



QCTO

Quality Council for Trades & Occupations

STRATEGIC PLAN

2020/21-2024/25



QUALITY COUNCIL FOR TRADES AND OCCUPATIONS

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2020/21-2024/25

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FEBRUARY 2020



STRATEGIC PLAN

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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 (OQSF) its policies, criteria and guidelines.

As we move into our third Strategic Plan we do so with renewed focus and support from our strategic partners. Current changes in the Post-School Education and Training policy environment, like the promulgation of the National Skills Development Plan (NSDP), 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 past nine years and the organisation has made significant strides in the implementation of its new organisational structure and its Vision 2020: The plan for revoking quality assurance functions delegated to Sector Education and Training Authorities (SETAs). This will 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 funding of the QCTO's full 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

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

In respect of achieving its full legislative mandate, the QCTO has resolved that, over the next five years, it will be directed by the following strategic imperatives adopted by Council.

- Creating a dynamic Occupational Qualifications Sub-Framework (OQSF)
- Adopting a special focus on Technical and Vocational Education and Training (TVET) Colleges and Community Education and Training (CET) Colleges
- Creating a QCTO that is a learning organisation

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.



Prof Peliwe Lolwana

Chairperson of the Quality Council for Trades and Occupations

CERTIFICATION

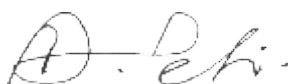
It is hereby certified that this Strategic Plan:

- Was developed by the Quality Council for Trades and Occupations (QCTO) under the guidance of the Minister of Higher Education, Science and Technology;
- 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 2020/21 to 2024/25

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PART A: OUR MANDATE

1. CONSTITUTIONAL MANDATE

The QCTO is not directly referenced in the Constitution. However, there are two sections in the Bill of Rights to which its functions relate:

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.

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.

In ensuring the quality of occupational qualifications, which include qualifications leading to trades, other occupations and professions, the QCTO contributes to Section 22.

In developing and quality assuring occupational qualifications, part qualifications and skills programmes that augment and/or replace the menu of qualifications in the further education and training sector (TVET and CET), it also contributes to Section 29(1)(b).

2. LEGISLATIVE MANDATE

2.1 National Qualifications Framework Act No. 67 of 2008

The NQF Act is the guiding act for the qualification sub-frameworks with the Skills Development Act, the General and Further Education and Training Qualification Act (GENFETQA Act) and the Higher Education Act providing the specific functions for each of the quality councils.

The following extracts from the National Qualifications Framework Act 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.

In terms of the National Qualifications Act, 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 learner achievement data to SAQA for recording on the National Learner Records Database.
- Conduct or commission and publish research.
- Inform the public about its sub-framework.

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

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, performed 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.

In December 2012, the Minister of Higher Education and Training published Government Gazette 36003 on the determination of the three sub-frameworks that make up 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 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 took 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 issuing of a trade certificate by the QCTO continues to improve as SETAs become more responsive to timeframes stipulated in the Trade Test Regulations to ensure that results are immediately submitted to NAMB after trade testing, 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.

To achieve sustainability of the organisation, the QCTO must have a well-developed corporate structure for Human Resources Information Technology, and Finance in particular. Hence the inclusion in the strategic document of objectives that track developments in these three areas. Credible skills training opportunities require qualifications that employers deem acceptable and credible, hence the strong focus on implementing a stringent quality assurance system that fosters strict oversight and monitoring of learning provision in particular. The QCTO has made a commitment to creating a vibrant TVET College system by ensuring that exciting and relevant qualifications are developed for use in this system.

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, the Skills Development Act 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 seriously.

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

- National Skills Development Plan (NSDP)
- National Plan for Post-School Education and Training (NPPSET)
- SETA landscape
- Revised Occupational Qualifications Sub-Framework (OQSF) and movement of N1-N3 programmes to QCTO
- Amendments of the NQF Act, NQF implementation plan, policies, standards and guidelines (like RPL policy, Articulation and CAT policy, etc.)
- Review and amendment of the Skills Development Act, regulations and policies
- 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 organisation
 - 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 litigation matters 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 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, as well as manage the Occupational Qualification Sub-Framework (OQSF). This latter aspect of the organisation's mandate encompasses:

- Developing and submitting new occupational 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.

Managing the core objectives and related outcomes of the OQSF, includes 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 for prioritisation.

The quality assurance system ensures a consistent system that 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.

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

- Medium-Term Strategic Framework (2014-2019)
- White Paper for Post-School Education and Training
- National Development Plan
- The National Skills Development Plan
- Ministerial Guidelines on Implementation of the National Qualifications Framework (NQF)
- Strategic Plan 2015/16 to 2019/20 of the Department of Higher Education and Training
- Industrial Policy Action Plan (2010/11 – 2012/13)
- 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 and the National Skills Development Plan, acknowledging the importance of the 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 (2014-2019) 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 Moderating Body (NAMB). 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.

The National Development Plan 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.

The White Paper for Post-School Education and Training

The focus of the White Paper on expansion of TVET Colleges has been an important driver of the QCTO's 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 on sharing and marketing registered occupational qualifications. Quality assurance regimens that have been 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 awarding 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

The NSDP and the new SETA landscape will be ushered in on 1 April 2020 (DHET Skills Development Circulars 02 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;
- SETAs 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 300 occupational qualifications, and the eradication of certification backlogs. We expect this upward trajectory to continue.

Strategic Plan 2015/16 to 2019/20 of the Department of Higher Education and Training

The Strategic Plan of the Department calls 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 Moderating 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

Industrial policy has the overarching 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:
 - the aims and objectives of the NQF, and how these will contribute to the broader goals of the education and training system, and
 - 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 plan has been submitted to the Minister for approval.

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

Detailed plans have been formulated and implemented to expedite the registration of qualifications identified as integral to addressing scarce and critical skills needs. Similarly, plans to eliminate or substitute legacy qualifications are in progress. The plan includes revoking the current delegations assigned to SETAs and incorporating the execution of the delegations revoked in the organisational design of the QCTO.

With respect to 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 that were adopted by Council.

- Creating a dynamic Occupational Qualifications Sub-Framework
- Adopting special focus on TVETs and CETs
- Creating a QCTO that is a learning organisation

8.1.2. Opportunities

The new 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 OQSF 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 4IR 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 an increased 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.

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.

If not appropriately responded to, potential amendments to the NQF Act – combined with constant changes to education and the SETA landscape – may also pose a threat to the organisation's standing.


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 formalised as a public entity on 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, although 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 would afford greater certainty with regard to the amount of 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.

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 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 two 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.

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 interrelate 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 strategic plan is crafted to respond, among other things, to these areas of weakness in the organisation.

PART C: MEASURING OUR PERFORMANCE

9. INSTITUTIONAL PERFORMANCE INFORMATION

9.1 Impact

A skilled and capable workforce that is employable or self-employed.

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 and part qualifications 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 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	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 & effectiveness [Outcome: Promotes Synergy, Simplification & 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 to 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"> • <u>Indicator 1.1</u>: QCTO performs all quality-assurance functions for qualifications and part qualifications on the OQSF which involves the revoking of quality-assurance functions delegated to SETAs • <u>Indicator 1.2</u>: Level of Articulation between the OQSF and HEQSF will promote access to qualifications within the NQF and encourage Lifelong Learning • <u>Indicator 1.3</u>: Uptake of occupational qualifications will indicate the need for occupational qualifications from the demand perspective (e.g. national list of occupations in high demand). • <u>Indicator 1.4</u>: Level of employer satisfaction with the OQSF will assist in evaluating and assessing the impact of the OQSF. • <u>Indicator 1.5</u>: Number of comparable Qualifications Frameworks against which the OQSF is benchmarked. <p>c) Explanation of enablers to achieve the five (5) year targets</p> <p>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 there will be consistency in vision. • There is a trusted and reliable QA system that is supported by effective Intergovernmental 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. QAPs offer adequate workplace experience/learning, simulation design. • There is cohesion & research and Lessons Learned are applied. • There is employee & employer buy-in (approval and internal acceptance of the QCTO business case) <p>d) Explanation of the outcome contributions to the achievement of the impact</p> <p>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 within the NQF and encourage Lifelong Learning. The uptake of occupational qualifications 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 evaluation 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 & effectiveness

Risks	Planned Mitigations
Radically changed NQF Act	Monitoring and prepare for a change.
Unreliable QA system	Effective implementation of the QCTO QA system, aggressive public relations.
Unidentified skills needs	Conduct research to identify skills from a demand perspective.
Lack of industry participation	Stakeholder engagement, public relations, and marketing.
Repetition of past systemic errors	Promotes interactions between QCTO programmes/departments, better error controls 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.

9.2.2 Outcome 2

Public TVET and CET Colleges offer occupational qualifications and skills programmes that respond to skills needs of our country

Indicators	Baseline	2024/25 targets
2.1 Number of occupational qualifications, part qualifications and skills programmes offered by TVET Colleges	14 occupational trade qualifications	As per agreed targets in the approved Ministerial Plan based on the DHET Strategic Plan
2.2 Number of occupational qualifications, part qualifications and skills programmes offered by CET Colleges	No baseline established as yet	As per agreed targets in the approved Ministerial Plan based on the DHET Strategic Plan
2.3 Number of TVET Colleges offering occupational qualifications, part qualifications and skills programmes	25 TVETs	As per agreed targets in the approved Ministerial Plan based on the DHET Strategic Plan
2.4 Number of CET Colleges offering occupational qualifications, part qualifications and skills programmes	No baseline established as yet	As per agreed targets in the approved Ministerial Plan based on the DHET Strategic Plan

Outcome 2: Public TVET and CET Colleges offer occupational qualifications and skills programmes that respond to skills needs of our country.

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 contributes to the achievement of the Medium-Term Strategic Framework (MTSF), NSDP, WPPSET, NPPSET, DHET Strategic Plan 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 –

- 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% by 2030.
- Produce 30 000 artisans per year.

The rationale for the choice of the following two outcome indicators:

- Number of occupational qualifications offered by TVETs and CETs;
 - Number of Skills Programmes offered by TVET and CET Colleges
- 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.

b) Explanation of enablers to achieve the five- (5) year targets

The enablers for the achievement of this outcome are that:

- The Minister of Higher Education, Science & Technology (MHEST) approves the plan for the implementation of occupational qualifications, part qualifications and skills programmes in TVET and CET Colleges
- Occupational qualifications are relevant to the needs of the labour market
- Occupational qualifications are developed timeously
- Occupational qualifications are registered
- TVETs and CET Colleges capacitated by DHET to deliver occupational qualifications and Skills Programmes (funding & lecturers).

c) Explanation of the outcome's contribution to the achievement of the impact

If TVET and CET Colleges offer occupational qualifications and skills programmes that respond to the skills needs of the industries of the country, the increase in skills development will significantly contribute to a skilled and capable workforce which will be employable or self-employed.

Outcome 2: Public TVET and CET Colleges offer occupational qualifications and skills programmes that respond to skills needs of our country

Risks	Planned Mitigations
TVET and CET Ministerial Plan based on DHET Strategic Plan not approved	QCTO develops plan for Ministerial approval
TVET and CET Colleges do not buy into the occupational qualifications and skills programmes	Advocacy and pilot programmes implemented
TVET and CET Colleges do not have the capacity to offer occupational qualifications and skills programmes	Support TVET and CET Colleges 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 in rapid cycles and organising as a network of employees, customers and partners motivated by shared purpose (www.responsive.org/manifesto)

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-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

	<p>achievement of the outcome.</p> <ul style="list-style-type: none"> • Political will • Implementation of relevant research recommendations <p>d)</p> <p>Explanation of the outcome contributions to the achievement of the impact</p> <p>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.</p>
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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 recognises 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 and part qualifications 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 and part qualifications 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 College 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
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 and part qualifications as well as skills programmes.
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 on the OQSF with learner uptake divided by the total number of registered occupational qualifications 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 Number of occupational qualifications, part qualifications and skills programmes offered by TVET Colleges
Definition	This indicator will measure the number of registered occupational qualifications, part qualifications and skills programmes offered by TVET Colleges.
Source of data	QCTO Management Information System (MIS)
Method of Calculation / Assessment	Count occupational qualifications, part qualifications and skills programmes offered by TVET Colleges
Assumptions	<ul style="list-style-type: none"> • The DHET Strategic Plan sets clear targets • Minister approves the implementation plan • TVET Colleges have the capability and capacity to offer occupational qualifications, part qualifications, and skills programmes • TVET Colleges buy into 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	2.2 Number of occupational qualifications, part qualifications, and skills programmes offered by CET Colleges
Definition	This indicator will measure the number of registered occupational qualifications, part qualifications, and skills programmes 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 • The Minister approves the plan • TVET Colleges have the capability and capacity to offer occupational qualifications, part qualifications, and skills programmes. CET Colleges buy into occupational qualifications, part qualifications and skills programmes into 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	2.3 Number of TVET Colleges offering occupational qualifications, part qualifications, and skills programmes
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 TVET Colleges offering occupational qualifications, part qualifications, and skills programmes
Assumptions	<ul style="list-style-type: none"> • The DHET Strategic Plan sets clear targets • The Minister approves the plan • TVET Colleges have the capability and capacity to offer occupational qualifications, part qualifications, and skills programmes • TVET Colleges buy into 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	2.4 Number of CET Colleges offering occupational qualifications, part qualifications, and skills programmes
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 • The Minister approves the plan • 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	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 & Training
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
FWoW	Future World of Work
GENFETQA Act	General and Further Education & Training Qualification Assurance Act
HEMIS	Higher Education Management Information System
HEQSF	Higher Education Qualifications Sub-Framework
IGR	Intergovernmental Relations
MHEST	Minister of Higher Education, Science and Technology
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 & 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 Qualifications Authority
SDA	Service Delivery Agreement
SDP	Skills Development Plan
SETA	Sector Education and Training Authority
SIPs	Strategic Integrated Projects
SSPs	Sector Skills Plans
TVET	Technical & Vocational Education and Training



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