



Post School Expansion project: Reconstruction of the NATED Report 191 part 2

NATIONAL QUALIFICATIONS FRAMEWORK ACT (No 67 of 2008)

- The NQF is a comprehensive system approved by the Minister for the classification, registration, publication and articulation of quality-assured national qualifications

Objectives of the NQF:

- Create a single integrated national framework for learning achievements
- Facilitate access to, and mobility and progression within, education, training and career paths
- Enhance the quality of education and training
- Accelerate the redress of past unfair discrimination in education, training and employment opportunities



Improvements in NQF landscape:

- 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)

NQF Level	MHET Determination on Sub-Framework and Qualifications Types (Government Gazette No 36803 – 30 August 2013)	
10	Doctoral Degree Doctoral Degree (Professional)	*
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	Occupational Certificate (Level 6)
5	Higher Certificate	Occupational Certificate (Level 5)
4	National Certificate	Occupational Certificate (Level 4)
3	Intermediate Certificate	Occupational Certificate (Level 3)
2	Elementary Certificate	Occupational Certificate (Level 2)
1 1/2/2015	General Certificate	Occupational Certificate (Level 1)



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 OFO this includes those occupations for which artisan qualification is required (trades))

Occupation qualification & curriculum

Occupational Purpose

**Knowledge /
theory (Min 20%)**

**Practical
(Min 20%)**

**Work experience
(Min 20%)**

External, summative assessment

Occupational Certificate

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)*

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.*

Occupational Assessment Specifications Document

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



N4-N6 Programmes

The QCTO assumed responsibility for all the N4-N6 programmes which are part of the NATED Report 190/191 programmes.

The N4-N6 subjects have been registered on the occupational qualification sub framework (OQSF) as part qualifications and qualifications respectively provided that requirements which deem these units as qualifications or part qualifications are met.



PSEP

The understanding of the concept of post-school education and training is based on the definition provided in the executive summary of the White Paper on Post-School Education and Training, as published by DHET in November 2013. The overwhelming number of youth not in employment, education or training (NEET) needs to be provided with opportunities which would lead to employment.

The project has evolved from three different perspectives namely:

- *The revision of critical syllabi identified by the DHET TVET section*
- *An 18 month WIL Task Book designed for Financial Management and Hospitality and Catering Studies*
- *Total reconstruction of the qualifications into Occupational qualifications with an occupational curriculum*



The revision of critical syllabi identified by DHET TVET section.

The outcome of the process led to the following eight syllabi being revised:

1. Financial Accounting N6
 2. Municipal Administration N6
 3. Municipal Administration N5
 4. Mercantile Law N4
 5. Mercantile Law N5
 6. Travel and Office Procedures N4.
 7. Labour Relations N5
 8. Labour Relation N6
- As the custodian of the N4-N6 the QCTO lead the process of re-circulation of the 8 subjects. The QCTO partnered with the DHET FET (now known as the VCET Branch) Section to jointly facilitate the process of updating the syllabi of the eight priority subjects within the NATED courses
 - Task Team members were appointed with the relevant experience, expertise and understanding of the field and subject learning area.
 - These revised syllabi were handed over by the QCTO to the DHET during 2014.
 - The first examinations on selected revised syllabi have been written in the June Examinations of 2015.



An 18 month WIL Task Book designed for Financial Management and Hospitality and Catering Studies

The development of a task book was undertaken by the Swiss South African Cooperation Initiative (SSACI). The workbook details assignments needed and outcomes to be achieved in order for the student to be awarded the National N Diploma in the subject area.

It was planned that the DHET Examination section would then evaluate the 18 months of practical integrated learning which will then translate into qualifying to achieve the National Diploma, as currently registered. The Task Book is currently being piloted with selected Public TVET Colleges.

The total reconstruction of the qualifications into



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Occupational qualifications with an occupational curriculum

The reconstruction of the NATED qualifications and their associated assessments and issuance of certificates makes use of the QCTO model.

In the model an occupational curriculum is developed based on the occupational profile which facilitates consistency and quality in the provision of learning as well as the internal assessment of all required modules.

To qualify for entry to the external assessment learners must have achieved passing marks on the internal assessments. After successfully achieving on the external assessment learners are then awarded an Occupational Certificate.



The qualification curriculum:

- specifies the content to be covered within the three learning components (knowledge, practical skills and work experience);
- guides skills development providers on the development of lesson plans, learning material and internal assessments;
- specifies criteria to be met by skills development providers to obtain programme accreditation to offer and assess knowledge and practical skills components; and
- specifies criteria to be met by employers to obtain workplace approval



QCTO Open Access Entry

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Acceptance of the following endorsements as entry requirements for re-constructed qualifications:

- **Pass with a National Senior Certificate (NSC) with no higher education endorsement, but a normal grade 12 pass;**
- **National Senior Certificate (NSC) pass with a Higher Certificate endorsement; or a**
- **NCV pass in any vocational field of learning.**

Allowing for entry levels of this type impacts the curriculum development process in that the curriculum would need to include, where appropriate, a certain amount of NQF Level 4 occupational knowledge in order to enable the learner to cope with occupational knowledge at a NQF Level 5.

As curricula are developed, the ability to include NQF Level 4 knowledge in a meaningful way is assessed. This consists of scaffolding learning towards the intended exit level required which entails starting at a lower level than the required outcome to provide the necessary grounding in a particular area.

For example, the student may not have taken a specialisation in the related occupation such as: Bookkeeper, thus there would then be a need to provide a background in business or accounting knowledge. As such, certain parts of the qualification and curriculum will provide introductory information which prepares the learner for the more advanced topics he/she will encounter.

Applying entry requirements in this manner allows for the opening of access to those completing grade 12 who have no occupational knowledge in the subject area while at the same time safeguarding the requirements of the occupation or profession.



Possible replacements for Report 191: Part 2 qualifications:

- Bookkeeper and part qualification Junior Bookkeeper (to be registered Nov 2015)
- Office Administrator
- Personal Assistant/ Senior Secretary
- **ICT Communications Assistant**
 - Computer Programming
 - Desktop Infrastructure
 - Database Administration
 - ICT Systems Analyst
 - Server Infrastructure
 - Web Applications
 - Business Intelligence
- Events Manager (Event Planner) and/ or Events Manager (Destination Manager)
- Tourism
- Early Childhood Development Practitioner: Foundation Phase
- Engineering Technician
- Painter (visual arts)
- Graphic designer
- Clothing Production Technologist
- Textile Production Technologist
- Interior Designer
- Composer
- Performance artist
- Studio work



Important issues:

To meet the occupational requirements as needed by **industry** the development process engages a rigorous first hand investigation of relevant employers to identify the specific tasks and real work situations a learner should be able to perform upon completion of their studies. Where industry cannot release employers as **Community of Expert Practitioners (CEP)** other avenues are being explored such as the use of Business Chambers of relevant industries and also Key Performance Indicators and Activities are sourced across public and private sectors for the relevant occupations.

Professional Bodies play an important role in the development process as they represent the relevant industries. They also set criteria as well as promote and monitor continuing professional development (CPD) for its members to meet the relevant professional designation requirements.

Articulation is another important issue as learners might want to progress within the OQSF and/or across sub-frameworks. Relationships with Professional Bodies and Higher Education Institutions (HEI's) are actively sought to broaden the scope of the curriculum to allow for this progression.



Dynamics.....

The project is extremely dynamic and needs to be that way. The dynamism helps the project team to take into account new elements not considered at the start of the project and to discard or revise those that need to change with the time. The dynamism of the project will help to deliver results that will enable the growth of a post-school system that is both diverse and vibrant and meet the White Papers' objective of developing "...innovative and improved curricula for the College sector...."



Current challenges/dynamics:

- Implementation issues
- Funding issues
- Interpreting our curriculum document into actual 'offerings' and work plans
- Employer engagements
- Assessments
- Replacement of qualifications
- Re-curriculation versus reconstruction
- HR requirements of curriculum as well as ratio



Principles of the reconstruction:

The project to reconstruct the NATED Report 191 Part 2 courses is built on the following principles:

The qualification will result in an Occupational Certificate as stipulated by the (OQSF) Occupational Sub-framework policy document

- The qualification is intended for a National footprint and a mass education profile
- The Qualification will have an entry requirement as Level 4 with certain specifications as per individual qualification
- The exit level of the qualification will be at Level 5 SAQA level descriptor level but does not exclude level 6 components as needed within certain modules
- The curriculum is a modularised type curriculum which consists of the following type of learning:
 - Knowledge/theory type learning
 - Practical skills and a



QCTO Principles (Cont.):

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- All components need to be completed to gain access to the External summative integrated, nationally standardised assessment
- FET /TVET lecturers form a major component of the Community of Expert practitioners
- The rest of the community of expert practitioners will consist of the following constituencies:
 - Professional Bodies,
 - Associations,
 - Employers,
 - Unions and
 - Relevant SETA's as per learning area



QCTO Principles (Cont.):

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- The workplace component is industry lead, thus investigation into different sectors of industry and their expectations of the learners competencies are analysed and fed back into the curriculum process
- Articulation possibilities into (HEI's) Higher Education Institutions are also explored and consulted on via forums such as (SATN) South African Technology Network initiatives to create possible seamless progression into the Diploma level 6
- The reconstruction process could also include current Unit standard based qualifications to limit proliferation of occupational qualification.
- The QCTO will act as the DQP and QDF in all projects and the DHET as the AQP

In the interim for the pilot project for the Bookkeeper and Junior Bookkeeper the QCTO will act as the AQP but will hand over to DHET when they are ready to implement



Questions?

Thank you!

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