

Occupation-directed learning

*Issues emanating from the
Green Paper for
Post-School Education & Training*

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Green Paper: Occupation-directed training

Key points

- Improving access to post-school E&T
- Strengthening FET colleges and private public partnerships, and creating Community E&T Centres
- Refocusing and improving the SETAs
- Prioritising PIVOTAL programmes
- Changes to discretionary and mandatory grants
- Simplifying and improving quality assurance
- External assessment to streamline assessment processes
- Changes to requirements relating to the NQF alignment of training

Green Paper for Post-School Education and Training: 11-01-2012

<http://www.dhet.gov.za/portals/0/Documents/Publications/Green%20Paper.pdf>

NQF Sub-framework: Trades & Occupations

- **The role of the Quality Council for Trades and Occupations (QCTO)**
- **Occupational qualifications and occupational awards**
- **Three types of unit standards and part qualifications**
- **The work experience component of qualifications**
- **External assessment for the award of qualifications**
- **Documents with specifications for occupational qualifications**
- **Articulation and coherence in the NQF**
- *Qualifications Sub-Frameworks for General and Further Education and Training, Higher Education, and Trades and Occupations (Government Gazette: 23-12-2011)*

<http://www.dhet.gov.za/LinkClick.aspx?fileticket=LILc2SFbh1E=&tabid=36&mid=1071>

DAD, I'M
CONSIDERING
A CAREER IN
ORGANISED
CRIME.

GOVERNMENT OR
PRIVATE SECTOR?



Workplace Skills Planning processes

Conduct a Job and Skills Audit



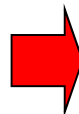
What job categories and skills do we need in our organisation to achieve our main goals and objectives?
What is the current state of skills?

Conduct a Training Needs Analysis (TNA)



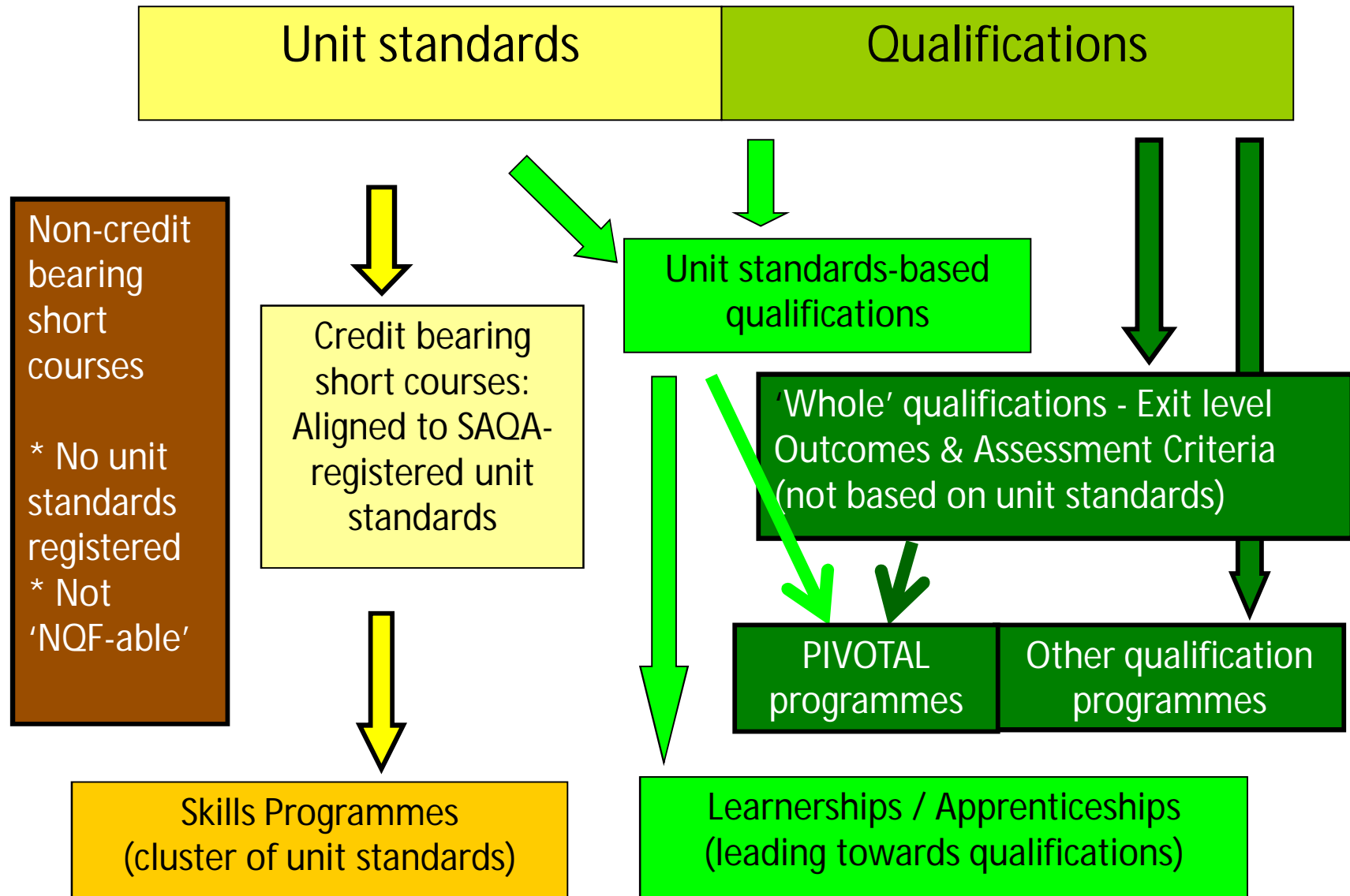
What are the main skills gaps and training needs that must be addressed to improve our organisation's performance?

Develop a Performance Improvement Plan & WSP

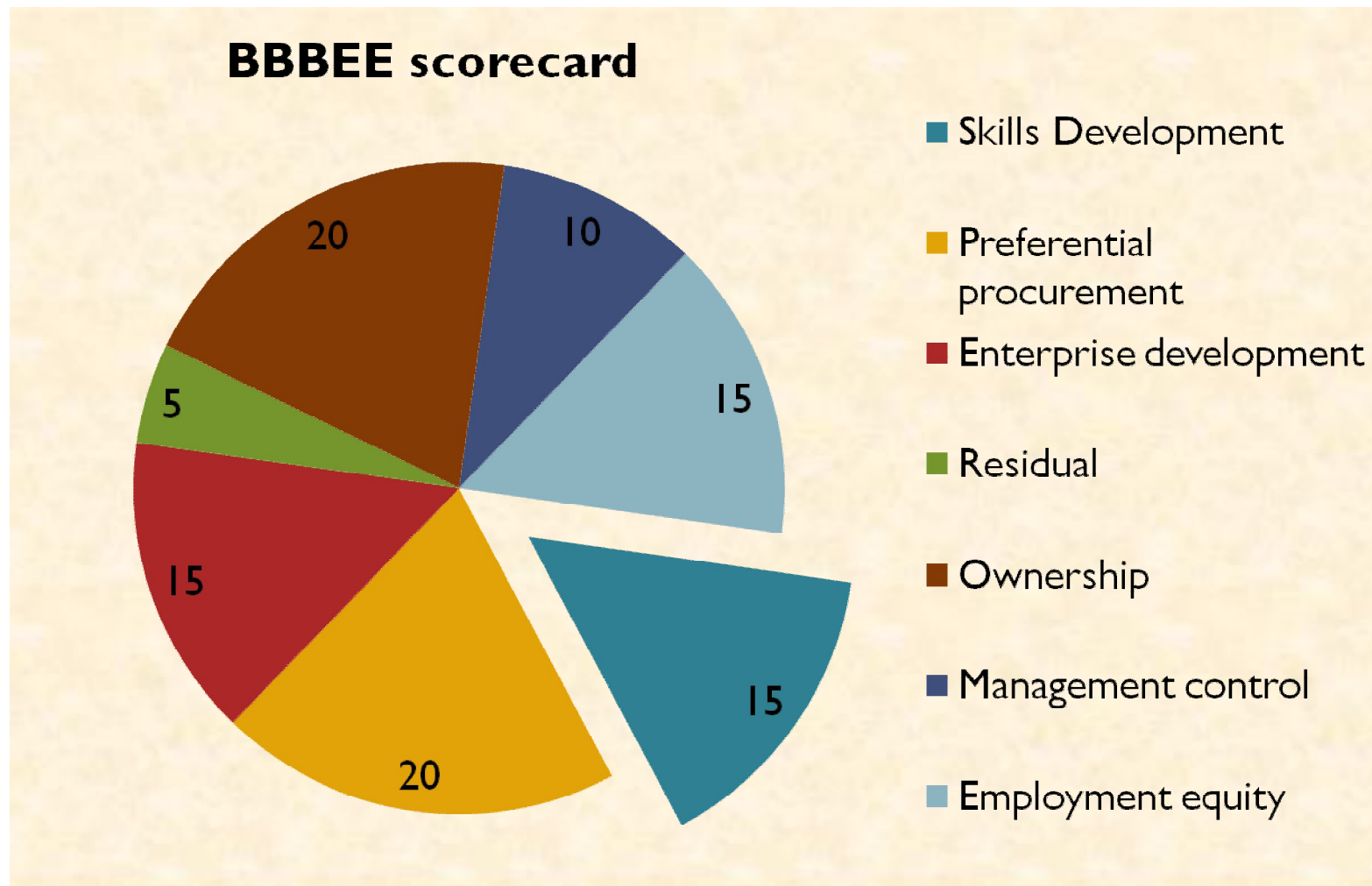


How do we plan high impact learning and other skills development programmes that result in improved employee and organisational performance?

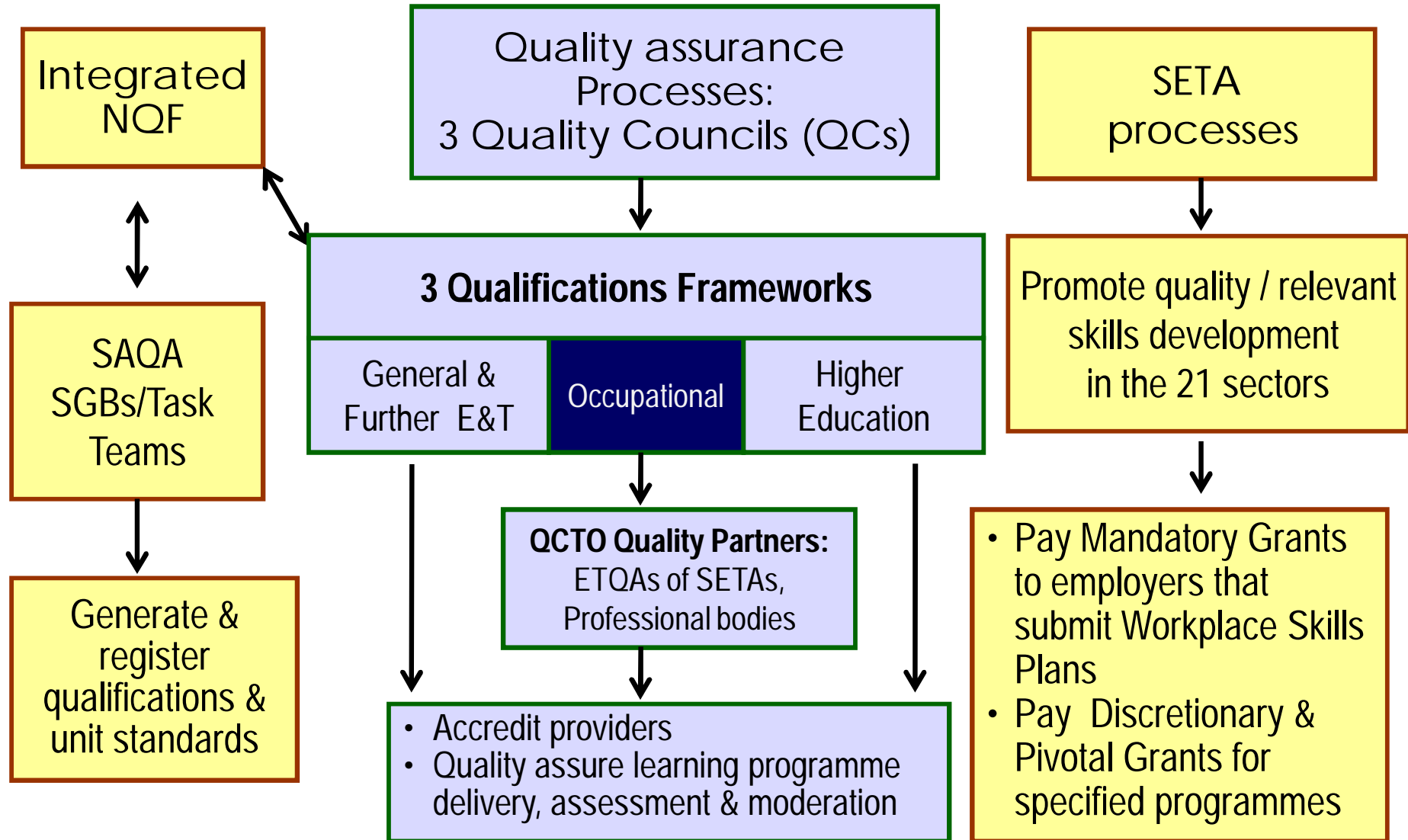
Selecting learning programmes



Factors guiding workplace training: B-BBEE, etc.



National Quality Assurance processes



Integrated NQF & Quality Councils

Quality Council:
HEQC of the Council on Higher Education

Higher Education Qualifications Framework (HEQF)
Qualifications: Degrees, Diplomas and Post-Graduate Diplomas

NQF levels
10
9
8
7
6
5
4
3
2
1

Occupational Qualifications Framework (OQF)
2 types of qualifications:
Occupational Qualification (120+ credits)
Occupational Award (25-119 credits)

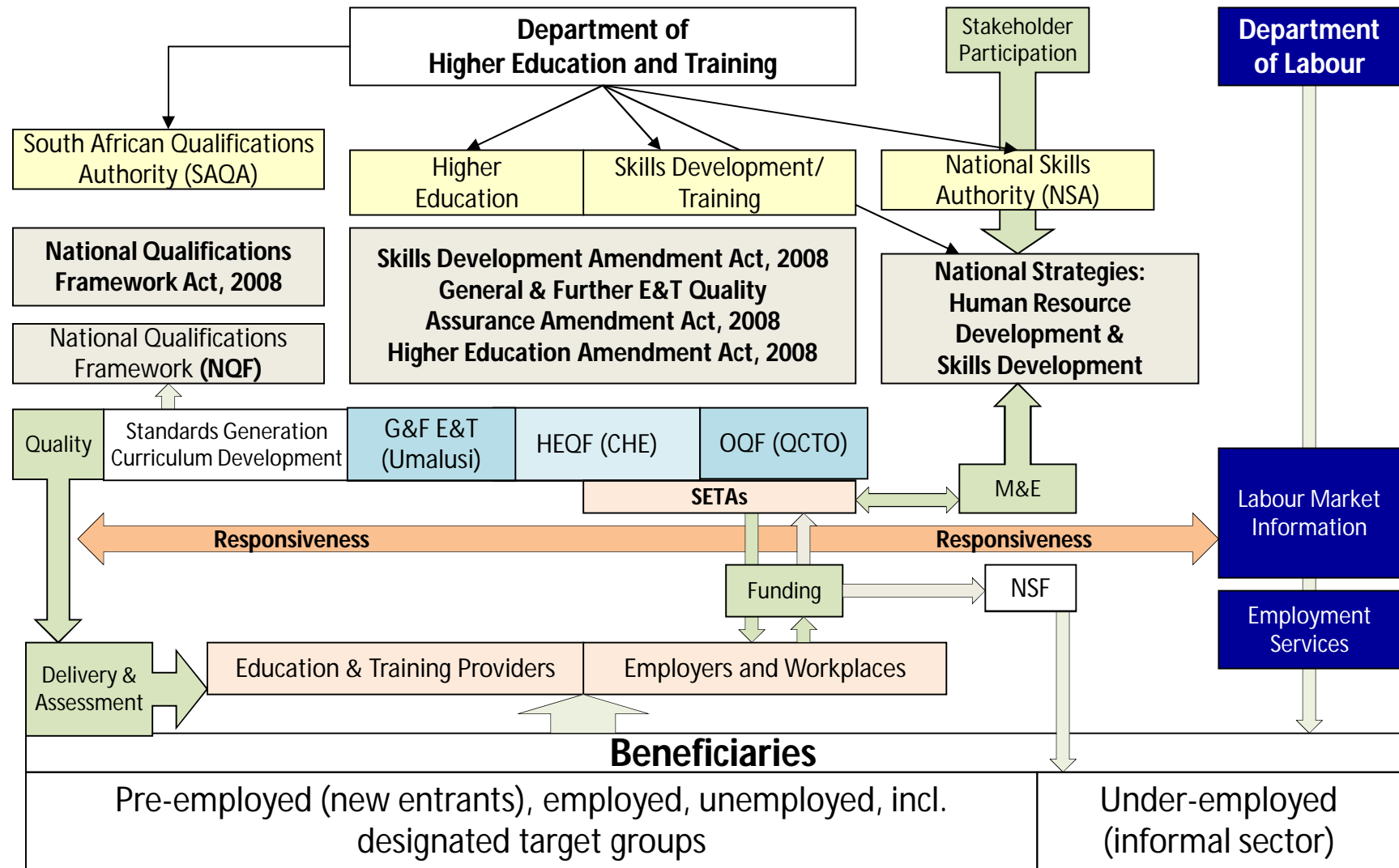
Quality Council:
Quality Council for Trades & Occupations (QCTO)

Quality Council:
Umalusi

General and Further Qualifications Framework
Qualifications: National Senior Certificate, National Certificate Vocational (NCV), NATED

QCTO & OQF established by the Skills Development Amendment Act, 2008

Post-school Skills Development System



Occupational Qualifications

- An occupational qualification defines the learning required to be competent to practice an occupation or an occupational specialisation
- A qualification associated with a trade, occupation or profession resulting from work-based learning
- Consists of knowledge unit standards, practical unit standards and work experience unit standards
- Is subject to external summative assessment

(Source: Qualification Sub-framework for Trades & Occupations, July 2011)

2 Types of Occupational Qualifications

- **Occupational Qualification and Occupational Award**
- Full qualifications registered on the National Learners' Record Database (NLRD)
- Occupational Qualification: minimum 120 credits
- Occupational Award: 25-119 credits
- Could be registered on NQF Levels 1 to 10
- Linked to an occupation registered on the Organising Framework for Occupations (OFO)
- E.g. '*National Occupational Qualification: Chemistry Technician (Chemistry Laboratory Analyst), Level 5*'
 - 'Chemistry Technician' = occupation)
 - 'Chemistry Laboratory Analyst' = specialisation in that occupation

Source: *Qualification Sub-framework for Trades & Occupations: July 2011*

Types of learning programmes (1)

Description of learning programme	Benefits
<p>Learnership: A structured learning programme that combines theoretical learning provided by a training institution with practical work experience gained with an employer</p>	<ul style="list-style-type: none">• Registered by SETAs with the DoL• Leads to a national qualification registered by SAQA• Linked to an occupation• Implementation is governed by a Learnership Agreement• Generally completed over 12-18 months
<p>Apprenticeship: Is a learnership in a trade. Apprenticeship is same as a learnership, except that it is linked to a recognised trade.</p>	<ul style="list-style-type: none">• Governed by the same Learnership Agreement• Learners obtain a national qualification after completing a trade test

Types of learning programmes (2)

Description of learning programme	Benefits
Skills programme: A short learning programme aligned to a registered unit standard or standards, and designed to build occupation-relevant skills	<ul style="list-style-type: none">• Formally assessed by a registered assessor• Enables a learner to achieve credits• Subject to specified quality-assurance requirements• Registered with a SETA• Duration varies, but shorter than a year
Internship: An arrangement to employ a person in a temporary capacity with the primary purpose of gaining work experience, e.g. young people after completing a qualification	<ul style="list-style-type: none">• Learner enters into a contractual arrangement with an employer to perform work related to the qualification• Aimed at providing work experience to assist young people to enter employment

Types of learning programmes (3)

Description of programme	Benefits
<p>Professional, Vocational, Technical & Academic Learning programmes (PIVOTAL)</p> <ul style="list-style-type: none">• Lead to occupationally-directed qualification• Delivered by college or university• Includes supervised practical learning in a workplace• Co-operation between 3 parties: SETA, higher or FET institution and employer• E.g. apprenticeships, learnerships, internships, skills programmes, professional placements, work-integrated learning & work experience placements – must result in qualifications.	<ul style="list-style-type: none">• Occupation-directed qualifications• Supervised practical workplace-based learning to promote occupational competence• Work experience to assist in finding employment• Employers access more money from the SETA grants (10% of mandatory grants ring fenced)• Relevance to labour market needs.

Different types of SETA grants

- **Mandatory grants**
 - To employers who submit their WSP/ATR by 30 June
- **Learnership Grants**
 - To employers who implement learnerships for own employees and/or unemployed youths
- **Discretionary Grants**
 - For employers who implement NQF- aligned learning programmes and/or that address 'scarce and critical skills'
- **PIVOTAL grants**
 - **Professional, Vocational, Technical and Academic Learning:** = College/university + Occupational Qualification + Work-based learning
- **Other grants**
 - Work Experience Grants and funding of strategic sector projects

SETA Discretionary Grants

➤ Grants paid at SETA's 'Discretion'

- Used to fund skills development activities contributing to the implementation of SETA's Sector Skills Plan
 - ❖ *Especially Scarce and Critical Skills*
 - ❖ *Additional funds that can be accessed by employers*
- Funding learnerships, skills programmes, apprenticeships and specific sector priorities
- SETA boards determine projects
 - ❖ *SETAs often open 'Funding Windows' for discretionary grant applications*

PIVOTAL Grant

- **“Many of the professional areas of study combine course work at universities, universities of technology and FET institutions with structured learning at work.**
- **Ten percent of the mandatory grant will be dedicated to this initiative.**
- **Employers who provide workplace-based opportunities can supplement the cost of the programme with the grant from the SETAs.**
- **SETAs, in turn, are expected to ensure that 10% of the mandatory grants is ring-fenced to fund workplace-based training opportunities.”**

Source: NSDS III (par 4.2)

Organising Framework for Occupations

OFO 2012: www.nopf.co.za

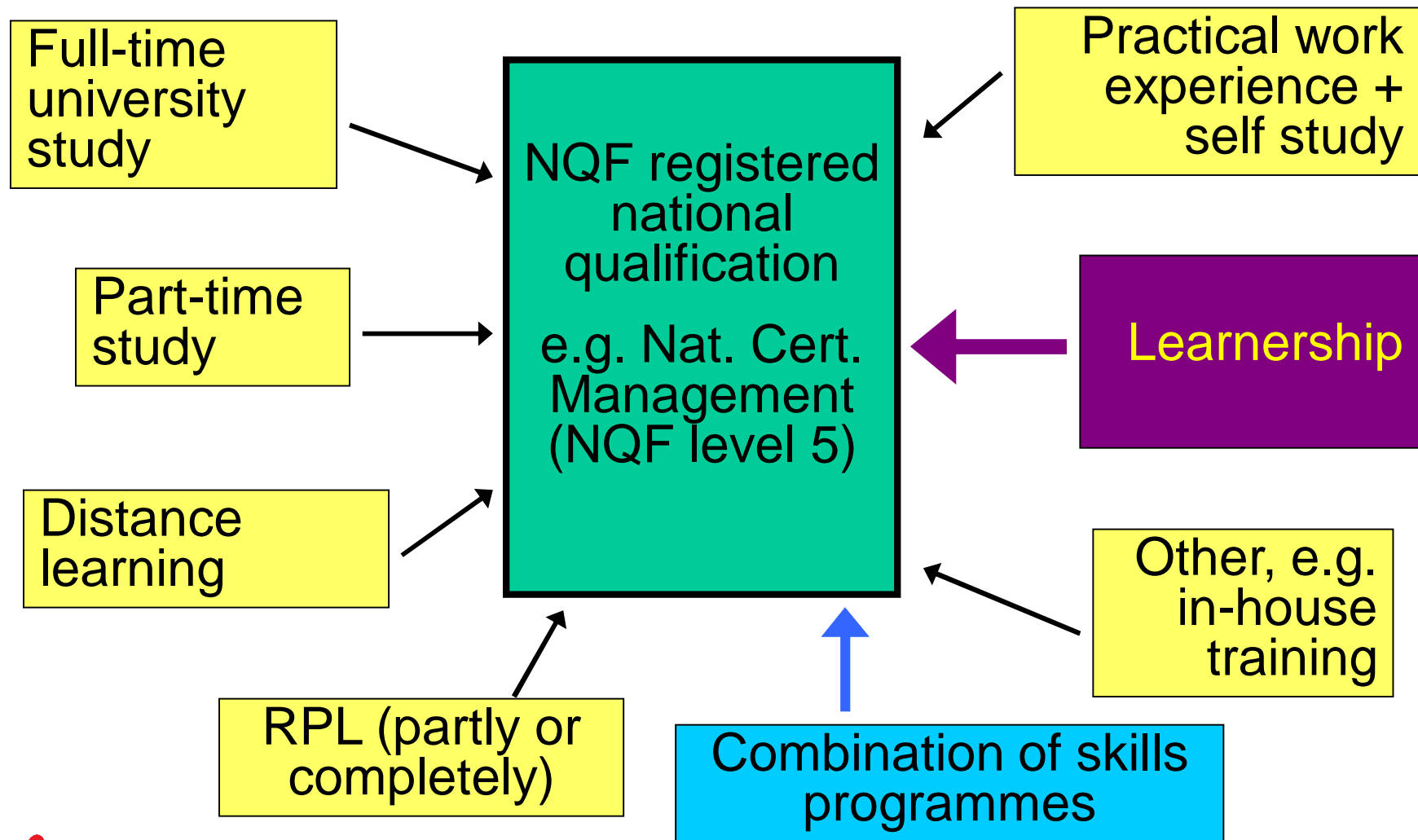
- 1. Managers
- 2. Professionals
- 3. Technicians & Associate Professionals
- 4. Clerical Support Workers
- 5. Service and Sales Workers
- 6. Skilled Agricultural, Forestry, Fishery, Craft & Related Workers
- 7. Plant & Machine Operators & Assemblers
- 8. Elementary Occupations

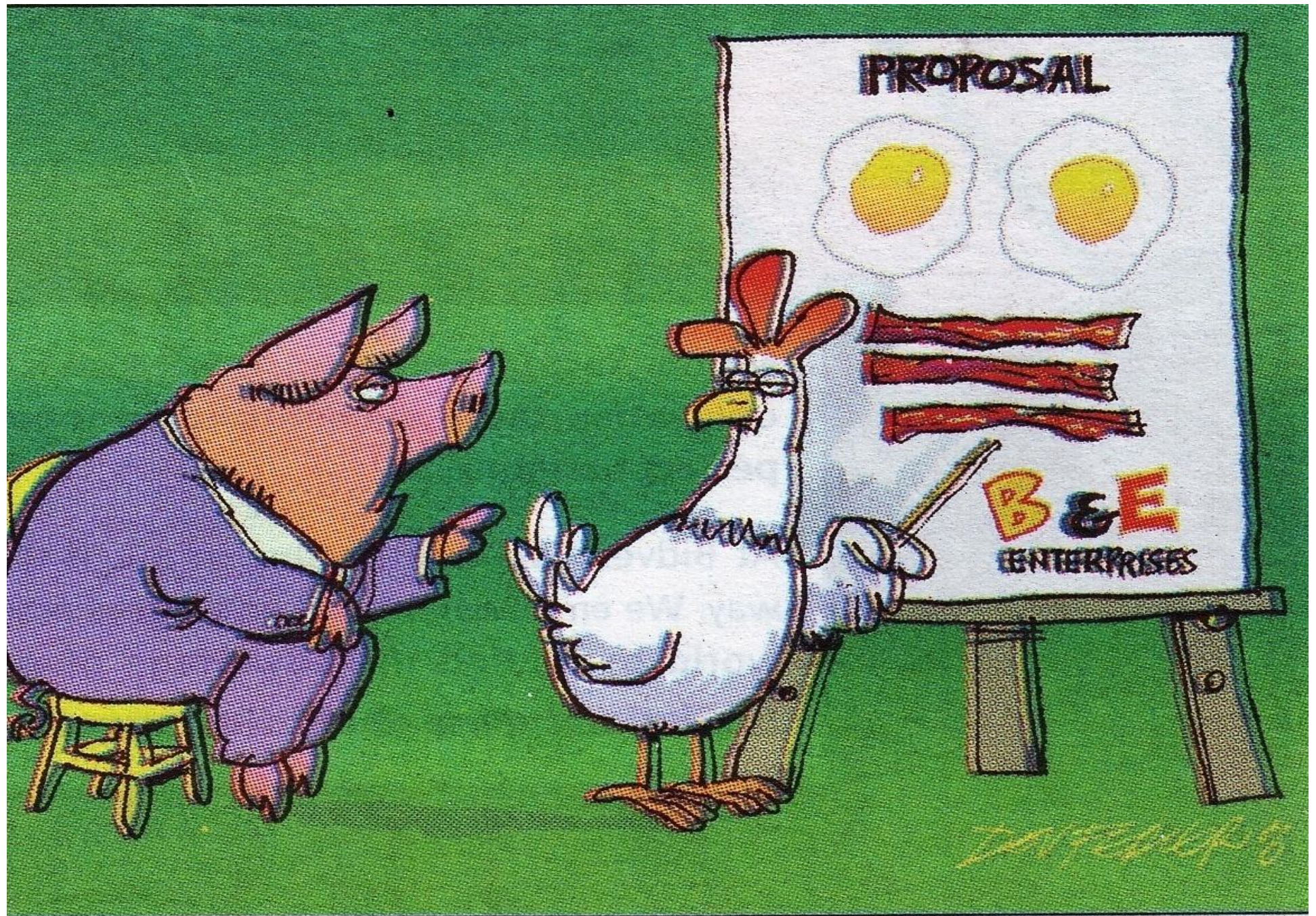
Scarce & Critical Skills

“**Scarce skills** refer to those occupations in which there are a scarcity of qualified and experienced people, currently or anticipated in the future, either (a) because such skilled people are not available or (b) they are available but do not meet employment criteria” (e.g. they do not meet equity criteria).

“**Critical skills** are specific skills that are critical to the occupation to ensure competence and competitiveness. These are ‘top-up’ skills required within a specific occupation. Critical skills can refer to cognitive skills (e.g. problem solving, learning to learn), language and literacy skills, mathematical skills, technical or ICT skills, working in teams, etc.”

Learning routes to qualifications





"COME AGAIN - WHAT EXACTLY DO I HAVE TO DO TO COMMIT TO THIS PROJECT?"

NQF alignment of training

Not all training should be aligned to unit standards

.. “non-formal educational provision targeted at specific community needs, as well as on-going professional development, need not always lead to qualifications or be provided through accredited providers ... There is much learning which does not need to lead to a national qualification. Such education and training need not be rigorously quality assured, as long as it is meeting the needs of learners, the relevant government department, private employer or community.” (p. 16)

The proposed WSP template (proposed Grant Regulations, Jan. 2012) has no reference to NQF levels, or SAQA ID numbers.

Concluding comments

- Plan learner needs in relation to national, sector/industry & employer skills needs - and requirements in diverse work contexts
- Work back from employment realities, self-employment opportunities & priority skills needs
- Appropriate incentives for employer participation in skills development, providing work experience & employing graduates with the required competencies
- Support capacity building of FET Colleges:
 - *Management: mind shift to industry relevance*
 - *Lecturers: Learning programme & assessment design, materials development (derived from national curricula), facilitating & assessing learning*
 - *Entrepreneurship: Prepare learners to use skills for sustainable income generation*
- Qualifications don't guarantee employment
- Encourage technical skills training
- Replicate successful models (Technical training + work placement plan)

Thank you

The man who moves a mountain starts
moving a shovel full of earth at a time.
(Chinese proverb)