Which organisations are best situated to implement the assessment strategy and manage the assessment process

MANAGEMENT FUNCTIONS OF ASSESSMENT QUALITY PARTNERS

▶ What's needed ?

- Provide input to develop assessment strategy
- Fund development of nationally standardised assessment instruments
- Manage assessment processes

▶ This means

- Develop exemplars
- Specify requirements for accreditation of assessment centres where required
- Recommend assessment centres / sites for accreditation where required
- Register assessors, moderators and invigilators
- Report on assessment results
- Analyse assessment results in terms of the quality



FOCUS OF EXTERNAL ASSESSMENT

- ▶ Will not duplicate the internal assessments to award credits against unit standards
 - will focus on the ability to integrate general and specialised knowledge and theory, acquired practical skills and work experience to demonstrate occupational competence or specialisation competence
 - The achievement of relevant critical cross-field outcomes will be integrated into the external assessment tasks
- ▶ Aim of Qualifications Assessment Specifications
 - Set national standards for external assessment of occupational or specialisation competence
 - Specify requirements for accreditation of assessment centres where required
 - Specify the requirements for registration of constituent assessors and moderators where required
- ▶ Each occupational qualification (award / skills certificate) will have own Qualifications Assessment Specifications



THANK YOU !!!



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