

PREPARING FOR THE QUALITY COUNCIL FOR TRADES AND OCCUPATIONS



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INSETA QCTO Project

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STRUCTURE OF THE PRESENTATION

- Proposed approach to quality assurance – an overview
- Proposed quality assurance relating to development
- Proposed quality assurance relating to provision
- Proposed quality assurance relating to assessment



- ▶ Change in emphasis from quality control (compliance) to actual quality assurance
 - The development of systems and processes to ensure predictable outcomes
 - Monitoring whether the systems and processes are effectively implemented
- ▶ Use of quality partners to ensure:
 - broader consultation in design and development phase
 - assessment design and development ensuring credible learner achievements

DIFFERENT LEVELS OF QUALITY ASSURANCE



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- ▶ **Quality assurance** = high level frameworks and processes to ensure the quality of outputs and outcomes – including impact research;
- ▶ **Quality control** = application of mechanisms to support quality assurance;
- ▶ **Quality monitoring** = monitoring and evaluation of learning programme implementation
 - **what** support is required? **who** will provide it?
 - quality partners for specified occupations
 - professional bodies? SETAs?

POSSIBLE KEY AREAS OF QUALITY ASSURANCE



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- ▶ Quality assurance relating to development
 - Qualification design quality partners
 - Registered qualification design facilitators
- ▶ Quality assurance relating to provision
 - Accreditation of providers – smatter
 - Approval of workplaces – emphasis
- ▶ Quality assurance relating to external assessment
 - Assessment quality partners
 - Secure certification processes





- ▶ This requires credibility of design processes and products
 - Discussions say that products should be ‘fit for purpose’ and should be included in:
 - Occupational qualifications
 - Occupational curricula
 - Qualification assessment specifications
 - Discussion relating to processes indicate that they are managed by:
 - Registered Qualification development facilitators
 - Qualifications design quality partners (including consultation)
 - Processes are practice-driven
 - Establishment of teams of experts



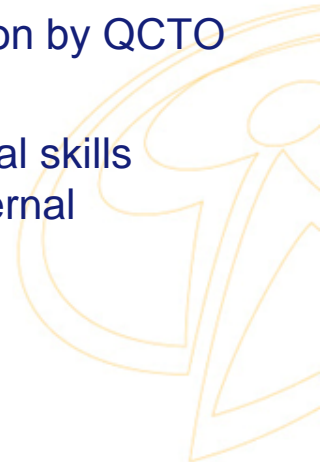
QUALITY ASSURANCE RELATED TO PROVISION: REFLECTS DIFFERENT FORMS OF LEARNING



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- ▶ It is proposed that accreditation of skills development providers should be against curriculum components developed to reflect the different forms of learning:
- ▶ Different provisioning taken into consideration from:
 - Accreditation of ‘education institutions’ - Umalusi and CHE
 - Accreditation of ‘skills development providers’ - QCTO
 - Approval of workplaces to offer work experience – SETAs

- Accreditation of skills development providers: requirements would include the standard and usual fit for purpose requirements
 - Standard quality assurance requirements (always applicable) to be finalised by QCTO Council by March 2011 but would include typical resource requirements such as
 - A tax clearance certificate
 - A registered entity
 - Other 'Fit for purpose' requirements are proposed and are under discussion by QCTO Council
 - based on curriculum component type (knowledge standards / practical skills standards) to accommodate different approaches to delivery and internal assessment



QUALITY ASSURANCE RELATING TO PROVISION: 'LIGHT TOUCH' APPROACH



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General consensus from lessons learnt that any revised quality assurance mechanism must be 'light touch' and that Skills development providers under take for example: a self-evaluation against 'fit for purpose' requirements covering:

- Physical resources
- Human resources
- Learning strategies, materials,
- Teachers and trainers
- Assessment and moderation plan and instruments
- Health and safety regulations
- Managerial and administrative support
- ▶ Self-evaluation sufficient for established providers with track record
- ▶ Compliance (to be determined by QCTO Council) audits for emerging providers and identified critical learning environments
- ▶ Site visits for workplaces



- ▶ Ensuring learner achievements reflect genuine occupational competence: requires credibility of assessment processes
 - Overall assessment strategy proposes that there be the
 - Appointment of assessment quality partner/s
 - Internal assessment requirements:
 - Reflected in different curriculum components
 - Statement of results to be issued by accredited providers
 - Log books (work record books) to be provided for approved workplaces
 - Focus on 'external' assessment:
 - Reflected in qualification assessment specifications
 - Conducted by assessment quality partners



MODELS FOR OVERALL ASSESSMENT STRATEGY FOR AN OQF QUALIFICATION

- ▶ An Assessment Quality Partner will EITHER:
- manage and monitor assessments conducted at decentralised accredited assessment centres
OR
 - design and manage electronically downloaded examinations written at registered assessment sites
OR
 - verify a sample of externally designed internally conducted assessments conducted at registered workplace assessment sites
OR
 - deploy external registered constituent assessors to conduct selected externally designed assessments at registered workplace assessment sites

SUGGESTED FUNCTIONS OF ASSESSMENT QUALITY PARTNERS

- ▶ Accreditation of assessment centres or register assessment sites
- ▶ Registration of assessors for external assessment
- ▶ Facilitation of the development and maintenance of banks of assessment tasks of validated assessment tasks/items or instruments to be used to construct unique tests for assessments at assessment sites
- ▶ Validation of assessments
- ▶ Cross-moderation of external assessments conducted at different sites and across sectors etc (only samples)
- ▶ Verification visits to assessment sites to verify assessments (only a %)
- ▶ Adjudication as follow up to appeals or complaints or the investigation of 'red flag' issues
- ▶ Promoting continuous professional development for registered constituent assessors and moderators
- ▶ Collection of data and analysis of assessments
- ▶ Reporting to the QC

WHICH BODIES COULD BECOME NATIONAL ASSESSMENT QUALITY PARTNERS ?



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- ▶ Depending on their current functions and areas of expertise, any of the following existing bodies might be appointed as Assessment Quality Partners for specific occupations or groups of related occupations:
 - Moderating bodies
 - Examining bodies
 - Professional bodies
 - SETAs
 - Occupational associations
 - Legislated Boards



- ▶ Establishing design and assessment as the two pillars of QA
- ▶ Recognising the need to form quality partnerships with credible role players to improve the quality of occupational learning
- ▶ Recognising the need to complement formal educational provision and to work with other QCs
- ▶ Using research and data analysis to pinpoint problems
- ▶ Establishing national standards for the external assessment of occupational competence
- ▶ Simplifying accreditation and approval processes
- ▶ Streamlining the SETA ETQAs into one QC
- ▶ Refocusing SETAs on monitoring and evaluation of learning programme (defined in the Act: covers learnership, apprenticeship, Internship or Skills Programme) implementation and learner progress



- Focus on structured work experience for learners
- Engage employers in your sector about quality delivery and assessments
- Research and identify skills needs accurately
- Identify and interact with key role players and stakeholders
- Support qualification and assessment development
- Support employers and learners
- Conduct impact assessment at key points in OLS cycle





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**THANK
YOU**

END SESSION
Questions and answers