



labour

Department:
Labour
REPUBLIC OF SOUTH AFRICA

QCTO Quality Assurance Framework

Supported by **gtz**

Purposes of Occupational Qualifications Quality Assurance Framework

- ▶ To ensure that occupational training addresses skills needs of the labour market
- ▶ To ensure that the learning experience offered is structured, appropriate and purposeful
- ▶ To ensure that the achievement of occupational qualifications reflects occupational competence

**These 3 purposes are reflected in 3 key
Quality Assurance processes**

Principles to guide quality assurance processes

- ▶ Use data analysis to pinpoint problems
- ▶ Use existing expertise and structures
- ▶ Prioritise QA requirements and focus on key processes
- ▶ Keep processes as simple as possible
- ▶ Provide enough flexibility to ensure fitness for purpose
- ▶ Provide sufficient standardisation to achieve credibility
- ▶ Provide for efficiency, effectiveness, economy

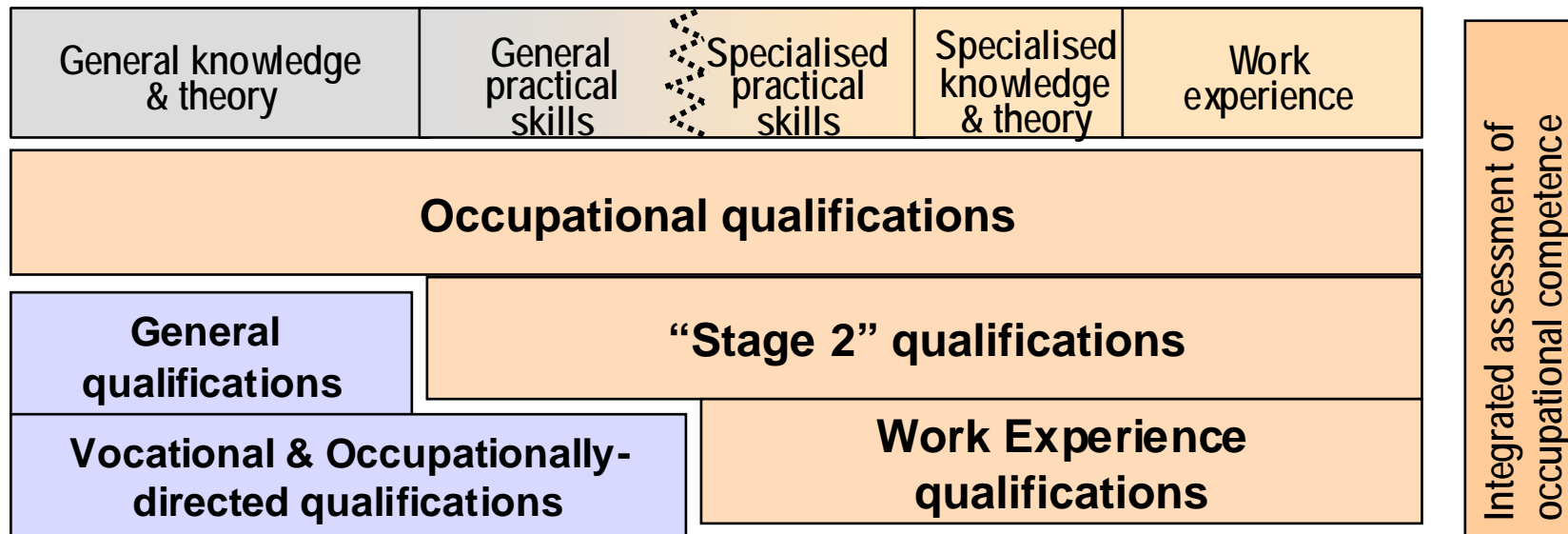
Ensure occupational training addresses skills needs of the labour market

- ▶ This is the highest level overall purpose of the QCTO Quality Assurance Framework
- ▶ To achieve this involves **research processes**
 - Design appropriate performance indicators reflecting purposes
 - Collect and analyse the relevant data
 - Use data analysis to pinpoint problems
 - Use as the basis for monitoring, evaluation and review of activities

Ensure learning experience is structured, appropriate and purposeful

- ▶ This requires credibility of **design processes**
 - The design process is expert- and practice-driven
 - Qualifications and curricula are fit-for-purpose
 - The curriculum specifies the learning inputs required for achievement of the occupational competence named in the qualification
 - The qualification specifies the outcomes required
 - The design allows for articulation between providers from different parts of the system

Articulation between different providers from different parts of the system



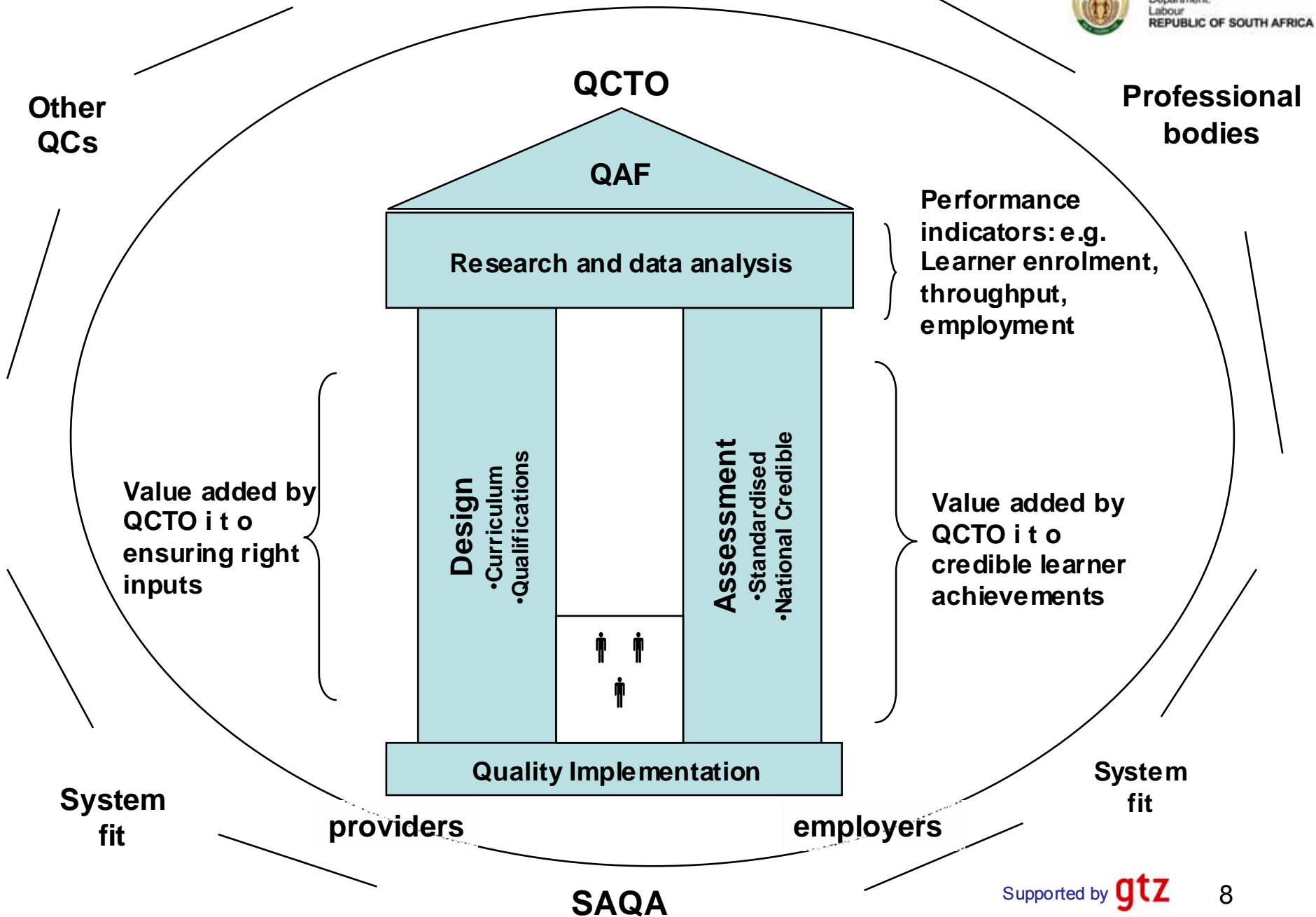
Other QCs

QCTO & professional bodies

Ensure learner achievements reflect genuine occupational competence

- ▶ This requires credibility of **assessment processes**
 - The qualification specifies the learning outcomes required to achieve occupational competence
 - Assessment is standardised nationally
 - The focus is on externally conducted integrated assessment(s) of occupational competence
 - This is conducted by agencies accredited and monitored by the QCTO
 - The processes are economic, efficient, effective

Labour Market



Purpose of quality control over implementation

- ▶ To check that programmes are implemented in accordance with:
 - the curriculum requirements
 - the assessment requirements
- ▶ To ensure that the public is informed about:
 - which programmes and delivery resources have received QCTO approval
 - the location of QCTO approved centres offering integrated assessments of occupational competence

Quality control mechanisms

▶ Learning and Assessment

- **Approval** of programmes and delivery resources against curriculum specifications including assessment guidelines
- **Approval** of workplaces as learning sites against curriculum specifications
- **Compliance audits** where required

▶ Public information

- Providers of curriculum components offered through approved programmes will be listed by the QCTO
- Where programmes do not meet requirements they will not be listed/they will be removed from the list

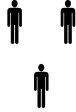
Other
QCs

Professional
bodies

QCTO QAF

Research and data analysis

Design
•Curriculum
•Qualifications



Assessment
•Standardised
•National Credible

Quality Implementation

Quality Control Mechanisms

approval

compliance
audit

Systems
fit

Systems
fit

SAQA

Quality control criteria

- ▶ Criteria are derived from the curriculum. They vary according to:
 - Occupation; and
 - Curriculum component

- ▶ These include fit-for-purpose specifications relating to:
 - Physical resources
 - Human resources
 - Learning strategies, materials and/or support
 - Assessment and moderation plan and instruments
 - Health and safety regulations
 - Managerial and administrative support

'Light touch' quality control

- ▶ Approach
 - Self-evaluation for established providers with track record
 - Compliance audits for emerging providers
 - Site visits for workplaces

- ▶ Encourage a culture of self-regulation
 - Self-evaluation in terms of the curriculum requirements
 - Improvement plans in terms of Best Practice Guides

- ▶ Rely on the design (inputs) and assessment (outputs) as the key quality assurance processes and focus on these.

Major shifts

- ▶ Establishing design and assessment as the two pillars of QA
- ▶ Moving away from reliance on accreditation
- ▶ Using data analysis to pinpoint problems
- ▶ Standardising assessment requirements and practice
- ▶ Simplifying approval processes and foregrounding self-regulation
- ▶ Streamlining the SETA ETQAs into one QCTO
- ▶ Recognising the need to complement formal educational provision and to work with other QCs
- ▶ Recognising the need to work with professional bodies to improve the quality and relevance of training