

The development of new occupational qualifications : implications for employability



The QCTO is responsible for “qualifying a skilled and capable workforce”

QUALIFYING = Become officially recognised as a practitioner of a particular trade or occupation, typically by undertaking training and passing examinations; to provide proper necessary skills, knowledge, credentials, etc.; to make competent to qualify oneself for a job.

SKILLED = Having or showing the knowledge, ability or training to perform a certain task/activity well. The ability, coming from one’s knowledge, practice, aptitude, etc. to do something well.

CAPABLE = Able to achieve efficiently whatever one has to do; to be competent

WORKFORCE = The people engaged or available for work





Quality Assurance Framework

- Framed by the NQF Act
- In terms of Section 27 (i) of the NQF Act, the QCTO with regard to quality assurance within its sub-framework is required to
 - (i) develop and implement policy for quality assurance;
 - (ii) ensure the integrity and credibility of quality assurance;
 - (iii) ensure that such quality assurance as is necessary for the sub-framework is undertaken.



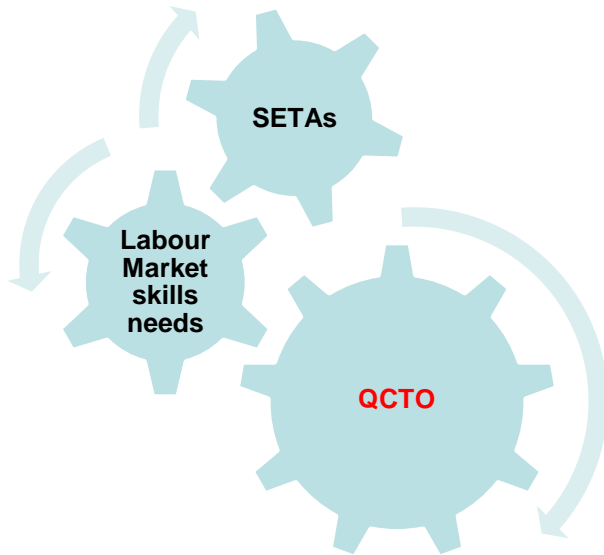
QCTO mandate in SDA

- The QCTO is responsible for:
 - establishing and maintaining occupational standards and qualifications
 - the quality assurance of occupational standards and qualifications and learning *in and for the workplace*
 - designing and developing occupational standards and qualifications and submitting them to the SAQA for registration on the NQF
 - ensuring the quality of occupational standards and qualifications and learning *in and for the workplace*

(SDA, 2008, Section 26H)



Skills development interventions that respond to labour market needs



- In executing its mandate, the QCTO ensures that there are occupational qualifications (for skills development purposes) that respond to labour market needs - qualifications that are fit for purpose
 - QCTO Vision qualifying a skilled and capable workforce
 - Collecting information on Labour market needs
 - SETAs must collect information on Labour Market needs in terms of occupations – Skills required by the labour market to support economic growth and development
 - DHET published a list of occupations in high demand
 - There is room for other priority skills needs
 - QCTO ensures that there are fit for purpose occupational qualifications to respond to the labour market needs



Development of qualifications

- Occupational Qualifications are developed to enable learners to achieve occupational competence.
- The approach followed by the QCTO is that of shifting away from sector-specific qualifications to national occupational qualifications with an objective of optimizing mobility and employability of qualifying learners.
- Occupational qualifications that are developed are aligned with the pathways outlined in the DHET's National Career Advice Portal (NCAP).



The OFO as a point of departure to develop occupational qualifications

The QCTO develops qualifications based on the occupations that are 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)



Purpose of an occupational qualification

- In terms of the Skills Development Act an occupational qualification means **a qualification associated with a trade, occupation or profession** resulting from work-based learning...
- The purpose of an occupational qualification is **to qualify a learner to practice an occupation.**
- **The development of an occupational qualification begins with the development of an occupational profile- this is a summary outline of an occupation (outlined in terms of purpose of that occupation, its key tasks, unique products and services for that occupation including occupational responsibility**

- **An occupational profile details key tasks that are performed for each occupation. The tasks are outlined by** a group of people qualified in the relevant occupation with a minimum of at least 5 years current relevant years of experience in that particular occupation or are recognised by the practitioners of the occupation as experts.
- **Such an approach ensures that the design of an occupational qualifications is aligned to the actual competence requirements for that occupation.**
- **To build competence the QCTO model acknowledges the three forms of learning that are integrated to achieve occupational competence.**
- **Occupational qualifications are developed to achieve occupational competence thus making the learners employable**



Qualification Documents

- **Qualification Document**
- **Curriculum Document**
- **Qualification Assessment Specification**
- **Qualification Assessment Specification Addendum**

Occupation qualification & curriculum

Occupational Purpose

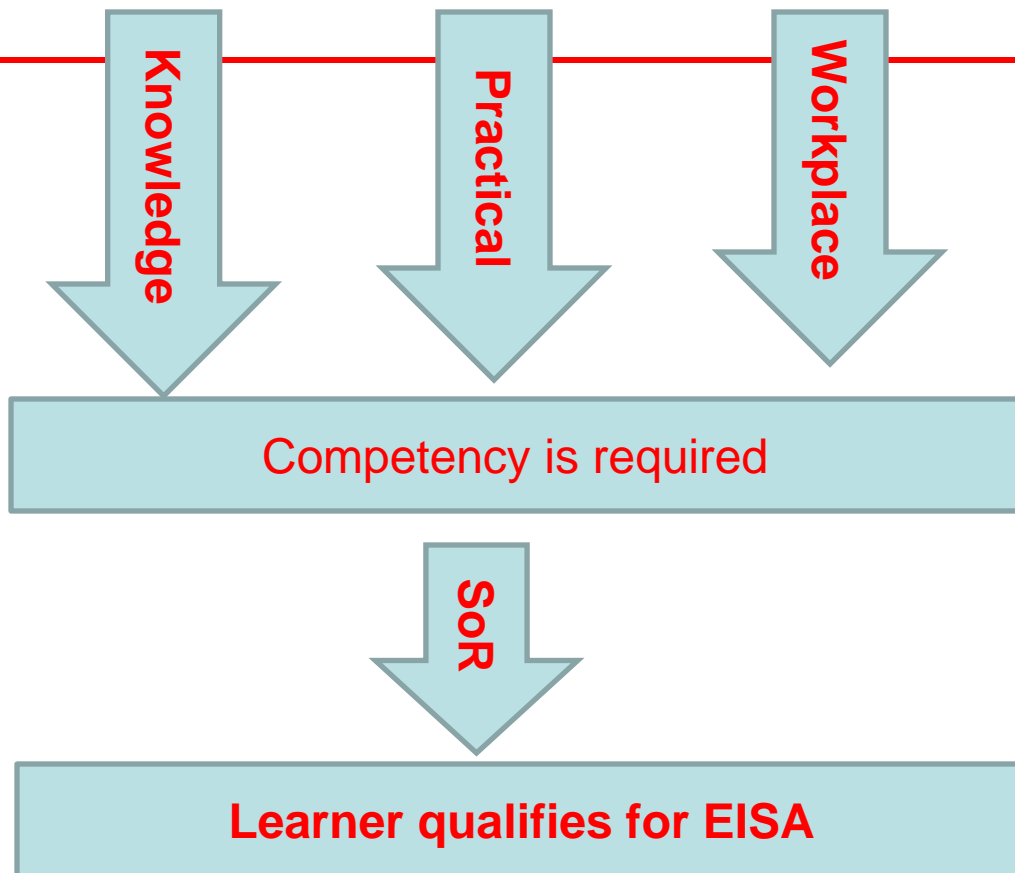
**Knowledge /
theory (Min 20%)**

**Practical
(Min 20%)**

**Work experience
(Min 20%)**

External, summative assessment

Occupational Certificate





Assessment Specifications (QAS)

- The most important source document in compiling the Assessment Specifications is the Curriculum document, with the *Occupational Profile* in particular that was developed at stage 3.
- The occupational profile will not only determine the qualification's ELOs, but also provide the *focus* for the capabilities that should be assessed in the EISA.
- The Occupational tasks in the curriculum document must relate to the ELOs (Exit Level Outcomes) [focus of the final EISA] in the external assessment specification document
- The curriculum document reflects assessment criteria in the various components which will inform the formative assessment processes. The summative assessment is done in an integrated way on the exit level outcomes





The final External Integrated Summative Assessment (EISA)

EXTERNAL: An assessment compiled by the AQP is used to assess all learners nationally (those who have qualified for it)

INTEGRATED: The EISA not only comprises of an integration of all components and modules: Knowledge, Practical and Workplace, but also of all Exit Level Outcomes

SUMMATIVE: The final assessment at the end (similar to 'Board exams' / the "Red Seal") to prove competence

ASSESSMENT: The most suitable form of assessment is decided upon to assess the learners' capability TO DO the job!!



- Issue of Qualifications/Programmes then Curriculum.
- Qualifications vs Skills Programmes
- Occupational Qualifications – Soft Skills??
- Broader debate – NATED vs NCV vs QCTO
Occupational Qualifications vs Historically registered qualifications.
- Certification



QCTO quality assuring two Systems

- Quality Assurance of AQPs – QCTO Quals
- Quality Assurance of QAPs (SETAs and Professional Bodies) - historically registered qualifications.

National Assessment System for Occupational Qualifications (DHET, NAMB, AQPs)



Thank You!