



# **SCOPING MEETING QUALIFICATION DEVELOPMENT**

**Water Use Authorization Practitioner,  
Water Use Officer and Water Resource  
Management Practitioner - 17 February  
2017**

# New brand:

Knowledge  
/ Head:  
Conception  
Understanding  
Reflection ...

Colour;  
For current  
and future  
workers



**Quality Council for Trades & Occupations**

*Working together ~  
Work experience*

Productive  
Hands  
*(colour of gloves  
signals health sector ,  
industrial sector etc.)*



## Under 1995 SAQA Act & 1998 SD Act

- ▶ SAQA set standards / qualifications and registered them on the NQF; It did this by recognising Standard Generating Bodies (SGBs) to do the work (DHET for schools and colleges)
- ▶ SETAs often established SGBs under SAQA and developed their own sectoral qualifications,
- ▶ Quality assurance was done by SAQA-accredited Education & Training Quality Assurance (ETQA) bodies: SETAs were accredited as ETQAs (of SDA)

**But ... uneven sectoral quality, duplication resulted**

on NQF

Department of Education

**Pre-2009 NQF**

CHE with HEQF  
(Band ~ 'Higher')

Umalusi with school and  
college qualifications  
(Band ~ General and Further)

**SETAs**  
with learnerships incl.  
'structured learning'(?)

S	S	S	S
E	E	E	E
T	T	T	T
A	A	A	A
a	b	c	&

Department of Labour

<b>NQF Level</b>	<b>MoHET Determination on NQF Sub-frameworks and Qualification Types (Government Gazette No 36803 – 30 August 2013 )</b>	
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	General Certificate	Occupational Certificate (Level 1)

- ▶ ‘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, 3)



# Occupational qualification

- ▶ An occupational qualification defines the learning required to be competent to practice an occupation or an occupational specialisation in a range of working contexts in both the formal and informal economy as well as in the public and private sectors.
  
- ▶ All occupational qualifications are linked to the Organising Framework for Occupations (OFO) and must:
  - be 'fit-for-purpose',
  - reflect workplace requirements, i.e. be demand or opportunity led and not supply driven,

*(Expert Practitioners design occupational qualifications)*

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**STEPS****RESPONSIBLE****QUALIFICATIONS DEVELOPMENT PROCESS****10**Submit Curr, Ass  
Specs, Qual &  
Process Report**9**

DQP

**11****QCTO  
Evaluates**Manage Verifi-  
cation Process**8**

DQP with Constituency Group

Finalise Assess-  
ment Specs**7**QDF with Expert Practitioners, AQP &  
EducationalistsManage  
Verification  
Process (Profile)**6**DQP with Expert  
Practitioners and AQPDevelop Module  
and Subject  
Specifications**5**QDF with Expert  
Practitioners, AQP &  
Educationalists

Appoint AQP

**4**

QCTO Staff

Develop Occupa-  
tional Profile and  
Identify AQP**3**QDF with Expert  
Practitioners (incl  
Assesors)Oversee Scoping  
Meeting with  
Constituency &  
Appoint DQP**2**QCTO  
StaffReceive and Pro-  
cess Application**1**QCTO  
StaffCurriculum  
Scope  
&  
SLA with  
(DQP)**A**Occupational  
Profile  
&  
SLA with  
(AQP)**B**Learning Com-  
ponent  
Specifications  
(incl Internal  
Assessment)**C**Qualification  
Assessment  
Specifications  
(External)**D**Verified  
Curriculum  
(B+C) and  
Assessment  
Specifications**E**Occupational  
Qualification  
(B+C+D)**F****RESULTS**

QCTO Staff monitors performance of DQP



DQP

DQP







## Types of Qualifications:

- ▶ Type of qualification
  - Occupational Qualification
- Title of qualification
  - Linked to occupation on OFO and reflecting occupational specialisation in brackets (where applicable)
  - Not reflecting learning field
- Three components:
  - Knowledge / Theory (minimum 20%)
  - Practical Skills (minimum 20%)
  - Work Experience (minimum 20 %)



# Development process:

Includes development of 4 equally important but distinctively different products:

▶ *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)

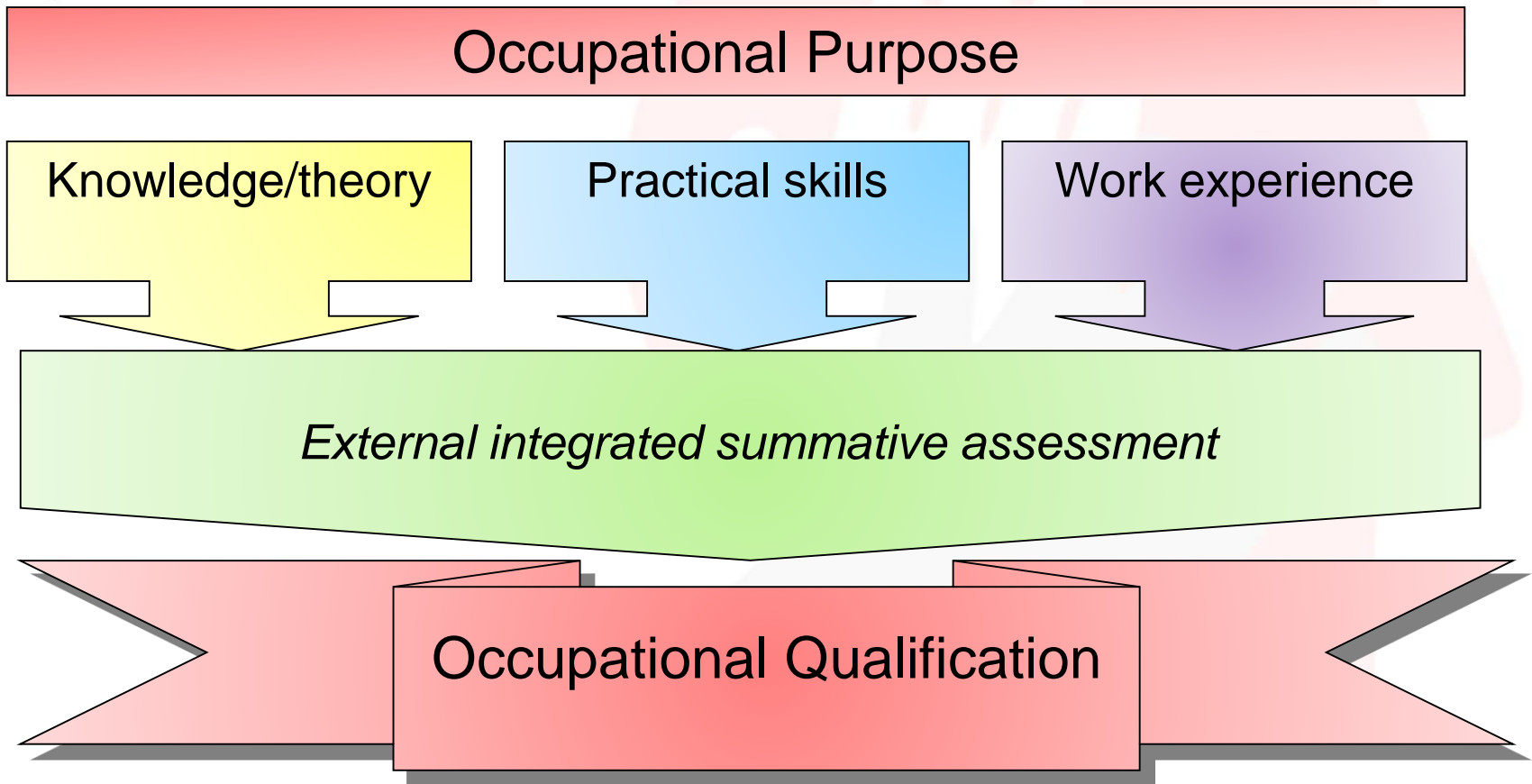
▶ *The Occupational **Curriculum** Document*

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.

▶ *Process Report*





## OCCUPATIONAL QUALIFICATION

- ▶ The term 'occupational qualification' is defined in the SDA as:
    - ‘a qualification associated with a trade, occupation or profession, resulting from work-based learning and consisting of knowledge unit standards, practical unit standards and work experience unit standards’. All occupational qualifications are assessed externally through a nationally standardised integrated summative assessment.
  - ▶ The purpose of an occupational qualification is to
    - qualify a learner to practice an occupation that is ,
    - reflected on the Organising Framework for Occupations (OFO) or an occupational specialisation related to an occupation that is reflected on the Organising Framework for Occupations (OFO).
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# OCCUPATIONAL CURRICULUM

- ▶ Characteristics of occupational curricula –
  - Not same as “educational” curriculum
  - A curriculum will cover the following:
    - Occupational profile - based on occupational tasks
    - Specifications for 3 learning components (subjects, practical skills & work experience)
      - Internal assessment criteria per subject and practical skills module and work experience record per work experience module
      - Skills Development Provider accreditation requirements per subject and practical skills module and workplace approval requirement per work experience module
      - Exemptions



▶ The following “Stakeholders” have to be consulted:

- SETAs (EWSETA)
- Professional bodies
- Major employers
- Unions
- Industry bodies
- Statutory bodies
- International bodies

**SAQA Field and SGB**

- SGB?



## Possible SETAs (based on current Learnerships & SSPs)

- EWSETA

**Major Providers:** UOT's, TVET's etc.

## Professional bodies and or associations

- ▶ Who should be added to the profiling?
- ▶ Who are the providers involved in this occupation that could be approached for participation in the development of the subject specifications?
- ▶ **Note:** Actual Water Practitioners should assist to develop the workplace component.





- ▶ Functions of the DQP in essence is to:
  - Coordinate and fund the qualifications development process
  - Appoint the qualifications development facilitator and learner qualifications development facilitator where appropriate
  - Manage the qualifications verification process
  - Prepare the qualifications development process report
  
- ▶ The **EWSETA** to act as DQP? Is this acceptable to the broader constituency?



- ▶ Functions of the AQP in essence is to:
  - Develop assessment instruments
  - Manage external summative assessments
  - Report on external summative assessments
  
- ▶ AQP must be identified prior to the verification of the occupational profile.
  
- ▶ Which body/ies could be considered as the AQP?

- ▶ Suggested broad timeframes are:
  - Scoping Meeting: 17 February 2017
  - SLA signed: February 2017
  - Profiling working group meeting: Feb/Mar 2017
  - Identification of AQP: At scoping/profiling meeting



**THANK YOU !**

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