

White Paper for Post-School Education and Training: Building an Expanded, Effective and Integrated Post-school System

Overview of White Paper and Implementation Priorities

Main Policy Objectives: Chapter 2

A post-school system that can assist in building a fair, equitable, non-racial, non-sexist and democratic South Africa (EDUCATION AND SOCIAL JUSTICE):

- POVERTY
- INEQUITY- race, gender and class
- UNEMPLOYMENT
- EXPAND AND IMPROVE

Main Policy Objectives

A single, coordinated post-school education and training system:

- Possibilities for mutual cooperation and support with DHET
- NSDS III
- SETAs and PSET institutions partnerships
- Work-integrated learning forms
- ARTICULATION
- Cooperation with schooling system
- Career guidance and advice
- Alignment with broader strategies – e.g. NDP NGP HRD Strategy
- Single, integrated information system
- Labour-market intelligence system (and skills planning system).

Main Policy Objectives

Expanded access, improved quality and increased diversity of provision:

- More places, more types of courses and qualifications, more financial support and better quality
- NEETs
- 1.6m (universities), 2.5m (TVETs), 1m (community colleges) and 0.5m (privates)
- Affordability and Growth
- Capping university fees
- Part-time study opportunities – ODL and satellite campuses
- Quality poor in many areas

Main Policy Objectives

A stronger and more cooperative relationship between education and training institutions and the workplace; (EDUCATION AND WORK):

- Improve amount and quality of workplace training
- WIL critical to system
- Theory, practice and workplace experience
- Close cooperation between institutions and employers
- Artisans (30K), learnerships, internships
- Role of SETAs in facilitation
- Community skills needs – what are these?

Main Policy Objectives

A post-school education and training system that is responsive to the needs of individual citizens and employers in both public and private sectors, as well as broader societal and developmental objectives (RESPONSIVENESS):

- Responding to labour market and economic needs
- Awareness of skills challenges and gaps
- Research for economic and social needs
- Transformation imperatives

Chapter 3: Colleges

- Cornerstone/central/inverted pyramid
- Key issues are: expansion, quality, staffing, work integration, articulation across PSET system
- FET colleges renamed and community colleges established
- Colleges include TVET and CET Colleges, other public colleges, and private institutions.

TVET Colleges: Strengthening Colleges

- All aspects addressed through Turnaround Strategy: being implemented and recently updated. Need to examine achievement and new strategies.
- Role of Quality Councils: Umalusi and QCTO
- SAIVCET: not yet established but concept document in place. Will be set up within the DHET at start.

TVET Colleges: Increasing Access

- Enrolments to increase: 2.5m. Have been increasing at lower rate than expected.
- Expansion of provision (especially in rural areas): 3 new campuses currently under construction. Relates to broader infrastructure planning and costing.
- Growth of NQF 5 programmes: some initiatives already underway, but links to qualifications review.
- RPL: RPL policy released.
- “we simply must tackle the issues of increasing enrolments and improving quality concurrently”

TVET Colleges: Programmes and Qualifications

- N programmes became outdated and weak links to workplace
- NCV introduced in 2007 with intention of replacing N programmes
- Exit NCV without practical skills and admits post grade 9 and matriculants
- Perceived lack of industry focus
- Occupational qualifications proliferation, lack of coordination, lack of QA
- HCs to be introduced in partnership with universities, occupationally directed but with strong articulation possibilities
- Technical high schools – new technical NSC

TVET Colleges: Programmes and Qualifications

- *“the entire gamut of occupational programmes and qualifications will therefore be reviewed and rationalised into a coherent and simple framework that fits easily into the NQF and makes learning pathways clear to school leavers and employers”*
- Proposes REVIEW to *“evaluate what the different qualification types have to offer, how they articulate with other post-school programmes and qualifications, what the challenges are, and how the system can be rationalised to be easier to understand, more efficient and user-friendly, in order to meet the economy’s needs for mid-level skills”*- review to include employers, college staff, experts, workers, DHET and DBE.

TVET Colleges: Programmes and Qualifications

- No single process to review programmes, but a number of initiatives underway- DBE/DHET, QCTO, NCV review
- Concept paper being developed within DHET on future of TVET qualifications
- Possibly the single most important area requiring resolution within the TVET sector and a critical issue for the NPPSET process
- Links to examinations challenges and quality assurance/QC issues

TVET Colleges: College relationships with employers

- Need for partnerships, student and staff exposure to workplaces, curriculum advice from employers
- Extent of workplace relationships to form part of performance measurement of college management
- SETA role in building relationships through establishment of SETA offices in Colleges
- Need further information about progress in this area, but SETA offices are already being established and guidelines have been developed. Will need to review pilot phase.

TVET Colleges: Improving teaching and learning

- Need capable staff, adequate numbers of lecturing staff and adequate equipment and facilities
- Minimum qualifications for lecturing staff
- Role of universities in training TVET College lecturers
- ELRC evaluation- processes underway
- SAIVCET role and establishment critical
- Develop statutory body for college lecturers
- Work underway in all areas, but need progress information.

TVET Colleges: Student Support

- Academic and social support as well as financial support necessary
- Workplace and placement assistance
- Sports and recreation facilities
- Career Counselling
- DHET will provide ring-fenced funding for student support activities
- Has been work in all areas, but limited staffing to support this goal.
Need update on all processes.

TVET Colleges: Student Accommodation

- Inadequate
- Assessment of college accommodation needs will be undertaken
- Minimum standards developed
- Integration to overall infrastructure plans
- Student Villages
- Not aware of work taking place in this area-
- Need to think through integration, infrastructure planning and multi-purpose campuses possibilities.

TVET Colleges: Funding

- Funding model to respond to need for growth
- Differentiated funding norms
- Fees from students who can afford – cost-sharing
- SETA and employer funding plus core funding
- MTT developing new funding norms for TVET and CET Colleges
- Will report in early 2016
- Under-funding – currently 58% (?) of programme funding to colleges

TVET Colleges: Management and Governance

- Leadership development interventions to achieve appropriate levels of functionality
- Council members understanding roles/inductions and Charter
- Strengthen financial management- SAICA project
- IT capacity- data on qualifications, financial status of colleges, student assessment and registration, infrastructure and equipment, employer demand for programmes.
- Monitoring and evaluation function of SAIVCET
- Strengthen academic boards
- Need to provide update on all interventions, but is work going on in all areas.

TVET Colleges: Summary/role of TT

- Programmes and Qualifications- links also to quality assurance, size and shape, differentiation, funding and examinations system
- Strengthening institutions- weak capacity- both academic and managerial
- Expansion and growth – targets vs sustainability balance
- Workplace links and role of SETAs
- Funding

Community Colleges: overview

- New type of institution established to address opportunities for youth and adults who did not finish or never attended school; opportunities for those who cannot enter TVET colleges or universities; expansion of second-change opportunities; skills and re-skilling; sustainable livelihoods.
- Community needs.
- History of popular education and lifelong learning
- 3200 PALCs and nearly 300K learners.
- Limited infrastructure and part-time educators
- Conditions of service not uniform and no long-term planning
- Function shift from DHET to provinces

Community Colleges: Vision

- Multi-campus institutions
- Partnerships with community-owned and private institutions
- Build on current PALC offerings
- Expand vocational and skills development programmes and non-formal programmes
- GETC and SC, and NASCA
- Skills and occupational programmes, funded by SETAs and NSF
- Well-qualified educators
- Link to public programmes (EPWP,CWP etc) and work-integrated learning opportunities
- Promotion of small, medium and micro enterprises and coop development
- Contact institutions primarily, but use of open learning resources
- Focus on community and local needs and development
- Articulation
- PHASED approach with pilot colleges.
- Expansion of weak infrastructure

Community Colleges: Governance and Management

- Councils with local government representation
- Principal appointed by DHET
- Councils of 9 community colleges in each province have been appointed.
- Principals of colleges being recruited early in 2016.

Community Colleges: Institutional development and capacity building

- Quality
- Qualified educators: qualifications policy and minimum standards
- Conditions for learning
- Role of universities – post-school centres and conducting research
- Learner support services – including “career and programme advice, counselling and guidance, orientation, extra-curricula activities, financial aid”
- Labour market information, community information and links with placement agencies, NYDA and YACs
- Support of SAIVCET and universities and community and NGO-led research and development organisations

Community Colleges: Funding and Establishment

- Under-investment in sector
- Funding models to be developed
- Core funding and SETA and NSF funding
- Fees will be charged for some programmes
- MTT looking into funding norms – but how to relate current situation and future planning.
- Pilot colleges which will be monitored.
- DG Task team on community colleges.
- Partnerships in each province being established.

Community Colleges: Summary/Role of TT

- Overall vision for the community colleges: old and new
- Absence of clear vision beyond WP, including qualifications, infrastructure, modes of learning, how partnerships will operate, requires substantial planning and visioning work
- Overlap with existing task teams and timing of these
- How to build on what is there, not only in the public system
- Formal and non-formal
- Responsiveness
- Diversity of need

Colleges: other issues

- Other colleges include agricultural colleges to be transferred to DHET (underway)
- Articulation and quality assurance of other colleges
- SAIVCET role – broad and important mandate to develop curricula, upgrade technical knowledge and pedagogical skills, professionalization, expert development of open and online materials, advice to Minister, research, promoting linkages and coordination, M&E. Will be established.

Chapter 4: Universities

- Maintain fundamental principles of WP3, but consider role of universities in integrated post-school system
- Universities critical-affirming institutional autonomy and academic freedom with public accountability in WP3
- Changes to university landscape and new universities
- Redress policies have worked, but participation rates skewed
- Staffing changes too, but attracting people into academia a concern
- Discrimination pervasive
- TOC established
- Not enough SET graduates
- Strengthening humanities and social sciences
- Some expansion with improving quality, diversity and articulation.

Universities: Differentiation

- Historical differentiation with inequalities
- Differentiation necessary to increase diversity, responsiveness and efficiency
- Educational opportunity, improve participation and success, niche areas, modes of learning and programmes, flexibility and innovation.
- 3 categories of universities will remain
- Differentiated missions to meet national development needs
- Clearly defined mandates with flexibility over time
- High quality undergraduate education
- Contextual realities- developmental funding
- Maintain high quality teaching and research
- Alignment with high level national development policies
- Equity and social justice
- Integral part of PSET system
- Intergovernmental cooperation and coordination
- Planning, funding and QA aligned to differentiation policy framework

Universities: Expanding access and success

- Increased participation to 25% by 2030 – 1.6m students
- Expansion in key areas – teaching education, health, engineering and others
- New universities established- new medical school in Limpopo – some former teacher education campuses to be re-opened, expansion of distance education planned
- CAS
- Improvement of student success a priority focus
- 80% success rates, graduation rate of 25%
- Equity of access and outcomes- focus on turning around
- Strengthened teaching and learning through planning, funding and QA. Equity across institutions
- Scarce and critical skills
- Academic support
- Curriculum development
- Academic staff development
- Throughput rates improvement and at postgraduate level
- Living conditions of students improved – minimum standards, expansion, student villages, infrastructure development.

Universities: Research and Innovation for Development

- Increase knowledge production
- Not adequately responding to development imperatives, innovation, doctoral graduates, outputs.
- Growing research and innovation, improving quality, ensuring coherence of policy frameworks, strengthening important developmental areas.
- Collaboration improvement and quality and postgraduate output and Equity.
- DTI and DST- and others – synergy, increased support for postgraduate study and senior researchers and more stable funding model, new academics.
- All universities must be research active within differentiated system.
- Research capacity: infrastructure, journals and databases, central procurement, global research networks, increasing postgraduate students and postdoctoral fellows.

Universities: Staffing

- Equity profiles of staff and age; Expansion not matched by expansion of academics; Pressures on academic work; focused renewal and expansion.
- Sustain adequate levels, build capacity, develop future generations, improve equity.
- PLAN developed, focusing on the following: Improving pipeline; improving qualifications; employing retired academics; improving conditions of employment; better support and reward for teaching; development of lecturer teaching skills; recruitment of academics from outside where necessary.

Universities: Making university education affordable

- Growth of funding through NSFAS, cost of higher education is high, subsidy has not kept pace with needs and fees have risen.
- *Controlling fees*, everything possible to introduce fee free HE for the poor, *missing middle*, inclusion of all study needs.
- *Necessity of partnerships – SARS cost recovery, scarce skills scholarships, private sector, exploring graduate service programmes.*

Will be central to planning work in 2016. Critical area of decision-making and planning.

Universities: Developing humanities and African languages

- Addressing decline of the humanities
- Demise of African languages a threat to linguistic diversity, closure of African language departments.
- Establishment of the NIHSS to stimulate research, boost PhD studies
- *Training teachers of African languages for DBE, integrating African languages into formal programmes of universities, strengthening African language departments, specialised targeted support.*

Universities: Community Engagement and graduate community service and Internationalisation

- Feasibility studies to explore community engagement work, CHE advice, has become part of work of universities but ad hoc, funding through linked academic programme initiatives.
- Feasibility of graduate community service scheme (report to Minister, building on existing initiatives rather than national programme)
- **Trends:** cross-border student and staff movement, international research collaboration, joint degrees, campuses of international universities; satellite learning and online distance ed; mutual recognition of qualifications; regional harmonisation of qualification systems; curricula effects. Many have benefits for South Africa. South Africa top destination for African and SADC students.
- HDIs encouraged to develop international partnerships. SADC Protocol. BRICS and other partnerships. International scholarships to policy goals.
- Policy framework for international cooperation in post-school education

Universities: Integration

- Partnerships with TVET Colleges: curricula, lecturers, study opportunities, research.
- Partnerships with employers to expand WPB opportunities. SETAs

Universities: Summary/TT role

Many WP strategies are already being implemented – need to examine both WPPSET and WP3/NPHE reflection

Funding issues, fee models, NSFAS, sources of income, a key focus area for short term and long term policy and planning- current pressures.

Undergraduate education, throughput, efficiency, curriculum issues a central concern

Differentiation to be addressed in planning linked to Size and Shape
Staffing

Articulation and role in relation to NPPSET system

A range of other issues: curriculum transformation, housing and infrastructure development, workplace linkages, postgraduate and research issues.

Chapter 5: Private Education Provision

- Constitution- Pvt HE assists in diversifying and expanding post-school sector, including filling gaps.
- Includes HEIs and private FETIs and those specialising in shorter skills courses, registered with SETAs. Include private ALCs and part qualification offerings. Includes profit and not-for-profit. Huge variety of providers.
- Play “significant” role- PVT FET significant- up to 20%. In HE is lower. Data however is inaccurate and incomplete.
- Limited capacity for QA in the system has been exploited by unscrupulous providers. Complexity of registration and QA system for privates. So better communication between CHE, SAQA, Umalusi and SETAs and clearer processes for registration, monitoring and regulatory system.

Private Education Provision

- DHET must develop systems to ensure reliable information to be combined with QC data.
- Typology of different private institutions will be developed
- Thorough review of regulation and QA of private providers. *“Such a review will examine the current system and make recommendations with regard to ensuring that the government and its agencies, especially SAQA and the Quality Councils, use to best affect the resources that are available for these purposes.”*
- A Plan will be developed *“to expand and improve capacity for quality assurance for private providers, including making arrangements for ensuring that the necessary resources are available.”*
- No financial support for private institutions.

Chapter 6: Addressing Disability

- Need for increased access and NPHE requires universities to develop plans for this
- WP6 but mainly focused on schooling and discrimination outlawed in other discrimination, but access is LIMITED still.
- Accurate data not available on numbers and types and on kinds of facilities needed AND no single definition being used.
- No national policy to guide institutions – provision fragmented. 1% enrolment in public universities below the 5% national average –therefore UNDERREPRESENTATION
- Bursary funding is available but low uptake- is this because of qualification issues because of inadequacies in basic education?
- Inequalities between HBIs and HWIs. However, being addressed through infrastructure funds and audits.
- Greater attention to improving capacity at TVETs.

Addressing Disability

- *Strategic policy framework to be developed.* Will be consulted. Will require institutional plan, will set norms and standards.
- More integrated approach to teaching and learning methodologies
- Capacity within the DHET to addressing disability, including information management, research, policy development, support, provision of resources. Differentiated approach.
- NSF to consider funding non-profit organisations involved in providing education and training for people with disabilities.

Chapter 7: Open Learning through Diverse modes of provision

- Open learning principles (WP 1995) supported
- Increasing enrolment and improving throughput and curriculum relevance, cater for wide variety of needs- diversity of programmes and modes of provision.
- Face to face OR distance- no continuum existing – i.e. mixed-method, digital technology growth “digitally supported, digitally dependent, internet-supported, internet-dependent, fully online”. Refer to teaching time and type of e-learning possible.
- Distance education still dominates only in the university sector, through UNISA.

Open Learning through Diverse modes of provision

- Sharing of infrastructure, staff and learning resources possible to improve access, improve quality and reduce costs. Linked to possibility of “multipurpose educational facilities to facilitate mixed-mode arrangements.”
- Network of education providers supported by learning support centres (more efficient use of existing infrastructure)
- Open educational resources at national level
- Expect providers to use technology to enhance materials design, engage and support learners, provide meaningful support- economies of scale- programmes for enhanced employment opportunities.
- Ensure collaborative development of “self-contained, high-quality learning resources”
- Professional development of educators and lecturers through distance programmes.
- Contact universities may offer distance programmes
- Universities to expand online and blended learning
- New universities to offer NQF 5 and 6 distance programmes and foundational level 4 programmes.

Open Learning through Diverse modes of provision

- NCV subjects and SC and NASCA subjects to be offered through distance options
- Theoretical component of apprenticeships through distance education
- Consider provision at College level (VAGUE)
- A network of shared learning support centres- SITES
- Professional development to support policy goals
- QA vital to strengthen quality
- Equitable access to appropriate technology: integrated ICT plan; collaboration with DOC and others for increased bandwidth and reduced costs; devices supported; enabling infrastructure to be put in place (“bidding for funds”); networked learning support centres.
- E-skills Plan for sector (to ensure meaningful teaching and learning interventions); appropriate allocation of resources.
- Collaborative development of quality learning resources. Support efforts – for OERs; provide support for production and sharing of learning materials; all SAIVCET materials will be OER; open licensing framework developed; SANLIC acquisition of electronic resources; use of open source software and collective purchasing of software licenses.
- Cross-border HE : QA, regulation and information available

Chapter 8: Linking Education and the Workplace: SETAs

- SETAs, NSF and NSA created in 1998, to plan for skills development, expand workplace training and improve quality of formal education and training preparing learners for work.
- Levy-grant system- 80% via SARS to DHET, to the SETAs. Portion to contributing employers, support for Sector Skills Plans and other forms of training. NSDS and employer demands in sectors. 10% for administration.
- NSF – 20%- disadvantaged target, including unemployed.
- NSA stakeholder body to advise Minister.
- Goals have largely not been achieved: good information not being produced, increased provision and quality in necessary areas not happening, limited credibility of system.
- Skills planning system is weak: inadequate research capacity, lack of economics, labour market and industry expertise, poor data management, lack of planning expertise in SETAs. Also difficult determining across sector silos. More, better-quality research. Coordination across government – requires better labour market information and skills needs.
- Strengthening governance in SETAs- rationalising of national/regional roles.
- SETAs (or equivalent) to be given *“clearer and to some extent narrower and more focused role”*. Limited functions- skills planning, funding and quality assurance *CENTRALLY* located, allowing structures to focus on engaging with stakeholders
- *“A key role of the skills system structures will be to support efforts to implement workplace learning that complements formal education and training.”*

Linking Education and the Workplace: Introducing central skills planning

- Need for centralised skills information to ensure education better coordinated with needs of society and economy. Plans for: supply side planning in PSET institutions; priorities for student funding; sector, industry, regional and employer plans; skills from abroad; resources to develop qualifications and programmes; funding norms.
- Support for government-funded infrastructure projects.
- *Establish a Skills Planning unit within DHET to develop institutional mechanism for skills planning.*
- *Framework of HRD Plan, location for engagement with key economic departments of gvt, repository of labour market information, develop skills demand forecasting models, promote and build labour market research and analysis.*
- SETAs to support SPU by continuing workplace data and research. SPU will align data sources and annually review assumptions.
- Changes to WSP system and ATRs to improve data collection. Supplemented with workplace surveys, vacancy tracking and other mechanisms.
- Sector briefs to be produced by national SPU for engagement and consultation

Linking Education and the Workplace: Changing the roles of the skills levy and grants

- Original intentions to encourage employers to expand training and improve quality and relevance. Levy treated as tax and no engagement, or as business opportunity, or expectations of SETA not met.
- System is administratively expensive. Revised SETA grant regulations in April 2013. Further changes required.
- Improving data supply – little evidence of impact of mandatory grants (50% of levies) but evidence of misuse and wastage.
- Reliable data on workplace skills and training not available- not adequate to inform planning.
- Supporting education and training in workplaces: too much spent on short courses and inappropriate qualifications.

Linking Education and the Workplace: Changing the roles of the skills levy and grants

- Improving data supply, supporting education and training in the workplace; supporting provision not directly linked to sectoral priorities (NSF), supporting research and innovation (NSF), building capacity of public education system to meet skills needs)
- Future focus of mandatory grant exclusively on gathering accurate data- WSP/ATR to include comprehensive information on all training, skills levels and qualifications, skills priorities and gaps (ST and MT). User-friendly and accessible template.
- Will become the primary focus of SETAs working with DHET – identify demand and put strategy in place. Proactive role.
- Mandatory grant to 20% increases discretionary funding. 80% for PIVOTAL (professional vocational, technical and academic learning) programmes leading to substantive qualifications in new regulations.
- Discretionary grant to fund medium term needs monitored by DHET.
- Funding mechanisms to enable long-term stability (integrated into fiscus), supported by levy grant system in medium term.
- SETAs to make ring-fenced contributions to NSFAS.
- SETAs to provide funding mechanisms for programme development- in partnership with public and private providers.
- Discretionary grants to fund existing business training (resulting in qualifications), in line with PIVOTAL approach.
- NSF problems being addressed. Enabling linkages between skills system and PSET sub-systems. Wider gvt strategies also supported and non-formal adult basic education.
- Research, development and innovation critical to NSDS III. *Support through the NSF*- cross cutting issues in particular that are not sector restricted.
- Meta-analyses of census and other data to understand skills environment and government aims. Innovation through the NSF to support wider government goals.
- SETAs and NSF can support skills development capacity in public institutions and steering funding to public providers.

Linking Education and the Workplace: Ongoing attention to strategic goals: NSDS III

- rural areas access
- collaboration btw skills system, government and industry, driving through public education system (esp TVET and universities), focusing on outcomes and impact.
- Workplace learning and work-integrated learning: learners not finding work easily, employers consider skills inadequate, should be INTEGRAL.
- Previously 90% of funding to private provider programmes.

Linking Education and the Workplace: Ongoing attention to strategic goals: NSDS III

- Need to develop occupationally directed programmes (in addition to general vocational programmes) which include practical workplace learning.
- Bring SETAs and TVETs together “to plan, design, fund and deliver occupational programmes that address scarce skills needs.”
- Ongoing evaluation of “range, content and structure of many of the occupational programmes” including N programmes in TVET colleges.
- Unstructured work placements- need to be restructured with SETAs as learnerships or apprenticeships or structured internships.
- Universities and skills system greater collaboration.
- Greater collaboration amongst all stakeholders to ensure expanded access to training which is education and workplace linked. Various types of work-integrated learning. Work exposure for TVET lecturers.
- SAIVCET, DHET, SETAs, employers, institutions must cooperate.
- SETAs to work with colleges and SAIVCET on sector-relevant curriculum and materials, integrating theoretical and workplace learning. SETA offices in TVET Colleges to assist in developing collaborative relationships with employers.
- Artisan training through apprenticeships or learnerships being revived. Private, public and SOEs.
- NAMB established to monitor quality of trade tests and system and make recommendations to QCTO on certification of artisans.
- NIP SIPs must have skills plans, skills transfer programmes.
- Establishment of Occupational teams- curriculum relevance and alignment- evaluated and extended across vocational and professional training “wherever appropriate.”
- Public sector as a training space: government to lead by example- including SOEs. More to be done.

Linking Education and the Workplace: Strengthening the institutional capacity of the skills system

- Institutional capacity: clear mandates currently too diffuse. Key role of SETAs to link education and work.
- Greater accountability
- SETA governance – improved and more focused.
- Clear, simple and focused mandate for the SETAs and mechanisms to evaluate performance.
- Accurate data about workplace skills needs, and supporting providers to deliver necessary programmes.
- Cooperation between education institutions and workplaces: *“skills development for workers within existing enterprises and the development of a skills pipeline to such workplaces”*.
- One strategic plan to support priority skills in each sector, detailing how information collected and what will be done. 3 years linked to the MTEF.
- Foundation of SLAs with SETAs.
- Landscape of SETAs: significant restructuring after 2016 with possible reduction of numbers and clustering. *“sharing of research within broad economic sectors; collaboration in relation to skills training along supply chains; making effective use of offices located in TVET colleges; sharing of resources at provincial and local level to improve access; the development of common approaches to qualifications and programmes that cut across different SETA sectors”* and help with NSDS implementation.
- M&E: Regular monitoring processes and evaluative process- a monitoring and evaluation framework against defined indicators.
- Collaboration with economic cluster departments.
- Restructured and refocused NSA with M&E role.

Chapter 9: NQF, the QCs and an articulated system: the NQF

- **NQF intended to:**
- create integrated national framework for learning achievements;
- facilitate access to mobility and progression within education, training and career paths;
- enhance the quality of education and training; accelerate redress.
- **Challenges set out in Green Paper**
- ***Simplification of the NQF:***
 - *three sub frameworks remain;*
 - *effort “to control proliferation of qualifications”;*
 - *no insistence on unit standards and outcomes; part qualifications must be recognised by the NQF;*
 - *SAQAs role to continue.*
- **Articulation** is POOR. Across universities, within universities and across other types of institutions.
 - *Avoid “unfair and irrational barriers to acceptance and credit transfer”.*
 - *Levels on the NQF to remain with SAQA and QCs working on guidance.*
 - *Creating bridges to promote articulation and working together to eliminate dead ends.*
 - *Vertical and horizontal articulation*

NQF, the QCs and an articulated system: Quality Councils

- Setting standards, curriculum and assessment and some professional bodies.
- No core occupational qualifications for 12 basic artisan trades.
- Better coordination across NQF institutions, less complexity and greater focus on quality
- *No further restructuring of QCs.*
- Three sub frameworks differentiated by types of qualifications, so can QA different levels.
- Institutions not necessarily restricted to one QC.
- SAQA to resolve uncertainty.
- *QCTO to take on QA work of SETAs through building capacity.*
- *Development of trade and occ qualifications a priority. “consolidating credible qualifications offered by SETAs, eliminating ineffective qualifications, consolidating one year quals into more rational packages, and developing new quals where necessary, especially for artisans”.*
- *SAQA to harmonise and coordinate.*

NQF, the QCs and an articulated system: Assessment and quality assurance

- More targeted and strategic. Strengthen professional capacity of all organisations
- **Curriculum:** HE institutional responsibility to remain. Rest of system requires some centralisation, as insufficient capacity.
- Institutionalising capacity SAIVCET to play key role.
- **Assessment and certification:** HE system to continue.
- State to continue certifying NCV and N qualifications and NASCA.
- Reduce the need for complex system of assessors and moderators.
- QCs to use external assessment to assess poor performance.
- NAMB role in developing external assessment for trade and occupational qualifications. Absorbed into QCTO.
- **RPL:** Key approach to redressing injustices. Revised set of guidelines produced. Systems simplified, supported and strengthened. Continued improvement necessary.
- National strategy for embedded RPL and coordination mechanism.

NQF, the QCs and an articulated system: Other

- **Learning that does not lead to a qualification is OK:** Only reference to this at the end of the WP and no clear strategies outlined.
- **Career guidance and advice is critical:** WP says little except to refer to the importance of career guidance services. DHET has responsibility for growing career guidance services for the PSET system, but ALSO for career guidance services more broadly. Much has been done- radio programmes, well-staffed call centre, Khetha programme etc. Guidelines for practitioners. Online assessment process. Build up of information on careers. Sustainability the key issue.

Questions for Discussion: linked to conceptual framework discussion

How do we understand the roles of the three sub-sectoral task teams?

What issues must be dealt with by all task teams: e.g. qualifications, quality assurance, infrastructure, staffing, expansion, articulation, quality improvement, workplace linkages, learning modes, equity and disability, differentiation, DATA, FUNDING.

What issues fall outside the scope of the three task teams? SETA landscape and skills levy, skills providers, private providers, DHET architecture, monitoring and evaluation across Plan process, infrastructure planning, skills planning, articulation, differentiation...

What information is needed for each task team and what workplans are beginning to emerge- what pieces of work may need to be done to develop a Plan?

Should a data and M&E plan be developed alongside the task team process, and if so, how?

What are the key overarching levers for the system: funding, policy, quality assurance, planning and how used? How to ensure an INTEGRATED plan- growth vs consolidation and quality improvement.

How to link to existing strategic priorities and plans? What to be included.

Can we identify a common approach to costing/funding models? (link to existing projects)

Conceptual framework discussion

Do we use Institutions as the Centre of the framework- then look at what the purpose of the institutions is, what legislation guides them, what support is necessary to ensure they function effectively, what institutions/entities support them etc?

What qualifications/programmes are provided?

What should the size and shape of the sector be- what planning and planning principles should be in place? Bricks and mortar, enrolments, differentiation, private providers, skills demands.

Articulation

Workplace access and responsiveness

Delivery of learning programmes – staffing, throughput, quality, responsiveness, infrastructure, campuses, modes of delivery.

Data and information: what do we need? What plans need to be put in place?

What roles and responsibilities exist in relation to supporting institutions? (including new structures such as the regional offices)