



# **merSETA Inter-chamber Consultative Conference:**

Vision 2020 – and beyond

Mr. John April

**16 May 2019**



# merSETA CEO & Chamber Members

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On behalf of the QCTO CEO,  
I would like to convey his sincere apology  
for not being able to address the  
esteemed chamber members and  
merSETA officials today.

Mr. Naidoo further expressed his  
appreciation for the opportunity to make a  
presentation at this 2019 Inter-Chamber  
Consultative Conference (ICCC) and  
thanked the merSETA for the continued  
partnership in skilling a capable  
workforce.



Mr. Vijayen Naidoo  
Chief Executive Officer (CEO)



Global Summit on Shaping  
the Industry Agenda

## Industry Strategy Meeting Overview

Geneva, Switzerland 15-16 May 2019

WORLD  
ECONOMIC  
FORUM

COMMITTED TO  
IMPROVING THE STATE  
OF THE WORLD

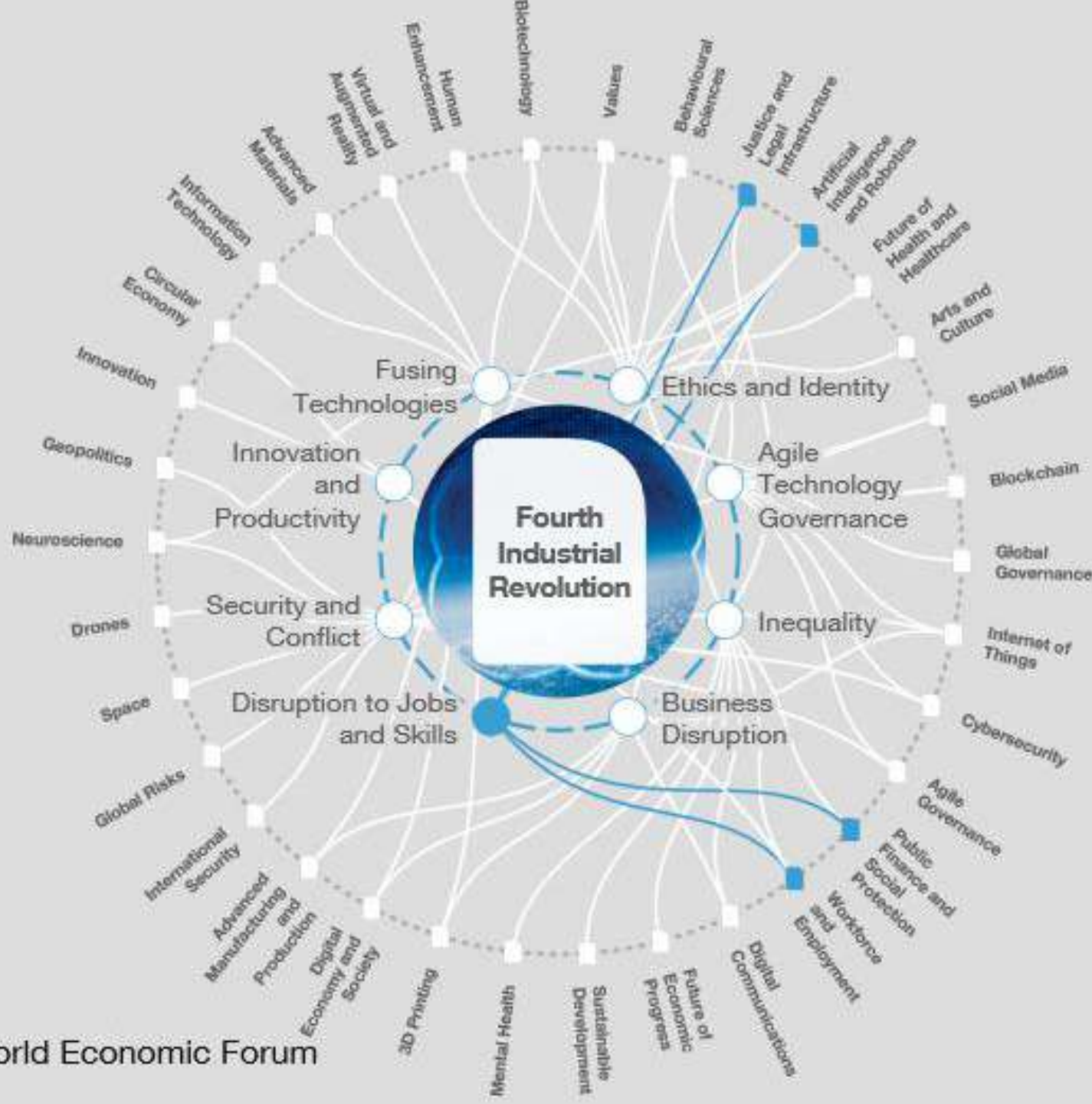


- The Transformation of Industry and Business: Globalization 4.0
  - The need to address the fundamental changes in the functioning of the global economy was at the top on the agenda of the World Economic Forum Annual Meeting 2019.
  - These changes are driven by environmental challenges, geostrategic competition, economic disparities and technological disruption, which in Davos were conceptualized as Globalization 4.0.





- 4IR
- It's a Global Issue





# Disruption to Jobs and Skills

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- The Fourth Industrial Revolution is shifting job roles and skill sets
- As business models are disrupted, employment is being profoundly impacted.
- The result will be significant job creation and job displacement, in addition to both heightened labour productivity and widening gaps between the skills that employers need, and those that potential employees have.



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- During previous industrial revolutions, it required decades to adapt - by building the training systems and labour market institutions necessary to develop new skill sets.
  - Mr. Naidoo said during a recent strategic planning session:
  - “We don’t have the luxury of time”



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- The World Economic Forum's 2016 Future of Jobs report suggests that mismatches may emerge not just between the current supply of, and demand for, contemporary skills but also between those contemporary skills and those that will be required in the future.
  - Closing these gaps will require a solid understanding of the existing skills bases in particular countries and industries, and of how disruptive change will dictate new skills requirements in every case.



# The Global Competitiveness Report 2018

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- South Africa ranks 67th globally—with a score of 60.8—and attains the second spot in Sub-Saharan Africa.
- Low ICT adoption (46.1, 85th) is another important restraint on South Africa's competitiveness.
  - Only 54% of the adult population has access to the internet, and only 70 out of 100 people have subscribed to mobile-broadband services (66th).
  - Similarly, the digital skills (116th) and critical thinking skills (78th) of the current workforce are inadequate for the progress of a successful economy in the Fourth Industrial Revolution.





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- In his State of the Nation Address to a Joint Sitting of Parliament in February 2019, President Ramaphosa said South Africa had chosen to be a country of the future at a time when the world was changing at a pace and manner that was unprecedented in human history.
    - “Unless we adapt, unless we understand the nature of the profound change that is reshaping our world, and unless we readily embrace the opportunities it presents, the promise of our nation’s birth will forever remain unfulfilled”.

# Presidential Commission on the Fourth Industrial Revolution

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- President Cyril Ramaphosa appointed members of the Presidential Commission on the Fourth Industrial Revolution to assist government to take advantage of the opportunities presented by the digital industrial revolution.
- The 30-member Commission, Chaired by the President, comprises eminent persons from different sectors of society and reflects a balance in gender, youth, labour and business, including digital start-ups as well as digital entrepreneurships.



# The objective or the aims of the Commission are to:

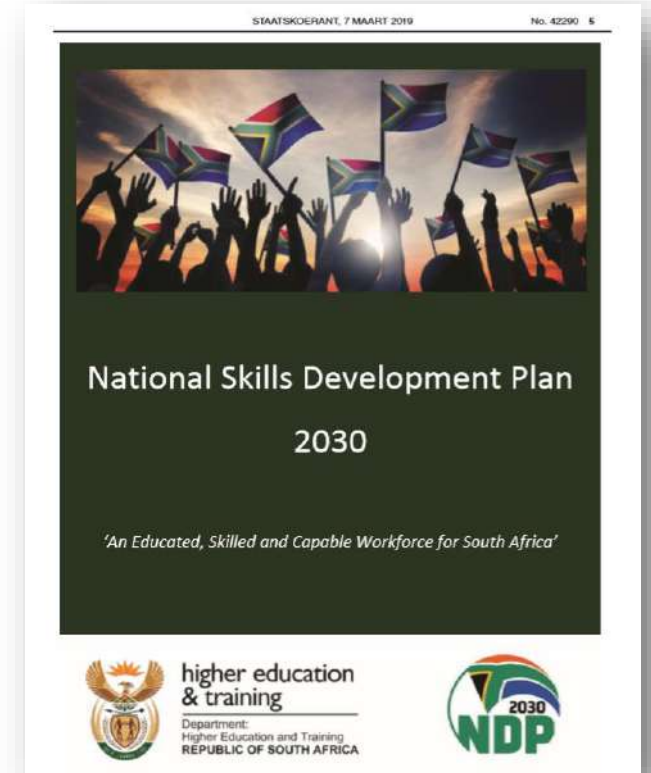
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- Develop an integrated country strategy and plan to respond to 4IR, including detailed interventions to be carried out achieving global competitiveness of the key economic sectors (agriculture, finance, mining, manufacturing, ICT, and STI);
- Advise on a technology research and development program to advance 4IR;
- Advise on strategies for skills development and future of work; and
- Make recommendations on enabling relevant infrastructure for SA to participate in the digital economy and make recommendations on an institutional framework and mechanism to coordinate 4IR programs.



# National Skills Development Plans 2030

- Dr Naledi Pandor in the Foreword makes the following remarks:
  - There is an explicit acknowledgement that South Africa needs to join hands and minds to generate the solutions to our challenges.
  - The NSDP and the new SETA Landscape will be ushered in on 1 April 2020.
  - This new dispensation will bring about changes with regards to the leadership and governance in Skills Development. SETAs will remain an authoritative voice of the labour market and experts in their respective sectors.
  - 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 set in the NSDP of an educated, skilled and capable workforce for South Africa.





# Dr Naledi Pandor Minister of Higher Education and Training

ANNUAL PERFORMANCE PLAN  
Department of Higher Education and Training  
2019/20



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## Foreword

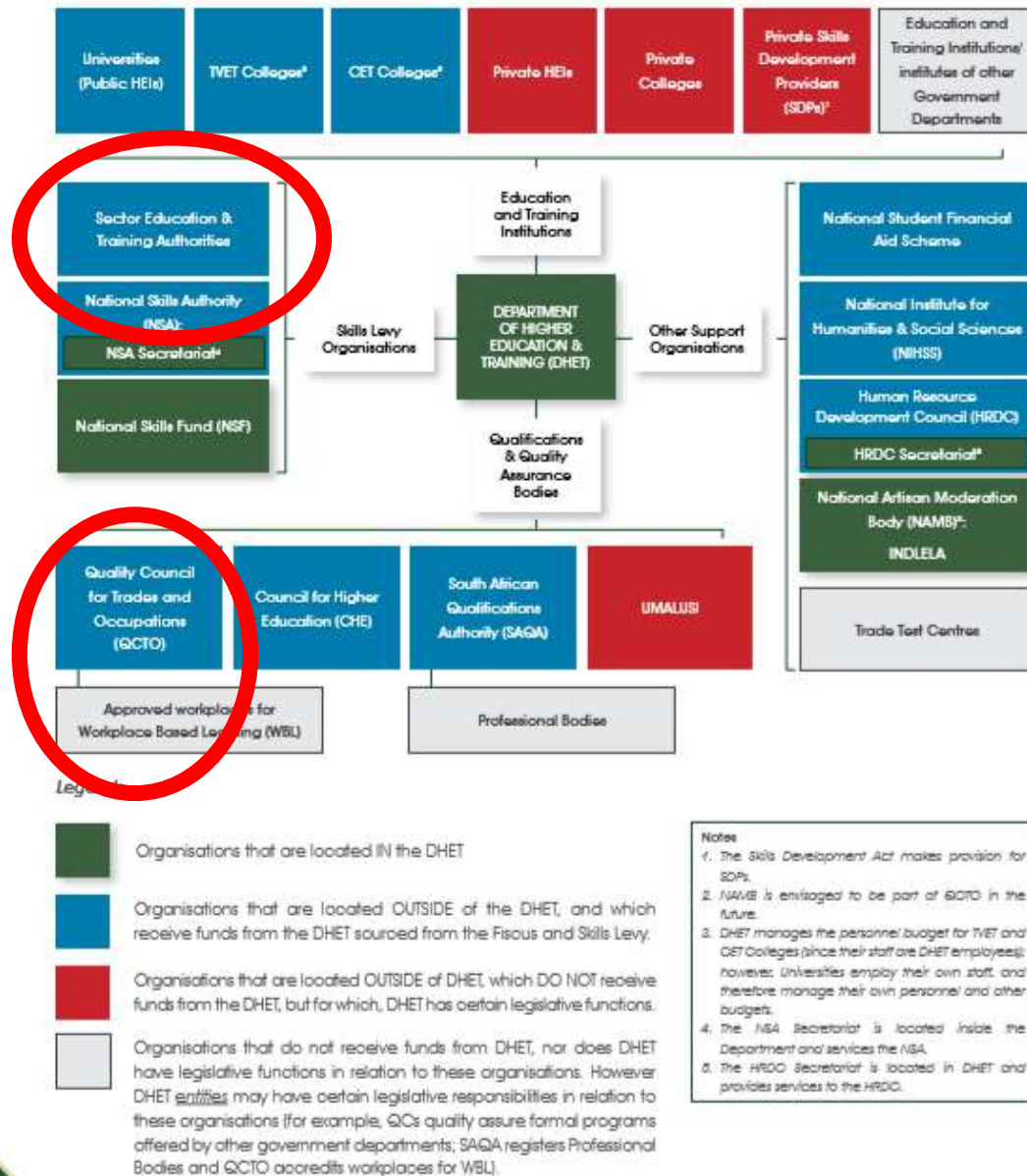
*“2019 marks 25 years since the advent of democracy in the Republic of South Africa (RSA). It also marks the fifth year of implementation of the current five year Strategic Plan of the Department of Higher Education and Training. Although there is no room for complacency, we look back with some sense of comfort when we reflect on the terrain we have traversed since 1994.”*







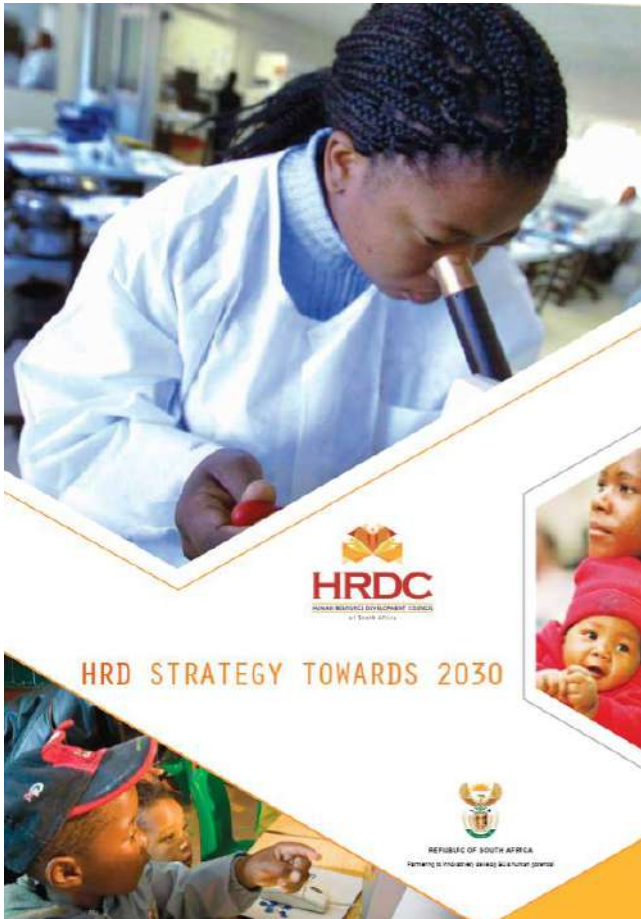
Figure 2: Components of the PSET system



## Legislation that affects PSET components

*QCTO must be aware of and respond to legislation that affect the PSET environment*





Mr Kgalema Motlanthe



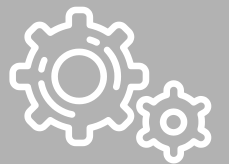
# Bill of Rights: Chapter 2

- **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.
- (3) Everyone has the right to establish and maintain, at their own expense, independent educational institutions that—
  - (a) do not discriminate on the basis of race;
  - (b) are registered with the state; and
  - (c) maintain standards that are not inferior to standards at comparable public educational institutions.
- (4) Subsection (3) does not preclude state subsidies for independent educational institutions.

- **Freedom of trade, occupation and profession**

- 22. 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.



# Skills Development Act

## Chapter 6 C

26 F Policy on OQSF

26 G Establishment of QCTO

26 H Functions of QCTO

26 I Delegation of Functions

26 J Regulations regarding OQSF

26 A – 26 D NAMB

Trade Test Regulations



# National Qualifications Framework Act

## Chapter 5 Quality Councils

27 Functions of QC's (a-j)

***NQF Amendment bill - verification***

# White Paper for Post-School Education and Training



The main policy objectives are 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.



# KEY NATIONAL POLICY PRIORITIES



## **Ministerial Guidelines on Strategy and Priorities for the National Qualifications Framework (NQF): 2011/18**

Minister will no longer issue guidelines because of outstanding matters from previous guidelines

## **NQF Improvement Plan**

Improvement Plan for the  
Implementation Evaluation of the of the  
NQF Act, from 2008 to 2016

1

## **Implementation of White Paper for Post-School Education and Training**

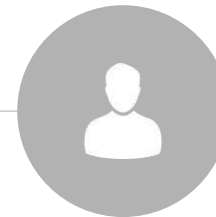
In 2016 full implementation costed around R 400 million

Size of TVET & CETs: 2017:

TVET Enrolment 688 028

CET Enrolment 258 199

2





## Industrial Policy Action Plan (IPAP)

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



3

## National Development Plan 2030

Skilled and capable workforce



4



### INDUSTRIAL POLICY ACTION PLAN Economic sectors, emerging and infrastructure development cluster 2018/19 - 2020/21

Economic Analysis  
15-year Legacy Review  
Key Constraints on Industrial Policy  
Transversal and Sector Focus Areas with Key Action Programmes



towards full-scale industrialisation and inclusive growth  
the dti  
Customer Contact Centre: 001 843 364  
Website: www.dti.gov.za

5

## National List of Occupations in High Demand 2018

Occupations in high demand refer to those occupations that have shown relative strong employment growth and / or are experiencing shortages in the labour market or which are expected to be in demand in the future



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## National Skills Development Plan (NSDP)

Promulgated 7 March 2019

*“The NSDP and the new SETA landscape will be ushered in on 1 April 2020 (DHET Skills Development Circular 02 of 2019 and 03 of 2019). This new dispensation will bring about changes with regards to the leadership and governance in Skills Development. SETA’s will remain an authoritative voice of the labour markets and experts in their respective sectors. 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 set in the NSDP of an educated, skills and capable workforce for South Africa.”*

Page 31 and 31

Quality Assurance Function (QAF) needs to be streamlined and simplified QAF including workplace done by SETA’s and NAMB will be integrated into QCTO

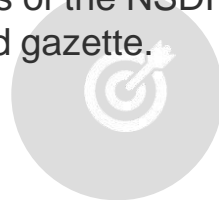
Funding allocation from the fiscus and skills levy will be reviewed to ensure that QCTO fully carries out its legislative mandate

The NSDP outlines the scope of the SETAs and crucially highlights the institutional arrangements of the SETAs.

It notes:

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

The full scope of the SETAs in terms of the NSDP can be found on page 29-32 of the attached gazette.



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## Vision 2020



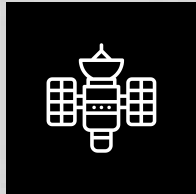


# Implementation of full QCTO Mandate

## Vision 2020 towards NSDP 2030

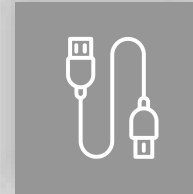
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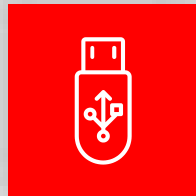
Delegated Quality Assurance Functions revoked

2



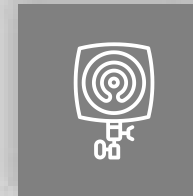
Implementation of Business Case – full funding

3



Implement Vision 2020  
National Quality Assurance System Implemented

4



Implementation of National Skills Development Plan 2030

# Role of SETAs on the demand and supply side

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- **On the demand side:**

1. Conduct labour market research and develop Sector Skills Plans (SSP);
2. Develop Strategic Plans (SP), Annual Performance Plans (APP) and Service Level Agreements (SLA); and submit quarterly reports.



# Role of SETAs on the demand and supply side

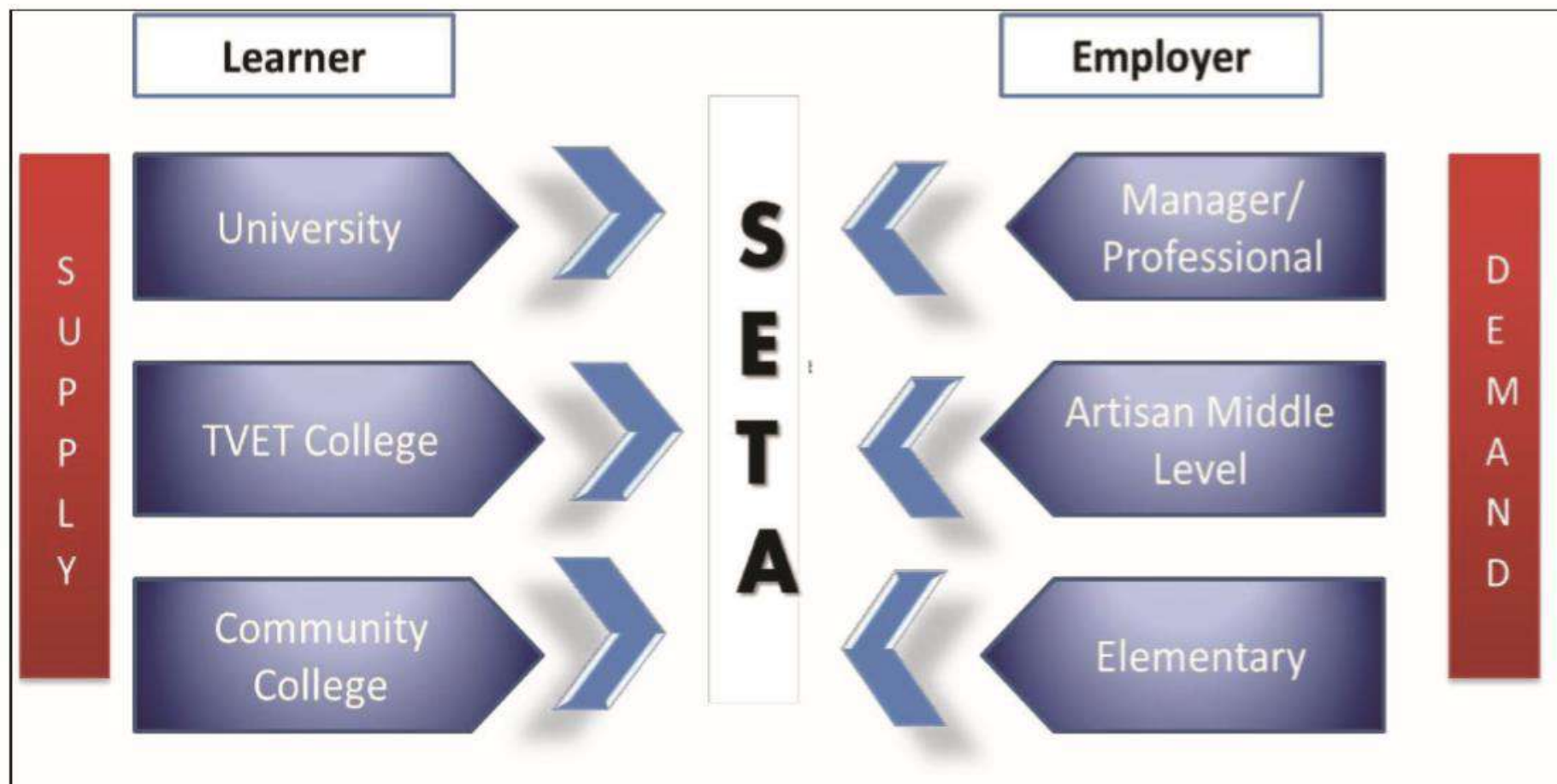
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- **On the supply side:**

1. Address sector skills needs and priorities;
2. Address scarce and critical skills (PIVOTAL) through implementation of learning programmes (i.e. Artisans and Learnerships);
3. Facilitate easy access and different entry points (Articulation and RPL); and
4. To collaborate with the relevant Quality Council, especially the Quality Council for Trade and Occupations to ensure quality and provision of learning programmes.

Figure 1: Linkage of Education and the Workplace through SETAs





# Content

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- Providing context: Setting the scene
- Responding to the skills needs
  - Qualification Development
  - Managing change
- The impact of 4IR on skills supply and demand
- The role of Subject Matter Experts



# QCTO's role in skills development

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- The Quality Council for Trades and Occupations (QCTO) is a Quality Council established in 2010 in terms of the Skills Development Act (SDA).
- Its role is to oversee the design, implementation, assessment and certification of occupational qualifications on the Occupational Qualifications Sub-Framework (OQSF)
- The QCTO is one of three Quality Councils (QCs) responsible for a part of the National Qualifications Framework (NQF)



# National Qualifications Framework Act

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In terms of Section 27 (i) of the NQF Act, the QCTO with regard to quality assurance within its sub-framework is required to

- i. develop and implement policy for quality assurance;
- ii. ensure the integrity and credibility of quality assurance;
- iii. ensure that such quality assurance as is necessary for the sub-framework is undertaken.

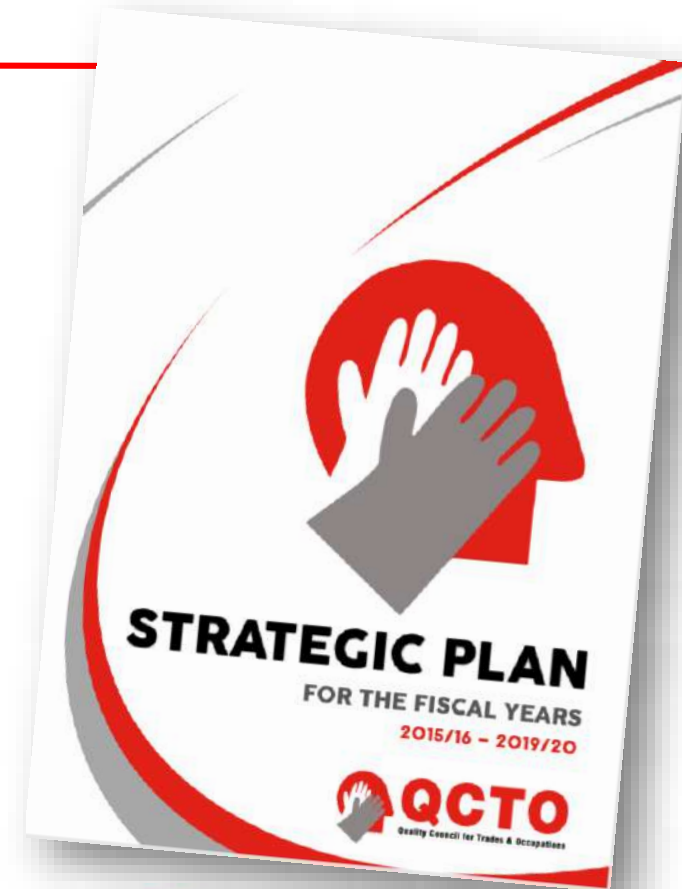


# Setting the scene

## QCTO: 2015 - 2020

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- In respect of the national policy initiatives the QCTO has fully embraced the White Paper for Post-School Education and Training contributing to its success 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.
  - 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.





# Strategic Goals

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- In respect of accomplishing its mandate, the work of the QCTO over the next five years can be encapsulated into two main strategic goals which, in essence, are the following:
  - 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.

# Vision 2020



- Organisational review process
  - Revoking of delegated Quality Assurance Functions delegated to QAPs
    - QCTO Mandate (NQF Act and SDA)
    - QCTO Business Case
    - Meeting with Minister in September 2018
    - QCTO Plan for revoking of QA functions delegated to SETAs November 2018
    - SETA's provide feedback by 31 January 2019
    - QCTO receives letter from MHET 25 April 2019
      - Plan not approved due to concerns raised by SETAs
      - Need to engage SETA's and submit revised plan by 30 June 2019 (30 May 2019 meeting with SETA's & DHET)
  - Reconceptualization of business models
  - Clustering of families of qualifications
  - Absorption of NAMB at an opportune time – WP PSET



# Clusters

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- Phased in approach:
  - Cluster: Trades and Engineering Related Programmes
  - Cluster: Non-Engineering Programmes



# Clustering of families of qualifications

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1. Trades
  - National Artisan Moderation Body (NAMB)
2. Resources & Infrastructure
  - (e.g. Agriculture, Transport, Construction, Trades, Logistics, etc.)
3. Manufacturing & Technology
  - (e.g. Technicians, Controllers, Energy, Trades, Mining, Engineering, Mechatronics, Aerospace, Retail, Information Technology, etc.)
4. Public Sector Services
  - (e.g. Education, Training & Development, Law, Military, Security, Health, Social Services, etc.)
5. Financial Sector Services
  - (e.g. Insurance, Financial Practitioners, Tax Practitioners, Accounting, Compliance, etc.)
6. Food, Tourism & Recreation
  - (e.g. Food & Beverage Services, Events, Hospitality, Tourism, Trades)



# merSETA Chamber Report

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- Qualification development
  - DQPs – SLA & timelines
    - Consultative process – industry, CEPs, etc.
    - Pre-Scoping and Scoping
  - Training and remuneration of CEPs
    - What type of training is needed and for what purpose?
    - Determine roles and responsibilities of CEPs?
    - PFMA framework for payment of consultants
- Registration of qualifications with SAQA
  - Criteria and guidelines for the registration of qualifications and part qualifications
    - Timelines
    - Process is cumbersome – need to be streamlined





# merSETA Chamber Report

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- NAMB matters
  - EISA
    - Assessing Exit Level Outcomes (ELO's) – not re-assessment of internal assessment focus areas



# merSETA response on QA Plan

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- QCTO appreciates feedback given
- Thanks merSETA for supporting the plan
- QCTO has noted the concerns and considering the comments
  - Lack of communication with regards to take over OQD
  - Accreditation delays
  - Magnitude of assessments and certification of HRQs
  - Timeframes – 2020
  - Budget ETQA and other functions
  - Skills programmes
  - QCTO has noted the concerns and considering the comments
- QCTO will provide a response during the meeting scheduled for 30 May 2019 and through the revised plan approved by the MHET



# Responding to the skills needs: NSDP Principles



## 5.7 Understanding skills demand

- 5.7.1. Central to understanding the skills in demand, will be an analysis of sectoral growth and development plans and labour market information. The analysis will result in an evidence based understanding of skills and occupations requirements to support economic and social development priorities;
- 5.7.2. Social partners and other interested stakeholders will be actively involved in this process of determining required skills and occupations. Employers will be involved in the planning and the provision of the required skills;
- 5.7.3. Partnerships and collaboration with the higher education and research institutions, amongst others, will be central for evidence based understanding of skills demand and supply;
- 5.7.4. SETAs will continue to gather credible information from the workplaces to understand the demand for skills and occupations, both nationally and within sectors;
- 5.7.5. Use the analyses to verify occupations, in collaboration with employers and labour, across various groups (managers, professionals, service and clerical workers, artisans, plant and machinery operators and elementary workers) that are in high demand; and
- 5.7.6. Research and innovation is a key component of the NSDP.

# NSDP Principles

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## 5.8 Steering Supply: Qualifications and Provision

- 5.8.1. Quality Councils will ensure the design, development and maintenance of occupational standards and qualifications;
- 5.8.2. Education and training institutional enrolment plans will be aligned to occupational standards and qualifications. This will be coupled with resources to support the improvement of the throughput and quality of these programmes; and
- 5.8.3. Skills levy institutions will play an intermediation role in these discussions so as to encourage partnerships between institutions and workplaces and, where relevant, between public and private providers. This in turn will support the planning processes undertaken by the skills levy institutions with workplaces linked to occupational learning programmes and workplace-based learning opportunities.



# The impact of 4IR on skills supply and demand

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- Review of the: “QCTO Ecosystem”
  - Occupational Qualifications Sub-Framework (OQSF)
  - Organising Framework of Occupations (OFO)
  - Focus on critical imperatives:
    - Green Economy
    - Oceans Economy
    - Circular Economy





# In development

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- QCTO MIS
- OQLMS
- E-assessment
- Developing a new certification system
  - E-verification
- Guidelines on e-learning



# Partnerships

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- DHET
  - DSPP
  - COS
- merSETA
  - ICT4APP
  - Implementation of occupational qualifications
    - Green Economy:
      - Solar and Wind Turbine
    - Automotive:
      - Mechatronics



# The role of Subject Matter Experts

- The QCTO is seeking to establish a national database of part-time verifiers (on an ad hoc basis), currently involved in industry, to be called upon from time to time to conduct verification visits to Skills Development Providers for accreditation purposes.
- This database will be expanded for other services like:
  - Qualification development
  - Assessment development, etc.
  - QCTO council approves remuneration rates



**A unique opportunity to contribute to nation building**  
*The vision of the Quality Council for Trades and Occupations (QCTO) is to qualify a skilled and capable workforce.*

The QCTO is a Council established under the Skills Development Act for standards generation and quality assurance for all occupational qualifications.  
The QCTO is looking for highly motivated, competent and professional individuals to conduct verification of Skills Development Providers (SDP) applications on a part-time basis.

**Part-time Verifiers**  
*The appointed verifiers will be responsible to conduct site evaluation visits and compile evaluation reports for accreditation of skills development providers.*

**Location: National**  
**Gauteng • North West • Mpumalanga • KZN • Western Cape • Limpopo • Eastern Cape • Northern Cape • Free State**

The QCTO is seeking to establish a national database of part-time verifiers (on an ad hoc basis), currently involved in industry, to be called upon from time to time to conduct verification visits to Skills Development Providers for accreditation purposes. Successful candidates must be passionate about their industries and be able to evaluate compliance to set standards in the training environment. The appointed Verifiers will conduct site evaluation visits and compile evaluation reports for accreditation of skills development providers. Part-time verifiers are sought from the following industries:

- **Resources & Infrastructure** (Ref. QCTO 158/1) (eg Agriculture, Transport, Construction, Trades, Logistics, etc)
- **Manufacturing & Technology** (Ref. QCTO 158/2) (eg Technicians, Controllers, Energy, Trades, Mining, Engineering, Mechatronics, Aerospace, Retail, Information Technology, etc)
- **Public Sector Services** (Ref. QCTO 158/3) (eg Education, Training & Development, Law, Military, Security, Health, Social Services, etc)
- **Financial Sector Services** (Ref. QCTO 158/4) (eg Insurance, Financial Practitioners, Tax Practitioners, Accounting, Compliance, etc)
- **Food, Tourism & Recreation** (Ref. QCTO 158/5) (eg Food & Beverage Services, Events, Hospitality, Tourism, Trades)

Interested candidates are urged to consult the QCTO's website at [www.qcto.org.za](http://www.qcto.org.za) for registered qualifications in these fields; alternatively, search for registered occupational qualifications on the SAQA website ([www.saqa.org.za](http://www.saqa.org.za)).  
The successful candidates will be trained by the QCTO and their information loaded onto the QCTO's database, and they will be expected to provide the service of a verifier as and when required, depending on their availability.

**Key functions will include the followings:** • Verifying prospective SDPs (Skills Development Providers) against set criteria for accreditation by the QCTO (Phase 2: site visits) • Completing and submitting Verification Reports timeously  
• Maintaining industry knowledge in the relevant QCTO occupational qualification(s) • Extensive travel (travel and accommodation costs to be covered by the QCTO).

**Requirements:** • Highly ethical and motivated • A relevant post-school qualification (tertiary or higher education)  
• A minimum of 5-7 years' industry experience • Knowledge of the registered Occupational Qualification, Curriculum Document and Qualification Assessment Specifications (available on the QCTO website) • Excellent computer skills  
• Report-writing skills in English • Knowledge of post-school education framework and relevant government-wide legislation • Legislative knowledge and precepts, eg National Qualifications Framework • Applied communication, monitoring and evaluation skills • Diligence • Time management skills • A valid driver's licence.

**Remuneration:** Candidates will be informed of applicable rates upon their appointment.

Applications must be accompanied by an application letter quoting the province, industry and reference number for the post applied for and the relevant occupational qualifications you are interested in becoming a verifier for (include SAQA ID's, as well as a cross-reference of certified copies of JD, qualifications and diploma's licenses. Certified



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**Do you have  
any questions?**



# Thank you

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## John April

Director: Office of the Chief Executive Officer

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