**THE STATUTORY LEARNING AND DEVELOPMENT ENVIRONMENT**

**MODULE #: 242401001-KM-01**

**NQF LEVEL: 5**

**CREDITS: 8**

**NOTIONAL HOURS: 80**

CICINHO

LEARNER MANUAL

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*This manual was compiled by SM Support on behalf of the training provider.*

HOW TO USE THIS GUIDE

This workbook belongs to you. It is designed to serve as a guide for the duration of your training programme. It contains readings, activities, and application aids that will assist you in developing the knowledge and skills stipulated in the specific outcomes and assessment criteria. Follow along in the guide as the facilitator takes you through the material, and feel free to make notes and diagrams that will help you to clarify or retain information. Jot down things that work well or ideas that come from the group. Also, note any points you would like to explore further. Participate actively in the skill practice activities, as they will give you an opportunity to gain insights from other people’s experiences and to practice the skills. Do not forget to share your own experiences so that others can learn from you too.

ICONS

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PROGRAMME OVERVIEW

PURPOSE

The main focus of the learning in this knowledge module is to build an understanding of the statutory environment that regulates the South African training and development environment.

**LEARNING ASSUMPTIONS**

The learning will enable learners to demonstrate an understanding of:

* KM-01-KT01: The statutory framework that governs the South African Qualification Authority (20%)
* KM-01-KT02: The statutory and regulatory framework that governs the occupational skills development environment (30%)
* KM-01-KT03: The statutory and regulatory framework that governs skills development funding (25%)
* KM-01-KT04: National occupational skills development structures, policies and priorities (25%)

HOW YOU WILL LEARN

The programme methodology includes facilitator presentations, readings, individual activities, group discussions, and skill application exercises.

HOW YOU WILL BE ASSESSED

This programme has been aligned to registered unit standards. You will be assessed against the outcomes of the unit standards by completing a knowledge assignment that covers the essential embedded knowledge stipulated in the unit standards. When you are assessed as competent against the unit standards, you will receive a certificate of competence and be awarded 8 credits towards a National Qualification.

PROVIDER ACCREDITATION REQUIREMENTS FOR THE KNOWLEDGE MODULE

1. **Physical Requirements:**

* Learning and development resources aligned to the scope and content of the module
* Learner assessment resources (database, tools, records)

1. **Human Resource Requirements:**

* Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications
* Access to assessment expertise in terms of subject matter related prior learning, experience and credibility

1. **Legal Requirements**

* Access to facilities that comply with occupational health and safety standards where contact learning or assessment sessions are delivered

1. **Exemptions**

* No exemptions are currently recognised for any of the listed knowledge modules. An RPL approach is recommended for all listed knowledge modules.

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| KM-01-KT01: THE STATUTORY FRAMEWORK THAT GOVERNS THE SOUTH AFRICAN QUALIFICATION AUTHORITY |

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On completion of this section you will understand the statutory framework that governs the South African Qualification Authority

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1. **KT0101** Historic developments
2. **KT0102** Overview of the legislative framework
3. **KT0103** SAQA roles and responsibilities
4. **KT0104** Key SAQA policies
5. **KT0105** Lifelong learning and workplace integrated learning
6. **KT0106** The National Learner Records Database
7. **KT0107** The NQF and Level descriptors
8. **KT0108** Sub frameworks and quality councils
9. **KT0109** Government structures and departmental roles and functions in skills development
10. **KT0110** SAQA registered qualifications
11. **KT0111** Statutory and non-statutory professional bodies and designations

KT0101 Historic developments

The NQF traces its origins back to the labour movement of the early 1970s. From the early 1970s, black trade union demands for a living wage were repeatedly rejected by employers, on the grounds that workers were unskilled and therefore their demands were unjustified. This in turn led to black workers seeing training as a means to achieving their demands for better wages.

The struggle to persuade employers to accede to worker demands continued into the 1980s and in 1989 the National Union of Metalworkers of South Africa (NUMSA), established a research group comprising workers and union officials, to formulate recommendations on training. On the assumption that skills development would lead to better wages, an integrated proposal was formulated, based on a staged improvement in skills, linked to grading increments.

The proposal stressed the need not only for basic education, without which workers would not be able to access the proposed system, but also for portability and national recognition of training so that workers would not be at the mercy of a single employer. The proposal was formally adopted by the Congress of South African Trade Unions (COSATU) in July 1991.

The mid-1970s also witnessed a demand for change in education, spearheaded by the non-governmental education sector. Protest was epitomised in the Soweto student uprising of 1976, which was followed by nation-wide student protest. By the 1980s the entire education system had been discredited and rejected. Non-governmental education sector resistance resulted eventually in the formation of the National Education Policy Initiative (NEPI), which set about developing proposals for the restructuring of the formal education system. Drawing on discussions with a wide range of interested parties within the democratic alliance, the NEPI reports and framework, published in 1992, were premised upon the principles of non-racism, non-sexism, democracy and redress, and the need for a non-racial unitary system of education and training. COSATU was closely involved with the NEPI process - an alliance which continued through the period leading to the democratic elections of 1994.

Despite repeated resistance to worker and student demands for change, the government of the day came increasingly to appreciate the inappropriateness, and ultimately the unsustainability, of its rejection of such demands. The announcement by President de Klerk in 1990 of the government`s intention to dismantle apartheid gave added impetus to, and was symptomatic of, the change of policy towards worker and student demands. The Department of Manpower, through the National Training Board (NTB), embarked as far back as the 1980s upon a number of initiatives, notably the restructuring of the apprenticeship system into a competency-based modular training system run by autonomous industry training boards. However unions viewed the process as flawed, not only because it excluded workers, but also because the proposals emanating from the initiatives were narrowly focused on apprenticeship to the exclusion of basic education, which was seen as a point of access to the skills training. After an extended conflictual relationship, the Department of Manpower and the trade union federations reconvened in 1992 in an attempt to renew the process.

The Department of Education simultaneously initiated its own process of policy discussion, which culminated in the Education Renewal Strategy (ERS). The democratic alliance within the education sector was invited to participate in the process, but declined the invitation on the grounds that the initiative lacked legitimacy. Furthermore the ERS advocated three streams - academic, vocational, and vocationally-oriented - a system the democratic alliance found unpalatable. The education employer sector did, however, participate in the process, advocating a seamless framework similar to that adopted by Scotland and New Zealand.

The 1992 meeting of the Department of Manpower and the trade union federations resulted in the formation of a representative Task Team, which established eight working groups charged with developing a new national training strategy. The working groups had representation from trade unions, employers, the State, providers of education and training, the ANC Education Department, and the democratic alliance. Working Group 2 reached agreement on a new integrated framework. 1994 saw the publication of three documents which laid the foundation for the SAQA Act (RSA, 1995): the ANC Policy Framework for Education and Training (1994); the Discussion Document on a National Training Strategy Initiative (1994); and the CEPD Implementation Plan for Education and Training (1994). White papers on Education and Training (1995) and on Reconstruction and Development (1994) followed, both of which underscored the need for the development and implementation of the NQF.

An Inter-Ministerial Working Group was established to draft the NQF Bill which was passed into law as the South African Qualifications Authority Act (No. 58 of 1995) on 4 October 1995. The appointments to the first Authority were made in May 1996 and the first meeting of the Authority under the chairmanship of Mr. S B A Isaacs, was held in August 1996.

In April 2001 a study team comprising international and local specialists was appointed by the Ministers of Education and Labour to review the implementation of the NQF. The study team`s report was published and drew a vigorous response. The Departments of Education and Labour conferred for a year before publishing a consultative document on the way forward for the NQF. This document too received valuable written comment and was subjected to scrutiny in consultation with stakeholders. Prolonged interdepartmental consultation and engagement with SAQA resulted in ministerial agreement in late 2007.

The Ministers of Education and Labour published a joint policy statement on Enhancing the Efficacy and Efficiency of the National Qualifications Framework. This joint Ministerial Statement brought to an end the review of NQF implementation that had been running since 2001. In it SAQA`s role at the apex of the education and training landscape and the aims of the NQF were re-affirmed. It also presaged legislation that would put in place a new structure for the NQF such that three sub-frameworks would be established under three Quality Councils (General and Further Education and Training, Higher Education and Trades and Occupations). Operationally these three QCs will take responsibility for the development of qualifications and quality assurance. Each of the QCs will, in consultation with SAQA, develop criteria for the registration of their qualifications and qualification types by SAQA. The National Qualifications Framework Act No 67 of 2008 gives legislative effect to the new policy. This Act replaced the South African Qualifications Authority Act.

The new Act aims to strengthen South Africa`s NQF and seeks to ensure the various elements of the education and training system are brought together more effectively. Furthermore, it seeks to streamline implementation of the NQF and to make it more responsive to the country`s needs. The original goals of the NQF, including the concept of an integrated approach to education and training are retained, but organisational structures are to be changed with the view to improve efficiencies and effectiveness within the NQF.

**Why has SA Chosen a National Qualifications Framework?**

In 1994 the international community witnessed the birth of a new democracy and welcomed the new South Africa as the most recent member of its global village. In accepting that honour, this country took on the associated challenges of that position.

Many countries all over the world are looking for better ways of educating their people and organising their education and training systems so that they might gain the edge in an increasingly competitive economic global environment. Furthermore, the world is an ever-changing place, politically, geographically and technologically. Indeed, the rapid technological advances of the twentieth century have placed education systems under extreme pressure as they try to adapt and incorporate these changes in an effort to produce more creative, effective and adaptable people. Success, or even survival, in such a world 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 life-long learning.

When learners know that there are clear learning pathways which provide access to, and mobility and progression within education, training and career paths, they are more inclined to improve their skills and knowledge, as such improvements increase their employment opportunities. The increased skills base of the workforce has a wider implication namely the enhancement of the functional and intellectual capability of the nation, thereby increasing our chances for success in the global community.

Sir Christopher Ball (1996) in describing the kind of learner profile that is suited to the 21st century, spoke about `flexible generalists`. Ball maintained that such people are needed to realise the goal of life-long learning which, with the ever-increasing human longevity, will characterise the successful citizenry of the next millennium. `Flexible generalists` are people equipped with the necessary knowledge, skills and values to adjust readily to multiple career changes and make, through their own personal development, a significant contribution to the life of this country and the world. The shift in thinking is from education for employment - developing the ability to do a specific job - to education for employability - developing the ability to adapt acquired skills to new working environments. The new education and training system must be able to support the notion of an adaptable workforce.

KT0102 Overview of the legislative framework

**The South African National Qualifications Framework**

The National Qualifications Framework Act 67 of 2008 provides for the National Qualifications Framework (NQF). The NQF is a comprehensive system, approved by the Minister of Higher Education and Training, for the classification, registration and publication of articulated and quality-assured national qualifications and part-qualifications.

The South African NQF is a single integrated system comprising three coordinated qualifications Sub-Frameworks for General and further Education and Training, Higher Education and Trades and Occupations.

**Objectives of the NQF**

The objectives of the NQF are to:

* Create a single integrated national framework for learning achievements;
* Facilitate access to, and mobility and progression within, education, training and career paths;
* Enhance the quality of education and training;
* Accelerate the redress of past unfair discrimination in education, training and employment opportunities.

The objectives of the NQF are designed to contribute to the full personal development of each learner and the social and economic development of the nation at large.

**South African Qualifications Authority**

The South African Qualifications Authority (SAQA) was established by Parliament to:

* Advance the objectives of the NQF;
* Oversee the further development and implementation of the NQF;
* Co-ordinate the Sub-Frameworks.

The functions of SAQA, and the ambit of its authority, are set out in Section 13 of the National Qualifications Framework Act 67 of 2008. Any person or body considering taking legal action, and citing SAQA as a respondent thereto, in circumstances where SAQA is not the decision-maker of the impugned decision, is required to have regard to the jurisdiction. SAQA should only be cited if it has a material and sufficient interest in the outcome of the legal action

KT0103 SAQA roles and responsibilities

The South African Qualifications Authority (SAQA) is responsible for establishing and maintaining quality within the higher education and training sector.

SAQA is a legal entity with a board consisting of professionals from the business, labour, education and training sectors. This board is appointed by the Minister of higher education and training. The primary purpose of SAQA is to ensure the implementation of the National Qualifications Framework also known as the NQF.

This is a comprehensive system approved by the Minister for the 'classification, registration, publication and articulation of quality-assured national qualifications.

In this way SAQA ensures that individual qualifications meet the requirements established by the Department of higher education and training and the relevant industry.

This is important for the local and national recognition of skills and knowledge acquired during training.

***The objectives of SAQA are to:***

* advance the objectives of the NQF;
* oversee the further development and implementation of the NQF; and
* Co-ordinate the sub-frameworks.

SAQA must advise the Minister of Higher Education and Training on NQF matters in terms of the NQF Act. SAQA must also perform its functions subject to the NQF Act 67 of 2008 and oversee the implementation of the NQF and ensure the achievement of its objectives.

In terms of the NQF Act no. 67 of 2008, the Quality Councils, must amongst others, do the following in order to achieve the objectives of the NQF:

* perform their functions subject to the NQF Act 67 of 2008 and the law by which the QC is established
* develop and manage their sub-frameworks, and make recommendations thereon to the Minister
* ensure the development of qualifications or part qualifications as are necessary for their sectors, which may include appropriate measures for the assessment of learning achievement
* recommend qualifications or part qualifications to SAQA for registration

***SAQA has the following role with respect to qualifications:***

1. SAQA must develop and implement policy and criteria, after consultation with the QCs for the development, registration and publication of qualifications and part-qualifications, which must include the following requirements:

* The relevant sub-framework must be identified on any document relating to the registration and publication of a qualification or part-qualification;
* Each sub-framework must have a distinct nomenclature for its qualification types which is appropriate to the relevant sub-framework and consistent with international practice.

1. SAQA must register a qualification or part-qualification recommended by a QC if it meets the relevant criteria;
2. SAQA must develop policy and criteria, after consultation with the QCs, for assessment, recognition of prior learning and credit accumulation and transfer.

The Education and Training Quality Assurance (ETQA) regulations were also published in 1998 and provided for the accreditation of Education and Training Quality Assurance bodies. These bodies are responsible for accrediting providers of education and training standards and qualifications registered on the NQF, monitoring provision, evaluating assessment and facilitating moderation across providers, and registering assessors. The ETQA responsibilities of SETAs will remain according to the mentioned SAQA regulations, until such time as the Minister Higher Education and Training publishes new regulations replacing the existing regulations, thereafter the responsibilities will reside with the Quality Council for Trade and Occupations (QCTO).

***SAQA has the following role with respect to professional bodies:***

* must develop and implement policy and criteria for recognising a professional body and registering a professional designation for the purposes of this Act, after consultation with statutory and non-statutory bodies of expert practitioners in occupational fields and with the QCs;
* Recognise a professional body and register its professional designation if the relevant criteria have been met.

KT0104 Key SAQA policies

SAQA’s work is informed and guided by the following policies:

* The White Paper for Post-school Education and Training, 2013; and
* Ministerial Guidelines on Strategy and Priorities for the NQF and other directives received from the Minister: HET.
* The 2014/15 Ministerial Guidelines to Address Priorities for the NQF and other directives received from the Minister: HET mandated SAQA to focus on the following priorities:
  + Finalising the Policies on CAT and on Assessment;
  + Completing the NQF Impact Study and submitting the report to the Minister: HET;
  + Implementing the NQF System of Collaboration;
  + Advising the Minister: HET on how the specific issues and recommendations raised in the White Paper for Post-school Education and Training will be dealt with; and
  + Developing a list of misinformation about qualifications and institutions in SA operating outside of the NQF.

**Policies and Criteria**

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| --- | --- |
| 19 March 2019 | National Policy and Criteria for the implementation of Recognition of Prior Learning |
| 19 March 2019 | Addendum on Recognition of Qualifications of Refugees and Asylum Seekers March 2019 |
| 27 July 2018 | Policy and Criteria for Evaluating Foreign Qualifications within the South African NQF (as amended) March 2017 |
| 18 June 2018 | Foreign Qualifications Evaluation Appeal Policy |
| 18 June 2018 | Foreign Qualifications Evaluation Revocation Policy |
| 29 March 2018 | Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation for the Purposes of the National Qualifications Framework Act, Act 67 of 2008 (as amended, March 2018) |
| 27 March 2017 | National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-Qualifications and Professional Designations in South Africa |
| 05 May 2016 | Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework |
| 07 December 2014 | Policy for Credit Accumulation and Transfer within the National Qualifications Framework |
| 29 November 2012 | Level Descriptors for the South African National Qualifications Framework |

**National Policy and Criteria for the Implementation of Recognition of Prior Learning (Amended in 2019)**

The National Qualifications Framework (NQF) Act 67 of 2008 mandates the South African Qualifications Authority (SAQA) to develop, after consultation with the Quality Councils, National Policy for the Recognition of Prior Learning (RPL). SAQA gazetted its National Policy for the Implementation of RPL in 2014 and has been, and continues to be, engaged with extensive RPL-related initiatives dating as far back as 2002. However, large scale implementation of RPL in South Africa is hampered by a number of barriers relating to the delivery, quality assurance and resourcing of RPL.

To address some of the challenges with RPL implementation, and especially, to establish a National Coordinating Mechanism for RPL, the Minister of Higher Education and Training published in 2016 a national RPL Coordination Policy. As an essential next step, SAQA needed to align its National Policy for the Implementation of RPL, with the RPL Coordination Policy. The purpose of the amended National Policy and Criteria for the Implementation of RPL is to embed further the RPL in the national education and training agenda, and ensure clarity and consistency regarding the contexts, roles and responsibilities of all RPL role-players in the country. As an important mechanism to guide RPL in South Africa, the key intention of the amended Policy and Criteria is to facilitate change in the lives of RPL candidates, including workers and learners of all ages (both employed and unemployed), and other marginalised groups.

**Addendum on the Recognition of Qualifications of Refugees and Asylum Seekers**

1. This Addendum adds to the Policy and Criteria for Evaluating Foreign Qualifications within the South African NQF that was amended and published in the Government Gazette in March 2017 (hereafter referred to as the 2017 Policy and Criteria).
2. In particular, this Addendum gives context to Clause 11 of the 2017 Policy and Criteria which states the following: “Globally the recognition of foreign qualifications is guided by a number of legal instruments often led by the United Nations Educational, Scientific and Cultural Organization (UNESCO). South Africa notes the importance of the Revised Convention on the Recognition of Studies, Certificates, Diplomas and Degrees and Other Academic Qualifications in Higher Education in African States”.
3. The Revised Convention, commonly known as the Addis Convention, makes special provision for the recognition of qualifications of asylum seekers and refugees, and for Parties “to establish appropriate procedures to assess whether refugees and internally displaced persons respectfully fulfil relevant requirements to access higher education through recognition of prior learning and qualifications for employability and integration” (Article III.2, Clause 5).

**Policy and Criteria for Evaluating Foreign Qualifications within the South African NQF (as amended) March 2017**

1. This document outlines the principles and criteria constituting the policy by which the South African Qualifications Authority (SAQA) evaluates foreign qualifications within the context of the South African National Qualifications Framework (NQF).
2. Its purpose is to promote consistency and transparency in the evaluation of foreign qualifications towards recognition and mobility and to make the information publicly available.

**Foreign Qualifications Evaluation Appeal Policy**

The South African Qualifications Authority (SAQA) is mandated by Section 13(1) (m) of the National Qualifications Framework (NQF) Act, 67 of 2008, to “In respect of foreign qualifications, provide an evaluation and advisory service consistent with this Act”.

This mandate aligns with SAQA’s apex responsibility to promote the objectives of the NQF; one of which focuses explicitly on access to, and mobility and progression within, education and training and career paths. It is a strategic imperative of the organisation to support and direct the national and international mobility of lifelong learners, including workers, by facilitating the recognition of their learning achievements.

The evaluation of foreign qualifications by SAQA entails a process that is described in the Definitions section below; which is guided by criteria that are transparent, coherent, and reliable and applied consistently; and which results in a decision whether or not to recognise a qualification.

The SAQA Foreign Qualifications Evaluation Appeal Policy is embedded in the South African common law system; and is guided by Section 33 (Administrative Justice) of the Constitution of the Republic of South Africa, 1996, the Promotion of Administrative Justice Act (PAJA), 3 of 2000 and the Promotion of Access to Information Act (PAIA), 2 of 2000, to ensure that it is procedurally fair and valid.

The Policy further gives effect to the SAQA Policy and Criteria for Evaluating Foreign Qualifications within the South African NQF (as amended), which states that a qualification holder has the right to be informed of the rationale underlying a recognition decision and exercise the right to appeal.

**Foreign Qualifications Evaluation Revocation Policy**

The purpose of this policy is to outline the principles according to which SAQA revokes Certificates that it issued and hence annul decisions made regarding the recognition of a foreign qualification; as well as the rights and obligations of qualification holders in the event of such revocation.

This policy should be understood firstly in the context of the evolution of the function over time; a context which is one of changing philosophies, approaches, criteria and methodologies; as well as, ultimately, new insights. Particularly important is the adoption of the principle, in 2013, that evaluation of foreign qualifications would henceforth include the verification of the status and authenticity of every single qualification submitted to SAQA, whereas prior to this date verification happened on a case by case basis on suspicion of possible fraud. Secondly, the Policy is a manifestation of SAQA’s zero tolerance stance against misrepresentation and is aimed at eliminating instances of fraud.

This policy makes provision for SAQA to revoke Certificates issued. The right to revoke will apply in all cases where new information has come to light which contradicts the information on which evaluation outcomes were based, as expanded on in Section 7 below. Applicants are informed of the right SAQA reserves to revoke Certificates both at the time of their application and when Certificates are issued.

**Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation for the Purposes of the National Qualifications Framework Act, Act 67 of 2008 (as amended, March 2018)**

The Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation for the Purposes of the National Qualifications Framework Act, Act 67 of 2008 (as amended, March 2018) has been developed by the South African Qualifications Authority (SAQA) as part of its mandate to “further develop and implement the NQF”.

Section 13(1) (i) of the National Qualifications Framework (NQF) Act, Act 67 of 2008, requires SAQA to:

1. develop and implement policy and criteria for recognising a professional body and registering a professional designation for the purposes of this Act, after consultation with statutory and non-statutory bodies of expert practitioners in occupational fields and with the Quality Councils (QCs); and
2. Recognise a professional body and register its professional designation if the criteria contemplated in subparagraph (i) have been met.

The Policy and Criteria was developed in the spirit of our participative democracy. SAQA led the process through transparent communication and active collaboration and consulted widely. Various stakeholders were involved including statutory and non-statutory professional bodies, the QCs: [Council on Higher Education (CHE), the Quality Council in General and Further Education and Training (Umalusi) and the Quality Council for Trades and Occupations (QCTO)] and providers of education and training. This Policy and Criteria demonstrates the critical role of professional bodies in quality assurance and standards development in the NQF environment.

This Policy and Criteria outlines the manner in which SAQA recognises statutory and non-statutory professional bodies for the purposes of the NQF Act (Act 67 of 2008), as well as the manner in which professional designations from recognised professional bodies are registered on the NQF by SAQA.

KT0105 Lifelong learning and workplace integrated learning

**What is ‘Lifelong Learning’?**

UNESCO subscribes to four pillars of Lifelong Learning:

* Learning to know
* Learning to do
* Learning to live together
* Learning to be

SAQA defines Lifelong Learning as ‘learning that takes place in all contexts in life from a life-wide, life-deep and lifelong perspective. It includes learning behaviours and obtaining knowledge, understanding, attitudes, values and competences for personal growth, social and economic wellbeing, democratic citizenship, cultural identity and employability’ (SAQA 2013:5). It can take place in formal educational, informal, and non-formal, contexts.

It can be said that there are two main understandings of Lifelong Learning globally, which are in tension with each other:

* Lifelong Learning within neo-liberal discourses of human capital and skills development; and
* Lifelong Learning in the furtherance of social justice, equity and the development of civil society.

In reality, Lifelong Learning forms an interconnected, complex web that shifts and changes with people’s lives and requires an articulated, interwoven system of different forms of educational provision.

The White Paper for Post School Education and Training (PSET) (Minister of Higher Education and Training [MHET] 2013:6) emphasises the importance of the integration and articulation of the system for education, training and development. Importantly, there should be ‘no dead ends’ for individuals following work and learning pathways. The White Paper challenges education and training institutions to re-think approaches to teaching and learning.

The idea of Lifelong Learning (LLL) is central in achieving these objectives. Additionally, the White Paper emphasises the need to expand affordable access to education and training to youth, especially women, and to those who are working. It is essential that Post-School Education and Training prepares participants for work and, to this end, quality workplace education and work-integrated learning will need to play a central role.

**Defining work-integrated learning**

As a means of addressing concerns around student development and graduate attributes, there has been interest in fostering university learning that is less didactic and more situated, participative, and ‘real world’ oriented. In this guide, this kind of learning is termed WIL. WIL is used as an umbrella term to describe curricular, pedagogic and assessment practices, across a range of academic disciplines that integrate formal learning and workplace concerns.

The integration of theory and practice in student learning can occur through a range of WIL approaches, apart from formal or informal work placements. WIL is primarily intended to enhance student learning, and to this end several innovative curricular, pedagogical and assessment forms have developed in response to concerns about graduate-ness, employability and civic responsibility; examples include: action-learning, apprenticeships, cooperative education, experiential learning, inquiry learning, inter-professional learning, practicum placements, problem-based learning, project-based learning, scenario learning, service-learning, team-based learning, virtual or simulated WIL learning, work-based learning, work experience, workplace learning, and so on (see the glossary at the end of this resource for definitions of these and other terms used). Although the terminology used to describe programmes and practices varies, all are based on a common understanding of the importance of enabling students to integrate theoretical knowledge gained through formal study, with the practice-based knowledge gained through immersion in a work or professional context.

The term WIL, then, specifically describes an approach to career-focused education that includes classroom-based and workplace-based forms of learning that are appropriate for the professional qualification. What distinguishes WIL from narrow conceptions of learning-for-work is the emphasis on the integrative aspects of such learning. WIL could thus be described as an educational approach that aligns academic and workplace practices for the mutual benefit of students and workplaces; in this regard, WIL should demonstrably be appropriate for the qualification concerned.

It is worth emphasising that the alignment between work and education implied in WIL is not restricted to work placement. There are many different WIL practices along a continuum from more theoretical to more practical forms. WIL includes, but is not limited to, learning from experience. When WIL includes workplace learning, the intention is to encourage students to reflect on their experiences and develop and refine their own conceptual understanding. These capabilities are just as necessary for general education as they are for career-focused education.

KT0106 The National Learner Records Database

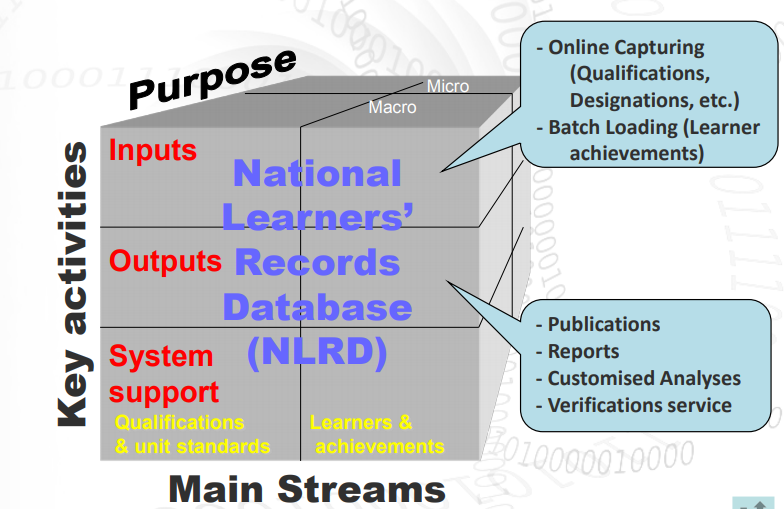
**What is the National Learners` Records Database?**

The South African Qualifications Authority (SAQA) is responsible for the further development and implementation of the National Qualifications Framework (NQF). The primary objective of the NQF is the creation of a single integrated national framework for learning achievements, enhancing the quality of the education and training system in South Africa so that it embraces the concept of life-long learning for all.

One of the features of a quality system such as the NQF is the ability to manage and report information about the system accurately. The NLRD, which has been in operation since November 1999, is the electronic management information system that facilitates the management of the NQF and enables SAQA to report accurately on most aspects of the education and training system of South Africa.

An integrated information system to facilitate the management of the National Qualifications Framework (NQF) - the first such system in the world Developed 19 years ago, in phases, to reflect the business rules of the NQF Main functions:

* To provide policy makers with comprehensive information to enable informed decision-making
* To provide learners and employers with proof of qualifications obtained
* To provide information that assists with career development and advice



**The two main streams of the NLRD**

* Qualifications and Part-Qualifications (including unit standards), professional bodies and Professional Designations, and all of the resources that support them (such as NQF Sub-frameworks, NQF Levels, Organising Fields, Qualification originators)
* Learners and their achievements, and all of the resources that support them (such as QA functionaries, Providers, Assessors)

**What information is provided by the NLRD?**

The NLRD provides the following information:

* Qualifications and part qualifications (including unit standards) registered on the NQF, their purpose statements, exit level outcomes and assessment criteria, and the NQF sub-framework allocated to each qualification and part qualification;
* The twelve organising fields and the subfields of the NQF;
* Recognised professional bodies and their Professional Designations that are registered on the NQF;
* Quality assuring bodies, including Sector Education and Training Authorities (SETAs) and Quality Councils (QCs), and the qualifications and part qualifications for which accreditation has been granted;
* Accredited providers;
* Registered assessors;
* The records of learners who achieve qualifications or part qualifications registered on the NQF and their achievements

**Who can make use of the NLRD information?**

* As a **learner**, you can:
* Request, from SAQA`s Verifications service, a record of your own personal learning achievements.
* Find a full list of the qualifications and part qualifications registered on the NQF.
* Check the accreditation status of providers of the qualifications you wish to study.
* As a **provider** of education and training, you can:
* See a full list of the qualifications and part qualifications registered on the NQF.
* Find out which quality assuring body is responsible for the quality assurance of the qualifications and part qualifications.
* See your own accreditation status for each of your qualifications and part qualifications.
* As a **member of business and industry,**you can:
* See a full list of the qualifications and part qualifications registered on the NQF in order to choose which are relevant for your organisation and so plan your training programmes accordingly.
* Find out which providers have been accredited and which quality assuring body is responsible for the quality assurance of the qualifications and part qualifications.
* Verify the achievements of applicants for work, by contacting SAQA`s Verifications Service.
* As a **worker**, you can:
* See a full list of qualifications and part qualifications registered on the NQF and plan your programme for life-long learning.
* Request a record of your own personal learning achievements from SAQA`s Verifications Service.
* **Politicians and government departments** benefit from NLRD information as it enables informed policy decisions regarding education and training and human resource development in the areas of industry development, immigration and deployment of available resources.
* **Society** has authoritative information on the education and training that is available as well as an informed view of the nature and quality of the labour force and education system at a national level.

KT0107 The NQF and Level descriptors

The Level Descriptors were developed by SAQA and agreed to by the Quality Councils (Council on Higher Education; General and Further Education and Training Quality Council (Umalusi) and the Quality Council for Trades and Occupations). They were published in the government gazette in November 2011. Their primary focus is qualifications experts who are involved in developing and implementing the South African NQF. Others who will benefit from the Level Descriptors are the users including learners and skills development practitioners. The Level Descriptors focus on the challenges involved in taking the objectives of the NQF forward at national level.

The NQF Act, No 67 of 2008, makes provision for a ten-level framework where levels of learning achievement are arranged in ascending order from one to ten. One of the ways through which SAQA aims to advance the objectives of the NQF, in establishing a single integrated national framework for learning achievement, is the Level Descriptors.

An important purpose of the Level Descriptors is to support the design and implementation of qualifications and part qualifications within the NQF. They have been designed to contribute to coherence in learning achievement and facilitate evaluation criteria for comparability and thus articulation within the NQF.

Quality Councils, who recommend qualifications for registration on the NQF, must use the NQF Level Descriptors as a key reference in a transparent manner. The Level Descriptors reflect a broad agreement on the potential benefits of the South African NQF for promoting lifelong learning.

**Purpose and philosophical underpinning**

1. The purpose of level descriptors for Levels One to Ten of the National Qualifications Framework is to ensure coherence in learning achievement in the allocation of qualifications and part qualifications to particular levels, and to facilitate the assessment of the national and international comparability of qualifications and part qualifications.
2. In order to advance the objectives of the NQF, the South African Qualifications Authority is responsible for the development of the content of the level descriptors for each level of the NQF in agreement with the three Quality Councils: The Council on Higher Education, Umalusi and the Council for Trades and Occupations.
3. The philosophical underpinning of the National Qualifications Framework and the level descriptors is applied competence, which is in line with the outcomes-based theoretical framework adopted in the South African context.
4. Ten categories are used in the level descriptors to describe applied competencies across each of the ten levels of the National Qualifications Framework:
   * Scope of knowledge
   * Knowledge literacy
   * Method and procedure
   * Problem solving
   * Ethics and professional practice
   * Accessing, processing and managing information
   * Producing and communicating of information
   * Context and systems
   * Management of learning
   * Accountability

| **Levels** | **Designation** |
| --- | --- |
| 1 | Grade 9 |
| 2 | Grade 10 and National (vocational) Certificates level 2 |
| 3 | Grade 11 and National (vocational) Certificates level 3 |
| 4 | Grade 12 (National Senior Certificate) and National (vocational) Cert. level 4 |
| 5 | Higher Certificates and Advanced National (vocational) Cert. |
| 6 | National Diploma and Advanced certificates |
| 7 | Bachelor's degree, Advanced Diplomas, Post Graduate Certificate and B-tech |
| 8 | Honours degree, Post Graduate diploma and Professional Qualifications |
| 9 | Master's degree |
| 10 | Doctor's degree |

**Level descriptors**

A qualification or part qualification registered at a specific level of the NQF shall comply with the following categories of level descriptors.

**NQF Level One**

***Applied competence***

1. a general knowledge of one or more areas or fields of study in, addition to the fundamental areas of study
2. an understanding of the context within which the learner operates
3. an ability to use key common tools and instruments
4. sound listening speaking reading and writing skills
5. basic numeracy skills including an understanding of the symbolic systems
6. an ability to recognise and solve problems within a familiar well, - defined context
7. an ability to recall collect and organise given information clearly and, accurately
8. an ability to report information clearly and accurately in spoken and written form

***Autonomy of learning***

1. a capacity to apply themselves to a well-defined task under direct - supervision
2. an ability to sequence and schedule learning tasks
3. an ability to access and use a range of learning resources
4. an ability to work as part of a group

**NQF Level Two**

***Applied competence***

1. a basic operational knowledge of one or more areas or fields of study in addition to the fundamental areas of study,
2. an understanding of the environment within which the learner operates in a wider context
3. an ability to use a variety of common tools and instruments
4. the ability to apply literacy and numeracy skills to a range of different but familiar contexts
5. an ability to use their knowledge to select and apply known solutions to well defined routine problems –
6. a basic ability to collect organise and report information clearly and, accurately
7. an ability to express an opinion on given information clearly in spoken and written form

***Autonomy of learning***

1. a capacity to work and learn in a disciplined manner in a well - structured and supervised environment
2. an ability to manage their time effectively
3. an ability to develop sound working relationships and an ability to work effectively as part of a group

**NQF Level Three**

***Applied competence***

1. a basic understanding of one or more fields or disciplines key concepts and knowledge in addition to the fundamental areas of, study
2. an understanding of the organisation or operating environment as a system
3. application of skills in measuring the environment using key instruments and equipment
4. operational literacy
5. an ability to use their knowledge to select appropriate procedures to solve problems within given parameters
6. a basic ability to summarise and interpret information relevant to the context from a range of sources
7. an ability to take a position on available information discuss the, issues and reach a resolution
8. produce a coherent presentation and report providing explanations for, positions taken

***Autonomy of learning***

1. a capacity to operate within clearly defined contexts
2. an ability to work and learn within a managed environment
3. capacity to actively contribute to team effectiveness

**NQF Level Four**

***Applied competence***

1. a fundamental knowledge base of the most important areas of one or more fields or disciplines in addition to the fundamental areas of, study
2. an informed understanding of the key terms rules concepts established principles and theories in one or more fields or disciplines
3. an understanding of the organisation or operating environment as a system within a wider context
4. an ability to apply essential methods procedures and techniques of, the field or discipline
5. an ability to apply and carry out actions by interpreting information from text and operational symbols or representations
6. an ability to use their knowledge to solve common problems within a familiar context
7. 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
8. an ability to motivate the change using relevant evidence
9. a basic ability in gathering relevant information analysis and, evaluation skills
10. an ability to communicate and present information reliably and accurately in writing and verbally

***Autonomy of learning***

1. a capacity to take responsibility for their own learning within a supervised environment
2. a capacity to take decisions about and responsibility for actions
3. a capacity to evaluate their own performance against given criteria
4. a capacity to take the initiative to address any shortcomings they find

**NQF Level Five**

1. Scope of knowledge, in respect of which a learner is able to demonstrate knowledge of the main areas of one or more fields, disciplines or practices including an understanding of the key terms, concepts facts principles rules and theories of that field discipline or practice
2. Knowledge literacy, in respect of which 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
3. Method and procedure, in respect of which 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 supported environment
4. Problem solving, in respect of which 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
5. Ethics and professional practice, in respect of which 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
6. Accessing processing and managing information in respect of which 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
7. Producing and communicating information, in respect of which a learner is able to demonstrate an ability to communicate information reliably accurately and coherently using conventions appropriate to, the context either in writing verbally or in practical demonstration, including an understanding of and respect for conventions around intellectual property copyright and plagiarism
8. Context and systems, in respect of which 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 relationships between these, parts and to understand how actions in one area impact on other, areas within the same system
9. Management of learning, in respect of which a learner is able to demonstrate an ability to assess 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
10. Accountability, in respect of which 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

**NQF Level Six**

1. Scope of knowledge, in respect of which 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 and knowledge of an; area or areas of specialisation and how that knowledge relates to other fields disciplines or practices,
2. Knowledge literacy, in respect of which a learner is able to demonstrate an understanding of different forms of knowledge, schools of thought and forms of explanation typical within the area of study or operation and an awareness of knowledge production, processes
3. Method and procedure, in respect of which 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
4. Problem solving, in respect of which a learner is able to demonstrate an ability to identify evaluate and solve problems in, unfamiliar contexts gathering evidence and applying solutions based, on evidence and procedures appropriate to the field discipline or, practice
5. Ethics and professional practice, in respect of which 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
6. Accessing processing and managing information, in respect of which 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 on that information
7. Producing and communicating information, in respect of which 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
8. Context and systems, in respect of which 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 systems and of how actions ideas or, developments in one system impact on other systems
9. Management of learning, in respect of which 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 support the learning needs of, others
10. Accountability, in respect of which 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**

1. Scope of knowledge, in respect of which a learner is able to demonstrate integrated knowledge of the main 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,
2. Knowledge literacy, in respect of which 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
3. Method and procedure, in respect of which a learner is able to demonstrate an understanding of a range of methods of enquiry in a: field discipline or practice and their suitability to specific, investigations and an ability to apply a range of methods to resolve; problems or introduce change within a practice
4. Problem solving, in respect of which a learner is able to demonstrate an ability to identify analyse critically reflect on and, address complex problems applying evidence based solutions and, - theory driven arguments
5. Ethics and professional practice, in respect of which 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
6. Accessing processing and managing information, in respect of which 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,
7. Producing and communicating information, in respect of which 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
8. Context and systems, in respect of which 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,
9. Management of learning, in respect of which a learner is able to demonstrate an ability to identify evaluate and address accurately his, or her learning needs in a self-directed manner and to facilitate, collaborative learning processes
10. Accountability, in respect of which 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

**NQF Level Eight**

1. Scope of knowledge, in respect of which 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.
2. Knowledge literacy, in respect of which a learner is able to demonstrate the ability to interrogate multiple sources of knowledge in an area of specialisation and to evaluate knowledge and processes of knowledge production.
3. Method and procedure, in respect of which a learner is able to demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques to unfamiliar problems in a specialised field, discipline or practice.
4. Problem solving, in respect of which a learner is able to demonstrate the 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.
5. Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to specific contexts.
6. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the 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.
7. Producing and communicating information, in respect of which a learner is able to demonstrate the 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.
8. Context and systems, in respect of which a learner is able to demonstrate the 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.
9. Management of learning, in respect of which a learner is able to demonstrate the 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.
10. Accountability, in respect of which a learner is able to demonstrate the 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**

1. Scope of knowledge, in respect of which a learner is able to demonstrate specialist knowledge to enable engagement with and critique of current research or practices, as well as advanced scholarship or research in a particular field, discipline or practice.
2. Knowledge literacy, in respect of which a learner is able to demonstrate the ability to evaluate current processes of knowledge production, and to choose an appropriate process of enquiry for the area of study or practice.
3. Method and procedure, in respect of which a learner is able to demonstrate a command of and the ability to design, select and apply appropriate and creative methods, techniques, processes or technologies to complex practical and theoretical problems.
4. Problem solving, in respect of which a learner is able to demonstrate: the 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 consequences of any solutions or insights generated within a specialised context.
5. Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to make autonomous ethical decisions which affect knowledge production, or complex organisational or professional issues, and the ability to critically contribute to the development of ethical standards in a specific context.
6. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the 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.
7. Producing and communicating information, in respect of which a learner is able to demonstrate the 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 with a range of audiences with different levels of knowledge or expertise.
8. Context and systems, in respect of which a learner is able to demonstrate the 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 unintended consequences of interventions.
9. Management of learning, in respect of which a learner is able to demonstrate the 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.
10. Accountability, in respect of which a learner is able to demonstrate the 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.

**NQF Level Ten**

1. Scope of knowledge, in respect of which a learner is able to demonstrate expertise and critical knowledge in an area at the forefront of a field, discipline or practice; and the ability to conceptualise new research initiatives and create new knowledge or practice.
2. Knowledge literacy, in respect of which a learner is able to demonstrate the ability to contribute to scholarly debates around theories of knowledge and processes of knowledge production in an area of study or practice.
3. Method and procedure, in respect of which a learner is able to demonstrate the ability to develop new methods, techniques, processes, systems or technologies in original, creative and innovative ways appropriate to specialised and complex contexts.
4. Problem solving, in respect of which a learner is able to demonstrate the ability to apply specialist knowledge and theory in critically reflexive, creative and novel ways to address complex practical and theoretical problems.
5. Ethics and professional practice, in respect of which a learner is able to demonstrate the 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.
6. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the 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.
7. Producing and communicating information, in respect of which a learner is able to demonstrate the 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 the 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.
8. Context and systems, in respect of which a learner is able to demonstrate an understanding of theoretical underpinnings in the management of complex systems to achieve systemic change; and the ability to independently design, sustain and manage change within a system or systems.
9. Management of learning, in respect of which a learner is able to demonstrate the ability to demonstrate intellectual independence, research leadership and management of research and research development in a discipline, field or practice.
10. Accountability, in respect of which a learner is able to demonstrate the ability to operate independently and take full responsibility for his or her work, and, where appropriate, lead, oversee and be held ultimately accountable for the overall governance of processes and systems

KT0108 Sub frameworks and quality councils

**Sub-Frameworks**  
The Minister of Higher Education and Training, on 14 December 2012, published the determination of the Sub-frameworks that comprise the NQF. As part of the transitional arrangements between the SAQA Act, Act 58 of 1995 and the NQF Act, Act 67 of 2008, SAQA must allocate all registered qualifications to each of the sub-frameworks.

***In implementing the allocation, the following will apply:***

* All registered qualifications belong to one or other of the 3 sub-frameworks
* All new qualifications belong to the sub-framework that developed them
* Qualifications which have reached their end date before 14 December 2012 will not be reallocated.

The Quality Councils who oversee the sub-frameworks have started the process to realign existing qualifications to the requirements set out in their respective sub-frameworks.

The NQF is a single integrated system which comprises of three coordinated qualifications Sub-Frameworks.

***These are:***

* General and Further Education and Training Sub-Framework (GFETQSF)
* The Higher Education Qualifications Sub-Framework (HEQSF)
* The Occupational Qualifications Sub-Framework (OQSF)

***The Sub-Frameworks have qualifications registered at the following NQF levels:***

* GFETQSF - levels 1 to 4;
* HEQSF - levels 5 to 10;
* OQSF - levels 1 to 6. For NQF levels 7 and 8 the Quality Council for Trades and Occupations can motivate for a qualification only in collaboration with a recognised professional body and the Council on Higher Education, in a process coordinated by SAQA.

**What are Quality Councils (QC)?**

QCs are new sector-based structures responsible for the development and quality assurance of qualifications in their sub-frameworks of the NQF. There are three QCs for the three main sectors in education namely general and further education and training, higher education, and the occupational sector. Umalusi is the QC for General and Further Education and Training as provided for in the GENFETQA Amendment Act. The Council on Higher Education (CHE) is the QC for Higher Education as provided for in the Higher Education Amendment Act. The Quality Council for Trades and Occupations (QCTO) is the QC for occupations and is provided for in the Skills Development Amendment Act.

**The Quality Council for Trades and Occupations**

The Quality Council for Trades and Occupations or QCTO was established under the terms of the Skills Development Act to oversee occupational qualifications from design to certification. Focusing on occupational qualifications such as machine operators and technicians, the QCTO aims to set the standard for and develop high quality occupational qualifications to ensure that South Africa has the qualified workforce it needs to succeed. The QCTO also assists those who provide qualifications on an occupational level, accrediting them and ensuring they meet the required standards. Look below for all the latest news about the QCTO to know what's going on in the realm of occupational qualifications.

The mission of the Quality Council for Trades and Occupations (QCTO) is to effectively and efficiently manage the occupational qualifications sub framework in order to set standards for, develop, and quality assure national occupational qualifications for all who want a trade or occupation and, where appropriate, for professions.

The QCTO is one of three Quality Councils (QCs) responsible for a part of the National Qualifications Framework (NQF). Collectively, the Quality Councils and the South African Qualifications Authority (whose role is to advance the objectives of the NQF and oversee its development and implementation), work for the good of both learners and employers. Another important role for the QCTO is to offer guidance to service providers, who must be accredited by the QCTO to offer occupational qualifications.

**Umalusi**

The Umalusi Council for Quality Assurance in General and Further Education and Training is the cornerstone on which the country’s education and training aspirations and standards are anchored and built. As such, the Council and staff are committed to ongoing improvement in standards and quality in general and further education and training.

In order to issue learners with credible certificates, Umalusi, through its leadership and expert knowledge, develops and secures standards through: developing and managing a framework of qualifications for general and further education and training that is benchmarked internationally; quality assuring qualifications and curricula; confirming that assessment is fair, valid and reliable; quality assuring the provision of education and training, and assessment providers; and grounding its work in research to ensure informed positions and approaches.

**Umalusi`s role in education and training in South Africa**

Umalusi Council sets and monitors standards for general and further education and training in South Africa in accordance with the National Qualifications Framework Act No 67 of 2008 and the General and Further Education and Training Quality Assurance Act No 58 of 2001.

The Council is tasked with the development and management of a sub-framework of qualifications for general and further education and training and for the attendant quality assurance.

Umalusi is currently responsible for the certification of the following qualifications:

***In schools:***

* Senior Certificate (SC) - continues as a revised qualification for adults
* National Senior Certificate (NSC) - replaced the SC in 2008

***In Further Education and Training Colleges,***

* National Technical Certificate (N3)
* National Senior Certificate (Vocational) - phasing out
* National Certificate Vocational (NCV) - Commenced 2007

***In Adult Learning Centres:***

* General Education Training Certificate: Adults (GETC)

***In order to issue learners with certificates that are credible, Umalusi:***

* Develops and evaluates qualifications and curricula to ensure that they are of the expected standard
* Moderates assessment to ensure that it is fair, valid and reliable
* Accredits providers of education and training, and assessment
* Conducts research to ensure educational quality
* Verifies the authenticity of certificates

**Council on Higher Education (CHE)**

The Council on Higher Education (CHE) is an independent statutory body established in May 1998 in terms of the Higher Education Act (Act No 101 of 1997), as amended and it functions as the Quality Council for Higher Education in terms of the National Qualifications Framework Act (Act No 67 of 2008).

**Functions**

The functions of the CHE include the following:

* To provide advice to the Minister of Higher Education and Training on request or on its own initiative, on all aspects of higher education policy.
* To develop and implement a system of quality assurance for higher education, including programme accreditation, institutional audits, quality promotion and capacity development, standards development and the implementation of the Higher Education Qualifications Sub-Framework (HEQSF).
* To monitor and report on the state of the higher education system, including assessing whether, how, to what extent and with what consequences the vision, policy goals and objectives for higher education are being realised.
* To contribute to the development of higher education through intellectual engagement with key national and systemic issues, including international trends, producing publications, holding conferences and conducting research to inform and contribute to addressing the short and long-term challenges facing higher education.

The CHE has executive responsibility for quality assurance and promotion and discharges this responsibility through the establishment of a permanent committee (as required by the Higher Education Act), the Higher Education Quality Committee (HEQC).

KT0109 Government structures and departmental roles and functions in skills development

**Skills Development branch**

The purpose of the Skills Development branch is to promote and monitor the national skills development strategy. Further, it is responsible for developing and implementing appropriate legislation and policies for a sustained quality and accessible post-school education and training system.

***The strategic objectives for this branch are:***

* To provide a dynamic interface between the workplace and learning institutions and to promote quality learning at work and for work
* To promote alignment of skills development outputs to the needs of the workplace and to the broader growth needs of the country's economy
* Provide funds to support projects that are national priorities in the national skills development strategy that advance the human resource development strategy of South Africa and that support the national skills authority in its work.

**Sector Education and Training Authority (SETA) Coordination Directorate**

***This Directorate is responsible for:***

* Developing and maintaining a definitive list of scarce and critical skills and publishing an annual report on the state of skills
* Developing and communicating regulations for skills planning​​​​
* More/ Less

​

* + Developing and implementing a plan for national skills development planning and support
  + Maintaining and updating an accurate and accessible Organising Framework for Occupations list
  + Ensure that Performance, Monitoring and Evaluation planning and reporting is effectively developed and implemented in alignment with Departmental requirements and is used to monitor and evaluate the current National Skills Development Strategy (NSDS) implementation
  + Developing and implementing a branch management information system in alignment with Departmental requirements to facilitate the provision of performance information to staff, institutions, learners and citizens
  + Developing a centralised contract information management system for learner training schemes, interfacing with SETA systems
  + Managing annual Service Level Agreements between the department and the SETAs and monitoring them in line with the SLA regulation
  + Developing and reviewing skills development legislation, regulations, policies, systems and guideline
  + ​Developing and aligning Sector Skills Plans to the current National Skills Development Strategy
  + Monitoring and promoting the effective implementation of transformative social inclusion and cohesion policies throughout the skills development sector.​

​​​

**National Skills Authority​**

***This entity is responsible for:***

* Developing a national policy framework on work integrated learning
* Setting up a national integrated database and management information system on work integrated learning​
* More/Less

​

* + Fostering a national skills development policy by conducting research on the return on investment on short courses, the improvement of governance and management of the SETAs and the NSA and the role of the public service in reviving the economy through skills development
  + Monitoring and reporting on the implementation of NSDS III NSF projects
  + Capacitating and strengthening skills development of key stakeholders

Conducting investigations in relation to poor governance and management of the SETAs.

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**National Skills Fund**

***This entity is responsible for:***

* funding projects identified in the NSDS as national properties
* funding projects related to the achievement of the purpose of the Act as determined by the Director-General
* Administering the fund within the prescribed limits as regulate.

KT0110 SAQA registered qualifications

**Qualifications and Part-Qualifications**

All qualifications and part qualifications that are registered on the National Qualifications Framework (including those that have passed their Registration End Date) are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. A part-qualification means an assessed unit of learning that is registered as part of a qualification. For example a part-qualification can be a module, unit standard, etc.

If you want to check on a provider accredited by QCTO or a SETA (Sector Education and Training Authority) go to the website of the South African Qualifications Authority at www.saqa.org.za and click on the links with the various SETAs where you can access lists of accredited providers.

SAQA registered qualification are too many to be listed but to a check can be done on the SAQA webpage with the link: <http://regqs.saqa.org.za/search.php?cat=qual>

One will then be prompted to use the search form which looks like the one below:



KT0111 Statutory and non-statutory professional bodies and designations

**Policy for recognising a professional body**

**17.** A body constituted to represent and/or regulate a recognised community of expert practitioners shall be recognised by SAQA as a professional body on fulfilment of the criteria for recognition as a professional body.

**18.** Proliferation of professional bodies within the same community of practice will be discouraged, but will be balanced with the recognition that healthy competition and freedom of association should not be impeded. In cases where more than one professional body for a specific community of practice applies for recognition by SAQA, the following will be considered:

1. No additional professional bodies will be recognised by SAQA in a sector in which a professional body has been established through an Act of Parliament (a statutory body);
2. No legal impediment to the operation of a second or subsequent body;
3. The outcome of a broad consultation within the community of practice and the wider society; and
4. The distinctiveness of multiple bodies in the community of practice.

**19.** In administering the Policy and Criteria SAQA shall:

1. Publish for comment its intention to recognise a professional body in the government gazette for thirty (30) days, to solicit any possible objections;
2. Monitor recognised professional bodies for the purposes of the NQF Act;
3. Give due notice to a recognised professional body; and in the case of a statutory body, SAQA shall also notify the relevant Minister that an alleged lack of compliance with the SAQA Policy and Criteria is being investigated, and render the necessary support to the professional body concerned; and
4. Charge professional bodies a cost recovery-related fee for all services rendered, including instances where unnecessary and wasteful expenditure is incurred by SAQA as a result of delays and lack of compliance by the professional body concerned.

**20.** In meeting the Policy and Criteria, a recognised professional body may:

1. Not be accredited as an education and training provider by a QC;
2. Not be registered as an education and training provider with the Department of Higher Education and Training;
3. Register its employees on learnerships;
4. Act as a workplace provider for the delivery of learnerships;
5. Recognise suitable workplaces and be involved in the assessment of workplace experience;
6. Recognise suitable education and training providers and be involved in the curriculation of learning programmes offered by education and training providers; and
7. Set and administer its own Board examinations.

**21.** A recognised professional body must register its professional designations in accordance with this Policy and Criteria.

**22.** Where a professional body that is recognised, or is in the process of seeking recognition, wishes to give formal recognition to an occupational qualification as a precondition for the issuing of its designation, it must enter into a formal agreement with the QCTO to attain the authority to develop and/or quality-assure such occupational qualification.

**23.** Professional bodies in South Africa must meet South African requirements as outlined in this Policy and Criteria, including the data requirements.

**24.** A body that meets the criteria for recognition as a professional body by SAQA is recognised for an initial period of five (5) years, renewable for subsequent five (5) year periods, subject to the favorable outcome of a monitoring and evaluation process conducted by SAQA.

**25.** SAQA may remove the recognition status from a professional body, if the body no longer complies with this Policy and Criteria or if the professional body ceases to exist. SAQA will inform the relevant Minister in the case of recognised statutory professional bodies before removing the recognition status of such bodies.

**26.** If a professional body loses its recognition status, its professional designations will be deregistered from the NQF. The records of the holders of the designation will reflect deregistration date and no new records will be added against the designation.

**27.** A professional body that has its recognition status removed, or a body that was declined recognition as a professional body, has the right to appeal to SAQA within a period not exceeding sixty (60) working days.

**28.** SAQA will publish the removal of the recognition status of a professional body in the government gazette and on the SAQA website, which will be considered sufficient communication regarding this change in status to the specific community of practice and the wider society.

**29.** The SAQA Board may extend the recognition period of a professional body to conclude the extension of the recognition process.

**Criteria for recognising a professional body**

**30.** A body applying to be recognised as a professional body by SAQA shall:

1. Be a legally constituted entity with the necessary human and financial resources to undertake its functions, governed either by a statute, charter or a constitution and be compliant with and adhere to good corporate governance practices;
2. Protect the public interest in relation to services provided by its members and the associated risks;
3. Develop, award, monitor and revoke its professional designations in terms of its own rules, legislation and/or international conventions;
4. Submit a list of members in a form acceptable to SAQA;
5. Set criteria for, promote and monitor CPD for its members to meet the relevant professional designation requirements;
6. Publish a code of conduct and operate a mechanism for the reporting and investigating of members who are alleged to have contravened the code;
7. Not apply unfair exclusionary practices in terms of membership admission to the body or when recognising education or training providers; and
8. Make career advice related information available to SAQA.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PB ID** | **Professional Body** | **Professional Body Name** | **Recognition Status** | **Statutory/Non-Statutory** |
| 846 | AAT(SA) | Association of Accounting Technicians (South Africa) | Passed the End Date - Status was Recognised Prof Body | Non-Statutory |
| 1002 | ABP | Association of B-BBEE Professionals | Recognised Prof Body | Non-Statutory |
| 896 | ACCA | Association of Chartered Certified Accountants South Africa | Recognised Prof Body | Non-Statutory |
| 814 | ACFE | Association of Certified Fraud Examiners | Recognition Renewed | Non-Statutory |
| 1067 | ACRP | Association of Christian Religious Practitioners | Recognised Prof Body | Non-Statutory |
| 774 | AHPCSA | Allied Health Professions Council of South Africa | Passed the End Date - Status was Recognised Prof Body | Statutory |
| 873 | APSO | Federation of African Professional Staffing Organisations | Recognition Renewed | Non-Statutory |
| 1130 | ASAPA | Association of Southern African Professional Archaeologists | Recognised Prof Body | Non-Statutory |
| 1047 | ASATA | Association of Southern African Travel Agents | Recognised Prof Body | Non-Statutory |
| 984 | ASCHP | Association for Supportive Counsellors and Holistic Practitioners | Recognised Prof Body | Non-Statutory |
| 866 | ASDSA | Association for Skills Development in South Africa | Recognition Renewed | Non-Statutory |
| 832 | ASSA | Actuarial Society of South Africa | Recognition Renewed | Non-Statutory |
| 878 | Batseta | Batseta Council of Retirement Funds for South Africa | Recognition Renewed | Non-Statutory |
| 1028 | CCASA | Corporate Counsel Association of South Africa | Recognised Prof Body | Non-Statutory |
| 825 | CCMG | Contact Centre Management Group | Recognition Renewed | Non-Statutory |
| 985 | CEEPSA | Council for Equine and Equestrian Professionals of South Africa | Recognised Prof Body | Non-Statutory |
| 828 | CIGFARO | Chartered Institute of Government Finance Audit and Risk Officers | Recognition Renewed | Non-Statutory |
| 619 | CIMA | Chartered Institute of Management Accountants | Recognition Renewed | Non-Statutory |
| 1068 | CIPPT | Chartered Institute for Professional Practitioners and Trainers | Recognised Prof Body | Non-Statutory |
| 816 | CIPS | Chartered Institute of Procurement and Supply | Recognition Renewed | Non-Statutory |
| 824 | CISA | Compliance Institute Southern Africa | Recognition Renewed | Non-Statutory |
| 942 | COMENSA | Coaches and Mentors of South Africa | Recognised Prof Body | Non-Statutory |
| 916 | CPHA | Contractors Plant Hire Association | Recognised Prof Body | Non-Statutory |
| 833 | CS (SA) | Chartered Secretaries Southern Africa | Recognition Renewed | Non-Statutory |
| 827 | DMASA | Direct Marketing Association of South Africa | Passed the End Date - Status was Recognised Prof Body | Non-Statutory |
| 940 | DMISA | Disaster Management Institute of Southern Africa | Recognised Prof Body | Non-Statutory |
| 625 | EAAB | Estate Agency Affairs Board | Recognition Renewed | Statutory |
| 867 | EAPASA | Employee Assistance Professionals Association of South Africa | Recognition Renewed | Non-Statutory |
| 623 | ECSA | Engineering Council of South Africa | Recognition Renewed | Statutory |
| 963 | FIPSA | Forum of Immigration Practitioners of South Africa | Recognised Prof Body | Non-Statutory |
| 817 | FPI | Financial Planning Institute of Southern Africa | Recognition Renewed | Non-Statutory |
| 692 | HPCSA | Health Professions Council of South Africa | Recognition Renewed | Statutory |
| 835 | IAC | Institute of Accounting and Commerce | Recognition Renewed | Non-Statutory |
| 818 | IBA | Institute of Business Advisers Southern Africa | Recognition Renewed | Non-Statutory |
| 943 | ICBA | Institute of Certified Bookkeepers and Accountants | Recognised Prof Body | Non-Statutory |
| 897 | ICCSSA | Institute of Certificated and Chartered Statisticians of South Africa | Recognised Prof Body | Non-Statutory |
| 1069 | ICFP | Institute of Commercial Forensic Practitioners | Recognised Prof Body | Non-Statutory |
| 1003 | ICITP | Institute of Chartered IT Professionals | Recognised Prof Body | Non-Statutory |
| 826 | ICM | Institute of Credit Management of South Africa | Recognition Renewed | Non-Statutory |
| 842 | IIASA | Institute of Internal Auditors South Africa | Recognition Renewed | Non-Statutory |
| 778 | IID | South African Institute of the Interior Design Professions | Recognition Renewed | Non-Statutory |
| 837 | IISA | Insurance Institute of South Africa | Recognition Renewed | Non-Statutory |
| 815 | IITPSA | Institute of Information Technology Professionals South Africa | Recognition Renewed | Non-Statutory |
| 868 | ILASA | Institute of Loss Adjusters of Southern Africa | Passed the End Date - Status was Recognised Prof Body | Non-Statutory |
| 877 | ILGM | Institute for Local Government Management of South Africa | Passed the End Date - Status was Recognised Prof Body | Non-Statutory |
| 964 | IMCSA | Institute of Management Consultants and Master Coaches of South Africa | Recognised Prof Body | Non-Statutory |
| 829 | IMSSA | Institute of Mine Surveyors of South Africa | Recognition Renewed | Non-Statutory |
| 635 | IOB | Institute of Bankers in South Africa | Recognition Renewed | Non-Statutory |
| 848 | IOSM | Institute of Safety Management | Recognition Renewed | Non-Statutory |
| 830 | IPM | Institute of People Management | Recognition Renewed | Non-Statutory |
| 1007 | IPSAM | Institute of Professional South African Mariners | Recognised Prof Body | Statutory |
| 875 | IRBA | Independent Regulator Board for Auditors | Recognition Renewed | Statutory |
| 779 | IRMSA | Institute of Risk Management South Africa | Recognition Renewed | Non-Statutory |
| 871 | ITC-SA | Institute for Timber Construction South Africa | Recognition Renewed | Non-Statutory |
| 834 | IWH | Institute for Work at Height | Recognition Renewed | Non-Statutory |
| 836 | IoDSA | Institute of Directors in Southern Africa | Recognition Renewed | Non-Statutory |
| 920 | LIASA | Library and Information Association of South Africa | Recognised Prof Body | Non-Statutory |
| 944 | LSSA | Law Society of South Africa | Recognised Prof Body | Non-Statutory |
| 819 | MASA | Marketing Association of South Africa | Recognition Renewed | Non-Statutory |
| 838 | OASA | Ocularists Association of Southern Africa | Recognition Renewed | Non-Statutory |
| 1027 | OPSA | Association for Office Professionals of South Africa | Recognised Prof Body | Non-Statutory |
| 917 | PHASA | Professional Hunters' Association of South Africa | Recognised Prof Body | Non-Statutory |
| 831 | PIRB | Plumbing Industry Registration Board | Recognition Renewed | Non-Statutory |
| 870 | PMSA | Project Management South Africa | Recognition Renewed | Non-Statutory |
| 839 | PRISA | Public Relations Institute of Southern Africa | Recognition Renewed | Non-Statutory |
| 820 | REPSSA | Register of Exercise Professionals South Africa | Recognition Renewed | Non-Statutory |
| 849 | SAAHSP | South African Association of Health and Skincare Professionals | Recognition Renewed | Non-Statutory |
| 1004 | SAAMA | Southern African Asset Management Association | Recognised Prof Body | Non-Statutory |
| 639 | SABPP | South African Board for People Practices | Recognition Renewed | Non-Statutory |
| 776 | SACA | South African Chefs Association | Recognition Renewed | Non-Statutory |
| 876 | SACAP | South African Council for the Architectural Profession | Recognition Renewed | Statutory |
| 1071 | SACAdmin | The South African Council for Administrators | Recognised Prof Body | Non-Statutory |
| 986 | SACI | South African Chemical Institute | Recognised Prof Body | Non-Statutory |
| 941 | SACIA | Southern African Communications Industries Association | Recognised Prof Body | Non-Statutory |
| 918 | SACNASP | South African Council for Natural Scientific Professions | Recognised Prof Body | Statutory |
| 869 | SACPCMP | South African Council for Project and Construction Management Professions | Passed the End Date - Status was Recognised Prof Body | Statutory |
| 1005 | SACPVP | South African Council for the Property Valuers Profession | Recognised Prof Body | Statutory |
| 919 | SACQSP | South African Council for the Quantity Surveying Profession | Recognised Prof Body | Statutory |
| 982 | SACSSP | South African Council for Social Service Professions | Recognised Prof Body | Statutory |
| 962 | SADTC | South African Dental Technicians Council | Recognised Prof Body | Statutory |
| 1090 | SAESI | Southern African Emergency Services Institute | Recognised Prof Body | Non-Statutory |
| 850 | SAFMA | South African Facilities Management Association | Recognition Renewed | Non-Statutory |
| 983 | SAGPC | South African Geomatics Profession Council | Recognised Prof Body | Statutory |
| 874 | SAIBA | Southern African Institute for Business Accountants | Recognition Renewed | Non-Statutory |
| 651 | SAICA | South African Institute of Chartered Accountants | Recognition Renewed | Non-Statutory |
| 1048 | SAIFM | South African Institute of Financial Markets | Recognised Prof Body | Non-Statutory |
| 845 | SAIGA | Southern African Institute of Government Auditors | Recognition Renewed | Non-Statutory |
| 844 | SAIOH | Southern African Institute for Occupational Hygiene | Recognition Renewed | Non-Statutory |
| 847 | SAIOSH | South African Institute of Occupational Safety and Health | Recognition Renewed | Non-Statutory |
| 777 | SAIP | South African Institute of Physics | Recognised Prof Body | Non-Statutory |
| 840 | SAIPA | South African Institute of Professional Accountants | Recognition Renewed | Non-Statutory |
| 843 | SAITP | South African Institute of Tax Practitioners | Recognition Renewed | Non-Statutory |
| 872 | SAMRA | Southern African Marketing Research Association | Recognition Renewed | Non-Statutory |
| 657 | SANC | South African Nursing Council | Recognised Prof Body | Statutory |
| 851 | SAPA | South African Payroll Association | Recognition Renewed | Non-Statutory |
| 631 | SAPC | The South African Pharmacy Council | Recognised Prof Body | Statutory |
| 821 | SAPFTC | South African Professional Firearm Trainers Council | Recognition Renewed | Non-Statutory |
| 1110 | SAPIK | South African Professional Institute for Kinderkinetics | Recognised Prof Body | Non-Statutory |
| 841 | SARA | South African Reward Association | Recognition Renewed | Non-Statutory |
| 1111 | SARIPA | South African Restructuring and Insolvency Practitioners Association | Recognised Prof Body | Non-Statutory |
| 1006 | SASCOC | South African Sports Confederation and Olympic Committee | Recognised Prof Body | Non-Statutory |
| 822 | SAVC | South African Veterinary Council | Recognition Renewed | Statutory |
| 965 | SPBNDT | SAINT Professional Body for NDT | Recognised Prof Body | Non-Statutory |
| 1072 | TMASA | Turnaround Management Association Southern Africa | Recognised Prof Body | Non-Statutory |
| 1049 | VDQGBSA | Vehicle Damage Quantification Governance Body of South Africa | Recognised Prof Body | Non-Statutory |
| 879 | WISA | Water Institute of Southern Africa | Recognition Renewed | Non-Statutory |

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| KM-01-KT02 THE STATUTORY AND REGULATORY FRAMEWORK THAT GOVERNS THE OCCUPATIONAL SKILLS DEVELOPMENT ENVIRONMENT |

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On completion of this section you will be able to understand the statutory and regulatory framework that governs the occupational skills development environment

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1. **KT0201** Overview of the statutory and regulatory framework (SD Act, SDL Act, BBBEE Act, EE Act, NQF Act)
2. **KT0202** The Quality Council for Trades and Occupations
3. **KT0203** Sector Education and Training Representative Bodies
4. **KT0204** Key QCTO policies and guidelines (DQP, AQP, Provider Accreditation)
5. **KT0205** Learning programs, delivery models and policies
6. **KT0206** Foundational Learning Competence Part Qualifications

KT0201 Overview of the statutory and regulatory framework (SD Act, SDL Act, BBBEE Act, EE Act, NQF Act)

**Skills Development Act, 1998**

The Skills Development Act aims to develop the skills of the South African workforce and to improve the quality of life of workers and their prospects of work. To improve productivity in the workplace and the competitiveness of employers and to promote self-employment.

This Act aims to improve the skills of workers by promoting education and training in the workplace. It governs the National Skills Authority and Fund, the skills development levy-grant scheme, the Sector Education Training Authorities (SETAs), labour centres and the Skills Development Planning Unit.

**The main aims of the Act are:**

1. To improve the quality of life of workers, their prospects of work and labour mobility
2. To improve productivity in the workplace and the competitiveness of employers
3. To increase the levels of investment in education and training in the labour market and to improve the return on that investment
4. To promote self-employment
5. To improve the delivery of services

**What is the purpose of the Skills Development Act?**

***The purposes of the Skills Development Act are:***

* to 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;
* to increase the levels of investment in education and training in the labour market and to improve the return on that investment;
* to 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;
* to encourage workers to participate in learning programmes;
* to improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education;
* to ensure the quality of learning in and for the workplace;
* to assist-
  + work-seekers to find work;
  + retrenched workers to re-enter the labour market;
  + Employers find qualified employees; and
  + To provide and regulate employment services.

**Key Issues and Obligations of the Act**

The aims of the Act are to be achieved by establishing an institutional and financial framework, which will include the National Skills Authority (NSA), the National Skills Fund (NSF), the Sector Education and Training Authority (SETAs) and institutions in the Department of Labour.

The Act established the National Skills Authority on 12 April 1999. The functions of the NSA are to advise the Minister of Labour on a national skills development policy and strategy, and on guidelines to implement the national skills development strategy. It also advises the Minister on the allocation of subsidies from the NSF. It reports to the Minister on the progress made in the implementation of the strategy. The NSA has to conduct investigations on any matter that arises out of the application of the Act.

***The composition of the NSA is as follows:***

1. Chairperson
2. Executive Officer
3. Organised business (BSA and Nafcoc)
4. Organised labour (Cosatu, Nactu and Fedusa)
5. Government departments (Labour, Education, DPSA, DTI and DACST)
6. Community (Youth, Women People with disabilities, Rural and Civic)
7. Representatives from education and training providers (higher education, further education, adult basic education and training, and private)

The Minister of labour is mandated by the Act to establish and, where necessary, assist a SETA for any national economic sector. A SETA must develop and implement a sector skills plan, within the national skills development strategy, by establishing sector workplace skills plans by means of the skills development grants. It has to promote learnerships by identifying workplaces for practical work experiences. SETAs have the function to monitor the quality of education and training in their sectors.

They have to liaise with Employment Services, the NSA and the provinces. A SETA has to report to the Director-General of the Department of Labour on the implementation of its sector skills plans and its income and expenditure. The SETAs are financed for the levies collected from its sector and monies paid to it form the National Skills Fund.

One of the functions of a SETA is to establish a learnership that has a structured learning programme and a practical work experience of a specified nature and duration. The learnership must lead to a qualification that is recognised by the South African Qualifications Authority.

***The composition of a SETA must, in terms of section 11 of the Act, include:***

1. Organised employers (including SME’s)
2. Organised labour
3. Relevant government departments
4. Relevant professional bodies (optional)
5. Representatives combine to create the relevant bargaining council (optional)

The Director-General of the Department of Labour is obliged in terms of section 22 of the Act to establish a Skills Development Planning Unit in the Department and provide it with the personnel and financial resources necessary for the performance of its functions.

***The functions of the Unit are:***

1. to research and analyse the labour market in order to determine skills development needs for South Africa as whole, each sector of the economy and organs of state
2. assist in the formulation of the nation’s skills development strategy and sector skills development plans
3. To provide information on skills to the Minister, NSA, SETA, education and training providers, and organs of state.

The Director-General has the mandate to set up labour centres in the Department. The functions of the labour centres are to provide employment services for workers, employers, training providers and rural communities.

***The labour centres are to carry out the following:***

1. to register work-seekers
2. to register vacancies and work opportunities
3. to assist prescribed categories of persons –

* to enter special education and training programmes
* to find employment
* to start incoming generating projects
* to participate in special employment programmes

The Act established the National Skills Fund to fund projects that have been identified in the national skills development strategy as priority or other projects the Director-General sees as necessary to the achievement of the purposes of the Act. The Skills Development Levies Act of 1999 provides for the collection, administration, disbursement and regulation of the monies in the Fund.

Finally, the Act provides for the public service employer in the national and provincial spheres of government to budget for at least one percent of its payroll for education and training of its employees with effect from 1 April 2000 and to contribute funds to a SETA where necessary.

**Skills Development Levies Act**

The Skills Development Act was implemented by the South African government in 1998, during which time there were high levels of unemployment, low levels of investment in South Africa on a global scale, as well as significant imbalances in income distribution. By implementing this act, the government aimed to improve the skills and productivity of its workforce.

The primary aim of the skills development act is to provide an institutional framework to implement national, sector and workplace strategies to develop and improve the skills of the South African workforce. These strategies are then integrated with the National Qualification Framework.

Furthermore, the act aims to provide opportunities for those in the South African workforce to gain recognised occupational qualifications. The act also aims to provide financing for skills development and to provide for and regulate employment services.

**Who must pay skills levies?**

Every employer who is registered with SARS for PAYE and who has an annual payroll (total salaries and wages including bonuses, commission, etc.) in excess of R500 000 (approximately R41 000 per month), or 50 plus staff members is required to pay skill levies.

**Registration:** All employers who are required to pay the skills development levy must register with the South African Revenue Services (SARS).

**Levy Amount:** Employers are required to pay 1% of their payroll to the skills development levy fund every month, and the levy may not be deducted from workers’ pay.

By complying with certain legal and procedural requirements, employers may claim up to 60% of the skills development levy (SDL) back from their Skills Education Training Authorities (SETA). Deadlines for submission is June of every year.

**Payment:** Employers must pay the levy to the South African Revenue Services (SARS) by the 7th day of each month.

**Non-payment:** Based on the legislation in section 11 and section 12, of the Skills Development Levies Act, employers who do not settle the relevant liability to SARS timeously will be subjected to penalties and interest on the amount outstanding.

**Broad-Based Black Economic Empowerment Act (BBBEE)**

Black Economic Empowerment (BEE) is a central part of the South African government’s economic transformation strategy. The formulation of policy and legislative to achieve BEE has been driven by the Office of the Presidency, together with the Department of Trade and Industry (DTI).

The government’s BEE strategy is set out in the Black Economic Empowerment Strategy Document formulated by the DTI.

The central legislation regarding BEE is the Broad Based Black Economic Empowerment Bill (“the Bill”) which was introduced to parliament in June 2003.

BEE has a number of components which aim to increase the numbers of black people

1. and/or historically disadvantaged individuals
2. (HDI) that manage, own and control the country’s economy, and decrease racially based income inequalities.

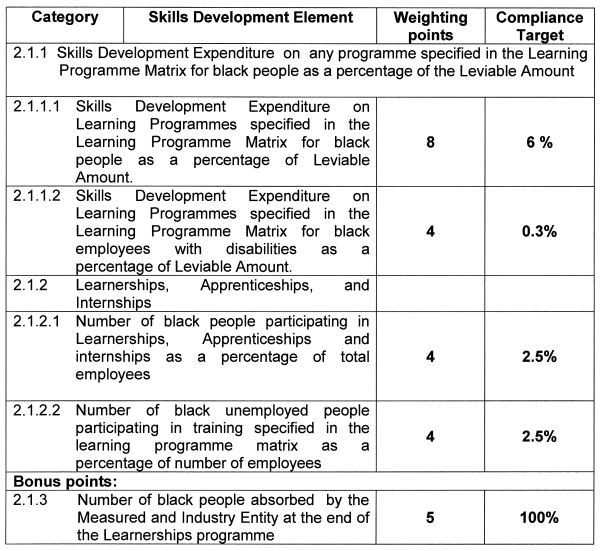
***The three core elements of BEE are:***

* Direct empowerment through ownership and control of enterprises and assets;
* Human resource development and employment equity;
* Indirect empowerment through preferential procurement policies aimed at ensuring black people benefit from government tenders.

**Skills development as a priority element of the BBBEE scorecard**

Skills development is one of the easiest priority elements to comply with. It measures the extent to which companies carry out initiatives designed to develop the competencies of black people internally and externally. The sub-minimum requirements for skills development is 40% of the total weighting points for skills development which, on the generic scorecard, is 20 points. It is further required that black women should form between 40% and 50% of the beneficiaries of the relevant elements of the BBBEE scorecard, and that black people with disabilities, black youth, black people living in rural areas, and black unemployed people also form part of the beneficiaries.

The table below shows a breakdown of the skills development weighting on the generic BBBEE scorecard.



**Employment Equity Act**

The purpose of the Employment Equity Act, No 55 of 1998 is to achieve equity in the workplace by promoting equal opportunity and fair treatment in employment through elimination of unfair discrimination and implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure equitable representation in all occupational categories and levels in the workforce.

This Act provides for additional reporting requirements employers with the additional burden of submitting an Employment Equity Report.

The Employment Equity Act is the law that promotes equity in the workplace, ensures that all employees receive equal opportunities and that employees are treated fairly by their employers.

The law protects employees from unfair treatment and any form of discrimination. The law states that employers can't discriminate against anyone directly or indirectly through employment policy or practice on the grounds of:

* race,
* gender,
* pregnancy,
* marital status,
* family responsibility,
* ethnic or social origin,
* colour,
* sexual orientation,
* age,
* disability,
* religion,
* HIV status,
* conscience,
* belief,
* political opinion,
* culture,
* language, and
* Birth.

The law aims to redress injustices of the past by implementing affirmative action measures. According to the legislation, it isn't unfair discrimination to promote affirmative action consistent with the Act or to prefer or exclude any person on the basis of an inherent job requirement.

**The purpose of the Employment Equity Act**

The purpose of the Act is to achieve equity in the workplace, by

* Promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination.
* Implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups (A designated group means black people, women, or people with disabilities) to ensure their equitable representation in all occupational categories and levels in the workforce.
* The act applies to all employees and employers, except to the South African National Defence Force, National Intelligence Agency, and South African Secret Services.

The act also protects employees from unfair medical testing and evaluation, it states:

1. Medical testing of an employee is permissible only when legislation requires testing or when this is justifiable for various reasons.
2. HIV testing is prohibited unless such testing is determined to be justifiable by the Labour Court.

Psychological testing and similar assessments are prohibited, unless the test is scientifically valid and reliable, can be applied fairly to all employees, and isn't biased against any employee or group.

**National Qualifications Framework Act**

In 2008 the National Qualifications Framework (NQF) Act No 67 replaced the South African Qualifications Authority Act No 58 of 1995. The NQF is a framework as it sets the boundaries, principle and guidelines on a national basis in order to integrate education and training into a unified structure of recognised qualifications. All education and training in South Africa fits within this framework. The NQF is therefore a set of principles and guidelines by which records of learner achievements are registered to enable national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages lifelong learning.

There are three groups or classification bands making up the NQF:

* GET: General Education and Training
  + Adult Basic Education and Training (AET)
  + Compulsory Schooling up to Grade 10
* FET: Further Education and Training
* HET: Higher Education and Training

KT0202 The Quality Council for Trades and Occupations

**Overview**

The mission of the Quality Council for Trades and Occupations (QCTO) is to effectively and efficiently manage the occupational qualifications sub framework in order to set standards for, develop, and quality assure national occupational qualifications for all who want a trade or occupation and, where appropriate, for professions.

The QCTO is one of three Quality Councils (QCs) responsible for a part of the National Qualifications Framework (NQF). Collectively, the Quality Councils and the South African Qualifications Authority (whose role is to advance the objectives of the NQF and oversee its development and implementation), work for the good of both learners and employers. Another important role for the QCTO is to offer guidance to service providers, who must be accredited by the QCTO to offer occupational qualifications.

The Quality Council for trades and occupations (QCTO) was established in 2010 in terms of section 26g of the Skills Development Act of 1998 as a juristic person. It was listed as a public entity in government gazette No 33900 of 31 December 2010 effective from 1 April 2010 to establish the Sub-Framework for trades and occupations. The QCTO is responsible for the development, maintenance and quality assurance of qualifications within its sub-framework.

The Quality Council for trades and occupations (QCTO) manages the occupational Qualifications Sub-framework (OQSF). The purpose of the QCTO is to ensure quality in the development, provision and certification of occupational qualifications.

The QCTO was established to perform certain functions which include but are not limited to the following:

* Design and develop occupational standards and qualifications and submit them to the South African Qualifications Authority (SAQA) for registration on the National Qualifications Framework (NQF);
* Ensure the quality of occupational standards and qualifications and learning in and for the workplace.

**Purpose of the QCTO**

In addressing a number of NQF implementation problems, the QCTO provides an opportunity to find viable and powerful solutions, some of which are outlined below:

**A quality council that provides a framework for various role-players**

The many  role-players and  structures active  in the labour  market, such  as SETAs,  SGBs,  providers, assessors and  professional bodies, have  created a situation  that is over complex and  inefficient. The QCTO provides a coordinating 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 practise a particular occupation effectively, namely with regard to the:

* 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**

As a starting point, the new model analyses the relevant occupations as listed in the Organising Framework for Occupations (OFO), and identifies skills and tasks associated with each occupation and the kind and scope of work experience required to develop competence. This process results in occupational curricula and occupational qualifications that are directly linked to labour-market skills needs.

**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.  It specifies the inputs needed by unpacking the occupational profile, and will be used as the basis for the accreditation of providers and the approval of workplaces to offer the work experience component. 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 are specified in unit standards reflecting each of the curriculum components already mentioned, 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**

The QCTO will introduce an external, nationally standardised assessment for each of its occupational qualifications as a prerequisite for certification. A qualification assessment specifications document for each qualification will specify the overall assessment strategy for the external assessment of occupational competence. It will also specify the criteria for the registration of constituent assessors and moderators, and the requirements for accreditation of assessment centres or registration of assessment sites where appropriate. This will put an end to the current variations in the interpretation of standards across sectors and sites.

The QCTO will appoint, or recognise, suitable organisations as quality partners in the design and management of these external assessments.

**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 the 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/core learning requirements of the qualification.

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 be replaced by specialisations.

**Multiple ETQAs combined in order to streamline quality-assurance processes**

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

**A ‘light-touch’**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, applying criteria which are stated in each curriculum and are fit-for-purpose for each qualification. The process will begin with self-evaluation and will promote quality improvement. Overlapping accreditation, registration and verification requirements – currently causing major delays and frustrations, and escalating costs (especially for small providers) – will no longer apply.

**A balance between flexibility and standardisation in order to achieve credible qualifications**

The new model is flexible enough to maximise ‘fitness for purpose’, but includes sufficient standardisation to ensure the credibility of the system.

KT0203 Sector Education and Training Representative Bodies

SETA” stands for Sector Education and Training Authority. A Sector Education & Training Authority (SETA) is a body established under the Skills Development Act (RSA, 1998c) whose main purpose is to contribute to the improvement of skills in South Africa through achieving a more favorable balance between demand and supply, and by ensuring that education and training:

* Acknowledges and enhances the skills of the current work force (in addition to ensuring that new entrants to the labour market are adequately trained)
* Meets agreed standards within a national framework
* Is provided subject to validation and quality assurance
* Where appropriate, is benchmarked against international standards (NTB, 1999)

The full list of SETA functions is contained in the Skills Development Act (RSA, 1998c).

***Those which affect SAQA's work most directly are SETAs that:***

* Are accredited by SAQA as ETQAs within the economic sector (distinguished in Regulation 2(3) of the ETQA Regulations (RSA, 1998a) from the education & training sector and the social sector), and therefore fulfil all the functions of ETQAs as set out in Regulation 9 (RSA, 1998a)
* Monitor education and training in the sector

**Establishment of SETA**

* The Minister may, in the prescribed manner, establish a sector education and training authority with a constitution for any national economic sector.
* The Minister must determine a discrete sector for the purposes of subsection (1) by reference to categories of employers and for the purposes of that determination take into account – the education and training needs of employers and employees that use similar materials, processes and technologies; make similar products; or render similar services;
* the potential of the proposed sector for coherent occupational structures and career pathing;
* the scope of any national strategies for economic growth and development;
* the organisational structures of the trade unions, employer organisations and government in closely related sectors;
* any consensus that there may be between organised labour, organised employers and relevant government departments as to the definition of any sector; and
* The financial and organisational ability of the proposed sector to support a SETA.

**Functions of SETA**

**A SETA must:**

* develop a sector skills plan within the framework of the national skills development strategy
* implement its sector skills plan by-establishing learnerships; approving workplace skills plans; allocating grants in the prescribed manner to employers, education and training providers and workers; and monitoring education and training in the sector;
* promote learnerships by identifying workplaces for practical work experience; supporting the development of learning materials; improving the facilitation of learning; and assisting in the conclusion of learnership agreements
* register learnership agreements;
* within a week from its establishment, apply to the South African Qualifications Authority for accreditation as a body contemplated in section 5 (1) (a) (ii) (bb) and must, within 18 months from the date of that application, be so accredited;
* collect and disburse the skills development levies in its sector;
* Liaise with the National Skills Authority on the national skills development policy, the national skills development strategy and its sector skills plan
* Report to the Director-General on the implementation of its sector skills plan
* liaise with the employment services of the Department and any education body established under any law regulating education in the Republic to improve information-about employment opportunities; and between education and training providers and the labour market;
* appoint staff necessary for the performance of its functions
* Perform any other duties imposed by this Act or consistent with the purposes of this Act.

**Composition of SETA**

A SETA may consist only of members representing

* organised labour;
* organised employers, including small business;
* relevant government departments; and
* If the Minister, after consultation with the members referred to in paragraph (a), (b) and (c), considers it appropriate for the sector--any interested professional body; any bargaining council with jurisdiction in the sector.

**Sector Skills Planning**

* South Africa has embarked on a skills development revolution in an attempt to address skills development as a skilled workforce is critical for economic growth and development.
* Of great importance in this endeavor is the role of research in continuously providing the solutions through the process and generate knowledge to enhance innovation and creativity in skills development delivery
* Core to this research is the importance of planning, design of support interventions and measuring, performance and impact assessment of various interventions
* Assess and evaluate progress, successes and failures in the skills development process, this task requires cooperation, partnerships and collaboration by both the public and private sector as key role players with agencies such as Sector Education and Training Authorities (SETAs) facilitating linkages and acting as conduits between industry and government as well as beneficiaries of skills development broadly.
* Furthermore the SETAs are tasked to develop and annually update the Sector Skills Plan (SSP) according to the Skills Development Act (1998).
* These SSPs require an investment by SETAs on research.

***The purposes of the SSP among others include but are not limited to the following:***

* Inform the supply and demand side for skills planning
* Enable forecasting to determine future needs per economic sector
* Determine funding priorities via the SETA levy grant system
* Analyse the Workplace Skills Plans and Annual Training Reports for companies to determine priority focus areas
* Guide the SETA’s strategy planning and execution
* Inform the curricula development processes on industry needs

**List of SETAS in South Africa**

* AGRISETA (Agriculture sector education and training Authority)
* BANKSETA (Banking Sector Education and Training Authority)
* CATHS SETA( Culture, Arts, Tourism, Hospitality and Sport Education and Training Authority)
* CETA (Construction Education and Training Authority)
* CHIETA (Chemical Industries Education and Training Authority)
* ETDP (Education, Training and Development Practices)
* EWSETA (Energy and Water Sector Education and Training Authority)
* FASSET (Financial and Accounting Services Sector Education and Training Authority)
* FOODBEV (Food and Beverages Manufacturing Industry Sector Education and Authority)
* FP&M SETA (Fibre Processing and Manufacturing Sector Education and Training Authority)
* HWSETA (Health and Welfare Sector Education and Training Authority)
* LGSETA (Local Government Sector Education and Training Authority)
* MERSETA (Manufacturing Engineering and Related Services Sector Education and Training Authority)
* MICT (Media, Advertising, Information and Communication Technologies Sector)
* MQA (Mining Qualifications Authority)
* PSETA (Public Service Sector Education and Training Authority)
* SASSETA (Safety and Security Sector Education & Training Authority)
* SERVICES SETA (Services Sector Education and Training Authority)
* TETA (Transport Education and Training Authority)
* W&RSETA (Wholesale and Retail Sector Education and Training Authority)
* INSETA (Insurance Sector Education and Training Authority)

KT0204 Key QCTO policies and guidelines (DQP, AQP, Provider Accreditation)

**Development Quality Partner DQP**

**2*.* Functions of a Development Quality Partner**

* 1. A Development Quality Partner must, in respect of the occupation/s specified in the Service Level Agreement:

1. appoint a Qualifications Development Facilitator (QDF) to facilitate the development of occupational qualification/s;
2. coordinate the design, development and/or revision of specified occupational standards and qualifications and/or part qualifications according to the QCTO procedure;
3. deliver to the QCTO the following documents:
4. occupational qualification document
5. curriculum document, including recommended criteria for the accreditation of skills development providers
6. external assessment specifications document
7. qualification development process report
8. report to the QCTO on the performance of its functions in the SLA; and
9. Collaborate with QCTO on the evaluation of this process.
   1. Recognise qualifications or part qualifications registered on the NQF which shall carry credit towards the achievement of one or more of the curriculum components.
   2. Provide a mechanism for RPL.
   3. Appoint a learner qualification development facilitator with a view to enhance equity and to be trained in the facilitation of occupational qualification development.

**Criteria for the approval of a Development Quality Partner**

* 1. A party seeking to perform the functions of a Development Quality Partner (DQP) must satisfy the following criteria:

1. must be recommended by stakeholders in a QCTO facilitated scoping meeting;
2. have the human resources necessary to perform the DQP functions as specified in this policy;
3. have access to communities of expert practitioners in the occupation/s;
4. have the financial resources necessary to perform its functions as specified in this policy, verified by means of a written letter by its relevant authority committing the necessary financial resources to fund the DQP function; and confirming that effective, efficient and transparent financial management and internal control systems are in place;
5. be willing to sign the QCTO Code of Conduct (Schedule 3) if delegation is approved;
6. Submit a valid tax clearance certificate where appropriate.
   1. Proof must be submitted to demonstrate adherence with the criteria mentioned under clause 3.1.Such proof must include submission of the schedules 1, 2 and 3 of Annexure A.
7. Schedule 1 – DQP Project Details and Timeframe.
8. Schedule 2 – Letter from the DQP’s relevant authority committing the necessary financial resources to fund the DQP function; and confirming that effective, efficient and transparent financial management and internal control systems are in place.
9. Schedule 3 – Code of Conduct for DQP.
   1. The QCTO will evaluate the applicant against the criteria outlined above and determine whether it meets the required standards. The outcome of the evaluation will be communicated to the applicant in writing.
   2. Upon approval the QCTO will sign a Service Level Agreement (SLA) with the Development Quality Partner to perform the functions as specified in this policy in the agreed timeframes (as detailed in Annexure A). 4. QCTO obligations in respect of Development Quality Partners The QCTO will –
   3. upon receipt of all required documentation specified in the application criteria, and payment of the required fees for processing the application, the QCTO will evaluate the application and revert to the applicant in a time frame as specified in the operational procedures;
   4. make publicly available the list of registered qualifications development facilitators (QDFs);
   5. promote equity in training of learner development facilitators as well as registration of qualification development facilitators;
   6. upon delegation to a DQP, the QCTO will give access to the NOPF system at a prescribed fee;
   7. monitor and evaluate the execution of DQP functions;
   8. evaluate and, where standards are met, recommend occupational qualifications and/or part qualifications received from the DQP to SAQA for registration;
   9. maintain a register of accepted curricula documents and assessment specifications;
   10. play an advocacy role and promote occupational qualifications and/or part qualifications registered on the sub framework for trades and occupations;
   11. make available curricula to QCTO accredited skills development providers;
   12. evaluate the qualification development process itself;
   13. consult with the DQP prior to exercising its powers under clause 1.6 (c) of this policy; and
   14. Monitor adherence to the QCTO Code of Conduct for DQPs.

**Assessment Quality Partner (AQP)**

**The functions of the Assessment Quality Partner (AQP)**

**6.1** The Assessment Quality Partner must, in respect of the qualifications and part qualifications specified in the Service Level Agreement:

1. recommend the external assessment specifications document for approval by the QCTO,
2. develop and maintain a national data-bank of instruments for external assessments,
3. publish exemplars of external assessments,
4. develop guidelines for the accreditation of assessment centres or the approval of assessment sites for external assessments,
5. recommend to the QCTO the accreditation and withdrawal of accreditation of assessment centres, and
6. recommend to the QCTO the withdrawal of accreditation of skills development providers for the knowledge and/or practical skills component using criteria and guidelines provided by the QCTO;

**6.2.** Coordinate and manage external assessment processes;

**6.3.** Ensure that there is a reliable and secure electronic database to record learner registration, assessment centres, external assessment applications and assessment data in a format prescribed by the QCTO;

**6.4.** Moderate at least 10% of learner external assessments;

**6.5.** Recommend the certification of learners to the QCTO;

**6.6.** Implement Appeals Criteria and Guidelines as guided by the QCTO assessment policy;

**6.7.** Conduct learner tracer studies;

**6.8.** Promote continuous professional development of AQP associated practitioners;

**6.9.** Report to the QCTO on the performance of its functions in the form and manner required by the QCTO; and

**6.10.** Provide a mechanism for RPL.

**Which bodies could become national Assessment Quality Partners?**

The need to establish an AQP arises from the development of an occupational qualification. A body that has the necessary credibility in the relevant constituency (industry/sector/profession) must be identified to manage External Integrated Summative Assessment by conducting the AQP functions listed above.

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 occupations:

1. Moderating Bodies
2. Examining Bodies
3. Professional Bodies
4. Legislated Boards
5. Occupational Associations

Note: If none of these exists with a specific interest in the relevant occupation, a SETA or industry body may also fulfil this role, but not a provider.

**Criteria for the approval of an Assessment Quality Partner**

**8.1** The QCTO will appoint an entity as an assessment quality partner only if satisfied that the entity has:

1. The necessary expertise, experience and standing in relation to the occupational qualifications or foundational learning for which the assessment quality partner is appointed; and
2. The resources necessary to perform its functions.

**8.2** In terms of clause 6.1 of the QCTO Delegation Policy, 22 June 2011 the criteria have been defined in detail as follows: The AQP must:

1. Be recommended to the QCTO by the relevant DQP during the occupational development process at a point when they submit an occupational profile. Possible evidence: letter of recommendation from the DQP; Signed attendance register; DQP progress report with endorsement of the selected body by constituency to ensure trust and acceptance; extracts from minutes of scoping meeting where the decision took place;
2. Have access to communities of expert practitioners in the occupation/s concerned. Possible evidence: attendance registers; reference to extracts from websites with links to CEPs or any other relevant information such as an indication as to where the AQP will source expertise to design assessments;
3. Have standing in the occupation or occupations concerned. Possible evidence: cover letter indicating relevant experience; cross reference to websites; publications and any other relevant information;
4. Have access to assessors and other human resources necessary to perform the AQP functions using criteria and guidelines provided by the QCTO. Possible evidence: Organisational chart, sample CVs of subject matter experts used;
5. Have access to a reliable management information system in the format required by the QCTO. Possible evidence: Reference to reliable data management information system; examples from computerized database used, or proof of this function being outsourced;
6. Have the financial resources necessary to establish the AQP function and implement effective, efficient and transparent financial management and internal control systems, verified by means of a written commitment by its relevant authority. Possible evidence: evidence that the functions have been catered for in the organisation budget; a letter from the AQP’s relevant authority committing the necessary financial resources to fund the AQP; latest audited financial statements;
7. Have a proposed fee structure funding model to maintain the delivery of AQP services for a minimum of five years aligned to the QCTO Fee Structure Policy. Possible evidence: Completed estimated Fee Structure Funding Model
8. Be willing to sign the QCTO Code of Conduct (Schedule 4) if delegation is approved. Possible evidence: Signed Code of Conduct;
9. Have research capacity, even if through a third party arrangement. Possible evidence: cross reference to reports or process of how this criterion will be addressed; and
10. Submit proof that the organisation is a juristic person. Possible evidence: company registration documents; submit a valid tax clearance certificate where appropriate.

**Steps to be followed to become an AQP**

Steps to be followed in signing a Service Level Agreement (SLA) to become and AQP

**Step 1:** Expression of the intention to become an AQP

1. The proposed (applicant) AQP will send a letter of intent to become the AQP
2. The QCTO will acknowledge receipt, capture and record the submission details in the QCTO database
3. QCTO or applicant may request for a meeting to:
   * discuss the scope of the qualifications to be assessed by the AQP
   * discuss the project timelines to be developed
   * Discuss any questions the applicant may have in relation to the SLA that will be signed if compliant.
4. The details of the applicant will be captured and recorded in the QCTO database.

**Step 2:** Submission and the evaluation of the applicant’s evidence

***The applicant:***

1. will submit evidence of compliance with stipulated criteria
2. make sure that a QCTO official has signed for the delivery

***The QCTO will:***

1. Capture the details of the applicant in the relevant QCTO format
2. Acknowledge receipt
3. Conduct the desktop evaluation of the evidence
4. Will support the applicant to comply where necessary
5. Recommend for the signing of the SLA

**Step 3:** Notification of the outcome and signing of the SLA

***The QCTO will:***

1. notify the applicant of the outcome; and
2. arrange the signing of the SLA

**Termination of appointment of Assessment Quality Partner**

The QCTO may on reasonable grounds terminate the appointment of an assessment quality partner on the grounds that the AQP:

1. No longer satisfies the criteria for accreditation;
2. Has failed or refused to fulfil its functions;
3. Has failed or refused to comply with the relevant policies, criteria and procedures of the QCTO

***In the case of withdrawal, the following applies:***

1. In the case of voluntary withdrawal, the relevant AQP must provide three (3) months’ notice and a proposal of how learners in the system will be catered for, so as not to disadvantage the learners;
2. In the case of enforced withdrawal, where it is found that the AQP is not fulfilling its functions in terms of the SLA, the QCTO will also require a proposal within three (3) months of how learners in the system will be catered for so as not to disadvantage the learners.

**What will AQPs report on?**

***The AQPs will report to the QCTO on the following:***

1. Assessment centre accreditation /de-accreditation and assessment site approval/disapproval
2. Assessment instruments utilisation and performance analysis
3. Number of accredited Skills Development Providers (SDPs)
4. Learner Enrolments and Achievements
5. External Assessment moderation and management
6. Learner Certification recommendations
7. Assessment practitioner management practices
8. Learner tracer studies and employer satisfaction surveys

**Provider Accreditation**

**Accreditation of Skills Development Providers**

Any Skills Development Provider (SDP) offering training or who wants to provide training in trades, N4-N6, occupational and/or part-qualifications must seek accreditation from the QCTO, and must comply with the minimum criteria for accreditation.

The accreditation is valid for a period of five years from the date in which the QCTO granted accreditation to the SDP or until the SDP is de-accredited by the QCTO.

Accreditation of the SDP may be withdrawn by the QCTO if the SDP fails to perform its responsibilities as stipulated in the QCTO Accreditation Policy, and/or contravenes the provisions stipulated in the accreditation letter or act in a way that is unlawful or unbecoming of a SDP.

The accreditation process comprises of two parts namely: institutional compliance and programme delivery readiness.

**Application for accreditation**

The prospective SDP must complete an application form which is obtainable on the QCTO website.

***The prospective SDP must provide the following supporting documents:***

* Proof of juristic status, for example Company Registration Certificate.
* Valid Tax Clearance Certificate issued by South African Revenue Services (SARS) or evidence of exemption;
* Provide proof of financial sustainability for the learning services applied for and throughout the accreditation period ( e.g. Business Plan; Financial Surety; Audited Financial Statements)
* Valid Occupational Health and Safety Certificate, as applicable to the occupation;
* Evidence of appropriately qualified facilitator(s) to deliver the Occupational Qualification [e.g. Comprehensive CV, Certified Copy of ID and qualification certificate(s)].
* Learner Appeal Policy and Code of Conduct.

**Desktop evaluation**

The QCTO evaluates the completed application and verifies the authenticity of the supporting documents. The QCTO communicates to the prospective SDP about the outcome of the desktop evaluation.

In an event where an application meets the evaluation requirements, the QCTO will propose a date for a site visit/ programme delivery readiness visit, otherwise a decline letter will be sent.

**Site visit**

The QCTO Verifier conducts a site visit on a specific date agreed upon between the QCTO and the prospective SDP to determine programme delivery readiness.

**Accreditation Outcome**

Upon receipt of the evaluation report from the QCTO Verifier, the application for accreditation will either be approved or declined.

To this end, a letter will be sent to the SDP Applicant confirming the outcome.

KT0205 Learning programs, delivery models and policies

**Learning programme specifications**

This element focuses on the way an occupational learning programme is structured. Typically, an occupational learning programme contains three core aspects, namely knowledge and theory, practical skills and work experience. The knowledge and theory component comprises various subject specifications. Knowledge here refers to discipline or conceptual knowledge (including theory) from a recognised disciplinary field found on subject classification systems, such as the Classification of Educational Subject Matter (CESM), which an individual has to have in order to perform proficiently the tasks identified in the occupational profile.

The knowledge identified is frequently common to a group of related occupations at the same level in the same National Occupational Pathway Framework (NOPF) family, and the level of knowledge to be covered will be built on the knowledge base held by those entering from lower level occupations within the relevant NOPF family. The subjects specifications are developed by educationists based on inputs from expert practitioners and are packaged as standardised courses to enable providers to plan their delivery and access standardised funding.

The practical skills component derives from the roles to be performed. It comprises various practical skill module specifications. Practical skills are defined as the ability to do something with dexterity and expertise. Skill grows with experience and practice, and can lead to unconscious and automatic actions. Practical skills are more than just the following of rule-based actions and include practical and applied knowledge. The purpose of practical skills training is to develop the needed skills (including applied, practical and functional knowledge) to operate safely and accurately in the actual working environment (so as not to cause damage to people, equipment, systems and the business).

Practical skills are, therefore, mostly developed in a safe, simulated environment (such as a workshop) in preparation for actual work. The module specifications are developed by expert practitioners and trainers based on the practical skills (including the applied, practical and functional knowledge) required to execute the occupational responsibilities, in terms of the tasks identified in the occupational profile.

Work experience is defined as the exposure and interactions required to practise the integration of knowledge, skills and attitudes required in the workplace. Work experience includes the acquisition of contextual or in-depth knowledge of the specific working environment. The work experience module specifications are developed by expert practitioners, based on the work experience activities required within the specific occupational context in terms of the tasks identified

**Learning programme design and development**

This element focuses on the way an organisation plans and designs its occupational learning programmes. It entails the use of relevant unit standards and logbooks, the format of presentation, the assessment scheme to be used and the outcome of the learning process. The new OLS landscape in South Africa demands that during the development phase of occupational qualification curricula, a development facilitator should be appointed to guide and direct various working groups, which are responsible for the development of an occupational profile, the development of learning process design and the development of assessment specifications.

The QCTO will have to assure quality of development and design tasks by applying nationally standardised processes and systems. The design of a learning programme determines its outcomes.

**Occupational qualifications**

The sub-framework introduces two types of qualifications to be registered on the OQF. The National Occupational Qualification will be the main qualification. It is a full qualification of 120 or more credits, and will be associated with a trade, profession or occupation (or specialisation within an occupation). Occupational Awards will be the second type of qualification in the OQF, with a minimum of 25 and maximum of 119 credits. Occupational qualifications will be based on occupations listed in the Organising Framework for Occupations (OFO), and could be on all 10 NQF levels.

**Three types of unit standards**

Occupational qualifications will be designed to include three different types of unit standards, i.e. knowledge, practical and work experience unit standards. Each type of unit standard must cover a minimum of 20% of the total credits of the qualification, with the remaining 40% allocated according to the need of the particular occupation or occupational specialisation. The knowledge and practical unit standards can be taught and assessed in an integrated way.

**Part qualifications**

The curriculum components of each type of unit standard constitute "part qualifications; for example, all the knowledge unit standards in a qualification would together be recognised as a "part qualification?” Any one, two or three of these curriculum components can be separately, nationally assessed and certificated, in which case they will be registered on the NQF as part qualifications alongside the full qualification/s of which they are a part'. Other learning achievements that will be recognised on the OQF as part qualifications are National N-Certificates (N4-N6) (NATED or N-courses) and the Foundational Learning Competence prescribed for all occupational qualifications at Levels 3 and 4. The NQF is already adapted to register part qualifications, as reflected on the SAQA website.

KT0206 Foundational Learning Competence Part Qualifications

Foundational Learning Competence (FLC) is a part qualification that consists of two learning areas: Communication and Mathematical Literacy. It outlines the minimum level of competence required for optimal functioning in the world of work and for occupational learning at NQF Levels 2-4. It is a part qualification registered at NQF Level 2 and carries 40 credits in total. Each learning area carries 20 credits.

The FLC is directed at learners in occupational qualifications registered on the NQF at Level 2, 3 and 4. It is a compulsory component for all new qualifications developed by the Quality Council for trades and occupations (QCTO) at NQF levels 3 and 4 (see exemptions in page 10).This does not mean that developers of qualifications at NQF Level 2 cannot include Foundational Learning Competence as a requirement.

Each learning area consists of components that are ‘foundational to’ occupational qualifications at NQF Levels 2 to 4. The FLC is intended to address the skills and knowledge required for occupational learning across the FET sector.

***The following documents describe the learning required for the FLC:***

1. The Foundational Learning Competence part Qualification (which contains the Exit Level outcomes and Associated Assessment Criteria for both Communication and Mathematical Literacy, SAQA ID: 88895).
2. The Foundational Communication in English: Curriculum Framework.
3. The Foundational Mathematical Literacy: Curriculum Framework.

These documents outline the knowledge, content, applied skills, range statements and assessment requirements of the FLC. The curriculum documents for Foundational Communication and Foundational Mathematical Literacy outline the necessary ‘learning’ skills for the learner to succeed in occupational or trade training.

The curricula set out the areas of knowledge, skills and processes that should be covered in each learning area. They include learning outcomes and the scope and contexts in which these can be learned or practised, as well as learning activity guidelines and illustrative exemplars for different skills and tasks. The curricula do not represent actual learning programmes. Providers will need to develop or adapt their own materials. The learning materials should be contextualized to suite the particular occupational sector.

The curriculum documents are available on the QCTO and independent Examinations Board (IEB) websites.

The focus in Foundational Communication is on developing reading, writing, speaking and listening skills that will enable the learner to function optimally in the workplace, to enable the learner to deal with further learning and to access occupational training materials and related assessments. The focus in Foundational Mathematical Literacy

**Rationale**

The Foundational Learning Competence Part Qualification comprises two components, mathematical literacy and communication, as these two areas have been identified as platform skills for occupational progress and skills development. The Foundational Learning Competence Part Qualification defines itself in the context of the occupational qualifications framework. It was developed to address the following needs:

* Many South Africans are denied qualifications in occupations and trades at NQF levels 2, 3 and 4 because they are unable to achieve the compulsory fundamental requirements at all four levels in the FET band for mathematical literacy and language. Foundational Learning provides an alternative qualification model to enable progress in occupational qualifications pathways.
* Many South Africans are unable to cope with the learning demands of qualifications at NQF levels 2, 3 and 4 due to historical educational backlogs which resulted in a gap in their understanding of and ability to apply mathematical literacy and language. Foundational Learning supports learners in the skills development context.
* Additional language or mathematical literacy requirements specific to sector and occupational domains are addressed in the design process of occupational qualifications in the FET band, building on the competence levels of the Foundational Learning Competence Part Qualification.

The Foundational Learning Competence Part Qualification is linked to an assessment model that is designed to streamline the process of identifying those who need upskilling in the two foundational areas, while at the same time serving as an RPL process for those who already have the minimum competence in place. It therefore enables access and removes barriers to occupational progression. This part qualification must be read together with the Curriculum Framework for each learning area. These are registered with the QCTO, and provide detailed specifications of knowledge, content, applied skills, range statements and assessment requirements. Programme development must be done in relation to these frameworks; compliance with the Curriculum Frameworks is an indicator in the provider accreditation process for this part qualification.

**Learning assumed to be in place and recognition of prior learning**

The Foundational Learning Competence Part Qualification assumes that learners entering a foundational learning programme have minimum competence levels in the relevant learning area at ABET Level 3 or its equivalent. This is not a formal certification requirement, as there are no certification requirements for entry to the National External Assessment. However, it should be noted that individuals who do not have firmly established mathematical literacy skills or literacy skills in the language of the National External Assessment are unlikely to be successful.

**Recognition of prior learning**

This part qualification may be obtained through the recognition of relevant prior learning and/or experience. For the purpose of recognising prior learning, learners will be required to undertake a formal assessment according to the designated Assessment Quality Partner's assessment mechanisms. The notion of Recognition of Prior Learning is primary to the purpose and rationale of the Foundational Learning Competence Part Qualification. The qualification model allows for candidates to present themselves for the National External Assessment without first going through a foundational learning programme, thus creating a model for RPL that has been lacking in the areas of language and mathematical literacy. However, candidates following this route should take cognisance of the Learning Assumed to be in Place stipulated above.

**Part qualification rules**

Learners must achieve 20 credits for the Foundational Communication component and 20 credits for the Foundational Mathematical Literacy component.

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| KM-01-KT03: THE STATUTORY AND REGULATORY FRAMEWORK THAT GOVERNS SKILLS DEVELOPMENT FUNDING |

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On completion of this section you will be able to understand the statutory and regulatory framework that governs skills development funding

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1. **KT0301** The legislative and regulatory framework
2. **KT0302** Levy payment and distribution provisions
3. **KT0303** The statutory levy grant provisions for mandatory and discretionary grants
4. **KT0304** Funding incentives

KT0301 The legislative and regulatory framework

The skills development legislation that has been with us since the middle of the 1990s is often considered as just one more of several tax laws. However, this legislation offers numerous opportunities that are being overlooked by many employers. The legislation is far more comprehensive than space allows here, but for the employer the following key facts are important.

The legislation makes provision for the payment of a skills levy (1% of the taxable salaries/wages) as well as a mechanism to claim back as much as 70% of the levy if the employer conforms to certain requirements.

**The laws**

The management of skills development is mainly regulated by the following three laws:

* South African Qualifications Authority (SAQA) Act (Act 58 of 1995).
* Skills Development Act (Act 97 of 1998).
* Skills Development Levies Act (Act 9 of 1999).

**Purpose**

The purpose of the skills development legislation is to fund the improvement of skills levels in South Africa in a structured way. A second broad goal is to regulate the standard of education/training. For these purposes a National Qualification Framework (or “NQF”) was established.

**Structure**

The legislation divides South African industries into 12 broad industry categories. The agricultural industry forms part of the Agricultural and Nature Conservation categories. Within each industry category various sectors have been identified. Each sector has a Sector Education and Training Authority (SETA).

**Registration**

The Skills Development Act makes provision for the registration of each employer (irrespective of size or turnover) to pay over 1% per month of their taxable salaries/wages to SARS. In turn SARS will channel 80% of the funds to the relevant Seta. In terms of the act Seta may use 10% of the funds for administration. 20% of the levy is paid over to the National Skills Fund.

Employers must complete form EMP 101 to register with SARS and complete form EMP 201 each month. The employer must indicate in the application to which Seta levies must be channeled.

KT0302 Levy payment and distribution provisions

**Skills Development Levies Act, 1999**

**The purpose of the Skills Development Levies Act**

This Act regulates a compulsory levy scheme to fund education and training in businesses within various sectors in South Africa. It aims to expand the knowledge and competencies of the labour force and in so doing increase the supply of skilled labour in South Africa, providing for greater productivity and employability.

**The criteria currently used for employers to become eligible to pay Skills Levies**

Every employer must register with South African Revenue Services to pay a skills development levy of one percent of payroll. The payment is made with the PAYE contributions, but is paid from the funds of the employer. Standard Industry Classification Codes (SIC codes) are used to identify the SETA to which the employer pays the levy.

There is limited flexibility to choose a SETA other than the one most obviously suitable. In his budget speech the Minister of Finance announced a R500000 threshold for SMMEs. There is currently a conditional threshold of R250000. It is not clear whether this conditional threshold is being increased or that the threshold announced by the Minister is a blanket exemption.

Two percent of the levy is retained by SARS as a collection cost. Eighteen percent is retained in the National Skills Fund (NSF). The remaining eighty percent of the levy is paid to the relevant SETA. Interest and penalties are payable for non-payment or late payment of levies.

**Leviable amount**

The leviable amount, i.e. the ‘tax base’ on which the levy is calculated, is the balance of remuneration paid or payable to an employee, as determined for purposes of the Employees’ tax deduction, i.e. remuneration after deduction of allowable deductions. The levy remains payable in respect of remuneration amounts that fall below the tax threshold.

In line with the overall government objectives set out above, the purposes of the Act are as follows (Sec. 2(1)):

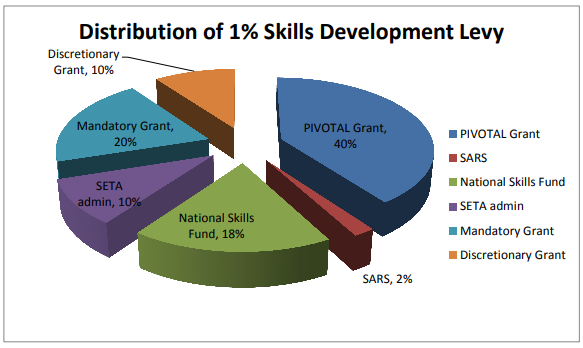
* to develop the skills of the South African workforce - to improve the quality of life of workers, their prospects of work and labour mobility; to improve productivity in the workplace and the competitiveness of employers; to promote self-employment; and to improve the delivery of social services;
* to increase the levels of investment in education and training in the labour market and to increase the return on that investment;
* to 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; to employ persons who find it difficult to be employed;
* to encourage workers to participate in learning programmes;
* to improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education;
* to ensure the quality of learning in and for the workplace;
* to assist - work-seekers to find work; retrenched workers to re-enter the labour market; employers to find qualified employees;
* To provide and regulate employment services.

**Exemptions**

***The levy is not payable by:***

1. any public service employer in the national or provincial sphere of government;
2. any employer where section 3(1)(a) or (b) applies and during any month, there are reasonable grounds for believing that the total amount of remuneration, as determined in accordance with section 3(4), paid or payable by that employer to all its employees during the following 12 month period will not exceed R500 000;
3. any public benefit organisation contemplated in section 10(1)(cN) of the Income Tax Act, which:
   1. solely carries on any public benefit activity contemplated in paragraphs 1, 2 (a), (b), (c) and (d) and 5 of Part I of the Ninth Schedule to that Act; or
   2. solely provides funds to public benefit organisations contemplated in subparagraph (i); or
4. any national or provincial public entity, if 80 per cent or more of its expenditure is defrayed directly or indirectly from funds voted by Parliament; or
5. Any municipality in respect of which a certificate of exemption has been granted on such conditions and for such period as the Minister may prescribe by regulation, in consultation with the Minister of Finance and the Minister for Provincial and Local Government.

**Levy distribution provisions**



**Distribution of levies paid to Commissioner**

1. The levies, interest and penalties collected by the Commissioner, after deduction of refunds, must be paid into the National Revenue Fund.
2. Subject to section 6(4), the total amount of levies, interest and penalties paid into the National Revenue Fund in terms of subsection (1), is a direct charge against the National Revenue Fund for the credit of –
3. the SETA to the amount contemplated in subsection (3)(b);
4. The National Skills Fund to the amount contemplated in subsection (3) (a) and (c).
5. The Director-General must, within 14 days after receipt of a notice from the Commissioner in terms of section 6(5), allocate –
6. 20 per cent of the levies, interest and penalties collected in respect of a SETA to the National Skills Fund;
7. 80 per cent of the levies, interest and penalties collected in respect of a SETA to that SETA after he or she is satisfied that the SETA has complied in the prescribed manner with section 10(1)(a), (b), (g)(iii) and (h)(ii) of the Skills Development Act;
8. The levies, interest and penalties collected by the Commissioner from employers which do not fall within the jurisdiction of a SETA to the National Skills Fund.
9. The levies, interest and penalties allocated to a SETA in terms of subsection (3) (b) must be dealt with in accordance with section 14 of the Skills Development Act.

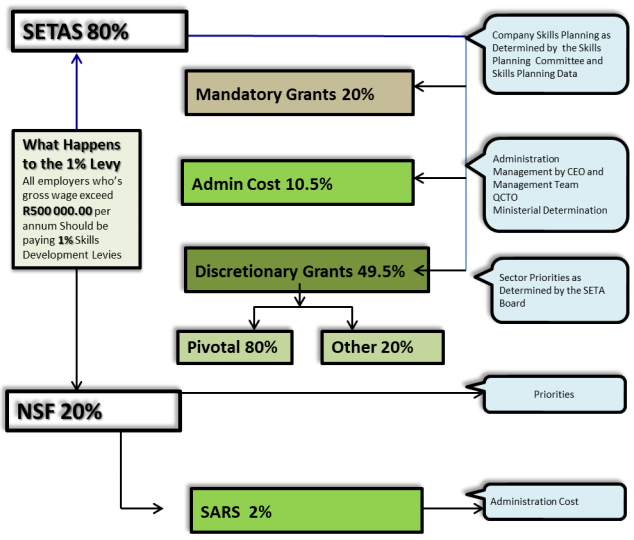
**Distribution of levies paid to SETA**

Subject to section 10(3), the executive officer of a SETA or its approved body, as the case may be, must:

1. not later than the 15th day of each month, pay 20 per cent of the levies collected by that SETA in terms of section 7(1), and of any interest and penalties collected in respect thereof, to the National Skills Fund;
2. Deal with the balance of the levies, interest and penalties so collected in accordance with section 14 of the Skills Development Act.

KT0303 The statutory levy grant provisions for mandatory and discretionary grants

**Grant Breakdown**



**Purpose of SETA grant policies and procedures**

Grant policies and procedures serve a number of purposes. Firstly, they provide the basis for the SETA to allocate and disburse grants. Without policies, SETAs will be found in the annual audit to be spending funds without a proper mandate. The policies in place for spending of the levy will be assessed by the Auditor General in the annual audit. If the policies have not been carefully framed to support the SETA‟s skills strategy then the SETA may find itself allocating funds in a manner that is conflicting with the policy and intention of the grant regulation policy. So when the Auditor - General asks a SETA to show their “pre-determined objectives”, it is that an audit can be conducted to see whether funds have been spent in a manner intended to achieve those objectives. Policies are an important aspect of how resources are allocated and will be checked by the auditors to see whether in fact they do speak to these predetermined objectives.

Secondly, SETAs need to act in a manner that is transparent and fair, and that achieves value for money spent. These are principles that are much wider than the SETAs and in fact stem from the country’s constitution. Policies need to set out, in a manner that is understood by SETA member companies and stakeholders, how grants and SETA funded projects can be accessed. Access implies an understanding of the processes, criteria and environment to enable participation. Policies are in effect the SETA “legislation” which member companies and stakeholders can refer to if they believe they are not being given adequate access or feel they are being treated unfairly. Transparency is not about every decision being done in public, but about the system of funding allocation being an open one that is understood by all interested.

Policies must enable the reader to understand the way the SETA makes decisions. Whilst in the year ahead it is accepted that each SETA will undertake this process independently, going forward it is anticipated that there will be a greater alignment between SETA policies so that all applicants, regardless of sector, will all understand a single, streamlined system for grant application and allocation. SETAs are all asked to take this into account and to allocate staff and resources to this process so that best practices can be built on and weak ones shed.

Thirdly, policies set what SETA is trying to achieve and explain this in a manner that enables a SETA and its stakeholders to understand what is intended and then to measure the extent to which it has succeeded. In setting out policy for grants, The SETA is stating how it is allocating resources to achieve its strategic goals and objectives in setting out how the SETA will judge the effectiveness of this policies, the SETA is putting in place a mechanism for reviewing policy after implementing them over a period of time.

The SETA must ensure that as part of building capacity in the sector on the skills planning, policy and procedures, the OFO and system must be included as part the capacity building. The Regulations require SETAs to review the Grant policies on an annual basis. The reason for this is not to create unnecessary work for Accounting Authorities, but to ensure that they put in place policies that are aligned to the goals and objectives of the organization. In reviewing policies annually, SETA boards can review the impact of the policies in the preceding year and adjust them in line with the changes they make to their plans. As indicated above however, there is also a need to build a more streamlined system going forward and in 2015/6 this will become a topic of focus in preparation for 2016 and beyond.

**Guidelines on developing grant policies and procedures**

**Mandatory Grants**

It is essential to emphasise the importance of the 20% grant for submitting Annexure 2 (of Grant Regulations) which is inclusive of WSP/ATR PIVOTAL plan and PIVOTAL Training reports. The grant has an important function. It is designed to encourage employers to provide data to the SETA on their workforce and skills needs. The data needs to be accurate and well prepared so that the SETA can make use of this data to establish skills needs in the sector. Bad data being provided to the SETA is not only wrong ethically, it distorts the aggregated WSP data that a SETA uses to inform the Sector Skills Plan. If completely false scarce skills are listed by an employer (for example, because the company has a training division that focuses on a particular set of occupational skills), then the SSP will reflect that incorrect skill and it will distort the strategy of the SETA.

The Annexure 2 (of Grant Regulations) needs to reflect the actual needs of the employer. This is the reason for the regulations stating that mandatory grants are dependent on the submission of Annexure 2 (of Grant Regulations) that is approved by the SETA. The Mandatory Grant submission should include the Annexure 2 (of Grant Regulations) template. The PIVOTAL plan is part of Annexure 2 (of Grant Regulations) and may not be submitted as a standalone and that in all instances when this grant is being referred to; it includes all components of the submission. Annexure 2 (of Grant Regulations) is also the place where a firm’s contribution to scarce skills can be captured. A firm with the capacity to contribute to any of these priorities should be encouraged to do so. In addition to their own roadshows, SETAs should also support national campaigns wherever possible.

Employers should plan and report using the Organizing Framework for Occupations‟ (OFO) 6 digit codes in order to capture jobs in the South African labour market in the form of occupations and to create a common language for talking about occupations and to enable labour market dialogue for talking about skills demand and supply. Planning and reporting should be done by completing Annexure 2 (of Grant Regulations) template. SETAs will use the OFO codes to report on the scarce and critical skills in their sector skills plans. All grant categories, such as learnerships, internships and the rest should be mapped to the occupation for which they prepare learners. SETAs must verify and monitor the accuracy of the Annexure 2 (of Grant Regulations) data that is submitted to the SETA.

All plans and reports should be studied and examined to establish credibility, and where some doubt exists, a follow up should be made with the person who completed the plans. It is important that SETAs do not simply use the submissions as a trigger for grant payments. If the report are seen by SETAs as purely there for compliance purposes, employers will inevitably treat them in the same way – purely as a task that has to be completed to obtain a grant, as opposed to it being a serious exercise to plan to meet training needs. It is suggested that SETAs should put in place criteria for approval, including evidence requirements, and processes to check a certain number each year, including visiting a number of employers to view the training that is being done, so as to communicate to stakeholders the importance of accurate plans and reports.

The SETA must put in place quality and accuracy standards for Annexure 2 (of Grant Regulations) as part of its policies and procedures. These minimum checks must include completed documentation accurate and verifiable plans approved and consulted plans use of relevant of OFO as 6 digit level. 4.1.2 There is a challenge raised by employers in relation to payment of mandatory grants, namely that they are not paid in a consistent manner, and this impacts on planning. The regulations require SETAs to set out payment schedules in their policies. The regulations sets a minimum of what SETAs should pay the grant consistently on a quarterly basis. Ideally, companies would be able to obtain the grant on a monthly basis, but this should only be attempted if consistency can be maintained. If this is not achievable, then regular quarterly payments are preferred to irregular, or unreliable, monthly payments.

Employers who are genuinely planning and implementing training should be able to do so on the basis of a regular flow of funds, and not be in a position of having to chase their SETA for payment or experience cash flow problems. This is important for all companies, but in particular smaller companies. It is a commitment of government to pay what is due to small businesses timeously and SETAs must show commitment to that by paying what is due to small businesses on time. All Mandatory Grant payments will be made on the approved 20% Mandatory Grant as depicted in the table below

|  |  |  |  |
| --- | --- | --- | --- |
| **Financial**  **Year** | **Mandatory Grant Payment Conditions** | **Levy Period** | **Disbursements** |
| April 2015 – March 2016 | 15/16 Annexure 2 (of Grant Regulations) submitted by 30 April 2014 and additional SETA Board Annexure 2 (of Grant Regulations) Alignment Criteria | February 2015 – January 2016 | 20 % of 15/16 levy paid into employer quarterly in arrears |

**Allocation of mandatory grants by a SETA**

1. Subject to sub-regulation (5), a SETA must allocate a mandatory grant to a levy paying employer –
   1. employing 50 or more employees that has submitted an application in accordance with sub-regulation (2) and as a minimum in the format contained in Annexure 2 to these Regulations;
   2. employing less than 50 employees that has submitted an application for a grant in accordance with sub-regulation (2) and such employers will be given the option of submitting Annexure 2 using a simplified form provided by the SETA;
   3. Who, notwithstanding sub-regulation (2), has registered for the first time in terms of section 5 of the Skills Development Levies Act and the employer has submitted an application for a mandatory grant within 6 months of registration.

1. An application for a mandatory grant in terms of sub-regulation (1) must be submitted by 1 April 2013.
2. With effect from 1 April 2014 an application for a mandatory grant in terms of subregulation (1) must be submitted by 30 April of each year.
3. 20% of the total levies paid by the employer in terms of section 3(1) as read with section 6 of the Skills Development Levies Act during each financial year will be paid to the employer who submits Annexure 2.
4. Before making payments, the SETA must approve Annexure 2 to ensure the levy paying employer meets quality standards set by the SETA.
5. The mandatory grant contemplated in sub-regulation (1) must be paid to the employer at least quarterly every year.
6. If the levy paying employer does not 10
7. A SETA Accounting Authority may grant an extension up to a maximum period of one month from the date contemplated in sub-regulation (2) for late submission of an application for a mandatory grant subject to a written request by a levy paying employer.

**Mandatory grants paid to levy paying employers**

1. A levy paying employer claiming a mandatory grant must meet the eligibility criteria for the payment of a mandatory grant as prescribed in sub-regulation (2).
2. A SETA may not pay a mandatory grant to an employer who is liable to pay the skills development levy in terms of section 3(1) of the Skills Development Levies Act, unless the levy paying employer –
   1. has registered with the Commissioner in terms of section 3(1) of the Skills Development Levies Act;
   2. has paid the levies directly to the Commissioner in the manner and within the period determined in section 6 of the Skills Development Levies Act;
   3. is up to date with the levy payments to the Commissioner at the time of approval and in respect of the period for which an application is made;
   4. has submitted Annexure 2 as contemplated in regulation 4(1) that contributes to the relevant SETA SSP within the timeframes prescribed in regulation 4(2) and 4(3);
   5. with effect from 1 April 2013, has submitted and implemented its Work place Skills Plan for the previous financial year to the extent that it satisfies the criteria for implementation that must be established and approved by the SETA Accounting Authority based on guidelines provided by the Department; and
   6. In the case of an employer who has a recognition agreement with a trade union or unions in place, there must be evidence provided that Annexure 2 has been subject to consultation with the recognised trade unions and Annexure 2 must be signed off by the labour representative appointed by the recognised trade union unless an explanation is provided.

**Discretionary grants**

It is important to emphasize again that the discretionary grants are just that – discretionary. The intention of the legislation and regulations is that mandatory grants are used as an incentive to employers to plan and implement training for their employees and create training and work experience opportunities for unemployed people. The purpose of the discretionary grants is for the SETA to use them to implement their SSP and to contribute to national targets. These are not grants that employers are entitled to, but a grant the SETA deploys to achieve its objectives in relation to the development of the sector. The purpose of grant policies is not to set out how employers can “get their money back” but rather how the SETA will achieve the implementation of the SSP and make a meaningful contribution to national targets.

**Allocation of discretionary grants by a SETA**

1. A SETA may determine and allocate discretionary grants in support of the implementation of its SSP.
2. A SETA must develop its SSP by taking account of national strategic goals as set out in the National Skills Development Strategy, the National Skills Accord and other relevant national priorities.
3. The APP must make clear how the SETA will allocate discretionary grants in a manner that prioritises the offering of Learning programmes to address sector needs through public education and training institutions.
4. A SETA must, on an annual basis, and in accordance with any guidelines issued by DHET, approve a Discretionary Grants Policy, specifying how the SETA discretionary funds will be allocated to meet sector needs as set out in the SSP.
5. The Discretionary Grants Policy must set out the funding framework, the different delivery models and project types that will be deployed and the mechanism for SETA member organisations, as contemplated in sub-regulation (10), to access the discretionary grants.
6. The Discretionary Grants Policy must set out how PIVOTAL programmes can be delivered through public education and training institutions.
7. A SETA must prepare and distribute grant application and project proposal forms in a manner that enables within the sector national access and opportunities for a legal person or enterprises of different sizes (including small and micro enterprises, Non Government Organisations (NGOs) and cooperatives in the sector) to apply for any category of grant, or participate in any type of Learning programme, as identified in the SETA Discretionary Grants Policy.
8. The Discretionary Grants Policy must embrace the principles of transparency, openness, 12 access and fairness.
9. The Discretionary Grants Policy must –
   1. indicate the purpose of the various grants, funding frameworks and projects and specify what is intended to be funded from the grant, including any administrative costs that may be considered appropriate by the Accounting Authority;
   2. provide for procedures and communication on strategy with potential beneficiaries as contemplated in sub-regulation (10) that set out timeframes for processing of applications, communication of decisions, and payment schedules;
   3. determine the proportion of discretionary grants that can be used for administration or project management purposes in the various grant and project categories provided it indicates that a maximum of 7.5% of any grant or SETA-funded project may be used for administration or project management costs; and
   4. ensure that value for money is achieved and generally ensure that funds are spent on skills development to meet sector needs.
10. A discretionary grant may be paid to a legal person, including –
11. public education and training institution;
12. an employer or enterprise within the jurisdiction of a SETA, including an employer or enterprise not required to pay a skills development levy in terms of the Skills Development Levies Act;
13. other legal person contemplated in sub-regulation (7) that meets the criteria for the payment of such grant; or
14. an employer contemplated in section 30 and 30(A) of the Act who has submitted to its relevant line SETA or Public Service SETA (PSETA) within the time frames prescribed in regulation 4(2) and 4(3), as a minimum in the format contained in Annexure 2.
15. A key focus of SETAs must be to address scarce and critical skills through programmes that are designed to address such skills needs, and which include work integrated learning.
16. At least 80% of discretionary grant funding must be allocated to PIVOTAL programmes. 13
17. A SETA may allocate a maximum of 20% to funding of programmes, other than PIVOTAL programmes, to develop the sector in accordance with the priorities outlined in the SSP.
18. In order to obtain discretionary grant funding for PIVOTAL programmes from a SETA, a legal person falling into the categories set out in sub-regulation (10) must complete and submit a PIVOTAL plan and PIVOTAL report using the template attached to these regulations.
19. Companies employing less than 50 employees will not be required to complete the prescribed PIVOTAL plan and PIVOTAL report, but will be asked to provide information on participation in PIVOTAL programmes and the impact of these programmes; SETAs must develop suitable templates for the provision of information by small and micro enterprises.

**Approval of grants by a SETA**

The SETA criteria for grants must be approved by the SETA Accounting Authority before funds are allocated.

KT0304 Funding incentives

**Who can apply for SETA Funding?**

Submitting a discretionary grant funding application through the SETA is not a process all companies pursue after submitting the Workplace Skills Plan (WSP), a lot of companies are content by just submitting the Workplace Skills Plan and receiving the mandatory 20% of the Skills Development Levi (SDL) contribution.

However, companies that contribute towards the skills development levy should realise the value in submitting the discretionary grant applications through the allocated SETA and access additional funding. The discretionary grant application is key to unlocking the additional potential 49.50% of the skills development levy available to the employer.

**Learnerships and SETA Funding**

Learnerships for employed and unemployed people are a great way to increase your training spend as you can count the salary of the learner as a training expenditure in B-BBEE. Through the learnership process, the employer is able to increase the level of skills of his/her employees and reclaim the cost of the learnership fees from their SETA. The current tax incentives also make it attractive for companies to pursue the learnership programs and utilise that value of the tax deduction.

The ideal way in which a company could acquire its full training spend is through unlocking the discretionary grants and accessing funds to address their training needs. When companies cut cost and stop spending the training budget is normally the first thing that disappears, however, this does not have to be the case when the SDF unlocks the potential of the discretionary grant and access the funding that the company should be rightfully claiming.

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| KM-01-KT04: NATIONAL OCCUPATIONAL SKILLS DEVELOPMENT STRUCTURES, POLICIES AND PRIORITIES |

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On completion of this section you will be able to national occupational skills development structures, policies and priorities

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1. **KT0401** The National Skills Fund
2. **KT0402** The National Skills Development Strategy
3. **KT0403** National transformational frameworks, plans and documents

KT0401 The National Skills Fund

**The National Skills Fund**

**Vision**

Funding to skill our nation

**Mission**

To provide funding for national skills development towards a capable workforce for an inclusive growth path

**Values**

* Passion,
* Integrity,
* Collaborative,   
  Accountability,
* Service Excellence,
* Objective & Developmental

**Strategic Outcome**

The strategic goal of the NSF is to provide funds to support projects that are national priorities in the National Skills Development Strategy (NSDS), that advance the Human Resource Development Strategy (HRDS) of South Africa and that support the National Skills Authority in its work.

**Legislative and other mandates**

Established in terms of the Skills Development Act The National Skills Fund was established in 1999 in terms of section 27 of the Skills Development Act, 1998 (Act No. 97 of 1998). ​The money in the fund may be used for the primary objectives as defined by the prescripts of the Skills Development Act. These are:

* ​To fund projects identified in the national skills development strategy as national priorities (section 28(1) of the Skills Development Act)
* To fund projects related to the achievement of the purposes of the Skills Development Act as the Director-General determines (section 28(1) of the Skills Development Act)
* To administer the Fund within the prescribed limit (section 28(3) of the Skills Development Act). Regulations to prescribe the limit for the administration of the Fund at 10% of revenue has been approved and published in Notice No. R.1030, Government Gazette No. 33740 dated 8 November 2010
* To fund any activity undertaken by the Minister to achieve a national standard of good practice in skills development (section 30B. of the Skills Development Act).

**Success stories**

NSF's current main revenue sources

* 20 percent of the skills development levies as contemplated in the Skills Development Levies Act, 1999 (Act No. 9 of 1999);
* Interest earned on investments held at the Public Investment Corporation; and
* Uncommitted surpluses from the SETAs that are transferred to the NSF in terms of SETA grant regulation 3(12).

**The national skills fund may also receive revenue from the following sources:**​

* The skills development levies collected and transferred to the Fund, in terms of the Skills Development Levies Act, 1999 (Act No. 9 of 1999), in respect of those employers or sectors for which there are no SETAs
* Money appropriated by Parliament for the Fund
* Donations to the Fund
* Money received from any other source.

**Retention of accumulated surplus**

In terms of section 29(3) of the Skills Development Act, 1998 (Act No. 97 of 1998), the unexpended balance in the Fund at the end of the financial year must be carried forward to the next financial year as a credit to the Fund. NSF is a Schedule 3A public entity

​On 12 October 2012, the Minister of Finance listed the National Skills Fund as a Schedule 3A public entity in terms of the Public Finance Management Act, 1999 (Act No 1. of 1999) (PFMA), retrospectively effective from 1 April 2012 (Notice number 821 in Government Gazette No. 35759). Prior to the listing as a public entity, the National Skills Fund operated as a programme under the Skills Development Branch of the Department of Higher Education and Training (DHET). Key legislation applicable to the NSF

**The following key pieces of legislation are applicable to the NSF:**​

* Skills Development Act, 1998 (Act No. 97 of 1998), as amended;
* Skills Development Levies Act, 1999 (Act No. 9 of 1999), as amended;
* Public Finance Management Act, 1999 (Act No. 1 of 1999), as amended and Treasury Regulations; and
* Public Service Act, 1994 (Act No. 38 of 1994), as amended.
* The National Skills Fund to KFW

KT0402 The National Skills Development Strategy

**What is the National Skills Development Strategy?**

The national skills development strategy program includes a variety of companies, industries, institutions, and agencies throughout South Africa. These offer career fields such as administration, trades, nursing, finance and more. This program was developed to introduce more skilled workers to all scarce fields.

Some of the institutes or agencies that are part of this program are The National Skills Authority, The National Skills Fund, all the Seta’s and other Government Departments. Each of these has their own responsibilities as part of this program. This program allows development of skills, provides education, support, and training to talented individuals. With the knowledge and experience gained these individuals can enter the workforce prepared and find permanent positions. Thus, it boosts economic growth while alleviating poverty and unemployment.

**National Skills Development Strategy I, II, and III**

The Skills Development Act and the Skills Development Levies Act were passed in 1998 and 1999 respectively. The legislation charged the Minister of Labour to prepare a National Skills Development Strategy, taking into consideration the advice of the National Skills Authority.

The reason being that South Africa was not yet equipped with the skills it needed for economic growth, social development and sustainable employment growth.

The National Skills Authority was established in terms of the Skills Development Act of 1998 and was made up of representatives from organised business, labour, government and other bodies that reflected community and provider interests.

***The function of the National Skills Authority included:***

* Advising the Minister of Labour on a National Skills Development strategy
* Liaising with Sector Education and Training Authorities on this strategy
* Reporting to the Minister on the implementation of the strategy

The Government's commitment to promoting active labour market policies is well demonstrated in the Skills Development Act, 1998 and the Skills Development Levies Act, 1999.

These two pieces of legislation introduced new institutions, programmes and funding policies designed to increase investment in skills development.

***There are two over-riding priorities this legislation sought to address:***

* The need to increase skills in order to improve productivity and competitiveness of industry, business, commerce and services.
* The need to address the challenges of social development and the eradication of poverty.

The introduction and implementation of Skills Development Legislation had begun. In April 1999 the National Skills Authority was established and in March 2000 we saw the introduction of the 25 Sector Education and Training Authorities better known as the SETAS.

This led to the introduction of a 1% payroll levy intended to fund the new skills development implementation framework and to provide grants to encourage employers to invest in training and the development of their staff.

**National Skills Development Strategy I - 2001 to 2005**

**The Vision**

The title of the First National Skills Development Strategy document was "Skills for Productive Citizenship for all'.

***The Vision was driven by six guiding principles:***

* Lifelong learning - continually upgrading and improving
* The promotion of equity - Opportunities for disadvantaged as well as advantaged
* Demand Driven to support and enhance productivity
* Flexible - Employers, both Public and Private as well as the workers are best placed to make judgements about priorities
* Partnership and cooperation between and amongst the social constituencies
* Efficiency and effectiveness in delivery leading to positive outcomes for all those who invest in training and skills development

***In order to reach this vision five objectives were identified to drive the National Skills Strategy:***

* To develop a culture of high quality lifelong learning
* To foster skills development in the formal economy for productivity and employability
* To stimulate and support skills development in small businesses
* To promote skills development for employability and sustainable livelihoods through social development initiatives
* To assist new entrants into employment

**National Skills Development Strategy II - 2005 to 2010**

The National Skills Development Strategy for the period 2005 to 2010 (NSDS II) was launched by the Minister of Labour at the National Skills Conference in March 2005. The adjusted Strategy replaced the first National Skills Development Strategy 2001 - 2005.

The title of NSDS II was **"Skills for sustainable growth, development and equity'**

***The vision was driven by five objectives as listed below:***

* Prioritising and communicating critical skills for sustainable growth, development and equity
* Promoting and accelerating quality training for all in the workplace
* Promoting employability and sustainable livelihoods through skills development
* Assisting designated groups, including new entrants to participate in accredited work, integrated learning and work-based programmes to acquire critical skills to enter the labour market and self-employment
* Improving the quality and relevance of provision

**The guiding principles of NSDS II were**

* Support economic growth for employment creation and poverty eradication
* Promote productive citizenship for all by aligning skills development with national strategies for growth and development
* Accelerate Broad Based Black Economic Empowerment and Employment Equity. (85% Black, 54% women and 4% people with disabilities, including youth in all categories). Learners with disabilities to be provided with reasonable accommodation such as assistive devices and access to learning and training material to enable them to have access to and participate in skills development
* Support, monitor and evaluate the delivery and quality assurance systems necessary for the implementation of the NSDS
* Advance the culture of excellence in skills development and lifelong learning

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

Partnerships between employers, public education institutions (FET colleges, universities, universities of technology), private training providers and SETA'S will be promoted so that the integration of education and training becomes a reality experienced by all South Africans.

**The vision**

A skilled and capable workforce that shares in, and contributes to, the benefits and opportunities of economic expansion and an inclusive growth path

**The Mission**

To increase access to high quality and relevant education and training and skills development opportunities, including workplace learning and experience, to enable effective participation in the economy and society by all South Africans and reduce inequalities

***The key driving forces are:***

* The improvement, effectiveness and efficiency of the skills development system
* An explicit commitment to encouraging the linking of skills development to career paths, career development and promoting sustainable employment and work progression.
* NSDS III seeks to encourage and actively support the integration of workplace training with theoretical learning
* Emphasis is placed on training to enable trainees to enter the formal workforce or create a livelihood for themselves.
* Promotion of basic numeracy and literacy

***The vision of NSDS III is driven by eight objectives:***

* Establishing a credible institutional mechanism for skills planning
* Increasing access to occupationally-directed programmes
* 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

**Monitoring and Evaluation**

The DHET will build the necessary capacity for effective monitoring, evaluation and support to the entire skills development system and its institutions. A clear framework and institutional measures will be developed to undertake effective monitoring, evaluation and support. For the SETA‐related activities, tight service level agreements will be entered into with the Department and indicators and targets set. Having learned lessons from NSDS I and II, this strategy veers away from setting national targets. Instead, each SETA will have targets which are applicable to its skills set and level, to ensure that the programmes and activities of the SETAs are relevant to the sector. Where required, cross‐SETA collaboration will be included in the agreements between DHET and SETAs.

The monitoring and evaluation of this strategy will also focus on qualitative indicators. It is important to evaluate the impact of the initiatives of the strategy and ensure that the programmes provided meet the required quality and relevance. The evaluation part of M&E will therefore be prioritised. Part of our performance monitoring, evaluation and support system will also be to intensify the fight against corruption and ‘fly by night’ institutions and training initiatives. In addition, the NSDS III will aim at eliminating unnecessary ‘middlemen’ in the provision of services, in order to maximise the impact of the resources in all our institutions and in our skills levy system.

It is important that M&E is not seen as an add‐on, or something done externally or independently of our skills development work. Institutions such as SETAs and the NSF must conduct consistent monitoring and evaluation, with findings being shared and verified through mechanisms established by DHET. DHET in turn will align its M&E systems with government‐wide frameworks.

In putting such systems in place, it is hoped that a culture of continuous improvement can be instilled and that problems and blockages are identified and addressed timeously. It will be important when reviewing NSDS III implementation, and in preparing for the ensuing five years, that DHET and skills development stakeholders have a well‐informed understanding of the impact that our extensive structures and resources are having. Out of this strategy, the DHET will develop annual implementation plans, including specific targets where appropriate. Such implementation plans and targets will be announced by the Minister on an annual basis.

KT0403 National transformational frameworks, plans and documents

**National Skills Development Plan 2030**

**Vision of the National Skills Development Plan (NSDP)**

‘An Educated, Skilled and Capable Workforce for South Africa’

**Mission of the NSDP**

To improve access to occupations in high demand and priority skills aligned to supporting economic growth, employment creation and social development whilst also seeking to address systemic considerations.

**Purpose of the NSDP**

The NSDP seeks to ensure that South Africa has adequate, appropriate and high quality skills that contribute towards economic growth, employment creation and social development. The Organisation for Economic Cooperation and Development (OECD) (2017) Report: Getting Skills Right in South Africa has acknowledged that, notwithstanding the efforts of the South African Government and a range of private sector stakeholders to tackle skills imbalances, some challenges remain. The report also suggests that the educational system could be improved, especially in terms of developing both basic skills and technical skills, with a specific focus on historically disadvantaged individuals. The report adds that more training options are needed for the employed and unemployed and that this training should be relevant for the improved employability and career progress of participants.

The NSDP derives from the broader plan of government, namely the National Development Plan (NDP), which aims to put in place the framework whereby we ‘build the capabilities our citizens to make our future work’. The NDP notes that “several challenges require attention, including a critical shortage of skills, a complex intergovernmental system, high levels of corruption, weak lines of accountability, inadequate legislative oversight and a long history of blurring the lines between party and state. These are difficult issues, requiring honest reflection, careful planning and decisive leadership.”

Both the NDP and the New Growth Path (NGP), albeit in different ways, emphasise the importance of skills development. While the achievement of the objectives of the NDP requires progress on a broad front, three priorities stand out:

1. Raising employment through faster economic growth;
2. Improving the quality of education, skills development and innovation; and
3. Building the capability of the state to play a developmental, transformative role.

The NGP (2011), states that “Improvements in education and skill levels are a fundamental prerequisite for achieving many of the goals in this growth path. General education must equip all South Africans to participate in our democracy and economy, and higher education must do more to meet the needs of broad-based development. The growth path also requires a radical review of the training system to address shortfalls in artisanal and technical skills.” However, in the sections which deal with skills development neither of the two plans elaborates in any detail on the specific skills required to support economic and social development. Chapter 9 of the NDP sets a range of numerical objectives to be met by 2030 as indicated below:

1. Expand the college system with a focus on improving quality. Better quality will build confidence in the college sector and attract more learners. The recommended participation rate in the TVET college sector of 25 percent would accommodate about 1.25 million enrolments;
2. Provide 1 million learning opportunities through Community Education and Training Colleges;
3. Improve the throughput rate to 80 percent by 2030;
4. Produce 30,000 artisans per year by 2030;
5. Increase enrolment at universities by at least 70 percent by 2030 so that enrolments increase to about 1,62 million from 950 000 in 2010;
6. Increase the number of students eligible to study towards math and science based degrees to 450,000 by 2030;
7. Increase the percentage of PhD qualified staff in the higher education sector from the current 34 percent to over 75 percent by 2030;
8. Produce more than 100 doctoral graduates per million per year by 2030. This implies an increase from 1,420 in 2010 to well over 5,000 a year; and
9. Expand science, technology and innovation outputs by increasing research and development spending by government and through encouraging industry to do so.

The NGP calls for the need to improve skills in every job and target 1, 2 million workers for certified on-the-job skills improvement programmes annually from 2013. Every Sector Education and Training Authority (SETA) should therefore aim to facilitate and co-finance training for approximately 10% of the workforce annually. The NGP also commits government to improve SETA performance by strengthening governance, accountability and administrative systems. It emphases that SETAs must prioritise the identification and funding of the main sector skills needs based on the NGP.

**Government programmes, projects and campaigns**

Skills

* The Department of Higher Education and Training reports that significant changes have happened in the skills development landscape between 2011 and 2013, including:
  + The establishment of the Quality Council for Trades and Occupations​
  + The rationalisation of the Sector Educating and Training Authority (SETA) framework and the strengthening of the SETA administration controls
  + The establishment of a consolidated national qualifications framework​
  + The shift of the National Skills Development Strategy (NSDS) from being a targets-driven strategy to an outcomes-driven strategy
  + Moving towards a Green Economy.

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