



QCTO

Quality Council for Trades & Occupations

STRATEGIC PLAN

2020/21 - 2024/25



QUALITY COUNCIL FOR TRADES AND OCCUPATIONS

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ACCOUNTING AUTHORITY STATEMENT

Since the establishment of the Quality Council for Trades and Occupations in 2010, much progress has been made in terms of the implementation of the Occupational Qualifications Sub-Framework, its policies, criteria and guidelines. As we move into our third Strategic Plan (Revised), we do so with renewed focus and support from our strategic partners. The current changes within the Post School Education and Training (PSET) policy environment, like the promulgation of the National Skills Development Plan (NSDP) and the development of the Department of Higher Education and Training (DHET) Skills Strategy, have brought about a number of opportunities that may lead to the expansion of the QCTO and its national footprint.

QCTO has managed to weather many storms over the last ten years and the organisation has made significant strides in the implementation of its new organisational structure as well as the implementation of the QCTO's plan for revoking quality assurance functions delegated to Sector Education and Training Authorities (SETAs). This has set the strategic trajectory of the organisation in line with the ideals as espoused in the White Paper for Post School Education and Training (WPPSET). The implementation and full funding of the QCTO's legislative mandate will further strengthen the resolve of the Council and management of the QCTO as it works diligently towards the principles as adopted in the NSDP and intervention in the Skills Strategy.

The Council, CEO and staff are fully committed to ensuring the successful implementation of this Revised Strategic Plan and the targets as set in the National Development Plan (NDP).

In respect of achieving its full legislative mandate, the QCTO has resolved, that over the remaining period from 2022 to 2025, it will be directed by the following strategic imperatives which were adopted by Council:

- Creating a dynamic Occupational Qualifications Sub-Framework (OQSF)
- Ensuring the development and quality assurance of occupational qualifications, part qualifications and skills programmes that are responsive to labour market and developmental state initiatives.
- Creating a QCTO that is a learning organization

Let me take this opportunity to express my sincere appreciation to all who so valiantly support the vision and mission of the QCTO.

The QCTO appreciates the noble opportunity to serve the nation in our quest to QUALIFY A SKILLED AND CAPABLE WORKFORCE.



Ms. Sibongile Antoni

Acting Chairperson of the Quality Council for Trades and Occupations

CERTIFICATION

It is hereby certified that this Revised Strategic Plan:

- Was developed by the Quality Council for Trades and Occupations (QCTO) under the guidance of the Minister of Higher Education, Science and Innovation;
- Takes into account all the relevant policies, legislation and other mandates for which the QCTO is responsible;
- Accurately reflects the Impact, Outcomes and Outputs which the QCTO will endeavour to achieve over the period 2022/23 to 2024/25

Ms Ndivhudzannyi Madilonga-Khondowe
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Signature: 

Mr Thomas Lata
Programme Manager: Occupational Qualifications
Management, Assessment and Certification

Signature: 

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Signature: 

Mr Innocent Gumbochuma
Chief Financial Officer

Signature: 

Ms Adri Solomon
Head Official responsible for Planning

Signature: 

Mr Vijayen Naidoo
Chief Executive Officer

Signature: 

Recommended by:
Ms. Sibongile Antoni
Acting Chairperson: QCTO

Signature: 

PART A: OUR MANDATE

1. CONSTITUTIONAL MANDATE

Whilst the QCTO is not directly referenced in the Constitution, there are two sections in the Bill of Rights which relates to its function:

Section 22:

22. Freedom of trade, occupation and profession

Every citizen has the right to choose their trade, occupation or profession freely. The practice of a trade, occupation or profession may be regulated by law.

Section 29:

Education

29(1) Everyone has the right

- a. to a basic education, including adult basic education; and
- b. to further education, which the state, through reasonable measures, must make progressively available and accessible.

Through the development of a dynamic Occupational Qualifications Sub-Framework (OQSF), the Quality Council for Trades and Occupations (QCTO) ensures the availability of occupational qualifications, part qualifications, skills programmes and trades, that will allow its citizens to freely choose their trade, occupation or profession in support of Section 22.

In the development, quality assurance, assessment and certification of registered occupational qualifications and part qualifications including skills programmes on the Occupational Qualifications Sub-Framework (OQSF), the Quality Council for Trades and Occupations (QCTO) is making available and accessible “further education and training” in the Post School Education and Training (PSET) in support of Section 29(1)(b).

2. LEGISLATIVE MANDATE

2.1 National Qualifications Framework Act, No. 67 of 2008 (as amended)

The National Qualifications Framework Act (as amended) is the principle act for the qualification sub-frameworks on the NQF as well as within the ambit of the Skills Development Act (SDA) (as amended), the General and Further and Education and Training Qualification Act (GENFETQA Act) and the Higher Education Act assigning specific functions to each of the three quality councils.

The following extracts from the National Qualifications Framework (NQF) Act (as amended) provide a summary of the National Qualifications Framework and the functions of the Quality Councils:

Section 4 – Framework

“The NQF is a comprehensive system approved by the Minister for the classification, registration, publication and articulation of quality-assured national qualifications.”

Section 7 – Sub-frameworks

“The NQF is a single integrated system which comprises of three coordinated qualifications sub-frameworks, for:

- (a) General and Further Education and Training, contemplated in the GENFETQA Act;
- (b) Higher Education, contemplated in the Higher Education Act; and
- (c) Trades and Occupations, contemplated in the Skills Development Act.”

Section 27 – Quality Councils

All three Quality Councils perform their functions in line with the NQF Act and the respective Acts establishing such quality Councils with regard to the development, implementation and quality assurance of their respective qualification sub-framework, qualifications and part qualifications, and the learning and assessment provision thereof, and must:

- (a) perform its (their) functions subject to this Act and the law by which the QC is established;
- (b) comply with any policy determined by the Minister in terms of section 8(2)(b);
- (c) consider the Minister's guidelines contemplated in section 8(2)(c);
- (k) (iii) perform any other function required by this Act; and
- (k) (iv) perform any function consistent with this Act that the relevant Minister may determine."

More detailed prescriptions are contained in Section 27 of the NQF Act (as amended)

In terms of the National Qualifications Framework Act (as amended), the specific mandate of the QCTO is as follows:

- Develop and manage its sub-framework, make recommendations and advise the Minister on matters relating to its sub-framework.
- Consider and agree on level descriptors ensuring that they remain current and appropriate.
- Develop and recommend qualifications to the South African Qualifications Authority for registration.
- Develop and implement quality assurance policy for registered qualifications.
- Maintain a database of learner achievements and submit learners' achievement data to SAQA for recording on the National Learners' Records Database.
- Conduct or commission and publish research.
- Inform the public about its sub-framework.

2.1.1 Determination of the Sub-Frameworks that comprise the National Qualifications Framework

In December 2012, the Minister of Higher Education and Training published Government Gazette 36003 on the determination of the three sub-frameworks that make the National Qualifications Framework. The determination proposes that the focus of the Occupational Qualifications Sub-framework (OQSF) should be on Levels 1 to 6 of the NQF. Following consultation, the Minister published Gazette 36803 on 30 August 2013, amending the determination of the sub-frameworks that comprise the NQF. In this Gazette the Minister maintained the need for the OQSF development, to focus on NQF Levels 1 to 8.

In summary, the functions of the QCTO as per legislative mandate are as follows:

- a. Management of the Occupational Qualifications Sub-framework (OQSF).
- b. Design, develop and improve occupational standards and qualifications.
- c. Quality Assurance of occupational standards and qualifications.
- d. Assessment and moderation of occupational qualifications.
- e. Certification of occupational qualifications.

Based on the content of the two Gazettes the QCTO finalised the Occupational Qualifications Sub-Framework policy document which was published via gazette in July 2014. The QCTO continues to manage the historically registered (Unit standards, NATED Programmes and Provider Based) qualifications, for which the delegation of quality assurance functions is being incrementally recalled by the QCTO from the DHET (SETAs and TVET Branch) and relevant Professional Bodies.

The registration of qualifications and the significant reduction in numbers of historically registered qualifications remain areas of high importance to the QCTO. Rigorous mechanisms used to examine the data and conduct validity testing have and will continue to enable the QCTO to expire historically registered qualifications that have not had learner uptake for a period of time, and to realign or reconstruct those that have learner uptake into occupational qualifications.

The QCTO has taken over the issuing of trade certificates in October 2013 and no backlogs have existed since the end of the 2014/15 cycle. The average turnaround time for the QCTO to issue a trade certificate continues to improve as SETAs are more responsive to adhere to timeframes stipulated in the Trade Test Regulations to ensure that after trade testing results are immediately submitted to NAMB to recommend for certification.

With respect to accomplishing its mandate, the work of the QCTO over the period of the 2015/2016 to 2019/2020 Strategic Plan can be encapsulated into 2 main strategic goals:

- Establishing an organisation that has a sound foundation enabling its sustainability for years to come;
- Ensuring that South African citizens have access to credible skills training that supports both industrial and social development.

The QCTO published its Revised Occupational Qualifications Sub-Framework (OQSF) Policy on 2 March 2020 (Government Gazette No. 43062). Subsequent to consultation with key NQF bodies, the QCTO temporarily withdrew the Revised OQSF Policy through the publication of the Government Gazette No. 43732, on 24 September 2020, pending the publication of the Determination of the Sub-Frameworks that comprise the National Qualifications Framework. The Minister of Higher Education, Science and Innovation, subsequently published the Determination of the Sub-Frameworks that comprise the National Qualifications Framework in Government Gazette No. 44031 on 24 December 2020. After further consultation with NQF bodies, the QCTO revised its OQSF Policy (2021) to address matters as per the new Determination. The amended Revised OQSF Policy (2021), has subsequently been approved by the Third Council of the QCTO and has been submitted to the Minister for his consideration and was approved for publication in the Government Gazette on 21 September 2021.

To achieve sustainability of the organisation the QCTO must have a well-developed corporate structure for Human Resources, Information Technology and Finance and Supply Chain Management in particular. Hence the inclusion in the strategic document of objectives that track developments in these three areas. To create credible skills training opportunities there is need for qualifications that employers find acceptable. These qualifications must be seen as credible. Thus, the strong focus on implementing a stringent quality assurance regime that promotes a more risk based approach and monitoring of learning provision in particular. The QCTO has made a commitment to creating a vibrant PSET system by ensuring that exciting and relevant occupational qualifications are developed for use in this system.

2.2 Skills Development Act (SDA), No. 97 of 1998 (as amended)

The Skills Development Act, as amended in 2008, provides for the establishment, composition, constitution and other functions of the QCTO providing the requirements for both the:

- Corporate form of the QCTO (Structure and Functions).
- Core services of the QCTO (Products and Services).

The following table summarises the relevant sections of the Skills Development Act as they relate to the QCTO:

Chapter 6C – Quality Council for Trades and Occupations
Section 26F – Policy on occupational standards and qualifications
Section 26G – Establishment of the QCTO
Section 26H – Functions of the QCTO
Section 26I – Delegation of functions
Section 26J – Regulations regarding occupational standards and qualifications
Section 5(1)(d) – Functions of National Skills Authority
Section 6(2)(h) – Composition of National Skills Authority and term and vacation of office
Section 10(1)(e) and (j) – Functions of SETA
Section 17(1)(c) – Learnership agreements
Section 22(2)(c)(vii) – Administration of Act by Department
Section 26(A)(2)(b) – National Artisan Moderation Body
Section 26(D)(4) and (5) – Trade Tests
Schedule 3 – Composition and Constitution of the QCTO
Schedule 3(1) – Composition of QCTO
Schedule 3(2) – Constitution of QCTO

In terms of the Skills Development Act, the specific mandate of the QCTO is as follows:

- **To oversee the development and maintenance of the Occupational Qualifications Sub-framework on the National Qualifications Framework:**
 - To advise the Minister of Higher Education and Training on all matters of policy concerning occupational standards and qualifications;
 - To establish and maintain occupational standards and qualifications;
 - To quality assure occupational standards and qualifications and learning in and for the workplace;
 - To design and develop occupational standards and qualifications and submit them to the SAQA for registration on the National Qualifications Framework; and
 - To ensure the quality of occupational standards and qualifications and as well as learning in and for the workplace.

2.3 Higher Education Laws Amendment Act, No. 26 of 2010

On 7 December 2010, the Higher Education Laws Amendment Act was passed in which the following sections of the Skills Development Act, relevant to the QCTO, were amended:

Amendment of section 26 of Act 97 of 1998, as inserted by section 11 of Act 37 of 2008:

5. Section 26G of the Skills Development Act, 1998, is hereby amended by the substitution of subsection (5) of the following subsection:

- (5)(a) The Minister must appoint the chief executive officer of the QCTO on the recommendation of the members of the QCTO.
- (b) If the Minister does not agree with the recommendation of the members of the QCTO, they must make another recommendation for consideration by the Minister.
- (c) The QCTO must appoint such number of employees to assist the QCTO in the performance of its functions as it may deem necessary.
- (d) Despite paragraph (a), the QCTO is the employer of the executive officer and employees and must determine their remuneration, allowances, subsidies and other conditions of service.
- (e) Staff identified in posts on the establishment of the Department who immediately before the commencement of the Higher Education Laws Amendment Act, 2010, performs functions relating to the administrative management of the QCTO may, subject to section 197 of the Labour Relations Act, 1995 (Act No. 66 of 1995), be appointed or transferred to the QCTO.

2.4 Public Finance Management Act, No. 1 of 1999

On 31 December 2010, the QCTO was listed as a Schedule 3A Public Entity under the Public Finance Management Act, effective retrospectively from 1 April 2010 (Gazette Notice 33900), as per section 26(G)(1) of the SDA. It is therefore subject to all the measures outlined in that Act relevant to such entities.

3. INSTITUTIONAL POLICIES AND STRATEGIES OVER THE FIVE-YEAR PLANNING PERIOD

Whilst the legislative mandate of the QCTO is underpinned by the National Qualifications Framework (NQF) Act (as amended), the Skills Development Act (SDA) (as amended) and other key national imperatives like the National Development Plan, the QCTO is keenly aware of the magnitude of the scope of its landscape and takes the implementation thereof very serious.

The QCTO is gearing towards the implementation of a number of key policies and strategies over the next five years, for example:

- South African Economic Reconstruction and Recovery Plan (ERRP)
- DHET's Skills Strategy in response to the ERRP (ERR SS)
- National Skills Development Plan (NSDP)

- National Plan for Post School Education and Training (NPPSET)
 - SETA landscape
 - Revised Occupational Qualifications Sub-Framework (OQSF) Policy
 - Amendments of the NQF Act, NQF implementation plan, policies, standards and guidelines (like RPL policy, RPL Coordination policy, Articulation and CAT policy, etc.)
 - Review and amendment of the Skills Development Act, regulations and policies
- Review of the SETA Grant Regulations
 - QCTO Plan for the revoking of quality assurance functions delegated to SETAs
 - The absorption of the National Artisan Moderation Body (NAMB) into the QCTO and the review of trade test regulations and policy, criteria and guideline documents
 - Implementation of Workplace Based Learning Regulations
 - Review of internal strategies, policies, criteria and guidelines as a result of the legislative changes
 - Development of:
 - * Human Resources Policy
 - * Policies in line with the Fourth Industrial Revolution (4IR) and its potential impact on the QCTO ecosystem
 - * Capacity Building Strategy
 - * Master Systems Plan
 - * Stakeholder Management Strategy and Plan
 - * Change Management Strategy
 - * Strategy and plan for a responsive and learning organization
 - * Strategy and plan for the implementation of occupational qualifications, part qualifications and skills programmes in TVETs and CETs

4. RELEVANT COURT RULINGS

There are no pending or active matters of litigation to report on.

PART B: OUR STRATEGIC FOCUS

5. VISION

The QCTO vision is to qualify a skilled and capable workforce.

6. MISSION

The QCTO's mission is to effectively and efficiently manage the occupational qualifications sub-framework in order to set standards, develop and quality assure national occupational qualifications, part qualifications and skills programmes for all who want a trade or occupation and, where appropriate, professions.

7. VALUES

Innovation and Excellence

We rise to opportunities and challenges, we continuously learn, we are innovative, and we consistently produce work of distinction and fine quality, on time, and in line with our clients' needs.

Empowerment and Recognition

We enable people to make things happen, we encourage and support one another when and where needed, and we celebrate successful accomplishment of work.

Respect and Dignity

We value and show consideration for all the people we work with, treat one another with kindness and thoughtfulness, and embrace inclusivity.

Ethics and Integrity

We embrace and practice a moral code of trustworthiness, honesty and truthfulness in everything we say and do, and we honour our promises and commitments.

Ownership and Accountability

We take ownership of our responsibilities and we answer for our decisions and actions.

Authenticity

We protect the public by issuing authentic, quality qualifications.

8. SITUATIONAL ANALYSIS

8.1 External Environment Analysis

8.1.1 Policy Imperatives

The basic mandate of the QCTO is to develop and quality assure occupational (which includes trades) qualifications and part qualifications (including skills programmes) as well as manage the Occupational Qualifications Sub-Framework (OQSF). This latter aspect of the organization's mandate encompasses:

- Developing and submitting new occupational qualifications and part qualifications to SAQA for registration.
- Overseeing the NATED Report 190/1 Part 2 qualifications (N4 to N6 and National N Diploma) along with the total revision of these qualifications;
- Overseeing the historically registered (unit standard based, and private provider based) qualifications and deregistration or redesign thereof as the case may be.
- Realignment of Occupational Certificates into the nomenclature as provided for in the Revised OQSF (2021)

Managing the core objectives and related outcomes of the OQSF, including accreditation of Skills Development Providers and Assessment Centres, Recognition of Prior Learning (RPL), articulation, standardised final integrated assessments and certification are taking centre stage, as matters of priority.

The quality assurance system ensures a consistent system which provides the assurance foundation for verifiable authenticity of certificates issued. Our RPL regime promotes lifelong learning as indicated in the various policies of the country.

The development, management, quality assurance and certification of skills programmes.

In performing these duties, the organisation takes cognisance of the various national policy initiatives and imperatives including the following:

- South African Economic Reconstruction and Recovery Plan (2020)
- Draft DHET Economic Reconstruction and Recovery Skills Strategy (26 June 2021)
- Medium-Term Strategic Framework (2019-2024)
- White Paper for Post-School Education and Training
- National Development Plan
- National Skills Development Plan
- Ministerial Guidelines on Implementation of the National Qualifications Framework (NQF)
- Revised Strategic Plan 2020/21 to 2024/25 of the Department of Higher Education and Training
- Industrial Policy Action Plan (2018/19 – 2020/21) and
- NQF Evaluation Improvement Plan.

In respect of the national policy initiatives, the QCTO has fully embraced the White Paper for Post-School Education and Training (WP PSET), and the National Skills Development Plan (NSDP), acknowledging the importance of QCTO's contribution to the success of the national policy initiatives through the execution of its mandate. In particular, the QCTO contributes to the following aspects of the White Paper:

Stronger and more cooperative relationships between education and training institutions and the workplace/industry.

- Strengthen and expand the TVET College system.
- Review and rationalise occupational qualifications.
- Improve quality assurance processes and standardise these across the system.
- Continue to standardise curricula development.

Medium-Term Strategic Framework (2019-2024) and the National Development Plan

The successful implementation of the MTEF and the NDP remains critically dependent on access to education and training of the highest quality. The QCTO diligently pursues the increase of access to occupationally directed programmes in alignment with economic areas of highest demand, with specific focus on increasing the supply of artisan skills, which is facilitated through an emphasis on TVET College expansion. In executing its mandate, the QCTO has prioritised the development of trade qualifications, in particular those related to the Strategic Integrated Projects (SIPs), as well as the priority list of the National Artisan Moderation Body (NAMB) including the Draft DHET Skills Strategy in response to the South African Economic Reconstruction and Recovery Plan. Support for the Decade of the Artisan is evidenced by the organisation's work on the War on Leaks projects and support for Expanded Public Works Projects (EPWP).

The National Development Plan (NDP) has set a target for the introduction of 30 000 skilled artisans to join the workplace per year by 2030 as an imperative for producing a skilled and capable workforce engaged in sustainable economic endeavour.

According to the Bureau for Economic Research 2020 Assessment Report on South Africa's progress towards its development objectives, South Africa needs a skills revolution to accelerate economic growth. The report goes on to indicate that access to early childhood development (ECD), basic education, and further and higher education needs to be expanded, complemented by a national research and innovation system. The report noted 21 000

artisan qualifications obtained in 2019 and 15 000 in 2012 in relation to the NDP target of 30 000 by 2030. The analysis of PSET trends towards NDP 2030 Report (August 2020), also indicates that the system is not demonstrating sufficient progress towards producing the NDP target of 30 000 per annum with 19 355 artisans certified in 2018.

The White Paper for Post-School Education and Training (WP PSET)

The White Paper's focus on expansion of TVET Colleges has been an important driver of the QCTOs operations where substantial work has been performed on converting the NATED qualifications into occupational qualifications that have significant relevance to industry. For the 2019/2020 period this work continued to be a major focus of the QCTO, and Engineering Studies are being reconstructed in conjunction with relevant stakeholders like DHET and the Engineering Council of South Africa (ECSA). Engagement with TVET Colleges, both public and private, will be strengthened with a focus to share and market registered occupational qualifications. However, this project was hampered due to the impact of COVID-19 and budget cuts. Quality assurance regimens that are improved are being implemented and will continue to be enhanced. External assessments, executed by skilled and qualified assessors, in conjunction with stringent moderation will provide a credible cornerstone for the award of occupational qualifications, and act as an important mechanism to validate learner competence.

The White Paper seeks to achieve a Post-School System that:

- can assist in building a fair, equitable, non-racial, non-sexist and democratic SA;
- a single, coordinated PSET system;
- expanded access;
- improved quality and increased diversity of provision;
- a stronger and more cooperative relationship between education and training institutions and the workplace; and
- PSET system that is responsive to the needs of individual citizens, employers in both public and private sectors, as well as broader societal and developmental objectives.

The National Skills Development Plan (NSDP)

The NSDP and the new SETA landscape will be ushered in on 1 April 2020 (DHET Skills Development Circular 02 of 2019 and 03 of 2019). This new dispensation will bring about changes concerning the leadership and governance in Skills Development. SETAs will remain an authoritative voice of the labour market and experts in their respective sectors.

The NSDP outlines the scope of the SETAs and crucially highlights the institutional arrangements of the SETAs as follows:

- SETAs will have no limited lifespan but a mechanism to address non-performance will be established;
- Where required, the Minister will introduce institutional reviews, as the socio-economic policy environment is not static;
- SETA's demarcation, amongst others, will be based on industrial classification, value chain and financial viability; and
- Establishment of Shared Services, where practically possible.

According to the NSDP, for the country to achieve high levels of economic growth and address unemployment, poverty and inequality, social partners must work together to invest in skills development in order to achieve the vision of an educated, skilled and capable workforce for South Africa.

The NSDP states that the Quality Assurance Function (QAF) needs to be streamlined. The quality assurance conducted by SETAs and NAMB will be integrated into the QCTO. Funding allocation from the fiscus and skills levy will be reviewed to ensure that QCTO is adequately resourced to comply with its legislative mandate. Discussions regarding the revoking of quality assurance functions delegated to the SETAs and the incorporation of quality assurance functions executed by NAMB commenced in 2015. The NSDP provides the framework for the integration of these functions into the QCTO.

Ministerial Guidelines on Implementation of the National Qualifications Framework (NQF)

Simplification of the NQF, qualification development and registration, and enhancement of quality assurance



functions are central focus areas of the Guidelines. In these three instances the QCTO excelled with a significant reduction of historically registered qualifications, with the registration of over 400 occupational qualifications, part qualifications and skills programmes and the eradication of certification backlogs. We expect this upward trajectory to continue in line with demand for occupations in high demand as well as skills required for the future world of work.

Strategic Plan 2020/21 to 2024/25 of the Department of Higher Education and Training

The Revised Strategic Plan of the Department calls, amongst others, for the effective management of artisan development assessment services inclusive of RPL. The QCTO's mandate directly aligns with this objective of the Department, as the QCTO will continue to develop and realign trade qualifications that form the basis of artisan development. The QCTO works very closely with the National Artisan Moderation Body (NAMB) who is the Assessment Quality Partner (AQP) of the QCTO for trade qualifications. In this context the QCTO ensures timely accreditation of assessment centres and verification of assessments, including RPL, against QCTO standards.

Industrial Policy Action Plan (IPAP)

Industrial policy has the over-arching objective of enhancing the productive capabilities of the economy. In other words, industrial policy aims to increase the economy's ability to produce more and more complex and high value-added products with greater efficiency. In simple terms, the objective is to produce more value using less resources. Building the economy's industrial capabilities is a continuous and long-term endeavour as technologies continuously evolve.

The NQF Evaluation Improvement Plan

The improvement plan makes the following recommendations that are of relevance to the QCTO:

- The DHET, the Department of Basic Education (DBE), SAQA and the Quality Councils must prioritise the revision of the objectives of the NQF set out in the Act to ensure that they describe the specific contribution of the NQF to the systemic goals. To accomplish this, the DHET, SAQA and Quality Councils must consider the following actions:
 - SAQA, DHET and the Quality Councils must create theories of change and/or log frames that can be used as tools to clarify the following:
 - a. the aims and objectives of the NQF, and how these will contribute to the broader goals of the education and training system, and
 - b. how the specific NQF objectives are expected to be achieved. The required tools should be developed through cooperation between the NQF bodies and other key stakeholders and experts in the economic areas of greatest priority. Fundamentally, the intent of this recommendation is to use the theory of change approach (or any other appropriate method) to agree on how the NQF Act will be implemented and its objectives achieved.
 - DHET, in consultation with DBE, SAQA, and the Quality Councils, must finalise the standards and criteria that all policies and guidelines developed under the NQF Act should comply with.

Furthermore, a decision was made that the QCTO should take responsibility for the quality assurance and conversion of the NATED 191 Part 2 qualifications offered by TVET colleges. The QCTO continues to manage the legacy (unit standards based) qualifications, the quality assurance of which is currently delegated to the SETAs. The plan to withdraw these delegations, without disrupting the system, commenced in 2015/2016 and a business case was submitted to the Minister for consideration and approval. Subsequent to the approval of the QCTO plan for the revoking of quality assurance functions delegated to SETAs, QCTO has entered into Service Level Agreements (SLAs) with each SETA to ensure that the transitional period is managed accordingly with little disruption to the system at large.

The QCTO is committed to address the challenges that present themselves with the quality assurance and conversion of the NATED 191 Part 2 qualifications and the revision in the future role of the SETAs holistically, through focusing on the closing of policy gaps and finalisation of systems central to the success of transitional arrangements and future establishment of a streamlined qualification verification and accreditation mechanism that includes the reduction of legacy qualifications and the registration of qualifications aligned to the mandated imperatives of QCTO.



Detailed plans have been formulated and implemented to expedite qualification registration of qualifications identified as integral to addressing scarce and critical skills needs as well as occupations and skills in high demand. Similarly, plans to eliminate or substitute legacy qualifications are in progress. The plan includes revoking the current delegations assigned to SETA's and to incorporate the execution of the delegations revoked in the organisational design of the QCTO.

In respect of accomplishing its mandate, the work of the QCTO over the next five years as encapsulated in this strategic plan will be guided by the following strategic imperatives which were adopted by Council.

- Creating a dynamic Occupational Qualifications Sub-Framework
 - Ensuring the development and quality assurance of occupational qualifications, part qualifications and skills programmes that are responsive to labour market and developmental state initiatives
- Creating a QCTO that is a learning organization

8.1.2 Opportunities

The sixth administration after the 2019 elections with its expression of intent to focus on improving the performance of the South African economy, combined with the revoking of the SETA delegations in terms of quality assurance will afford the QCTO more relevance. Furthermore, the publication of the Revised OQSF Policy will streamline occupational qualifications management. The 4th Industrial Revolution (4IR) will require new qualifications which represent an opportunity.

The future world of work (FWOW) discussion presents more opportunities to develop new qualifications. Generally, keeping up with the discussion on the changing environment will allow for adequate and timely responses in the development and registration of new qualifications to provide for skills required to support 4 IR initiatives, green skills to support issues pertaining to renewable energy and skills to support the informal sector.

Currently, the high level of unemployment in South Africa is a scourge that means that there will be more demand for the services of the QCTO from people that require appropriate qualifications to enter a skills oriented workplace where particularly qualified artisans remain in high demand. The emergence of social entrepreneurship also presents an opportunity.

The growing acceptance of distance learning and online assessments present further opportunities for the QCTO to make effective use of social media for marketing.

The disruption caused by COVID-19, whilst it has a negative impact, will provide a number of opportunities for the QCTO as it relates automation and access to new technology to fast track the implementation of interventions to mitigate the long term impact on the PSET sector.

8.1.3 Threats

The QCTO recognises the need for it to align its strategy to the newly elected administration, and as such, will place greater emphasis on ensuring that its mandate and role is well understood and supported by its stakeholders.

In responding to the needs of the 4IR and the green economy, the QCTO recognises that whilst this represents a lucrative opportunity it also carries the potential to manifest as a threat if current capacity constraints within the organisation are not promptly and adequately addressed. This, coupled with rapid and perpetual emergence of new technology, may threaten the QCTO's sustained relevance to stakeholders unless it develops the ability to adapt through building response capabilities and agility within the organisation.

Potential amendments to the NQF Act, combined with constant changes to education and the SETA landscape, if not well responded to may also pose a threat to the organisation's standing.

The long term effect and impact of COVID-19 pandemic and the skills levy holiday implemented in 2020, will have dire consequences for skills development in South Africa.

8.2 Internal Environment Analysis

8.2.1 Overview

The QCTO was first established as a project within the Department of Labour in 2007. When the Department of Higher Education and Training (DHET) was first established as an autonomous Department in 2009, the entities and functions facilitating skills development at the time were incorporated into the mandate of the DHET. The administration of these functions was assigned to what is currently known as the Skills Branch of the DHET and the QCTO was established in the process. The QCTO was formalized as a public entity on the 31 December 2010 via Gazette No. 33900, the classification of the QCTO as a public entity was Gazetted as being effective retrospectively from 01 April 2010. The QCTO was however, only formally operationalised in July 2011 when a Memorandum of Agreement (MoA) was concluded which permitted the QCTO to use various DHET policies, as per regulation, to operate officially as a public entity.

The MoA, however, was not a panacea as:

- The process model for qualification development which drives one of the core business elements was still being revised, debated and tested;
- The process model for quality assurance was still in its very early stages;
- A Council had not been fully established with all the necessary committees;
- A permanent staff establishment did not exist.

The QCTO was only fully and autonomously operationalised in 2012 when two key events established the authority and role of the QCTO within the workplace based skills accreditation and certification sphere. The first event of significance was the establishment of two committees, the Occupational Quality Assurance Committee and the Occupational Qualifications Committee. The second was the recruitment and appointment of permanent staff at various levels within the organisation. The QCTO has made significant strides since 2012, however it remains constrained in its growth and development as an entity due to policy constraints and a lack of funding. The revision of the SETA delegations and the incorporation of those delegations into the QCTO mandate will afford the QCTO the opportunity to annually apply for a portion of the funding currently allocated to the SETAs, this will afford greater certainty with regard to the amount in funding and the timing of cash flows that QCTO can rely on. The growing mandate assigned to QCTO is a cause for great concern as there is a significant disparity between current funding and the resources required by QCTO to effectively and sustainably fulfil its legislative mandate. The other most significant material constraint and impediment to the National Development Plan, as experienced by QCTO, is the lack of enough workplaces to facilitate workplace-based occupational qualifications and artisan development at an adequate rate.

The QCTO has weathered a number of storms over the past ten years, but proved to be resilient in responding adequately to the challenges it faced.

8.2.2 Strengths

The QCTO has a clear, legislated mandate and will receive more functions during the following year when some of the SETA quality assurance functions will be transferred to QCTO for execution. Management is confident that all the necessary and relevant governance structures are in place and are functioning well, including council and committees, there are also well-established systems and policies. The QCTO has obtained a clean audit for three consecutive years.

The organisation has systems positioning it competitively in terms of its collaborative association to TVET Colleges, CETs, professional bodies, etc. Such systems include amongst others an Occupational Quality Assurance system with clear standards and monitoring. The QCTO is in the process of implementing an MIS system which will enhance the effectiveness and efficiency of operations. A good centralised internal communication system is also in place.

Working from home and the automation of many of QCTO's business processes allows it to be responsive to the changing landscape of skills development.

8.2.3 Weaknesses

The weaknesses identified includes the need to build the organisation's capacity and an organisational culture that enables the organisation to respond with urgency to delivering the stated internal deadlines and that consequence management must be implemented. Another relates to high rates of absenteeism attributable to employee wellness and stress management. Inadequate skills, knowledge and competence are pervasive constraints within the organisation that require an intensive training intervention response. Attracting and retaining quality staff remains an ongoing challenge as the QCTO is unable to offer adequately competitive remuneration packages.

There is lack of transparency and the absence of unity in terms of 'communicating a common message'. The communication model has gaps, specifically in interpretation and there is inadequate consistency in external messaging about the QCTO and its services, which in turn limits the extent to which stakeholders know and understand the QCTO. This results in reputational harm to QCTO and unnecessarily strained relationships with stakeholders.

Internal communications are equally weak and ineffective as units tend to work in silos with limited understanding of how their functions inter-relate with operational effectiveness of the organisation as a whole. This lack of organisational synergy results in avoidable inefficiencies.

Staff performance, particularly that of new appointees, is hampered by an inadequate provision of "tools of trade" to facilitate effective integration and progression to expected levels of productivity. The level of confidence in the MIS system and its uptake internally by staff, are also not optimal to allow the organisation to take full advantage of this system.

The Revised Strategic Plan is crafted to respond, among other things, to these areas of weakness in the organisation in a more coordinated and synchronised manner.

PART C: MEASURING OUR PERFORMANCE

9. INSTITUTIONAL PERFORMANCE INFORMATION

9.1 Impact

To ensure a skilled and capable workforce that is employable or self-employed”, through ensuring the development of relevant qualifications, part qualifications and skilled programmes , ensuring the quality of provisioning and assessment and issuing certificates to qualifying candidates.

9.2 Outcomes

9.2.1 Outcome 1

A single national quality assured Occupational Qualifications Sub-framework that promotes synergy, simplification and effectiveness.

Indicators	Baseline	2024/25 targets
1.1 Quality assurance functions performed by the QCTO for qualifications, part qualifications and skills programmes on the OQSF evaluated and reported on	QCTO currently performs all QA functions (accreditation, quality assurance of provisioning, quality assurance of assessment and certification) for newly registered occupational qualifications, part qualifications and skills programmes and provides an Annual Report of such activities	An evaluation report on the quality assurance functions performed by the QCTO for qualifications and part qualifications on the OQSF over 5 years
1.2 Level of Articulation between the OQSF, GENFETQA and HEQSF	No baseline established as yet	An evaluation report on the extent of articulation of qualifications on the OQSF with qualifications on the other two Sub-frameworks (GENFETQA and HEQSF)
1.3 Uptake of occupational qualifications, part qualifications and skills programmes	11% (32 out of 300)	60%
1.4 Level of Industry satisfaction with the OQSF	No baseline established as yet	Evaluation report on the extent of Industry satisfaction with the OQSF
1.5 Number of comparable Qualifications Frameworks against which the OQSF is benchmarked	No baseline established as yet	5

Outcome 1: A single national quality assured Occupational Qualifications Sub-Framework that promotes synergy, simplification and effectiveness [Outcome: Promotes Synergy, Simplification and Effectiveness of the NQF]

Explanation of planned performance over the five-year planning period	<p>a) The contribution of outcomes towards the achievement of the NDP, MTSF, the mandate of the QCTO and other policy priorities.</p> <p>The achievement of this outcome contributes towards the achievement of the NDP, MTSF, WPPSET and the mandate of the QCTO through supporting the delivery of quality education, skills and training. It will also support equity and equality issues in education and training. A sub-framework that promotes synergy, simplification and effectiveness will also contribute to employability which is a key goal of the NDP. It will also ensure adequate and timely responsiveness to the demands of the 4IR.</p>
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	<p>b) The rationale for the choice of the outcome indicators is as follows:</p> <ul style="list-style-type: none"> • Indicator 1.1: QCTO performs all quality assurance functions for qualifications, part qualifications and skills programmes on the OQSF which involves the revoking of quality assurance functions delegated to SETAs. • Indicator 1.2: Level of Articulation between the OQSF and HEQSF will promote access to qualifications within the NQF and encourage Lifelong Learning. • Indicator 1.3: Uptake of occupational qualifications, part qualifications and skills programmes will indicate the need for occupational qualifications from the demand perspective (e.g. national list of occupations in high demand). • Indicator 1.4: Level of employer satisfaction with the OQSF will assist in evaluating and assessing the impact of the OQSF. • Indicator 1.5: Number of comparable Qualifications Frameworks against which the OQSF is benchmarked. <p>c) Explanation of enablers to achieve the five (5) year targets Key enablers for the achievement of the targets for this outcome are that:</p> <ul style="list-style-type: none"> • The NQF Act will not change radically, Ministerial guidelines are implemented and that there will be consistency in vision. • There is a trusted and reliable QA system that is supported by effective Inter Governmental Relations (IGR) structures e.g. forums etc. • Skills requirements will be known (accurate and updated national list of occupations in high demand) and a reliable labour information system is established. • There is industry participation where industry participates in identifying and developing qualifications in high demand, QAP's, offer adequate workplace experience/learning, simulation design. • There is cohesion and research and Lesson Learned are applied. • There is employee and employer buy-in (Approval and internal acceptance of the QCTO business case). <p>d) Explanation of the outcomes contribution to the achievement of the impact Increased participation of various stakeholders in the OQSF will facilitate active interaction between the various stakeholders which is essential in order to have a functional integrated national OQSF system. Better articulation within the NQF will promote access to qualifications, part qualifications and skills programmes within the NQF and encourage Lifelong Learning. The uptake of occupational qualifications, part qualifications and skills programmes will indicate the need of occupational qualification from the demand perspective (e.g. national list of occupations in high demand). The level of employer satisfaction with the OQSF will assist in evaluating and assessing the impact of the OQSF. All of the above have a bearing on the achievement of the intended impact.</p>
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Outcome 1: A single national quality assured Occupational Qualifications Sub-Framework that promotes synergy, simplification and effectiveness	
Risks	Planned Mitigations
Radically changed legislative environment	Monitoring and prepare for a change
Unreliable QA system	Effective implementation of the QCTO QA system. Aggressive public relations
Un-identified skills needs	Conduct Research to identify skills from demand perspective
Lack of Industry participation	Stakeholder engagement, public relations and marketing
Repetition of past systemic errors	Promotes interactions between QCTO programmes/ departments, better controls of errors in place
No buy-in by Employees and Employers	Employee and Employer engagement (internal public relations)
Insufficient funding allocation	Input QCTO funding requirements into MTSF and MTEF budget cycles
Impact of the COVID-19 and the implementation of the Disaster Management Act	QCTO's response to the COVID-19 and the implementation of regulations issued under the Disaster Management Act

9.2.2 Outcome 2

QCTO to ensure that development and quality assurance of occupational qualifications, part qualifications and skills programmes are responsive to labour market and developmental state initiatives

Indicators	Baseline	2024/25 targets
2.1 Percentage of occupational qualifications, part qualifications and skills programmes developed as identified in the DHET Economic Reconstruction and Recovery Skills Strategy	No Baseline established as yet	80 % Percent of qualifications developed as identified in the DHET Economic Reconstruction and Recovery Skills Strategy
2.2 Number of occupational qualifications, part qualifications and skills programmes in high demand offered by TVET Colleges	14 occupational trade qualifications	As per targets in the approved DHET Revised Strategic Plan and ERR SS
2.3 Number of occupational qualifications, part qualifications and skills programmes in high demand offered by Universities	No baseline established as yet.	As per agreed targets in the approved DHET Revised Strategic Plan and ERR SS
2.4 Number of occupational qualifications, part qualifications and skills programmes in high demand offered by CET Colleges	No baseline established as yet	As per agreed targets in the approved DHET Revised Strategic Plan and ERR SS
2.5 Number of occupational qualifications, part qualifications and skills programmes in high demand offered by Private Skills Development Providers	No baseline established as yet	As per ERRSS

Indicators	Baseline	2024/25 targets
2.6 Number of TVET Colleges offering occupational qualifications part qualifications and skills programmes in high demand	No baseline established as yet	As per agreed targets in the approved DHET Revised Strategic Plan and ERR SS
2.7 Number of CET Colleges offering occupational qualifications part qualifications and skills programmes in high demand	No baseline established as yet	As per agreed targets in the approved DHET Revised Strategic Plan and ERR SS
2.8 Number of Universities offering occupational qualifications part qualifications and skills programmes in high demand	No baseline established as yet	As per agreed targets in the approved DHET Revised Strategic Plan and ERRSS
2.9 Number of Private Skills Development Providers offering occupational qualifications part qualifications and skills programmes in high demand	No baseline established as yet	As per agreed targets in the approved DHET Revised Strategic Plan and ERRSS

Outcome 2: QCTO to ensure that development and quality assurance of occupational qualifications, part qualifications and skills programmes are responsive to labour market and developmental state initiatives	
Explanation of planned performance over the five-year planning period	<p>a) The contribution of outcomes towards the achievement of the ERRSS, NDP, MTSF, the mandate of the QCTO and other policy priorities.</p> <p>This outcome contributes to the achievement of the ERRSS, Medium-Term Strategic Framework (MTSF), NSDP, WPPSET, NPPSET, DHET Revised Strategic Plan, Economic Reconstruction and Recovery Skills (ERR SS) and the mandate of the QCTO and the latest list of Occupations in High Demand. The NSDP (principle 8) requires Quality Councils to design, develop and maintain relevant qualifications. The NDP specifically makes reference to improving the quality of education, skills development and innovation. In particular, to:</p> <ul style="list-style-type: none"> • 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 of 25 percent would accommodate about 1.25 million enrolments • Provide 1 million learning opportunities through Community Education and Training Centres • Improve the throughput rate to 80 percent by 2030 • Produce 30 000 artisans per year <p>The Medium-Term Strategic Framework (2019-2024) also sets out the package of interventions and programmes that will advance the seven priorities adopted by government.</p> <p>The primary focus of the QCTO is on Priority 3: Education, skills and health, which is aligned to the NDP pillar: Capabilities of South Africans. The aim is to ensure improved quality provisioning of education and training, whilst improving access and the efficiency of the PSET system.</p> <p>According to the Implementation Plan: Expanded access to PSET opportunities:</p> <p>Interventions:</p> <p>Implement enrolment plans for Universities, TVET and CET colleges (2020-24)</p> <ul style="list-style-type: none"> • Improved success and efficiency of the PSET system: Number of artisans certificated annually (target 2024: 26 500)



	<p>The rationale for the choice of the indicators is:</p> <ul style="list-style-type: none"> to ensure the development and quality assurance of occupational qualifications, part qualifications and skills programmes that are responsive to labour market and developmental state initiatives; to ensure occupational qualifications in high demand offered by TVETs, CETs and Universities and Private Skills Development Providers; to ensure Skills Programmes in high demand offered by TVETs, CETs and Universities and Private Skills Development Providers. <p>It demonstrates uptake, buy-in and the responsiveness of the QCTO to the skills need of the country. These indicators also relate to various Outcomes of the NSDP, in particular Outcome 5 which states “support the growth of the Public TVET system”. The NDP refers to expanding the TVET system by improving quality. Better quality will automatically improve the College Sector and attract more learners. The NDP also states the contribution to produce 30 000 artisans per year by 2030.</p> <p>b) Explanation of enablers to achieve the five (5) year targets The enablers for the achievement of this outcome are that:</p> <ul style="list-style-type: none"> The Minister of Higher Education, Science and Innovation (MHESI) approves the implementation of Economic Reconstruction and Recovery Skills Strategy Occupational qualifications, part qualifications and skills programme are relevant to the needs of the labour market Occupational qualifications, part qualifications and skills programme are developed timeously Occupational qualifications, part qualifications and skills programme are registered TVETs, CETs and Universities capacitated by DHET to deliver occupational qualifications, part qualifications and Skills Programmes (funding and lecturers) <p>c) Explanation of the outcome’s contribution to the achievement of the impact If TVETs, CETs and Universities offer occupational qualifications, part qualifications and skills programmes that respond to the skills needs of the industries of the country as identified in the ERRPs, the increase in skills development will significantly contribute to a skilled and capable workforce which will be employable or self-employed.</p>
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Outcome 2: QCTO to ensure that development and quality assurance of occupational qualifications, part qualifications and skills programmes are responsive to labour market and developmental state initiatives	
Risks	Planned Mitigations
ERRSS not approved by Minister of DHET	Use QCTO Council approved plan of action in response to draft ERRSS
TVET, CET Colleges Universities, and Private Skills Development Providers do not implement the occupational qualifications, part qualifications and skills programmes in high demand	Engagement with the DHET regarding implementation of QCTO occupational qualifications, part qualifications and skills programmes in high demand Engagement with Private Skills Development Providers regarding implementation of QCTO occupational qualifications, part qualifications and skills programmes in high demand
TVET CET Colleges Universities and Private Skills Development Providers do not have the capacity to offer occupational qualifications and skills programmes	Support TVET, CET Colleges Universities and Private Skills Development Provider capacitation initiatives

9.2.3 Outcome 3

QCTO is a responsive learning organisation

Indicators	Baseline	2024/25 targets
3.1 The relevance and responsiveness of the QCTO and the OQSF evaluated	No Baseline established as yet	An evaluation report that measures sectoral perceptions of the relevance and responsiveness of the QCTO and the OQSF

Outcome 3: A responsive learning organisation that learns and reacts rapidly to open flow of information, encouraging experimentation and learning on rapid cycles and organizing as a network of employees, customers and partners motivated by shared purpose

Explanation of planned performance over the five-year planning period	a)	The contribution of outcomes towards the achievement of the NDP, MTSF, the mandate of the QCTO and other policy priorities. This outcome responds to the NDP's intent to respond to the skills needs of all sectors and respond to the lifelong learning needs of a wide range of candidates. It also contributes to the NDP imperative to develop partnerships. The outcome also supports the NSDP intent to identify and increase production of occupations in high demand.
	b)	The rationale for the choice of the outcome indicators is as follows: This indicator will enable the QCTO to respond to the present and future skills needs of the economy and society and the QCTO.
	c)	Explanation of enablers to achieve the five (5) year targets The enablers for the achievement of five-year targets for this outcome are: <ul style="list-style-type: none"> • The availability of financial and human resources. • The availability of reliable, (demand) data. • Enabling legislation. • Partnerships, buy in/support from all stakeholders for the achievement of the outcome. • Political will. • Implementation of relevant research recommendations.
	d)	Explanation of the outcomes contribution to the achievement of the impact By being responsive to the environment and having the capacity to meet the identified needs, the achievement of this outcome will contribute to the achievement of the intended impact as stated in terms of policy priorities.

Outcome 3: QCTO is a responsive learning organisation	
Risks	Planned Mitigations
Lack of funding	Find alternative revenue streams
Lack of buy-in/ support from key stakeholders	Lobby key stakeholders to support initiatives
Not becoming a learning organisation	Develop and implement a capacity building strategy that encourages and recognizes professional development and informs knowledge management

PART D: TECHNICAL INDICATOR DESCRIPTION (TID)

Indicator Title	1.1 Quality assurance functions performed by the QCTO for qualifications, part qualifications and skills programmes on the OQSF evaluated and reported on
Definition	This indicator seeks to evaluate the QCTO performance of quality assurance functions as per the NQF and SDA Acts
Source of data	<ul style="list-style-type: none"> QCTO Annual Reports Checklists against the NQF and SDA Acts and Annual Performance Plans
Method of Calculation / Assessment	<ul style="list-style-type: none"> An evaluation report on the quality assurance performed by the QCTO for qualifications, part qualifications and skills programmes on the OQSF
Assumptions	Adequate funding allocations from the DHET
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annual progress against the five year target
Desired performance	An evaluation report on the quality assurance functions performed by the QCTO for qualifications and part qualifications on the OQSF over 5 years
Indicator Responsibility	CEO

Indicator Title	1.2 Level of Articulation between the OQSF, GENFETQA and HEQSF
Definition	<p>Mobility between the qualifications and part qualifications on the OQSF with those on the other NQF Sub-frameworks</p> <p>The term <i>articulation</i> means the horizontal, vertical and diagonal movement of learners between the various NQF Levels and various types of qualifications. It means the addressing of boundary-making practices and the support of boundary-crossing practices i.e. supporting of learning and work pathways within the NQF</p>
Source of data	Data will be sourced from SAQA, NLRD, HEMIS, SETMIS, TVET MIS, QCTO MIS databases reports
Method of Calculation / Assessment	Evaluation Report on the extent of articulation of qualifications on the OQSF with qualifications on the other two Sub-frameworks (GENFETQA and HEQSF)
Assumptions	Data sourced from SAQA, NLRD, HEMIS, SETMIS, TVET Colleges MIS, QCTO MIS databases reports will be reliable
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annual progress against the five year target
Desired performance	An evaluation report on the extent of articulation of qualifications on the OQSF with qualifications on the other two Sub-frameworks (GENFETQA and HEQSF)
Indicator Responsibility	CEO

Indicator Title	1.3 Uptake of occupational qualifications, part qualifications and skills programmes
Definition	This indicator reflects fit for purpose qualifications i.e. need for occupational qualification from the demand perspective (e.g. national list of occupations in high demand). Occupational Qualifications are registered qualifications within the OQSF which include full, part and skills qualifications
Source of data	QCTO MIS deductive Reports, NLRD deductive Reports, (SDPs, TVET Colleges, SSPs, CET Colleges)
Method of Calculation / Assessment	Total number of registered occupational qualifications part qualifications and skills programmes on the OQSF with learner uptake divided by the total number of registered occupational qualifications part qualifications and skills programmes on the OQSF, x 100
Assumptions	<ul style="list-style-type: none"> • Workplace experience available SDP accreditation and learner enrolment data valid • Public TVET and CET Colleges capacitated to offer occupational qualifications
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annual progress against the five year target
Desired performance	Actual performance is higher than the targeted performance
Indicator Responsibility	CEO

Indicator Title	1.4 Level of Industry satisfaction with the OQSF
Definition	This indicator measures the degree to which Industries that interface with the OQSF are satisfied with the sub-framework
Source of data	Research reports
Method of Calculation / Assessment	Evaluation Report on the extent of Industry satisfaction with the OQSF
Assumptions	Data sourced from Industry is valid and reliable
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annual progress against the five year target
Desired performance	Actual performance is higher than the targeted performance
Indicator Responsibility	CEO

Indicator Title	1.5 Number of comparable Qualifications Frameworks against which the OQSF is benchmarked
Definition	This indicator measures the level of correspondence between the OQSF and comparable qualifications frameworks/sub-frameworks
Source of data	<ul style="list-style-type: none"> • International benchmarking study reports • Reports from study tours
Method of Calculation / Assessment	<ul style="list-style-type: none"> • Count number of benchmarking reports with different qualification frameworks
Assumptions	Comparable international entities with relevant qualifications frameworks/sub-frameworks can be identified
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annual progress against the five year target
Desired performance	Actual performance is higher than the targeted performance
Indicator Responsibility	CEO

Indicator Title	2.1 Percentage of occupational qualifications, part qualifications and skills programmes developed as identified in the DHET Economic Reconstruction and Recovery Skills Strategy
Definition	This indicator will measure the percentage of occupational qualifications, part qualifications and skills programmes developed as identified in the DHET Economic Reconstruction and Recovery Skills Strategy
Source of data	QCTO Management Information System (MIS)
Method of Calculation / Assessment	Number of occupational qualifications, part qualifications and skills programmes developed divided by number of occupational qualifications, part qualifications and skills programmes identified in the DHET Economic Reconstruction and Recovery Skills Strategy multiplied by 100
Assumptions	<ul style="list-style-type: none"> • The DHET ERRSS sets clear targets • Minister approves the ERRSS plan • QCTO –SETA SLAs operational and effective • QCTO has the necessary resources
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annual progress against the five year target
Desired performance	Actual performance is higher than the targeted performance
Indicator Responsibility	Championed by CEO for Council

Indicator Title	2.2 Number of occupational qualifications, part qualifications and skills programmes in high demand offered by TVET Colleges
Definition	This indicator will measure the number of registered occupational qualifications, part qualifications and skills programmes in high demand offered by TVET Colleges
Source of data	QCTO Management Information System (MIS)
Method of Calculation / Assessment	Count occupational qualifications, part qualifications and skills programmes in high demand offered by TVET Colleges
Assumptions	<ul style="list-style-type: none"> • The DHET Strategic Plan sets clear targets • Minister approves the ERRSS • List of Skills in High Demand is in place. • TVET Colleges have the capability and capacity to offer occupational qualifications, part qualifications and skills programmes • TVET Colleges buy-in to occupational qualifications, part qualifications and skills programmes
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annual progress against the five year target
Desired performance	Actual performance is higher than the targeted performance
Indicator Responsibility	Championed by CEO for Council

Indicator Title	2.3 Number of occupational qualifications, part qualifications and skills programmes in high demand offered by Universities
Definition	This indicator will measure the number of registered occupational qualifications, part qualifications and skills programmes in high demand offered by Universities
Source of data	QCTO Management Information System (MIS)
Method of Calculation / Assessment	Count occupational qualifications, part qualifications and skills programmes in high demand offered by Universities
Assumptions	<ul style="list-style-type: none"> • The DHET Strategic Plan sets clear targets • Minister approves the ERRSS plan • List of Skills in High Demand is in place • Universities have the capability and capacity to offer occupational qualifications, part qualifications and skills programmes • Universities buy-in to occupational qualifications, part qualifications and skills programmes
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annual progress against the five year target
Desired performance	Actual performance is higher than the targeted performance
Indicator Responsibility	Championed by CEO for Council

Indicator Title	2.4 Number of occupational qualifications, part qualifications and skills programmes in high demand offered by CET Colleges
Definition	This indicator will measure the number of registered occupational qualifications, part qualifications and skills programmes in high demand offered CET Colleges
Source of data	QCTO Management Information System (MIS)
Method of Calculation / Assessment	Count occupational qualifications, part qualifications and skills programmes offered by CET Colleges
Assumptions	<ul style="list-style-type: none"> • The DHET Strategic Plan sets clear targets • Minister approves the ERRPS plan • List of Skills in High Demand is in place • CET Colleges have the capability and capacity to offer occupational qualifications, part qualifications and skills programmes • CET Colleges buy-in to occupational qualifications, part qualifications and skills programmes
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annual progress against the five year target
Desired performance	Actual performance is higher than the targeted performance
Indicator Responsibility	CEO

Indicator Title	2.5 Number of occupational qualifications, part qualifications and skills programmes in high demand offered by Private Skills Development Providers
Definition	This indicator will measure the number of registered occupational qualifications, part qualifications and skills programmes in high demand offered by Private Skills Development Providers
Source of data	QCTO Management Information System (MIS)
Method of Calculation / Assessment	Count occupational qualifications, part qualifications and skills programmes offered by Private Skills Development Providers
Assumptions	<ul style="list-style-type: none"> • Minister approves the ERRSS plan • List of Skills in High Demand is in place. • Private Skills Development Providers have the capability and capacity to offer occupational qualifications, part qualifications and skills programmes • Private Skills Development Providers buy-in to occupational qualifications, part qualifications and skills programmes
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annual progress against the five year target
Desired performance	Actual performance is higher than the targeted performance
Indicator Responsibility	CEO

Indicator Title	2.6 Number of TVET Colleges offering occupational qualifications, part qualifications and skills programmes in high demand
Definition	This indicator will measure the number of TVET Colleges offering occupational qualifications, part qualifications and skills programmes
Source of data	QCTO Management Information System (MIS)
Method of Calculation / Assessment	Count of TVET Colleges offering occupational qualifications, part qualifications and skills programmes
Assumptions	<ul style="list-style-type: none"> • The DHET Strategic Plan sets clear targets • TVET Colleges have the capability and capacity to offer occupational qualifications, part qualifications and skills programmes • TVET Colleges buy-in to occupational qualifications, part qualifications and skills programmes
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annual progress against the five year target
Desired performance	Actual performance is higher than the targeted performance
Indicator Responsibility	CEO

Indicator Title	2.7 Number of CET Colleges offering occupational qualifications, part qualifications and skills programmes in high demand
Definition	This indicator will measure the number of CET Colleges offering occupational qualifications, part qualifications and skills programmes
Source of data	QCTO Management Information System (MIS)
Method of Calculation / Assessment	Count CET Colleges offering occupational qualifications, part qualifications and skills programmes
Assumptions	<ul style="list-style-type: none"> • The DHET Strategic Plan sets clear targets • CET Colleges have the capability and capacity to offer occupational qualifications, part qualifications and skills programmes • CET Colleges buy-in to occupational qualifications, part qualifications and skills programmes
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annual progress against the five year target
Desired performance	Actual performance is higher than the targeted performance
Indicator Responsibility	CEO

Indicator Title	2.8 Number of Universities offering occupational qualifications, part qualifications and skills programmes in high demand
Definition	This indicator will measure the number of Universities offering occupational qualifications, part qualifications and skills programmes
Source of data	QCTO Management Information System (MIS)
Method of Calculation / Assessment	Count Universities offering occupational qualifications, part qualifications and skills programmes
Assumptions	<ul style="list-style-type: none"> • The DHET Strategic Plan sets clear targets • Universities have the capability and capacity to offer occupational qualifications, part qualifications and skills programmes • Universities buy-in to occupational qualifications, part qualifications and skills programmes
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annual progress against the five year target
Desired performance	Actual performance is higher than the targeted performance
Indicator Responsibility	CEO

Indicator Title	2.9 Number of Private Skills Development Providers offering occupational qualifications, part qualifications and skills programmes in high demand
Definition	This indicator will measure the number of Private Skills Development Providers offering occupational qualifications, part qualifications and skills programmes
Source of data	QCTO Management Information System (MIS)
Method of Calculation / Assessment	Count Private Skills Development Providers offering occupational qualifications, part qualifications and skills programmes
Assumptions	<p>Private Skills Development Providers have the capability and capacity to offer occupational qualifications, part qualifications and skills programmes</p> <p>Private Skills Development Providers buy-in to occupational qualifications, part qualifications and skills programmes</p>
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annual progress against the five year target
Desired performance	Actual performance is higher than the targeted performance
Indicator Responsibility	CEO

Indicator Title	3.1 The relevance and responsiveness of the QCTO and the OQSF evaluated
Definition	This indicator seeks to ensure that the QCTO remains a learning organisation and that the OQSF responds to the changing industry requirements
Source of data	<ul style="list-style-type: none"> • Report on occupations in high demand • Sector skills plans • List of scarce skills
Method of Calculation / Assessment	An evaluation report on QCTO relevance and responsiveness
Assumptions	Sufficient resources to ensure relevance and responsiveness of the QCTO and the OQSF
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annual progress against the five year target
Desired performance	Actual performance is higher than the targeted performance
Indicator Responsibility	CEO

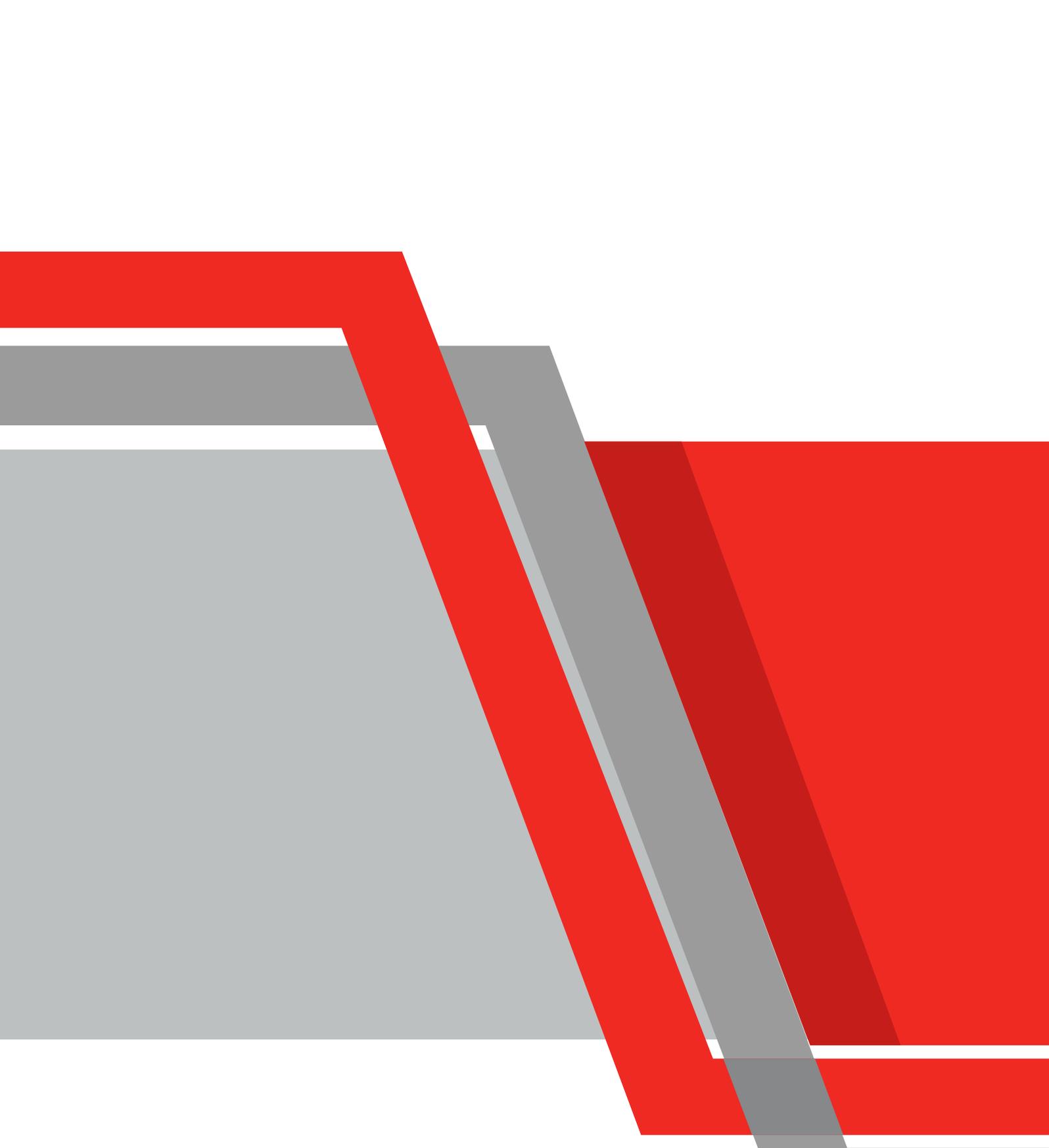
LIST OF ACRONYMS

4IR	4th Industrial Revolution
AQP	Assessment Quality Partner
AU	African Union
CET	Community Education and Training
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
ERRP	Economic Reconstruction and Recovery Plan
ERR SS	Economic Reconstruction and Recovery Skills Strategy
FWOW	Future World of Work
GENFETQA Act	General and Further Education and Training Qualification Assurance Act
HEMIS	Higher Education Management Information System
HEQSF	Higher Education Qualifications Sub-Framework
IGR	Intergovernmental Relations
MHESI	Minister of Higher Education, Science and Innovation
MIS	Management Information System
MoA	Memorandum of Agreement
MTSF	Medium-Term Strategic Framework
NAMB	National Artisan Moderating Body
NDP	National Development Plan
NLRD	National Learners' Records Database
NPPSET	National Plan for Post-School Education and Training
NQF	National Qualification Framework
NSDP	National Skills Development Plan
OQSF	Occupational Qualifications Sub-Framework
PQM	Programme Qualification Mix
PSDF	Provincial Skills Development Forum
PSET	Post School Education and Training
QA	Quality Assurance
QAF	Quality Assurance Function
QAP	Quality Assurance Partner
QC	Quality Council
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
RQF	Regulated Qualifications Framework
SADC	Southern African Development Community
SAQA	South African Qualification Authority
SDA	Service Delivery Agreement
SDP	Skills Development Provider
SETA	Sector Education and Training Authority
SIPs	Strategic Integrated Projects
SSPs	Sector Skills Plans
TVET	Technical Vocational Education and Training



NOTES:

Lined area for taking notes, consisting of 25 horizontal lines.



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