

PREPARING FOR THE QUALITY COUNCIL FOR TRADES AND OCCUPATIONS



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AND TRAINING AUTHORITY



DMA (PTY) Ltd www.dmachard.com
INSETA QCTO Project

Working together for a skilled tomorrow



STRUCTURE OF THE PRESENTATION

- Structure and fit of occupational qualifications
- Curriculum
- Curriculum development principles
- Implications for SETAs



- The National Occupational Award certifies the achievement of an occupation title.
- The NOA designator will be the occupational title (and/or the specialisation or context in which the qualification was obtained), e.g.:
 - National Occupational Award: Ship's Master Level 6
 - Specialisation: Harbour Pilot
 - National Occupational Award: Metal Fabricator Level 3
 - Specialisation: Pilot Boilermaker
 - Context: Mining and Extraction
- Credit values determined by
 - range, content, duration, inclusive of work experience,
 - complexity of the learning processes
- Exit outcomes of the occupational qualifications must address
 - all aspects of the occupational descriptor in the OFO



- The National Skills Certificate certifies
 - a distinct but occupationally relevant skills set
- Designator describes
 - Occupational skills in form of
 1. a competence linked to the specialisation or context in which the skill set has been acquired (if required), e.g.
 - National Skills Certificate: Manage Loan Portfolios Level 4
 - NSC: Designing machined products using CAD/CAM software Level 5
 2. Specialised occupational role - which is the outcome of the learning and assessment process, e.g.:
 - NSC: Safety Representative
 - Context: Chemical Level 3
 - NSC: Six Sigma Black Belt Level 6
 - Must
 - include the three learning components
 - consist of at least 20 credits



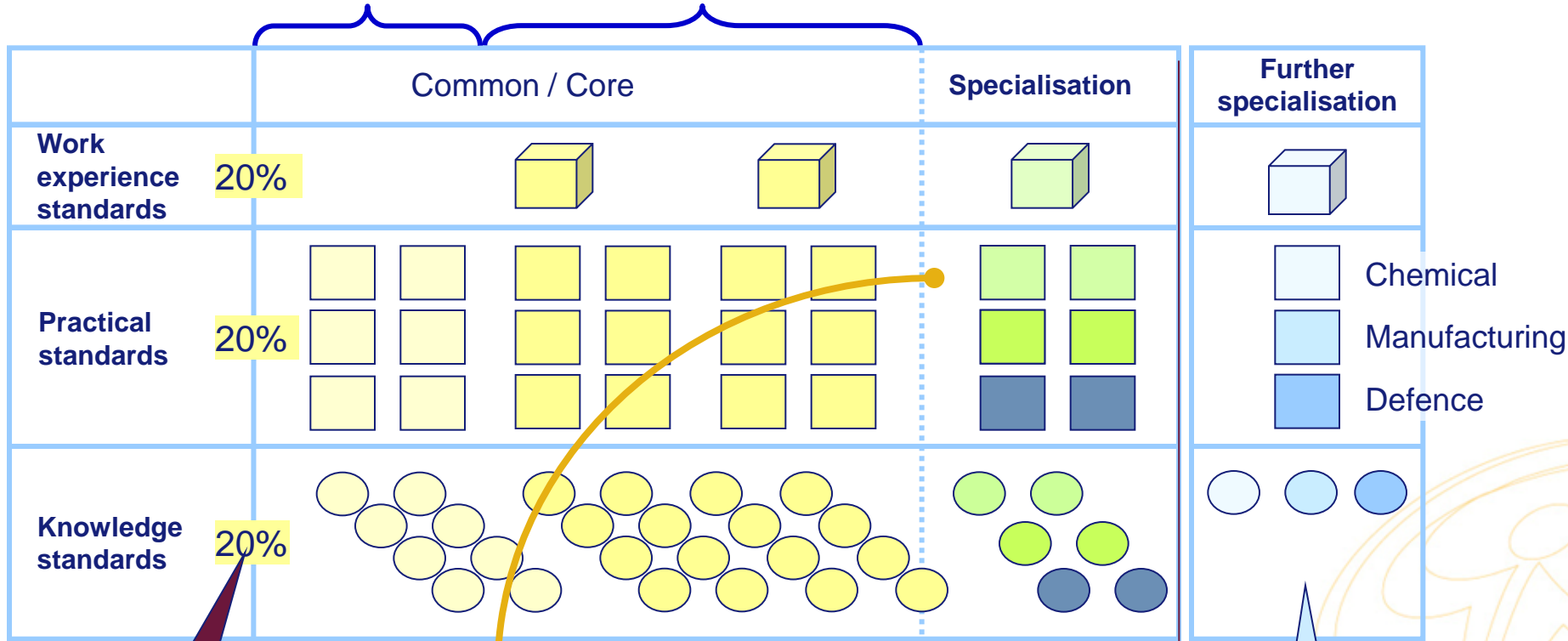
PROPOSED QUALIFICATIONS STRUCTURE: GENERAL FITTER



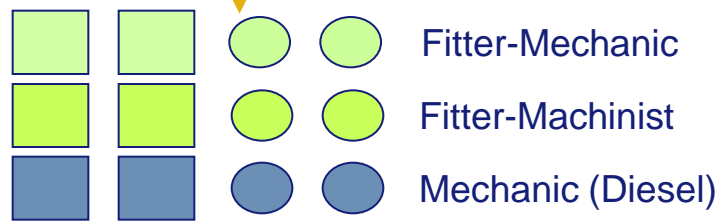
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All: Metal Fitters and
Machinists (3232)

General Fitter
(323201)



Rules of combination



Context =
Additional Skills
Certificate

THE PURPOSE OF THE PROPOSED CURRICULUM IN THE OQF



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It is proposed that:

- To simplify and strengthen the development and implementation of the qualifications
- To specify the inputs required in relation to the occupational profile
- To be used as the basis for accreditation of providers
- To provide guidance to the various role players on:
 - ✓ Access requirements
 - ✓ Linkages to other related occupations
 - ✓ Articulation with other learning pathways such as vocational qualifications obtained in education institutions
 - ✓ Content (scope and depth)
 - ✓ Learning activities
 - ✓ Development of learning materials and lesson plans
 - ✓ Internal Assessment requirements
 - ✓ Exemptions based on other educational and vocational qualifications

To allow for some flexibility

- ✓ leaves space for contextualisation and specialisation
- ✓ provides opportunities for provider initiative and development of best practice



PROPOSED APPROACH TO CURRICULUM DEVELOPMENT



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- The development need must be formalised through submission of application
 - To ensure no overlaps or duplications
- Structured development process using:
 - registered qualification design facilitator
 - NOPF & OFO – Starting point
 - OFO occupational descriptors & OFO Unit group tasks
 - OQF Level descriptors
 - Process questions, templates and electronic capturing system



Steps for research & scoping the Qualification

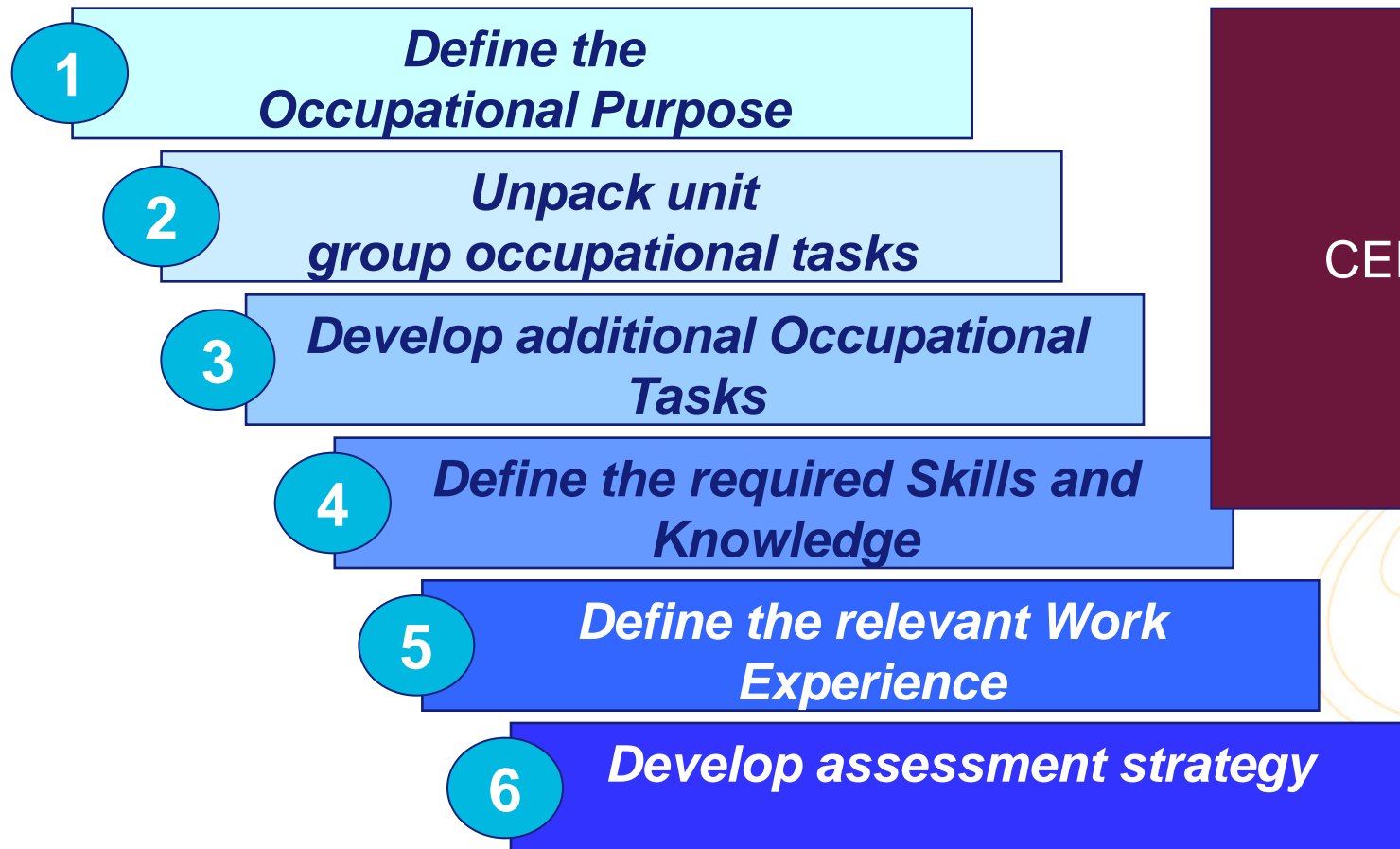
1 ***Formalise development need***

2 ***Scope the
qualification /s***

3 ***Scope the
qualification /s***

Industry
Professional
Bodies
Union
Federations

Steps for developing the Occupational Profile



Identifying the development pathway for each

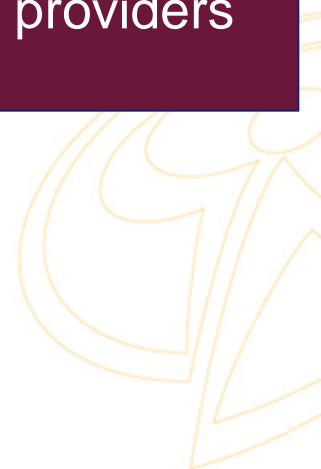
1 *Adjust occupational profile based on industry input*

CEP

2 *Define Developmental Occupational Tasks*

3 *Define Knowledge, Skills and Work Experience for developmental tasks*

Skills development providers



Steps for developing the “Learning Process Design”

1

*Develop Practical Module
Specifications*

2

*Develop Work Experience Module
specifications*

3

*Identify the Knowledge Subjects
and allocate topics*

4

*Develop the Knowledge
Specifications*

Skills
development
providers
+
other
education
providers



Steps for developing the Qualification Assessment Specification

Confirm the assessment strategy;

Develop draft sample external assessment, if required

Confirm that the draft external assessments are credible;

Define evidence requirements in terms of currency and authenticity;

Clarify RPL arrangements;

Define requirements for the design, management and verification of assessment processes;

Review the steps to ensure problems which have emerged are addressed.

Assessment
specialists
assessors



www.skillzhub.co.za for more information on
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**THANK
YOU**

END SESSION
Questions and answers