



State of Transition and Emerging Risks

“Repositioning Quality Assurance for OQSF”

SACPO Leadership Workshop

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Purpose



The first part of the presentation seeks to provide progress with regards to transition from legacy qualifications to occupational qualifications



The second part will share with you the proposed Risk-Based Monitoring and Evaluation Model for the OQSF

System Transition, Pressure and Strategic Response

-  Deadline (DHET funding)
-  Surge (50-60 applications per day)
-  Shield (Risk-Based Accreditation)
-  Transition (NCV → OQSF)

QUALIFICATIONS DEVELOPMENT & PROGRAMME SELECTION

State of Readiness - System Reality (PQM)

01	Occupational Qualifications & Part Qualifications Developed and Available to TVETs		896
02	Skills Programmes Developed and Available to TVETs		341
03	Number of Occupational Qualifications & Part Qualifications selected by TVETs (PQM)	↗	197 / 896
04	Number of Skills Programmes selected by TVETs (PQM)	↗	51 / 341
05	Number of TVETs accredited as Assessment Centres	↗	36 / 50
06	Number of Qualifications covered by TVET Assessment Centres	!	80 @ 113 sites

QUALIFICATIONS DEVELOPMENT & PROGRAMME SELECTION

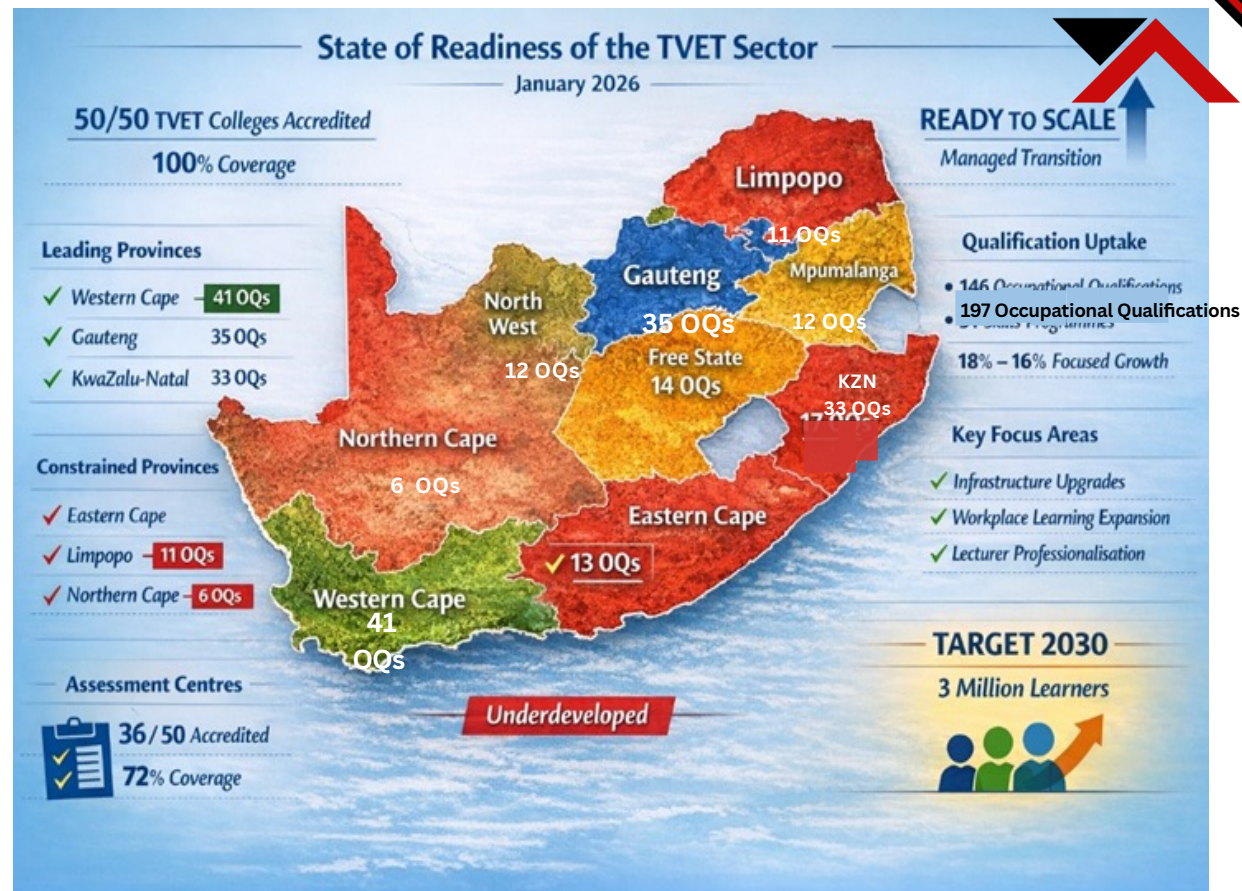
State of Readiness - System Reality

50 out of 50 TVETs are accredited to offer Occupational, Part, or Skills Programmes

197 Occupational Qualifications in 147 sites

51 Skills Programmes in 142 sites

36 Assessment Centres for 80 Qualifications



TVET READINESS SCORECARD

DIMENSION	STATUS	INTERPRETATION
1. Institutional Participation	100% (50/50)	Full system inclusion
2. Campus-Level Accreditation	147 campuses / sites	Expanding, uneven but improving
5. Assessment Centre Coverage	36 / 50 (72%)	Strong base, needs expansion
6. Leading Province	Western Cape	GDP density, stable governance
7. Constrained Provinces	EC, Limpopo, NC	Structural & historical factors
8. Overall Readiness Status	Ready to Scale	Managed transition phase



Maintaining compliance beyond accreditation

- Your role as TVET Leaders is to ensure that qualifications are implemented as approved – comply with accreditation conditions
- Any decision should be aligned with accreditation conditions
- Failure to comply is not administrative, it has
 - Legal consequence
 - Financial implications
 - Reputational risks

We need to understand that accreditation is not just an approval process, but as a governance and legal responsibility.

What Next?

- Your role as TVET Leaders is to ensure that
 1. Qualifications are implemented as approved
 2. Decisions are aligned with accreditation conditions
- Failure to comply is not administrative, it has
 1. Legal consequence
 2. Financial implications
 3. Reputational risks
- We need to understand that accreditation is not just an approval process, but as a governance and legal responsibility.

RULE #1: Qualifications Must Be Aligned to Local Economic Conditions

1. Programme offerings should respond to labour market needs
2. Learners should have access to workplace opportunities – cardinal condition
3. Occupational qualifications are about integration of KMs, PMs and WMs -
Employability is not an outcome but put of delivery

RULE #1: Qualifications Must Be Aligned to Local Economic Conditions

- Legal and compliance implications
 - If there is no economic demand, there is no legitimate basis to offer the qualification
 - Failure to secure workplaces for WBL for learners will result in learner not certificated – fruitless and wasteful expenditure
 - College might face litigation for offering quals that are not viable in practice
 - Potential learner disputes

RULE #1: Qualifications Must Be Aligned to Local Economic Conditions

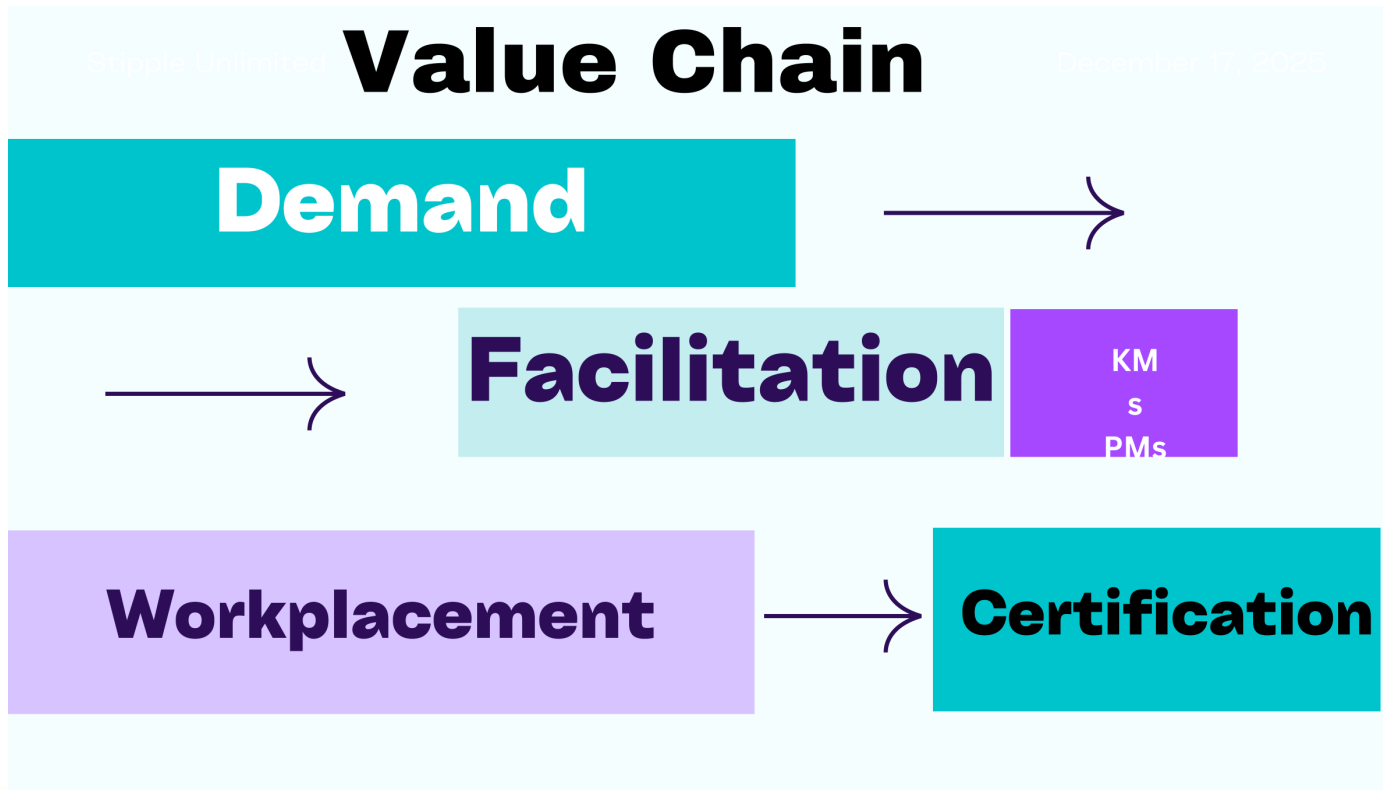
- Typical non-compliance – like-for-like replacement of legacy programmes
- Selection of qualifications based on historical capacity not economic need
- No evidence of employer demand, no industry partnership, lack of workplace absorption
- Choice should be based as per labour market intelligence, not convenience
- Verified employer demand before enrolment
- Workplace secured upfront
- Review offerings regularly against local economic shifts
- Enrolling learners into qualifications without a pathway to employment is not access – it is exposure

RULE #2: Only Qualified Facilitators May Deliver Occupational Qualifications

1. Not everyone can deliver occupational qualifications
2. Integrity of delivery should be always guaranteed
3. Facilitator must possess relevant qualifications
4. Facilitator must have industry experience
5. Demonstrate competence aligned to the curriculum (KMs, PMs & WMs)
6. Legal and Compliance:
 - Invalid delivery of curriculum
 - High failure rate – accountability to funders
 - Exposure – accreditation withdrawal
 - Learner disputes
 - Audit fundings on quality provision

“If the facilitator is not qualified, the training is not compliant”

RULE #3: No learner enrollment without confirmed workplace placement



RULE #4: Offer qualifications within accredited conditions



- Implementation Plan and Learner Material Matrix submitted during accreditation guarantees correct implementation of the qualifications
- Legal implementation – approved curriculum delivery that leads to certification



RULE #5: OHS Compliance



1. All TVETs should comply to OHS Act requirements
 - Safe workshops
 - Adequate space, ventilation, lighting
 - Emergency systems
2. Legal Implications (Section 6.1)
 - Non-compliance leads to immediate risk to learner and staff safety
 - Institutional liability under OHS legislation
 - Possible programme suspension or de-accreditation

RULE #5: OHS Compliance



1. Typical Non-Compliance

- Expired OHS Certificate / Report
- Non-functional equipment
- Overcrowded workshops

2. Action required

- Establish OHS Office with qualified OHS Auditor
- Annual OHS audits
- No delivery without valid OHS compliance report



RULE #6: Functional Partnership Agreements



1. OCs require structured workplace learning
2. Formal agreements with industry are a must
3. Legal Implications
 - Learners cannot complete qualifications
 - Institutions fails to meet curriculum requirements
 - Risk of learner litigations

RULE #6: Functional Partnership Agreements



4. Typical Non-Compliance

- No duration
- No clarity of components (WMs) to be covered
- No rotation plan for equity
- Agreement without actual placements
- Partnerships without mentors or capacity



RULE #6: Functional Partnership Agreements



5. Action Required:

- Verify actual workplace absorption capacity
- Require evidence of active placements, not just agreements



Emerging challenge

Partnership with Private Providers

1. Private Skills Providers applying for accreditation using state resources (illegal practice)
2. Private SDP applying to deliver occupational qualifications at TVET Colleges
3. Conditions for approval is only where the partnership is endorsed by SETAs or industry for purpose if skills transfer (lecturer participating in training, material development and provision of requisite equipment or tools)
4. Such agreement should not be more than 12 months as per QCTO Accreditation policy
5. TVETs outsourcing delivery to Private Providers whiles accredited

Emerging challenge

Offering of qualifications not approved

1. Only qualifications published by QCTO or SAQA should be offered
 - Under review quals or not yet formally published leads to invalid certification pathway – institutional liability for misleading learners
2. Confusion between approved v/s published – wait for the right time to apply for accreditation

Frequently Asked Questions

Expired Qualifications

1. All our qualifications have defined registration and last date of learner enrolment
2. No learner should be enrolled beyond the last date of learner enrolment
3. The college should constantly review the dates for all your qualifications (central academic control)
4. Maintain a live register of valid quals and enrolment windows
5. Issue institutional circulars prohibiting enrollment beyond expiry

Frequently Asked Questions

Link QCTO IT system with existing TVET MIS systems (ITS & Coltech

1. In discussions with providers for compatibility of our system under construction

What must happen next?

- Apply for accreditation of qualifications as per the needs (demand)
- Implement qualifications according to the dates provided on the curriculum document - No learner should be enrolled beyond the last date of learner enrolment (hence accreditation should be centralised in the office of Deputy Principal Academic Affairs)
- Train more facilitators
- Place more facilitators in the industry
- Accreditation of Assessment Centres for Trades (Accreditation of Assessment Centres for non-trades will be communicated in due course)

“THE TRANSITION FROM LEGACY QUALIFICATIONS TO OCCUPATIONAL QUALIFICATIONS IS NOT SIMPLY A CURRICULUM CHANGE.

IT REPRESENTS A FUNDAMENTAL SHIFT IN HOW SOUTH AFRICA PREPARES ITS WORKFORCE — PLACING INDUSTRY, COMPETENCE AND EMPLOYABILITY AT THE CENTRE OF LEARNING.”



Thank You