QUALITY COUNCIL
FOR TRADES & OCCUPATIONS
(QCTO)
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

Economy

Labour Market

Society

DoL

SETAs

Collect & Reflect Industry Needs

Flow of skills

Assessment

Register & Promote Learning Programmes

Learnerships

Apprenticeships

Skills Programmes

QCTO

NOPE

Information

Report

Occupational Qualifications & Qualification Assessment Specifications

Curriculum

Provider System

Accredited Providers & Approved Workplaces

OFO

ESSA
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

- Doctoral Degree
- Masters Degree
- Master Postgraduate Diploma
- Professional Qualifications Degree
- Bachelor Degree
- Advanced Diploma
- Diploma
- Advanced Certificate
- Higher Certificate
- Advanced National Certificate (Vocational) 5
- National Senior Certificate (Grade 12)
- Adult National Senior Certificate
- National Certificate (Vocational) 4
- Units of learning to be accumulated
- National Certificate (Vocational) 3
- National Certificate (Vocational) 2
- General Education Certificate (Grade 9)
- Adult National Senior Certificate
- National Certificate (Vocational) 1

Level 10
Level 9
Level 8
Level 7
Level 6
Level 5
Level 4
Level 3
Level 2
Level 1

HEQF
NQF
QCTO
CHE
UMALUSI
GFETQF
OOQF
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

- **General knowledge & theory**
- **General practical skills**
- **Specialised practical skills**
- **Specialised knowledge & theory**
- **Work experience**

<table>
<thead>
<tr>
<th>General qualifications</th>
<th>&quot;Stage 2&quot; learning</th>
<th>Work related learning</th>
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</thead>
<tbody>
<tr>
<td>All forms of learning</td>
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- **Other QCs**
- **QCTO & Quality Partners**

**Integrated summative external assessment of competence**

**Certification**
QCTO MODEL FOR QUALITY MANAGEMENT

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

Quality Assurance of development and design of CURRICULA
By applying nationally standardised processes and systems
- Occupational Curricula
- Foundational Learning Competence
- Occupational Qualifications & US

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

Supported by GTZ
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

1. Receive and process application.
2. Scoping meeting.
4. Consolidate and verify.
5. Facilitate Work Groups.
6. Consolidate and verify.
7. Manage process.
8. Compile.

QCTO

RESULTS

A. Curriculum Scope
B. Occupational Profile
C. Learning Process Design
D. Curriculum document
E. Qualifications Assessment Specification
F. Qualification Description & standards

Support by: gtz
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 document
THANK YOU !!!