



### Editor's note *Ms Lavhe Mainganye*

Welcome to the December issue of the PSETA quarterly newsletter. We have reached the end of the calendar year and PSETA would like to take this opportunity and thank

our valued stakeholders for your continued support as well as ensuring skills development facilitation and implementation happen smoothly in the sector. In this edition we thought it is imperative that we share with you an initiative that is aimed at exposing TVET and HEIs lecturers to the

sector training needs. Also featured is the role of the ETQA body of the PSETA as well as a final update on the Rural Youth Development Strategy project which was launched in 2012.

We wish you great success, prosperity and good health in the year 2015.

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### Upcoming Events:

#### 2nd Skills and Research Colloquium

Date: 24 February 2015

Time: 09h00 to 16h00

Venue: To be confirmed

### CEO's desk: Lecturers exposure to public service sector intervention

*Ms Shamira Huluman*

The Public Service Sector Education and Training Authority (PSETA) has heeded the call to turn the Public Service Sector into training space by developing the strategy to guide the exposure of Technical Vocational Education and Training and Higher Education institutions lecturers to the sector. The Strategy document was communicated to all provinces via the Offices of the Premier and subsequent engagement have taken place through the road-show initiative undertaken by the PSETA in June and July 2014. The exposure of the lecturers to the sector directly opens space for the targeted education and training institutions to understand and appreciate the nature of the sector – provincial and national spheres of government. In doing so, the Public Service Sector will be provided an opportunity to enhance its grand initiative to be a learning space of note.

This initiative demands that parties involved approach it with necessary caution and to ensure that full implementation is fairly informed and yields expected returns, the initiative will be piloted in three provinces prior to full implementation

in the financial year 2015/16. The piloting phase is expected to be concluded before the end of the current financial year, with the main implementation phase planned for the succeeding financial year – 2015/16. The initiative will require the PSETA, public service sector and the public training institutions (TVET and HEI) to engage in a collaborative manner, if success is to be achieved. The National Skills Development Strategy (NSDS) III emphasises the need for the Technical Vocational and Education Training (TVET) Colleges and High Education Institutions (HEI) to actively participate in the skills development strategies of the country.

Proper implementation of the PSETA lecturers' exposure strategy will see TVETs and HEIs play a more vital and impact bearing role in the skills development initiatives of the country. This intervention will amongst other benefits enable the education and training that take place at our Public institutions to be aligned to the actual skills needs of our sector. The labour market, including the Public Service Sector must inform and or

influence what is offered at the public training institutions, and this can only be achieved by exposing the TVET's and HEI lecturers to the contextual issues of the sector.

The PSETA has selected only three provinces for the pilot; KZN, North West and Mpumalanga, based on the readiness of the HEI's or TVET's in the selected provinces and on the relationship the Office of the Premier has forged with the co-operating public training providers. As indicated above, the success of this initiative will have a positive spinoff and will assist in turning the Public Service Sector into a training space - a cardinal objective of the current government. The intervention is equally echoed in several government policy documents such as National Skills Accord and the White Paper on building and expanding, effective and integrated post-school system.

This initiative is a progression of work done by the PSETA in the past two financial years to capacitate TVET colleges. The capacity building project saw many colleges with an accreditation from the PSETA. In addition this initiative will ensure that colleges align their curriculum and assessment tools with the training needs of the sector.



**Did you know that the turnaround time to process accreditation applications is not more than thirty (30) working days?**

**The Education & Training Quality Assurance (ETQA) function of the PSETA carries out functions that are delegated by the Quality Council for Trades and Occupations (QCTO) to the PSETA in line with Section 36I (2) of the Skills Development Act (SDA) 37 of 2008 and QCTO delegation policy.**

## A closer look into the ETQA function of the PSETA

**T**he Education & Training Quality Assurance (ETQA) function of the PSETA carries out functions that are delegated by the Quality Council for Trades and Occupations (QCTO) to the PSETA in line with Section 36I (2) of the Skills Development Act (SDA) 37 of 2008 and QCTO delegation policy.

The main functions include:- 1) **Quality Assurance Partner (QAP)**. This function is strictly dedicated to the quality assurance of provision of the legacy qualifications carried over from the previously called ETQA functions which were then delegated by SAQA under the now repealed SAQA Act. The QAP function encompasses:

- ◆ Provider accreditation for the qualifications or part qualifications listed in the schedule in terms of criteria determined by the QCTO;
- ◆ Monitor the provision by providers of learning programmes leading to the qualifications or part qualifications;
- ◆ Evaluate learner assessment and the facilitation of moderation of learner assessment by providers;
- ◆ Register assessors to undertake assessment for specified qualifications or part in terms of a criteria determined by the QCTO;
- ◆ Certify qualified learners in accordance with the policy determined by the minister in terms of section 26F of the SDA.
- ◆ Maintain a comprehensive learner information management system;
- ◆ Perform such other functions consistent with the NQF Act and the SDA as

the QCTO may from time to time allocate to the PSETA in writing.

With this function the PSETA to date has accredited 130 providers which hiked the number of accredited provider to 180. Furthermore the PSETA also successfully implemented accreditation turnaround time of not more than 30 working days to process accreditation application. The latest QCTO monitoring report awarded the PSETA a green status on performance.

### 2) **Assessment Quality Partner Function (AQP)**.

This function is delegated by the QCTO to the SETA to manage and coordinate the external integrated summative assessments of specified NQF registered occupational qualifications and part qualifications. An occupational qualifications refers to a qualification associated with a trade, occupation or profession, resulting from work-based learning and consisting of the knowledge, practical skills and work experience standards as defined in the Skills Development Act (Act No. 97 of 1998). This function deliver on the following activities:

- ◆ To recommend the external integrated summative assessment specifications document for approval by the QCTO;
- ◆ recommend to the QCTO the accreditation and withdrawal of accreditation of skills development providers for the knowledge and/or practical skills component using criteria and guidelines provided by the QCTO;
- ◆ develop criteria for the accreditation of assessment centres or the approval of assessment sites for external assessments;
- ◆ recommend to the QCTO

the accreditation and withdrawal of accreditation of skills development providers for the knowledge and/or practical skills component using criteria and guidelines provided by the QCTO;

- ◆ Recommend the certification of learners to the QCTO;
- ◆ recommend to the QCTO the accreditation and withdrawal of accreditation of assessment centres;

To date PSETA has already recommended the National School of Government (NSG) for accreditation as a Skills Development Provider and an Assessment Centre. The PSETA is currently classified under category one (1) AQP's – the AQP's with SAQA registered occupational qualification/s and only eleven 11 AQP's in the country acquired this category.

### 3) **Development Quality Partner Function (DQP)** and delivers on the following activities:

- ◆ Appoint a qualification development facilitator (QDF) to facilitate the development of occupational qualification/s;
- ◆ Coordinate the design, development and/or revision of specified occupational standards and qualifications and or part qualifications according to the QCTO procedures;
- ◆ Deliver to the QCTO the occupational, curriculum, external assessment specifications and qualification development process documents;

Over and above the Quality Assurance Partner functions delegated to the department by the QCTO, recognising the mandate of the SETAs which is to facilitate skills development, the PSETA ETQA have focused on capacitating prospective training providers

## A closer look into the ETQA function of the PSETA (cont...)

public training institution in the nine (9) provinces to enable them to apply for accreditation with the SETA towards qualifications that address the identified skills shortages and career growth path in the public service sector.

In addition, PSETA ETQA also managed to procure the pre-approved training material of two qualifications, i.e. 57824: Further Education and Training Certificate: Public Administration NQF Level 4 and 50060: National Certificate: Public Administration NQF Level 5, to assist training providers who are struggling to develop own training material for accreditation purpose. A national roadshow in all provinces was conducted to ensure the SETA visibility, information sharing on the ETQA related matters, and to meet and greet all stakeholders at all levels. In addition, to address scarce and critical skills in the sector PSETA collaborated with National Treasury in capacitating training providers

with the aim to get more providers accredited on finance programmes developed by the National Treasury to address financial skills gaps. The ETQA team developed service standards to assist them render their function successfully. The department strives for service excellence by never compromising on quality. "Our success as a department within the PSETA can be mainly attributed to the way we view and understand our role as an ETQA, as well as our view of what constitutes accreditation and training provision. The accreditation of a training providers constitute a partnership between the provider and the PSETA and the approach to all our mandatory functions remains developmental" said the ETQA Manager Mr Dumisani Sibuyi.

## Stakeholder satisfaction survey

The PSETA would like to thank all the stakeholders who participated in the stakeholder satisfaction survey which was conducted between August and September. The intention was to ascertain satisfaction levels and issues of concern from stakeholders.

Your response shed light in assisting PSETA to improve on the different indexes of the survey. The survey intended to evaluate and make recommendations in the following areas: Stakeholder Commitment Levels; Leadership and Management Issues; Information Processing and Management; Service Delivery Issues; Communication Related Issues and Working Relationship Issues.

Your honest response is highly appreciated.

## Completion of the Rural Youth Development Strategy Project in Limpopo & KZN



Beneficiaries from Muyexe in Limpopo with their mentors

Following the cabinet directive the President of the Republic, His Excellency Mr. Jacob Zuma launched a pilot project on Comprehensive Rural Youth Development Strategy in Limpopo and Kwazulu-Natal provinces. The overall objectives of this initiative was to promote access to skills development and exit opportunities to unemployed youth,

graduates, learners and youth outside any form of learning and employment. The Cabinet policy directive also ensured that government departments provide workplaces for learners to gain experiential learning and possible absorption into the public service. In response to the directive PSETA committed to fund 21 beneficiaries from Msinga, KZN and 20 from Muyexe, Limpopo for Public Finance Management and Administration NQF level 5 Learnership.

The learnership programme commenced in July 2012 and covered theory training in Public Finance Management until December 2013 and the learners were further placed on an internship programme ending December 2014. Of the 20 learners eighteen completed in Muyexe. One learner got permanent employment during the course of the Learnership while another unfortunately passed on. The other twenty one from Msinga, Kwazulu-Natal successfully completed their Learnership.

PSETA would like to express their gratitude to the Offices of the Premier in Limpopo and Kwazulu Natal for acting as the lead employer and for facilitating workplaces that hosted the learners. Greater Giyani Municipality for acting as host employer for learners in Muyexe, Limpopo and Kwazulu Natal Department of Social Services and the Department of Health for acting as host employer for learners in Msinga.





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