



The critical role of the QCTO in shaping and regulating the road traffic law enforcement qualification

Presenter: QCTO
S Mkhonza

Presentation Outline

1. QCTO role in the context of the National Qualifications Framework (NQF)
2. Addressing labour market skills needs through occupational qualifications
3. Curriculum document - enhancing quality delivery of occupational qualifications
4. Occupational Qualifications delivery system - quality embedded throughout the system

The QCTO in the NQF context

NQF Act (No 67 of 2008) makes provision for an integrated National Qualifications Framework 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 Objectives

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

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	General Certificate	Occupational Certificate (Level 1)

Qualifications registered on the OQSF

Occupational Qualifications Sub Framework (OQSF)

<p>1. Historically registered qualifications Unit standard bases, Non unit standard based, Provider based qualifications</p>	<p>2275 729</p>
<p>2. National N Certificates (N4-N6) + National Diploma (Qualifications offered by FET Colleges – Instructional programmes in the RSA)</p>	<p>Financial Management , Public Relations, Human Resource Management , Mechanical Engineering, Electrical Engineering, Civil Engineering, Marketing Management, Tourism Hospitality, Art and Design, Management Assistant</p>
<p>3. New QCTO Type qualifications</p>	<p>118 +20 – Occupational Certificates 1 - Foundational Learning Competence</p>

QCs and SAQA

- Functions of the three QCs in terms of NQF Act : (Section 27)
 - Functions in summary:
 - Responsible for the development of qualifications and part-qualifications
 - Recommend Qualifications for registration to SAQA
 - Quality assurance of those qualifications and part-qualifications
 - SAQA
 - given role to enhance 'communication, co-ordination and collaboration' between the QCs
 - Register Qualifications on the NQF

QCTO mandate in SDA

- QCTO is established through the Skills Development Act (SDA)
- QCTO functions in terms of Sec 26H:
 - 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

Occupational Qualifications defined

SDA: 'Occupational Qualification means 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'

Occupations qualifications and the OFO

The QCTO utilises the OFO as a tool to drive the development of occupational qualifications.

The QCTO views 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)

Organising Framework for Occupations (OFO)

What is this OFO?

Coded classification system, to encompass all occupations in South Africa, used by Department of Higher Education and Training as a tool for identifying, reporting and monitoring skills demand and supply in the South African labour market.

- Provides a common language when talking about occupations (across sectors)
- The OFO enables
 - aggregation and comparison of occupations across sectors
 - better monitoring and reporting on occupations and skills demand in the country
 - Better skills planning and implementation

8 Major Groups of the OFO

- Managers
- Professionals
- Technicians and Associate Professionals
- Clerical Support Workers
- Service and Sales Workers
- Trades*
- Skilled Agricultural, Forestry, Fishery, Craft & Related Trades Workers
- Plant and Machine Operators and Assemblers
- Elementary Occupations

Implementation of the concept of occupational qualifications - Systemic perspective

QCTO's Vision is to qualify a skilled and capable workforce

QCTO's strategic plan for 2015/16-2019/20

- **Strategic objective 2.1:** Ensure prioritised occupational qualifications recommended to SAQA for registration on the Occupational Qualification Sub-framework, which are utilised and effectively managed
- **Strategic objective 3.1:** To ensure that the Quality Assurance Systems for the implementation of registered occupational qualifications is functional, effective and efficient
- **Strategic objective 3.2:** Learner achievements for qualifications on the OQSF quality assured and certificated as prescribed in QCTO policies

To achieve the above the starting point is:

- Priority skills must be Identified , communicated and interventions put in place

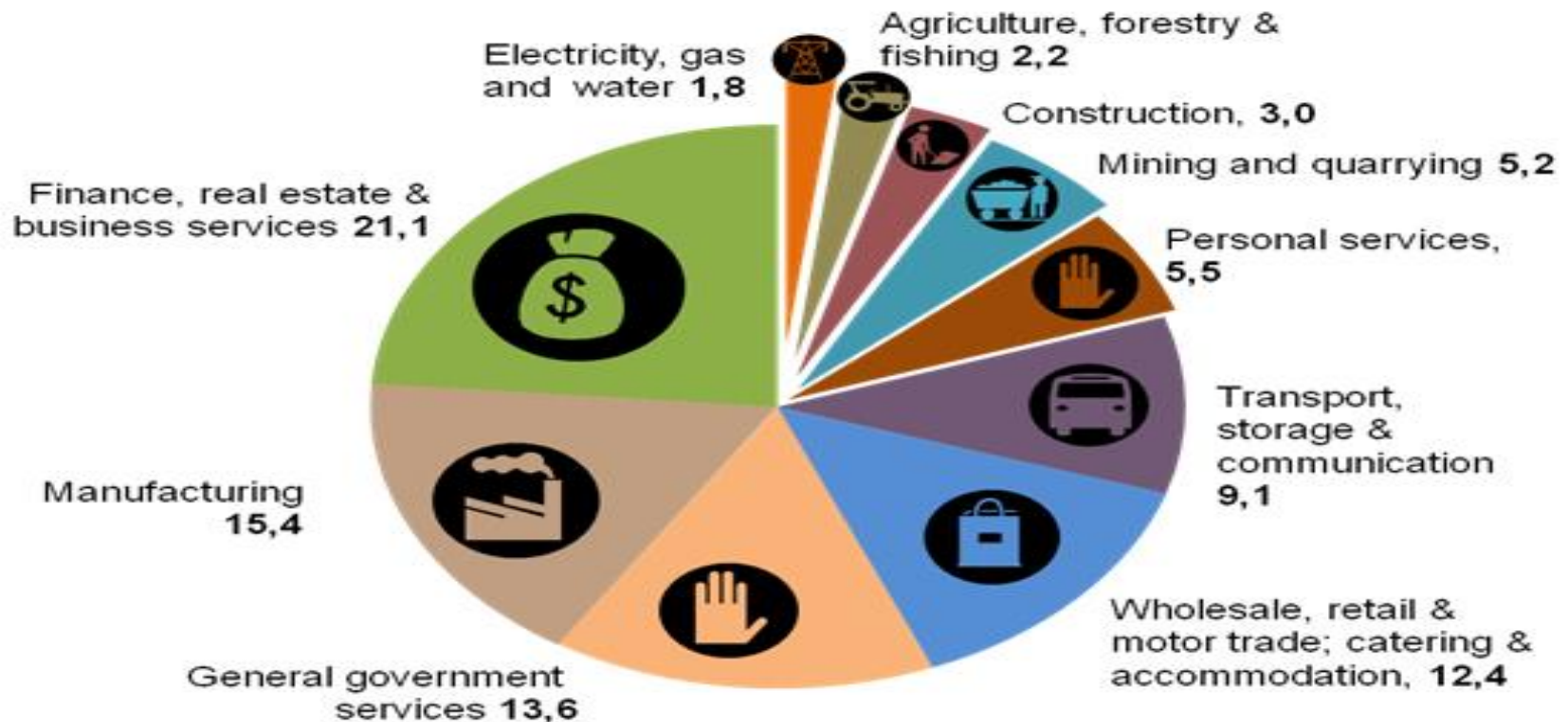
Addressing labour market skills needs through occupational qualifications



- QCTO's role is to ensure that there are occupational qualifications that respond to labour market needs (qualifications and part qualifications that are fit for purpose)
 - Labour market needs
 - To grow the economy and develop the country socially requires a skilled workforce
 - Collecting information on labour market needs is very important
 - SETAs have a responsibility of researching labour market needs. SETAs collect information on labour market needs in terms of occupations – who is needed? (Demand driven system).
 - QCTO must ensure that there are fit for purpose occupational qualifications to respond to the labour market needs
 - At systems level the role players are SETAs, QCTO, SAQA, DQPs, SDPs accredited, TVET Colleges, Private Providers, Employers – Work experience, AQPs, Assessment Centres, Learner certification by the QCTO.

SA's GDP Contributors – Signal of labour market activities

Contributions to GDP - Annual



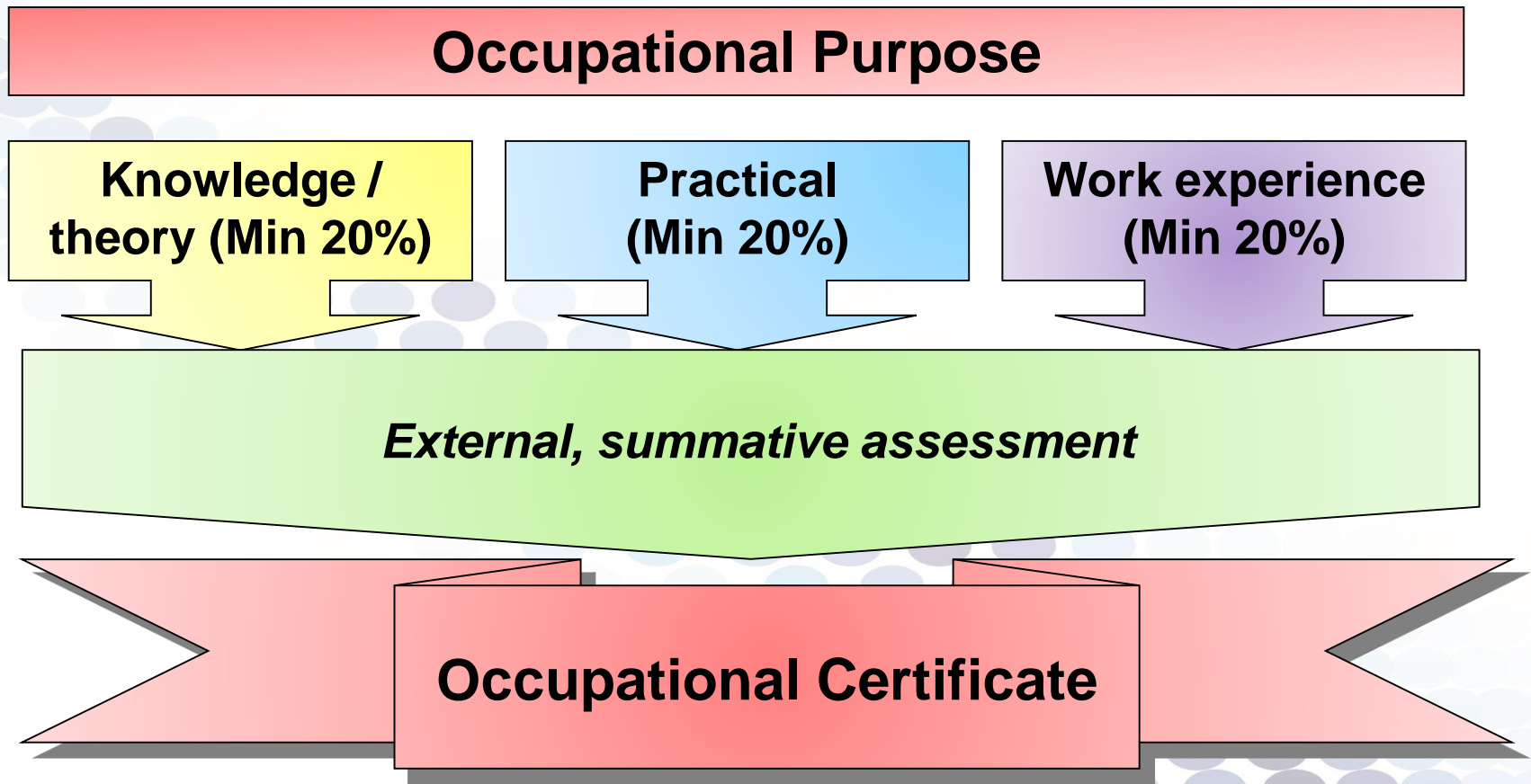
Development of prioritised occupational qualifications

The QCTO supports the development of prioritised occupational qualifications to address skills development needs as required for the South African labour market.

The QCTO approach towards prioritisation is as follows:

1. Occupational qualifications for those occupations listed on the Occupations in High Demand as gazetted by the Department of Higher Education and Training
2. Historical registered qualifications with proof of enrolment – a clear link to occupations to which these qualifications relate will be considered as a priority.
3. Other national priorities (NB: Empirical evidence is required to validate priorities identified).

Occupation qualifications development model



Role players in the development of QCTO qualifications

Applicant – person submitting a request to develop an occupational qualification

Development Quality Partner (DQP) means a body delegated by the QCTO to manage the process of developing specific occupational qualifications, curricula and assessment specifications;

Qualification Development Facilitator (QDF) means a person registered by the QCTO to facilitate the development of occupational qualifications;

Community of Expert Practitioners (CEPs) means a group of people qualified in the relevant occupation with a minimum of at least 5 years minimum number of current relevant years of experience in that particular occupation or are recognised by the practitioners of the occupation as experts;

Assessment Quality Partner (AQP) means a body delegated by the QCTO to develop assessment instruments and manage external summative assessment of specific occupational qualifications;

Stakeholders/CEP involvement opportunities

- Scoping meeting
- Development Occupational Profile; Verification of an Occupational Profile
- Development of Curriculum including External Assessment Specifications; Verification of Curriculum and External Assessment Specifications
- Public Comments Process when an occupational qualifications is published on the Government Gazette by the QCTO

Functions of the AQP

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

External Assessment Specifications

- external assessment strategy (method/ model to be used)
- key occupational outcomes to be assessed (linked to occupational tasks and the specified critical external assessment focus areas)
- points at which assessment take place (e.g phase tests or points in production cycle)
- **critical elements of the internal assessments to be moderated (if any)**
- eligibility requirements for learners to access the external assessment (also list of equivalent achievements as affording exemption)
- criteria for registration of assessors

Deliverables

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.*

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)*

Curriculum Document

- Is based on an occupational profile derived from the occupational purpose and the associated occupational tasks or outcomes.
- Occupational curricula provide an outline of the following:
 - **learning components** - knowledge module specifications, practical skills module specifications and work experience module specifications.
 - Purpose and main focus for each module; Major topics to be covered (including topic elements - guidelines on time to be spent per topic)
 - **internal assessment criteria and guidelines** for the knowledge and practical skills components and requirements for the assessment of the work experience
 - **exemptions** from or entry requirements to each component
 - **skills development provider accreditation requirements** for the knowledge and practical skills components and **workplace approval requirements** for the work experience component.

Curriculum document unpacked

NB: Curriculum Document for that specific qualification

- **Section 1 – Curriculum Summary**
- **Section 2 – Occupational Profile**
- **Section 3 - Curriculum Component Specifications**
- **Section 4 – Statement of Work Experience**

Section 3 - Curriculum Specifications

Details on each of the 3 components - K, P, WE

Modules Numbers: K – 15; P – 8 ; WE – 2

Credits per Component : K - 202 credits; P – 84 ; WE – 120 [Qualification Total Credits = 406)

e.g. Knowledge Component

a) Covers what needs to be focused on for in learning component- Module & Topic elements.

- Format per Module is as follows: **Module code** , **Module Name** , **NQF Level** , **Credits**.

b) Highlight of what critical to be demonstrated as evidence of learning i.e. What it is that learner must be able to demonstrate - understanding of module

- Topic/s to be covered including topic elements + % of time to be allocated per topic

Section 3 – Curriculum Component Specifications

Example - SDP Accreditation Requirements for the Knowledge Module

Occupational Certificate: Traffic Officer

Physical Requirements:

- Traffic Training Centres approved by the Minister in terms of the National Road Traffic Act
- Well resourced training centre as per the applicable regulation for approved traffic training centre as determined by the RTMC
- Access to a driver training facilities

Section 3 –Curriculum Component Specifications



SDP accreditation requirements per module

Human Resource Requirements:

- Facilitator Learner Ration must not exceed the ratio prescribed in the applicable regulation for approved traffic training centres as determined by RTMC
- Facilitator must be a qualified Traffic Officer with tactical firearm training and a minimum of 5 years practical exposure or in other instances 3 years of occupational experience
- Facilitator must be in possession of a three year legal degree or Law degree or equivalent
- Facilitator must have undergone a special training in relation to safe application of ramming activities (pit manoeuvre)
- Facilitator must possess five years relevant and proven experience in instruction/training learner advanced driving skills

Section 3 –Curriculum Component Specifications

SDP accreditation requirements per module

Legal Requirements:

- Compliant with the relevant sections of the Occupational Safety Act

Occupational Qualifications Delivery System

Occupational Qualification is developed and registered

Accreditation of Skills Development Providers (SDP) by the QCTO

Accreditation of Assessment Centres by the QCTO (on recommendation by an Assessment Quality Partner)

Learners are enrolled by an Accredited SDPs

[Teaching and Learning takes place (Knowledge Component, Practical Skills + Work Experience)]

SDP Learner enrolment is reported on quarterly by an SDP to the QCTO

Occupational Qualifications Delivery System

External Integrated Summative Assessment (EISA) is conducted in accredited Assessment Centres

- Assessment results are communicated to the QCTO

QCTO issues certificates for learners that passed EISA

Latest update from QCTO in support of road traffic law enforcement

No.	Occupation	Status
1.	Traffic Officer	Registered
2.	Road Safety Officer	Qualification in evaluation at the QCTO
3.	Driving School Instructor	Application approved by Occupational Qualifications Committee on 23-24 November 2016 – Qualification development may commence
4.	Traffic Officer (Crash Investigator)	Application approved by Occupational Qualifications Committee on 23-24 November 2016 – Qualification development may commence
5.	Motor Vehicle License Examiner (Examiner of Vehicles)	Application stage
6.	System Administrator (eNatis Administrator)	Application stage

Thank You!

Mkhonza.s@qcto.org.za