

**Feedback Session**  
**STREAM THREE:**  
**Occupational Qualifications Sub-Framework**  
**(OQSF)**

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**(Consultant)**

# Questions raised:

- Learning outcomes developed and perhaps lose the knowledge component; define too narrowly
- Designing qualifications only for industry needs seems too short-sighted, too narrow and not value-adding to the learners and their ability to progress
- The narrow focus or the broader generic focus of occupational qualifications
- Occupational qualifications not only for the young, but also for adults
- Difference between skills / qualification / part qualification
- How small are the skills covered in a qualification
- Granular skills become occupational qualification for a specific need
- Extra unique qualifications may not be helpful to achieve broader NQF objectives

# Responses:

- Request to produce a certain skilled person, but hardly does one know where will they work and what specialisation is required – training for unemployment
- Responsibility for training has now become government's responsibility but there needs to be partnerships between colleges/government/industry
- TVET colleges have to change their focus so they can be responsive to the economy and not the economy being responsive to the TVET college
- Occupational qualifications assigns equal importance to knowledge, practical and work experience as a baseline
- Occupational qualifications do take into account the needs of industry because some of the qualifying learners will be employed by companies; However also build qualifications that are economically value-adding and can allow a person to earn a living; additional areas that are also being explored when designing qualifications include 4IR, Green economy and Energy efficiency
- Both generic skills are important as well as more specialist skills
- Skills for employment and skills for making a living
- Change the way qualifications are being implemented
- International comparability: international standards and manufacturers specs

# Chairman's note on mal meaningless qualifications

- We had too little time to go into the history yesterday
- Originally the QCTO proposals had been for Skills Certificates for skills sets 25-119 credits and
- Occupational Awards for occupations 120 +
- Under pressure from SAQA this nomenclature was changed
- Then in 2012 the Minister determined in notice

## *General Notice*

1040 National Qualifications Framework Act (67/2008): General and Further Education and Training Quality Assurance Act (58/2001), Higher Education Act (101/1997) and Skills Development Act (98/1998): Determination of the sub-frameworks that comprise the National Qualifications Framework.....

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### 17.3 *Occupational Qualifications Sub-framework (OQSF).*

17.3.1 The names of the qualification types proposed by the QCTO on the OQSF have been changed. The QCTO proposed the terms “National Occupational Qualification” for a qualification with 120 credits or more, and “National Occupational Award” for a qualification with 25-119 credits. The use of the term “qualification” for a particular qualification type on a sub-framework is misleading in law since the term “qualification” is defined generically in the NQF Act as “a registered national qualification” (s. 1). In addition, the term “award” is not appropriate for an occupational qualification type. The title “Occupational Certificate: Level ...” is simple and appropriate for an occupational qualification type and resolves both problems. The credit value of each qualification on the OQSF can be explained as part of the qualification descriptor.

# Note 2

- The OQSF is not characterised by these small qualifications – they are part of a range of low, intermediate and high NQF level qualifications, e.g. for new professions at NQF Level 8 – entry requirements a bachelors degree.
- Small, meaningless qualifications are also part of the process of redress. It recognises those who have never previously had recognition or been awarded qualifications.
- Go to an awards ceremony for these qualifications and experience the joy, the dancing the ululating when these certificates are handed over.

# Presentation 2:

- Majority of time spent is at work
- 120 credits
- Occupational qualifications calculated at 180 credits per year

# Respondent:

- Definitions of credit, learning outcome, skill and applied competence
- Problem statement: 120 per year, trade requirements of 3 years
- Realistic credit allocation for the workplace component
- Analysis of how credits are allocated in an occupational qualifications
- Trade qualifications and other occupational qualifications - 180
- Impact on SDPs? Or maybe only workplace
- Review processes – legacy/historical qualifications
- No formal communications in this regard
- Revised OQSF Policy – when will it be available
- SDPs may not be by means to expose learner to different applications of skills taught – making it a requirement of workplace to expose learner to a variety of task situations / difficulty / equipment / problem solving.
- Some sectors (SAMSA/IWH) specify a minimum time in workplace – exceeding credits allocated for work experience and not credit bearing.
- Historically registered qualifications were converted into Learnerships and 70% of allocated time (credits) were allocated to workplace. The workplace component was not specified in those qualifications and not credit bearing.
- Structured learning in the workplace is not new learning but different exposures in applying learnt skills



# Questions raised:

- Get coherence across the sub-framework – not heard of the 180 credit before that is why there are issues raised regarding ‘parity of esteem’
- Definition of learning outcome
- Relation of underlying knowledge with skill
- What is being addressed by the various sub-frameworks around the same things – emphasis on compliance rather than influencing the design of qualifications for easy access and achievement
- Alignment of CCFOs
- Issue of skills and credits and distinguishing this from qualifications/part qualifications
- Dual system is a particular way of implementing occupational qualifications and is not used for every occupational qualification

# Responses:

- Addressing 4 different things:
  - ✓ 25 credit quals are made provision for in the legislation
  - ✓ The 180 credit was specific for trade qualifications *because it was linked the duration of an apprenticeship contract*
  - ✓ CCFOs are supposed to be considered in the design of the qualification and be integrated into the exit level outcomes, assessment criteria etc.
  - ✓ Skills programmes should articulate to part qualifications and qualifications
- OQSF policy document

# Chairman's Note on the 180 credit per year

- This issue is irrelevant in the submission and approval of qualifications
- The credits become important when one is determining the length of learning contracts/agreements for apprenticeships, learnerships, internships etc.
- Agreements are key mechanisms for introducing people into jobs and the labour market