

ECD Practitioner Qualification: The QCTO Process

An Overview [August 2014]

What are the outcomes of the qualification process?

The Curriculum is made up of an Occupational Profile, Knowledge Modules, Practical Skills Modules and Work Experience Modules.

Assessment Specifications set out the assessment model for external assessment.

The Qualification is registered on the National Qualifications Framework at an NQF Level.

What are the processes for qualification development?

The sector identifies a **need**, and an application is sent to the QCTO.

The **scope** of the qualification is decided on with the sector.

A **Development Quality Partner** (DQP, usually a SETA) is appointed by the QCTO to fund and manage the process.

An **Assessment Quality Partner** (AQP) is proposed by the sector to conduct external assessment.

Sector representatives decide on **working group members** (experts). The working group develops the qualification, led by a **Qualification Development Facilitator** (QDF) who guides the curriculum development process according to prescribed steps and a curriculum

The work of the working group has to be **verified by the sector** at two key points:

- **The Occupational Profile** and the nominated **Assessment Quality Partner**
- **The Curriculum** and the **Assessment Specifications**.

At each of these points feedback from the sector is integrated into the documentation. The DQP has to report to the QCTO according to prescription at different stages of the process.

The facilitator captures the Curriculum and the Assessment Specifications on a system which produces the Qualification document. **These documents are sent to the QCTO.**

The **QCTO reviews** the qualification, and either returns it to the DQP for amendments or **sends it to SAQA for registration on the NQF.**

What is an Occupational Profile?

It defines the **occupational purpose** of the qualification, linked to the description on the Organising Framework for Occupations (OFO).

On the basis of the stages or steps in the work cycle of that occupation, it names the **key tasks** that the qualified person must do.

These tasks lead to the **unique products or services** of the occupation. These help define the **occupational responsibilities (practical skills)** and the **occupational contexts (work experience)** needed for the qualification.

The rest of the curriculum is derived from these areas.

- The **products or services** help produce the **Knowledge Modules**.
- The **occupational responsibilities** help produce the **Practical Skills Modules**.
- The **occupational contexts** help define the **Work Experience Modules**.

What are Knowledge Modules?

Knowledge Modules capture the **'subject knowledge'** (theory and information) needed to produce the product or service. Each Knowledge Module has a purpose statement, an NQF Level, a learning time and credit allocation. The Knowledge Modules component of the curriculum includes **provider accreditation requirements**.

Each Knowledge Module (KM) is broken down into **Topics and Elements**, and given Assessment Criteria for internal assessment. Working group experts can put in as many Knowledge Modules and associated topics and elements as required.

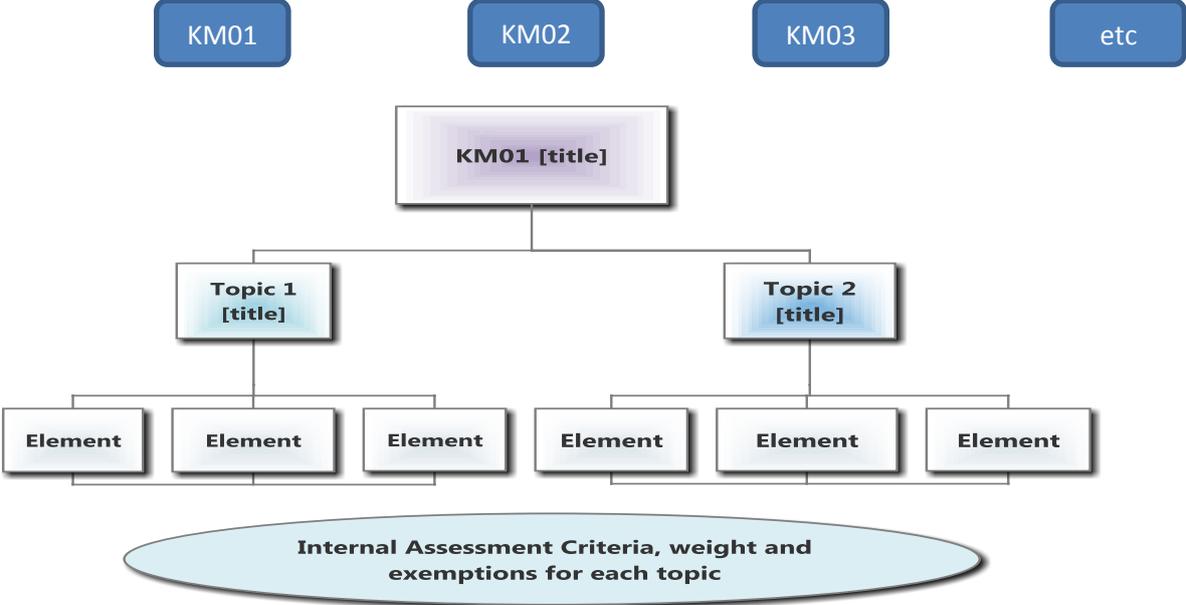


Figure 1: The Knowledge Module Breakdown

What are Practical Skills Modules?

Practical Skills Modules capture the **applied skills and activities** that help a person carry out their **occupational responsibilities** in delivering a product or service. Practical skills are often developed in a training facility, i.e. in a controlled or simulated work environment. Each Practical Skills Module has a purpose statement, an NQF Level, a learning time and credit allocation. The Practical Skills Modules component includes provider accreditation requirements.

Each Practical Skills Module (PM) is broken down into **Practical Skills**. Each Practical Skill is broken down into **Scope** (practical activities and the conditions in which they are done), **Applied Knowledge** and **internal Assessment Criteria**. Working group experts can put in as many Practical Skills Modules and associated Practical Skills as required.

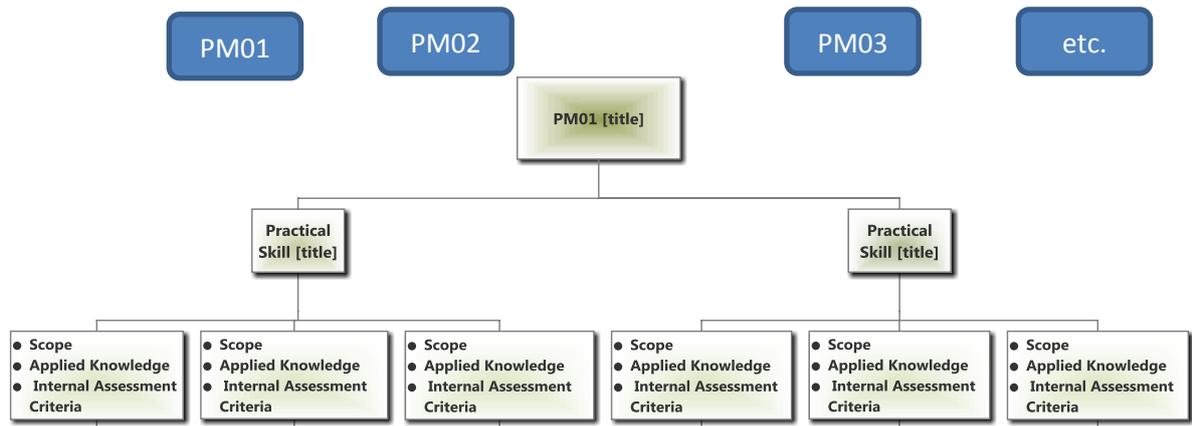
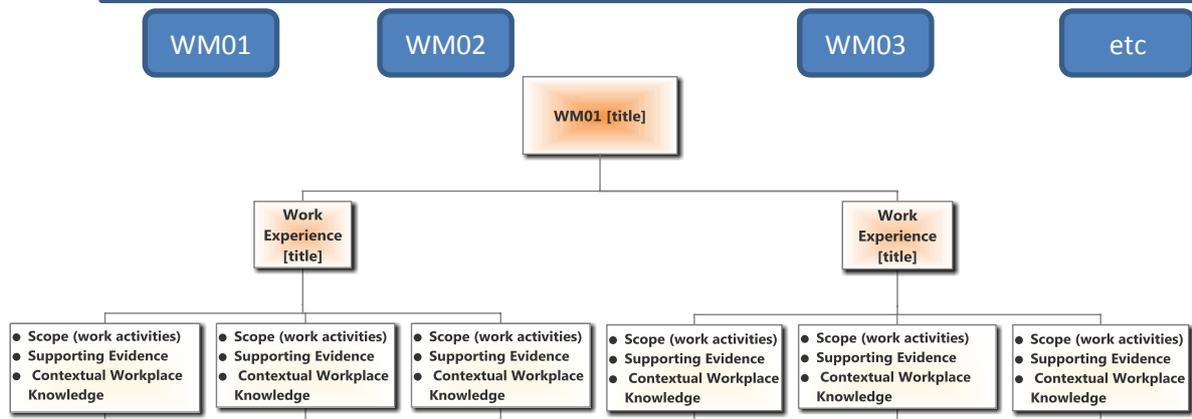


Figure 2: The Practical Skills Module Breakdown

What are Work Experience Modules?

Work Experience Modules capture the **scope (work activities)** and the **contextual knowledge** to be covered by the person while in the **workplace** to provide him/her with opportunities to become competent in the occupation. Work experiences can only be offered in the real-time, real-life working environments provided by employers. Each Work Experience Module has a purpose statement, an NQF Level, a learning time and credit allocation. The Work Experience Skills Modules component includes Criteria for Workplace Approval.

Each Work Experience Module (WM) is broken down into Work Experiences. Each Work Experience is broken down into **Scope** (actual work activities in the workplace), **Supporting Evidence** (usually observed evidence) and **Contextual Workplace Knowledge**. Working group experts can put in as many Work Experience Modules and Work Experiences as required.



| QCTO: Quality Council for Trades and Occupations | | | | |
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| QCTO Acronyms | OFO | Organising Framework for Occupations | QDF | Qualifications Development Facilitator |
| | DQP | Development Quality Partner | AQP | Assessment Quality Partner |