



DQP AND POTENTIAL DQP PROCESS MANUAL

AUGUST 2013

*The DQP and Potential DQP Manual was developed with the assistance of
the GIZ on behalf of the German Government*



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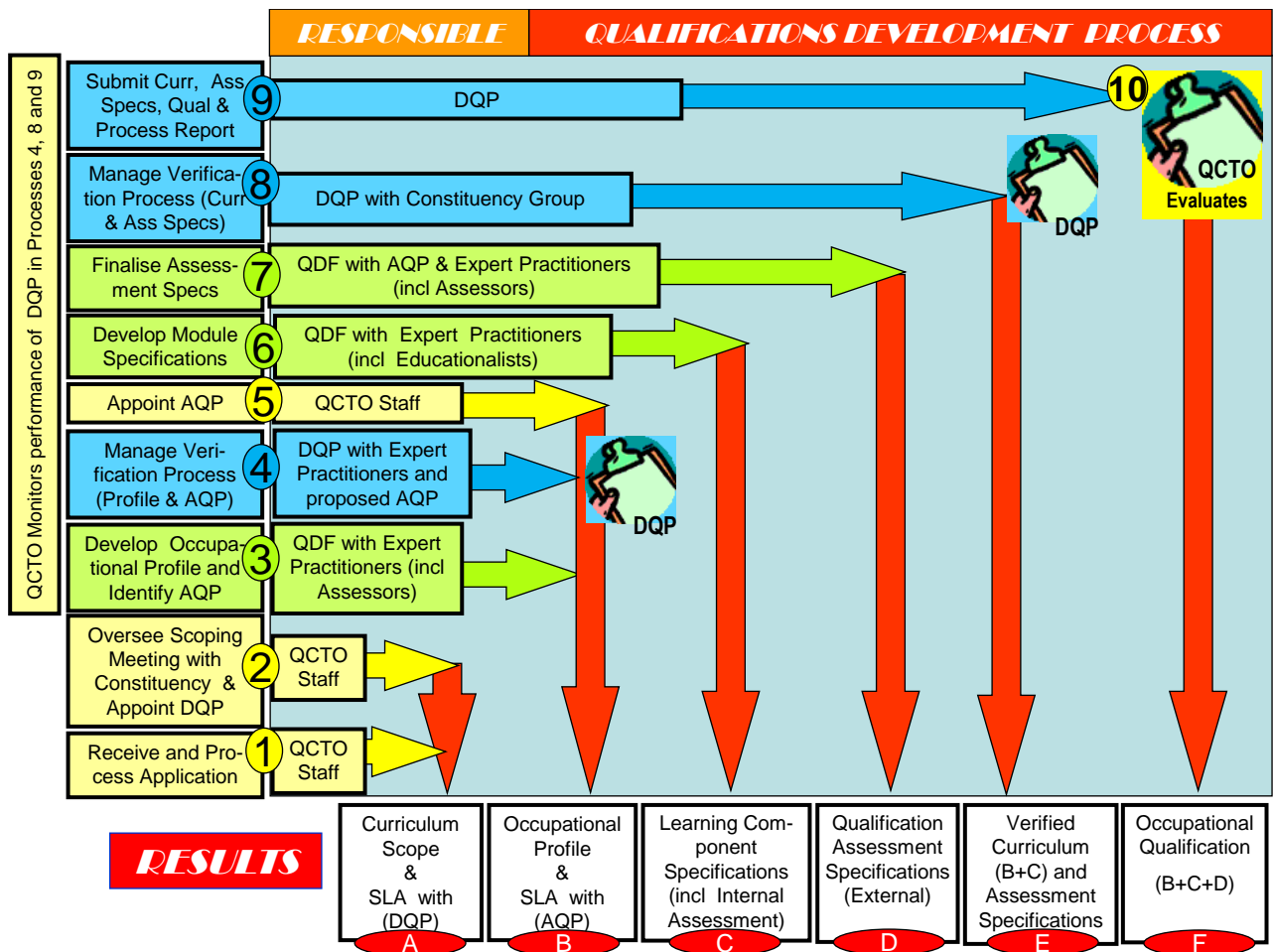
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PURPOSE OF THIS DOCUMENT

The picture below provides an overview of the main processes during the qualifications development process. The QCTO staff is responsible for all **yellow**, the Qualification Development Facilitator (QDF) for all **green** and the Development Quality Partner (DQP) for all **blue** processes (i.e. Processes 4, 8 and 9).

The purpose of this document is to outline the specific roles and responsibilities of the potential DQP and DQP in relation to the QCTO staff and QDF processes. The document further provides specific guidance to the potential DQP and DQP regarding process steps and responsibilities for the blue processes.



PROCESS 1 : RECEIVE AND PROCESS APPLICATION

This process is managed by the QCTO staff.

The process of qualification development always starts with the submission of an application form. Any person or organisation can apply for the development of an occupational qualification. The application form and guidelines for completing the application form is attached as ANNEXURE A. The rationale for this is to enable the QCTO to minimise overlap, to initiate a process of engagement with the applicant to establish the extent of the need and impact (rationale), and to identify all relevant stakeholders to be involved in the process to ensure relevance and credibility of processes and products.

The first engagement with the applicant will focus on identifying a potential DQP. The role of the potential DQP during this process includes:

Process 1a: Participate in pre scoping meeting/s

Process 1b: Prepare for scoping meeting

1.1 Process 1a: Participate in pre-scoping meeting/s (Potential DQP)

- 1) The QCTO staff will during the first meeting with the applicant:
 - a) Explain role and responsibilities of DQP.
 - b) Identify a SETA or other appropriate body as a potential DQP.
 - c) Set up a meeting with potential DQP/DQPs to clarify willingness to act as DQP.
- 2) The QCTO staff will arrange a meeting or a number of meetings with the potential DQP/DQPs to:
 - a) Justify the rationale / need (i.e. the specific or actual needs that the qualification will meet in relation to a professional body or the sector for which it is to be developed, and includes the:
 - i) benefits it will have for society and the economy (e.g. the range of typical learners and the areas in which they will be able to find employment); and
 - ii) where applicable, the learning pathway where the qualification will reside, i.e. if it will be an entry into a specific occupation or a further specialisation (an addition to a specific occupation) to allow for career progression.

- b) Determine and agree the scope of the qualification (i.e. exact occupation and specialisation required to address the need) in order to ensure there is no duplication of effort in the development:
- i) the occupation is the exact occupational title as per the OFO for which the qualification will be developed or that the qualification will relate to;
 - ii) the specialisation is the occupational specialisation title for which the qualification will be developed - a specialisation title must always fit into the sentence "I am a xxxxx." i.e. it does not reflect a field of study and cannot end with "...ing". A qualification for an occupational specialisation may serve as entry into the actual occupation or enable further specialisation for those already in the actual occupation. The title need not be reflected on the OFO and more than one specialisation can be developed for the same occupation. Care should be taken not to develop occupational qualifications for company or sector specific jobs that are restricted to the use of specific equipment or a single step within a particular production cycle or work process. It is therefore important to obtain an understanding of the complexity of the occupation, the production cycle or work processes involved and the range of contexts of application prior to the development of the occupational qualification; and
 - iii) if the applicant is a SETA or professional body / association and there are other SETAs and professional bodies/associations involved that might contest the scope or proposed DQP, it might be necessary to invite those parties to a second meeting with the applicant to further clarify involvement, rationale and scope.
- c) Obtain, in principle, agreement on the qualifications that must be considered for replacement during the development of the qualification (this only relates to qualifications under the auspices of the QCTO and thus also includes all qualifications previously allocated to SETA ETQAs).
- d) Identify possible AQP/s. Such bodies could include:
- Moderating Bodies
 - Examining Bodies
 - Professional Bodies
 - Occupational Associations
 - Legislated Boards
- Note 1:** *If none of these exists with a specific interest in the relevant occupation, a SETA or industry body may also fulfil this role, but not a provider except under very special circumstances.*
- Note 2:** *Willingness of at least one body (even if it is the potential DQP) to take on this function is a requirement to continue with the process.*
- e) Obtain, in principle, agreement on the stakeholders with direct interest in the occupation to be invited to the scoping meeting, including:

- i) additional employer and employee associations or federations with membership in that occupation;
 - ii) professional bodies or occupational associations for the occupation;
 - iii) industry bodies for that occupation, and
 - iv) education and training providers who would deliver one or more of the components.
- f) Obtain agreement on a date for the scoping meeting.
 - g) Obtain agreement on the funding and arrangement of the scoping meeting

1.2 Process 1b: Prepare for scoping meeting (Potential DQP)

- 1) Obtain in principle approval from relevant authority to act as DQP and fund the development of the occupational qualification (including funding for the appointment of a QDF and learner QDF).
- 2) Prepare for a scoping meeting with all identified stakeholders.
 - a) Prepare proposed timelines for qualifications development:
 - i) timelines must be realistic and should allow for at least one month from the scoping meeting (for the signing of the SLA and to allow for the finalisation of the working group) before the profiling meeting;
 - ii) timelines must be agreed at the scoping meeting by all stakeholders and will be reflected in Schedule 1 of the DQP SLA; and
 - iii) the DQP's performance will be evaluated against the agreed timelines and all stakeholders must be informed off any changes.

PROCESS 2: OVERSEE SCOPING MEETING WITH CONSTITUENCY AND APPOINT THE DQP

This process is managed by the QCTO staff, but the potential DQP is responsible for hosting the scoping meeting.

Upon agreement at the scoping meeting the QCTO will forward an SLA to the potential DQP.

The role of the potential DQP includes:

Process 2a: Host the scoping meeting

Process 2b: Complete, sign and submit SLA to QCTO

2.1 Process 2a: Host the scoping meeting (Potential DQP)

The purpose of the scoping meeting is to enable the QCTO to ensure that the need (rationale) and scope (specific occupation and specialisation to address the need) is

supported and that there is sufficient stakeholder buy-in and commitment for the development of the proposed qualification to justify the development thereof.

- 1) The potential DQP must arrange the venue and invite all agreed stakeholders to the scoping meeting on a date agreed with the responsible QCTO staff member.
- 2) The potential DQP may be requested to capture the proceedings of the scoping meeting and provide the QCTO staff with the minutes within 10 working days after the meeting.
- 3) The minutes of the scoping meeting to will provide the basis for the SLA and must reflect:
 - a) Attendance as per constituency invited (stakeholder involvement).
 - b) Confirmation of the rationale.
 - c) Name of body approved for recommendation as DQP.
 - d) Scope of the qualification to be developed (actual occupation or specialisation for which a qualification is to be developed).
 - e) Stakeholder organisations to be involved (stakeholders with a direct interest in the occupation to be invited to the scoping meeting, including:
 - i) additional employer and employee associations or federations with membership in that occupation;
 - ii) professional bodies or occupational associations for the occupation;
 - iii) industry bodies for that occupation; and
 - iv) education and training providers who would deliver one or more of the components.
 - f) Qualifications that must be considered in the development process (this only relates to qualifications under the auspices of the QCTO and thus also includes all qualifications previously allocated to SETA ETQAs).
 - g) Possible bodies that can fulfil the role of AQP:
 - i) such bodies could include:
 - Moderating Bodies
 - Examining Bodies
 - Professional Bodies
 - Occupational Associations
 - Legislated Boards

Note 1: *If none of these exists with a specific interest in the relevant occupation, a SETA or industry body may also fulfil this role, but not a provider except under very special circumstances.*

Note 2: *Willingness of at least one body (even if it is the potential DQP) to take on this function is a requirement to continue with the process.*

- h) Agreed time frames and start date of the profiling meeting.

Note 1: *Time frames must be realistic and provide for 15 working days for the preparation of the SLA by the QCTO, the time required by the DQP for*

signing of the SLA, and an additional 15 working days for the signing by the QCTO.

- i) Nominated working group members where possible.

2.2 Process 2b: Complete, sign and submit SLA to QCTO (Potential DQP)

A Service Level Agreement must be signed to formalise the approval for the development of the requested qualification in line with QCTO requirements and to ensure that the stakeholder agreements as per the scoping meeting are being honoured.

The following steps must be followed by the body approved at the scoping meeting to be appointed as the DQP:

- Step 2b. 1 Complete and sign pre populated Schedule 1/s (DQP project details and timeframes)
- Step 2b. 2 Complete and sign Schedule 2 (Letter Committing human and financial resources to fulfil the DQP function)
- Step 2b. 3 Sign Schedule 3 of Annexure A – DQP SLA (Code of Conduct for DQP)
- Step 2b. 4 Obtain a tax clearance certificate
- Step 2b. 5 Complete and submit the pre populated SLA (Annexure A - DQP SLA) and all supporting documents

Note: *The development of the occupational qualification may only commence under the guidance of a QCTO registered Qualifications Development Facilitator (QDF) and/or Learner Qualifications Development Facilitator (Learner QDF) after the signing of the SLA.*

The body approved at the scoping meeting to be appointed as the DQP will receive, within 15 working days after the scoping meeting, a pre populated Annexure A - DQP SLA for every **occupation** agreed to at the scoping meeting as well as a pre populated Schedule 1/s for every **specialisation** from the responsible QCTO staff member.

2.2.1 Step 2b.1: Complete Schedule 1 (DQP project details and timeframes)

The body approved at the scoping meeting to be appointed as the DQP will receive, within 15 working days, from the responsible QCTO staff member, a pre populated Annexure A - DQP SLA as well as Schedule 1s for the specific occupation or each of the specialisations agreed to at the scoping meeting and as reflected on the cover page and in Paragraph 1.2 of the Annexure A - DQP SLA. There may be more than one Schedule 1 for every Annexure A - DQP SLA.

A copy of the Schedule 1 is attached as ANNEXURE 2 to this document:

- 1) Complete Paragraph 2: Development Quality Partner information.
- 2) Complete Paragraph 3: Development Quality Partner reporting officer details.
 - a) The information of the person who will oversee the implementation of the agreement must be completed. This person must be a DQP staff member and will be responsible for ensuring that:
 - i) the qualification development facilitator is supported and provided with the required information and documentation throughout the process;
 - ii) all identified stakeholders as per paragraph 1.3 of the SLA are consulted and informed of progress; and
 - iii) progress reports are developed in accordance with QCTO requirements and submitted on time.

Note: *If more than one specialisation is covered under the same SLA, the reporting officer for the different specialisations should always be the same person.*

- 3) Complete Paragraph 4: Qualification development facilitator (QDF) details.

Note: *This must be a registered QDF and may not be the same person as the DQP reporting officer.*

- 4) Complete Paragraph 5: Learner qualification development facilitator (Learner QDF) details.

Note: *The Learner QDF may not be the same person as the reporting officer or the person who will provide administrative support on behalf of the DQP.*

- 5) Complete Paragraph 6: DQP activities and timelines:

- a) Indicate the anticipated due date of each activity as agreed to at the scoping meeting.

- 6) Sign Schedule 1:

- a) The reporting officer indicated in paragraph 3 of Schedule 1 must sign this schedule.
- b) Initial every page (on the right hand side).

Note: *A separate Schedule 1 must be submitted for every specialisation reflected in Annexure A - DQP SLA. Information captured in Schedule 1 must correlate with agreements on the timelines as per the scoping meeting.*

2.2.2 Step 2b.2: Complete Schedule 2 (Letter of commitment from the DQP's authority)

- 1) Attach one letter (Schedule 2), signed by the authorised representative of the authority, to Annexure A - DQP SLA. The letter must contain the following:
 - a) Confirmation that effective, efficient and transparent financial management and internal control systems are in place.
 - b) Confirmation that the required human resources will be secured to:
 - i) develop progress, process and close out reports;
 - ii) coordinate working group meetings for the development of the occupational qualification/s;
 - iii) communicate with identified stakeholders in terms of the verification of the:
 - occupational profile and recommended AQP
 - occupational curriculum and assessment specifications
 - iv) facilitate the development of the occupational qualification.
 - c) A statement that it will cooperate with the QCTO regarding the evaluation of its functions.

Note: The letter must be signed by the person responsible for the financial control of the organisation.

2.2.3 Step 2b.3: Sign Schedule 3 of Annexure A – DQP SLA (Code of Conduct for DQP)

- 1) Complete the name of the duly authorised representative of the DQP (as per Annexure A – DQP SLA).
- 2) Attach one Code of Conduct, signed by the authorised representative of the authority, to Annexure A - DQP SLA.

Note: The letter must be signed by the same person who signed the Annexure A - DQP SLA.

2.2.4 Step 2b.4: Obtain a tax clearance certificate

- 1) Obtain a tax clearance certificate from SARS if applicable.
- 2) Attach one tax clearance certificate to Annexure A - DQP SLA if applicable.

2.2.5 Step 2b.5: Complete and submit the pre populated SLA (Annexure A - DQP SLA) and all supporting documents

- 1) Compile all schedules and supporting documentation.
- 2) Complete the cover page of Annexure A - DQP SLA by indicating the position of DQP representative.
- 2) Sign Annexure A - DQP SLA:

- a) The person in the position reflected on the cover page must sign as the duly authorised representative (this must be the legally responsible person of the organisation).
 - b) In addition 2 more witnesses from the DQP also need to sign the SLA.
- 3) Initial every page (on the right hand side) of the Annexure A - DQP SLA and all supporting documentation and schedules (this must be done by the duly authorised representative and the two witnesses).

Note 1: Information captured in the Annexure A - DQP SLA will correlate with agreements as per the scoping meeting with regards to the occupation and or specialisations for which occupational qualifications will be developed.

Note 2: Clause 7 of the Annexure A - DQP SLA will be effected if an AQP has not been recommended to the QCTO at the point of submission of the progress report.

- 4) Submit the Annexure A – DQP SLA and all supporting documents and schedules in hard copy to the QCTO.

The QCTO will upon receipt, acknowledge receipt.

The QCTO will sign the SLA within 15 working days from the date of receipt and communicate this to the DQP.

Note 1: The development process may only continue once the SLA has been signed by both parties.

PROCESS 3: DEVELOP OCCUPATIONAL PROFILE AND IDENTIFY AQP

The actual development process is led by the QDF or Learner QDF. The DQP is responsible for communicating with stakeholders, management of the process, and providing administrative support to the QDF or Learner QDF.

This process consists of:

- Process 3a: Establish a system for communicating with stakeholders
- Process 3b: Manage development of occupational profile

3.1 Process 3a: Establish a system for communicating with stakeholders

The DQP has an obligation to involve and communicate with all relevant stakeholders identified and agreed to at the scoping meeting. These agreed stakeholders are also listed under paragraph 1.3 of Annexure A of the SLA.

Each of these stakeholders must identify experts in the occupation within their specific sector or organisation. Depending the process agreed to at the scoping meeting, each of the stakeholders can forward all names and contact details to the

DQP and the DQP must communicate directly with the individuals or the DQP must communicate with the stakeholders who then in return communicate with the individuals in its sector / organisation.

The option chosen must be documented as the DQP system for communicating.

3.2 Process 3b: Manage development of occupational profile

The DQP is responsible for communicating with stakeholders, coordinating and arranging working group meetings and providing administrative support to the QDF or Learner QDF. The following process steps must be followed:

- Step 3b.1 Brief QDF, coordinate research and collect information
- Step 3b.2 Coordinate development of occupational profile

3.2.1 Step 3b.1: Brief QDF, coordinate research and collect information

- 1) Provide the QDF and where applicable the Learner QDF with a copy of the minutes of the Scoping meeting and the relevant Schedule 1/s.
- 2) Conduct research or cause research to be conducted on international comparability of best practice. The following can be considered:
 - a) Are there any qualifications elsewhere in the world or on other national or regional qualifications frameworks aimed at this occupation ?
 - b) Are there any occupational development processes elsewhere in the world (for example training, apprenticeship or professional development schedules or programmes) aimed at this occupation ?
 - c) What is the nature of this training in terms of duration (including the ratio of time spent at the workplace) ?
 - d) What is the content covered in the training ?
- 3) Collect information on qualifications to be replaced:
 - a) Collect information on all qualifications listed in the SLA.
 - b) Collect information on all trades that will be replaced.
- 4) Provide the QDF and where applicable the Learner QDF with the relevant information.

Note 1: *The facilitation functions of the QDF or Learner QDF does not include collection of information on qualifications and learning programmes elsewhere in the world. This is part of the “legwork” prior to the development of the occupational profile and the QDF or Learner QDF must have access to this to ensure that value is added in the development process. It is however the responsibility of the QDF or Learner QDF to provide feedback to the DQP on the international comparability of the newly developed qualification (see process 6b).*

Note 2: *It is also not part of the function of the QDF to collect information on the qualifications to be considered (unless a permanent staff member of the DQP). The*

QDF or Learner QDF must however inform the DQP on extend to which these qualifications are covered or not covered (see process 6b).

3.2.2 Step 3b.2: Coordinate development of occupational profile

- 1) Obtain names of expert practitioners (people active in the relevant occupation and or specialisation or supervisors and may include occupational trainers who actually operated in that occupation) from the various identified stakeholders as per paragraph 1.3 of the SLA to participate in the development of an occupational profile.
 - a) Where more than one sector is involved, extra caution must be taken to ensure that expert practitioners from all sectors are identified for participation in the profiling meetings.
 - b) Prepare pro-forma attendance registers (ANNEXURE C) and complete information of nominated members (leave one row open per scheduled meeting under each nominated expert to allow for alternates to complete their information).
- 2) Ensure that the QDF is fully aware of the scope of the qualification development (occupational title and where applicable specialisation title/s).
- 3) Arrange a working group meeting (at least two days – including the logistics) and ensure sufficient administrative support to the QDF including:
 - a) Recordkeeping of attendance (pre-populated attendance register template attached as ANNEXURE C must be used).
 - b) Ensuring alternatives complete their relevant detail on attendance register.
 - c) Monitoring attendance and participation of experts.
 - d) Communicating any difficulties to the DQP reporting officer to arrange additional expert practitioners should all sectors not be covered (e.g. for electrician, a qualified electrician from each sector that previously trained electricians should be present to ensure that the new qualification makes provision for all sectors).
- 4) Provide the following additional administrative support:
 - a) Document any difficulties or areas of conflict experienced.
 - b) If there is a proposed change of scope (different or additional specialisations) obtain the motivation from the QDF and present it to the DQP reporting officer.
 - c) Obtain the occupational profile from the QDF and prepare it for verification by all expert practitioners on the database who did not participate in the working group meetings (narrow consultation).
 - d) Obtain information on points of external assessment (such as phase tests) from QDF and provide feedback to DQP to finalise the process of engagement with possible bodies to assume the function of AQP.
- 5) If there is a change of scope inform the QCTO prior to the verification process.
 - a) If the occupation changed:
 - i) the process must be stopped;

- ii) the relevant QCTO officer must be informed;
 - iii) all stakeholders as per the SLA must be informed; and
 - iv) a new application must be completed (a scoping meeting and new SLA will be required as the stakeholders might not be the same).
- b) If the specialisation changed it must be clarified whether it still falls under the relevant occupation and whether the participating experts are appropriate to take the process forward:
- i) if so the relevant QCTO officer must be requested to amend the schedule1; and
 - ii) if the specialisation falls under a different occupation, a new application must be completed (a scoping meeting and new SLA will be required as the stakeholders might not be the same).
- c) If additional specialisations have been identified:
- i) it must be clarified whether it still falls under the relevant occupation and whether the participating experts are appropriate to take the process forward, if so
 - the relevant QCTO officer must be informed; and
 - a new Schedule 1 must be completed for the specialisation/s
 - ii) if the same QDF is assigned the contract must be amended.

Note: *It is not part of the functions of the QDF or learner QDF to provide administrative support. The QDF (unless a permanent staff member of the DQP) may not send out letters of invitation to stakeholders to participate in working group meetings.*

PROCESS 4: MANAGE VERIFICATION OF OCCUPATIONAL PROFILE AND RECOMMENDED AQP

The DQP is responsible for the management of this process.

This process consists of:

Process 4a	Consult on the body to assume role of AQP
Process 4b	Manage development of occupational profile
Process 4c	Prepare Progress report

4.1 Process 4a: Consult on the body to assume role of AQP

The DQP must consult on and inform the QCTO of the body approved by the stakeholders to be recommended for fulfilling the delegated functions of the AQP.

Such bodies could include:

- Moderating Bodies
- Examining Bodies
- Professional Bodies

- Occupational Associations
- Legislated Boards

Note 1: *If none of these exists with a specific interest in the relevant occupation, a SETA or industry body may also fulfil this role, but not a provider except under very special circumstances.*

- 1) Engage with possible bodies that could assume the functions of the AQP. Some of these bodies might have been identified prior to or at the scoping meeting.
 - a) If there are areas of contestation the QCTO responsible officer can be requested to set up a meeting with the Assessment and Accreditation Directorate to assist.
- 2) Prepare a recommendation and obtain feedback from all stakeholders identified in the SLA.
- 3) Consolidate inputs received on recommended AQP.
- 4) Prepare a report (to be included in the Progress Report) on the recommended AQP including:
 - a) The name of the recommended AQP and contact details of reporting officer.
 - b) A description of the possible AQP landscape (possible bodies that could play the role) and the process followed for identifying the recommended AQP.
 - c) A summary of the consultation process and mechanisms used to establish approval for recommending the AQP, specifically if the DQP is also recommended as the AQP.
 - c) A summary of the stakeholder comments received regarding the recommended AQP.
- 5) If no suitable body can be identified at this point, the DQP must assume responsibility for this function in order for the process to continue.

Note 1: *The QDF (unless a permanent staff member of the DQP) has no authority to negotiate with potential AQPs. The learner QDF may not communicate with potential AQPs, even if a permanent staff member of the DQP.*

4.2 Process 4b: Verify occupational profile

This is the main responsibility of the DQP, i.e. communication with stakeholders.

- 1) Distribute occupational profile, to all expert practitioners and their organisations (narrow consultation), for comment.
- 2) Compile feedback received during verification process of the occupational profile and points of external assessment and forward to the QDF.

- 3) Arrange a working group meeting, including all logistical arrangements, to consider feedback received during verification process and ensure sufficient administrative support to the QDF including:
 - a) Recordkeeping of attendance (pre-populated attendance register template attached as ANNEXURE C must be used).
 - b) Assistance in preparing a report on how the comments were dealt with and any discrepancies.

Note: It is not part of the functions of the QDF or learner QDF to distribute the occupational profile for comment or to collate information on feedback received. The QDF (unless a permanent staff member of the DQP) may not communicate with stakeholders. The learner QDF may not communicate with stakeholders, even if a permanent staff member of the DQP.

4.3 Process 4c: Prepare progress report

- 1) Submit a progress report to the QCTO as per the indicated timeline in Schedule 1 – DQP Project Details and Timeframe.

Note: If a delay is perceived in adhering to the timelines, the QCTO responsible officer must be notified in advance.

- 2) The progress report must contain the headings and content specified below. The table also contains the evaluation criteria that will be used by the QCTO.

HEADING	CONTENT	EVALUATION CRITERIA
1. Stakeholder Communication System	A description of how the system to communicate with stakeholders identified in the SLA works.	<p>Emphasis is on established stakeholder communication processes</p> <ol style="list-style-type: none"> 1. Does the DQP have an established database or documented process? 2. Does the DQP have a mechanism for stakeholders to communicate with the DQP? 3. Check if processes were followed by comparing with points 2 and 5

2. Rationale	<p>A short description of:</p> <ol style="list-style-type: none"> 1. The specific needs that the qualification will meet in the sector for which it is to be developed, including relevant, professional body needs. 2. The benefits it will have for society and the economy, for example: <ol style="list-style-type: none"> a) The range of typical learners and the areas in which they will be able to find employment. b) The contribution to national strategies, where applicable. 3. Where applicable, the learning pathway where the qualification will reside in terms of the occupation, i.e. if it is an entry into a specific occupation or a further specialisation to allow for career progression. 	
3. Profiling Working Group Nominees	<p>Information on:</p> <ol style="list-style-type: none"> 1. Nomination process for working group members (expert practitioners): <ol style="list-style-type: none"> a) The nomination criteria to develop the occupational profile. b) An explanation of how the nominations were obtained. c) A list of stakeholders that were approached to nominate working group members for developing the occupational profile. d) A list of nominated WG members, reflecting names and surnames; organisations and/or sector they are from; job title, qualification and experience in relation to the occupation (reflected on the attendance register). 2. Where relevant, a list of stakeholders who indicated that they did not wish to participate in the process. 	<p>Emphasis is on working group expertise.</p> <ol style="list-style-type: none"> 1. Does the criterion for nominating working group members reflect the required occupational competence? (expert practitioners includes people active in the relevant occupation and or specialisation or supervisors and may include occupational trainers who actually operated in that occupation) 2. Were all relevant stakeholders identified in the SLA requested to nominate experts? 3. Check if nominees meet the criteria for nomination

<p>4. Profiling Meeting/s Participation</p>	<ol style="list-style-type: none"> 1. Attach a consolidated attendance register (see APPENDIX C) off all profiling meetings that details the: <ol style="list-style-type: none"> a) Participation by date: b) WG members' details (see criteria under heading 2). c) Details of persons attending on behalf of the nominated person. 2. A short description of challenges experienced regarding the attendance of profiling meeting/s and measures taken to ensure relevant expertise. 3. A short description of the administrative support to and communication with the QDF regarding WG meeting/s. 	<p>Emphasis is on participation by experts and measures taken by the DQP to ensure this.</p> <ol style="list-style-type: none"> 1. Did the required experts participate in the meetings? (check participation against nominations) 2. Where required, did the DQP intervene to ensure expert participation? 3 Did the DQP provide the required admin support to the QDF
<p>5. Scope</p>	<ol style="list-style-type: none"> 1. Confirmation that the scope (actual occupation and specialisation) as described in the DQP SLA was adhered to. OR 2. If there are changes related to the specialisation: <ol style="list-style-type: none"> a) An indication of the change/s and the reason. b) A description of the impact on stakeholder participation caused by the change. c) A copy of an amended or additional schedule 1. 3. If the actual occupation has changed: <ol style="list-style-type: none"> a) An indication of the change and reason. b) An indication that stakeholders were informed and that the process has been terminated. c) A copy of a new application if applicable. 	<p>Emphasis is on adherence to the scope as described in the DQP SLA.</p> <p>If there was a change to the specialisation:</p> <ol style="list-style-type: none"> 1. Does the new specialisation fall under the occupation? 2. Was a new schedule 1 completed <p>If there was a change to the occupation:</p> <ol style="list-style-type: none"> 1. Did the DQP complete and submit a new application ? 2. Were stakeholders informed?

6. Verification process	<ol style="list-style-type: none"> 1. Details of the mechanisms used to verify the profile and points of external assessment i.e. email correspondence, use of website, workshops conducted etc. 2. The list of expert practitioners who were invited to comment. 3. The list of non-participating stakeholders who were invited to comment. 	<p>Emphasis is on communication with stakeholders and quality of verification process.</p> <ol style="list-style-type: none"> 1. Was there a verification process? 2. Did the DQP approach all stakeholders, who were invited to nominate WG members (narrow consultation), for comment?
7. AQP nomination	<ol style="list-style-type: none"> 1. Particulars of AQP (including details of the reporting officer). 2. A description of the possible AQP landscape (possible bodies that could play the role) and the process followed for identifying the recommended AQP. 3. A summary of the consultation process and mechanisms used to establish approval for recommending the AQP, specifically if the DQP is also recommended as the AQP. 4. A summary of the stakeholder comments received regarding the recommended AQP. 	<p>Emphasis is on consultation regarding recommended AQP.</p> <ol style="list-style-type: none"> 1. Did the DQP include all 'suitable parties' when identifying the recommended AQP? 2. Did the DQP sufficiently consult with stakeholders on recommending the AQP? 3. Is there sufficient proof of support for the recommended AQP, especially if the AQP is same as the DQP?
8. Processing of Comments	<ol style="list-style-type: none"> 1. Details on how the stakeholder inputs were consolidated. 2. Details on how the comments were addressed by working group. 3. Details, and a summary, on how feedback was provided to stakeholders. 4. An indication of involvement of stakeholder participation in considering the profile. 	<p>Emphasis is on communication with stakeholders and the quality of the comments processing.</p> <ol style="list-style-type: none"> 1. Did the DQP consolidate inputs? 2. Did the WG consider all comments? 3. Did the DQP provide feedback to the stakeholders?

9. Timeline	<p>Information on:</p> <ol style="list-style-type: none"> 1. Timelines regarding profiling: <ol style="list-style-type: none"> a) Confirmation that the timelines as per Schedule 1 for the occupational profile development have been met OR b) Reasons for delays if applicable 2. Timelines for the rest of schedule 1: <ol style="list-style-type: none"> a) Confirmation that the timelines as per Schedule 1 will still be adhered to. OR b) If applicable, details of new timelines (as per amended schedule 1) and reasons for delays. c) Proof that stakeholders were consulted regarding any change/s to the timeline. 	<p>Emphasis is on consultation with stakeholders and adherence to the timelines.</p> <ol style="list-style-type: none"> 1. Did the DQP adhere to the occupational profile development timeline? <p>If applicable:</p> <ol style="list-style-type: none"> 1. Did the DQP consult with all stakeholders regarding the change/s to the timeline? 2. Has the DQP submitted an amended schedule 1 timeline?
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Note 1: *The development of this report is the responsibility of the DQP and is not part of the normal functions of the QDF.*

Note 2: *If no suitable body could be identified or agreed on at this point, the DQP must assume responsibility for this function in order for the process to continue.*

PROCESS 5: APPOINT THE AQP

This process is managed by the QCTO staff based on the feedback and recommendation from the DQP.

The DQP must ensure the recommended AQP take ownership of the development of the Assessment specifications. The DQP must however manage the development process of the External Assessment Specifications.

PROCESS 6: DEVELOP MODULE SPECIFICATIONS

The actual development process is led by the QDF or Learner QDF. The DQP is responsible for communicating with stakeholders, managing the process, and providing administrative support to the QDF or Learner QDF.

This process consists of:

- Process 6a: Coordinate development of curriculum components
- Process 6b: Collect additional information from QDF
- Process 6c: Prepare inputs for the curriculum and qualification documents

6.1 Process 6a: Coordinate development of curriculum components

The DQP is responsible for communicating with stakeholders, coordinating and arranging working group meetings and providing administrative support to the QDF or Learner QDF. The following process steps must be followed:

- Step 6a.1 Coordinate development of work experience module specifications
- Step 6a.2 Coordinate development of practical skill module specifications
- Step 6a.3 Coordinate development of knowledge module specifications

6.1.1 Step 6a.1 Coordinate development of work experience module specifications

- 1) Obtain names of expert practitioners (people active in the relevant occupation and or specialisation or supervisors and may include occupational trainers who actually operated in that occupation), not exceeding 10 people, from the various identified stakeholders as per paragraph 1.3 of the SLA to participate in the development of work experience module specifications. This may be the same people who participated in the development of the occupational profile:
 - a) Prepare pro-forma attendance registers (ANNEXURE C) and complete information of nominated members (leave one row open per scheduled meeting under each nominated expert to allow for alternates to complete their information).
- 2) Arrange a working group meeting (at least one day – including the logistics) and ensure sufficient administrative support to the QDF including:
 - a) Recordkeeping of attendance (pre-populated attendance register template attached as ANNEXURE C must be used).
 - b) Ensuring alternatives complete their relevant detail on attendance register.
 - c) Monitoring attendance and participation of experts.
 - d) Communicating any difficulties to the DQP reporting officer to arrange additional expert practitioners should all sectors not be covered (e.g. for electrician, a qualified electrician from each sector that previously trained

electricians should be present to ensure that the new qualification makes provision for all sectors).

- 3) Provide the following additional administrative support:
 - a) Document any difficulties or areas of conflict experienced and how it was resolved.
 - b) Arrange additional meetings if required.

Note: *It is not part of the functions of the QDF or learner QDF to provide administrative support. The QDF (unless a permanent staff member of the DQP) may not send out letters of invitation to stakeholders to participate in working group meetings.*

6.1.2 Step 6a.2: Coordinate development of practical skill module specifications

- 1) Obtain names of expert practitioners (people active in the relevant occupation and or specialisation or supervisors, occupational trainers who actually operated in that occupation, assessors and members of AQP), not more than 10 people, from the various identified stakeholders as per paragraph 1.3 of the SLA to participate in the development of the practical skills module specifications.
 - a) Prepare pro-forma attendance registers (ANNEXURE C) and complete information of nominated members (leave one row open per scheduled meeting under each nominated expert to allow for alternates to complete their information).
- 2) Arrange a working group meeting (at least two days – including the logistics) and ensure sufficient administrative support to the QDF including:
 - a) Recordkeeping of attendance (pre-populated attendance register template attached as ANNEXURE C must be used).
 - b) Ensuring alternatives complete their relevant detail on attendance register.
 - c) Monitoring attendance and participation of experts.
 - d) Communicating any difficulties to the DQP reporting officer to arrange additional expert practitioners should all sectors not be covered (e.g. for electrician, a qualified electrician from each sector that previously trained electricians should be present to ensure that the new qualification makes provision for all sectors).
- 3) Provide the following additional administrative support:
 - a) Document any difficulties or areas of conflict experienced and how it was resolved.
 - b) Arrange additional meetings if required.

Note: *It is not part of the functions of the QDF or learner QDF to provide administrative support. The QDF (unless a permanent staff member of the DQP) may not send out letters of invitation to stakeholders to participate in working group meetings.*

6.1.3 Step 6a.3: Coordinate development of knowledge module specifications

- 1) Obtain names of expert practitioners (people active in the relevant occupation and or specialisation or supervisors, occupational trainers who actually operated in that occupation, assessors; members of AQP and **providers**), not more than 10 people, from the various identified stakeholders as per paragraph 1.3 of the SLA to participate in the development of the knowledge module specifications.
 - a) Prepare pro-forma attendance registers (ANNEXURE C) and complete information of nominated members (leave one row open per scheduled meeting under each nominated expert to allow for alternates to complete their information).

Note: *participation of providers is essential.*

- 2) Arrange a working group meeting (at least two days – including the logistics) and ensure sufficient administrative support to the QDF including:
 - a) Recordkeeping of attendance (pre-populated attendance register template attached as ANNEXURE C must be used).
 - b) Ensuring alternatives complete their relevant detail on attendance register.
 - c) Monitoring attendance and participation of experts.
 - d) Communicating any difficulties to the DQP reporting officer to arrange additional expert practitioners should all sectors not be covered (e.g. for electrician, a qualified electrician from each sector that previously trained electricians should be present to ensure that the new qualification makes provision for all sectors).
- 3) Provide the following additional administrative support:
 - a) Document any difficulties or areas of conflict experienced and how it was resolved.
 - b) Arrange additional meetings if required.

Note: *It is not part of the functions of the QDF or learner QDF to provide administrative support. The QDF (unless a permanent staff member of the DQP) may not send out letters of invitation to stakeholders to participate in working group meetings.*

6.2 Process 6b: Collect additional information from QDF

- 1) Collect a detailed comparison (including graphs where applicable) from QDF or Learner QDF on:
 - a) How the qualification compares with or relates to similar qualifications offered internationally or on other national and regional qualification frameworks in terms of content and duration.
 - b) How the qualification compares with or relates to any occupational development processes elsewhere in the world (for example training,

apprenticeship or professional development schedules or programmes) aimed at this occupation in terms of content and duration.

- c) The process followed.
- 2) Collect information from the QDF or Learner QDF on the extent that the qualification covers or do not cover the qualifications identified for consideration.
- 3) Collect information from the QDF or Learner QDF on the articulation of the qualification within and across the sub-frameworks, both horizontally and vertically.
- 4) Collect an explanation or motivation from the QDF for the assignment of the relevant NQF level.

6.3 Process 6c: Prepare inputs for the curriculum and qualification documents

- 1) Evaluate and adapt the information from the QDF or Learner QDF on international comparability, adjust where required and compile a **statement** on how the qualification compares with or relates to similar **qualifications** offered internationally or on other national and regional qualification frameworks including references to international agreements on relevant qualifications standards (where applicable).
- 2) Discuss the report on qualifications to be replaced with other responsible bodies where applicable and prepare a motivation for non-inclusion where required.
***Note:** The QDF or Learner QDF (unless a permanent staff member of the DQP) has no authority to negotiate with responsible bodies on the replacement of qualifications or trades and may therefore not perform this function.*
- 3) Consider report on articulation. In terms of possible articulation across sub-frameworks, negotiate with the relevant provider institutions and obtain letters of agreement. Prepare a paragraph on articulation:
 - a) Indicate articulation across sub frameworks:
 - i) reference to access to qualifications on other sub-frameworks (only where signed agreements exists); and
 - ii) in the case of specialisations, reference must be made to qualifications on other sub-frameworks on which this qualification is being built.
***Note:** The QDF or Learner QDF (unless a permanent staff member of the DQP) has no authority to negotiate articulation agreements with provider institutions from other QCs and may therefore not perform this function.*
 - b) Clarify the relationship of the **qualification** to other related **qualifications** for the same occupation as well as to qualifications for feeder and

progression occupations within the OQF, i.e. the learning pathway (in terms of qualifications) where the **qualification** resides.

Note: Reference must be made to **qualifications** and not occupations.

- 4) Finalise the rationale summary, i.e. a short description of:
 - a) The specific needs that the qualification will meet in the sector for which it is to be developed, including relevant, professional body needs.
 - b) The benefits it will have for society and the economy, for example:
 - i) the range of typical learners and the areas in which they will be able to find employment; and
 - ii) the contribution to national strategies, where applicable.
 - c) Where applicable, the learning pathway where the qualification will reside in terms of the **occupation**, i.e. if it is an entry into a specific occupation or a further specialisation to allow for career progression.
- 5) Forward the following to the QDF and or Learner QDF for inclusion in the qualification and/or curriculum summary:
 - a) Statement on international comparability.
 - b) List of qualifications and trades to be replaced.
 - c) Paragraph on articulation.
 - d) Summary of the rationale.

PROCESS 7: DEVELOP EXTERNAL ASSESSMENT SPECIFICATIONS

The actual development process is led by the QDF or Learner QDF. The DQP must ensure the recommended AQP take ownership of the development of the Assessment specifications. The AQP is responsible for the content and sign off of the external assessment specifications document, but the DQP manages the communication with stakeholders, coordinates the working groups and provides administrative support to the QDF or Learner QDF.

7.1 Process 7: Coordinate development of external assessment specifications

- 1) Obtain names of expert practitioners from the AQP to develop the external assessment specifications (expert practitioners involved in the development of the curriculum components may also assist in this regard):
 - a) Prepare pro-forma attendance registers (ANNEXURE C) and complete information of nominated members (leave one row open per scheduled meeting under each nominated expert to allow for alternates to complete their information).

- 2) Arrange a working group meeting (at least two days – including the logistics) and ensure sufficient administrative support to the QDF including:
 - a) Recordkeeping of attendance (pre-populated attendance register template attached as ANNEXURE C must be used).
 - b) Ensuring alternatives complete their relevant detail on attendance register.
 - c) Monitoring attendance and participation of experts.
 - d) Communicating any difficulties to the DQP reporting officer to arrange additional expert practitioners should all sectors not be covered (e.g. for electrician, a qualified electrician from each sector that previously trained electricians should be present to ensure that the new qualification makes provision for all sectors).
- 3) Provide the following additional administrative support:
 - a) Document any difficulties or areas of conflict experienced and how it was resolved.
 - b) Arrange additional meetings if required.

Note: It is not part of the functions of the QDF or learner QDF to provide administrative support. The QDF (unless a permanent staff member of the DQP) may not send out letters of invitation to stakeholders to participate in working group meetings.

PROCESS 8: MANAGE VERIFICATION PROCESS (CURRICULUM AND ASSESSMENT SPECIFICATIONS)

The DQP is responsible for the management of this process.

8.1 Process 8: Verify occupational curriculum and assessment specifications documents

This is the main responsibility of the DQP, i.e. communication with stakeholders.

- 1) Obtain curriculum document and external specifications document from QDF and/or Learner QDF in accordance with QCTO specifications, i.e. the qualifications capturing tool.
- 2) Distribute occupational curriculum and external assessment specifications, to all stakeholders identified in the SLA (broad consultation) for comment.
- 3) Compile feedback received during verification process of the occupational curriculum and external assessment specifications and forward to the QDF.
- 4) Arrange a joint working group meeting, including all logistical arrangements, of all experts who participated in the development process to consider feedback received during verification process of the occupational curriculum and

assessment specifications document and ensure sufficient administrative support to the QDF including:

- a) Recordkeeping of attendance (pre-populated attendance register template attached as ANNEXURE C must be used).
 - b) Assistance in preparing a report on how the comments were dealt with and any discrepancies.
- 5) In certain circumstances, for example if it is a trade, it may be necessary to provide a report on the comments received and how it was dealt with to the relevant AQP.

Note: *It is not part of the functions of the QDF or learner QDF to distribute the curriculum components or the external assessment specifications for comment or to collate information on feedback received. The QDF (unless a permanent staff member of the DQP) may not communicate with stakeholders. The learner QDF may not communicate with stakeholders, even if a permanent staff member of the DQP.*

PROCESS 9: SUBMIT CURRICULUM, ASSESSMENT SPECIFICATIONS, QUALIFICATION AND PROCESS REPORT

The DQP is responsible for this process that consists of:

- Process 9a: Prepare process report
- Process 9b: Receive, check and sign occupational curriculum
- Process 9c: Receive, check and sign external assessment specifications document.
- Process 9d: Receive and check occupational qualification document.
- Process 9e: Submit occupational qualification and all supporting documentation to the QCTO

9.1 Process 9a: Prepare process report

- 1) Obtain a motivation from the QDF or Learner QDF on the allocation of levels.
- 2) Obtain an explanation from the QDF or Learner QDF on articulation within the Occupational Qualification Sub-Framework.
- 3) Where applicable negotiate with providers regarding articulation across the sub-frameworks.
- 4) Prepare the process report containing the headings and content specified below. The table also contains the evaluation criteria that will be used by the QCTO.

HEADING	CONTENT	EVALUATION CRITERIA
<p>1. Rationale</p> <p>1.1 Summary</p> <p>1.2 Explanation</p>	<p>1. Summary of the rationale (to be included in the qualification). The summary must include a short description of:</p> <ul style="list-style-type: none"> a) The specific needs that the qualification will meet in the sector for which it is to be developed, including relevant, professional body needs. b) The benefits it will have for society and the economy, for example: <ul style="list-style-type: none"> i) the range of typical learners and the areas in which they will be able to find employment, ii) the contribution to national strategies, where applicable. c) Where applicable, the learning pathway where the qualification will reside in terms of the occupation, i.e. if it is an entry into a specific occupation or a further specialisation to allow for career progression. <p>2. Explanation of the summary (not to be included in the qualification):</p> <ul style="list-style-type: none"> a) Must include a description of specific strategies referenced, and an indication of how and where these are addressed in the curriculum. b) Must include reference to research conducted. c) Could include a projection in terms of number of learners required. d) Where applicable, must include an explanation on how and where in the curriculum green skills are addressed (specifically if listed as green occupation or occupation requiring green skills on the OFO). 	<p>1. Does the rationale match the original scoping document?</p> <p>2. Is the summary concise and fit for inclusion in the qualification document?</p>
<p>2. International Comparability</p> <p>2.1 Summary</p>	<p>1. Provide a summary statement (to be included in the qualification) on how the qualification compares with or relates to similar qualifications</p>	<p>1. Is the summary concise and fit for inclusion in the qualification?</p>

2.2 Explanation	<p>offered internationally or on other national and regional qualification frameworks. References may be given to international agreements on relevant qualifications standards.</p> <p>2. Provide an additional explanation of the process followed with detailed graphs could be provided (not to be included in the qualification).</p>	
3. Qualifications to be Replaced	<p>1. Provide information on:</p> <p>a) How the qualifications stipulated in paragraph 1.4 of the SLA were considered.</p> <p>b) Which of these qualifications will be replaced by the occupational qualification.</p> <p>2. An explanation if no qualifications are being replaced.</p>	<p>1. Were any qualifications listed under paragraph 1.4?</p> <p>2. Were any of the paragraph 1.4 qualifications replaced?</p> <p>3. If no qualifications were replaced, did the DQP provide an explanation?</p>
4. Articulation	<p>Articulation relates to the relationship of qualifications within the sub Framework for Trades and Occupations and between the different sub-frameworks and covers both horizontal and vertical progression options.</p> <p>1. Clarify the relationship of the qualification to other related qualifications for the same occupation as well as to qualifications for feeder and progression occupations within the OQF, i.e. the learning pathway (in terms of qualifications) where the qualification resides.</p> <p>2. Indicate articulation across sub frameworks:</p> <p>a) Reference to access to qualifications on other sub-frameworks (only where signed agreements exists).</p> <p>b) In the case of specialisations, reference must be made to qualifications on other sub-frameworks on which this qualification is being built.</p> <p>Note: Reference must be made to</p>	<p>1. Where applicable, are agreements attached (across sub frameworks)</p>

	<p>qualifications and occupations. Articulation and learning pathway issues should be explained by text and not pictures.</p>	
5. Working Groups Participation Summary	<ol style="list-style-type: none"> 1. Include a copy of the consolidated attendance register for the development of the occupational profile and the processing of comments received that formed part of the progress report. 2. Attach a consolidated attendance register (see APPENDIX C) off each curriculum component meetings that details the: <ol style="list-style-type: none"> a) Participation by date. b) WG members' details. c) Details of persons attending on behalf of the nominated person.. 3 A consolidated evaluation of experts' participation in working groups and measures taken to ensure this. 	<p>Emphasis is on participation by experts and measures taken by DQP to ensure this</p> <ol style="list-style-type: none"> 1. Did the relevant experts for each component participate in meetings ? 2. Where required, did the DQP intervene to ensure expert participation?
6. Verification processes	<ol style="list-style-type: none"> 1. Provide a summary of the verification processes for the occupational profile (Progress Report 1), curriculum and external assessment documents including: <ol style="list-style-type: none"> a) How the verification processes were managed e.g. email, correspondence, use of website, workshops conducted etc. b) The overall stakeholder participation and non-participation. c) How feedback to stakeholders was dealt with. d) Any contentious issues and how it was solved. 	<p>Emphasis is on communication with stakeholders and stakeholder endorsement.</p> <ol style="list-style-type: none"> 1. Were all stakeholders identified in SLA approached for comments? 2. Could all concerns be dealt with? 3. Is there proof of stakeholder buy-in and sign off?
7. AQP Nomination	<ol style="list-style-type: none"> 1. Provide (as per progress report 1) a summary of <ol style="list-style-type: none"> a) The process for identifying the AQP and their participation in the process. b) Stakeholder comments received regarding the nominated AQP. 2. Indicate proof of stakeholder support for the nominated AQP. 	<ol style="list-style-type: none"> 1. Check summary against progress report 1 – section 7 – AQP Nomination.

8. NQF Level	1. Provide a motivation for the assignment of the specific NQF level.	1. Does the explanation provided for the credit allocation meet the QCTO criteria.
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Note: The development of this report is the responsibility of the DQP and is not part of the normal functions of the QDF.

9.2 Process 9b: Receive, check and sign occupational curriculum

- 1) Obtain captured curriculum from QDF or Learner QDF.
- 2) Ensure that the qualifications capturing tool was used.
- 3) Verify correctness of information in curriculum document:
 - a) Check if the occupational title matches the title as per the Schedule 1.
 - b) Check that the occupational curriculum contains:
 - i) Section 1: Curriculum Summary;
 - ii) Section 2: Occupational Profile;
 - iii) Section 3: Curriculum Component Specifications; and
 - iv) Section 4: Statement of Work Experience.
 - c) Check that the curriculum code is correct and used consistently throughout the document.
 - d) Check each module for completeness.

<p>Knowledge Module Specification (Number, Title, Level, Credits)</p> <ul style="list-style-type: none"> • Purpose of the Subject • Topics Guidelines (Times x) <ul style="list-style-type: none"> ➢ Topic Elements ➢ Internal Assessment Criteria & Weight • Provider Accreditation Criteria • Critical Topics to be Assessed Externally • Exemptions 	<p>Practical Skill Module Specification (Number, Title, Level, Credits)</p> <ul style="list-style-type: none"> • Purpose of PS Module • Practical Skill Activity Guidelines (Times x) <ul style="list-style-type: none"> ➢ Scope (Context, Activities) ➢ Applied Knowledge ➢ Internal Assessment Criteria (incl SoP) • Provider Accreditation Requirements • Critical Activities to be Assessed Externally • Exemptions 	<p>Work Experience Module Specification (Number, Title, Level, Notional Hours)</p> <ul style="list-style-type: none"> • Purpose of WE Module • Scope of Work Experience (Times x) <ul style="list-style-type: none"> ➢ Work Activities (incl Frequency) ➢ Supporting Evidence (incl SoP) • Contextual WP Knowledge • Criteria for Approval of WP • WP Assignments to be Assessed Externally (If Required) <p style="text-align: center;">Statement of Work Experience</p>
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- e) Check if the QDF and the Learner QDF have signed the occupational curriculum document.
- 4) The DQP's reporting officer must sign the occupational curriculum.

9.3 Process 9c: Receive and check external assessment specifications document.

- 1) Obtain the external assessment specifications from QDF or Learner QDF.
- 2) Check that qualifications capturing tool was used.
- 3) Check the document for completeness.

External Assessment Specifications	
•Assessment Strategy	
➢Assessment Model	
➢Qualification Purpose (incl outcomes)	
➢Assessment Standards for the Qualification, Part Qualifications and Phase Tests	
□ Integrated Assessment Focus Area	} Times x
□ Associated Assessment Criteria	
•Assignments to be Assessed Externally	
•Critical Aspects of the Internal Assessments to be Assessed Externally	
•Criteria for Registration of Assessors	
•Eligibility Requirements for the External Assessment of the Qualification , Part Qualification and Phase Tests	

- 4) Submit the external assessment specifications to the AQP to sign and insert logo.
- 5) Receive the signed external assessment specifications document from the AQP.

9.4 Process 9d: Receive, check and sign occupational qualification document.

- 1) Obtain the occupational qualification document from QDF or Learner QDF.
- 2) Check that qualifications capturing tool was used.
- 3) Check the document for completeness.
- 4) Check whether the information is captured correctly against the criteria provided below:

<p>1. QUALIFICATION INFORMATION</p> <p>Qualification Title</p>	<p>Ensure that the title conform to the following requirements:</p> <ul style="list-style-type: none"> • Occupational Certificate followed by a colon and a space and • Exact occupational title (check the OFO and remember every new word must start with a capital). If a specialisation is included, leave a space, followed by a bracket and • Specialisation title and a bracket. In the case of a further specialisation, the specialisation title must be followed by a colon and space and • Further specialisation and a bracket. The first specialisation must always conform to “occupational speak” i.e. I am a xxxx and every new word must start with a capital. Further specialisations i.e. after the colon can refer to a context or situation
<p>Credits</p>	<p>Ensure that allocated credits (reflected in the rules of combination) are added correctly.</p>
<p>Level</p>	<p>Ensure that levels are indicated in the purpose statement under the heading “a qualified learner will be able to : xxx, as well as in the rules of combination. Ensure that the level assigned to the qualification meets the minimum requirements.</p>
<p>Occupational Code</p>	<p>Ensure that correct OFO code has been used.</p>
<p>Curriculum Code</p>	<p>Ensure that correct curriculum code has been used.</p>
<p>Originator</p>	
<p>Quality Assurance Body</p>	<p>Ensure that the AQP details are correct. Note: <i>If an AQP has not been recommended in writing to the QCTO, the Qualification may not be submitted.</i></p>
<p>Qualification Type</p>	<p>Ensure that Qualification Type is correct (i.e. Occupational Certificate).</p>
<p>Field</p>	
<p>Subfield</p>	
<p>Sub Framework</p>	<p>Ensure that this reads: Qualifications Sub framework for Trades and Occupations.</p>

Assessment Quality Partner	Ensure that the AQP details are correct. Note: <i>If an AQP has not been recommended in writing to the QCTO, the Qualification may not be submitted</i>
Registered qualifications and or Learning Programmes to be Replaced	Ensure that this information corresponds with Process Report.
2. RATIONALE	Ensure that this information corresponds with paragraph 1.1 of the Process Report.
3. PURPOSE	Ensure that the Purpose is the same as in the External Assessment Specifications Document. (Par 1.2). This paragraph should start with the following words: The purpose of this qualification is to prepare a learner to: xxxx Followed by the statement: A qualified learner will be able to: xxxx (the occupational tasks listed in bullet form – the level of each task must be reflected).
4. RULES OF COMBINATION	Ensure that the information is the same as in section 1, paragraph 2.2 curriculum structure in the curriculum summary document. Ensure that this is a complete list of all modules in the curriculum per component. Ensure that the distribution of credits is correct (a minimum of 20% of an occupational qualification's total credits must be assigned to each of the three components). Ensure that all calculations are correct. Ensure that each module contains a number (same as curriculum), title, NQF level and credits.
5 ENTRY REQUIREMENTS	Ensure that the entry requirements make sense.
6 EXIT LEVEL OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA	Ensure that this is the same as in the Assessment Specifications Document paragraph 1.3.1. Ensure that percentages are given and that it adds up to 100%. Ensure that each exit level outcome start with "The ability to xxx." followed by a verb, noun and possible qualifier and the weight in brackets. Ensure that associated assessment criteria are specified by use of a noun, verb and qualifier or modifier. Ensure that no phase tests/part qualifications or additional assessment requirements are reflected here.

7 INTERNATIONAL COMPARABILITY	Ensure that this information corresponds with paragraph 2.1 of the Process Report.
8 INTEGRATED ASSESSMENT	<p>Ensure that the standard paragraph contains the following statement:</p> <p><i>An external integrated summative assessment, conducted through the relevant QCTO Assessment Quality partner is required for the issuing of this qualification. The external integrated summative assessment will focus on the exit level outcomes and associated assessment criteria.</i></p> <p>Ensure that the following sentence is be completed:</p> <p>The external assessment will be conducted through xxxxx (A brief description of the assessment process followed by a statement on who will conduct the assessment and where as reflected in paragraph 1.1 of the Assessment Specifications Document.)</p>
9 RECOGNITION OF PRIOR LEARNING	<p>Ensure that the following standard paragraph is inserted:</p> <p>RPL for access to the integrated summative assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning: Accredited providers and workplaces must confirm prior learning by issuing a statement of result or certifying a work experience record. RPL for access to the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.</p>
10 ARTICULATION	Ensure that this information corresponds with paragraph 4 of the Process Report.
NOTES	<p>Criteria for the accreditation of providers</p> <p>Ensure that the curriculum title and code is correctly reflected in the standard paragraph below:</p> <p>Accreditation of providers will be done against the criteria as reflected in the relevant curriculum on the QCTO website. The curriculum title and code is: xxxx.</p> <p>Qualifying for external aAssessment</p> <p>Ensure that the following statement is reflected:</p> <p>In order to qualify for an external assessment, learners must provide proof of completion of all required standards by means of statements of results and work experience.</p> <p>Foundational learning</p> <p>Ensure that all qualifications at levels 3 and 4 reflect the following statement:</p> <p>Foundational Learning competence is a pre-requisite for the awarding of this qualification.</p>

5) The DQP's reporting officer must sign the occupational qualifications document.

9.5 Process 9e: Submit occupational qualification and all supporting documentation to the QCTO

- 1) Ensure that the following documents are signed and submit to the QCTO.
 - a) Occupational curriculum signed by the QDF and Learner QDF.
 - b) Occupational external assessment specifications signed by the AQP reporting officer.
 - c) Occupational qualification signed by the DQP reporting officer.
 - d) Process report signed by the DQP reporting officer.

PROCESS 10: QCTO EVALUATES SUBMISSIONS

The QCTO is responsible for the evaluation of the occupational qualification submission outlined in Process 9 and will report back to the DQP on progress.

The QCTO will inform the DQP once the qualification has been approved by SAQA for registration.

The DQP is responsible for submitting a Close out Report to the QCTO within 2 weeks after confirmation from the QCTO that the qualification has been registered.

10.1 Process 10: Prepare a Close out Report

The purpose of the close out report is to provide information to the QCTO on the qualifications development model and the associated cost to feed into the overall monitoring and evaluation process.

The report must be constructed using the following headings:

- 1 Start and end date for the project.
- 2 Summary of major achievements (e.g. success stories, initial impact of the project, contribution to building unity).
- 3 Challenges experienced.
- 4 Lessons learnt and recommendations.
- 5 Details on actual cost incurred during the development of the occupational qualification:
 - a) Logistical costs (further breakdown may be provided).
 - b) Administration costs (further breakdown may be provided).
 - c) Verification costs (further breakdown may be provided).
 - d) Qualification development facilitator costs.
- 6 Feedback on competency of QDF and Learner QDF.

Note: The DQP must keep copies of all records, including WG member CVs for a period of up to 5 years.

REQUEST TO DEVELOP AN OCCUPATIONAL QUALIFICATION

1. Occupation and/or specialisation that the qualification will relate to:

Occupation	OFO Code	Specialisation

2 Provide a description of why this qualification is needed (including rationale):

3 Professional bodies, associations or organizations that are involved in this occupation:

4 Employee and employer organizations that are involved in this occupation:

5 Qualifications or trades that will be effected by this qualification:

QUALIFICATION AND TRADE TITLES	QUAL/TRADE NO	NQF LEVEL	QUAL CREDITS	RELEVANT SETA

Name of applicant: _____

Company: _____

Position: _____

Tel number: _____

Date: _____

e-mail: _____

Please forward completed form to info.qualification@gcto.org.za

Guidelines on how to complete the application form.

- 1) Occupation and/or specialisation that the qualification will relate to and OFO code:
 - a) Completion of this information is compulsory and no application can be considered without this information.
 - b) The OFO code is the 6 digit occupational code of the related occupation on the OFO (Organising Framework for Occupations) that the qualification is aimed to address and must be identified prior to the completion of the application form:
 - i) if unsure of the OFO code to be used, the SETA to whom skills levies are paid or the SETA whose sector most likely would employ the larger amount of people in the relevant occupation can be contacted for assistance. QCTO qualification development staff might also be in a position to advice on the appropriate SETA or occupation;
 - ii) if the occupation is not yet reflected on the OFO the relevant SETA may apply to the DHET for a new occupation to be added to the OFO and a letter of approval must be attached to the application form.
 - c) The occupation that the qualification will relate too, requires the insertion of an occupational and specialisation title where applicable, which must always fit into the sentence “I am a” i.e. it does not reflect a field of study and cannot end with “..ing” and need not be reflected on the OFO.
 - i) the specialisation may serve as an entry into or as an addition to an actual occupation on the OFO.
- 2) Provide a short description on why this qualification is needed (including rationale). This must include a description of:
 - a) the specific needs that the qualification will meet in the sector for which it is to be developed. Where relevant, professional body needs can also be reflected;
 - b) the benefits it will have for society and the economy;
 - c) the range of typical learners and the areas in which they will be able to find employment; and
 - d) where applicable, the learning pathway where the qualification will reside, i.e. if it will be an entry into a specific occupation or a further specialisation (an addition to a specific occupation) to allow for career progression.
- 3) Professional bodies, associations or organizations that are involved in this occupation:
 - a) list all professional bodies, associations or organizations operational in the field of the occupation and where relevant, the specialisation.

- 4) Employee and employer organizations that are involved in this occupation:
 - a) list all employee and employer organizations operational in the field of the occupation and/or specialisation, including major employers who will employ large numbers of learners.
- 5) Current qualifications, and trades that will be effected by the qualification:
 - a) provide information on current qualifications and trades that will be affected and/or replaced by the development of the qualification (the information required only relates to qualifications under the auspices of the QCTO and thus includes qualifications previously allocated to ETQAs for quality assurance purposes).

Submit the application form

- 1) E-mail the completed application form to: info.qualification@qcto.org.za
- 2) If no response are received from the QCTO within 5 working days, follow up with a phone call.
- 3) If the allocated person as per the acknowledgement of receipt do not follow up within 10 working days of acknowledgement of receipt, contact the person who acknowledged receipt.

ANNEXURE B

Annexure A – DQP SLA

SLA Serial number -----

SERVICE LEVEL AGREEMENT

Entered into between

THE QUALITY COUNCIL FOR TRADES AND OCCUPATIONS

(Hereinafter referred to as "the QCTO")

Duly represented by the Chief Executive Officer of the QCTO

And

.....

(Hereinafter referred to as "the DQP")

Duly represented by the of the DQP

For the development of the following occupational qualification/s

	Occupation	OFO Code	Specialisation	Curriculum Code
1.			1	
			2	

1. PURPOSE OF THE AGREEMENT

1.1 The purpose of this agreement is to set the terms and conditions of this delegation.

1.2 This delegation is in relation to the development of qualification/s for the following occupation or specialisations:

	Occupation	OFO Code	Specialisation	Curriculum Code
1.			1	
			2	

1.3 The following stakeholders must be involved in the process of developing and verifying the required occupational qualifications:

	Stakeholders
1.	
2.	
3.	
4.	
5.	

1.4 The following existing qualifications must be considered in the process of developing the occupational qualifications where applicable:

	Qualification Title	Qualification No.
1.		
2.		
3.		
4.		
5.		

1.5 Whilst undertaking this function, the DQP is expected to map access routes to and progression routes from the qualification/s under development.

2. RESPONSIBILITY OF THE DQP

2.1 The DQP will perform the functions as outlined under clause 2 of the "Policy on Delegation of Qualification Design and Assessment to DQPs and AQPs".

2.2 The DQP will perform the activities as detailed in schedule 1 annexed to this agreement.

2.3 The DQP will fund the activities detailed in schedule 1 annexed to this agreement, including the payment of fees due to the QCTO as set out in the QCTO Fee Structure Policy for DQPs.

- 2.4 The DQP will fund the performance of its function in terms of the agreement letter annexed as schedule 2 to this agreement and signed by the DQP's relevant authority committing the necessary financial resources to fund the DQP function, and confirming that effective, efficient and transparent financial management and internal control systems are in place.
- 2.5 The DQP will report to the QCTO on progress in performing the activities in a manner determined by the QCTO.
- 2.6 The DQP will report in writing to the QCTO, at least seven (7) calendar days in advance, if it is unable to or anticipates that it may be unable to meet the timelines as specified in schedule 1.

3. RESPONSIBILITY OF THE QCTO

The QCTO will execute its responsibilities as outlined under clause 4 in the "Policy on Delegation of Qualification Design and Assessment to DQPs and AQPs".

4. AMENDMENTS TO THIS AGREEMENT

Notwithstanding clause 2.6 above, any other changes to this agreement must be agreed in writing by both parties and annexed to this agreement before the change is effected in terms of clause 10.5 of the "Policy on Delegation of Qualification Design and Assessment to DQPs and AQPs".

5. DISPUTE RESOLUTION

In the event of a dispute arising out of this delegation, the dispute procedure as outlined under clause 11 in the "Policy on Delegation of Qualification Design and Assessment to DQPs and AQPs" will apply.

6. SCHEDULES THAT FORM PART OF THIS AGREEMENT

The following schedules form part of this agreement;

- (a) Schedule 1 - DQP Project Details and Timeframe;
- (b) Schedule 2 - Letter from the DQP's relevant authority -
 - i. committing the necessary financial resources to fund the DQP function,
 - ii. confirming that effective, efficient and transparent financial management and internal control systems are in place, and
 - iii. confirming that it will collaborate with QCTO on the evaluation of its functions; and
- (c) Schedule 3 - Code of Conduct for DQP.

7. EXIT CLAUSE

Either party may terminate this agreement by providing the other party with thirty (30) days written notice of termination of this agreement where adverse operational circumstances arise.

8. SIGNATURES

Signed at on this day of 20....

By
In his/her capacity as CEO of the QCTO

Signature on behalf of the QCTO:.....

1. Witness:

2. Witness:

Signed at on this day of 20....

By
In his/her capacity as the duly authorised representative of the DQP

Signature on behalf of the DQP:

1. Witness:

2. Witness:

DQP Project Details and Timeframe

1. Occupation/Specialisation detail:

	Occupation	OFO Code	Specialisation	Curriculum Code
1.			1.	

2. Development Quality Partner information

Name: _____

Physical address: _____

Postal Address: _____

Website: _____

Company Registration Number: _____

Tax Registration Number: _____

VAT Registration Number: _____

3. Development Quality Partner reporting officer details

Person responsible for reporting to the QCTO:

Name: _____

Cell phone _____

Telephone: _____

Fax number: _____

E-mail address: _____

4. Qualification Development Facilitator details

The following person is/will be contracted by the Development Quality Partner as the Qualification Development Facilitator:

Name: _____

ID Number: _____

Cell phone: _____

Telephone: _____

Fax number: _____

E-mail address: _____

Physical address: _____

5. Learner Qualification Development Facilitator details

The following person is/will be contracted by the Development Quality Partner as a learner Qualification Development Facilitator:

Name: _____

ID Number: _____

Cell phone: _____

Telephone: _____

Fax number: _____

E-mail address: _____

Physical address: _____

6. DQP activities and project time-lines

	Activities	Due date
1.	<i>Establish a system for communication with expert practitioners (people qualified in the occupation and can include assessors, educationalists, work place practitioners, etc.) and stakeholders</i>	
2.	<i>Arrange first 2 / 3 day working group meeting of expert practitioners to develop occupational profiles and points of external assessment, and identify Assessment Quality Partner</i>	
3.	<i>Send out occupational profile and points of external assessment and recommended AQP details, for verification to all identified expert practitioners (narrow consultation)</i>	
4.	<i>Prepare progress report on process and inputs received on the occupational profile and how it was dealt with and submit to QCTO (including participation list and recommended AQP)</i>	
5.	<i>Arrange working group meetings of expert practitioners (work place practitioners) to develop the work experience module specifications (including the statement of work experience)</i>	
6.	<i>Arrange working group meetings of expert practitioners to develop the practical skill module specifications (including internal assessment guidelines)</i>	
7.	<i>Arrange working group meetings of educationalists to develop the knowledge module specifications (including internal assessment criteria)</i>	
8.	<i>Arrange working group meeting of expert practitioners and Assessment Quality Partner representatives to develop the external assessment specifications document</i>	
9.	<i>Send out occupational curriculum and external assessment specifications document for verification to all identified constituencies (broader consultation)</i>	
10.	<i>Verify correctness of information in occupational curriculum document, (external) assessment specifications document and qualification documents, add additional information, ensure sign off, prepare process report and submit to QCTO</i>	

11.	<p><i>Prepare a development close out report and submit to the QCTO on:</i></p> <ul style="list-style-type: none"> • <i>Challenges experienced</i> • <i>Actual Qualification Development Facilitator costs</i> • <i>Logistical costs</i> • <i>Administration costs</i> • <i>Verification costs</i> 	
-----	---	--

Signed aton thisday of20.....

*.....
Signature of DQP reporting officer*

Schedule 2 of Annexure A – DQP SLA

Letter from the DQP's relevant authority -

- i. committing the necessary human and financial resources to fulfil and fund the DQP function;*
- ii. confirming that effective, efficient and transparent financial management and internal control systems are in place; and*
- iii. confirming that it will collaborate with the QCTO on the evaluation of its functions.*



THE CODE OF CONDUCT FOR THE DEVELOPMENT QUALITY PARTNERS (DQPs)

We, the undersigned, wish to be appointed by the QCTO as the DQP. We agree that, if the QCTO delegates such functions to us, we hereby commit ourselves to abide by the QCTO's Code of Conduct in relation to all our work. The Code of Conduct to which we agree includes:

- 1.1 promoting the objectives of the NQF;
- 1.2 dealing fairly, professionally and equitably with stakeholders whilst accelerating the redress of past unfair discrimination;
- 1.3 consulting with all relevant stakeholders that have an interest in the development and assessment of occupational qualifications and sharing of best practice;
- 1.4 executing our responsibilities and accountabilities timeously and with due regard to the accountability to our constituents that we are committed to serve;
- 1.5 seeking at all times to create a positive environment for the development and assessment process and respect the historical diversity of learners' cultural, linguistic and educational backgrounds;
- 1.6 declaring any *conflict of interest* that may infringe on the execution of our delegated responsibilities;
- 1.7 recusing ourselves from any decision-making process which may result in improper personal gain that will impact negatively on *the values cherished by the QCTO*;
- 1.8 recognising the public's rights of *access to information*, excluding information that is specifically protected by the law;
- 1.9 acting in a manner that will respect, promote and protect the goodwill and reputation of occupational qualification family; and
- 1.10 reporting all relevant information about best practices and irregularities in the development and assessment process of which we become aware.

Signed at.....on this day of 20.....

By

In his/her capacity as the duly authorised representative of the DQP

Signature on behalf of the DQP:

ANNEXURE C

Type of meeting: _____

Date of meeting 1: _____

Date of meeting 2: _____

Date of meeting 3: _____

Name	Surname	Organisation and job title	Relevant qualification and years experience	Signature day 1	Signature day 2	Signature day 3
1.						
On behalf of 1						
On behalf of 1						
On behalf of 1						
2.						
On behalf of 2						

Name	Surname	Organisation and job title	Relevant qualification and years experience	Signature day 1	Signature day 2	Signature day 3
On behalf of 2						
On behalf of 2						
3.						
On behalf of 3						
On behalf of 3						
On behalf of 3						
4.						

Name	Surname	Organisation and job title	Relevant qualification and years experience	Signature day 1	Signature day 2	Signature day 3
On behalf of 4						
On behalf of 4						
On behalf of 4						
5.						
On behalf of 5						
On behalf of 5						
On behalf of 5						

Name	Surname	Organisation and job title	Relevant qualification and years experience	Signature day 1	Signature day 2	Signature day 3
6.						
On behalf of 6						
On behalf of 6						
On behalf of 6						
7.						
On behalf of 7						
On behalf of 7						