

*Introduction to
Skills Development
In South Africa*

Future Performance Training Academy

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Learner Guide

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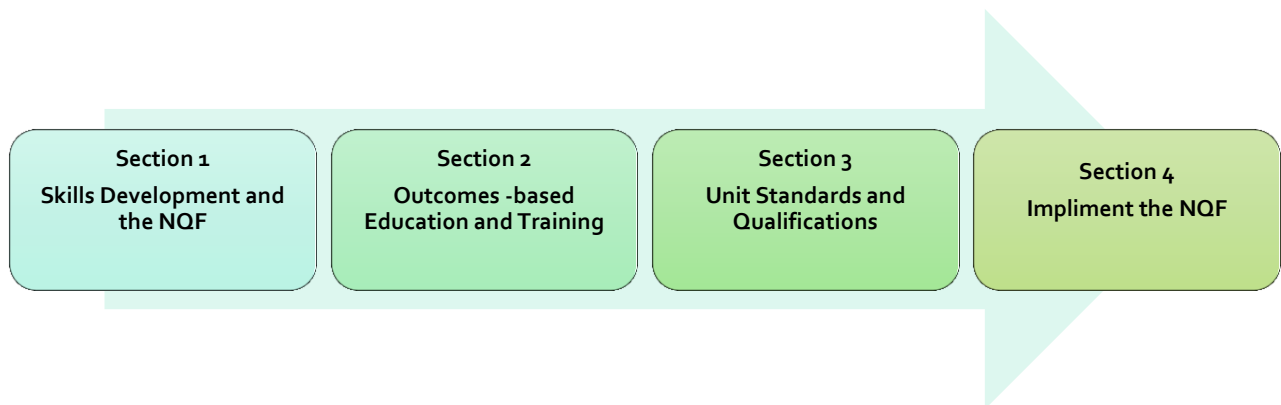
Course Overview

This course will introduce to the concept of skills development as well as the importance of promoting skills development within organizations. We will discuss the legislation surrounding skills development at length. You will also come to understand how skills development practice should be aligned with the organizations goals.

Course Outcomes

After you have completed this course you will be able to:

- Explain the outcomes-based approach to education and training;
- Describe the National Qualifications Framework;
- Describe and explain standards;
- Describe and explain national qualifications; and
- Develop a broad plan for implementing the NQF within an organisation.



Course Support

In order for you to become a registered and recognised Skills Development Facilitator you will be required to complete this course.

In order for you to receive credits you will need to register with an accredited training provider such as Future Performance Training (Pty) Ltd.

The Registration Process

To register for this course with Future Performance Training (Pty) Ltd you will need to download the registration document online, complete and email it back to admin@fptacademy.org. Once you are registered with us you will receive a unique student number which you may use for account management purposes.

If you have registered with another training provider the same process will apply – only we will require the provider's name you have registered with, for administration and authentication purposes.

The Assessment Process

All assignments must be received as per the Assessment Guide, Portfolio of Evidence Guide, Formative Assessment and Summative Assessment Test requirements. All Portfolios of Evidence must be sent to us in its original form, with certified copies of ID and Certificates attached. Please make sure that each and every page as per required AG, PG Guides has been signed.

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5. Assignment submission address and submission dates for this course
6. List of public course dates and venues for this course
7. List of affiliated training providers authorised to provide this course via classes

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Background

South Africa has embarked on a complete change in its education and training system which was implemented to make to education and training effective, fair and accessible to all. This change is so vast that it can indeed be termed a paradigm shift.

Survival in the global marketplace demands that South Africa has a national education and training system that provides quality learning, is responsive to the ever-changing influences of the external environment and promotes the development of a nation that is committed to lifelong learning.” (SAQA, 2000d: 3)

The National Qualifications Framework (NQF) has been designed to support this shift.

Learners earn credits towards National Qualifications through a variety of learning, e.g.

Schools, colleges, training courses, on the job, or even through the recognition of learning from prior experience.

All qualifications need to meet quality requirements set out by the NQF and will be based on clearly defined national standards.

This allows for assessment of competence against the standards. The emphasis are based on what a learner knows and can do, rather than how long it takes to complete a program of learning.

The NQF is based on the principles of access.

- The focus of the NQF is that everyone in South Africa should have access to learning of quality and portability, and that the skills should be transferable across the various sectors of the economy.
- The NQF aims to integrate education and training into a standardized structure and a recognized qualification system. All training and educational standards are registered according to fields of learning and the level of difficulty.

Many qualifications are awarded on the basis of work place assessments (WPA's). Individuals can, therefore, earn qualifications whilst going about their normal daily activities in their normal place of work.

This ensures that the person's ability truly reflects their competence and is not the reflection of a theoretical test or role play. It determines how individuals apply their skills and knowledge in a real life situation.

It compares the individual to an objective standard and not to the performance of other individuals. A person can take as long as they need to and continue to attempt to prove competence. This promotes lifelong learning of the individual.

Before we get down to the actual business and of skills development, we need to take a closer look at the regulatory framework of education, training and development.

Skills revolution is governed and driven by three main laws.

The South African Qualifications Authority Act (1995)

The South African Qualifications Authority (SAQA) is responsible for ensuring that all qualifications are of a high quality and are registered on the National Qualifications Framework (NQF).

The Skills Development Act (1998)

Ensure that the skills of people in South Africa were improved.

The Skills Development Levies Act (1999)

Focuses on how skills development is to be funded.

The National Qualifications Framework

The NQF is a set of principles and guidelines that register and recognize learner achievement of acquired skills and knowledge, ensuring an integrated system that encourages lifelong learning.

Many countries around the world are in the process of finding better ways of educating and training their citizens. Worldwide education and training systems are being re-organized. Thus the concept of a National Qualifications Framework is not new.

Countries including England, Scotland, Australia and New Zealand have established a National Qualifications Framework to address education and training issues. Additionally, many other countries such as Canada, Argentina, Romania, the USA and Vietnam are already preparing for National Qualifications.

In New Zealand, the NZQA was established in 1990 to bring together all qualifications and education into a framework. They currently have an 8 level framework, with more than 10,000 unit standards registered. In Australia the national framework for the recognition of training (NFROT) became law in 1992. The move to outcomes based vocational education and training has become a key element of training reform in Australia.

In 1986 in the UK, the National Council for Vocational Qualifications (NCVQ) was given the responsibility of developing a comprehensive qualifications system.

NVQ's were introduced and now the UK has a framework of over 800 NVQ's. Scotland has also introduced a similar system of SNVQ's.

This new training methodology also created what is now known as the National Qualifications Framework (NQF) system, which allows educational levels from different industries to be ranked in parallel on a single system.

In layman's terms this means that you will be able to draw a parallel between the qualification of a secretary and a salesperson or a chartered accountant and a medical doctor.

This framework allows education and training to take place within a formal structure that can be monitored and controlled by Government.

Defining Skills Development

Skills development is the training and development that the employer provides to his/her employees in the workplace.

The aim is to provide a culture of lifelong learning as well as develop people so that they are not only equipped to complete tasks effectively but also provide them with a sense of value and giving employees the opportunity to enhance the quality of their life through vertical and horizontal development.

This training could be offered internally by an employer or via an outside provider. This training includes on-the-job training provided by the employer, accredited and non-accredited programs.

Skills development is normally the first expense in the budget that gets cut when a company is going through a difficult time. However this is the time when training should take place. As retrenchments take place the employees that stay behind are expected to multitask and take over other's responsibilities. We cannot expect our employees to perform effectively if they are not comfortable in their new tasks. This can only be done effectively when we develop our employees. Just like we maintain our equipment we have to ensure that our Human Resources are developed in order to ensure effective performance and innovation that will bring us closer to our goals.

Benefit of Skills Development

Benefits of skills development are intangible; and investing in skills development benefits both, organization and employees for a long period. Here are some benefits listed:

Vertical development: on a higher level so that one has the opportunity to climb the corporate ladder.

Horizontal development: on the same level but in other departments or other tasks related to other units

- i. Skills development enhances a worker's level of skill. It provides sense of satisfaction, which is an intrinsic motivator.
- ii. Skills development also provides an organization with multi skilled employees.
- iii. It increases an employer commitment to their job and their organization.
- iv. Better understanding of one's job reduces accidents.
- v. It provides skills inside the organization which reduces overall cost of an organization's operations. Quality is one of the key features required for survival of an organization in long term. Total Quality Management (TQM) and other quality management techniques require staff training as an important requisite for its successful implementation.
- vi. High employee turnover may be a serious threat to an organization existence, major benefit of skills development is staff turnover and help an organization to retain its staff.
- vii. Skills development can provide an organization with an competitive advantage.
- viii. In the case of service industries the main source of an organization income is its staff expertise and skills, acquiring professional with high skills is comparatively expensive than developing current employees to acquire those skills.
- ix. Skills development programs increases communication between different levels of an organization.
- x. Staff empowerment is a recent trend in management; such empowerment will only be successful when proper training.

Barriers in Implementing Skills Development

A majority of organizations face barriers in the implementation of skills development plans. These barriers include:

- i. the impact on production of staff being released for training, both as instructors and as trainees
- ii. the cost of purchasing external courses
- iii. the lack of relevant courses, particularly in specialist technical areas
- iv. reluctance of employees to participate in training, particularly in their own time
- v. Motivating employees to attend developmental courses with no assurance of a promotion into management at the end of it.
- vi. No financial resources to carry out the training.

Section 1 – Skills Development Legislation and the NQF

Section Outcomes

1. Descriptions to include the history, rationale, objectives, principles, aims, mechanisms and structures of the NQF.
2. Descriptions of the history, rationale, objectives, principles and aims of the NQF are consistent with the body of literature on the subject, and reveal a grasp of the development of the NQF. The "body of literature" includes but is not limited to SAQA documentation.
3. Descriptions of the mechanisms of the NQF are consistent with SAQA definitions and reveal an understanding of the purposes of the various mechanisms. "Mechanisms" refer to standards setting, qualification design, assessment, moderation, credit accumulation, accreditation of providers, registration of assessors, and recognition of achievements through the award of credits and/or qualifications.
4. NQF-related structures are described in terms of their composition, function and relationships in line with current published definitions. SAQA, National Standards Bodies (NSB's), Standards Generating Bodies (SGB's), Education and Training Quality Assurance Bodies (ETQA's), Sector Education and Training Authorities (SETA's).
5. Processes and requirements for participation in the structures are described in line with current published definitions. Descriptions reveal the impact of participation and/or non-participation on learners, learning organisations, and companies.
6. The notion of levels and bands of the NQF are described in line with SAQA definitions.
7. Key terminology associated with the NQF is used appropriately to the context.

Skills Development Legislation

Since 1995 a number of pieces of legislation have emerged. Amongst these were various acts and regulations that collectively provide a new regulatory framework for improved Education, Training and Development Practice.

We will be discussing the National Qualifications Framework and how it fits into Skills Development and legislation at large.

These in particular, which we will be looking at, are:

- SAQA Act, 1995 Regulations
- Labour Relations Act, 1995
- Basic Conditions of Employment Act, 1997
- Skills Development Act, 1998 and Regulations
- Employment Equity Act, 1998
- Skills Development Levies Act, 1999 and Regulations

Let us first take a look at the benefits and challenges that Skills Development Legislation has brought to South African Organisations.

Benefits of skills development legislation include:

1. A combination of legislative acts has set the process in motion. The Promotion of Equality and Prevention of Unfair Discrimination Act (2000) was created to make the Constitution of the Republic of South Africa (1996) more effective in eradicating social and economic inequalities. In addition, the Skills Development Act (1998), the National Qualifications Framework (1995), and the Skills Development Levies Act (1999) all operate as building blocks in creating a new South African workforce.
2. The Promotion of Equality and Prevention of Unfair Discrimination Act is the levelling instrument, designed to pave over previous inequalities by preventing and prohibiting unfair discrimination and harassment, and promoting equality. This is, in part, designed to help all South Africans gain access to jobs. But what happens when workers are under-skilled?
3. The Skills Development Act was promulgated to increase investment in education and training, right historical wrongs regarding access and opportunities to learn, and encourage employers to use their workplaces as active learning environments. To do that, an institutional and financial framework has been established that is made up of labour centres, a skills-development, levy-grant scheme, the National Skills Authority,

the National Skills Fund, the Skills Development Planning Unit, the Sector Education and Training Authorities.

4. The Skills Development Act also encourages partnerships between the public and private sectors of the economy to provide education and training in and for the workplace and to cooperate with the South African Qualifications Authority. "The benefits [of that act for South Africa] involve remedying the skills backlogs of the past,"
5. For companies, the benefits are an outcome-orientated, qualified workforce and the effective use of workforce development programs."
6. Many of South Africa's workers, unable to obtain an adequate formal education in the past, are now gaining recognition for their work experience under the National Qualifications Framework. An outgrowth of the labor movement of the 1970s, the NQF provides the means to help people learn continuously and develop skills that are portable so they can remain employable throughout their lives. The framework is a "set of principles and guidelines, by which records of learning achievement are registered to enable national recognition of acquired skills and knowledge, ensuring an integrated system that encourages lifelong learning." That means accumulated experiences, as well as academic qualifications, are included in all skill profiles.
7. To help workers who have experience but little formal education, the Adult Basic Education and Training program was created. ABET enables semiliterate or illiterate workers to gain literacy. Once they've learned to read, workers can obtain a formally recognized qualification under the NQF and move up the career ladder.

Transforming a national education and training system is a gargantuan task and requires an enormous amount of money. The Skills Development Levies Act requires every employer to pay a skills levy in the amount of 0.5 percent of payroll in the first year and 1 percent every year thereafter. That levy is divided between the Sector Education and Training Authorities and the National Skills Fund. The National Skills Fund advises the Education Minister on the national skills-development strategy, while the SETAs develop sector-skills plans within the national strategy. The South African Qualifications Authority is the standards-setting body that works in conjunction with the NQF to set sector skill qualifications. Companies that provide training to their employees are eligible for reimbursement of the levy.

Challenges of the skills development legislation

1. The negative side about the Skills Development Levies Act is the additional costs for a company.
2. In meeting the Employment Equity Act organizations are facing several challenges like availability of right personnel. The talent pool of the right skills and profile is limited. This means that if an organization has to fill a critical role, they may offer only contract employment so as not to limit our freedom to employ the 'right' person when they are available.
3. Organizations are failing to establish incentives for line managers to ensure they recruit according to the employment equity ratios required. Organizations are failing to change perceptions regarding employment equity and encourage dialogue sessions and opportunities for comments and concerns to be raised.
4. Some organizations are facing challenges in improving the awareness amongst able-bodied staff of the limitations that disabled people experience; to showcase successful role models with disabilities to challenge perceptions; to create support structures for people with disabilities; to make facilities more accessible to people with disabilities; and to de-stigmatize disability.
5. Some organizations are struggling to change perceptions based on gender. In South Africa there are some jobs that have been accepted as "Men-jobs" and "Female-jobs". Organizations are finding it difficult to motivate application from cross-genders to meet their EE quotas.



Activity 1:

Let's look at how you can motivate management to develop staff within a company.

- 1.1 Outline the benefits of skills development within your organisation?
- 1.2 Discuss how barriers in skills development can be overcome.

The 3 Pillars of Skills Development Legislation in South Africa

The legislation the South African government put in place includes:

- South African Qualifications Authority Act (No 58 of 1995),
- Skills Development Act (Act (No. 97 of 1998),
- Skills Development Levies Act (No. 9 of 1999)

Structures Include:	Mechanisms Include:	Financing Includes:
<ul style="list-style-type: none"> ✓ National Skills Authority ✓ Sector Education and Training Authorities (SETA) ✓ Education and Training Quality (ETQ) ✓ Assurance Bodies ✓ Skills Development Planning Unit ✓ Employment Services 	<ul style="list-style-type: none"> ✓ Learnerships ✓ Skills Programmes ✓ Employment Services 	<ul style="list-style-type: none"> ✓ Levies ✓ Grants, ✓ Subsidies ✓ National Skills Fund

National Skills Authority

To advise the Minister on:

- I. A national skills development policy
- II. A national skills development strategy and its progress
- III. Guidelines on the implementation of the national skills development strategy
- IV. The allocation of subsidies from the National Skills Fund (NSF)
- V. Any regulations to be made
- VI. To conduct investigations on any matter arising out of the application of this Act
- VII. To liaise with SETA's on:
 - a. The national skills development policy
 - b. The national skills development strategy

What are the objectives of the National Skills Development Strategy?

- Developing a culture of high quality lifelong learning
- Fostering skills development in the formal economy for productivity and employment growth
- Stimulating and supporting skills development in small businesses
- Promoting skills development for employability and sustainable livelihoods through social development initiatives
- Assisting new entrants into employment

The pressure on industry to train and up skill the workforce is being applied through three pieces of legislation determined and enforced by government, namely the Employment Equity Act, the Skills Development Act and the Skills Development Levies Act. These serve as an incentive to motivate industry to develop their workforce.

Companies need to prove that training is happening and that people are being assessed against the unit standards for national qualifications. This is monitored by the ETQAs (Education and Training Quality Assurers) within the domain of the respective SETAs (Sector Educational Training Authority).

The National Skills Development Strategy III

From 1 April 2011, the SETAs entered a new phase. This new phase is aimed at improving our functioning and performance.

The National Skills Development Strategy follows the integration of higher and further education and skills development into a single Department of Higher Education and Training (DHET).

The strategy promotes partnerships between employers, public education institutions (FET colleges, universities, universities of technology), private training providers and SETAs. Priority is given to strengthening the relationship between public colleges and universities and the SETAs, as well as with employers.

NSDS III ensures increased access to training and skills development opportunities. It is guided and measured against seven key developmental and transformational imperatives of inequities linked to class, race, gender, age, geography and disability, as well as the Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS) pandemic in our society.

It attempts to address the challenges of skills shortages and mismatches in the country and improve productivity in the economy (the strategy places great emphasis on relevance, quality and sustainability of skills training programmes to ensure that they impact positively on poverty reduction and the eradication of inequalities).

The strategy consists of 8 goals, 16 outcomes and 38 outputs to be achieved mainly by SETAs in collaboration with the DHET, FET colleges, universities and the NSF.

The 2011 – 2016 NSDS III Goals are as follows:

- Establishing a credible institutional mechanism for skills planning;
- Increasing access to occupationally directed programmes intermediate level;
- Promoting the growth of a public FET college system that is responsive to sector, local, regional and national skills needs and priorities;
- Addressing the low level of youth and adult language and numeracy skills to enable additional training;
- Encouraging better use of workplace-based skills development;
- Encouraging and supporting cooperatives, small enterprises, worker-initiated, NGO and community training initiatives;
- Increasing public sector capacity for improved service delivery and supporting the building of a developmental state;
- Building career and vocational guidance.

NSDS III has important pillars; the additional is the PIVOTAL programmes:

PIVOTAL means professional, vocational, technical and academic learning programmes that result in qualifications or part qualifications on the National Qualifications Framework. Fundamental to the successful implementation of PIVOTAL programmes will be a model of cooperation between a SETA, a higher or further education and training institution and an employer. This will help ensure responsive curricula and courses.

New Legislative Developments in the Skills Development Arena

The National Skills Accord

The National Skills Accord was signed on 13 July 2011 by the Minister of Higher Education and Training and representatives from Organised Business, Organised Labour and Communities. The overarching aim of the accord is to form a partnership with the above mentioned parties to identify common areas in training and skills development that could be committed to and implemented in order to achieve the broad goals of the New Growth Path.

The 8 Commitments of the National Skills Accord can be summarised as follows:

- **Commitment 1** – to expand the level of training using existing facilities more fully
- **Commitment 2** – to make internships and placement opportunities available within workplaces
- **Commitment 3** – to set guidelines of ratios of Trainees to Artisans, as well as across technical vocations, in order to improve the level of training
- **Commitment 4** – to improve the funding of training and the use of funds available for training and incentives on companies to train
- **Commitment 5** – to set annual targets for training in state-owned enterprises
- **Commitment 6** – to improve SETA governance and financial management as well as stakeholder involvement
- **Commitment 7** – to align training to the New Growth Path and improve Sector Skills Plans
- **Commitment 8** – to improve the role and performance of FET Colleges

The Skills Planning related commitments of the National Skills Accord in particular are commitments 4, 6 and 7 and have the following implications:

- **Commitment 4** – Business and Labour commit to ensure that part of the Mandatory grant (10%) is used for funding workplace training for University of Technology students as well as FET College graduates. Therefore we need to see a shift from the multitude of short courses to blended approach that includes internship and workplace experiential learning opportunities funded by companies.
- **Commitment 6** – Business and Labour commit to:
 - Improving the seniority of their delegations to SETA Board meetings

- Organised labour must approve Sector Skills Plans and Workplace Skills Plans (WSPs) on the shop floor. Therefore, Workplace Training Committees must ensure that their companies plan properly and address the skills needs of workers. The planning of the Workplace Training Committees must feed into the WSP and likewise the WSP must inform the SSP.
- SETAs will not release the Mandatory Grants for Workplace Skills Plans and Annual Training Reports (ATRs) unless it is signed off by organised labour in the particular workplace and protocols will be developed to ensure this process improves the quality of the skills plans. Greater cooperation between management and workers in Workplace Training Committees will result in both parties working together to address skills needs of the organisation as well as the aspirations of the workforce.
- Ensuring that there is proper mentoring of young people in the workplace and they are not used as substitutes. This is an extremely important oversight role place on the shoulders of Organised Business and Labour, as often interns, learners and trainees are merely dumped in workplaces and used as cheap labour. Workplace Training Committees members must therefore observe and document if this takes place and report it through their committee and the ATR so that action may be taken by the SETA.
- **Commitment 7** – Business and Labour commit to ensuring that the funding of training through the skills development levy is directed towards training that meets the skills needs of the economy, including the training of professionals and training programmes that leads to qualifications. Once again Workplace Training Committees members have been given a crucial oversight role to ensure that training meets the needs of the economy and result in the achievement of a qualification and if unsatisfied, report it through their committee and the ATR so that action may be taken by the SETA.

The National Development Plan – Vision for 2030

The central challenges and priority areas of the National Development Plan – Vision for 2030 (NDP) closely mirror the 7 Key Developmental and Transformational Imperatives of NSDS III, and some are also directly linked to NSDS Goals, in particular:

- Too few people work
- Standard of education of most Black learners is poor
- Spatial patterns exclude the poor from fruits of development
- Public services are uneven and often of poor quality
- South Africa remains a divided society

The NDP places emphasis on the fact that “too few people work” and “the poor quality of education”, as failure by South Africa to increase employment through quality education would signal almost certain failure for the country.

Once again, this is closely linked to the new role of SETAs in NSDS III, of creating employment opportunities through enhancing the skills of the workforce, both employed and unemployed.

The NDP also highlights the importance of improving Social Benefits for all South Africans. This is closely linked to the social benefits contemplated in the Decent Work Agenda of the International Labour Organisation and more specifically South Africa’s Decent Work Country Programme. The four priorities of the South Africa’s Decent Work Country Programme are:

Priority 1 is to strengthen labour market governance and its 3 outcomes are (a) ratification and application of international labour standards (b) tri-partism and strengthened labour market governance contribute to both effective and sound industrial relations and social dialogue (c) labour administration institutions apply the latest labour legislation and services.

Priority 2 is to promote employment and its 3 outcomes are (a) more women and men have access to productive and decent jobs through inclusive job-rich growth (b) skills development increases the employability of workers and inclusiveness of growth (c) sustainable and competitive enterprises create productive and decent jobs.

Priority 3 is to strengthen and extend social protection coverage and its 2 outcomes are (a) more people have access to better managed and more gender equitable social security benefits (b) both enterprises and workers benefit from improved health and safety conditions at work.

Priority 4 is to strengthen workplace responses to the HIV and AIDS epidemic and its single outcome is to ensure effective policies and programmes are in place to address the epidemic.

The capacity of government and its social partners to monitor and evaluate HIV and AIDS workplace programmes will also be increased.

The NDP aims to create 11 million jobs in the next 20 years, which once again mirrors the employment goals and targets of the New Growth Path and the Education and Training Priorities of the NDP once again are closely linked to the priorities and goals of NSDS III, and the eight commitments of Human Resource Development Strategy of South Africa.

The Education and Training section differentiates education into three spheres, namely;

- Early Childhood Education - to Basic Education
- Post School Education – the Further Education and Training Band
- Higher Education – Universities including Research, Innovation and Development

There is a strong focus on SETAs' role across all these spheres. The National Development Plan clearly redefines and emphasises the SETAs' mandate and scope as follows; SETAs should focus on:

- Skills development for existing businesses (18.1 Learners), these are workers in the sector;
- Unemployed people (18.2 Learners) who wish to obtain employment in the sector and emphasis on internships; and
- Training that cover levels of the National Qualifications Framework (NQF) required by the sector.

It appears that Skills Planning should be a centralised government function and SETAs should only be contributing by doing sectoral skills planning.

The plan directly opposes what is currently in the NSDS III in respect of involvement of SETAs in training of:

- Emerging businesses
- Rural development
- Adult Basic Education and Training (ABET)
- Community Development (CBO, NGOs, etc)

Instead it places these functions to relevant government departments. The sooner this is implemented the better focused will be the work of SETAs.

Funding modalities and career guidance and placement services need more clarification than currently stated.

The NDP also identifies Tourism and the Green Economy as having the potential to create jobs and employment as well as support the establishment, development and growth of SMMEs in the country.

The Green Paper for Post School Education and Training

There are many challenges facing post-school education in South Africa. Despite the many advances and gains made since 1994, the system continues to produce and reproduce gender, class, racial and other inequalities with regard to access to educational opportunities and success.

One of the greatest challenges facing the system is the large number of young people who face a very bleak future if major changes are not introduced. Equally important, the post school system is not meeting the needs of the economy and society as a whole.

The Green Paper aims to align the post-school education and training system with South Africa's overall development agenda, with links to various development strategies such as the New Growth Path;

- the Industrial Policy Action Plan 2,
- the Human Resource Development Strategy for South Africa 2010- 2030,
- and South Africa's Ten-Year Innovation Plan.

This will allow it to contribute more effectively to the goal of inclusive economic growth and development, and to contribute to fundamentally reducing unemployment and poverty.

The Green Paper provides a vision for a single, coherent, differentiated and highly articulated post-school education and training system.

This system will contribute to overcoming the structural challenges facing our society by expanding access to education and training opportunities and increasing equity, as well as achieving high levels of excellence and innovation.

Key problem areas which prevent the system from playing its potential role are outlined, and solutions are proposed. In some cases options are presented for discussion.

Of particular interest and importance to SDF's is the various options proposed for Skills Development and the SETAs as some of these options will radically change the way SETAs and SDFs currently operate.



Activity 2:

- 2.1 Briefly discuss the 3 pillars of skills development legislation in South Africa
- 2.2 Briefly discuss the benefits of skills development legislation
- 2.3 What is the objective of the National Skills Development Strategy III?
- 2.4 Briefly discuss the 8 commitments of the National Skills Accord

National Qualifications Framework

SAQA describes the NQF as “a set of principles and guidelines by which records of learner achievement are registered to enable national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages lifelong learning.” (SAQA, 2000d:3)

The NQF is a social construct whose meaning has been and will continue to be negotiated by the people, for the people. It is a lifelong learning system that brings together South Africans from a variety of socio-economic backgrounds representing a variety of worldviews, thinking, practice and experience to negotiate and define quality through the synthesis of these.

The NQF is a plan for education and training. The aim is for people to continue accumulating qualification credits as they learn and work. The Skills Development Act defines the following structures to implement the NQF:

- **South African Qualifications Authority (SAQA)** - This is the body responsible for overseeing the development and implementation of the NQF and it is accountable to the Departments of Labour and of Education. SAQA establishes National Standards Bodies, Standards Generating Bodies and Education and Training Quality Assurers.
- **Education and Training Quality Assurers (ETQA)** - Anyone who wants to provide education and training will have to be approved by an Education and Training Quality Assurer. Education and Training Quality Assurers will issue qualification certificates to learners.
- **Sector Education and Training Authorities (SETAs)** - Each separate economic sector has one SETA. There are 27 SETAs (although the government is wanting to consolidate a number of these which means there would be fewer SETAs) which cover all work sectors in South Africa, including government sectors. All employers must choose which SETA their business falls under. Within its own sector, SETA must develop and implement a skills development plan including workplace skills development plans, act as the Education and Training Quality Assurer, and pay out Skills Development Grants.
- **Quality Council for Trades and Occupations (QCTO)** - The Quality Council for Trades and Occupations (QCTO) is a Quality Council established in terms of the Skills Development Act. It's role is to oversee the design, implementation, assessment and certification of occupational qualifications on the Occupational Qualifications Sub-Framework (OQSF).

The SAQA Act (1995) is the basis for a common understanding of quality within the context of both the NQF and its agency, SAQA, which is responsible for overseeing the development and implementation of the NQF. Section 2 of the Act states the objectives:

Objectives of the NQF

(as per the SAQA Act No 58 of 1995):

- To create an integrated national framework of learning achievements
- To facilitate access to, mobility and progression within education, training and career paths.
- To enhance the quality of education and training.
- To accelerate the redress of past unfair discrimination in education, training and employment opportunities.
- To contribute to the full personal development of each learner and the social and economic development of the nation at large.

In summary, the objectives of the NQF are to create an integrated national framework for learning. Access, mobility and progression are key objectives, as is the need for enhancing quality in education and training. Attention must be given to speedily redress, of past decimation in education, training and employment.

Advantages of the NQF

- Opportunities for life-long learning, regardless of age, circumstances, present level of education.
- Many pathways you can take to achieve nationally recognised qualifications. Previously education (knowledge) and training (skills) were 2 different fields, which gap the NQF is closing, recognising that people learn all the time, from own experiences and formal learning sessions.
- Many pathways to learning are e.g. part-time, full-time, at work, electronically or by correspondence, also through life experience.
- Registering and giving credit for all different forms of learning, including community centres, NGO's, churches and your workplace.

Principles of the NQF

The principles and guidelines of the NQF is based on:

- The eradication of injustice
- The achievement of reconstruction and development goals and
- The transformation and the promotion of quality in education and training (SAQA, 2001).

The following principles underpin the objectives of the NQF and contribute to the benefits of the NQF:

Principle	Description
Integration	Education and training should form part of a system of human resources development which provides for the establishment of an underlying approach to education and training.
Relevance	Education and training should be and remain, responsive to national development needs.
Credibility	Education and training should have international and national value and acceptance.
Coherence	Education and training should work within a consistent framework of principles and certification.
Flexibility	Education and training should allow for multiple pathways to the same learning ends.
Standards	Education and training should be expressed in terms of a nationally agreed framework and internationally acceptable outcomes.
Legitimacy	Education and training should provide for the participation of all national stakeholders in the planning and co-ordination of standards and qualifications.
Access	Education and training should provide ease of entry to appropriate levels of education and training for all prospective learners in a manner which facilitates progression.
Articulation	Education and training should provide for learners, on successful completion of accredited prerequisites, to move between components of the delivery system.
Progression	Education and training should ensure that the framework of qualifications permits individuals to move through the levels of national qualifications via

	different appropriate combinations of the components of the delivery system
Portability	Education and training should enable learners to transfer credits of qualifications from one learning institution and/or employer to another.
Recognition of Prior Learning	Education and training should, through assessment, give credit to learning which has already been acquired in different ways.
Guidance of Learners	Education and training should provide for counselling of learners by specially trained individuals who meet nationally recognised standards for educators and trainers.

The strategy behind the NQF

Qualification frameworks have been used to transform education and/or training in a number of other countries in the world. The broad strategy is used to:

- Centralise control of the rights to issue national qualifications (i.e. accreditation)
- Deregulate who should provide education and training, and how, when or where it takes place.

The new strategy is based on an assessment-led approach towards transformation. According to this approach, a central authority decides on detailed criteria which any learner should meet before being issued a qualification. These are formulated as national standards which include descriptions of the knowledge, skills and values that a qualified learner should be able to demonstrate currently and in the future.

Standards are based on an analysis of what a person who is qualified in any particular area knows and can do, now and in the future, rather than only what current learning programmes prepare people to know and be able to do.

The strategy is assessment-led because the *standards* 'lead' a transformation in education and training provision. By centralising accreditation, the state determines the content and the quality of provision. By deregulating other aspects of provision, however, it frees education and training from traditional institutional and curricular limitations and boundaries.

Assessment therefore, is central to this new approach to skills development and accreditation of learning, and is, in many respects, the catalyst to this new system.

This is because assessment measures the *outcomes* which are essential for all learners to be able to achieve at the end of their learning experience.

Why is it called a 'framework'?

It is a national grid against which all education and training standards are registered. Each NQF qualification is named by its field (or area) of learning, and the level of progression or advancement in that field.

Example: A NQF Level 1 ABET qualification sits on this national grid at the first level of progression in the field of Adult Basic Education.



Activity 3:

- 3.1 Briefly explain what the NQF is?
- 3.2 Briefly discuss the objectives of the NQF

Structure of the NQF

It was announced at the National Skills Convention during October 2007, that the following changes were to be made to the National Qualifications Framework (NQF).

The previous 8 levels are extended to 10 levels, as demonstrated in the diagram below.

SCHOOL GRADE	NQF LEVEL	BAND	TYPE OF QUALIFICATION
	10	Higher Education and Training	Doctorate
	9		Masters
	8		Honours Degree
	7		Post Graduate
	6		Degree
	5		Diploma
12	4	Further Education and Training	Certificates
11	3		Certificates
10	2		Certificates
R – 9	1	General Education and Training	ABET Level 4

Each NQF level represents a step of the ladder. It is clear from this structure that provision has been made for progression (moving from one level to the next). Provision has also been made for horizontal articulation (movement) between qualifications (Rainbow SA, The National Skills Development Handbook, 2007).

In terms of the new 10-level NQF:

NQF Level 1 is the basic amount of compulsory education which everyone in the country should have. It fits into what is called the General Education and Training Band education would be obtained at service providers in the GET sector such as schools. This training is overseen by the Department of Basic Education.

NQF Levels 2 to 4 represent additional education that takes place out of a university or a tertiary education level. It is called the Further Education and Training (FET) Band. This

education would be obtained at service providers in the FET sector such as formal high schools, private and state schools, technical colleges, community colleges, private colleges and may include police and nursing private colleges. This training is overseen by the Department of Basic Education.

NQF Levels 5 to 10 fall within the Higher Education and Training (HET) sector. Education and training at these levels can be achieved through tertiary education (at universities, technikons, colleges, private institutions, professional bodies or in the workplace) or through workplace training providers and private training institutions This training is overseen by the Department of Higher Education (DHET).

Here is a full list of competencies required of each skill level:

	NQF Level One	NQF Level Two
Scope of knowledge	a learner is able to demonstrate a general knowledge of one or more areas or fields of study, in addition to the fundamental areas of study	a learner is able to demonstrate a basic operational knowledge of one or more areas or fields of study, in addition to the fundamental areas of study
Knowledge literacy	a learner is able to demonstrate an understanding that knowledge in a particular field develops over a period of time through the efforts of a number of people and often through the synthesis of information from a variety of related sources and fields	a learner is able to demonstrate an understanding that one's own knowledge of a particular field or system develops through active participation in relevant activities
Method and procedure	a learner is able to demonstrate an ability to use key common tools and instruments, and a capacity to apply him/herself to a well-defined task under direct supervision	a learner is able to demonstrate an ability to use a variety of common tools and instruments, and a capacity to work in a disciplined manner in a well-structured and supervised environment
Problem solving	a learner is able to demonstrate an ability to recognise and solve problems within a familiar, well-defined context	a learner is able to demonstrate an ability to use own knowledge to select and apply known solutions to well-defined routine problems
Ethics and professional practice	a learner is able to demonstrate an ability to identify and develop own personal values and ethics, and an ability to identify ethics applicable in a specific environment	a learner is able to demonstrate an ability to apply personal values and ethics in a specific environment
Accessing, processing and	a learner is able to demonstrate an ability to	a learner is able to demonstrate the ability to

managing information	recall, collect and organise given information clearly and accurately, sound listening and speaking (receptive and productive language use), reading and writing skills, and basic numeracy skills including an understanding of symbolic systems	apply literacy and numeracy skills to a range of different but familiar contexts.
Producing and communicating information	a learner is able to demonstrate an ability to report information clearly and accurately in spoken/signed and written form	a learner is able to demonstrate a basic ability to collect, organise and report information clearly and accurately, and an ability to express an opinion on given information clearly in spoken/signed and written form
Context and systems	a learner is able to demonstrate an understanding of the context within which he/she operates	a learner is able to demonstrate an understanding of the environment within which he/she operates in a wider context
Management of learning	a learner is able to demonstrate an ability to sequence and schedule learning tasks, and an ability to access and use a range of learning resources	a learner is able to demonstrate a capacity to learn in a disciplined manner in a well-structured and supervised environment
Accountability	a learner is able to demonstrate an ability to work as part of a group	is able to demonstrate an ability to manage own time effectively, an ability to develop sound working relationships, and an ability to work effectively as part of a group

	NQF Level Three	NQF Level Four
Scope of knowledge	a learner is able to demonstrate a basic understanding of the key concepts and knowledge of one or more fields or disciplines, in addition to the fundamental areas of study	a learner is able to demonstrate a fundamental knowledge base of the most important areas of one or more fields or disciplines, in addition to the fundamental areas of study and a fundamental understanding of the key terms, rules, concepts, established principles and theories in one or more fields or disciplines
Knowledge literacy	a learner is able to demonstrate an understanding that knowledge in a field can only be applied	a learner is able to demonstrate an understanding that knowledge in one field can be applied to

	if the knowledge as well as its relationship to other relevant information in related fields is understood	related fields
Method and procedure	a learner is able to demonstrate operational literacy, a capacity to operate within clearly defined contexts, and an ability to work within a managed environment	a learner is able to demonstrate an ability to apply essential methods, procedures and techniques of the field or discipline to a given familiar context, and an ability to motivate a change using relevant evidence
Problem solving	a learner is able to demonstrate an ability to use own knowledge to select appropriate procedures to solve problems within given parameters	a learner is able to demonstrate an ability to use own knowledge to solve common problems within a familiar context, and an ability to adjust an application of a common solution within relevant parameters to meet the needs of small changes in the problem or operating context with an understanding of the consequences of related actions
Ethics and professional practice	a learner is able to demonstrate an ability to comply with organisational ethics	a learner is able to demonstrate an ability to adhere to organisational ethics and a code of conduct, and an ability to understand societal values and ethics
Accessing, processing and managing information	a learner is able to demonstrate a basic ability to summarise and interpret information relevant to the context from a range of sources, and an ability to take a position on available information, discuss the issues and reach a resolution	a learner is able to demonstrate a basic ability in gathering relevant information, analysis and evaluation skills, and an ability to apply and carry out actions by interpreting information from text and operational symbols or representations
Producing and communicating information	a learner is able to produce a coherent presentation and report, providing explanations for positions taken	a learner is able to demonstrate an ability to communicate and present information reliably and accurately in written and in oral or signed form
Context and systems	a learner is able to demonstrate an understanding of the organisation or operating environment as a system, and application of skills in measuring the environment using key instruments and equipment	a learner is able to demonstrate an understanding of the organisation or operating environment as a system within a wider context

Management of learning	a learner is able to demonstrate an ability to learn within a managed environment	a learner is able to demonstrate a capacity to take responsibility for own learning within a supervised environment, and a capacity to evaluate own performance against given criteria
Accountability	a learner is able to demonstrate capacity to actively contribute to team effectiveness	a learner is able to demonstrate a capacity to take decisions about and responsibility for actions, and a capacity to take the initiative to address any shortcomings found

	NQF Level Five	NQF Level Six
Scope of knowledge	a learner is able to demonstrate an informed understanding of the core areas of one or more fields, disciplines or practices, and an informed understanding of the key terms, concepts, facts, general principles, rules and theories of that field, discipline or practice	a learner is able to demonstrate: detailed knowledge of the main areas of one or more fields, disciplines or practices, including an understanding of and an ability to apply the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice to unfamiliar but relevant contexts; and knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices
Knowledge literacy	a learner is able to demonstrate an awareness of how knowledge or a knowledge system develops and evolves within the area of study or operation	a learner is able to demonstrate a understanding of different forms of knowledge, schools of thought and forms of explanation within an area of study, operation or practice, and an awareness of knowledge production processes
Method and procedure	a learner is able to demonstrate an ability to select and apply standard methods, procedures or techniques within the field, discipline or practice, and to plan and manage an implementation process within a well-defined, familiar and supported environment	a learner is able to demonstrate an ability to evaluate, select and apply appropriate methods, procedures or techniques in processes of investigation or application within a defined context

Problem solving	a learner is able to demonstrate an ability to identify, evaluate and solve defined, routine and new problems within a familiar context, and to apply solutions based on relevant evidence and procedures or other forms of explanation appropriate to the field, discipline or practice demonstrating an understanding of the consequences	a learner is able to demonstrate an ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice
Ethics and professional practice	a learner is able to demonstrate an ability to take account of, and act in accordance with prescribed organisational and professional ethical codes of conduct, values and practices and to seek guidance on ethical and professional issues where necessary	a learner is able to demonstrate an understanding of the ethical implications of decisions and actions, within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas
Accessing, processing and managing information	a learner is able to demonstrate an ability to gather information from a range of sources, including oral, written or symbolic texts, to select information appropriate to the task, and to apply basic processes of analysis, synthesis and evaluation on that information	a learner is able to demonstrate an ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information
Producing and communicating information	a learner is able to demonstrate an ability to communicate information reliably, accurately and coherently, using conventions appropriate to the context, in written and oral or signed form or in practical demonstration, including an understanding of and respect for conventions around intellectual property, copyright and plagiarism, including the associated legal implications	a learner is able to demonstrate an ability to present and communicate complex information reliably and coherently using appropriate academic and professional or occupational conventions, formats and technologies for a given context
Context and systems	a learner is able to demonstrate an ability to operate in a range of familiar and new contexts, demonstrating an understanding of different kinds of systems, their constituent parts and the	a learner is able to demonstrate an ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between

	relationships between these parts, and to understand how actions in one area impact on other areas within the same system	systems, and of how actions, ideas or developments in one system impact on other systems
Management of learning	a learner is able to demonstrate an ability to: evaluate his or her performance or the performance of others and to take appropriate action where necessary; and take responsibility for his or her learning within a structured learning process and to promote the learning of others	a learner is able to demonstrate an ability to evaluate performance against given criteria, and accurately identify and address his or her task-specific learning needs in a given context, and to provide support to the learning needs of others where appropriate
Accountability	a learner is able to demonstrate an ability to account for his or her actions, to work effectively with and respect others, and, in a defined context, to take supervisory responsibility for others and for the responsible use of resources where appropriate	a learner is able to demonstrate an ability to work effectively in a team or group, and to take responsibility for his or her decisions and actions and the decisions and actions of others within well-defined contexts, including the responsibility for the use of resources where appropriate

	NQF Level Seven	NQF Level Eight
Scope of knowledge	a learner is able to demonstrate: integrated knowledge of the central areas of one or more fields, disciplines or practices, including an understanding of and an ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice; and detailed knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices	a learner is able to demonstrate: knowledge of and engagement in an area at the forefront of a field, discipline or practice; an understanding of the theories, research methodologies, methods and techniques relevant to the field, discipline or practice; and an understanding of how to apply such knowledge in a particular context
Knowledge literacy	a learner is able to demonstrate an understanding of knowledge as contested and an ability to evaluate types of knowledge and explanations typical within the area of study or practice	a learner is able to demonstrate an ability to interrogate multiple sources of knowledge in an area of specialisation and to evaluate knowledge and processes of knowledge production
Method and procedure	a learner is able to demonstrate: an understanding of a range of	a learner is able to demonstrate an understanding of the

	methods of enquiry in a field, discipline or practice, and their suitability to specific investigations; and an ability to select and apply a range of methods to resolve problems or introduce change within a practice	complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques to unfamiliar problems in a specialised field, discipline or practice
Problem solving	a learner is able to demonstrate an ability to identify, analyse, evaluate, critically reflect on and address complex problems, applying evidence-based solutions and theory-driven arguments	a learner is able to demonstrate an ability to use a range of specialised skills to identify, analyse and address complex or abstract problems drawing systematically on the body of knowledge and methods appropriate to a field, discipline or practice
Ethics and professional practice	a learner is able to demonstrate an ability to take decisions and act ethically and professionally, and the ability to justify those decisions and actions drawing on appropriate ethical values and approaches, within a supported environment	a learner is able to demonstrate an ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to specific contexts
Accessing, processing and managing information	a learner is able to demonstrate an ability to develop appropriate processes of information gathering for a given context or use; and an ability to independently validate the sources of information and evaluate and manage the information	a learner is able to demonstrate an ability to critically review information gathering, synthesis of data, evaluation and management processes in specialised contexts in order to develop creative responses to problems and issues
Producing and communicating information	a learner is able to demonstrate an ability to develop and communicate his or her ideas and opinions in well-formed arguments, using appropriate academic, professional, or occupational discourse	a learner is able to demonstrate an ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to the context
Context and systems	a learner is able to demonstrate an ability to manage processes in unfamiliar and variable contexts, recognising that problem solving is context- and system-bound, and does not occur in isolation	a learner is able to demonstrate an ability to operate effectively within a system, or manage a system based on an understanding of the roles and relationships between elements within the system
Management of learning	a learner is able to demonstrate an ability to	a learner is able to demonstrate an

	identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes	ability to apply, in a self-critical manner, learning strategies which effectively address his or her professional and ongoing learning needs and the professional and ongoing learning needs of others
Accountability	a learner is able to demonstrate an ability to take full responsibility for his or her work, decision-making and use of resources, and limited accountability for the decisions and actions of others in varied or ill-defined contexts	a learner is able to demonstrate an ability to take full responsibility for his or her work, decision-making and use of resources, and full accountability for the decisions and actions of others where appropriate

	NQF Level Nine	NQF Level Ten
Scope of knowledge	a learner is able to demonstrate: specialist knowledge to enable engagement with and critique of current research or practices; and an advanced scholarship or research in a particular field, discipline or practice	a learner is able to demonstrate: expertise and critical knowledge in an area at the forefront of the field, discipline or practice; and the ability to conceptualise new research initiatives, and create new knowledge or practice
Knowledge literacy	a learner is able to demonstrate an ability to evaluate current processes of knowledge production and to choose an appropriate process of enquiry for the area of study or practice	a learner is able to demonstrate an ability to contribute to scholarly debates around theories of knowledge and processes of knowledge production in an area of study or practice
Method and procedure	a learner is able to demonstrate a command of and ability to design, select and apply appropriate and creative methods, techniques, processes or technologies to complex practical and theoretical problems	a learner is able to demonstrate an ability to develop new methods, techniques, processes, systems or technologies in original, creative and innovative ways appropriate to specialised and complex contexts
Problem solving	a learner is able to demonstrate: an ability to use a wide range of specialised skills in identifying, conceptualising, designing and implementing methods of enquiry to address complex and challenging problems within a field, discipline or practice; and an understanding of the	a learner is able to demonstrate an ability to apply specialist knowledge and theory in critically reflexive, creative and novel ways to address complex practical and theoretical problems

	consequences of any solutions or insights generated within a specialised context	
Ethics and professional practice	a learner is able to demonstrate an ability to make autonomous ethical decisions which affect knowledge production, or complex organisational or professional issues, an ability to critically contribute to the development of ethical standards in a specific context	a learner is able to demonstrate an ability to identify, address and manage emerging ethical issues, and to advance processes of ethical decision making, including monitoring and evaluation of the consequences of these decisions where appropriate
Accessing, processing and managing information	a learner is able to demonstrate an ability to design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in an area of specialisation to produce significant insights	a learner is able to demonstrate an ability to make independent judgements about managing incomplete or inconsistent information or data in an iterative process of analysis and synthesis, for the development of significant original insights into new complex and abstract ideas, information or issues
Producing and communicating information	a learner is able to demonstrate an ability to use the resources of academic and professional or occupational discourses to communicate and defend substantial ideas that are the products of research or development in an area of specialisation; and use a range of advanced and specialised skills and discourses appropriate to a field, discipline or practice, to communicate to a range of audiences with different levels of knowledge or expertise	a learner is able to demonstrate an ability to produce substantial, independent, in depth and publishable work which meets international standards, is considered to be new or innovative by peers, and makes a significant contribution to the discipline, field, or practice; and an ability to develop a communication strategy to disseminate and defend research, strategic and policy initiatives and their implementation to specialist and non-specialist audiences using the full resources of an academic and professional or occupational discourse
Context and systems	a learner is able to demonstrate an ability to make interventions at an appropriate level within a system, based on an understanding of hierarchical relations within the system, and the ability to address the intended and	a learner is able to demonstrate: an understanding of theoretical underpinnings in the management of complex systems to achieve systemic change; and an ability to independently design, sustain and manage change

	unintended consequences of interventions	within a system or systems
Management of learning	a learner is able to demonstrate an ability to develop his or her own learning strategies which sustain independent learning and academic or professional development, and can interact effectively within the learning or professional group as a means of enhancing learning	a learner is able to demonstrate an ability to demonstrate intellectual independence, research leadership and management of research and research development in a discipline, field or practice
Accountability	learner is able to demonstrate an ability to operate independently and take full responsibility for his or her own work, and, where appropriate, to account for leading and initiating processes and implementing systems, ensuring good resource management and governance practices	a learner is able to demonstrate an ability to operate independently and take full responsibility for his or her work, and where appropriate to lead, oversee and be held ultimately accountable for the overall governance of processes and systems

The Occupational Learning System (OLS)

The Occupational Learning System (OLS) is primarily focused on work-related training in the NQF. Academic learning and the primary and secondary school systems (in the GFETQF) are not directly affected by the OLS.

The OLS is placed in a new sub-framework of the NQF dedicated to occupational learning i.e. the OQF. The other sub-frameworks contain the higher education system i.e. GFETQF and the general and further education systems (schools and FET colleges i.e. HEQF).

Going forward, the NQF will be organised into three co-ordinated sub-frameworks, namely:

- General and Further Education and Training;
- Higher Education;
- Trades and Occupations.

Fields of Learning

There are twelve different fields of learning categorised across the different industries:

1. Agriculture and Nature Conservation
2. Culture and Arts
3. Business, Commerce and Management Studies
4. Communication Studies and Language
5. Education, Training and Development
6. Manufacturing, Engineering and Technology
7. Human and Social Studies
8. Law, Military Science and Security
9. Health Science and Social Services
10. Physical, Mathematical, Computer and Life Sciences
11. Services
12. Physical Planning and Construction

Standards-setting

The generation of unit standards and qualifications was previously overseen by National Standards Bodies (NSBs) within SAQA. The development of the unit standards and qualifications was done by Standards Generating Bodies (SGBs) while the NSBs assessed the output of SGBs and decided whether to recommend the developed a unit standard or qualification to SAQA. In March 2005 NSBs were disbanded and replaced by consultative Panels (Rainbow SA, The National Skills Development Handbook, 2010).

In the context of skills development standard-setting may be defined as the process whereby a minimum levels or standard is developed for occupations, or part-qualifications.

With the repeal of the SAQA Act (1995) the Standards Generating Bodies (SGB's) and National Standards Bodies (NSBs) have been repealed Communities of Expert Practice (CEPs) (also sometimes referred to as Standards Advisory Panels or Fit-for Purpose Panels) are proposed to develop standards for occupational learning programmes for the QC, the QCTO. Other QCs (for the GET/FET and HET sector) develop qualifications and standards through different processes (Rainbow SA, The National Skills Development Handbook 2010).

Because the OLS depends on a consultative process in order to develop qualifications which are appropriate for business and learners, are needed in the same way qualifications were developed through the SGBs and NSBs.

The Review Process – Overview of the NQF

An overview of the NQF was indicated to investigate how the implementation of the NQF could be improved. Some notable achievements as well as some challenges were evident from the review. One of the major challenges and concerns was that there were too many bodies responsible for standards generation and quality assurance, which often led to confusion and the duplication of both resources and work. Another challenge noted was that there was a need for the different approaches and practices within the education, training and skills development system to be accommodated. The design of the NQF was based on a one-size-fits-all approach, and it was clearly evident to all stakeholders that different kinds of learning in different contexts required different qualification types and quality assurance models. The review revealed that despite agreement on NQF principles, these were not always reflected in practice.

South African Qualifications Authority Act (No 58 of 1995)

To provide for the development and implementation of a National Qualifications Framework and for this purpose to establish the South African Qualifications Authority and to provide for matters connected therewith. The South African Qualifications Authority (SAQA) was established through the SAQA Act of 1995 to oversee the development of the National Qualifications Framework (NQF).

The NQF is a means of transforming the education and training of South Africa and has been designed to:

- Create a single, integrated national education and training framework for the whole nation.
- Make it easier for learners to enter the education and training system and to move and progress within it
- Improve the quality of education and training in South Africa
- Enable learners to develop to their full potential and thereby support the social and economic development of the country as a whole.

The South African Qualifications Authority (SAQA) consists of a Chairperson and members nominated from a diversity of interests including education, labour, business, the universities, the teaching profession and special education needs

The functions of SAQA are as follows:

- To oversee the development of the QNF, formulate and publish policies and criteria both for the registration of bodies responsible for establishing educational and training standards, and for the accreditation of bodies responsible for monitoring and auditing achievements.
- To oversee the implementation of functions to the bodies referred to above, as well as the registration of national standards and qualifications.
- It must also take steps to ensure that provisions for accreditation are complied with and that standards are registered qualifications are internationally comparable.
- SAQA must advise the Minister of Education and Labour
- SAQA must consult with all affected parties.

Quality Assurance

The QCTO's Quality Assurance Directorate will be responsible for ensuring the delivery of high quality training and education. This function was (and until the QCTO is operational) currently executed by 31 ETQAs including professional statutory and Seta ETQAs.

Prior to the establishment of the QCTO, there were 31 ETQAs (including all Setas). All Setas were accredited by SAQA as ETQAs and could perform quality assurance in their Seta scope. Some professional bodies were also accredited as ETQAs. The QCTO was established on 1 April 2010, and the transitional arrangements of the NQF Act (2008) indicate that until the QCTO changes the status of Setas as ETQAs, Setas will continue to perform quality assurance functions instead of the QCTO, in terms of the mandate provided by SAQA.

An ETQA is a body that is responsible for ensuring the quality of the delivery and assessment of registered standards and qualifications by education and training providers in its relevant sector.

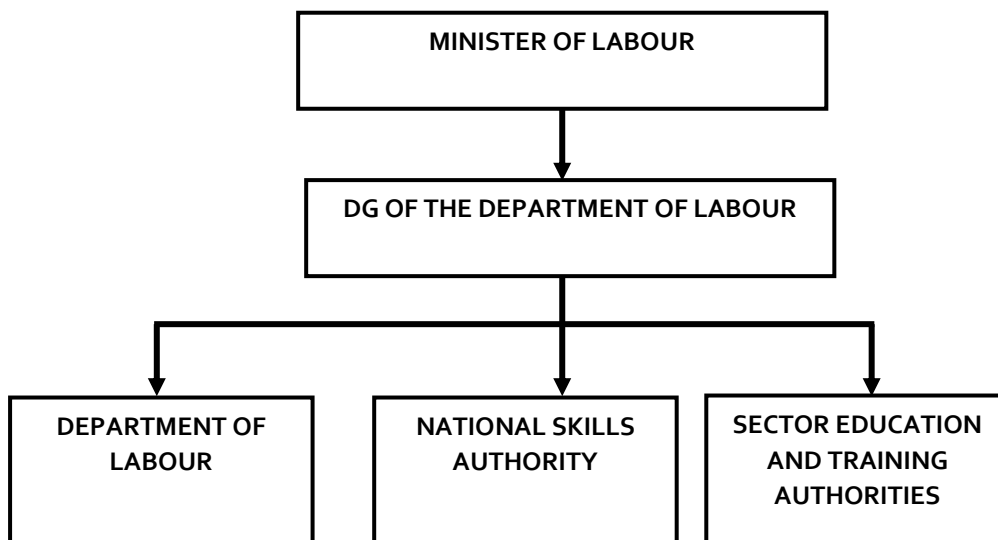
SAQA accredits ETQAs, and monitors and audits them of the above functions. The ETQA function is currently executed by:

- The **Council on Higher Education** (HEQC)
- **Umalusi** for General and Further Education
- **Quality Assurance Council for Trades and Occupations** is the new body responsible for the quality assurance of occupational qualifications

Sector Education and Training Authorities (SETA)

SETA's are statutory bodies that were created by the promulgation of the South African Skills Development Act. Twenty-seven SETA's were established for the various business sectors with similar products, materials, business processes and technologies.

The position of the SETA's in the new Regulatory Framework can be illustrated as follows:



The functions of the SETA's are as follows:

- To develop a sector skills plan that indicates who is implied where in the sector, and what the strengths and weaknesses, opportunities and threats in the sector are. Liaise with the NSA in this regard.
- To see where learnerships are needed, design the learnership market them and register them.
- To act as an Educational and Training Qualification Authority (ETQA) for standards and qualifications in the sector.
- To disburse money from the National Skills Development Levy.
- Report to the Director-General of the DoL on its income and expenditure and the implementation of the sector skills development plan.

Functions of a SETA versus Functions of an ETQA

SETA	ETQA
The Skills Development Act established SETAs and requires all SETAs to apply to be accredited as ETQAs	The ETQA accredits companies and providers to educate and train, register assessors, moderators and provide external moderation.
Functions of a SETA	Function of an ETQA
<ul style="list-style-type: none"> • To develop a Sector Skills Plan (SSP) within the framework of the National Skills Development Strategy (NSDS) • To implement the SSP by establishing learnerships and approving Workplace Skills Plans (WSP's) • To allocate grants to companies • To monitor education and training in the sector • To identify workplaces for practical work experience • To liaise with the NSA and NSDS and other relevant policies 	<ul style="list-style-type: none"> • To accredited training providers • To ensure quality of learning programmes • To Provide moderation • To promote quality amongst training providers • To evaluate assessment • To conduct quality system audits • To register assessors

ETQA's could be established on the basis of:

- Social sectors
- Economic sectors
- Education and training sub-systems

The functions of the ETQA's are:

- To promote quality amongst constituent providers (i.e. the registered constituency of the ETQA)
- Accredite providers in terms of quality management
- Facilitate or ensure moderation across continuant providers
- Cooperate with relevant NSB's for the purpose of moderation across ETQA's
- Register constituent assessors
- Evaluate assessment
- Certificate learners
- Maintain an acceptable database.
- Submit reports to SAQA
- Recommend unit standards to SGB's and qualifications to NSB's as appropriate
- Monitor provision
- Undertake quality systems audits.

An ETQA may, with the approval of SAQA, delegate selected functions to a provider or other body, but may not delegate its accountability to SAQA.

The Occupational Learning System (OLS)

The Occupational Learning System (OLS) is primarily focused on work-related training in the NQF. Academic learning and the primary and secondary school systems (in the GFETQF) are not directly affected by the OLS.

The OLS is placed in a new sub-framework of the NQF dedicated to occupational learning i.e. the OQF. The other sub-frameworks contain the higher education system i.e. GFETQF and the general and further education systems (schools and FET colleges i.e. HEQF).

The figure below illustrates the various levels of the NQF, educational institutions, type of educational awards and quality assurance bodies.

Quality Council for Trades and Occupations (QCTO)

The QCTO will manage and co-ordinate qualifications in the occupational qualifications framework in terms of development, provision, assessment and impact. Its scope will be the development and quality assurance of fit-for-purpose occupational qualifications and unit standards as required by the labour market for work and employment purposes.

The QCTO will develop fit-for-purpose occupational qualifications that will be certificated as National Occupational Awards or National Skills Certificates.

The awards will name the relevant occupation that the learner is competent to practice. The focus of occupational qualifications will be the development of occupational competence, which in turn will contribute to increased employment rates and workplace productivity.

The envisaged structure and functions of the QCTO reflect a new approach to quality assurance, in which quality assurance permeates all activities and is not seen as a separate function altogether.

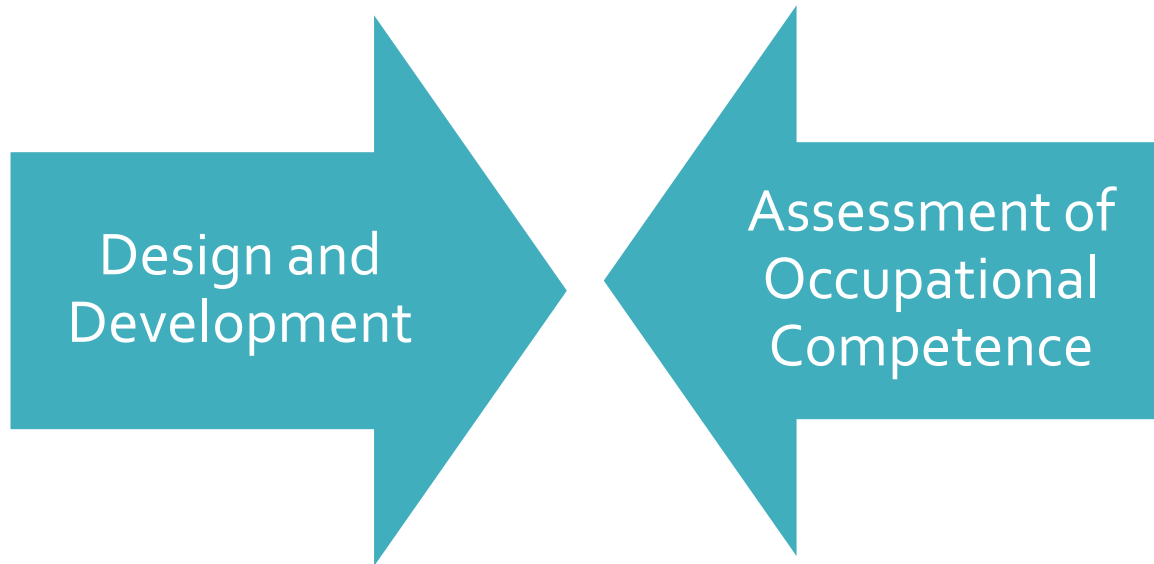
This model was developed in response to appeals to bring qualifications development and quality assurance under one banner or roof.

The quality assurance of the learning process for the QCTO's qualifications can be visualised as a structure in which the banner or roof are supported by two pillars:

- design and development;
- assessment of occupational competence.

The system is quality managed from the banner or roof representing monitoring and evaluation through data analysis and research. This entire structure illustrates the quality assurance model.

MONITORING AND EVALUATION



Benefits Arising from the QCTO

The system has been designed to be more responsive to labour market (includes industry and all types of businesses, as well as the informal and public sectors) skills needs. In addressing a number of the NQF implementation challenges and problems, the QCTO provides an excellent opportunity to find viable and powerful solutions, some of which are highlighted below:

- A Quality Council that Provides a Framework for all Role-players The many role-players and structures active in the labour market today, including SETAs, SGBs, providers, assessors, moderators and various professional bodies, have created a situation that is confusing, over complex and sometimes inefficient. The QCTO provides a co-ordinating framework to support these role-players so that they can focus on what they do best and give coherence to these activities as a whole.
- An Improved Qualification Model that Suits Occupational Learning Workers need to be competent in three areas of learning in order to be able to practice a particular occupation effectively, namely:
 - knowledge and theory component;
 - practical skills component;
 - work experience component.

The new model values each of these components equally. It differs from the previous qualification model in that it includes a structured work experience component.

A Qualifications Design Process that is Responsive to Labour Market Skills Needs

The new model will analyse the relevant occupations listed in the Organising Framework for Occupations (OFO) and will identify the skills and tasks associated with each occupation and the kind and scope of work experience required to develop competence. This process will therefore result in occupational curricula and occupational qualifications that are directly linked to labour market skills needs and requirements.

Curricula for Guiding the Creation of Occupational Learning Programmes

Each occupational qualification will be derived from an occupational curriculum. The purpose of the curriculum is to simplify and strengthen the development and assessment of the qualification as:

- o It will specify the inputs needed by unpacking the occupational profile;
- o It will be used as the basis for the accreditation of providers and the approval of workplaces to offer the work experience component;
- o It will ensure that overlaps across qualifications are recognised, and this will assist learning programme design, materials development and learner mobility.

Reconceptualised Unit Standards that Reflect the Three Forms of Learning

The outcomes will be specified in unit standards reflecting each of the curriculum components, namely knowledge standards, practical standards and work experience standards. Many of the more generic knowledge and practical standards will appear in a number of different qualifications. A minimum credit value will be set for unit standards to ensure meaningful units of learning.

Qualification Assessment Specifications for Standardising Assessments

An external, nationally standardised assessment for each of its occupational qualifications will be introduced (a prerequisite for certification). A "Qualification Assessment Specifications" document will be supplied for each qualification and will specify the overall assessment strategy for the external assessment of occupational competence.

The QCTO will appoint and/or recognise suitable organisations as quality partners in the design and management of these external assessments. To avoid varying interpretations of standards across sectors and sites, criteria for the registration of constituent assessors and moderators, and the requirements for accreditation of assessment centres or registration of assessment sites where appropriate, will be provided.

Revised Rules of Combination that Reflect the Differing Requirements of Different Occupations

Learners will have to demonstrate sufficient foundational competence in communication and mathematical literacy to cope with occupational learning demands and to benefit from the learning process. Additional language, mathematics or knowledge and theory requirements in other subject areas will be determined by the needs of each specific occupation and will be fit-for-purpose. These will be incorporated into the common or core learning requirements of the qualification.

Furthermore, the blanket fundamental requirements that existed before were time consuming and often resulted in the accumulation of credits that were not relevant to the particular occupation. The new model thus removes a previous barrier and relates the educational requirements to the particular job. Electives will now be replaced by specialisations.

Combining ETQA's to Streamline Quality Assurance

The establishment of the QCTO will significantly increase the efficiency of the current ETQA system, merging 21 SETA ETQAs into one. This means that quality assurance activities can be better co-ordinated and managed. All occupational unit standards will be quality assured by the QCTO.

Accreditation Process that Promotes Self Improvement

Previously there was an overemphasis on accreditation as the key to quality assurance. The QCTO will simplify the accreditation process by applying criteria which are stated in each curriculum and are fit-for-purpose for each specific qualification. The process will begin with self-evaluation and will promote quality improvement. Overlapping accreditation, registration and verification requirements that are currently causing major delays and frustrations as well as escalating costs, will no longer be applicable.

Employment Equity Act No.55 of 1998

The right to equality is enshrined in the South African Bill of Rights which forms part of the Constitution.

The Employment Equity Act was promulgated in 1998 to give voice to these rights and its aims are:

- To promote equal opportunity and fair treatment in employment through the elimination and prohibition of unfair discrimination;
- To ensure equal representation in all occupational categories by the implementation of affirmative action measures for "designated groups".

The Act classifies a “designated group” as black people (this definition includes Blacks, Coloureds and Indians/Asians), women and people with disabilities.

All “designated employers” must comply. A “designated employer” is:

- An employer who employs 50 or more employees or
- An employer who employs less than 50 employees, but whose annual turnover exceeds thresholds established.

All employers must promote equal opportunity and eliminate unfair discrimination in any employment policy or practice, including, but not limited to:

- Recruitment procedures, advertising and selection criteria, job classification and grading, remuneration, employee benefits, job assignments, the working environment, training and development, performance evaluation systems, promotions, transfers, demotions, disciplinary procedures and dismissal.

This means that employers should review and adjust all employment policies and practices to ensure that they are not in conflict with either the Bill of Rights or the EEA.

In addition, employers may not discriminate on the grounds of race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language or birth.

“Designated employers” must also:

Apply “reasonable accommodation” and affirmative action measures for people from “designated groups” to achieve employment equity;

- Appoint a senior manager in charge of employment equity;
- Consult with employees;
- Analyse its employment policies, practices and procedures to identify barriers to employment;
- Prepare an Employment Equity Plan jointly with its employees. This plan sets out targets that should be achieved within a given time frame;
- Report on progress against the Employment Equity Plan.

The NSDS III places a strong emphasis on equity by introducing the following 7 key developmental and transformational imperatives;

- Race – prioritise confronting racial inequalities, with a particular focus on giving more opportunities to previously (and currently) disadvantaged South Africans. This requires focused attention on skills provision for blacks in general and Africans in particular.
- Class – pay particular attention to provision of skills in a manner that significantly reduces social inequalities in the economy and society.

- Gender – calls for particular attention to be paid to access to skills by women, especially black women. Skills development initiatives must contain within them specific programmes and strategies to promote gender equality in skills development, in employment and career development and in the economy as a whole.
- Geography – pay attention to rural economic development and provision of skills for rural development. Focus on the production of skills for rural development. Train rural people for development of the rural areas themselves.
- Age – must pay particular attention to the training of youth for employment, i.e. those under 35 years of age.
- Disability – significantly open up opportunities for skills training for people experiencing barriers to employment caused by various forms of physical and intellectual disability.
- The HIV and AIDS pandemic – all skills development initiatives must incorporate the fight against this pandemic and management of HIV and AIDS in the workplace.

The Act also provides for the establishment of a Commission of Employment Equity, which is a stakeholder body responsible for establishing Codes of Good Practice. The Commission of Employment Equity is responsible for monitoring employment activities to ensure that the Codes of Good Practice are met.

The Employment Equity Plan serves as the overall “strategy”, while the Workplace Skills Plan serves as the mechanism (what and how) to achieve the “strategy”. The Annual Training Report (ATR) serves as confirmation of what was done.

Broad Based Black Economic Empowerment Act No. 53 of 2003

The Broad Based Black Economic Empowerment Act (BBBEEA or BEE) was promulgated in 2004.

Its aim is “an integrated and coherent socio-economic process that directly contributes to the economic transformation of South Africa and brings about significant increases in the number of black people that manage, own and control the country’s economy, as well as significant decreases in income inequalities.”

The BBBEE Act aims to “establish a legislative framework for the promotion of black economic empowerment”. Its main purpose is to provide a mechanism to facilitate participation by black people in the country’s economic activities and to provide a mechanism for measurement of progress.

Compliance with this Act is voluntary and micro-enterprises and small businesses whose turnover is below established and agreed thresholds are exempt from complying with this Act.

Implementation of the BBBEE Act is driven by a consolidated document containing:

- a “charter” or text that expresses the commitment of all stakeholders in a given industry sector to the empowerment and transformation of that sector. It also explains how the document should be interpreted (against the requirements of the Act);
- a “scorecard” is the tool which measures that commitment through indicators, targets and weightings (i.e. “indicators” or criteria against which “targets” are set.) There are seven (7) indicators in total, namely:
 - equity ownership, board / management control;
 - employment equity;
 - skills development;
 - preferential procurement; enterprise development and
 - socio-economic development;
- “targets” are assigned to each indicator. These targets outline the desired result in terms of the numbers of “black” people that should benefit from interventions;
- “weightings” allocated to each target which gives an indication of the importance of the target and subsequent “indicator”.
- Establishing the Back Economic Empowerment Advisory Council which monitors implementation and makes recommendations as required.

Businesses who wish to comply are rated by external companies who are “accredited” by the Department of Trade and Industry to complete the “verification” of information. Such ratings are only valid for a 12-month period and work done by the rating agency selected is for each individual business’s account.



Activity 4:

- 4.1 Briefly discuss the functions of SAQA
- 4.2 Discuss the difference between SETA’s and ETQA’s
- 4.3 Discuss the roles of the QCTO.

Skills Development Act of 1999

The Skills Development Act No 97 of 1998 was passed in order to develop and improve the skills of people in the workplace. The Act does the following:

1. provides a framework for the development of skills of people at work
2. builds these development plans/strategies into the National Qualifications Framework
3. provides for learnerships that lead to recognized occupational qualifications
4. provides for the financing of skills development by means of a levy-grant scheme and a National Skills Fund

Purpose of the Skills Development Act of 1999 is to:

- A. Develop the skills of the South African workforce--
 - to improve the quality of life of workers, their prospects of work and labour mobility;
 - to improve productivity in the workplace and the competitiveness of employers;
 - to promote self-employment; and
 - to improve the delivery of social services;
- B. Increase the levels of investment in education and training in the labour market and to improve the return on that investment;
- C. Encourage employers--
 - to use the workplace as an active learning environment;
 - to provide employees with the opportunities to acquire new skills;
 - to provide opportunities for new entrants to the labour market to gain work experience; and
 - to employ persons who find it difficult to be employed;
- D. to encourage workers to participate in learnership and other training programmes;
- E. Improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education;
- F. To ensure the quality of education and training in and for the workplace;
- G. Assist-
 - i. work-seekers to find work;
 - ii. retrenched workers to re-enter the labour market;
 - iii. employers to find qualified employees; and
- H. to provide and regulate employment services.

In terms of the Skills Development Act of 1999, Government created 24 Sector Education and Training Authorities (SETA). The act also divided all organisations into different industries based on their core activities, and the Department of Labour and SARS were tasked with allocating organisations into the different industries.

It was the responsibility of the SETA to ensure that all training within that industry were in-line with the requirements laid down by the industry leaders. During the next 5 years training institutions had to register and accredit all their formal training courses and qualifications with the SETA and the South African Qualification Authority – SAQA

Skills Development Amendment Act No37 of 2008

This Act was enacted to amend the Skills Development Act, 1998 and it repealed all remaining sections of the current Manpower Training Act, 1981.

In addition, the Act has resulted in the amendment of some definitions. Of importance are the definitions relating to learning programmes which include learnerships, apprenticeships, skills programmes and any other prescribed learning programmes which include a structured work experience component.

Furthermore, provision is made for the establishment of additional bodies and institutions through which the purposes of the Act can be achieved.

This includes provincial offices of the Department of Labour, accredited training centres, skills development institutes, Quality Council for Trades and Occupations (QCTO), a skills development forum in each province, a national artisan moderation body and Productivity South Africa.

All SETAs are expected to perform select functions as delegated by the QCTO currently being established.

Transitional arrangements are provided for to ensure that SETAs retain accreditation from the South African Qualifications Authority until the QCTO is established.

SETAs will be required to liaise with the new skills development forums (also to be established) in each province, the provincial offices and DoL labour centres, skills development forums as well as the QCTO in terms of occupational qualifications and the Organising Framework for Occupations (OFO) in its sector.

Skills Development Levy Act

The Skills Development Levies Act outlines the laws and regulations for the funding of education and training (development) of the workforce, in line with the aims espoused in the Skills Development Act.

Initially, from 1 April 2001 all organisations with an annual payroll of more than R250 000 were required to pay a skills development levy equivalent to 1% of their employment cost (payroll plus benefits).

The value of the 1% skills levy is based on what is referred to as the "leviable amount".

In February 2004, the threshold for the payment of the skills development levy was increased from an annual employment cost of R250 000 to an annual employment cost of R500 000.

This became effective from August 2004 and meant that organisations whose annual employment cost is less than R500 000 are no longer required to pay Skills Development Levies.

LEVIABLE AMOUNT = "the total amount of remuneration, paid or payable, or deemed to be paid or payable, by an employer to its employees during any month".

The levy must be paid by every employer who is registered with the South African Revenue Services (SARS) for PAYE, even if they only pay PAYE for a single employee and/or have an annual payroll in excess of R500 000.

While there are exemptions available for some organisations, all employers must register with the South African Revenue Service (SARS) and then apply for exemption.

The skills levy is payable monthly to the South African Revenue Service (SARS) and the payment is usually made at the same time that the employee's PAYE and UIF contributions are paid. Employers are required to pay the levy to SARS no later than seven days after the end of each month.

This tax is fully contributed by the employer as part of its general statutory taxes calculated on the EMP 201 SARS form.

The functions of the act include:

- i. This Act is a catalyst for improving established industry and company education and training.
- ii. There is a strong cost-benefit relationship and this creates an effective incentive for organisations to invest in their own skills development.

- iii. Industry-ownership becomes a necessary condition for successful funding interventions and this is fundamental to proposals in this bill.
- iv. Education and training decisions are now located with the particular organisations.
- v. Government is provided with a lever to raise quantity and quality of education and training.

In terms of the act, organisations may claim back up to 20% of their paid Skills Development Tax - in other words they may claim back 20 cents out of every Rand.

However organisations may only claim back their SDL tax if

- a) They pay SDL tax
- b) They provide approved training to employees in the organisation either internally or externally.

In terms of the Skills Development Levies act, organisations not paying SDL tax may not claim the grants; they may however offer learnership and claim learnership grants.

The Skills Development Levy-Grant scheme

The Skills Development Levy was established under the Skills Development Act. A levy is an amount of money that employers have to pay to the South African Revenue Service (SARS) for skills development of employees. If employees undergo training then the employer can claim this amount back from the relevant SETA.

Paying the Skills Development Levy

An employer must pay a skills development levy every month if:

- the employer has registered the employees with SARS for tax purposes (PAYE), and/or
- the employer pays over R500 000 a year in salaries and wages to their employees (even if they are not registered for PAYE with SARS)
- An employer must pay 1% of the total amount paid in salaries to employees (including overtime payments, leave pay, bonuses, commissions and lump sum payments).

The employer must register with SARS and pay the levy monthly. SARS will supply the correct forms to fill in (SDL 201 return form). The levy must be paid to SARS not later than 7 days after the end of every month.

Determining liability for paying Skills Levies

If you employ and pay employees a salary that is above the threshold, you are required to deduct tax for PAYE. The employer is required to pay the deducted PAYE from the employees' salary to SARS on a monthly basis.

In line with the requirements of the SDA, organisations are defined by the predominant type and nature of their business (in other words their CORE BUSINESS). Each type / nature of business is allocated a Standard Industrial Classification or SIC code. The Standard Industrial Classification or SIC code is used to determine the jurisdiction or responsibility of each of the SETAs (this was decided by the Minister of Labour after consultation with business and is fixed in law).

To establish whether you are liable to pay a skills levy, determine what your annual employment is. Take into account the following to establish the employment cost:

Include:

- Normal salary, wages, overtime pay, bonus, gratuity, commission, leave pay, etc.;
- Remuneration paid to employees who do not have to pay tax, i.e. their remuneration falls below the income tax threshold;
- Pensions and retirement allowances;
- 50% of travelling allowances;
- 50% of any allowances to holders of public office;
- Fringe benefits valued in terms of the Income Tax Act (in the Seventh Schedule).

Exclude:

- Lump sums from pension, provident and retirement annuity funds;
- Amounts payable to a learner in terms of a contract of employment (as defined in the Skills Development Act);
- Amounts paid to independent consultants or labour brokers;
- Reimburse allowances, e.g. entertainment or travel allowances;
- Amounts paid to non-executive directors of private companies.

If your total employment cost comes to MORE THAN R500 000.00 per year, then you must pay a Skills Levy. If your total employment cost comes to LESS THAN R500 000.00 per year, then you do not have to pay a Skills Levy.

Exemptions for paying Skills Levies

If you are religious or charitable institution or any fund which is exempt from paying income tax, you are not required to pay a Skills Development Levy.

The Sector Education Training Authorities (SETA's) Grant Regulations Regarding Monies Received by a Seta and Seta Related Matters

Published in Government Notice R. 990 in Government Gazette No. 35940 of 3 December 2012

The SETA Grant Regulations have been released by DHET in order to:

1. regulate the proportion of funds available for skills development that is spent on administration;
2. provide for SETAs to contribute to the cost of the work of the Quality Council for Trades and Occupations (QCTO);
3. discourage the accumulation of surpluses and the carryover of unspent funds at the end of each financial year;
4. improve the quantity and quality of labour market information received by SETAs in the form of Workplace Skills Plans (WSP) and the Annual Training Reports (ATR) and Pivotal Training Reports (PTR), to inform planning;
5. promote National Qualification Framework (NQF) registered and quality assured PIVOTAL programmes that address priority scarce and critical skills needs identified in Sector Skills Plans (SSP); and
6. create a framework within which expanded use is made of public education and training providers for the provision of skills development programmes.

In short the revised SETA Grant Regulations will give the National Skills Accord "teeth" as the commitments of the accord now become enforceable through these regulations. The revisions to the SETA Grant regulations are summarised as follows:

Mandatory Grants

- Submission of Workplace Skills Plan (WSP) & PPT and Annual Training Report (ATR) & PTR deadline will be the 30th June in 2013 and 30 April in 2014 and the subsequent years.
- A total of 20 percent Mandatory Grant will be payable to approved WSP & PPT and ATR & PTR submission on quarterly basis effective 1st of April 2013.
- WSP & PPT and ATR & PTR to be signed-off by organized labour where applicable, particularly with those employers who have a recognition agreement with a trade union or unions in place; otherwise SETAs will not be able to approve payment.
- Before making payments, the SETA must approve the WSP & PPT and ATR & PTR to ensure the levy paying employer meets quality standards set by the SETA.

The levy paying employer has to meet the following criteria:

- Be registered with the Commissioner in terms of the Skills Development Levies Act.
- Has paid the levies to the Commissioner as required by the SDLA.
- All levy payments are up to date at the time of the approval and for the reporting period.
- The WSP and ATR are submitted by the required deadline.
- As from 1 April 2013, the WSP for the previous reporting period has been submitted and implemented according to the prescriptions for implementation by the particular SETA.
- Any employer who has a recognition agreement with a trade union or has any union in place will have to provide proof that the WSP and ATR have been subject to consultation with recognised trade unions and the WSP and ATR must be signed off by the labour representative appointed by the recognised trade union unless an explanation is provided.

The above will therefore require employers to plan training that will be implemented and the employer will have to ensure that all training meet the criteria set out by their SETA. The employer will have to check that if statutory training like First Aid training will be included and do all training have to be accredited training.

Discretionary Grants

The allocation of discretionary grants will be directly related to each SETA's scarce skills plan and will be guided by an approved Discretionary Grant Policy. SETA's will have to ensure that the distribution of grant applications and project proposals forms are done in a way to enable national access and to allow various individuals or institutions to be able to apply for them.

- Only 9.90 percent of the levies paid will now be available for Discretionary Grants, which will be used by the SETA to address scarce and critical skills stipulated in the SETA Annual Performance Plan. Unclaimed mandatory funds will be transferred to discretionary fund. Unused funds will have to be paid to the National Skills Funds (NSF) by 1st October of each year.
- Section 6 (1) to (15) stipulates the conditions and requirements for discretionary grants

Pivotal Programmes

Employers will have to start implementing PIVOTAL grants to ensure they have access to the skills levy they pay.

The purpose of PIVOTAL grants is to provide students with the opportunity to complete a practical part of their qualification and this is usually the last leg that they need to complete in order to obtain their qualifications.

Many students cannot complete their qualification due to the fact that they do not have the opportunity to complete their practical training. T

he PIVOTAL grant will allow students to complete their training but also to gain valuable work and industry experience that will make them more employable.

The National Skills Development Strategy provides information on the scarce and critical skills.

- A total of 39.60 percent of the levies paid will be allocated to Professional, Vocational, Technical and Academic Learning (PIVOTAL) Programmes
- These PIVOTAL Programmes will be offered through the SETA's Funding Framework and various funding windows will be opened in the financial year which stakeholders may apply for.

Administration Fee

- A total of 10.5 percent is allocated to the administration of the SETA and 0,5 percent of that is to be paid to the QCTO.
- A total of 18% is paid directly to the National Skills Fund which is administered by the National Skills Authority
- The South African Revenue Service is paid and administration fee of 2% for the collection of the levies.

All SETA Development Projects are geared towards addressing the poor demographic profile within the sector, and all are therefore in line with the NSDS targets:

- 85% Black
- 54% Women
- 4% People with Disabilities

All SETA Development Project Tenders are advertised in the Government Gazette, and on the government tender board website www.info.gov.za.

You may also visit the different SETA websites for information regarding Development Projects and Tenders.

Here are some websites sites to consider:

Name of Institution	Abbreviation	Telephone	Website
Council on Higher Education	CHE	(012) 349 3840	www.che.ac.za
Council for Quality Assurance in General and Further Education and Training	UMALUSI	(012) 349-1510	www.umalusi.org.za
Quality Council for Trades & Occupations	QCTO	(012) 003 1800	www.qcto.org.za
Finance and Accounting Services Sector Education and Training Authority	FASSET	(011) 476 8570	www.fasset.org.za
Banking Sector Education and Training Authority	BANKSETA	(011) 805 9661	www.bankseta.org.za
Chemical Industries Education and Training Authority	CHIETA	(011) 726 4026	www.chieta.org.za
Fibre Processing Manufacturing Sector Education and Training Authority	FP&MSETA	(011) 234 2311	www.fpmseta.org.za
Construction Education and Training Authority	CETA	(011) 265 5900	www.ceta.org.za
Education, Training and Development Practices Sector Education and Training Authority	ETDP	(011) 372 3300	www.etdpseta.org.za
Energy and Water Sector Education and Training Authority	EWSETA	(011) 689 5320	www.eseta.org.za
Food and Beverages Manufacturing Industry Sector Education and Training Authority	FOODBEV	(011)253 7300	www.foodbev.co.za

Health and Welfare Sector Education and Training Authority	HWSETA	(011) 607 6907	www.hwseta.org.za
Insurance Sector Education and Training Authority	INSETA	(011)544 2000	www.inseta.org.za
Local Government Sector Education and Training Authority	LGSETA	(011) 456 8579	www.lgseta.co.za
Media, Information and Communication Technologies Sector Education and Training Authority	MICT	(011) 207 2600	www.isett.org.za
Mining Qualifications Authority	MQA	(011)630 3503	www.mqa.org.za
Manufacturing, Engineering and Related Services Sector Education and Training Authority	MERSETA	(011) 484 9310	www.merseta.org.za
Safety and Security Sector Education & Training Authority	SASSETA	(011) 347 0200	www.sasseta.org.za
Agriculture Sector Education and Training Authority	AGRISETA	(012) 301 5600	www.agriseta.co.za
Public Service Sector Education and Training Authority	PSETA	(012)423 5700	www.pseta.gov.za
Services Sector Education and Training Authority	SERVICES SETA	(011) 276 9600	www.serviceseta.org.za
Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority	CATHSSETA	(011) 217 0600	www.cathsseta.org.za
Transport Education and Training Authority	TETA	(011)781 1280	www.teta.org.za
Wholesale and Retail Sector Education and Training Authority	W & R SETA	(012)622 9500	www.wrseta.org.za



Activity 5:

- 5.1 What is the purpose of the Skills Development Act?
- 5.2 What are the functions of the Skills Development Levy Act?

Ensuring your Organisation is Registered Correctly

Register Employers with SARS

While only some employers have to pay the levy, every employer must register as an employer with SARS. This is required to ensure that there is a record of every employer in the sector, whether or not they are exempt from paying the levy.

In order to register with SARS, all employers must:

- Review the “Employer Guidelines to Registration” (SDL10);
- Complete the Levy Registration Form (SDL 101)

When completing the Levy Registration Form (SDL101), ensure that the correct SETA number is inserted under question number 6.2.1.

This serves to instruct SARS to re-direct the skills levies collected to the correct SETA.

Question 6.2.1. on the SDL101 form calls for the organisation’s Standard Industry Code (SIC) – on the form, it is referred to as the “Chamber / Activity code”. Insert the SIC code that you have already selected.

Organisations that have a number of branches or sites must complete an additional Levy Registration Form (SDL 102) for each branch or site.

New Levy System by SARS

Please take note of new procedures implemented by SARS which could have an impact on your grant payments. In terms of the new EMP201 process: (brief line on what EMP is)

- Each payment is "linked" to an EMP 201 declaration by means of a payment reference number or "PRN"
- Only one payment is now required (using the PRN reference) as opposed to the three separate payments in the past
- The EMP 201 declaration provides the tax allocation between PAYE, SDL and UIF
- Payments are allocated to the Employer's PAYE, UIF and SDL accounts only when the payment has been correctly matched to an EMP201 declaration (thereby preventing errors due to incorrect payment referencing)
- Payments that are allocated to SDL accounts are transferred to the SETA only once the payment has been correctly matched to the EMP 201 declaration

It is important for employers to note that if you have queries with PAYE or UIF, your SDL levies will be withheld until all the queries have been resolved. Once the query has been resolved and the information updated, then only can payments be allocated and made available for transfer to the respective SETA.

The impact of the above process is that employers will only receive grants payments based on levies received by the SETA.

If there are errors, we suggest that you follow this matter up with SARS urgently as it will affect your grant payouts.

Determine the Correct SIC Code

SIC Codes, or Standard Industrial Classification codes, are an internationally accepted set of codes for the standard classification of all economic activities. These codes are prescribed by the Department of International Economic and Social Affairs of the United Nations.

What are SIC Codes used for?

- The Security and Exchange Commission (SEC) uses SIC codes when sorting company filings.
- Professionals use SIC codes to segment markets.

- Companies that operate in a certain industry use a specific SIC code when filing with the SEC so that the type of business is properly identified.
- Identifying government contracts by their SIC description.
- To facilitate the collection, presentation, and analysis of data.
- To promote uniformity and comparability in the presentation of statistical data collected by various agencies of the federal government, state agencies, and private organizations.

Why are SIC Codes important?

- Companies use SIC codes to identify customers by industry code
- Your SIC code is often asked for on various applications and forms.
- SIC codes organize industries utilizing a numerical system that defines a business according to its highest revenue source at a particular location.
- SIC codes allow the gathering and analysis of data quickly and efficiently.
- By identifying your company's SIC code, eligibility for government contracts may be realized.
- To identify competitors, public and private.

Following, is an extract from the preface of the fifth edition of the Standard Industrial Classification of all Economic Activities, as published by Central Statistical Services.

The SIC was designed for the classification of establishments according to the kind of economic activity, and provides a standardised framework for the collection, tabulation, analysis and presentation of statistical data on establishments.

It is recommended that public and private institutions, as well as private persons, engaged in the classification of establishments as statistical units, use the SIC as a basis as far as this is feasible. The general application of the principles and definitions of this Classification will promote the uniformity and comparability of statistics compiled from different sources.

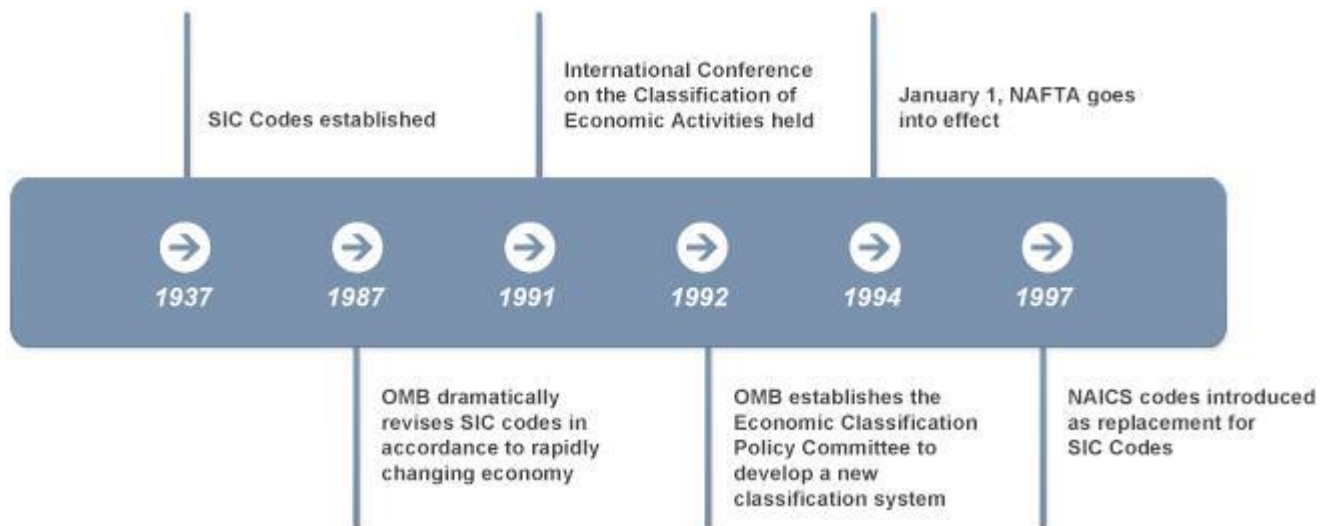
The SIC code consists of a 5 digit number with each digit of the code having the following significance: -

- First Digit = Major Division
- Second Digit = Division
- Third Digit = Major Group
- Fourth Digit = Group
- Fifth Digit = Sub-Group

If, as an example, we look at the SIC code 33711, we will be able to extract the following meaning: -

- 3 - The first digit or Major Division = Manufacturing.
- 3 - The second digit or Division = Manufacture of coke, refined petroleum products and nuclear fuel; manufacture of chemicals and chemical products; manufacture of rubber and plastic products.
- 7 - The third digit or Major Group = Manufacture of rubber products.
- 1 - The fourth digit or Group = Manufacture of rubber tyres and tubes; rethreading and rebuilding of rubber tyres.
- 1 - The fifth digit or Sub-Group = Manufacture of tyres and tubes.

SIC History



Determining the correct SIC code is based on your CORE BUSINESS and NOT the location of the business.

Look at the attached SIC Code Document issued to you as a handout and determine your industry SIC Code.

You can also access the SIC Codes by accessing the Stats SA –

<https://apps.statssa.gov.za/siccoder/>

Determine the Correct SETA

Each SETA has their own requirements. So make sure that you adhere to the requirements of the correct Seta.

We have provided a list of Seta's at the end of this course. Determine in which industry you are and then select the SETA that governs your primary focus.

Mechanisms Used to Claim Levies

The WSP & PPT and the ATR & PTR grants are central to the establishment of a demanded skills development system, which is responsive to the economic and social needs of South Africa.

The ATR & PTR allows employers to monitor the achievement of the skills priorities and skills development objectives that were outlined in the WSP & PPT.

Where there are variations between the WSP & PPT and the ATR & PTR, the ATR & PTR provides employers and SDFs with an opportunity to analyse reasons for non-completion of planned training.

The WSP, including the PPT and the ATR, including the PTR must be submitted on 30 June 2013, and with effect from 1 April 2014 must be submitted by 30 April of each year as a combined document.

All criteria for discretionary grants and PIVOTAL programmes are approved by the SETA's Board before funds are allocated.

Section 2 - Outcomes Based Education and Training

Section Outcomes

1. Reveal insight into the concept of an outcome as a means of defining learner achievements and/or desired results of learning within the context of a transformative approach to education, training and development.
2. Reveal differences between the outcomes-based approach and other education and training approaches in terms of key factors. Factors include at least:
 - a. Purposes of the approaches,
 - b. General principles underpinning the approaches,
 - c. Processes for defining outcomes,
 - d. Essential approaches to learning design and delivery,
 - e. Different approaches to and methods of assessment.
3. Assessment is explained in terms of its centrality to the outcomes-based approach, the importance of applying principles of assessment and the impact of assessment on learning.
4. The impact of OBET is described in terms of potential benefits to learners, employers, industry and society at large.
5. Challenges associated with the implementation of OBET are described in terms of cost, manageability and the potential impact on learning organisations.
6. Key terminology associated with OBET is used appropriately to the context.

Outcomes-Based Education and Training

In the late 80s, Government started researching a new training methodology called the Outcomes-Based Education. This method of training was adopted from the Commonwealth. This training method made provision for people qualifying not only by formal education, but also by informal on-the-job training based largely on their experience.

The system made provision for what is now known as "recognition of prior learning" – or (RPL) - which basically entails testing a person's ability to do a specific job and awarding this person either a qualification or credits towards a qualification, based on his/her current knowledge and ability to perform the required task.

For example: if a person has been working as a plumber for the last 12 years this person may request a training institution to perform an RPL exam, to assess his/her capability and award him/her with a qualification based on his/her experience.

It is therefore possible for him/her to receive a plumbing qualification based on his/her experience, without having served a recognized apprenticeship or learnership.

Outcomes-based education and training (OBET) is defined as a learner-centred approach that is primarily characterised by a focus on results and outputs as opposed to inputs and syllabi or curriculum. Outcomes based systems describe the learning outcomes that learners are expected to achieve on completion of a programme at a given level.

What are outcomes?

Outcomes are the crucial determinants of the nature and quality of an OBET system. These are sometimes referred to as objectives. Learners in OBET are required to provide evidence that learning, whether formal or informal, did take place as resulted in achievement.

Outcomes are defined as *"the results of learning processes and refer to knowledge, skills, attitudes and values within a particular contexts"* Learning area outcomes are outcomes related to specific learning areas. Specific outcomes are contextually demonstrated knowledge, skills and values reflecting critical cross-field outcomes.

What is an outcomes-based training system?

OBET training systems are transparent in that they make clear what learners have to achieve and the criteria against which that achievement will be determined (measured). By so doing learners know "upfront" what is expected of them in order to achieve a qualification and employers, parents, further and higher education officials and the general public are provided with clear and accurate information on what a learner has achieved.

OBET creates a "multiple opportunity system of instruction and evaluation" that undermines the potential use of evaluation (testing and grades) as a mechanism for the control of learner behaviour

How does competence fit into OBET?

Competence is one of the key features of OBET. Competence is about demonstration of ability, performing or acting, demonstration of understanding of the knowledge underpinning performance or action, and demonstration of the ability to integrate understanding of underpinning knowledge and performance or action.

Competence refers to three inter-connected kinds of competence: practical competence, foundational competence and reflexive competence.

- **Practical competence** is the demonstrated ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which action to follow and to perform the chosen action. Practical competence is grounded in what is termed,
- **Foundational competence** where the learner demonstrates an understanding of knowledge and thinking which underpins the action taken; and it is integrated through,
- **Reflexive competence**, in which the learner demonstrates ability to integrate or connect performance and decision making with understanding and with the ability to adapt to change in unforeseen circumstances and explain the reason behind these adaptations.

SAQA's standard setting regulations refer to applied competence, which is defined as "the ability to put into practice in the relevant context the learning outcomes acquired in obtaining a qualification." Applied competence manifests in what is called "critical cross-field education and training outcomes or generic ability.

Defining Assessment

Assessment can be described as the evaluation of evidence presented by a learner to make a judgement on their competency against set outcomes and assessment criteria as outlined in a unit standard or qualification.

How to assess in outcomes-based education and training?

The notion of "outcome" seems to relate to results. These are seen to relate to consequences within a person, in economic contexts or in societal context.

Assessment is "a way of measuring progress". Performance criteria feature prominently in OBET systems. As a substantially assessment-driven system, OBET requires clear and transparent articulation of criteria against which successful (or unsuccessful) performance is assessed. The criteria should specify the knowledge, understanding, performance(s), action(s) and roles that a learner needs to know in order to provide evidence that outcomes, standards and competence have been achieved.

The criteria should also state the level of complexity and quality of these. Context of and conditions under which demonstrations occur should be indicated.

In general, assessment in education and training is about making judgements about the results of learning so that decisions can be made. These decisions may have to do with the learner – Is the learner able to do a certain job? Is the learner about to embark on a particular course of study? What other learning the learner needs in order to be deemed qualified? They may also have to do with the learning programme – What is the quality of the programme? What improvements or changes are needed? Decisions may need to be made about the education and training system itself, and judgements made in the assessment process can inform such decisions.

Assessment must be fair, valid and reliable.

- Fairness refers to assessment that does not in any way hinder or favour learners
- Validity refers to assessment measuring what it says it is measuring, be it knowledge, understanding, subject content, skills, information, behaviour, etc.
- Reliability in assessment is about consistency. Consistency refers to the same judgements being made in the same or similar contexts each time a particular assessment for specified stated intentions is administered.

Assessment in OBET lays emphasis on the assessment of outputs and end products as opposed to inputs. This feature draws on the broader concept of criterion-referenced assessment (as opposed to norm-referenced assessment).

Norm-referenced assessment is associated with the grading and ranking of learners, comparing learners, averaging scores or grades of learners. Norm-referenced assessment is defined as making judgements about learners by comparing them to each other. Criterion-referenced assessment, on the other hand, is viewed as making judgements about learners by measuring learner's work against set criteria that are independent of the work of other learners. Even if grades are given, learners are graded in terms of whether they have satisfied criteria set for assessment.

OBET assessment is not solely focused on assessing what learners can do but also what they know and how they integrate generic capabilities to demonstrate achievement. The term "generic abilities" refers to elements such as problem-solving, decision-making, analysing, etc. In NQF terminology these are called critical cross-field outcomes. Critical cross-field outcomes have already been discussed. Critical outcomes include the ability to identify and solve problems in a way that demonstrates that responsible decisions have been made.

Thus OBET:

- Must be learner-centred since it is the learner who has to demonstrate defined capabilities, skills, understanding, etc
- Requires far greater accountability from the providers. The results of the education process must be seen in the clearly defined capacities of the learner.
- Requires a far broader definition of learning institutions if a nation of life-long learners is to be created.

OBET as envisaged will produce learners who are active, thoughtful, reflective users of knowledge as well as being generators of new knowledge, both in personal and broader social situations

OBET makes use of formative and summative assessment

- **Formative assessment** refers to assessment that takes place during the process of learning and teaching. Its purpose may be to diagnose learner strengths and weaknesses, provide feedback to learners on their progress (or lack of), assist both, the learner and facilitator / assessor to plan future learning, assist the learner and facilitator / assessor in making decisions regarding the readiness of the learner to do summative assessment. This assessment is not intended for assessing whether the learner has successfully achieved or not. When formative assessment results are recorded and used to make judgements about achievement, they then fall into the category of summative assessment. When results initially collected as results for formative assessment purposes are used for summative assessment purposes, the learner should be informed. The assessor should also indicate to the learner which outcomes are being recorded as having been achieved and the criteria used. The assessor would have to ensure that those outcomes are not assessed again.
- **Summative assessment** is assessment making judgement about achievement. This is carried out when a learner is ready to do assessment which may come at the end of learning. In knowledge and inputs systems this is usually done after a specified time spent on learning. In OBET emphasis is on learner readiness.

Foundational Learning Competence (FLC)

Also known as 'learning assumed to be in place'. FLC describes the communications and mathematics requirements of levels 2 to 4 of the OQF (Rainbow SA, The National Skills Development Handbook, 2010). It is a necessary part of the knowledge of occupations within the specific NQF levels and will be noted in a 'statement of results' and will allow a learner to attempt a final external summative assessment (the assessment is conducted once the training process has been completed).

Recognition of Prior Learning (RPL)

Recognition of prior learning (RPL), is a key principle of the NQF particularly in as far as accelerated learning and ensuring the redress of past inequities is concerned, though it is not confined for use in these instances. It can be defined as:

Recognition of prior learning is giving credit to what learners already know and can do regardless of whether this learning was achieved formally, informally or non-formally

RPL refers to a process through which qualifications may be achieved in whole or in part through the recognition of prior learning, which concept includes learning outcomes achieved through formal, informal or non-formal learning (SAQA).

The NQF recognizes that learning takes place in a variety of settings, for example:

- Formal education and training programs
- Formal and informal on the job education and training
- Self-study for enjoyment or improvement of qualifications
- Informal experience gained in the workplace or community
- Non-formal in-house education and training

Where appropriate, such learning should be recognized and credited. Assessment policies of ETQA's and their constituent providers have to contain policies and procedures for RPL.



Activity 6:

- 6.1 Define OBET in your own words.
- 6.2 Briefly discuss the 3 inter-connected kinds of competence.

Section 3 - Unit Standards and Qualifications

Section Outcomes

1. "Standards" refers to unit standards, assessment standards, or any other description of a significant and coherent result of learning that includes an outcome with criteria for assessment purposes.
2. Definitions of standards are consistent with SAQA definitions.
3. Key parts of standards are explained in terms of their purpose, key features, form of language and relationships with the other parts of standards.
4. Issues concerning the size and scope of standards are identified and focus questions are provided to enable decision-making regarding the size and scope of a standard.
5. Standards are described according to their various uses and relationship to qualifications. Uses in relation to ETD and other Human Resource-related uses.
6. Rules, processes and principles concerning the design and registration of standards are provided in line with SAQA regulations.
7. Key terminology associated with standards is used appropriately to the context.
8. "Qualifications" refers to the SAQA definition of the term.
9. Definitions of qualifications are consistent with SAQA definitions.
10. Key parts of qualifications are explained in terms of their purpose, key features, form of language and relationships with the other parts of qualifications.
11. Issues concerning the size and scope of qualifications are identified and focus questions are provided to enable decision-making regarding the size and scope of a qualification.
12. Qualifications are described according to their various uses and relationship to standards. Uses in relation to ETD and other Human Resource-related uses.
13. Rules, processes and principles concerning the design and registration of qualifications are provided in line with SAQA regulations
14. Key terminology associated with qualifications is used appropriately to the context.

What Are Unit Standards?

Unit standards are seen as the foundation of the NQF, specifically the OQF.

Within the organising fields, unit standards are building blocks for learning. They:

- Develop an organisational training and development plan
- Conduct an analysis to determine outcomes of learning for skills development and other purposes
- Coordinate planned skills development interventions in an organisation
- Advise the employer on the establishment and implementation of a quality management system for skills development practices
- Conduct skills development administration in an organisation

SAQA's intention was to establish a learning system that is supportive to the world of work, therefore there should be a close link between titles of unit standards and what is happening in the marketplace.

This relates to the Skills Development Act (1998) which requires learnerships and skills programmes to be occupationally based.

The traditional job description in the workplace is replaced by a unit standard driven occupational profile, which can be used as a base, together with a performance management system, in assessing and developing employee competence within the workplace.

In Outcomes Based Education and training, learners are assessed against nationally approved standards.

Unit Standards underpin the empowering principles of the NQF, allowing learners to accumulate unit standards which may ultimately all be counted towards a registered qualification.

- The unit standard lays a basis for the design of assessment and indicates to the learner what to expect when assessed.
- Unit Standards form the basis for the design of assessment tools.
- They are used to measure a person's competence.
- They can be used to find the 'gaps' in a person's knowledge and/or skills.
- They can be used as building blocks towards qualifications.
- They can be utilized in other Human Resource Interventions (e.g. personal development plans).
- They can be used to develop tools for the Recognition of Prior Learning (RPL).

It is important to note that competence against unit standards are not the only learning outcome. Learners may also register to complete full qualifications, part qualifications, qualifications based on outcomes, or qualifications based on unit standards. There is an informal organising framework for learning programmes, this is called the Learning Programmes Matrix.

The SAQA Act (1995) defines a unit standard as:

-the registered statement of desired education and training outcomes

-their associated assessment criteria, which describe the quality of the expected Performance

-administrative and other information specified in the NSB regulations.

More definitions are provided for the following areas relevant to assessment, the NQF and skills development.

- **education institution** means an education institution that is established, declared or registered by law
- **learning** means the acquisition of knowledge, understanding, values, skill, competence or experience
- **level** means a level of the NQF framework
- **part qualification** means an assessed unit of learning that is registered as part of a qualification
- **professional body** means anybody of expert practitioners in an occupational field, and includes an occupational body
- **professional designation** means a title or status conferred by a professional body in recognition of a person's expertise and right to practice in an occupational field.
- **qualification** means a registered national qualification
- **registered** means registered on the NQF by SAQA
- **sector** means a sector of education or training, as the case may be, for whose sub-framework a QC is responsible

Specific Outcomes

Specific outcomes are statements regarding elements of competence. They indicate what the learner will need to achieve within the context of the job or task the unit standard is written for.

These outcomes will not only refer to subject content, but will also include actions, roles, knowledge, understanding, skills, values and attitudes that a learner has to perform to demonstrate competence (SAQA, 2001).

Assessment Criteria

Assessment criteria are statements whereby an assessor can judge whether the evidence provided by a learner is sufficient to demonstrate competent performance for each related outcome.

Learners have access to the assessment criteria and are thus prepared for assessment – they know what is expected of them to achieve outcomes and competence.

Critical Cross-field Outcomes (CCFO's)

All unit standards contain CCFOs. CCFOs consist of qualities the NQF has identified for development in students, they are essential life skills and act as the foundation upon which other skills are built. CCFOs are generic and apply to learners across all fields of learning.

There are eight critical cross-field outcomes:

- Identify and solve problems using critical and creative thinking
- Work effectively in a team
- Organise and manage oneself and one's activities
- Collect, analyse, organise and critically evaluate information
- Communicate effectively using visual, mathematical and/or language skills in oral or written form
- Use science and technology effectively and critically, showing responsibility towards the environment and the health of others
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation
- Contribute to the full personal development of an individual through awareness of:
 - How to learn more effectively
 - How to be a more responsible citizen
 - How to be culturally and aesthetically aware
 - How to explore education and career opportunities
 - How to develop entrepreneurial opportunities

Most unit standards do not use all 8 critical cross-field outcomes. The following is applicable / should be noted:

- Only the CCFOs that relate to the purpose, specific outcomes and Essential Embedded Knowledge of the unit standard are incorporated in the unit standard
- CCFOs are adapted in each unit standard to relate to that specific unit standard required to produce evidence that they can identify and solve problems in the context of the unit standard.

Assessors need to ensure that their learners have addressed the CCFOs appropriately at the level of the unit standard.

In order to contribute to the full personal development of each learner and the social and economic development of the society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of:

- Reflecting on and exploring a variety of strategies to learn more effectively.
- Participating as responsible citizens in the life of local, national and global communities.
- Being culturally and aesthetically sensitive across a range of social contexts
- Exploring education and career opportunities
- Developing entrepreneurial opportunities

In outcomes-based education and training it is not only knowledge that is assessed, but also how learners integrated generic capabilities to demonstrate achievement.

Fundamental, Core and Elective Unit Standards

Fundamental unit standards:

- Will include unit standards on communication, numeracy, personal development, life skills and computer literacy.
- These unit standards are compulsory

Learners can undergo Recognition of Prior Learning (RPL) against these unit standards based on previous education and training.

Core unit standards:

- These unit standards are the basis of the qualification, will focus on the subject matter expertise required.
- They are compulsory.

Elective unit standards:

- These are used to enrich a qualification or specialise in a subject.
- A learner can select the elective unit standards they would like to complete.

Finding unit standards

All unit standards are published on SAQA's website: www.saga.org.za If you would like to find a unit standard on a specific topic, you can visit this website. You can select the option:

1. Qualifications and Unit Standards
2. Registered Qualifications and Unit Standards
3. Search for a Unit Standard

You can then enter the topic for which you would like to find a unit standard under Unit Standard Title

If you do a search using a specific word, only unit standards with that word in their title will appear, so you may have to play around with synonyms or similar concepts.

If you know the NQF level on which the unit standard should be, you can enter the NQF level to limit your search.

Should you have the Unit Standard ID number, you will be able to find the unit standard by entering this number under Unit Standard ID.

The SAQA website lists both expired and current unit standards as well as qualifications The QCTO may practice the expiry process in a different way.

Skills Programmes

A skills programme may be defined as:

- An occupationally-directed programme comprising an agreed cluster of related unit standards equalling less than 120 credits and will have practical (workplace) experience
- Constructed to constitute credits towards NQF registered qualifications
- Delivered by an accredited training provider

A skills programme can be considered a 'mini-qualification' or 'part-qualification' in that it comprises of a number of unit standards, providing learners with the opportunity to work towards a full qualification.

Foundational Learning Competence

Also known as 'learning assumed to be in place Foundational Learning Competence (FLC) is a similar concept to fundamental unit standards defined above.

It is a necessary part of the knowledge of occupations within the specific NQF levels and will be noted in a 'statement of results' and will allow a learner to attempt a final external summative assessment

What are National Qualifications?

SAQA has defined a Qualification as a planned combination of learning outcomes with a defined purpose(s) that is intended to provide qualifying learners with applied competence and a basis for further learning.

As is the case with the unit standard, the standard in the NQF is also held in the qualifications specified in the *NSB Regulations*. The standard is in the following elements of the format of the qualification (also refer to an earlier definition of a qualification):

- The planned combination of learning outcomes which has a defined purpose or purposes, and which is intended to provide qualifying learners with applied competence and a basis for further learning
- Value added to the qualifying learner in terms of enrichment of the person through the provision of status, recognition, credentials and licensing; enhancement of marketability and employability; and opening up access routes to additional education and training
- Benefits to society and the economy through enhancing citizenship, increasing social and economic productivity, providing specifically skilled/professional people and transforming and redressing legalities of inequity
- Compliance with the objectives of the NQF
- Inclusion of both specific and critical cross-field outcomes which promote lifelong learning
- International comparability
- Integrated assessment appropriately incorporated to ensure that the purpose of the qualification is achieved, and use a range of assessment methods and instruments such as portfolios, simulations, workplace assessments, written and oral examinations in both formative and summative assessment
- Indication whether the qualification may be achieved in whole or in part through the recognition of prior learning that may have been achieved through formal, non-formal and informal learning and work experience

Two types of qualification are provided for in the National Standards Bodies (NSB) regulations (Act 58 of 1995):

- Unit standard based qualifications
Unit standard-based qualifications are made up of a number of unit standards equalling a minimum of 120 credits. Each qualification will however specify the amount of credits required to obtain that specific qualification. A qualification would consist of fundamental, core and elective unit standards. This will ensure holistic development of the learner. Qualifications as, with unit standards are registered with SAQA on the NQF.
- Exit level outcome and associated assessment criteria (ELOAC) qualifications (non-unit standard based qualifications)
An outcomes-based qualification does not consist of unit standards. Such qualifications list exit level outcomes that a learner has to achieve together with associated assessment criteria.

The NSB regulations further require that each qualification should contain three distinct categories of learning, namely:

- Fundamental learning – that learning that forms the grounding or basis needed to undertake the education, training or further learning required in the obtaining of the qualification
- Core learning – that compulsory learning required in situations contextually relevant to the particular qualification
- Elective learning – a selection of additional credits at the level of the National Qualifications Framework specified, from which a choice may be made to ensure that the purpose of the qualification is achieved

What Are The Characteristics Of A National Qualification?

It will:

- be registered with SETAs
- be recognised by SAQA
- be 'pegged' on an NQF level
- be made up of skills programmes towards a full qualification
- be measured against national unit standards
- be certified by an organisation external to the provider of the training (SETA)
- be made up of a number of different units
- be considered national recognition of achievement by an individual
- inform the individual what needs to be done and known in order to be signed off as competent
- ensure each qualification is made up of mandatory (core) and optional (elective) units

- ensure that fundamental units are in place
- be made up of a number of different unit standards which will total a credit value

What Is A Credit?

In the current system, the unit standard is the most basic component against which recognition can be gained on the NQF. Qualifications may consist of a number of unit standards equalling a total of a minimum of 120 credits. Unit standards may vary in credit weighting, depending on the required length of time it would take to master the unit standard.

1 credit = 10 notional hours of study

What is a notional hour?

A notional hour is any activity that is directly linked to the acquisition of skills, knowledge and understanding for that particular unit, e.g. research, attending lectures, reading, etc.

How do the credits for a national qualification work?

- A national qualification consists of 120 credits.
- To obtain these credits, you have to prove your knowledge and skills according to specific outcomes in registered unit standards in the appropriate SETA.
- Each unit standard is made up of credits
- Each unit standard can stand alone as an award
- Units can be clustered into skills programmes
- There are fundamental, core and elective unit standards

Rules, processes and principles concerning the design and registration of qualifications

The following was taken from:

**Policy Document (SAQA1340/00: Criteria and Guidelines for the Generation and Evaluation of Qualifications and Standards within the National Qualifications Framework (NQF)
Revision 4 - 23 August 2005**

Various SAQA documents indicate, to varying extents, the ways in which Qualifications and Unit Standards are to be formatted for submission to the Directorate for Standards Setting and Development for registration on the NQF. They do not, however, specify the substance of those Qualifications or Standards, nor do they suggest the criteria that might be used to evaluate their quality.

This document sets out the criteria which SAQA staff, various SAQA bodies and the SAQA Qualifications and Standards Committee will use to evaluate Qualifications and Standards, and therefore serves as a resource for Standards Generating Bodies (SGBs), consultants, task teams, etc., in the Standards generating process.

The need for the consistent application of a common set of criteria for the generation and evaluation of Qualifications and Standards is largely self-evident.

The chief reasons are that:

1. Form and substance are not easily separable in as complex a matter as the formulation of a Qualification and a Unit Standard. To a large extent, the way the Qualification or Standard is written is what the Qualification or Standard **is**
2. Ready comparison of Qualifications and Unit Standards across sub-fields and fields is greatly facilitated by consistency of formatting.
3. Articulation of Qualifications and Unit Standards with one another is greatly facilitated by consistent formatting; and
4. Consistent formatting allows for the ready capture of the Qualification or Unit Standard on the SAQA database, on the SAQA web site, and in SAQA documentation.

SAQA's mandate is to oversee the development and implementation of a National Qualifications Framework, and to this end it is Qualifications, not Unit Standards, which is its chief focus. Qualifications provide the structural and social mobility, which the NQF objectives promote.

In this context, Unit Standards will be evaluated as building blocks for Qualifications as well as building blocks for the outcomes-based education and training system for which the NQF stands.

Deployment of the Criteria

The criteria below reflect in particular the *formats* in which Qualifications and Standards should be submitted.

The format of Qualifications and Standards is important, but in order to achieve the objectives of the NQF, the quality of Qualifications and Standards lies in the:

1. fitness and suitability of the Qualification for its intended purpose
2. achievement of the principles of the NQF

3. relationship between the elements of the Qualification and its Unit Standards
4. relationship of a Qualification to others in the Field or Sub-Field and to Qualifications at different levels.

Layout and Formatting of the Qualification

1. The Qualification must be submitted in a text format compatible with the format, which will be used to capture the Qualification on the SAQA data-base e.g. ASCII or plain text, Rich Text Format (RTF), HTML, WordPerfect 7. x or below, or Microsoft Word 7.0 or below.
2. The Qualification must be submitted both in hard copy and in an electronic format easily captured by SAQA, but not in Zipped file format.
3. The Qualification must contain the following sections:
 - ✓ Title
 - ✓ Field and Sub-field
 - ✓ Level
 - ✓ Credits
 - ✓ Rationale for the Qualification
 - ✓ Purpose
 - ✓ Rules of Combination
 - ✓ Access to the Qualification
 - ✓ Learning Assumed to be in Place
 - ✓ Exit level Outcomes and their Associated Assessment Criteria
 - ✓ Critical Cross-Field Outcomes
 - ✓ International Comparability
 - ✓ Integrated Assessment
 - ✓ Recognition of Prior Learning (RPL)
 - ✓ Articulation
 - ✓ Moderation Options
 - ✓ Criteria for the Registration of Assessors
 - ✓ Notes (Optional)
 - ✓ Unit Standard Title Matrix

The Language of the Qualification

1. The language used in the Qualification should be:
 - simple and accessible to the learner for whom it is intended, and
 - appropriate to the level at which it is pegged on the Framework.
1. The Qualification should be written in short simple sentences with few dependent clauses and should be in the active voice rather than in the passive voice.
2. The language should be precise and consistent with normal usage in the sector and the use of jargon should be avoided.

The Purpose of the Qualification

The Purpose should outline the contextualised purpose(s) of the Qualification and what it is intended to achieve:

- for the individual,
- for social and economic transformation.

The Purpose statement should succinctly capture what the qualifying learner will know and be able to do on achievement of the Qualification. This could be a restatement of the Exit Level Outcomes.

Rules of Combination

The Rules of Combination must indicate:

- The total number of credits for the Qualification.
- The number of credits in each of the three components: Fundamental, Core and Elective
- How the credits making up the Elective Component must be chosen
- A motivation could be given of why each component consists of the learning/Unit Standards that are assigned to them.

The following criteria must be adhered to:

- The minimum number of credits must conform to the minimum number required for the type of Qualification:
 - 120 credits for a Certificate
 - 240 credits for a Diploma
 - 360 credits for a Bachelor's Degree
 - 480 credits for a B Tech Degree or a professional degree

- At least 72 credits of the Qualification must be at or above the level of the Qualification.
 - The following guidelines apply to the NQF level of Standards included in a Qualification:
 - The Standards in a Qualification should not span more than three NQF levels e.g. a level 3 Qualification can consist of Unit Standards at levels 2, 3 and 4 but the Qualification may not include level 1 or level 5 Standards

- A level 5 Qualification should, if at all possible, not contain Unit Standards at level 4 in the Core Component. They are permissible in the Elective Component.
- All Unit Standards in the Fundamental Component and the Core Component are compulsory. This means that there may not be optional Unit Standards in either the Fundamental or Core Components.
- The Fundamental Component must comply with the following:
- In all Qualifications, at all levels, the Fundamentals *MUST* be at the level of the Qualification, with the exception of the Communication Standards in the Second Language in FETCs.

Qualifications at Levels 1-3

- The Fundamental Component must consist of the following:
 - Communication: 20 credits at the level of the Qualification
 - Mathematical Literacy: 16 credits at the level of the Qualification.

Qualifications at Levels 4 (FETC)

- All Qualifications at level 4 must comply with the requirements for a Further Education and Training Certificate. The Fundamental Component must therefore consist of the following:
 - Communication in a First Language: 20 credits at Level 4
 - Communication in a Second Language: 20 credits at Level 3 or higher
 - Mathematical Literacy: 16 credits at Level 4.

Qualifications at Levels 5-8

- There are no prescriptions regarding the composition of the Fundamental Component except that the Qualification must contain a Fundamental Component with learning at the level of the Qualification.
- Unit Standards included in the Fundamental Component should:
 - Facilitate the rest of the learning in the Qualification e.g. literacy skills required for the rest of the learning or accountancy in a financial management Qualification, etc,

And/Or

- Be fundamental to the career that the learner will follow on completing the Qualification e.g. ethics for funeral undertakers and insurance brokers.

Every Qualification must be a Qualification in its own right with its own specific purpose, designed for a specific group of learners. This means that there may be no more than 40% overlap with another registered Qualification. In practical terms this means that in a Certificate a maximum of 48 credits, and in a Diploma a maximum of 96 credits may be similar to those in another registered Qualification. The 60% "different" learning does not have to consist of new Unit Standards, but may consist of Standards registered with other Qualifications, but not in the Qualification with which there is the 40% overlap.

What is a Learnership?

A learnership is a work-based approach to learning and gaining qualifications and includes both structured work experience (practical) and structured institutional learning (theory).

Criteria, as set out in the SDA Act, indicates that a learnership must:

- Include a structured learning component
- Include practical work experience
- Lead to a qualification
- Relate to an occupation

The SDA (1998) as amended and SDLA (1999) were devised to implement structures and processes to transform skills development in South Africa. A critical look at how employers and training providers have provided education, training and work experience in the past indicates that education and training provision has not always linked theory and practice.

Learnerships are intended to address the gap between current education and training provision and the needs of the labour market, and are often seen as the crux of skills upliftment in terms of the SDA.

Learnerships seek to address the following labour market issues:

- The decline in levels of emp
- The unequal distribution of income
- Unequal access to education and training, and employment opportunities
- The effects of race, gender and geographical location on advancement
- The skills shortage amongst the labour force

The NQF Act of 2008 does not specifically mention learnerships, but describes learnerships under the generic banner of 'learning programmes'

Benefits of learnerships

Learnerships are important because:

- The programmes are outcomes –based
- The learner interacts within the working environment (practical)
- The learner interacts with clients and obtains an understanding of workplace dynamics
- Assessment occurs at various stages and is based on the learners' competence (learner centered)

The qualification is recognised nationally but it is also benchmarked against international standards.

Tax Deduction on Learnerships

The employer may claim a commencement allowance from SARS for each year of the learnership; however the completion allowance may only be claimed by the employer with whom the learner completed their learnership contract.

The table below provides details of the tax deductions that can be claimed from the South African Revenue Services (SARS) for learners. The deduction can be claimed on commencement and completion of the learnership. The deductions are available to all learners registered on learnerships.

Type of Learner	Commencement Allowance	Completion Allowance
Basic	R 30,000 per annum	R 30,000 * no. of completed 12 month periods
Learner with disability	R 50,000 per annum	R 50,000 per annum * no. of completed 12 month periods.

The employer may claim a commencement allowance for each year of the learnership; however the completion allowance may only be claimed by the employer with whom the learner completed their learnership contract.

The commencement allowance must be pro-rated if the learnership is in existence for less than 12 months (and across employers, should the employee transfer from one company to another) however the completion allowance may not be pro-rated. It must be claimed in full by the employer where the learner completes the learnership. For each 12-month period of the entire programme completed, an allowance of R 30,000 may be claimed.

For example, if a learnership was two and a half years, a deduction of R 75,000 would be allowable in terms of the commencement allowance (i.e. 2.5 * R 30,000) whereas only two years would be allowable in terms of the completion allowance i.e. R 60,000.

The employer may now claim an amount on commencement and again, on completion of the learner per year that they progress through the learnership.

An employer may claim a tax deduction of R 50,000 for a learner with a disability. This can be claimed for every year of the learnership for commencement and a completion amount of R50,000 for every year of completion at the end of the learnership. This amounts to a total tax deduction of R 300,000.

Learnerships vs. Apprenticeships

A learnership is similar to an apprenticeship programme. Both are work-based routes for learning and gaining qualifications. Learnerships however aim to integrate theoretical education and skills training in both the learnership itself and the assessment (Botha, Kiley and Truman, 2007). In contrast to apprenticeships, learnerships lead to a SAQA registered qualification.

Apprenticeships	Learnerships
Focus on practical skills only, with some theory at a technical college	Combine theory and practice and include 'non trade' areas at different levels for different occupations
Aimed at younger people starting work	Available for all generations
Aimed at new entrants/students to the job market	Available to new entrants and existing employees
Time-based learning	Competency-based learning that allows the learner to move at their own pace
Previously controlled by Industry Training Boards, now the Setas	Three party agreement, signed by the employer, training provider and the learner, registered with the Seta

Trade test, at Indlela, to qualify	Competency-based assessment against registered national unit standards to be awarded a national qualification
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How to participate in a Learnership?

Employers and learners should be aware of how to participate in learnerships.

The following steps apply:

- Plan a career path
- Identify the learnership that supports the chosen career path
- Find out as much information as possible about the learnership
- Enquire about the applicable criteria for entering the learnership
- Find an employer willing to provide practical work experience

Embarking on a Learnership

The implementation of a learnership is often initiated in one of two ways:

- The employer has an existing employee who has requested to be developed or who the employer has earmarked for development or,
- The employer has identified a learnership they can run/have run in the past and is now looking for a learner.

Selecting a Learnership

The first step in implementing a learnership is to select a learnership that will address the employers needs. The employer should then investigate the requirements of running the learnership and apply for accreditation as a workplace provider with the relevant ETQA or professional body. They may also make use of an accredited provider should they not wish to apply for accreditation themselves.

When selecting an employee to be enrolled on a learnership the employer should consult with the employee and ensure that the learnership supports the employees chosen learning path.

The employer should ensure that the following is in place when enrolling a learner onto a learnership.

- A signed employment contract
- A signed learnership agreement

Learnership Agreement Procedures

The learnership agreement has to be signed by the learner, the employer and the training provider. If the learnership agreement is being signed and reflects the practical component only (most often where the educational provider and the workplace provider are different entities, or where the learner has already completed the educational portion of the learnership) then the employer and the training provider are deemed the same party. The employer and the learner must initial each page of the learnership agreement.

The purpose of the agreement is to outline the rights and responsibilities of the learner, employer and training provider.

The learner has the right to:

- be educated and trained in terms of the learnership agreement
- have access to the required resources to receive training in terms of the learnership.
- have his or her performance in training assessed and have access to the assessment results.
- receive a certificate upon successful completion of the learning
- raise grievances in writing with the Seta concerning any shortcomings in the training

The learner must:

- work for the employer as part of the learning process
- be available for and participate in all learning and work experience required by the
- comply with workplace policies and procedures
- complete any timesheets or any written assessment tools supplied by the employer to record
- relevant workplace experience and
- attend all study periods and theoretical learning sessions with the training provider and undertake
- all learning conscientiously.

The employer has the right to require the learner to:

- perform duties in terms of this Agreement and
- comply with the rules and regulations concerning the employer's business concern.

The employer must:

- comply with its duties in terms of the Act and all applicable legislation including:
 - Basic Conditions of Employment Act 75 of 1995
 - Labour Relations Act 66 of 1995
 - Employment Equity Act 55 of 1998
 - Occupational Health and Safety Act 85 of 1993 (or Mine Health and Safety Act 27 of 1996)
 - Compensation for Occupational Injuries and Disease Act 130 of 1993
 - Unemployment Insurance Act 30 of 1996
- provide the learner with appropriate training in the work environment to achieve the relevant outcomes required by the learnership
- provide appropriate facilities to train the learner in accordance with the workplace component of learning.
- provide the learner with adequate supervision at work
- release the learner during normal working hours to attend off-the-job education and training required by the learnership
- pay the learner the agreed learning allowance both while the learner is working for the and while the learner is attending approved off-the-job learning.
- conduct on-the-job assessment
- keep up to date records of learning and periodically discuss progress with the learner.
- if the learner was not in the employment of the employer at the time of concluding this agreement, advise the learner of:
 - the terms and conditions of his or her employment, including the learning allowances and
 - workplace policies and procedures.
- apply the same disciplinary grievance and dispute resolution procedures to the learner as to the other employees.

The training provider has the right

- of access to the learner's books, learning material and workplace, if required

The training provider must:

- Provide education and training in terms of the learnership
- Provide the learner support as required by the learnership
- Record, monitor and retain details of training provided to the learner in terms of the learnership
- off-the-job assessment in terms of the learnership, or cause to be conducted

- Provide reports to the employer on the learner's performance

Support to Learnership Learners

The employer has to provide support to the learner during the term of the learnership. The following methods can be used to create a supportive and enabling environment for the learner.

Induction

One of the aims of a learnership is to induct the learner into the work environment. The employer should induct new employees to:

- the goals of the organisation
- policies and procedures
- values
- tasks with outcomes to be achieved and
- the equipment and other resources to be used

Mentorship

It is important to provide support to the learner through mentoring and feedback and keep records of all training interventions. The mentor will act as coach and counsellor and should monitor the learner's progress.

Reporting and Administration

Employers are encouraged to develop an information system (electronically or manually) that will be used for record-keeping. Design and retain an attendance register that must be completed at every training event. Systems must be in place to monitor the learner's progress. These records will be needed to report to the SETA on training that took place.



Activity 7:

- 7.1 Discuss the importance of CCFO's
- 7.2 Define assessment
- 7.3 Define RPL
- 7.4 What is a unit standard?
- 7.5 What is a qualification?
- 7.6 What is a learnership

Section 4 –Implement the NQF

Section Outcomes

1. "Broad" refers to the essential elements of implementing the NQF as opposed to a detailed implementation plan.
2. The plan identifies the key elements that need to be put in place to ensure implementation of the NQF
3. The plan provides motivation for implementation of the NQF in terms of benefits to learners, employers, employees and organisations.
4. The plan provides a credible framework for further analysis and the development of detailed action plans, policies and procedures.
5. The plan reveals insight into the rationale, objectives, principles, aims, mechanisms and structures of the NQF.
6. The plan takes account of the vision, mission, values and strategic objectives of the organisation.

Key Elements of Implementing the NQF

The practice in outlining and developing the integrated approach to outcomes-based education and training in South Africa has been to reserve standards for the units and qualifications registered on the NQF and quality assurance for learning and assessment provision.

The two key elements, 'standards' and 'quality' and the NQF standards setting and quality assurance processes, are built on the following basic tenets:

- Knowledge, relevant for the current world, is created through partnerships amongst various groupings in society, from academics and researchers to business, from workers to professional experts, from government to community organisations, from learners to professors. In other words, knowledge creation is no longer the preserve of narrowly defined groups of 'experts'; and
- The national system of education and training must balance the need for quality education for all citizens with the need for flexibility to cater for the wide-ranging circumstances that face learners and the wide-ranging options for delivering what constitutes relevant credits and qualifications.

In other words, it must balance society's needs with the needs of the individual.

The following table outlines the principles that underpin the objectives of the NQF with a brief reminder of what the majority of South African learners have experienced to date. Brief explanations of each principle are also included and these explanations point to expectations regarding what is educationally sound in the South African context.

Principle	Definition	Majority Experience
Integration	form part of a system of human resources development which provides for the establishment of a unifying approach to education and training	separation by race, sex, age; by mental and manual, theory and practice, academic and technical and vocational
Relevance	be and remain responsive to national development needs	little match between what is taught in schools and what is required for the world of work

Credibility	have national and international value and acceptance	only some certificates and qualifications are accepted and recognised at international and even national levels
Coherence	work within a consistent framework of principles and certification	little or no means to establish equivalency across programmes and providers
Flexibility	allow for multiple pathways to the same learning ends	no mechanisms for assessing and recognizing non-formal provision or prior learning through lifeand work experience
Standards	be expressed in terms of a nationally agreed framework and internationally acceptable outcomes	varied differences in standards across different institutions, sectors, enterprises, provinces, and the fragmented national government departments
Access	provide ease of entry to appropriate levels of education and training for all prospective learners in a manner which facilitates progression	entry principally by certificate based on years of study and generally restricted by race, sex and age
Articulation	provide for learners, on successful completion of accredited prerequisites, to move between components of the delivery system	entry requirements set at provider level with large differences between providers. Change of learning interest generally meant starting again.
Progression	ensure that the framework of qualifications permits individuals to move through the levels of national qualifications via different appropriate combinations of	rather than stepping through a clearly sequence defined series of outcome requirements for higher levels on a learning pathway, learners were required to

	the components of the delivery system	attain credits and qualifications in ways specified at the particular provider
Portability	enable learners to transfer their credits or qualifications from one learning institution and/or employer to another	training generally sector, enterprise or even employer specific, locking learners in because there was no common recognition system
Recognition of Prior Learning . . . (RPL)	through assessment, give credit to learning which has already been acquired in different ways e.g. through life experience	front-end education delivery system whereby learning is regarded to stop at a particular point in life thereby excluding the possibility of learning in contexts other than the formal system
Guidance of Learners	provide for the counselling of learners by specially trained individuals who meet nationally recognized standards for educators and trainers	guidance and counselling viewed as specialist services and separate from the learning system itself. Services were only available to a minority of learners and at particular points in career development.

In sum, it is these objectives, and the principles embedded in them, that constitute the quality indicators for the national outcomes and requirements of the NQF.

Every standard and qualification registered on the NQF will, in the final analysis, have been evaluated against these objectives and principles to ensure that they meet the criteria for an integrated lifelong learning system. In the same way, the basis on which learning and learning assessments are provided will also be evaluated according to these objectives and principles. In short, it is the implementation of these that provides for national and international confidence in the standards and qualifications, registered, provided and achieved.

Motivation for the implementation of the NQF

NQF standards is held in a statement of outcomes and accompanying assessment criteria. It is against the standard that assessment is planned, designed and administered.

The notion of the education and training that takes place through organisations pertaining to the NQF would mean that employees would study towards a registered, recognized, quality approved and regulated qualification.

This in itself would be a motivation for employees to add quality to life and take responsibilities seriously.

Employees that feel competent in what they do would have a positive attitude towards tasks they have to complete in their functional area. Employees will feel valued and appreciated due to the fact that organisations are willing to invest in their future and not just building towards organizational goals.

It is important that employees feel valued and have a positive attitude towards their work as that would become the result in better output in performance.

Making use of quality driven courses and qualifications that is aligned to the NQF would in fact be a confirmation that the outcomes and standards of courses are quality assured and results in performance based education are achieved.

Credible Framework

The establishment of the National Qualifications Framework through its implementing agency, the South African Qualifications Authority, represents a unique opportunity for implementing a total quality approach to education and training in South Africa that is in keeping with the objectives and principles of an integrated lifelong learning system which enjoys national and international recognition and credibility.

Vision, Mission, Values and Strategic Objectives

An organisation's success and personal success of employees depend on how well defined and lived by each of these important concepts. In fact:

Vision Statement

A vision is a statement about what an organisation wants to become. It should resonate with all members of the organisation and help them feel proud, excited, and part of something much bigger than themselves. A vision should stretch the organization's capabilities and image of itself. It gives shape and direction to the organization's future.

Visions range in length from a couple of words to several pages. It is recommended that shorter vision statements are used, because people will tend to remember their shorter organisational vision easier.

Mission Statement

Mission or Purpose is a precise description of what an organisation does. It should describe the business the organisation is in. It is a definition of "why" the organization exists currently. Each member of an organisation should be able to verbally express this mission.

Additionally, each person needs a mission for his or her life. The alignment of your life mission with your organisation's mission is one of the key factors in whether you are happy with your work and workplace. If they are incongruent, you are likely dissatisfied with your work choice.

Values Statement

Values are traits or qualities that are considered worthwhile; they represent an individual's highest priorities and deeply held driving forces. (Values are also known as core values and as governing values; they all refer to the same sentiment.)

Value statements are grounded in values and define how people want to behave with each other in the organization. They are statements about how the organisation will value customers, suppliers, and the internal community. Value statements describe actions which are the living enactment of the fundamental values held by most individuals within the organization.

The values of each of the individuals in your workplace, along with their experience, upbringing, and so on, meld together to form your corporate culture. The values of your senior leaders are especially important in the development of your culture. These leaders have a lot of power in an organization to set the course and environment and they have selected the staff for your workplace.

If you think about your own life, your values form the cornerstones for all you do and accomplish. They define where you spend your time, if you are truly living your values. You make choices in your life according to your most important four – ten values. Why not take the time to identify what is most important to you and to your organisation.

Why Identify and Establish Values?

Effective organisations identify and develop a clear, concise and shared meaning of values/beliefs, priorities, and direction so that everyone understands and can contribute. Once defined, values impact every aspect of your organization. You must support and nurture this impact or identifying values will have been a wasted exercise. People will feel fooled and misled unless they see the impact of the exercise within your organisation. If you want the values you identify to have an impact, the following must occur.

- People demonstrate and model their values in action in their personal work behaviors, decision making, contribution, and interpersonal interaction.
- Organisational values help each person establish priorities in their daily work life.
- Values guide every decision that is made once the organisation has cooperatively created the values and the value statements.
- Rewards and recognition within the organisation are structured to recognise those people whose work embodies the values the organisation embraced.
- Organisational goals are grounded in the identified values. Adoption of the values and the behaviors that result is recognised in regular performance feedback.
- People hire and promote individuals whose outlook and actions are congruent with the values.
- Only the active participation of all members of the organisation will ensure a truly organisation-wide, value-based, shared culture.



Activity 8:

8.1 Briefly discuss how you would implement the NQF within a organisation.

Acronyms and Abbreviations

NQF	The National Qualifications Framework
ACE	ACE Advanced Certificate in Education
CHE	Council for Higher Education
CTS	Conformance to Specifications
DoE	Department of Education
DoL	DoL Department of Labour
ETD	Education, Training and Development
ETQA	Education and Training Quality Assurance body
FET	Further Education and Training
HEQC	Higher Education Quality Committee
HI-EDQC	HI-EDQC (proposed) Higher Education and Training Qualifications and Quality Assurance Council
HRDS	HRDS Human Resource Development Strategy
HSRC	HSRC Human Sciences Research Council
ISO	International Standards Organisation
MoU	MoU Memorandum of Understanding
NAP	NAP (draft) A New Academic Policy for Programmes and Qualifications in Higher Education
NLRD	NLRD National Learners' Records Database
NQF	National Qualifications Framework
NSA	National Skills Authority
NSB	NSB National Standards Body
NSDS	NSDS National Skills Development Strategy
NSP	NSP National Skills Plan
OBE	Outcomes-based Education
QC	QC Qualifications and Quality Assurance Council
QMS	Quality Management Systems
RPL	RPL Recognition of Prior Learning
SAQA	South African Qualifications Authority
SDF	SDF Skills Development Facilitator
SETA	SETA Sector Education and Training Authority
SGB	Standards Generating Body
SMME	SMME Small-, Medium- and Micro Enterprise
SO	Specific outcome
SSP	SSP Sector Skills Plan

TOP	TOP (proposed) Trade, Occupational and Professional Qualifications and Quality Assurance Council
TQM	Total Quality Management
TUP	TUP Training of Unemployed Persons
US	Unit standard
WSIP	WSIP Workplace Skills Implementation Plan
WSP	WSP Workplace Skills Plan

Annexures

Annexure A: Example of Unit Standards and Qualifications

UNIT STANDARD	US NO	LEVEL	CREDITS
FUNDAMENTALS: (Minimum 24 credits)			
Plan & Conduct Elementary Field Research Able to develop a focused research question, select technique, choose instrument, conduct, write up and report on research under guidance	9940	4	8
Analyse and Understand Social Issues Able to choose a sociological issue and relate it to the workplace, analyse and explain impact on individuals and groups at workplace	XX113	4	4
Contribute to information distribution regarding HIV/Aids in the workplace Able to describe attitudes and identifying factors influencing these attitudes towards HIV and AIDS in the workplace; plan, prepare and offer information session in the workplace and evaluate it	XX124	4	4
Interact Orally and in Writing in the Workplace Able to produce and respond to straightforward oral and written communication in the workplace	XX115	4	10
CORE: (Minimum 86 credits)			
Facilitation: Facilitate learning using a variety of methodologies Able to prepare learners and environment for learning, create strategies for dialogue, link knowledge to skills, state outcomes, monitor learner progress, manage learning event, consolidate learning, evaluate learning and operate a administration system	9957	5	18
Assessment: Plan and Conduct Assessment of Learning Able to plan and prepare for assessment, prepare candidates, conduct assessment, document evidence, evaluate evidence and make judgements, provide feedback and review assessments	ASSM T 01	5	15
Evaluation: Evaluate Learning Programmes Able to design evaluation strategies, implement strategies, compare evaluation results, recommend improvements and reflect on effectiveness of evaluations	9938	5	12
SDF: Develop Workplace Skills Plan Able to gather skills development trends impacting on enterprise, review information, gather information on objective and skills needs of enterprise, influence key stakeholder in SD planning of enterprise, use audit system to identify needs, contextualise and consolidate WSP to meet business plan objectives and adhere to SETA requirements	9946	5	20
Research: Engage in Occupational Development Able to integrate advancing ETD competence with understanding of up-to-date analysis of occupation – analyse recent changes, identify implications and incorporate findings into ETD practice	9944	5	10
Guidance and Counselling: Guide and Support Learners Able to identify learner's needs and anxieties, give advice, support and refer to			

appropriate counselling or career information agencies, keep records and evaluate own performance.	9932	5	12
ELECTIVES: (Minimum 20 credits)			
Guidance and Counselling: Guide and Counsel learners Able to identify learners' needs and problems, establish a relationship between oneself and the learner, provide guidance and counselling, refer issues to relevant specialist, evaluate relationship and progress and keep records of interactions with learners	9933	6	12
Design: Develop Training Materials Able to identify needs for materials, develop outcomes to be achieved, design frameworks, select resources, develop draft and final materials and arrange final production	9954	5	12
Management: Manage a Learnership/Learning Programme Able to design and develop a management system, co-ordinate management system with learnerships and skills programmes and develop plans for improvement.	9935	5	12
Assessment: Moderate Assessment Able to gather assessment documents, select moderation method, moderate assessment practice, draw conclusions, recommend improvement to assessment process, provide support for RPL Assessors and give feedback on quality assurance system	115759	6	10
<p>In the <i>elective</i> component of the qualification, a learner must choose one of four possible permutations. These are: training, design, management and assessment.</p> <p>If a learner chooses the training permutation, they must elect to do the guidance and counselling standard at level 5 (12 credits).</p> <p>If a learner chooses the management permutation, they must elect to do the management standard at level 5 (12 credits).</p> <p>If a learner chooses the design permutation, they must elect to do the learning materials design standards at level 5 (12 credits).</p> <p>If a learner chooses the assessment permutation, they must elect to do the moderation unit standard at level 6 (12 credits).</p> <p>In addition, a learner choosing any possible permutation must in addition attain a minimum of 8 credits by achieving any of the Occupation- Directed ETD Level 6 standards.</p> <p>The elective component of the qualification must therefore total a minimum of 20 credits.</p>			

ETDP NQF LEVEL 5 CERTIFICATE: MANAGING EDUCATION AND TRAINING

CERTIFICATE IN MANAGING E & T		
	level	credit
FUNDAMENTAL		[24]
Equity Issues In SA	5	4
Language & Communication	5	8
Mathematical Literacy	5	8
Information Technology	5	4
CORE		[90]
Engage In Occupational Development	5	10
Develop Workplace Skills Plan (S)	5	20
Compile Report On Workplace Skills Plan (S)	5	20
Implement Workplace Skills Plan (S)	5	20
Design A Quality Assurance System	5	20
ELECTIVE (Any Listed Elective Credits)		[10]
Manage A Learnership/ Learning Programme	5	12
Manage A Learning System	6	12
Manage A Quality Assurance System	6	10
Evaluate Learning Systems	6	18
Design, Conduct And Co-Ordinate Research	6	10
TOTAL CREDITS		124+

References

Web Resources

<http://www.info.gov.za/view/DownloadFileAction?id=149083>

http://www.cipro.gov.za/info_library/sic_codes.asp

<http://siccode.com/en/siccode/list/lookup>

<http://siccode.com/en/pages/what-is-a-sic-code>

www.fasset.org.za

www.nopf.co.za

www.polity.org.za

www.rainbowsa.co.za

www.saqqa.org.za

www.skillsportal.co.za

Book Resources

1. Cathsseta Skills Development Facilitator Handbook 2013

2. Fasset Skills Development Facilitation Handbook 2013

Paper Resources

Government Notice R. 990 in Government Gazette No. 35940 of 3 December 2012