



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

First Four Years

National Artisan Development

NAD: 2010 – 2014



Next Six Years

National-Provincial-Regional

Artisan Development

NPRAD: 2015 - 2020

Situational Analysis HRDC AD TTT

1. Detailed, accurate, current data for artisan trade prioritization, workplaces , & placement, scientific target setting & monitoring & evaluation.

SOLUTION: NADSC

2. Single guaranteed funding model for all artisan trades applicable to all sectors including single, simple artisan learner administration and grant disbursement system.

SOLUTION: SINGLE NATIONAL FUNDING AND LEARNER ADMIN

3. Artisan Recognition of Prior Learning (RPL) system that is focused on supporting persons who are working as support workers in the engineering field to become certificated artisans.

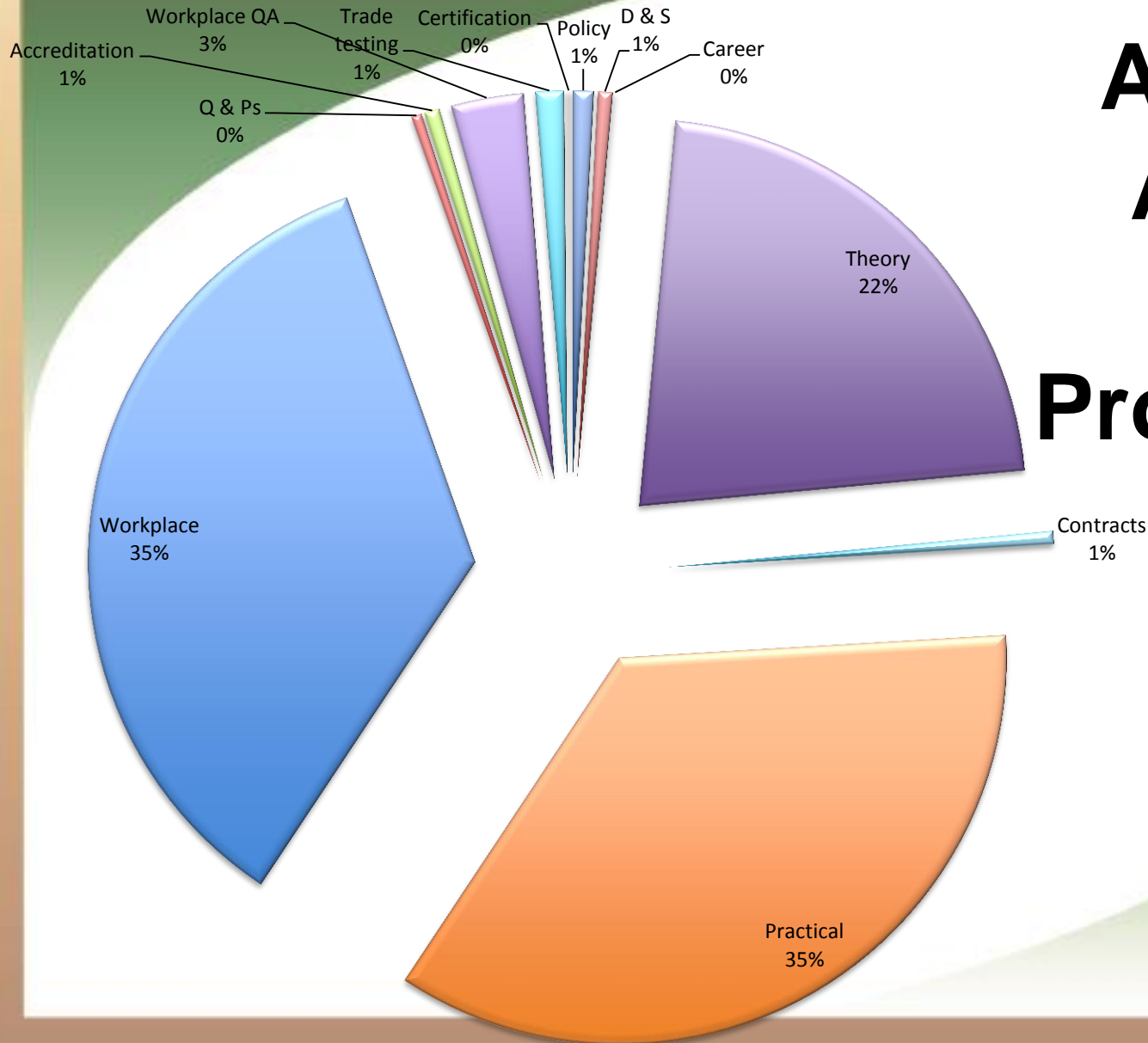
SOLUTION: SINGLE NATIONAL ARTISAN RPL SYSTEM

4. Labour legislation that controls employer and artisan learner employment relationships and conditions of service that inhibit an increase in the number of approved artisan learner workplaces.

SOLUTION: UNDER CONSTRUCTION - WPBLPA Regulations

+ QUALITY

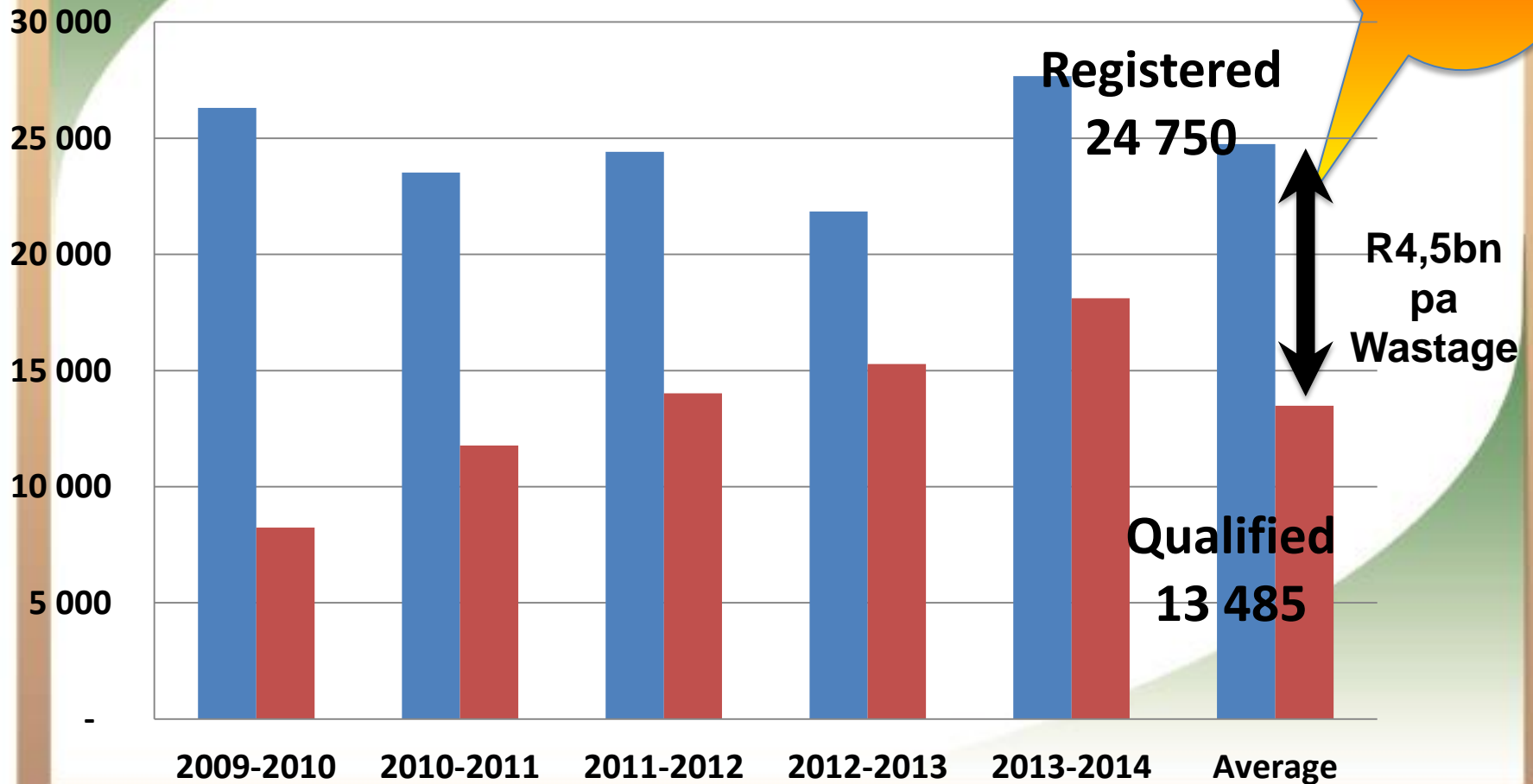
Cost Analysis Artisan Trade Programme



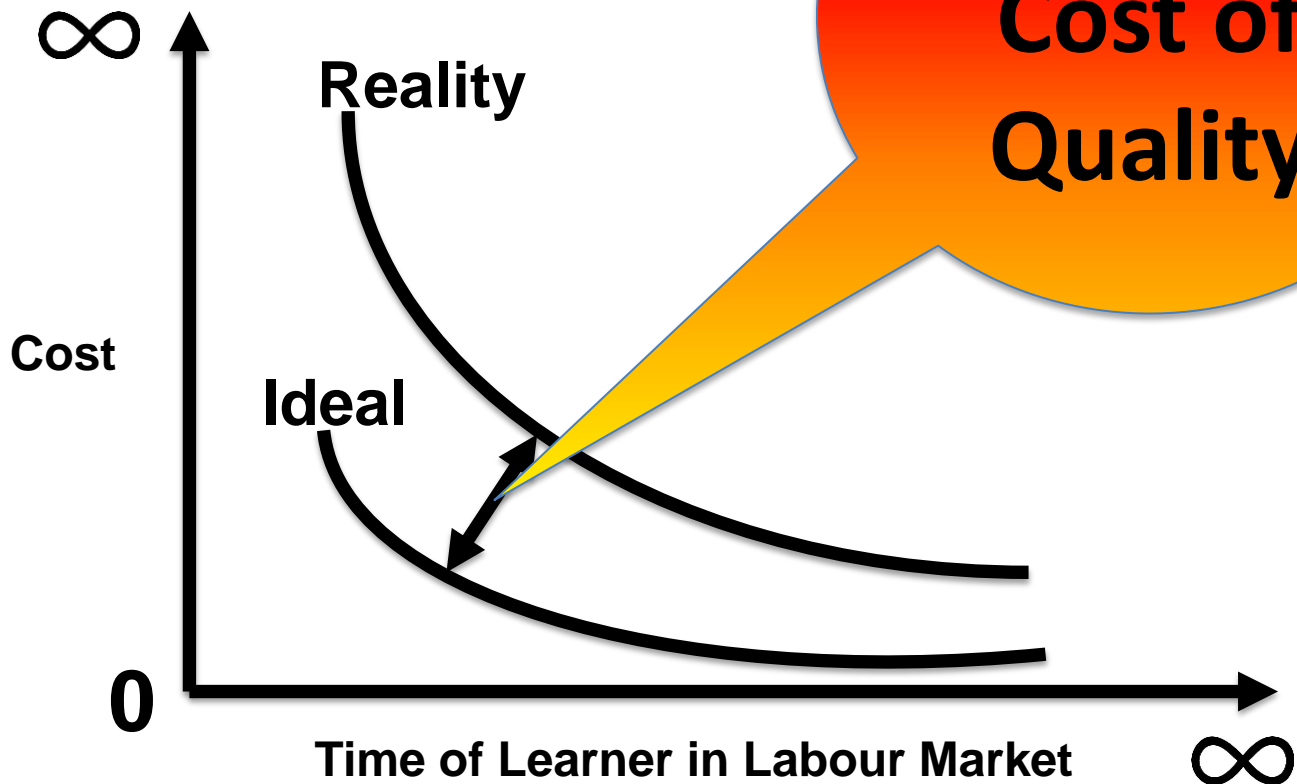
**Average
Total
Cost
= R 400k**

Problem 1 = Throughput

Artisan Learners



Problem 2 = Industry



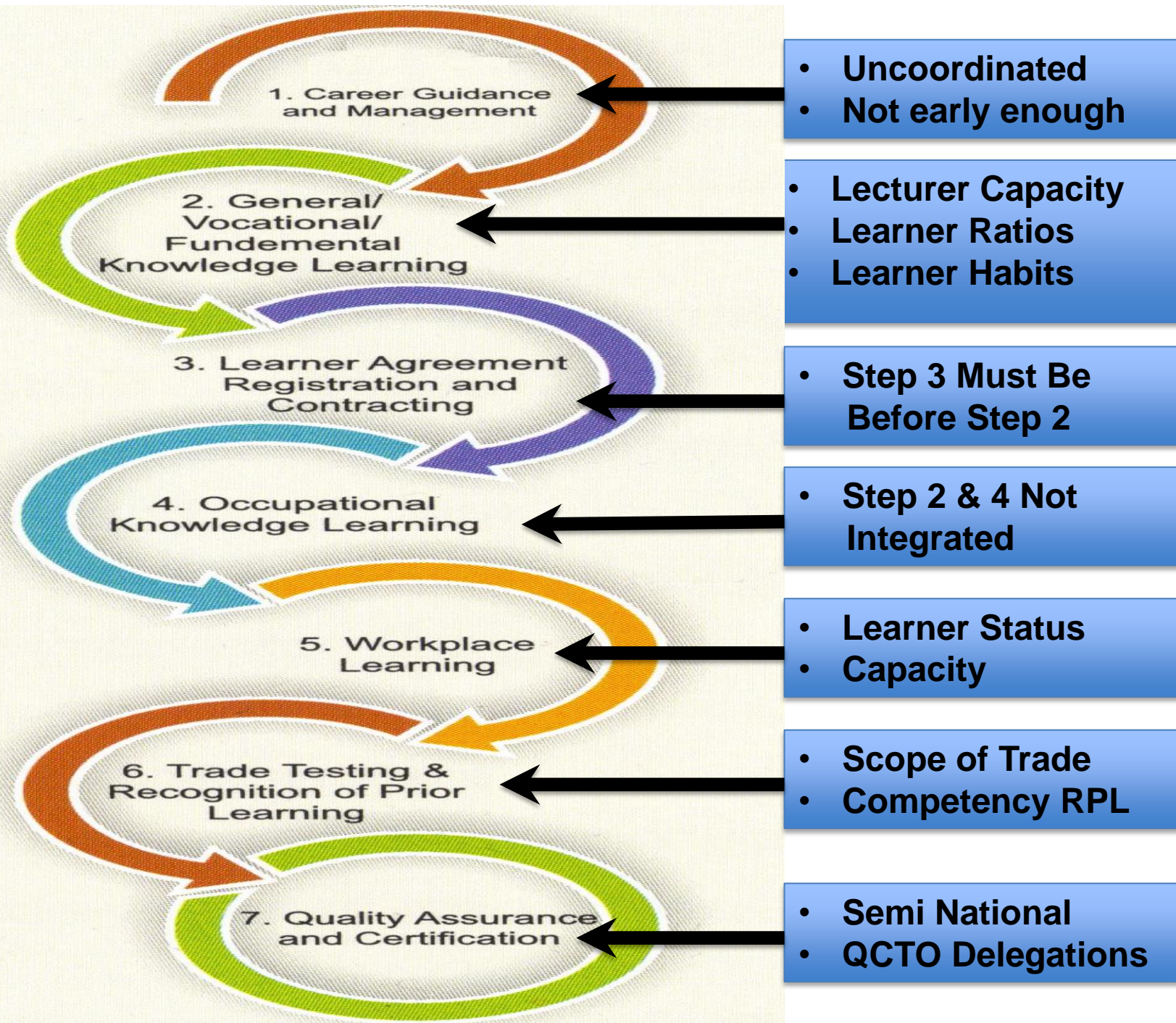
Medium Term Strategic Framework 2015 – 2020

Sub-Outcome 4: Increase access to occupationally-directed programmes in needed areas and thereby expand the availability of intermediate level skills with a special focus on artisan skills:

Action	Minister	Indicator	Baseline	Targets
Develop strategy for improving trade test pass rates (including INDLELA)	DHET	National artisan learners trade test pass percentage (including INDLELA)	45% pass rate	Strategy to improve pass rate finalised and approved for implementation from 1 April 2015
				65% pass rate
Increase the number of qualified artisans	DHET	New artisans qualified	18 110 artisans qualified	19 000 Artisan candidates found competent nationally by 31 March 2015
				24 000 artisans qualified per annum by 31 March 2020

Medium Term Strategic Framework 2015 – 2020

	Impact Indicator	Minister responsible for reporting on the indicator	Baseline	2019 Target	Year 1 Targets
1 6	National artisan learners trade test pass percentage (including INDLELA)	DHET	45%	65% National artisan learners passing their trade test (including INDLELA)	48% National artisan learners passing their trade test (including INDLELA)
1 7	Percentages of national artisan learners employed or self-employed	DHET	65% (2005 HSRC research Report)	80% of national qualified artisan learners employed or self-employed	To be determined

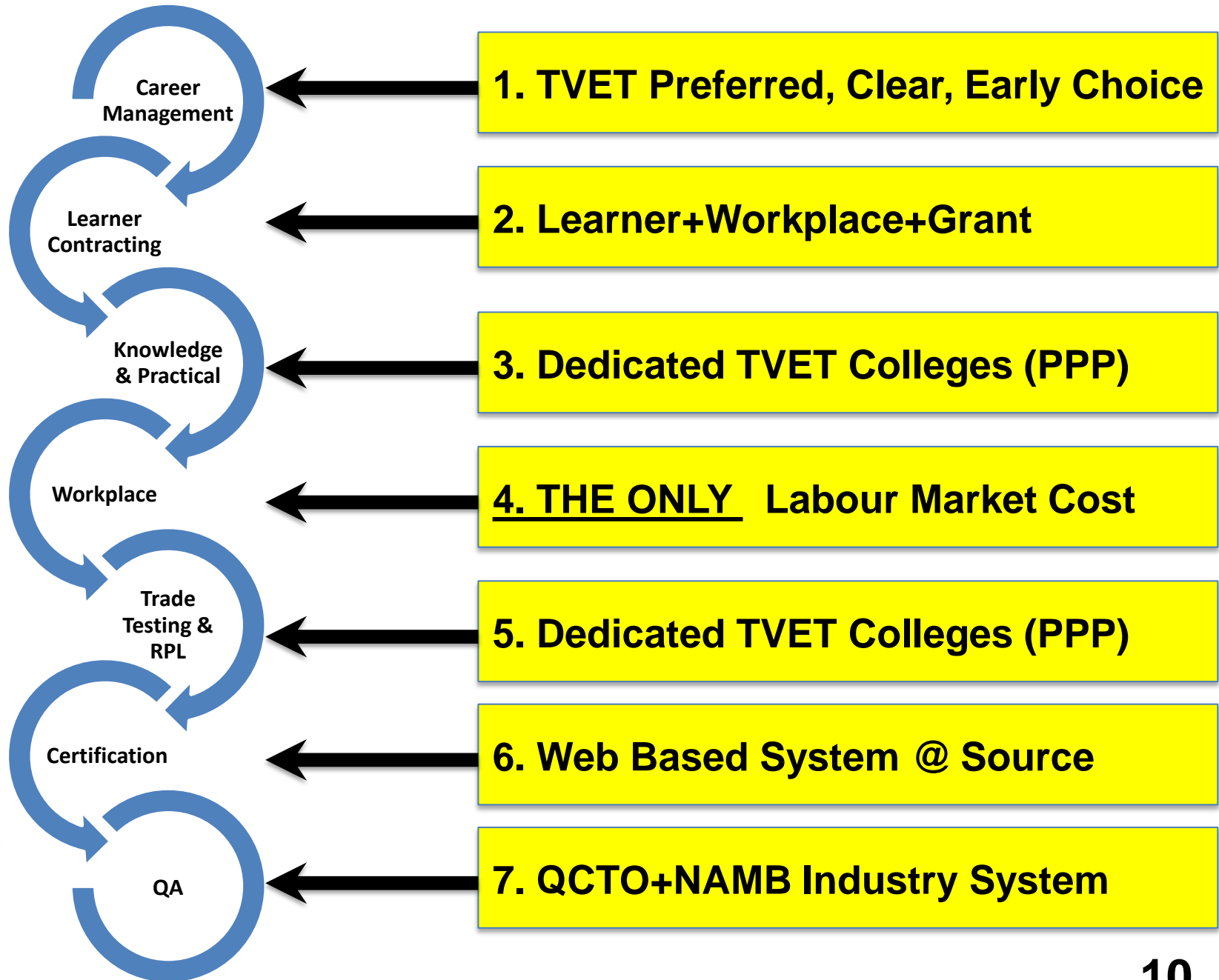


CONCERNS

Solution:
Tackle
7 Step Programme
CONCERNS
To improve
THROUGHPUT
and
reduce
Cost of
Quality
Gap



SOLUTION



PSET White Paper – Page 14 & 15

The entire gamut of vocational programmes and qualifications will therefore be reviewed and rationalised into a coherent and simple framework that fits easily into the NQF and makes learning pathways clear to school-leavers and employers.

Given all these developments we find ourselves today with five vocational qualification types – Nated (or N) programmes; NCV programmes; occupational programmes; Higher Certificates; and the NSC with Technical Subjects.

{plus emerging GETC:SV}

The review should ideally involve both DHET and the Department of Basic Education, as both offer vocational programmes.

OECD TVET Review Pages 38 & 45

There are several vocational routes at upper secondary level

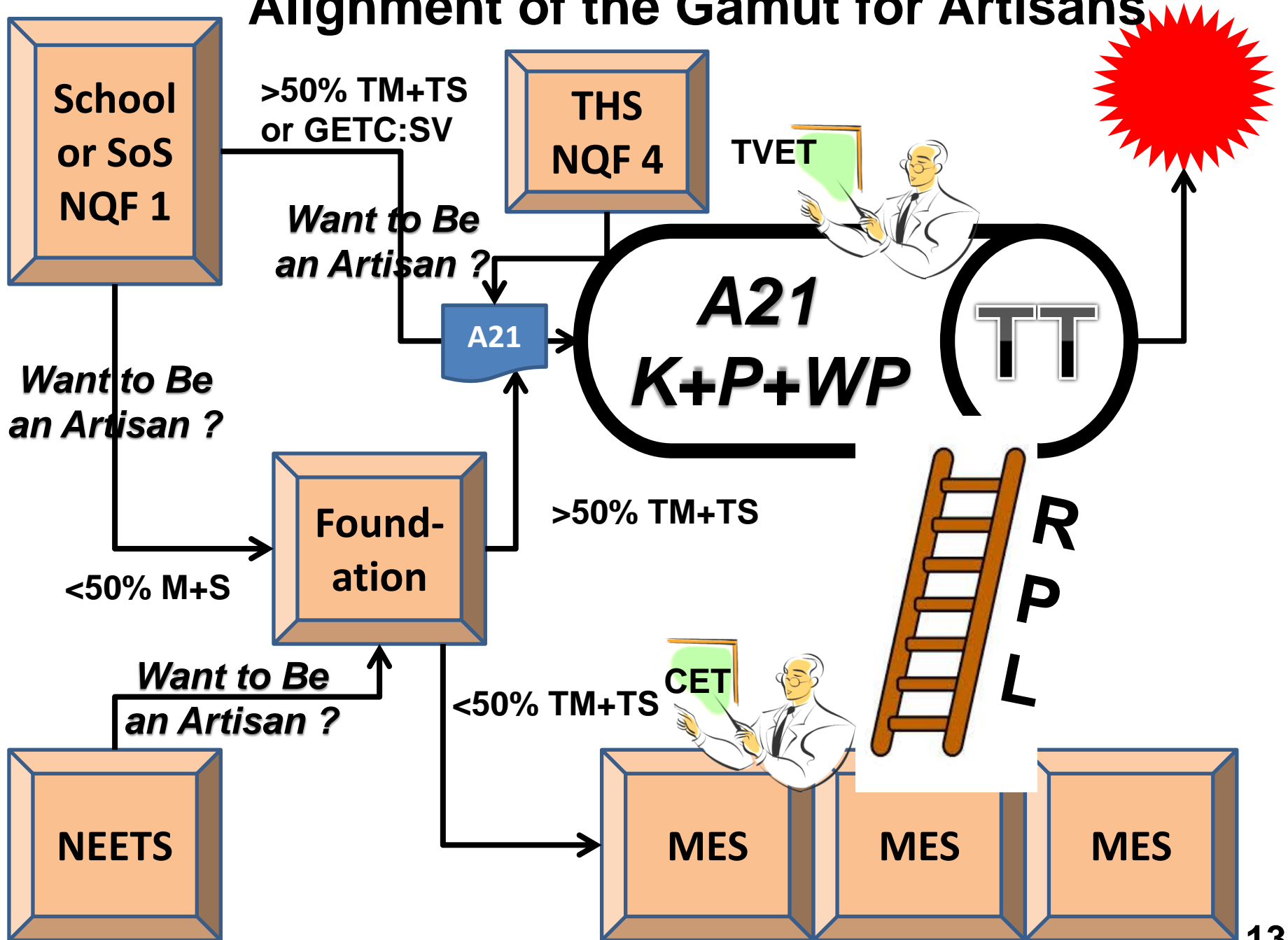
1. NC(V) programmes
2. N or NATED programmes
3. Technical Schools, providing vocational-type programmes from grade 8 leading to a national senior certificate with a vocational element
4. Learnerships and apprenticeships
5. Occupational Qualifications involving assessments of different unit standards of competences.
6. ***Emerging GETC:SV (Schools of Skill for now)***

Recommendation: Simplify the System

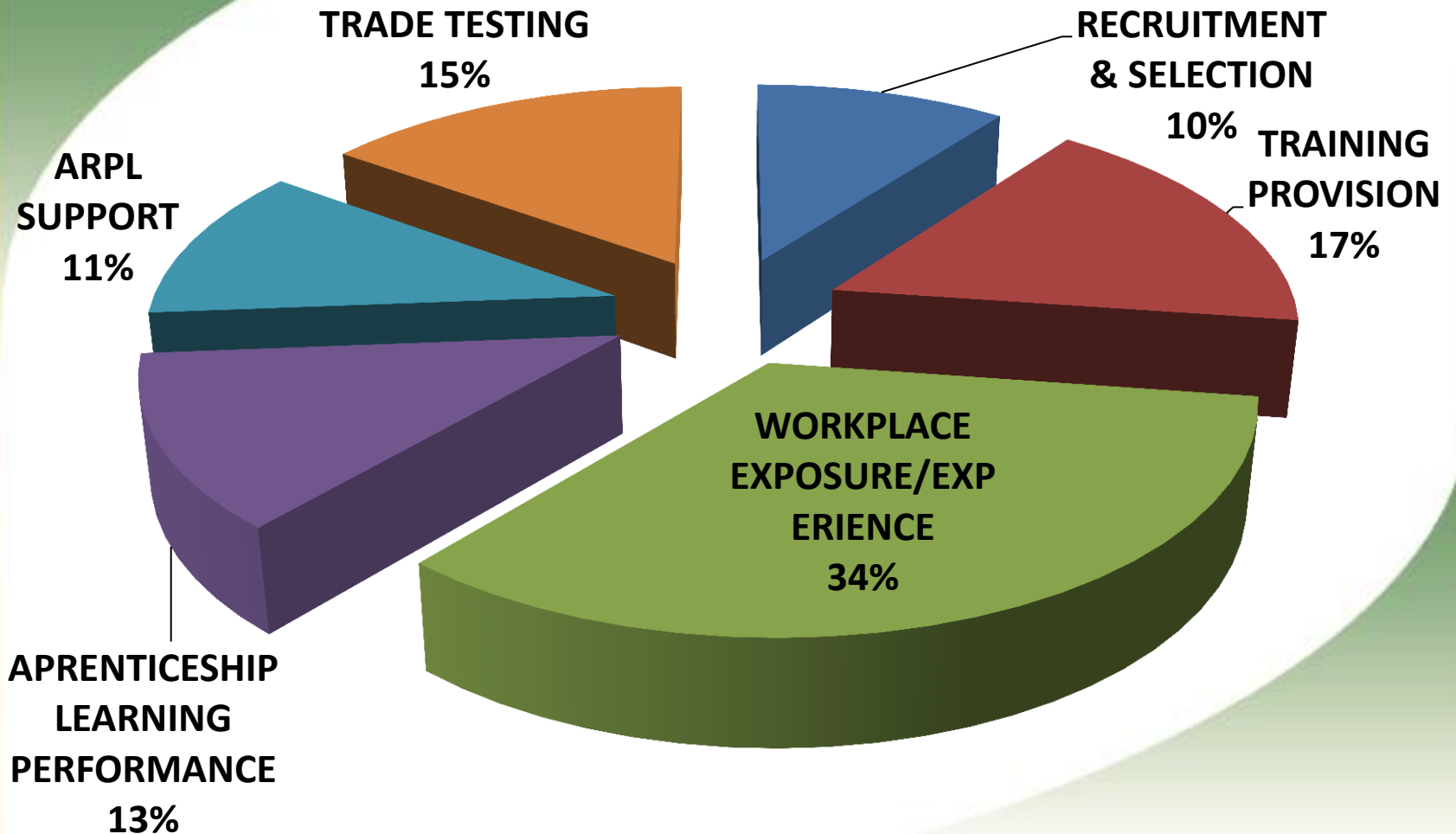
Building on the proposals set out in White Paper:

- Upper secondary vocational programmes should be merged into two main tracks – a school based track and a work based track
- To meet the needs of adult learners, develop a second chance vocational programme and ensure flexible provision.

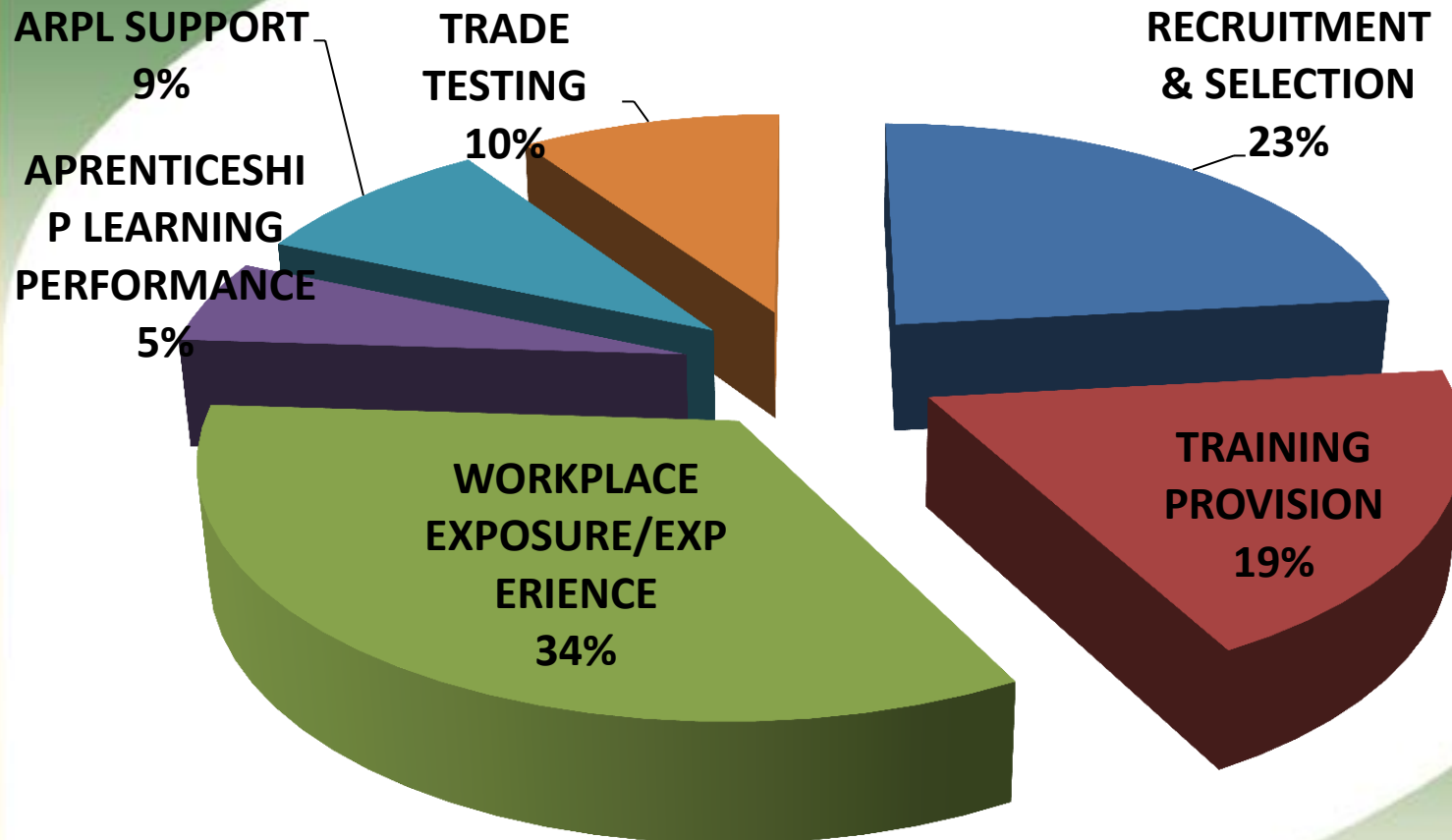
Alignment of the Gamut for Artisans



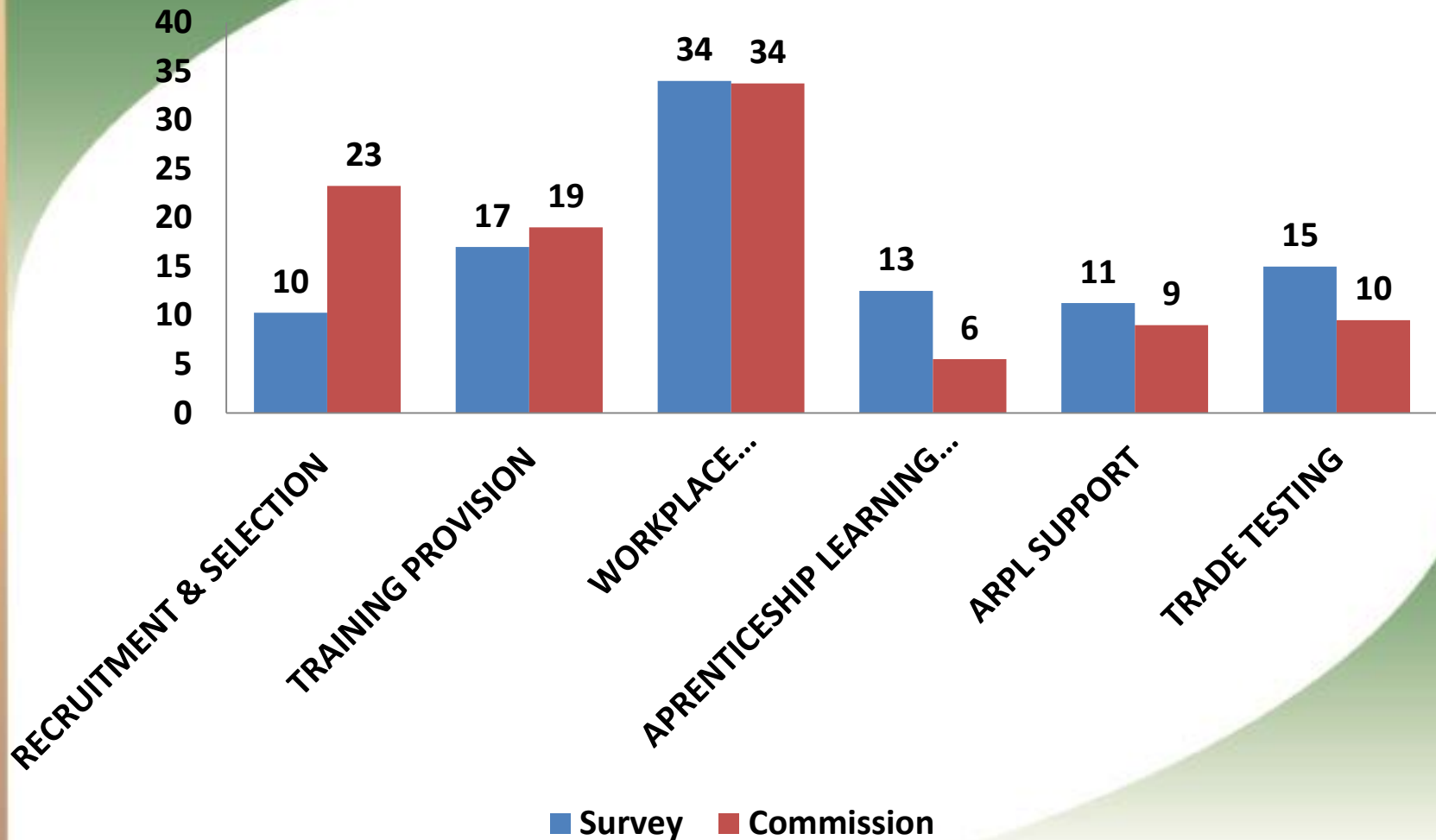
Impact Area Survey – Consolidated



Impact Area Commission – Consolidated

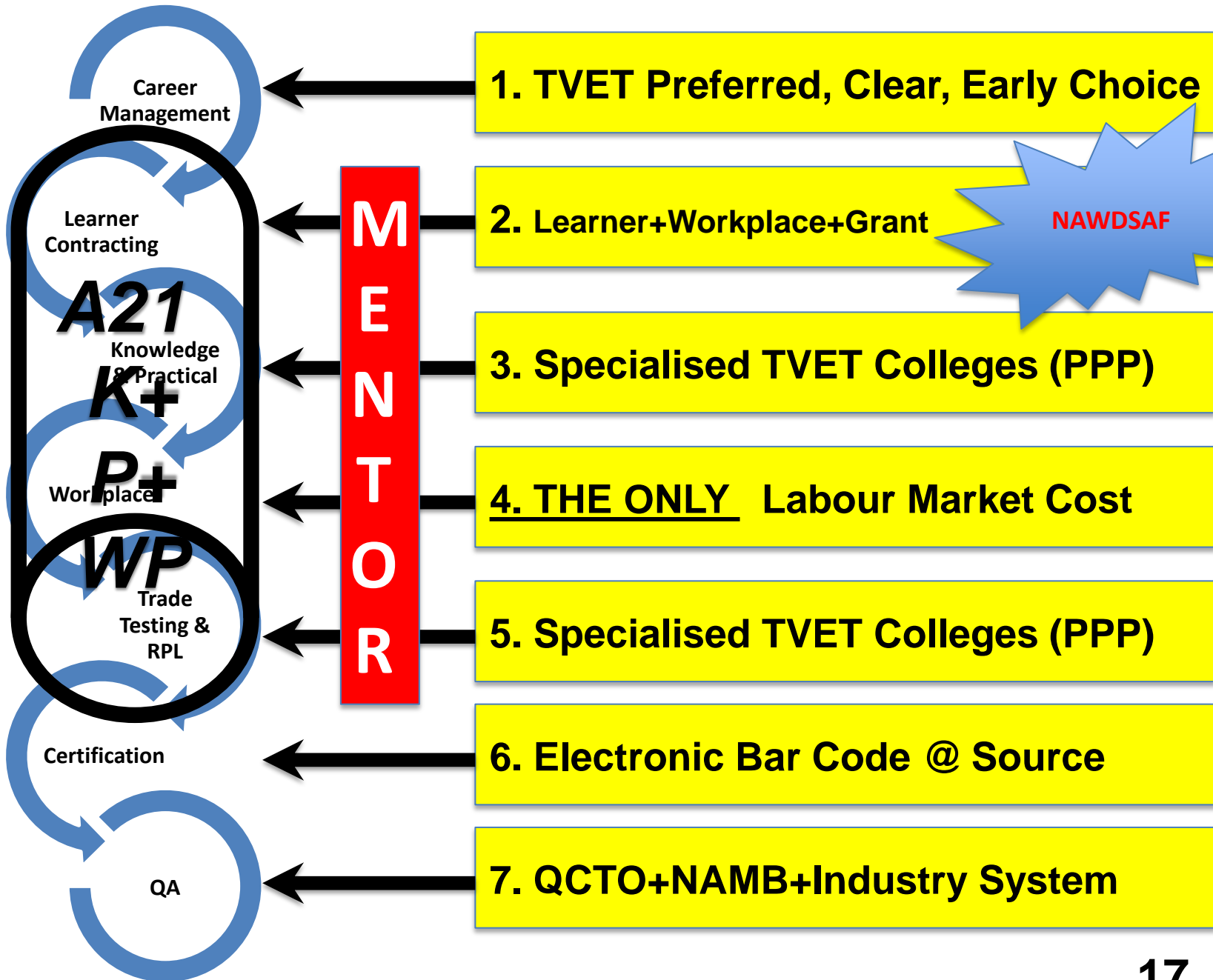


Impact Area Survey vs Commission – Consolidated



CONSENSUS VIEW

SOLUTION



Structure

Manager	Functional Area
Mr Fumani Mboweni	Strategy Development & Stakeholder Management. Coordinates all artisan development forums, artisan development web site & HRDC AD Technical Task Team.
Ms Palesa Rakometsi	Career Guidance and TVET College Liaison. Coordinates all artisan development advocacy and implementation of Ministerial 2014 – 2024 Decade of Artisan Programme.
Mr Jabu Nthsingila	Information Analysis and Management. Coordinates all artisan development data processing and reporting inclusive of National Artisan Development Support Centre.
Mr Mike Mashinini	Occupational Qualification Delivery. Coordinates the implementation of artisan occupational curriculum, bridging programmes & Trade Occupational Teams.
Ms Sarah Mlangeni	Assessment Administration. Coordinate the registration and administration of all candidates for trade testing at the INDLELA Trade Testing Centre, Olifantsfontein.
Mr Solly Moloko	Pre Trade and Trade Assessment. Coordinates all artisan trade testing processes at the INDLELA Trade Testing Centre, Olifantsfontein.
Mr Craig Pereira	Recognition of Prior Learning. Coordinate the development and implementation of the single national artisan recognition of prior learning system.
Mr Nic Louw	Quality Assurance System Development. Coordinates all artisan quality assurance policy processes, including trade testing systems and implementation of SLA with QCTO.
Mr Jowie Bopape	Accreditation and Certificate Recommendation. Coordinates, in collaboration with SETAs and QCTO, the accreditation of artisan learner training, testing and certification.
VACANT	Development, expansion, verification, support and maintenance of national-provincial-regional artisan development workplaces and mentors for all listed trades.
Ms Heilene Steenkamp	Coordination of the implementation of Provincial Artisan Development steering Committee Processes in collaboration with all public TVET Colleges.

Artisan Registration Regulations

Gazette 38458 – 13 Feb 2015

- **Establish a legislative framework for the professionalisation of artisan development practices in South Africa.**
- **Define the requirements for and the process of registering as an artisan with the Department of Higher Education and Training (DHET).**
- **Will assist to enhance the quality of work delivered by registered practicing artisans.**
- **Will enable the DHET to distinguish for statistical purposes between qualified artisans and artisans practicing the trade in which they are qualified.**
- **Will assure Industry that if it employs a registered practicing artisan, that that artisan is up to date with developments within that trade and will be able to deliver quality work.**
- **Will implement Section 26 C of the Skills Development Act, as amended in 2008.**
- **Will enable the DHET to determine and grow the capacity for mentoring of artisan learners.**

Artisan Registration Regulations

Gazette 38458 – 13 Feb 2015

Registration

- (1) An artisan who has successfully completed a Trade Test in a listed trade must register with the NADSC at <http://nadsc.dhet.gov.za/> in one or more of the following categories in accordance with their current employment activities and the listed Trade in which they are qualified; or**
- (2) Qualified artisans currently on pension and qualified in a listed trade through the successful completion of a Trade Test may register with the NADSC at <http://nadsc.dhetgov.za/> in accordance with the prescribed form attached as Appendix A indicating their availability and willingness to assist with artisanal training in the Trade in which they are qualified.**

Artisan Registration Regulations

Gazette 38458 – 13 Feb 2015

Categories

(a) Practicing Artisan

(b) Line Supervisor

(c) Technical Manager

(d) Artisan Trainer

(e) Artisan Assessor

(f) Artisan Moderator

(g) Artisan Mentor

(h) Interim Artisan Mentor

(i) Artisan Recognition of Prior Learning Advisor

(j) Unemployed but not on Pension

(k) Unemployed and on Pension

**M
E
N
T
O
R**

Artisan Mentor: Learner Ratios = Capacity Analysis



Artisan Workplace Approval Policy-Criteria-Guidelines

Artisan Training Capacity of Angus Building (Pty) Ltd)

Ratios of Trade Category x Mentors Less Number of WP Learners

Trade = Bricklayer

Category = Civil - Ratio = 1:4

Number of Mentors = 10

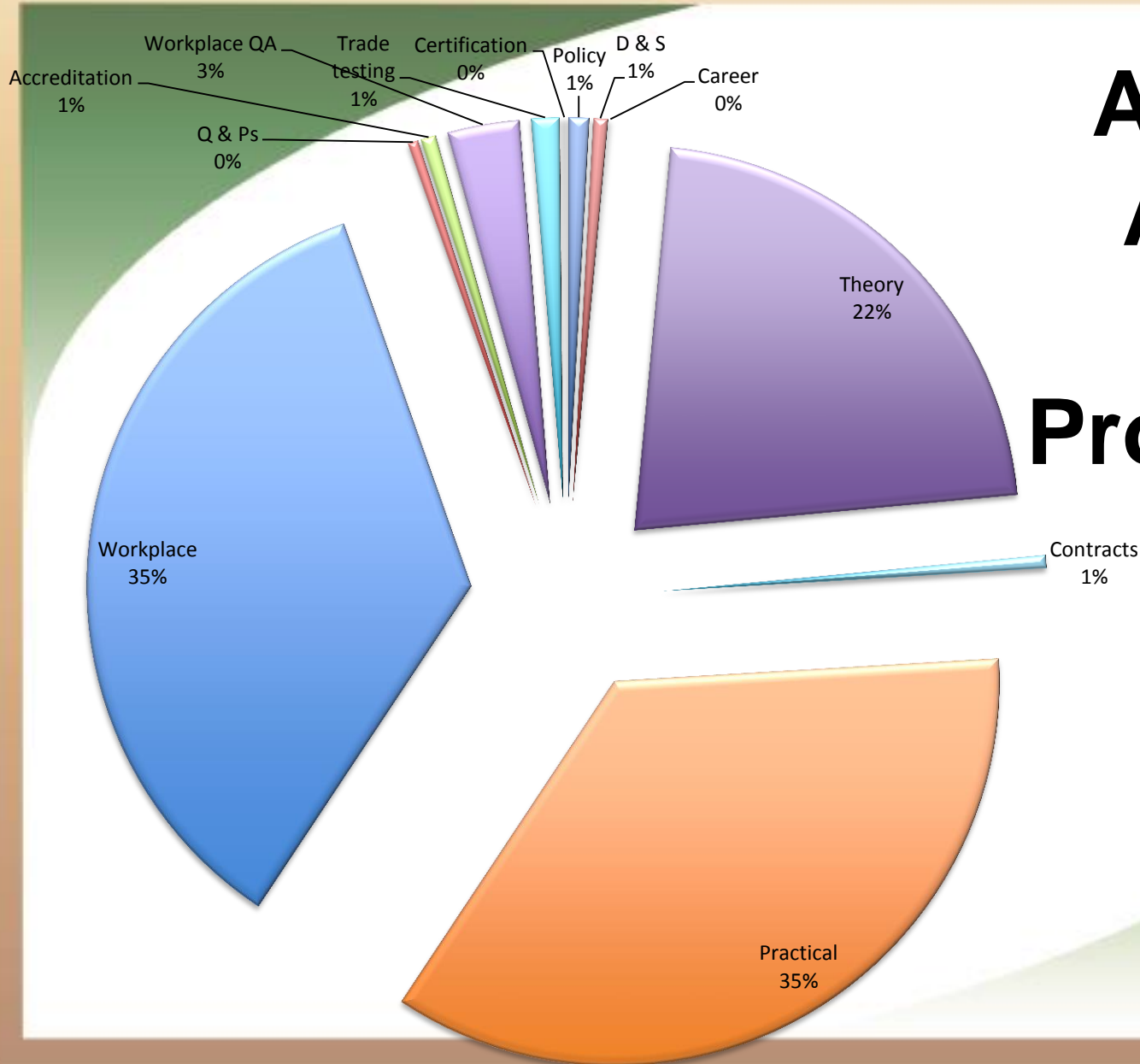
Maximum Capacity = $10 \times 4 = 40$

Number of Learners in Workplaces = 32

Spare Capacity = 8

Angus Building (Pty) Ltd) is “motivated” to take another 8 apprentices

Cost Analysis Artisan Trade Programme



**Average
Total
Cost
= R 400k**

MOTIVATION (AKA FUNDING)

Total Cost = R 400 000 per Artisan Learner

Schools / Colleges

K=30% = R 120k

Training Centres

P=35% = R 140k

Workplaces

WP=35% = R 140k

Current Funding

Schools / Colleges

Voted = R 120k

Training Centres

Grant = R 140k

Workplaces

Employer = R 140k

A21 Funding based Dual System Methodology

Mentors + Schools / Colleges + Training Centres + Workplaces

Single Contract for Voted + Grant = R 300k + Workplace = R 100k



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

***Thank You
For Support
and Commitment***

<http://nadsc.dhet.gov.za>

“IT’S COOL TO BE A 21ST CENTURY ARTISAN”