

# **How occupational teams facilitate interactions between education and training organisations and employers**

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21 August 2014**

# First ... too often we cross wires

So we have to be mindful of the different ways in which negotiations must be understood for 'responsiveness' to occur with different institutional sites.

... deliver 'institution specific' programmes within a set of broad CHE (e.g. what is a diploma, degree, PhD etc.). This means negotiations can take place between one or more (where there is no intermediary) firms and ONE institution (cf NMMU);

For professions, statutory professional bodies have the legal right to deliver institutional programmes to ensure they meet national standards required for professional designation (non-accredited programmes can still meet CHE requirements but will not be recognised for professional designation). This makes negotiation a many (one or more professional bodies) affair to change accreditation criteria;

... currently have three responsiveness options:


... relate to national standards for NCV and NATED programmes. So negotiations need to be agreed nationally PER PROGRAMME with uMalusi and employers may or may not be part of this).

... the sectoral option ('pre-QCTO mode),

... means the sectoral option is being withdrawn in favour of a national option (one standard per trade) so national negotiation for accreditation with QCTO DQP/AQP.

... of these may allow a percentage variation at local level]

# Clarification of purpose

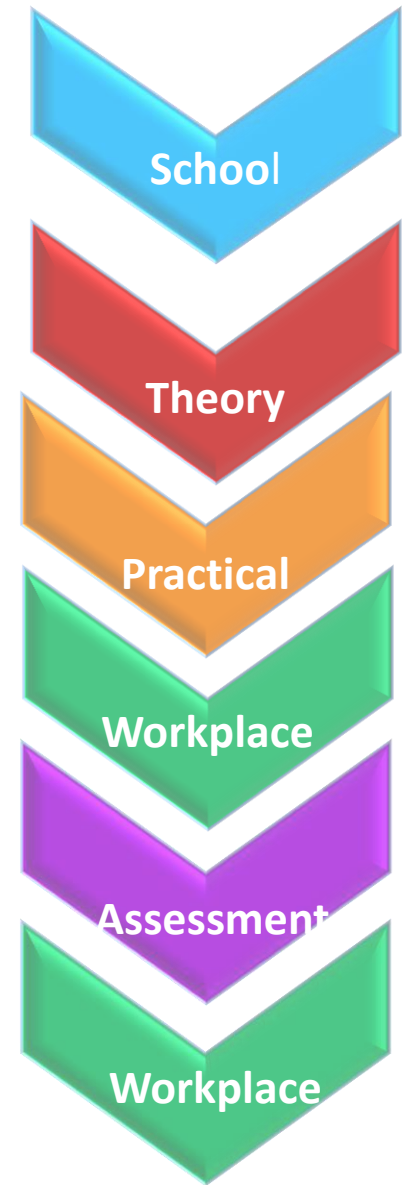


Fine if  
employment is  
guaranteed or  
already in  
place

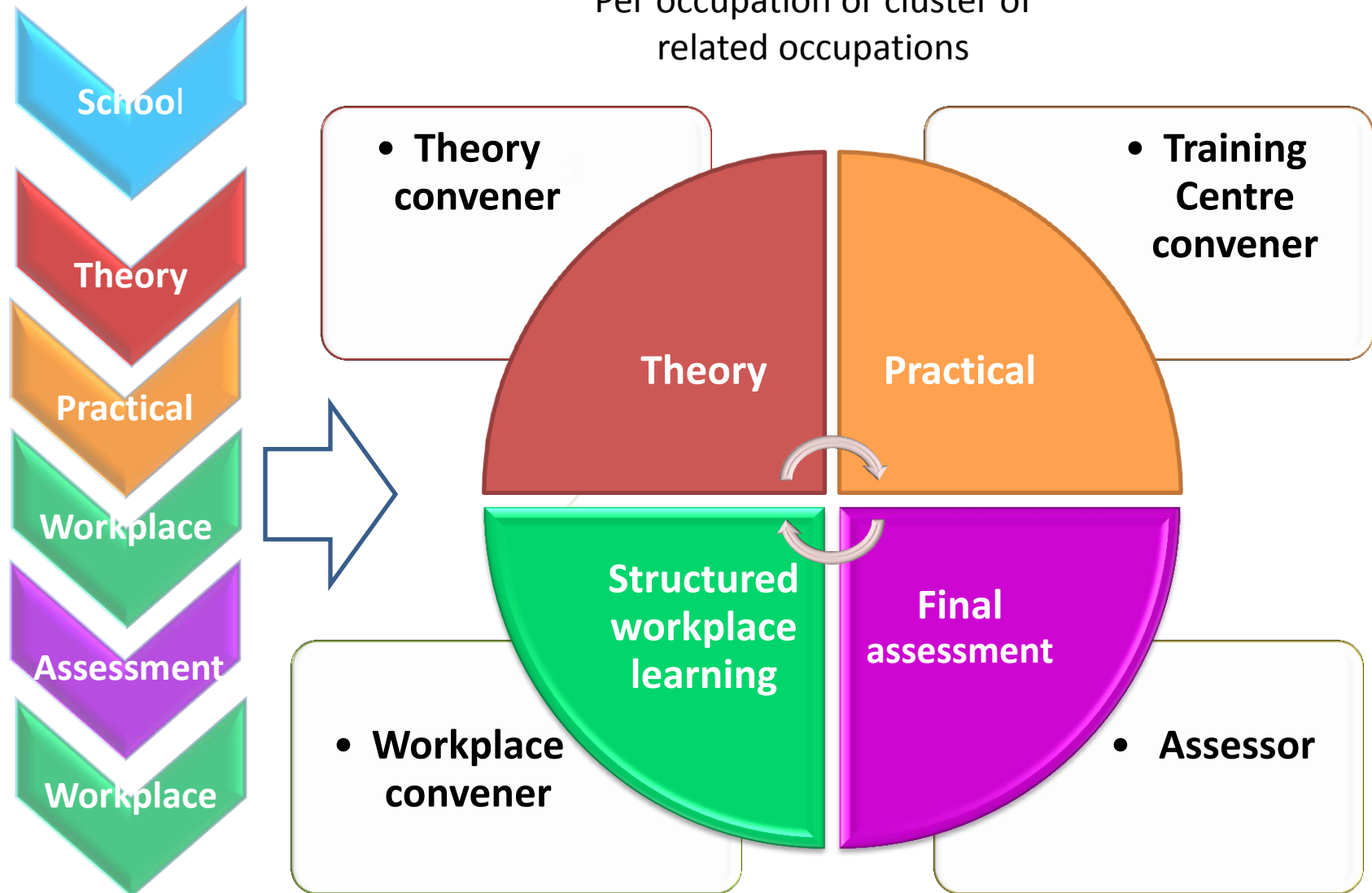
- What is the purpose of the sought after ‘interaction’?
  - Is it to prepare learners for a **single employer**? (In which case the purpose is to make programmes as specifically aligned to that employer’s needs as possible). **This might be responsiveness at local level** – one to one.
  - Is it to prepare learners for a **specialised cluster of employers in a shared market place** (‘sector’)? In which case the purpose is to prepare learners/align programmes to those (usually specialised) jobs that are shared across the sector? **This is the ‘sectoral systems of innovation’ purpose.**
  - Is it to prepare learners for employment with **as many employers as possible, within and across sectors**, but still having a specifically ‘employment’ purpose (read profession, vocation). **This is the ‘occupational team’ purpose.**
  - Is the purpose to pursue learning within a ‘discipline of knowledge’ with no employers in mind particularly, rather the purpose being to build a general foundation for further discipline knowledge learning, or for application at a later date, or, if the foundation has been sufficiently laid, then in the pursuit of innovation and new knowledge in that field of learning for commercial (‘patent’) or ‘blue sky’ purposes later. **This is an ‘academic’/ R&D purpose.**
- **These constitute a spectrum of purposes and not sharp alternatives e.g. if single employer is very large employer (e.g. Microsoft) then purposes can extend across the four – albeit it within a specific slice ...**

# Occupational Teams

- Identity is **occupation** not *sector*
- These are **national** not sectoral or local structures (for professions, trades and other occupations)
- They aim to get everyone associated with the **learning pathway** from school to occupational competence together (see alongside)
- Built on the idea of **Advisory Bodies** / Committees but focus on occupation not field of study (NB national not institutional) Some universities calling institution arrangements the same thing and this is misleading.



# Occupational Teams



## **Functions of Occupational Team**

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### **1. Describe learning pathway/s**

### **2. Where are the blockages? Problems? Changes needed?**

Within or between stages on the learning pathway (relevance, up-to-date?, lecturers, materials, equipment, placement of learners, quality or quantity of workplace learning etc.)

### **3. What must be done to fix blockages? Effect improvements?**

1. Theory? (This is institutional step)
2. Practical? (Institution or other training site)
3. Workplace?
4. Assessment?
5. Expertise (CPD, specialisation, international etc.)

### **4. Prioritise sites/agencies for implementing proposed solutions (propose of Centres of Specialisation)**

### **5. Secure funding**

From fiscus through institutional planning or through SETAs/NSF or other e.g. companies, other govt departments, etc.

### **6. Implement, monitor and evaluate**

# Successes?

**Crane and Hoist Operators scarce:** Transport SETA has committed R1 919 000 towards a simulator for the Crane and Hoist Operator training after it was established that such operators are scarce in our country and more training is needed.



**Forestry Technicians scarce:** FP&M SETA has committed to give the Forestry Department of Stellenbosch University and University of Venda **R7million** funding for four years.

To date total committed by SETAs for various interventions identified by OTs: **R 796 688 551**

Colleges and universities have also been asked to address in their planning.

## Many issues ....

Must we choose between having  
EITHER  
Occupational Teams OR SSIs?

Or can we have  
BOTH / AND?



## DEMAND SIDE (SECTORS)

### Sector 1

Intermediary (people who care) = network leaders

- Sectoral association / Industry association rep
- SETA (SSP)

### Sector 2

Intermediary (people who care) = network leaders

### Sector 3

Intermediary (people who care) = network leaders

### Sector etc.

Intermediary (people who care) = network leaders

**And they all identify the same occupation is needed**

• Theory

• Practical trainers

• Employers

• Assess

## Institutional intermediary for planning and resourcing

DHET for planning and resourcing with institutions, **Quality Councils** for qualification development

### Institution (university or college)

Network of Faculty specialists

## SUPPLY SIDE (E&T INSTITUTION AND WORKPLACE)

Thank you