**LEARNER GUIDE**

**242401001-KM-01, The statutory learning and development environment, NQF Level 5, Credits 8**

**MODULE ONE (1)**

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| **Module Code** | 242401001-KM-01 |
| **NQF Level** | 5 |
| **Credits** | 8 Cr |
| **Skills Programme ID Number** | SP-220319 |
| **Curriculum Title** | Learning and Development Facilitator |
| **Curriculum Code** | 900095-000-00-00 |

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| --- | --- |
| **Name** |  |
| **Contact Address** |  |
| **Telephone (H)** |  |
| **Telephone (W)** |  |
| **Facsimile** |  |
| **Cellular** |  |
| **E-mail** |  |

**Note to the learner**

This Learner Guide provides a comprehensive overview of the module. It is designed to improve the skills and knowledge of learners, and thus enabling them to effectively and efficiently complete specific tasks.

**Purpose of the Module**

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.

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%)

**Provider Accreditation Requirements for the Knowledge Module**

Physical Requirements:

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

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

Legal Requirements:

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

Exemptions

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

**Venue, Date and Time:**

Consult your facilitator should there be any changes to the venue, date and/or time.Refer to your timetable.

**Assessments**

**Integrated Formative Assessment:** The skills development provider will use the curriculum to guide them on the stipulated internal assessment criteria and weighting. They will also apply the scope of practical skills and applied knowledge as stipulated by the internal assessment criteria. This formative assessment leads to entrance into the integrated external summative assessment.

**Integrated Summative Assessment**: An external integrated summative assessment conducted through the relevant QCTO Assessment Quality Partner is required to issue this qualification. The external integrated summative assessment will focus on the exit level outcomes and associated assessment criteria.

**Skills Programme Purpose**

A Learning and Development Facilitator plans, selects and adapts learning resources required for the delivery of learning interventions in an occupational context.

**Skills Programme Rationale**

The skills set: learning and development facilitation, is derived from this skills programme and is needed in the organisations to support skills development on a national, regional and local level. This skills set is a component of the broader competency derived from Training and Development Practitioner qualification. Learning and Development Facilitator skills set is intended to develop competencies for employees located in the human resource management or development space within an organisation to ensure that effective skills development is driven within an organisation. A learner who achieves competencies for this skills programme will be able to plan, select and adapt learning resources required for the delivery of learning interventions in an occupational context

**Entry Requirements**

NQF Level 4 with Communications

**EXIT LEVEL OUTCOMES**

**Exit Level Outcome**

Facilitate learning in an occupational context utilising adult learning principles and techniques.

*Associated Assessment Criteria*

* Planning of resources and logistics is conducive for efficient and effective learning
* Preparations for the facilitation of learning is aligned to adult learning principles and techniques
* Barriers to learning are dealt with, in the delivery of the learning intervention
* Past experience and prior learning is recognised during the delivery of the learning intervention
* Guidance and support of learners enables them to define outcomes, clarify issues, manage expectations and identify learning paths and opportunities
* The facilitation plan and process are adapted to meet contextual and learning dynamics
* Active learning is facilitated according to contexts and learning styles, by drawing on appropriate learning methodologies
* Facilitation is conducted in an organised manner that ensures the physical and psycho-social safety of the learners
* Learner progress and effectiveness of the intervention is measured continuously and feedback is provided
* The dynamics of the learner group is managed in accordance with contextual requirements
* Stakeholder feedback is reflected upon and is used to inform areas of continuous personal development and improvement
* Ethical and professional practice is displayed when organisational procedures are followed

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| **KM-01-KT01: The statutory framework that governs the South African Qualification Authority** |

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

**The statutory framework that governs the South African Qualification Authority**

Key features of the NQF Act include:

1. **Establishment of SAQA:** The Act establishes the South African Qualifications Authority (SAQA) as the body responsible for overseeing the development and implementation of the National Qualifications Framework.
2. **Objectives of SAQA:** The Act outlines the objectives of SAQA, which include promoting access to and mobility and progression within education, training, and career paths; enhancing the quality of education and training; and facilitating the international recognition of South African qualifications.
3. **Functions of SAQA:** SAQA is mandated to perform various functions, such as developing and maintaining the NQF, registering national standards and qualifications, accrediting education and training providers, and evaluating foreign qualifications for recognition in South Africa.
4. **Quality Assurance:** The NQF Act emphasizes the importance of quality assurance in education and training. SAQA, along with other quality assurance bodies, plays a crucial role in ensuring the quality of qualifications and standards.
5. **Recognition of Prior Learning (RPL):** The Act includes provisions for the recognition of prior learning, allowing individuals to receive credit for skills and knowledge acquired through informal and non-formal means.

Please note that legislative frameworks can be subject to amendments and updates. Therefore, it's advisable to check for any changes or developments in the statutory framework governing SAQA beyond my last update in January 2022.

**Historic developments**

1. **Establishment of SAQA (1995):** The South African Qualifications Authority (SAQA) was established in 1995 under the SAQA Act. Its primary role is to oversee the development and implementation of the National Qualifications Framework (NQF) in South Africa.
2. **National Qualifications Framework (NQF):** The NQF was introduced to bring coherence to the South African education and training system by providing a standardized framework for the recognition of qualifications. It aims to facilitate lifelong learning, improve access to education and training, and enhance the quality of qualifications.
3. **National Qualifications Framework Act (2008):** The NQF Act of 2008 was a significant development, providing a legal framework for the NQF. It outlined the functions and responsibilities of SAQA, emphasizing quality assurance, standard-setting, and the recognition of prior learning.
4. **Alignment with International Standards:** SAQA has been working to align the South African NQF with international qualifications frameworks to enhance the recognition of South African qualifications globally. This involves collaboration with international organizations and institutions.
5. **Recognition of Prior Learning (RPL):** The inclusion of Recognition of Prior Learning (RPL) in the NQF has been a significant development. RPL allows individuals to receive credit for skills and knowledge acquired through work experience, informal learning, or non-formal education.
6. **Quality Assurance:** SAQA, in collaboration with various quality assurance bodies, has been actively involved in ensuring the quality of education and training in South Africa. Accreditation of education and training providers is a key aspect of this quality assurance process.

It's important to note that developments beyond January 2022 are not included in this response. For the most current information, I recommend checking official sources, such as the South African Qualifications Authority website or relevant government publications.

**Overview of the legislative framework**

1. **National Qualifications Framework (NQF) Act of 2008:**
   * **Objective:** The primary objective of the NQF Act is to provide a legal framework for the development and implementation of the National Qualifications Framework in South Africa.
   * **Establishment of SAQA:** The Act establishes the South African Qualifications Authority (SAQA) as the body responsible for coordinating the NQF and overseeing its development and implementation.
   * **Functions of SAQA:** The Act outlines the functions of SAQA, including the development and maintenance of the NQF, registration of national standards and qualifications, accreditation of education and training providers, and evaluation of foreign qualifications for recognition in South Africa.
   * **Quality Assurance:** The Act emphasizes the importance of quality assurance in education and training, and it grants SAQA the authority to ensure the quality of qualifications and standards.
2. **Recognition of Prior Learning (RPL):**
   * The legislative framework recognizes and supports the concept of Recognition of Prior Learning (RPL), allowing individuals to receive credit for skills and knowledge acquired through work experience, informal learning, or non-formal education.
3. **Quality Councils:**
   * The legislative framework provides for the establishment of Quality Councils for various sectors, each responsible for the development and quality assurance of qualifications within its specific area.
4. **National Standards Bodies:**
   * The Act allows for the recognition of National Standards Bodies, which play a role in developing and maintaining national standards that underpin qualifications.
5. **International Collaboration:**
   * SAQA is encouraged to collaborate with international bodies to align the South African NQF with international qualifications frameworks, facilitating the recognition of South African qualifications globally.

**SAQA roles and responsibilities**

Here is an overview of SAQA's key roles and responsibilities:

1. **Development and Maintenance of the NQF:**
   * SAQA is responsible for the development, implementation, and maintenance of the National Qualifications Framework (NQF) in South Africa.
2. **Coordination and Collaboration:**
   * SAQA serves as the coordinating body for the NQF and collaborates with various stakeholders, including government departments, quality councils, education and training providers, employers, and other relevant bodies.
3. **Registration of Qualifications:**
   * SAQA is responsible for the registration of national standards and qualifications on the NQF. This involves ensuring that qualifications meet the required quality and standards.
4. **Quality Assurance:**
   * SAQA has a role in quality assurance within the education and training system. This includes overseeing the quality of qualifications and standards, as well as accrediting education and training providers.
5. **Recognition of Prior Learning (RPL):**
   * SAQA facilitates the Recognition of Prior Learning (RPL), allowing individuals to receive credit for skills and knowledge acquired through work experience, informal learning, or non-formal education.
6. **Evaluation of Foreign Qualifications:**
   * SAQA evaluates foreign qualifications and makes recommendations regarding their recognition in South Africa. This process helps ensure that individuals with international qualifications receive appropriate recognition.
7. **Development of Policies and Criteria:**
   * SAQA develops policies and criteria related to the NQF, including those for the recognition of prior learning, accreditation of providers, and the registration of qualifications.
8. **Promotion of Access and Articulation:**
   * SAQA works to promote access to education and training and facilitates the articulation and mobility of learners within the NQF. This involves creating pathways for learners to progress in their education and careers.
9. **Alignment with International Qualifications Frameworks:**
   * SAQA collaborates with international bodies to align the South African NQF with international qualifications frameworks, enhancing the recognition of South African qualifications globally.

**Key SAQA policies**

Some key policies associated with SAQA include:

1. **SAQA Policy and Criteria for Recognition of Prior Learning (RPL):**
   * This policy outlines the principles and criteria for the recognition of prior learning, allowing individuals to receive credit for skills and knowledge acquired through work experience, informal learning, or non-formal education.
2. **Policy and Criteria for Evaluation of Foreign Qualifications:**
   * SAQA has policies and criteria for the evaluation of foreign qualifications. This involves assessing the comparability of international qualifications to the South African NQF.
3. **Accreditation Policy:**
   * SAQA plays a role in accrediting education and training providers. The accreditation policy outlines the criteria and processes that institutions must adhere to in order to be recognized as providers of quality education and training.
4. **National Qualifications Framework Act and Regulations:**
   * The National Qualifications Framework Act of 2008, along with its associated regulations, serves as a foundational policy document. It outlines the legal framework for the establishment, development, and maintenance of the NQF in South Africa.
5. **Quality Assurance Policy:**
   * SAQA is involved in ensuring the quality of qualifications and standards within the NQF. The quality assurance policy may detail the processes and criteria for maintaining high standards in education and training.
6. **Credit Accumulation and Transfer (CAT) Policy:**
   * This policy relates to the transferability of credits between different components of the education and training system. It supports the concept of credit accumulation and transfer to facilitate learners' mobility within the NQF.
7. **Policy on the Recognition of Professional Bodies and the Registration of Professional Designations:**
   * SAQA may have policies that guide the recognition of professional bodies and the registration of professional designations. This ensures that professional qualifications align with the NQF.
8. **Articulation Policy:**
   * The articulation policy addresses the pathways for learners to progress through different levels of education and training within the NQF.

**Lifelong learning and workplace integrated learning**

**Lifelong Learning:**

**Definition:** Lifelong learning refers to the ongoing, voluntary, and self-motivated pursuit of knowledge and personal development throughout one's life. It involves acquiring new skills, competencies, and knowledge at various stages of life, not just within formal educational settings.

**Key Aspects of Lifelong Learning:**

1. **Flexibility:** Lifelong learning emphasizes flexibility in learning approaches, accommodating different learning styles, and adapting to various life and work situations.
2. **Self-directed Learning:** Individuals take responsibility for their own learning, identifying areas for improvement and seeking opportunities for skill development.
3. **Informal and Formal Learning:** Lifelong learning encompasses both formal education (such as degrees and certifications) and informal learning experiences (such as workshops, self-study, and on-the-job learning).
4. **Adaptability:** The ability to adapt to technological, societal, and economic changes is a crucial aspect of lifelong learning, enabling individuals to stay relevant in their careers.
5. **Continuous Improvement:** Lifelong learners are committed to continuous improvement, seeking ways to enhance their knowledge and skills to remain competitive in the evolving job market.
6. **Personal and Professional Growth:** Lifelong learning contributes to personal development and professional growth, fostering a mindset of curiosity and a commitment to staying informed and engaged.

**Workplace Integrated Learning:**

**Definition:** Workplace integrated learning (WIL) involves the integration of academic knowledge and practical skills within a real-world work environment. It is designed to provide students with hands-on experience and enhance their employability by bridging the gap between theory and practice.

**Key Aspects of Workplace Integrated Learning:**

1. **On-the-Job Training:** WIL programs often include on-the-job training, internships, apprenticeships, and cooperative education experiences where students work in a professional setting.
2. **Application of Knowledge:** Students have the opportunity to apply theoretical knowledge gained in the classroom to real-world work situations, gaining practical insights and skills.
3. **Mentorship:** WIL programs may involve mentorship arrangements, where experienced professionals guide and support students in their learning and development.
4. **Industry-Relevant Skills:** The focus of workplace integrated learning is on developing skills that are directly relevant to the needs of the industry or profession.
5. **Networking Opportunities:** WIL provides students with opportunities to build professional networks, connect with industry professionals, and gain insights into career pathways.
6. **Enhanced Employability:** Exposure to the workplace environment enhances students' employability by providing them with a competitive edge in the job market.

Both lifelong learning and workplace integrated learning are essential components of a dynamic and evolving education and training landscape. Lifelong learning ensures individuals remain adaptable and continue to learn throughout their lives, while workplace integrated learning prepares students for the demands of the professional world by providing practical, hands-on experiences.

**The National Learner Records Database**

**1. Centralized Database:**

* A national learner records database typically refers to a centralized repository of educational data that contains records of learners across different levels of education. This may include information on student demographics, academic performance, qualifications attained, and other relevant educational data.

**2. Student Information System:**

* Such a database might be part of a larger Student Information System (SIS) used by educational authorities or institutions to manage and track student information throughout their academic journey.

**3. Purpose:**

* The primary purpose of a national learner records database is to centralize and manage learner information for administrative, analytical, and reporting purposes. It can help educational authorities make informed decisions, track educational outcomes, and monitor trends in the education system.

**4. Data Security and Privacy:**

* Security measures and privacy considerations are crucial in the design and implementation of a national learner records database to ensure the protection of sensitive student information.

**5. Integration with Educational Systems:**

* The database may be integrated with various educational systems, including schools, colleges, and universities, allowing for seamless data sharing and updates.

**6. Reporting and Analysis:**

* The database may support reporting and analysis functions, enabling educational authorities to generate reports on student performance, graduation rates, and other relevant metrics. This information can be used for educational planning and policy development.

**7. Regulatory Compliance:**

* The establishment and maintenance of a national learner records database would likely be governed by relevant laws and regulations related to data protection and educational governance.

**The NQF and Level descriptors**

The National Qualifications Framework (NQF) is a comprehensive system that organizes and recognizes qualifications within a country. It provides a standardized framework for comparing and understanding different levels of education and training. Level descriptors are an integral part of the NQF, as they articulate the characteristics and expectations associated with qualifications at each level. Below, I'll provide a general overview of the NQF and its level descriptors:

**National Qualifications Framework (NQF):**

1. **Definition:**
   * The NQF is a structured system that classifies qualifications and sets criteria for assessing the quality of education and training. It facilitates the articulation and recognition of qualifications, both nationally and internationally.
2. **Key Components:**
   * **Levels:** The NQF is typically divided into different levels, with each level representing a specific stage in the education and training continuum.
   * **Qualifications:** Qualifications, including certificates, diplomas, and degrees, are aligned with specific levels on the NQF. These qualifications are designed to meet certain criteria and standards.
   * **Learning Outcomes:** Each qualification at a particular level is associated with a set of learning outcomes that describe the knowledge, skills, and competencies expected of learners upon completion.
3. **Objectives:**
   * The primary objectives of the NQF include promoting lifelong learning, facilitating access and mobility within the education and training system, and enhancing the quality and relevance of qualifications.

**Level Descriptors:**

1. **Definition:**
   * Level descriptors are detailed statements that describe the characteristics and expectations associated with qualifications at a specific level on the NQF. They provide a clear understanding of the complexity, autonomy, and depth of learning associated with each level.
2. **Key Features:**
   * **Cognitive Complexity:** Level descriptors often articulate the cognitive complexity of the learning at a particular level. Higher levels typically involve more complex and abstract thinking.
   * **Autonomy and Responsibility:** Descriptors may highlight the degree of autonomy and responsibility expected of learners at a specific level, indicating the ability to work independently or in a team.
   * **Knowledge and Skills:** Level descriptors outline the depth of knowledge and the range of skills that learners are expected to acquire at a particular level.
   * **Application and Integration:** They describe the ability to apply knowledge and integrate skills in practical contexts, reflecting the real-world application of learning.
3. **Guidance for Qualification Design:**
   * Level descriptors guide the development of qualifications, ensuring that the content and outcomes of a qualification align with the expectations of a specific level on the NQF.

In summary, the NQF, along with its level descriptors, provides a structured and transparent framework for organizing and understanding qualifications, promoting consistency and comparability across the education and training system. The level descriptors play a crucial role in ensuring that qualifications at different levels are appropriately aligned with the expected outcomes and standards.

**Sub frameworks and quality councils**

In the context of education and qualifications systems, sub-frameworks and quality councils are components that contribute to the overall organization, development, and maintenance of a comprehensive framework. Let's explore these concepts:

**Sub-Frameworks:**

1. **Definition:**
   * Sub-frameworks are specialized components within a larger qualifications framework, designed to address specific sectors or fields of education and training. They provide a more detailed and focused structure within the overarching framework.
2. **Purpose:**
   * Sub-frameworks allow for the customization and differentiation of standards and qualifications to meet the specific needs of different industries, professions, or educational sectors.
3. **Examples:**
   * **Higher Education Sub-Framework:** In some countries, there is a distinct sub-framework for higher education, focusing on qualifications awarded by universities and other higher education institutions.
   * **Occupational Qualifications Sub-Framework:** A sub-framework may be dedicated to occupational qualifications, ensuring that standards and qualifications are tailored to meet the needs of various professions and industries.
   * **General and Further Education Sub-Frameworks:** Some qualifications frameworks include sub-frameworks for general education, focusing on school-level qualifications, and further education, addressing post-school qualifications that are not at the higher education level.

**Quality Councils:**

1. **Definition:**
   * Quality councils are entities or organizations responsible for ensuring and maintaining the quality and standards of education and training within a specific sub-framework or sector.
2. **Functions:**
   * Quality councils play a vital role in overseeing the development and implementation of qualifications, setting quality assurance standards, accrediting providers, and promoting continuous improvement in education and training.
3. **Examples:**
   * **Higher Education Quality Council:** In the higher education sub-framework, a quality council might be established to oversee the quality of degree programs, research activities, and other aspects of higher education.
   * **Occupational Qualifications Quality Council:** For occupational qualifications, a quality council may be responsible for ensuring that qualifications align with industry needs, maintaining consistency in standards, and accrediting training providers.
   * **Schools Quality Council:** In the context of general education, a quality council might focus on primary and secondary education, setting standards for schools, curriculum, and assessment.
4. **Collaboration:**
   * Quality councils often collaborate with relevant stakeholders, including educational institutions, employers, and professional bodies, to ensure that qualifications are relevant, of high quality, and meet the needs of the workforce.
5. **Quality Assurance:**
   * They are instrumental in developing and implementing quality assurance mechanisms to monitor and assess the performance of educational institutions and programs within their specific sub-framework.

In summary, sub-frameworks allow for specialization within a broader qualifications framework, and quality councils contribute to maintaining and improving the quality and standards within those specialized domains. These structures help ensure that education and training systems are responsive to the diverse needs of learners and industries. The specific names and structures of sub-frameworks and quality councils can vary between countries and regions.

**Government structures and departmental roles and functions in skills development**

The government structures and departmental roles and functions related to skills development can vary between countries. I'll provide a general overview based on common practices. For specific and up-to-date information, it's recommended to refer to the government websites or official publications of the relevant country. Below are common structures and functions related to skills development:

**Government Structures:**

1. **Ministry of Education or Equivalent:**
   * Often, the Ministry of Education or its equivalent is responsible for overseeing the broader education system, including formal schooling, vocational education, and higher education.
2. **Ministry of Higher Education or Tertiary Education:**
   * Some countries have a separate ministry or department focused specifically on higher education, which may include universities, technical and vocational education, and other tertiary institutions.
3. **Ministry of Labour or Employment:**
   * This ministry may be responsible for labor market policies, employment programs, and initiatives related to skills development for the workforce.
4. **Ministry of Finance:**
   * The Ministry of Finance often plays a role in allocating budgets and resources for education and skills development initiatives.
5. **Ministry of Industry or Economic Development:**
   * Some countries have a ministry focused on industrial development or economic affairs, which may work on strategies to enhance skills development for industries.
6. **Department of Science and Technology:**
   * In countries emphasizing technology and innovation, there may be a department specifically focused on science and technology, contributing to skills development in these areas.

**Departmental Roles and Functions:**

1. **Department of Basic Education:**
   * Responsible for primary and secondary education, ensuring foundational skills are developed among students.
2. **Department of Higher Education and Training (or equivalent):**
   * Focuses on post-secondary education, including universities, technical and vocational education and training (TVET), and adult education.
3. **Department of Labour or Employment:**
   * Manages policies related to the labor market, including employment services, skills training for employment, and workforce development.
4. **Department of Trade and Industry (or Economic Development):**
   * Works on strategies to enhance skills that contribute to economic growth and industrial development.
5. **National Skills Development Agency or Council:**
   * Often tasked with coordinating and implementing national skills development initiatives, collaborating with various stakeholders.
6. **Quality Assurance Bodies:**
   * Bodies responsible for ensuring the quality of education and training, accrediting institutions, and monitoring compliance with standards.
7. **Sector Education and Training Authorities (SETAs):**
   * In some countries, SETAs are industry-specific bodies responsible for skills development within particular economic sectors. They facilitate the development of skills plans and fund relevant training initiatives.
8. **National Research Councils or Institutes:**
   * Focused on research and development, contributing to the development of advanced skills, particularly in scientific and technological fields.
9. **Ministry of Youth and Sports:**
   * In some countries, this ministry may oversee youth development programs and initiatives that include skills development and training.
10. **Ministry of Public Service or Civil Service Commission:**
    * Focuses on developing and enhancing skills within the public sector workforce.
11. **Social Development or Social Welfare Departments:**
    * May have programs for skills development aimed at vulnerable or marginalized populations.

These structures and functions are not exhaustive, and the specific names and responsibilities of government departments can vary widely between countries. Additionally, collaborative efforts between departments are often necessary to address the multifaceted nature of skills development.

**SAQA registered qualifications**

1. **Visit the SAQA Website:**
   * SAQA's official website is a valuable resource for information on registered qualifications. You can access the database, search for specific qualifications, and find details about their registration status.
2. **Use the SAQA Online Services:**
   * SAQA provides online services that allow users to verify qualifications and check the registration status of specific qualifications. These services may include the National Learner Records Database and the NQF Online.
3. **Contact SAQA Directly:**
   * If you have specific inquiries or if you are unable to find the information you need online, you can contact SAQA directly. They can provide assistance and guidance on registered qualifications.
4. **Consult with Education and Training Providers:**
   * Education and training providers often have information about the SAQA registration status of their qualifications. If you are interested in a particular program, you can contact the institution offering the qualification.
5. **Check with Professional Bodies:**
   * Some qualifications may be associated with specific professional bodies. Checking with these bodies or associations can provide additional information about the recognition and registration status of qualifications.

Remember that SAQA's database is comprehensive, covering a wide range of qualifications at various levels and across different sectors. The information you are seeking is likely to be specific to the qualification and its provider. Always verify the most up-to-date information from official sources to ensure accuracy.

**Statutory and non-statutory professional bodies and designations**

Professional bodies play a crucial role in regulating and advancing various professions by establishing standards, ensuring ethical conduct, and often providing professional designations or certifications. These bodies can be categorized as statutory (legislatively mandated) or non-statutory (voluntary).

**Statutory Professional Bodies:**

1. **Definition:**
   * Statutory professional bodies are established and regulated by law. Legislation grants these bodies the authority to regulate and oversee specific professions in the public interest.
2. **Key Characteristics:**
   * Typically, statutory bodies have legal authority to set standards, define qualifications, and enforce ethical codes within their respective professions.
3. **Examples:**
   * **Medical and Healthcare Councils:** Entities like medical boards, nursing councils, and pharmacy councils are often statutory bodies that regulate the practice of healthcare professionals.
   * **Legal Professions:** Bar associations and law societies may be statutory bodies regulating lawyers and legal practitioners.
   * **Engineering and Architecture Councils:** Statutory bodies may oversee the standards and qualifications for engineers and architects.
   * **Financial Regulatory Authorities:** Bodies like financial regulatory authorities may regulate and oversee professionals in the financial and accounting sectors.

**Non-Statutory Professional Bodies:**

1. **Definition:**
   * Non-statutory professional bodies are formed by professionals within a specific industry or field, and they operate on a voluntary basis. They are not mandated by law but often play a significant role in setting standards and promoting excellence.
2. **Key Characteristics:**
   * Non-statutory bodies focus on professional development, networking, and providing certifications or designations that indicate a certain level of expertise.
3. **Examples:**
   * **Project Management Institute (PMI):** PMI is a non-statutory body that provides certifications, such as Project Management Professional (PMP), for project managers.
   * **Institute of Electrical and Electronics Engineers (IEEE):** IEEE is a non-statutory body that focuses on advancing technology and often provides certifications in various technology-related fields.
   * **Chartered Financial Analyst (CFA) Institute:** This institute is a non-statutory body that offers the Chartered Financial Analyst designation for finance professionals.
   * **Institution of Occupational Safety and Health (IOSH):** IOSH is a non-statutory body that focuses on occupational safety and health, providing certifications for professionals in this field.

**Designations:**

1. **Definition:**
   * Professional designations are titles or letters that individuals earn by meeting specific criteria set by a professional body. These designations signify a level of expertise, experience, and adherence to professional standards.
2. **Examples:**
   * **CPA (Certified Public Accountant):** Offered by various accounting bodies, the CPA designation is a common example in the accounting profession.
   * **PMP (Project Management Professional):** Offered by PMI, PMP is a designation for project managers.
   * **CFA (Chartered Financial Analyst):** Offered by the CFA Institute, this designation is for finance professionals.
   * **PE (Professional Engineer):** Granted by engineering regulatory bodies, the PE designation signifies a licensed professional engineer.

Understanding the nature of professional bodies, whether statutory or non-statutory, and the significance of designations can be important for individuals seeking professional development and recognition within their respective fields. It's advisable to research specific bodies and designations in a particular industry or profession to fully comprehend their requirements and implications.

**Internal Assessment Criteria and Weight**

1. IAC0101 Key SAQA policies and guideline documents are contextualised and explained
2. IAC0102 The NQF and level descriptors are interpreted, contextualised and explained

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| **KM-01-KT02: The statutory and regulatory framework that governs the occupational skills development environment (30%)** |

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

**The statutory and regulatory framework that governs the occupational skills development environment**

**Key components of the framework include:**

1. **Skills Development Act (No. 97 of 1998):**
   * The Skills Development Act is a crucial piece of legislation that aims to encourage employers to use the workplace as an active learning environment. It also establishes the National Skills Authority (NSA) and the Sector Education and Training Authorities (SETAs).
2. **National Qualifications Framework (NQF) Act (No. 67 of 2008):**
   * The NQF Act provides for the development and implementation of a National Qualifications Framework, which includes the registration of qualifications and the establishment of the South African Qualifications Authority (SAQA).
3. **South African Qualifications Authority (SAQA):**
   * SAQA is responsible for overseeing the development and implementation of the National Qualifications Framework (NQF) and ensuring the quality of qualifications.
4. **Quality Council for Trades and Occupations (QCTO):**
   * The QCTO is responsible for the development, maintenance, and quality assurance of occupational qualifications on the NQF.
5. **Sector Education and Training Authorities (SETAs):**
   * SETAs are responsible for ensuring that skills development needs are addressed within specific economic sectors. They work to develop and implement sector-specific training initiatives.
6. **National Skills Fund (NSF):**
   * The NSF is a financial resource to support skills development initiatives, particularly those that address national priorities and promote access to education and training.
7. **Employment Services Act (No. 4 of 2014):**
   * This act focuses on employment services, including measures to improve access to employment for work-seekers and to provide for the registration of private employment agencies.
8. **Labour Relations Act (No. 66 of 1995):**
   * While primarily focused on industrial relations, the Labour Relations Act also has implications for skills development and training within the workplace.

These are some of the key components of the statutory and regulatory framework for occupational skills development in South Africa. It's important to note that the government may introduce new legislation or amend existing laws, so it's advisable to check for updates from official sources.

**Overview of the statutory and regulatory framework (SDAct, SDLAct, BBBEE Act, EE Act, NQF Act)**

An overview of some key South African statutes related to occupational skills development and related areas:

1. **Skills Development Act (No. 97 of 1998):**
   * The Skills Development Act aims to encourage employers to use the workplace as an active learning environment. It establishes the National Skills Authority (NSA) and the Sector Education and Training Authorities (SETAs). The Act also outlines the obligation for employers to pay Skills Development Levies (SDL) to fund skills development initiatives.
2. **Skills Development Levies Act (No. 9 of 1999):**
   * The SDL Act complements the Skills Development Act by specifying the collection and administration of the Skills Development Levy (SDL). Employers with an annual payroll above a certain threshold are required to pay the SDL, which is used to fund skills development initiatives in South Africa.
3. **Broad-Based Black Economic Empowerment (BBBEE) Act (No. 53 of 2003):**
   * While not specifically focused on skills development, the BBBEE Act is a crucial component of South Africa's economic transformation. It aims to address historical imbalances by promoting economic participation and ownership by previously disadvantaged individuals. Skills development is often a key element within BBBEE scorecards, encouraging companies to invest in the development of black employees.
4. **Employment Equity Act (No. 55 of 1998):**
   * The Employment Equity Act focuses on eliminating discrimination and promoting equal opportunities in the workplace. It requires designated employers to implement affirmative action measures to address historical imbalances. Skills development is one of the key pillars within employment equity plans, emphasizing the training and development of employees from designated groups.
5. **National Qualifications Framework (NQF) Act (No. 67 of 2008):**
   * The NQF Act establishes the National Qualifications Framework, providing a comprehensive framework for the development and quality assurance of qualifications. The South African Qualifications Authority (SAQA) oversees the NQF, ensuring that qualifications align with national standards and contribute to skills development.

These acts collectively create a regulatory framework designed to promote skills development, address historical inequalities, and ensure that training initiatives align with national priorities. Employers are encouraged to actively participate in skills development through various mechanisms, including the payment of levies, implementation of training programs, and adherence to broader transformation and equity goals outlined in related legislation.

**The Quality Council for Trades and Occupations**

The Quality Council for Trades and Occupations (QCTO) is a key institution in South Africa responsible for the development, maintenance, and quality assurance of occupational qualifications. It operates within the framework of the National Qualifications Framework (NQF) and plays a crucial role in ensuring that vocational and occupational qualifications meet national standards and requirements.

Here are some key points about the Quality Council for Trades and Occupations (QCTO):

1. **Establishment:**
   * The QCTO was established in line with the Skills Development Act of 1998 and the National Qualifications Framework Act of 2008. It became operational in August 2010.
2. **Mandate:**
   * The primary mandate of the QCTO is to oversee the development and implementation of occupational qualifications that align with the needs of the labor market. These qualifications are intended to enhance the skills and competencies of individuals in various trades and occupations.
3. **Occupational Qualifications:**
   * The QCTO is responsible for the development of Occupational Qualifications, which are qualifications that are occupationally-directed and industry-specific. These qualifications are designed to address the skills needs of various sectors of the economy.
4. **Quality Assurance:**
   * The QCTO is tasked with ensuring the quality of occupational qualifications. This involves the development of assessment and quality assurance policies, procedures, and criteria to maintain the standards of qualifications registered on the National Qualifications Framework.
5. **Collaboration with SETAs:**
   * The QCTO collaborates with Sector Education and Training Authorities (SETAs) to align qualifications with the needs of specific sectors. This collaboration helps ensure that training and qualifications are relevant to industry requirements.
6. **Development of Curriculum and Assessment Criteria:**
   * The QCTO is involved in the development of curriculum and assessment criteria for various occupational qualifications. This process includes engaging with industry experts, employers, and other stakeholders to ensure that the qualifications are practical and meet industry standards.
7. **Certification:**
   * The QCTO is responsible for the certification of learners who successfully complete occupational qualifications. This certification is an acknowledgment that the individual has acquired the necessary skills and knowledge in a specific trade or occupation.

In summary, the QCTO plays a pivotal role in the South African skills development landscape by overseeing the quality and relevance of occupational qualifications. It collaborates with various stakeholders to ensure that the qualifications align with industry needs and contribute to the overall development of a skilled and competitive workforce.

**Sector Education and Training Representative Bodies**

In South Africa, Sector Education and Training Authorities (SETAs) are responsible for overseeing skills development within specific economic sectors. SETAs are sector-specific bodies that work to address the skills needs of industries and contribute to the development of a skilled and capable workforce. Each SETA covers a specific sector or industry and is tasked with various functions, including skills planning, funding, and quality assurance. The SETAs are part of the broader framework established by the Skills Development Act of 1998. As of my last knowledge update in January 2022, here are a few examples of SETAs and the sectors they cover:

1. **Banking Sector Education and Training Authority (BANKSETA):**
   * Focus: Banking and Microfinance
2. **Construction Education and Training Authority (CETA):**
   * Focus: Construction Industry
3. **Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA):**
   * Focus: Education and Training
4. **Health and Welfare Sector Education and Training Authority (HWSETA):**
   * Focus: Health and Social Development Sectors
5. **Information Technology and Business Process Services Sector Education and Training Authority (MICT SETA):**
   * Focus: Information Technology and Business Process Services
6. **Manufacturing, Engineering and Related Services Sector Education and Training Authority (MERSETA):**
   * Focus: Manufacturing and Engineering
7. **Media, Information and Communication Technologies Sector Education and Training Authority (MICT SETA):**
   * Focus: Media, Information, and Communication Technologies
8. **Services Sector Education and Training Authority (SSETA):**
   * Focus: Services Sector, including Retail, Hospitality, and Tourism
9. **Transport Education and Training Authority (TETA):**
   * Focus: Transport and Logistics
10. **Wholesale and Retail Sector Education and Training Authority (W&R SETA):**
    * Focus: Wholesale and Retail Sector

These SETAs play a critical role in facilitating skills development initiatives within their respective sectors. They work closely with employers, training providers, and other stakeholders to identify skills needs, develop relevant qualifications, and ensure that training programs meet industry standards. Additionally, SETAs are involved in the disbursement of funds, often collected through the Skills Development Levy, to support skills development initiatives within their sectors. It's important to note that changes or updates to the SETA landscape may have occurred since my last knowledge update, so it's advisable to check the latest information from official sources.

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

Here are some key policies and guidelines associated with the QCTO:

1. **Development Quality Partnership (DQP):**
   * The Development Quality Partnership is a QCTO policy that outlines the collaboration between the QCTO, industry experts, and other stakeholders in the development of occupational qualifications. The DQP emphasizes the importance of involving relevant parties to ensure that qualifications meet the needs of the industry and the broader economy.
2. **Occupational Qualifications Sub-Framework (OQSF):**
   * The Occupational Qualifications Sub-Framework is a framework that provides guidelines for the development and quality assurance of occupational qualifications. It defines the structure of occupational qualifications, including the core and elective components, and outlines the criteria for the registration and accreditation of these qualifications on the National Qualifications Framework (NQF).
3. **Assessment Quality Partner (AQP) Policy:**
   * The Assessment Quality Partner (AQP) Policy outlines the role and responsibilities of Assessment Quality Partners in the assessment process. AQPs play a crucial role in ensuring the quality and integrity of assessments associated with occupational qualifications. They are responsible for accrediting assessment centers, moderating assessments, and verifying the results.
4. **Criteria and Guidelines for the Development of Qualifications and Part Qualifications:**
   * This document provides criteria and guidelines for the development of qualifications and part qualifications. It outlines the processes, principles, and standards that should be followed by developers to create qualifications that align with industry needs and standards.
5. **Provider Accreditation Policy and Criteria:**
   * The Provider Accreditation Policy and Criteria set out the guidelines for accrediting education and training providers offering QCTO qualifications. This includes the criteria for the accreditation of skills development providers and assessment centers, ensuring that they meet the required standards for the delivery and assessment of occupational qualifications.
6. **Quality Management Systems (QMS) Policy:**
   * The Quality Management Systems Policy outlines the requirements for the implementation of quality management systems by education and training providers. It emphasizes the importance of continuous improvement, quality assurance, and adherence to the QCTO's standards.

**Learning programs, delivery models and policies**

In the context of skills development and education, learning programs, delivery models, and policies are essential components that shape the structure, content, and implementation of educational initiatives. Here is an overview of these concepts:

1. **Learning Programs:**
   * **Definition:** Learning programs refer to structured educational activities designed to achieve specific learning outcomes. These programs can be formal or informal and may be tailored to various levels of education and training.
   * **Types:**
     + Formal Education Programs: School curricula, university degree programs, vocational training courses.
     + Informal Learning Programs: Workshops, seminars, online courses, on-the-job training.
     + Continuous Professional Development (CPD) Programs: Training initiatives for professionals to enhance and update their skills.
2. **Delivery Models:**
   * **Definition:** Delivery models are approaches and strategies used to impart educational content and facilitate learning. These models can vary based on the nature of the program, the target audience, and available resources.
   * **Types:**
     + **Traditional Classroom-Based:** In-person instruction in a physical classroom setting.
     + **Online or E-Learning:** Instruction delivered via digital platforms, often asynchronously.
     + **Blended Learning:** Combination of in-person and online learning components.
     + **Experiential Learning:** Learning through hands-on experiences and practical applications.
     + **On-the-Job Training:** Learning that occurs within the actual work environment.
3. **Policies:**
   * **Definition:** Educational policies are guidelines and principles established by educational institutions, governments, or regulatory bodies to ensure the quality, consistency, and fairness of education and training.
   * **Types:**
     + **Curriculum Policies:** Guidelines for designing and updating educational curricula.
     + **Inclusion and Diversity Policies:** Strategies to ensure equal access and opportunities for all learners.
     + **Assessment and Evaluation Policies:** Standards for evaluating student performance and program effectiveness.
     + **Quality Assurance Policies:** Measures to maintain and enhance the quality of education and training.
     + **Access and Equity Policies:** Measures to promote equal access to education for all individuals.
     + **Technology Integration Policies:** Guidelines for the use of technology in education.

These components work together to create a framework for effective education and skills development. Policies provide the overarching guidelines, learning programs define the content and objectives, and delivery models determine how the content is conveyed to learners. The choice of delivery model often depends on factors such as the nature of the subject matter, the target audience, available resources, and the desired learning outcomes. Additionally, policies play a crucial role in ensuring that education is accessible, equitable, and of high quality.

**Foundational Learning Competence Part Qualifications**

Part Qualifications are components of qualifications and are often recognized as standalone achievements. They contribute to the full qualification but can also be assessed and certified on their own.

Foundational Learning Competence Part Qualifications are components that focus on fundamental skills necessary for further learning and work. These skills typically include communication, mathematical literacy, and life skills. These part qualifications are designed to provide learners with a foundation that enables them to succeed in various educational and occupational contexts.

The inclusion of Foundational Learning Competence in the NQF emphasizes the importance of ensuring that learners possess the necessary foundational skills before progressing to higher levels of education and training. It acknowledges that these foundational skills are crucial for success in both academic and vocational pursuits.

**Internal Assessment Criteria and Weight**

1. IAC0201 The scope and application of the legislative and regulatory requirements are explained for different role players, context and structures
2. IAC0202 Key policies and guidelines of the QCTO are described
3. IAC0203 The skills delivery environment in SA are explained in terms of different role players, trends and delivery models
4. IAC0204 Foundational Learning competence is explained in terms of scope and application

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| **KM-01-KT03: The statutory and regulatory framework that governs skills development funding** |

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| **KT0301** | The legislative and regulatory framework |
| **KT0302** | Levy payment and distribution provisions |
| **KT0303** | The statutory levy grant provisions for mandatory and discretionary grants |
| **KT0304** | Funding incentives |

**The statutory and regulatory framework that governs skills development funding**

1. **Skills Development Act, 1998 (Act No. 97 of 1998):**
   * This act establishes the framework for skills development in South Africa. It outlines the obligations of employers to contribute towards skills development through the Skills Development Levy (SDL).
   * The SDL is a mandatory levy paid by employers and is aimed at financing education and training in the country.
2. **National Skills Development Strategy (NSDS):**
   * The NSDS is a key policy document that outlines the national priorities for skills development.
   * It provides a strategic framework for planning, implementing, and evaluating skills development initiatives.
3. **Sector Education and Training Authorities (SETAs):**
   * SETAs are industry-specific bodies responsible for implementing skills development initiatives in various sectors of the economy.
   * They play a crucial role in facilitating the disbursement of funds for training and development within their respective sectors.
4. **Quality Council for Trades and Occupations (QCTO):**
   * The QCTO is responsible for overseeing the development and implementation of occupational qualifications and quality assurance in the education and training system.
5. **National Qualifications Framework (NQF):**
   * The NQF provides a framework for the development and recognition of qualifications.
   * It ensures that education and training programs are aligned with national standards and are of high quality.
6. **Department of Higher Education and Training (DHET):**
   * The DHET is a key government department responsible for formulating and implementing education and training policies, including skills development.
7. **Workplace Skills Plans (WSPs) and Annual Training Reports (ATRs):**
   * Employers are required to submit WSPs and ATRs to the relevant SETA, outlining their skills development plans and reporting on training initiatives.
8. **Learnerships and Apprenticeships:**
   * Various regulations govern learnerships and apprenticeships, which are key mechanisms for skills development and training in the workplace.

**The legislative and regulatory framework**

1. **Skills Development Act, 1998 (Act No. 97 of 1998):**
   * The Skills Development Act is a foundational piece of legislation that establishes the framework for skills development in South Africa. It mandates the payment of the Skills Development Levy (SDL) by employers and outlines the use of these funds for training and education.
2. **Skills Development Levies Act, 1999 (Act No. 9 of 1999):**
   * This act provides further details on the administration and collection of the Skills Development Levy. It specifies the rate of the levy and the procedures for payment.
3. **National Qualifications Framework Act, 2008 (Act No. 67 of 2008):**
   * The National Qualifications Framework Act establishes the National Qualifications Framework (NQF) and sets out principles and guidelines for the development and implementation of qualifications.
4. **National Skills Development Strategy (NSDS):**
   * While not a specific legislative document, the NSDS is a policy framework that guides skills development initiatives. It outlines national priorities, targets, and strategies for skills development.
5. **Sector Education and Training Authorities (SETAs):**
   * SETAs are established in accordance with the Skills Development Act and operate within the framework of the Skills Development Levies Act. They are responsible for promoting skills development in specific sectors of the economy.
6. **Occupational Qualifications Sub-Framework (OQSF):**
   * The OQSF is part of the National Qualifications Framework and provides a structure for the development and quality assurance of occupational qualifications.
7. **Quality Council for Trades and Occupations (QCTO):**
   * The QCTO plays a role in developing and quality assuring occupational qualifications. It operates under the auspices of the South African Qualifications Authority (SAQA).
8. **Employment Services Act, 2014 (Act No. 4 of 2014):**
   * This act establishes the framework for public employment services and includes provisions related to skills development.
9. **B-BBEE Codes of Good Practice:**
   * The Broad-Based Black Economic Empowerment (B-BBEE) Codes of Good Practice include elements related to skills development, contributing to the broader government agenda of promoting economic transformation.
10. **Labour Relations Act, 1995 (Act No. 66 of 1995):**
    * While not focused exclusively on skills development, the Labour Relations Act contains provisions related to training and skills development in the context of labour relations.

**Levy payment and distribution provisions**

The levy payment and distribution provisions in South Africa's skills development framework are primarily governed by the Skills Development Act, 1998 (Act No. 97 of 1998) and the Skills Development Levies Act, 1999 (Act No. 9 of 1999). Below are key aspects related to levy payment and distribution:

1. **Skills Development Levy (SDL):**
   * The SDL is a mandatory levy paid by employers to contribute to skills development in South Africa.
   * Employers with an annual payroll above a specified threshold are required to pay the SDL.
2. **Levy Payment:**
   * Employers are required to calculate and pay the SDL to the South African Revenue Service (SARS) on a monthly basis.
   * The SDL is calculated as a percentage of the total remuneration paid by the employer.
3. **Levy Exemptions:**
   * Certain employers or categories of employees may be exempt from paying the SDL, as specified in the legislation.
4. **Levy Distribution:**
   * The funds collected through the SDL are distributed to Sector Education and Training Authorities (SETAs).
   * Each SETA is responsible for specific sectors of the economy and plays a key role in facilitating skills development initiatives within those sectors.
5. **Sector Education and Training Authorities (SETAs):**
   * SETAs are entities established in accordance with the Skills Development Act.
   * They receive the funds collected through the SDL and are responsible for developing and implementing skills development plans within their respective sectors.
6. **Workplace Skills Plans (WSPs) and Annual Training Reports (ATRs):**
   * Employers are required to submit WSPs and ATRs to the relevant SETA.
   * The WSP outlines the employer's skills development plans, and the ATR reports on the actual training undertaken.
7. **Grants and Incentives:**
   * SETAs use the funds to provide grants and incentives to employers who participate in skills development initiatives.
   * These incentives may include reimbursement of training costs, bonuses, and other financial support for qualifying training programs.
8. **Quality Assurance:**
   * Part of the funds may be allocated to quality assurance mechanisms, such as the Quality Council for Trades and Occupations (QCTO), to ensure the relevance and quality of occupational qualifications.

**The statutory levy grant provisions for mandatory and discretionary grants**

In South Africa, the statutory levy grant provisions for mandatory and discretionary grants are part of the skills development framework governed by the Skills Development Act, 1998 (Act No. 97 of 1998) and the Skills Development Levies Act, 1999 (Act No. 9 of 1999). These provisions outline how funds collected through the Skills Development Levy (SDL) are allocated to employers for skills development initiatives. Below are key aspects related to mandatory and discretionary grants:

1. **Mandatory Grants:**
   * **Definition:** Mandatory grants are funds that employers are entitled to receive from the relevant Sector Education and Training Authority (SETA) if they meet certain statutory requirements.
   * **Eligibility Criteria:** To qualify for a mandatory grant, an employer must submit a Workplace Skills Plan (WSP) and an Annual Training Report (ATR) to the relevant SETA.
   * **Submission Requirements:** Employers are required to outline their skills development plans in the WSP and report on the actual training undertaken in the ATR.
2. **Discretionary Grants:**
   * **Definition:** Discretionary grants are additional funds that SETAs may choose to allocate to employers based on specific criteria and priorities set by the SETA.
   * **Criteria for Discretionary Grants:** SETAs have the discretion to provide grants based on factors such as the employer's commitment to skills development, the alignment of training programs with sector needs, and the impact on employment equity and disadvantaged groups.
   * **Application Process:** Employers may need to apply for discretionary grants, and the SETA will assess applications based on their merit and alignment with the SETA's strategic objectives.
3. **Grant Amounts:**
   * **Mandatory Grants:** The amount of the mandatory grant is determined by legislation and is usually calculated as a percentage of the Skills Development Levy (SDL) paid by the employer.
   * **Discretionary Grants:** The amounts for discretionary grants can vary, and SETAs have the flexibility to determine the criteria and amounts based on their priorities and available funds.
4. **Payment Process:**
   * **Mandatory Grants:** Once an employer meets the requirements and submits the necessary documentation, the SETA is obligated to provide the mandatory grant.
   * **Discretionary Grants:** The allocation and payment of discretionary grants are at the discretion of the SETA, and employers may need to follow specific application processes.
5. **Utilization of Grants:**
   * Employers are expected to utilize the grants received for approved skills development initiatives, including training programs, learnerships, apprenticeships, and other qualifying activities.

**Funding incentives**

In South Africa, various funding incentives are designed to encourage employers to actively participate in skills development initiatives and contribute to the improvement of the country's workforce. These incentives are typically provided through the skills development framework governed by the Skills Development Act, 1998 (Act No. 97 of 1998) and the Skills Development Levies Act, 1999 (Act No. 9 of 1999). Below are some common funding incentives:

1. **Mandatory Grants:**
   * Employers are eligible to receive a mandatory grant from the relevant Sector Education and Training Authority (SETA) if they comply with the statutory requirements. This grant is a percentage of the Skills Development Levy (SDL) paid by the employer and is meant to support the implementation of workplace skills plans and training initiatives.
2. **Discretionary Grants:**
   * In addition to mandatory grants, SETAs may offer discretionary grants to employers. These grants are provided at the discretion of the SETA and are typically awarded based on specific criteria, such as the employer's commitment to skills development, alignment with sector needs, and impact on employment equity.
3. **Tax Allowances and Deductions:**
   * Employers may qualify for tax allowances and deductions related to skills development expenses. Section 12H of the Income Tax Act, for example, provides for an allowance for employers incurring training expenses. This can include expenses related to learnerships, apprenticeships, and other skills development programs.
4. **Learnership Tax Incentive:**
   * The learnership tax incentive aims to encourage employers to participate in learnership programs. Employers can claim a tax incentive for each learner employed under an approved learnership agreement.
5. **Employment Tax Incentive (ETI):**
   * The ETI is a tax incentive aimed at encouraging employers to hire young, less-experienced workers. It provides a reduction in the amount of PAYE (Pay As You Earn) tax payable by the employer.
6. **SME Funding Support:**
   * Some funding initiatives are specifically targeted at small and medium-sized enterprises (SMEs) to help them participate in skills development. These initiatives may include grants, subsidies, or other financial support.
7. **Training Allowance Rebates:**
   * Employers may be eligible for training allowance rebates, providing financial relief for the costs associated with training programs for employees.
8. **Sector-Specific Incentives:**
   * Certain sectors may have specific incentives tailored to their needs. These incentives can include grants, subsidies, or tax benefits to support skills development within those sectors.
9. **National Youth Service Program:**
   * Programs encouraging the employment and training of youth may receive targeted funding or support from government initiatives.

Internal Assessment Criteria and Weight

1. IAC0301 The scope and application of the statutory and regulatory provisions are interpreted and explained in terms of contextual application
2. IAC0302 The provisions regarding levy payments and funding incentives regarding grants are illustrated

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| **KM-01-KT04: National occupational skills development structures, policies and priorities** |

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| **KT0401** | The National Skills Fund |
| **KT0402** | The National Skills Development Strategy |
| **KT0403** | National transformational frameworks, plans and documents |

**National occupational skills development structures, policies and priorities**

The development of national occupational skills is a critical aspect of a country's economic growth, competitiveness, and social well-being. Different countries have various structures, policies, and priorities in place to address this need. Below are common elements found in many national occupational skills development systems:

1. **National Qualifications Framework (NQF):**
   * Many countries have established NQFs to organize and standardize qualifications across different levels and sectors. NQFs facilitate the recognition of skills and qualifications, ensuring consistency and comparability.
2. **Skills Development Agencies:**
   * Some countries have dedicated agencies or bodies responsible for overseeing and coordinating skills development initiatives. These agencies may work closely with government departments, industry stakeholders, and educational institutions.
3. **Policy Frameworks:**
   * National policies and strategies are often formulated to guide the development of occupational skills. These policies may address issues such as skills shortages, industry demands, and the alignment of education and training programs with economic needs.
4. **Industry Collaboration:**
   * Effective skills development requires close collaboration with industries to identify current and future skill needs. Industry advisory boards, partnerships, and feedback mechanisms help ensure that training programs are relevant and meet market demands.
5. **Apprenticeships and Work-Based Learning:**
   * Many countries promote apprenticeship programs and work-based learning as effective methods for skill development. These initiatives allow individuals to acquire practical experience and employers to contribute to shaping a skilled workforce.
6. **Lifelong Learning:**
   * Policies that support lifelong learning encourage individuals to continually upgrade their skills throughout their careers. This is particularly important in a rapidly changing job market where new skills are frequently required.
7. **Public-Private Partnerships (PPPs):**
   * Collaborations between the government, private sector, and educational institutions can enhance the effectiveness of skills development initiatives. PPPs often involve joint funding, resource sharing, and a shared vision for addressing skill gaps.
8. **Inclusivity and Diversity:**
   * Policies aimed at ensuring inclusivity and diversity in skills development help address societal inequalities. Programs may be designed to provide equal opportunities for individuals from various backgrounds, genders, and minority groups.
9. **Monitoring and Evaluation:**
   * Establishing mechanisms for monitoring and evaluating the effectiveness of skills development programs is crucial. Regular assessments help identify areas for improvement and ensure that policies and structures are achieving their intended outcomes.
10. **Globalization and Technological Trends:**
    * Policies that consider the impact of globalization and technological advancements help countries stay competitive. Flexibility and adaptability are essential to meet the changing demands of the global economy.
11. **Funding Mechanisms:**
    * Adequate funding is necessary to support the implementation of skills development initiatives. Governments may allocate resources for training programs, scholarships, and infrastructure development.

**The National Skills Fund**

The National Skills Fund (NSF) is a financial instrument used by some countries to support the development of skills and competencies within their workforce. The fund is typically established by the government to address specific needs related to skills development, education, and training. The primary objective is to ensure that the labor force is equipped with the necessary skills to contribute to economic growth, innovation, and competitiveness. The NSF is often linked to broader national strategies for education, training, and economic development.

Key features and functions of a National Skills Fund may include:

1. **Funding Allocation:**
   * The NSF allocates financial resources to support various skill development initiatives. This could include funding for vocational training, apprenticeships, education programs, and other initiatives aimed at enhancing the skills of the workforce.
2. **Strategic Priorities:**
   * The fund is guided by the strategic priorities of the country, often outlined in national skills development plans or policies. These priorities may be influenced by economic needs, industry demands, and emerging trends in the job market.
3. **Alignment with National Policies:**
   * The NSF is designed to align with broader national policies related to education, employment, and economic development. This alignment ensures that the fund's initiatives contribute to overarching national goals.
4. **Partnerships with Stakeholders:**
   * Collaboration with various stakeholders, including government agencies, industry associations, educational institutions, and employers, is a common feature. These partnerships help identify skill gaps, design relevant programs, and ensure that training is aligned with industry needs.
5. **Innovation and Research:**
   * Some National Skills Funds allocate resources for research and innovation in skills development. This may involve exploring new training methodologies, technologies, and approaches to address emerging skill requirements.
6. **Geographical and Sectoral Focus:**
   * The NSF may have specific focuses on certain geographic regions or industry sectors where there is a particular need for skills development. This targeted approach helps address regional disparities and industry-specific challenges.
7. **Accessibility and Inclusivity:**
   * The fund often emphasizes the importance of providing equal opportunities for individuals from diverse backgrounds. This may involve funding programs that target underrepresented groups or initiatives that promote inclusivity in skills development.
8. **Monitoring and Evaluation:**
   * Like any funding mechanism, the NSF typically includes mechanisms for monitoring and evaluating the impact of funded programs. Regular assessments help ensure that resources are effectively utilized and that the desired outcomes are being achieved.
9. **Flexibility and Adaptability:**
   * The fund needs to be flexible and adaptable to changing economic conditions, technological advancements, and evolving skill requirements. This flexibility allows the fund to respond quickly to emerging challenges and opportunities.

**The National Skills Development Strategy**

The National Skills Development Strategy (NSDS) is a comprehensive and strategic framework that some countries adopt to guide and drive their efforts in developing the skills of the workforce. The primary aim of an NSDS is to align skills development initiatives with the broader economic and social goals of the nation. The strategy typically outlines the government's vision, priorities, and action plans for addressing skill gaps, promoting lifelong learning, and enhancing the overall employability of the population.

Key components of a National Skills Development Strategy may include:

1. **Vision and Objectives:**
   * Clearly articulated vision statements and objectives that highlight the long-term goals of skills development within the country.
2. **Stakeholder Engagement:**
   * Involvement of various stakeholders, including government agencies, employers, industry associations, educational institutions, and labor unions, to ensure a collaborative approach in addressing skill development challenges.
3. **Analysis of Skill Needs:**
   * Comprehensive assessments of current and future skill needs in the labor market, taking into account technological advancements, industry trends, and global economic changes.
4. **Policy Framework:**
   * The development of policies and regulations that support skills development, education, and training. This includes creating an enabling environment for the implementation of effective skills programs.
5. **Alignment with Economic Goals:**
   * Integration of the NSDS with broader economic development plans to ensure that skills development initiatives contribute to economic growth, innovation, and competitiveness.
6. **Targeted Programs and Initiatives:**
   * Identification of specific programs and initiatives designed to address skill gaps in key sectors or industries. These may include apprenticeships, vocational training, on-the-job training, and other forms of skills acquisition.
7. **Lifelong Learning:**
   * Promotion of lifelong learning initiatives to encourage individuals to continuously upgrade their skills throughout their careers. This may involve flexible learning pathways, recognition of prior learning, and support for adult education.
8. **Quality Assurance and Accreditation:**
   * Implementation of mechanisms to ensure the quality of skills development programs. This may include accreditation systems, standards for training providers, and regular quality assessments.
9. **Monitoring and Evaluation:**
   * Establishing a robust monitoring and evaluation framework to assess the impact of skills development initiatives. Regular reviews help in adjusting strategies and ensuring that objectives are being met.
10. **Financial Support:**
    * Allocation of financial resources, including funding from sources such as the National Skills Fund, to support the implementation of skills development programs and initiatives.
11. **Inclusivity and Equal Opportunities:**
    * Measures to promote inclusivity and equal opportunities in accessing skills development programs, with a focus on addressing disparities among different demographic groups.
12. **International Collaboration:**
    * Collaboration with international partners, organizations, and institutions to leverage best practices, share knowledge, and enhance the global competitiveness of the country's workforce.

The National Skills Development Strategy serves as a roadmap for coordinating and implementing skills development initiatives at the national level. It reflects a commitment to building a skilled and adaptable workforce that can contribute effectively to the country's economic and social development. The specific details and priorities outlined in an NSDS can vary among countries based on their unique circumstances and challenges.

**National transformational frameworks, plans and documents**

National transformational frameworks, plans, and documents are strategic initiatives adopted by countries to drive comprehensive and sustainable development across various sectors. These frameworks typically outline the vision, goals, and strategies for achieving transformative change in areas such as economic growth, social development, governance, and environmental sustainability. The specific names and contents of these documents may vary from one country to another. Here are some common types of national transformational frameworks:

1. **Vision Documents:**
   * Many countries develop long-term vision documents that articulate the desired future state of the nation. These documents provide a holistic view of the country's aspirations, encompassing economic, social, political, and environmental dimensions.
2. **National Development Plans:**
   * National development plans outline specific strategies and actions to achieve development goals over a set period. These plans cover various sectors, including infrastructure, education, healthcare, and technology, and often involve stakeholder consultation and collaboration.
3. **Economic Transformation Plans:**
   * Some countries focus on economic transformation as a key component of their national development strategy. Economic transformation plans aim to diversify the economy, stimulate innovation, and enhance competitiveness on the global stage.
4. **Sustainable Development Plans:**
   * Sustainable development plans integrate economic, social, and environmental considerations to ensure long-term prosperity without compromising the needs of future generations. These plans align with global sustainability goals, such as the United Nations Sustainable Development Goals (SDGs).
5. **Industrialization Frameworks:**
   * Industrialization frameworks emphasize the growth and modernization of industries. They often include policies to attract investments, improve infrastructure, and foster innovation to promote industrial development.
6. **Digital Transformation Strategies:**
   * With the increasing role of technology, many countries adopt digital transformation strategies to leverage information and communication technologies for economic growth, improved governance, and enhanced public services.
7. **Social Transformation Initiatives:**
   * Social transformation plans address issues related to education, healthcare, poverty alleviation, gender equality, and social inclusion. These initiatives aim to improve the overall well-being and quality of life for the population.
8. **Governance and Institutional Reform Plans:**
   * Governance and institutional reform plans focus on improving government effectiveness, reducing corruption, enhancing transparency, and strengthening institutions to ensure better delivery of public services.
9. **Climate Action and Environmental Sustainability Plans:**
   * Plans dedicated to climate action and environmental sustainability aim to mitigate the impacts of climate change, conserve natural resources, and promote environmentally friendly practices across various sectors.
10. **Rural and Urban Development Strategies:**
    * Countries often adopt strategies that address both rural and urban development, seeking to balance regional disparities, improve infrastructure, and enhance living conditions in both rural and urban areas.
11. **Inclusive Growth Frameworks:**
    * Inclusive growth frameworks prioritize equitable economic development, aiming to reduce income inequality and ensure that the benefits of economic growth are shared among all segments of society.
12. **International Cooperation and Collaboration Strategies:**
    * Some countries include international cooperation and collaboration strategies in their transformational plans, fostering partnerships with other nations, international organizations, and development agencies to leverage support and resources.

Internal Assessment Criteria and Weight

1. IAC0401 The scope and application of the national structures are illustrated
2. IAC0402 The National Skills Development Strategy is summarised in terms of national priorities and targets
3. IAC0403 National transformational initiatives are interpreted

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