

CAPACITY BUILDING IN THE TRANSPORT SECTOR, WITH SPECIAL REFERENCE TO WORK CONDUCTED BY THE KWAZULU-NATAL DEPARTMENT OF TRANSPORT AND THEIR TECHNOLOGY TRANSFER (T2) CENTRE

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1. PREAMBLE:

Some current changes in Human Resource Development (HRD) in South Africa

1.1 WHY DO WE NEED CHANGE?

- No previous formally recognised education and training below artisan level
- No previous system for recognition of prior learning
- Differing views on flexibility in the workplace
- Economic growth require to sustain economy
- Increasing international competition
- Continued technological developments world-wide.
- New legislation – put in place to meet these challenges.

1.2 NEW LEGISLATION FOR SKILLS DEVELOPMENT IN SOUTH AFRICA

- (i) The South African Qualifications Authority (SAQA) Act (No. 58 of 1995) – NQF and Unit Standards
- (ii) The Skills Development Act (No. 97 of 1998) – Implementation of Work Place Skills Plans
- (iii) The Skills Development Levies Act (No. 9 of 1999) – 1% of salary expenditure
(10% of 1% to CETA)
- (iv) The Employment Equity Act (No. of 1999)
- (v) The Engineering Registration Act (No. 46 of 2000)

2 INTRODUCTION:

- 2.1 The Mission of the KwaZulu-Natal Department of Transport (KZN DOT) is to provide the public with an integrated and accessible road and public transport infrastructure, promote road and public transport safety and to ensure that in delivering on our mandate we meet the developmental needs of our Province.

2.2 The attached table gives a summarised breakdown of the Departments Human Resources:

National Qualification Framework Level	Number of Staff	% of Staff
Below ABET 1 to ABET3	2101	44.7 %
Grade 9 – ABET 4 - NQF 1	647	13.8%
Grade 10 – NQF 2	345	7.4 %
Grade 11 – NQF 3	114	2.4 %
Grade 12 – NQF 4	1204	25.7 %
Diploma – NQF 5	188	4.0 %
Higher Diploma or Degree - NQF 6	52	1.1 %
Higher Degree – NQF 7 and NQF 8	42	0.9 %
TOTAL S	4693	100.0%

2.3 Staff members with a Diploma and Degree at NQF levels 5 and higher make up only 6.0% of the staff compliment.

2.4 From a Gender perspective, the Department employs less than 20% females.

2.5 The attached table gives the racial breakdown:

Race	Number	KZN DOT %	National %
Black	3512	75	76,7
Asian	372	8	2.5
Coloured	143	3	8.9
White	666	14	11.9

2.6 However if the NQF levels 4 to 8 are analysed, of the 1446 staff members in this groupings, 39% represents black staff members whereas 75% of the total staff is black.

2.7 When analysing the above mentioned information, the Capacity Building required in KZN DOT constitutes the following:

- Black Females must be targeted to increase representivity at all levels
- Blacks representivity must increase in the NQF levels 4 to 8
- The total % of staff on NQF levels 5 to 8 must increase
- A major ABET program is required to give 44.7% staff member access to NQF level 1 training.

3 KWAZULU-NATL DEPARTMENT OF TRANSPORT APPROACH :

3.1 HUMAN RESOURCES DEVELOPMENT COMMITTEE:

In order to implement Capacity Building within KZN DOT, a properly constituted Human Resources Development Committee was formed which is totally representative of all Directorates, all staff, and all Staff Association and Unions representing Organised Labour within the Department.

3.2 During the first quarter of 2001 road shows were held throughout the department at regional level in order to inform all employees within the department of developments taking place in the following areas:

- Employment Equity Act
- Basic Conditions of Employment Act
- Tagged onto the BCEA was a presentation on the Employees Assistance Program
- South African Qualification Authority Act
- Skills Development Act , which also included a presentation on the departmental Adult Basic Education program

This exercise was in line with Good Governance and its intention was to create an awareness of legislation that would have a direct impact on the lives and the performance of the employees. The exercise is complete, and it has largely had the impact that was intended originally, as it has sensitised the employees to the legislation affecting their careers.

3.3 The main aims and objectives of this committee are to ensure that:

- human resource development takes place within the department;
- management and employees are involved in the development of human resource development programmes;
- human resource development is consistent with individual and departmental needs, for example relevant career development programmes and progression for persons within the department;
- all employees have access to human resource development programmes;
- continuous evaluation of human resource development within the department takes place: and
- where necessary the department involves itself in human resource development outside the department e.g. students and interns

3.4 The Departmental Human Resource Development Committee (HRDC) is properly constituted and displays representivity in its composition and is representative of all directorates, regions, head office and organised labour.

3.5 The sub-committees of the HRDC, again display across- the-board representivity, and include an Executive Committee, five SGB committees, an Employment Equity committee and a Skills Development Facilitators committee.

4. STANDARD GENERATING BODIES:

The Department in line with its core function is registered with the Construction Education and Training Authority (CETA) and is affiliated to the Public Service Education and Training Authority (PSETA), Police, Private Security Legal and Correctional Services Sector (LGSETA) and Mechanical Engineering and Related Sectors and Education (MERSETA). Of the current 165 registered Standard Generating Bodies (SGB's) the Department of Transport needs to interact with 69 of the SGB's. The HRDC has thus divided the functions of the Department into 4 Sub-Standard Generating Task Teams known as the SGB sub-committee which cover four career groups and which are headed up as follows:

Civil Engineering:	Mr. JPL Janse van Rensburg
Administration and Finance:	Mrs. P Shone
Road Traffic Inspectorate:	Mr. M. Joubert
Mechanical Engineering:	Mr. A. C. Visser
Emerging Contractor and Entrepreneurs	Mr M. Gcaba

The function of these team leaders is *inter alia* to obtain information from the Education and Training Authorities who deal specifically with these disciplines.

• **CIVIL ENGINEERING SUB-COMMITTEE**

The following progress and current activities summarises the work of this sub-committee:

KZN DOT staff serve on or are involved with the following SGBs:

- (i) Civil Engineering Construction SGB - also chairs a sub group and serve on the executive.
- (ii) Proposed Engineering SGB dealing with all Engineering Disciplines at professional levels
- NQF levels 5 to 8
- (iii) Proposed MET SGB dealing with Core and Fundamental Unit Standards.

KZN DOT staff will play a major part in the National Scoping Workshop at the end of May to determine Unit Standard Titles for the Civil Engineering Construction Industry. – in preparation for this Workshop, the Civil Engineering Sub-committee had a two day departmental scoping workshop where Unit Standard Titles were prepared that will serve as input for the National Workshop.

KZN DOT staff is part of the Provincial COTO forum for the development of Unit Standards, Qualifications, Training Material and the training co-ordination of Assessors and Occupationally directed Trainers for Civil Engineering.

• **SGB ADMINISTRATION AND FINANCE SUB COMMITTEE**

The first SGB meeting with a representative from the Premiers Department will take place with the Provincial Sector Education and Training Authority (PSETA) on the 20th June 2001.

This sub-committee is applying recommendations to the Department supplied from the PSETA via the office of the Premiers Department.

• **SGB MECHANICAL ENGINEERING SUB COMMITTEE**

Learnership

Currently the Department has thirty-one (31) contractual indentured Mechanical apprentices.

Year of Study	Black	Coloured	Indian	White
	Total			

4 th Year	2	1	2	2		
7						
3 rd Year		2	1	2	2	7
2 nd Year	5	2	3	1		
11						
1 st Year	4	1	0	1		
6						
Totals	13	5	7	6	31	

There will be 4th and 3rd year learners who will sit for their Trade Test during the second half of this year 2001.

Sub-SGB Work Group

The nomination of representative and Union members to serve on this work group were received from the respective Mechanical Engineer's.

Composition

Messers M Crosby	-	Senior Artisan Superintendent
C Diedericks	-	Artisan Superintendent
A Miskey	-	Artisan Superintendent (HOSPERSA)
J van Rensburg		Artisan Foreman
A Singh		Artisan Foremen (Trainer)
PP Dlhamini	-	Artisan
MP Ngcobo	-	Road worker
DK Ngcobo	-	Tradesman Aid
D Smit	-	Mechanical Engineer
DJ Tanner	-	Control Technician

Methodology

Over the period 7 – 8; and 16 February 2001 the Roles and Functions as well as the Skills and Knowledge aspect required for the developing of a Skills Matrix were work-shopped. The information is currently re-worked (electronically) into a Matrix format. (Attached an example)

As far as the various qualifications are concerned, the status quo is maintained until such time as a Mechanical SGB (level 1 – 4) is established and functioning.

The current Sector Skills Plans of MERSETA and CETA, as yet, cannot inform the Department as to the requirements for Earth Moving Equipment Mechanics within the Sector. As we have to *train for the need*, the Department cannot indenture any new learners for the financial year 2001/2002.

A meeting with MERSETA (Training) in Johannesburg was held on the **14 March 2001**, as well as a meeting with the National Skills Authority (Learner-ships) to be informed and get clarity on aspects such as:

- Status of Sector Skills Plan (Need for training)

- ETQA status and function (Evaluation and Accreditation of Mechanical Training Centre)
- Status of the SGB (Writing / Recommend to NSB of Unit Standards)

At the time of writing MERESETA has not been accredited as an ETQA as yet.

The SGB for Mechanical Engineering (Level 1 to 4) under NSB 06, has as yet, not been establish. A Manufacturing Engineering & Technology (MET) Generic SGB (Fundamentals and Core across all levels) is proposed and published for public comment. A SGB for Mechanical Engineering level 4 to 8 was established under NSB 06.

General

A genuine interest and a sense of expectation are noticed amongst members of Mechanical in, and towards the whole aspect of Skills Development and NQF objectives and principles. Many members are eager to know more about the progress and development around aspects such as career planning and training interventions.

These positive attitudes must be expanded upon and cemented in the individual, and thus in the Department as a whole.

- **SGB ROAD TRAFFIC INSPECTORATE SUB COMMITTEE**

The RTI SGB Sub Committee is currently communicating with the National RTI SGB with the intention of obtaining representation on the National RTI SGB. Once this is achieved the RTI Sub-Committee in the Department will be in a position to advise and guide the RTI Directorate.

5. SKILLS DEVELOPMENT FACILITATOR (SDF) COMMITTEE

The Skills Development Co-Facilitators sub-committee also forms part of the HRDC. This is a committee made up of 23 representatives from all directorates across the department. The task of these individuals is to assist the Skills Development Facilitator in performing legislated functions.

The size and diversity of the department has necessitated training these individuals to the level of a registered SDF. The reason for doing this is that the registered SDF is required *inter alia* to have technical knowledge of all the diverse disciplines of the department, which is obviously not feasible. In this way the Department of Transport has brought together experts in the field to assist in the collation of material and in the decision making process, so as to ensure that all employees in the Department are represented at each stage of the skills development process.

5.1 Achievements in the skills development process to date:

In line with the relevant legislation, the department has appointed a Skills Development Facilitator, submitted a Workplace Skills Plan, has developed a Skills Development Framework Implementation Plan

24 individuals were given intensive training over 9 days to become Skills development facilitators and unit standard writers. The Department at present has 20 employees who have submitted unit standard writing evidence files and are fully accredited unit standard writers. The significance of this is that these individuals represent different directorates in the department and thus have the expert technical knowledge to assist with generating unit standards for their specific directorates. By October 2001 16 Skills development facilitator trainees would have completed the practical aspect of the Skills development course and should all be accredited as Skills Development Facilitators.

6. WORKPLACE SKILLS PLAN (WPSP)

During January and February 2001 the Skills Development Facilitators received training on this aspect and they have since collated information for the departmental Workplace Skills Plan that entails the genders, ages, race groups, salary levels, occupational groups and qualification status of the staff in the employ of the Department.

7. TRAINING FACILITY

The SAQA and Skills Development Acts have a huge impact on the Department as it effects the training interventions due to the fact that trainers need to be accredited trainers in order to provide accredited training courses resulting in portable qualifications. This aspect therefore has had a direct impact on the departmental restructuring process as the possibility of a “One Stop Shop Training Facility” in the form of the University of the Department of Transport are being investigated wherein all the training sections will be combined and the Department be registered as an accredited Training Provider.

7. INTERNAL BARRIERS

7.1 Restructuring process:

Owing to the restructuring of the Department, Management decided not to perform a skills matrix exercise at this stage. This was thus excluded from the Work Place Skills Plan for 2001/2002. It is of great importance that the department conduct a skills matrix, needs analysis and Gap analysis in order to determine who must be trained/ on what /where? – this information will form the basis of skills development within the department.

Recommendation: Speed up restructuring process. On completion of the restructuring and the skills matrix, the Department will be able to address training needs in terms of Employment Equity and departmental priorities.

7.2 Quality Management System:

It is a legislative requirement that the department implement a Quality Management System.

Recommendation: As this task is one of the functions of the departmental SDF it is recommended that the HRDC nominate a task team to review options in order to assist management in this decision making process.

7.3 Channels of communication:

Top management need to inform the HRDC of decisions that impact directly on Skills Development. They also need to be informed on any new developments / changes in legislation which may impact on decisions that they make.

Recommendation: A10 minute report back slot at monthly MANCO meetings has been requested to allow the Chairperson of the HRDC to update Management on the HRD process. This new channel of communication will allow the HRDC Chairperson to encompass process and streamline important information to be discussed with Departmental Management.

8. EXTERNAL BARRIERS

8.1 Creation of SGB's/ ETQA'S:

Various SGB's which have a direct impact on the functions of the Department of Transport are not yet in place. Likewise various Education and Training Quality Assurers are not yet in place impacting on the quality Management system as the assessors and trainers cannot be accredited.

Recommendation: The Department has approached SAQA with a request to establish additional, or extend existing SGB's to cater for this shortfall. The functions that have been affected are SMME's , MLB, Mechanical levels 1-4.

8.2 Funding:

There is a National shortage of funding to establish and support SGB's.

Recommendation: Provincial Departments to combine resources and use available bodies such as COLTO. (COLTO is now COTO the Committee of Transport Officials).

9. WORKPLACE SKILLS PLAN COMPILATION AND IMPLEMENTATION

9.1 Developing a Skills Matrix for the Department

The development of a Skills Matrix for the Department is virtually impossible at this stage as a result of the departmental restructuring process and the concept of "One-Stop Shops". Due to the diversity of functions, the uncertainty of the new structure and the functions/ responsibilities attached thereto, a Skills Audit will have to forego a Skills Matrix. It was therefor decided that the Department performs an Audit as from June 2001 in order to incorporate the findings in a Skills Matrix for inclusion in the Skills Development Plan.

10. TRAINING AND DEVELOPMENT STRATEGY

10.1 Possible Training Providers:

In order to explore and identify possible training providers, a status quo assessment was performed and the findings are listed below:

Internal training providers

- **Technology Transfer Centre**

Technical training courses are presented to the departmental Roads Foremen and Road Superintendents in a formal training environment, supported by administrative lecture based skills training.

The training centre is not a registered training provider, although it is sports one qualified Module Writer, Trained Trainer and a Quality Assessor. Also Mr Dave Duggan of the Construction (CETA) Seta has already paid a visit to this training centre.

- **Mechanical Apprentice Training Centre**

This training centre was registered with the Metal Engineering Training & Education Board (MEIETB) as a training provider for Earth Moving Equipment Mechanic Learnerships. MEIETB was disbanded and exists as the “Metal Chamber of MERSETA (Seta 17). Interim registration is still valid until 31 March 2002.

This Training Centre:

- has interim registration as a training provider
- has as a trainer an accredited trainer and module writer
- is in the process of aligning existing training modules to interim Unit Standards
- has 31 indentured learnerships
- was also visited by the Regional Representative of CETA

Constraint:

- the ETQA and SGB of MERSETA is as yet **not** in place.

- **Traffic Training College**

The Technical Committee currently provisionally registers the Traffic Training College for Training and Development and is the body that co-ordinates all traffic training throughout SA according to the curriculum determined by the National Department of Transport.

The Traffic Training College:

- presents the Basic Officer Diploma Course for all Traffic Authorities within the Province of KwaZulu-Natal. The duration of this course is 6 months.
- provides training to the Examiner for Driving Licences for the Department as well as Local Authorities
- provides training to the Examiner of Motor Vehicles
- provides internal refresher and advance generic RTI courses pertaining to Law Enforcement.

- **Human Resources Development**

There is presently no Human Resources Development component within the Department of Transport and it is envisaged that the new structure will make provision for the developmental functions of the Department under the co-ordination of the Human Resources Management Directorate. However, small in-house training sections are in existence to take care of diverse corporate training needs:

- Motor Licensing Bureau
- Provincial Motor Transport
- Internal Control and Training Division
- Information Technology

External Training Providers:

- **Human Resources Development at the Office of the Premier**

This training provider is registered with the PSETA and takes care of the line function and skills training of the Department of Transport, such as Management and Generics Functions.

- **Technikons, Technical Colleges and Universities**

The departmental Bursary Committee assesses requests for bursaries, which are awarded and funded by the Department provided the course is job related and the first qualification after Grade 12.

The Department makes use of the services of the following service providers to take care of technical/corporate and management diploma courses:

- RSA, Natal, ML Sultan and Mangusotho Technikons
- UNISA and Durban Westville and Natal Universities
- Durban, Northdale and Mzunduzi technical Colleges

- **Private Companies**

The Department has sourced and utilised specialist training and development providers to supplement the shortfalls in the in-house resources. The following companies are some of the private companies presently providing technical or generic training respectively:

- Barlows, Kommatsu, Bell, Toyota, Samcor, Liebherr, CRDC. Wearcheck,
- Nosa, Hazchem, S A Sugar Association, Red Cross, St John's Ambulance Services,

10.2 **Quality Assurance** (Chapter 3 of Act 58 of 1995, SAQA Regulations)

The Department of Transport does not have a quality assurance system in place and Top Management must therefore explore and identify a quality assurance system that are SAQA approved, such as ISO 9000, or Invest in People, by no later than July 2001.

Once the system has been selected, the Human Resources Manager, together with the departmental SDF have to identify and appoint a Responsible Officer and a Quality Assurance Body to take care of the implementation process, obviously after the relevant Quality Assurance training has been taken care of.

The Sub-SGB's need to roll out the Quality Assurance System and ensure implementation thereof throughout the Department by no later than September 2001 in order to finalise the process by 1 January 2002.

10.3 Costs

The following expenditure will have to be incurred during the 2001/2 financial year in order to implement the skills plan as well as to continue with the development of the departmental staff as previously:

a)	train trainers, assessors, module writers and quality controllers:	R 500 000
b)	continue with the development of the departmental staff:	R 620 000
c)	award bursaries to departmental staff:	R 500 000
d)	train 60 Traffic Inspectors:	R1 200 000
e)	Adult Basic Education:	R1 400 000
f)	train Examiners for driving licence/motor vehicles:	R 120 000

TOTAL R4 340 000

10.4 Implementation Plan

ACTIVITY	BY WHOM	BY WHEN
Provide Internet Access for Sub-SGB's/trainers/co-ordinators	IT	March 2001
Train trainers/assessors/module writers	Department of Labour	December 2001
Develop U/S and align existing training modules according SAQA	Sub-SGB's & HRDC	
Establish contact with SGB's dealing with relevant sectors	Sub-SGB's chairperson	March 2001
Register Mechanical Apprentice Training Centre	Sub SGB Mech	March 2002
Select Quality Assurance System	Top Management	July 2001
Train Quality Controllers	Department of Labour	September 2001
Completion of the implementation of the Quality Assurance System	Sub-SGB's % HRDC	January 2002
Perform a skills audit and a skills matrix	Sub skills facilitators	December 2001
Design/update data base with accredited training providers information	Development Directorate	Ongoing
Design step-up qualifications for RTI: ND to afford progression and career pathing	RTI TopManagement, SGB & National DOT	January 2002
Explore the possibility of combining the departmental training forces	Management, training centres & HRDC	March 2002
Source training venues conducive to departmental training needs	Management, training centres & HRDC	March 2002
Identify existing training resources and upgrade to meet with requirements	Management, training centres & HRDC	March 2002

10.5 **Evaluation**

The departmental Skills Development Facilitator and the Human Resources Manager to monitor and evaluate the following:

- Progress
- Implementation dates
- Budgets/expenditure
- Program evaluation and techniques

11. **CONCLUSIONS**

The Department has embarked on an aggressive Human Resource Development strategy in line with the current Legislation on Human Resource Development. This Department is serious about redressing the shortcomings of the past in terms of providing an appropriate Skills Development Work Plan, which will allow for Recognition of Prior Learning (RPL). This will ensure that the necessary training providers and assessors are trained and available, when the staff are ready to be assessed against the appropriate Unit Standards, for the various NQF Levels, against which they wish to be assessed.

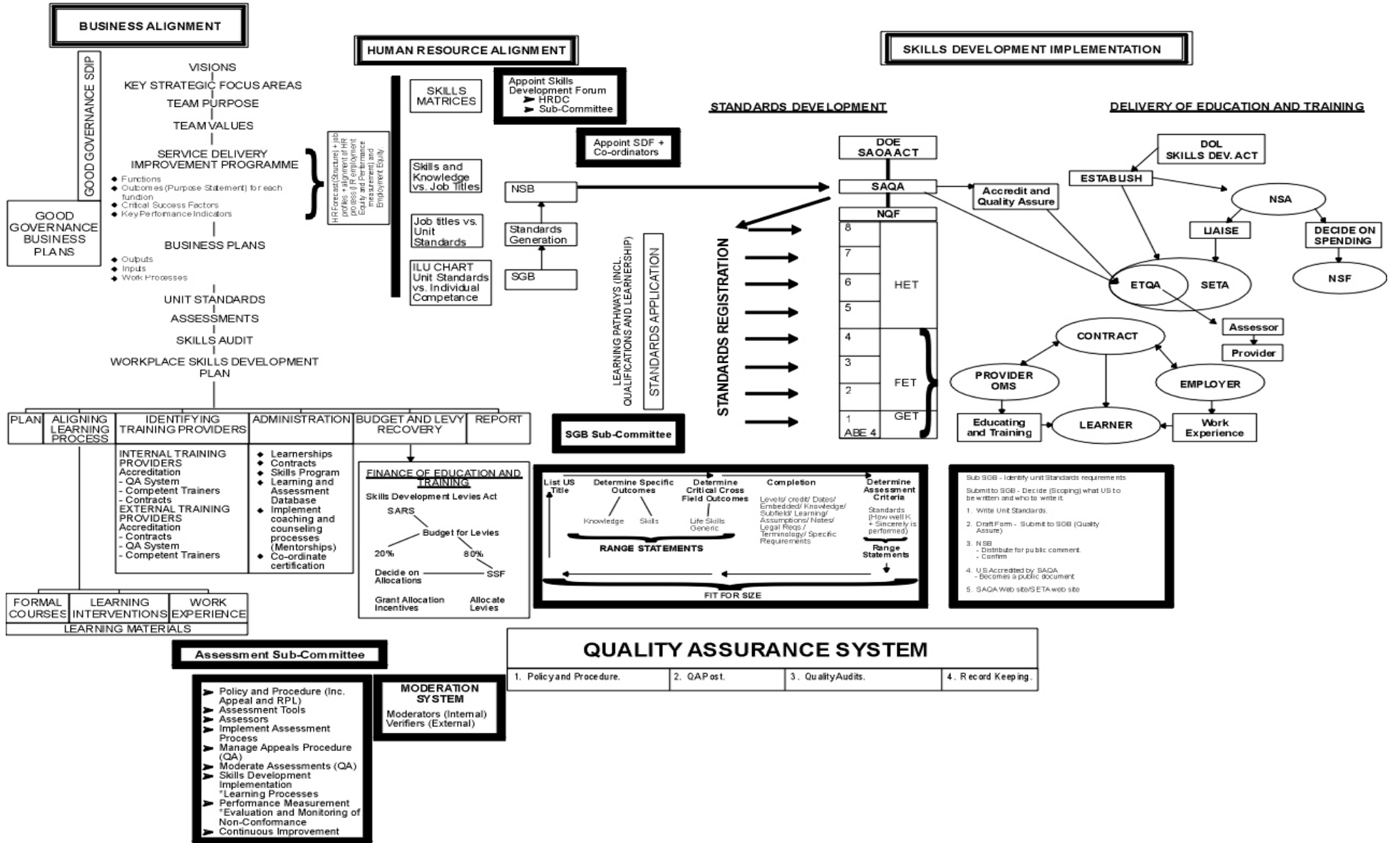
The process had been started and is progressing well, but much still needs to be done to achieve the necessary training providers, assessors and accreditation before the RPL and staff assessments can be undertaken by Accredited training providers and training assessors, at accredited establishments

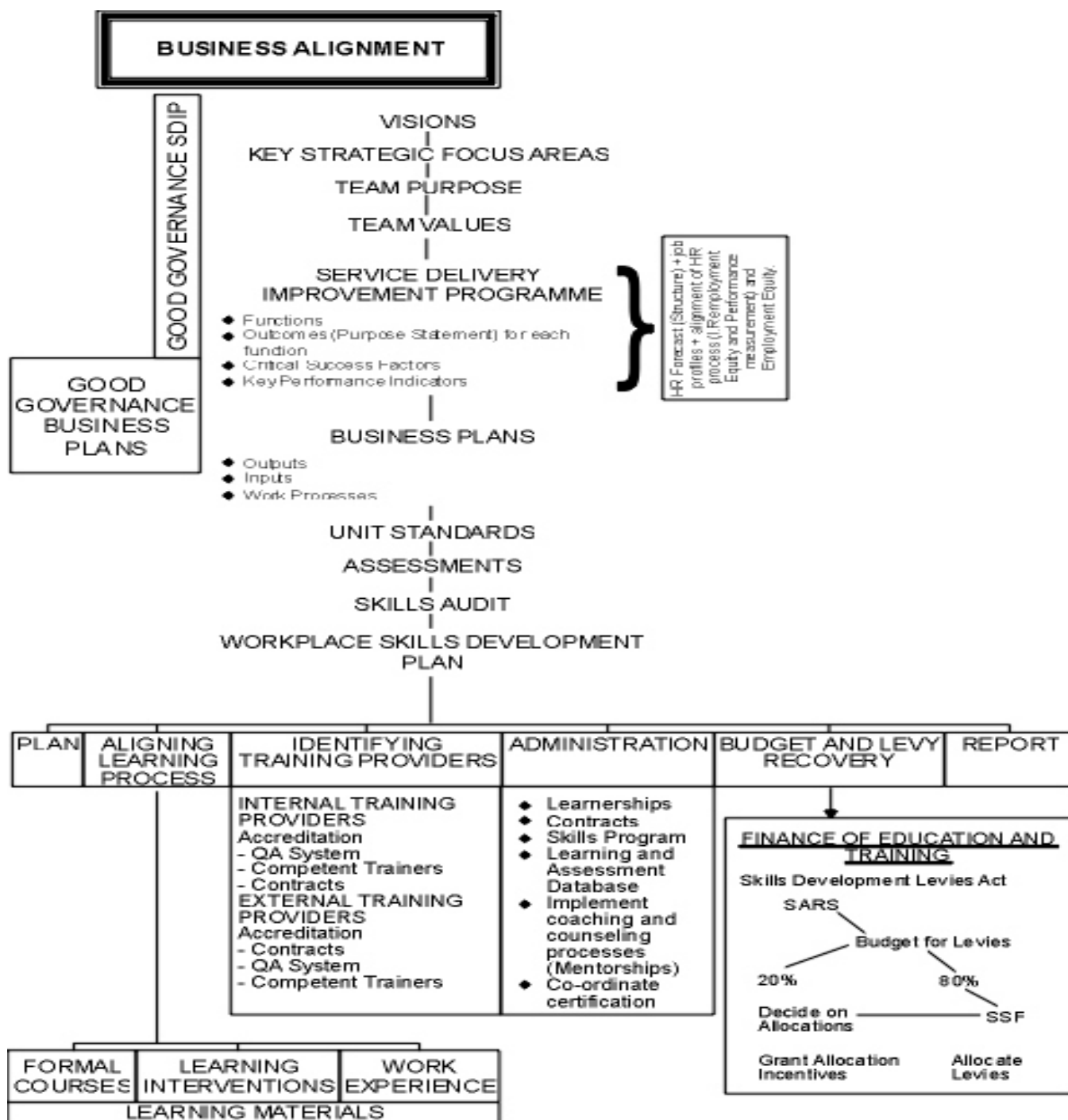
This Department has adopted an in house Human Resource Development structure, similar to that of the Legislation, especially since we are a multi disciplined technical and administrative organisation. This way we have ensured that a wide range of facilitators and Unit Standard writers with the necessary skills and experience have been trained and accredited to meet the challenges we expect the Department of Transport to face, in the next year or two, as we implement the Skills Development work plan, and train, assess, and accredit our staff members in accordance with the latest skills development legislation.

12 **ACKNOWLEDGEMENTS**

The Authors acknowledge the work undertaken by our colleagues, who are members of the Departments Human Resources Development Committee, skill development facilitators, and accredited unit standard writers, and all other persons who have in one way or another contributed to the development of the latest South African skills development strategy. They have thus assisted our Department in attaining the current position it holds in the development of a programme and strategies in accordance with the latest legislation so that we can better serve our colleagues, and the people of KwaZulu-Natal and South Africa..

DEPARTMENT OF TRANSPORT SKILLS DEVELOPMENT IMPLEMENTATION





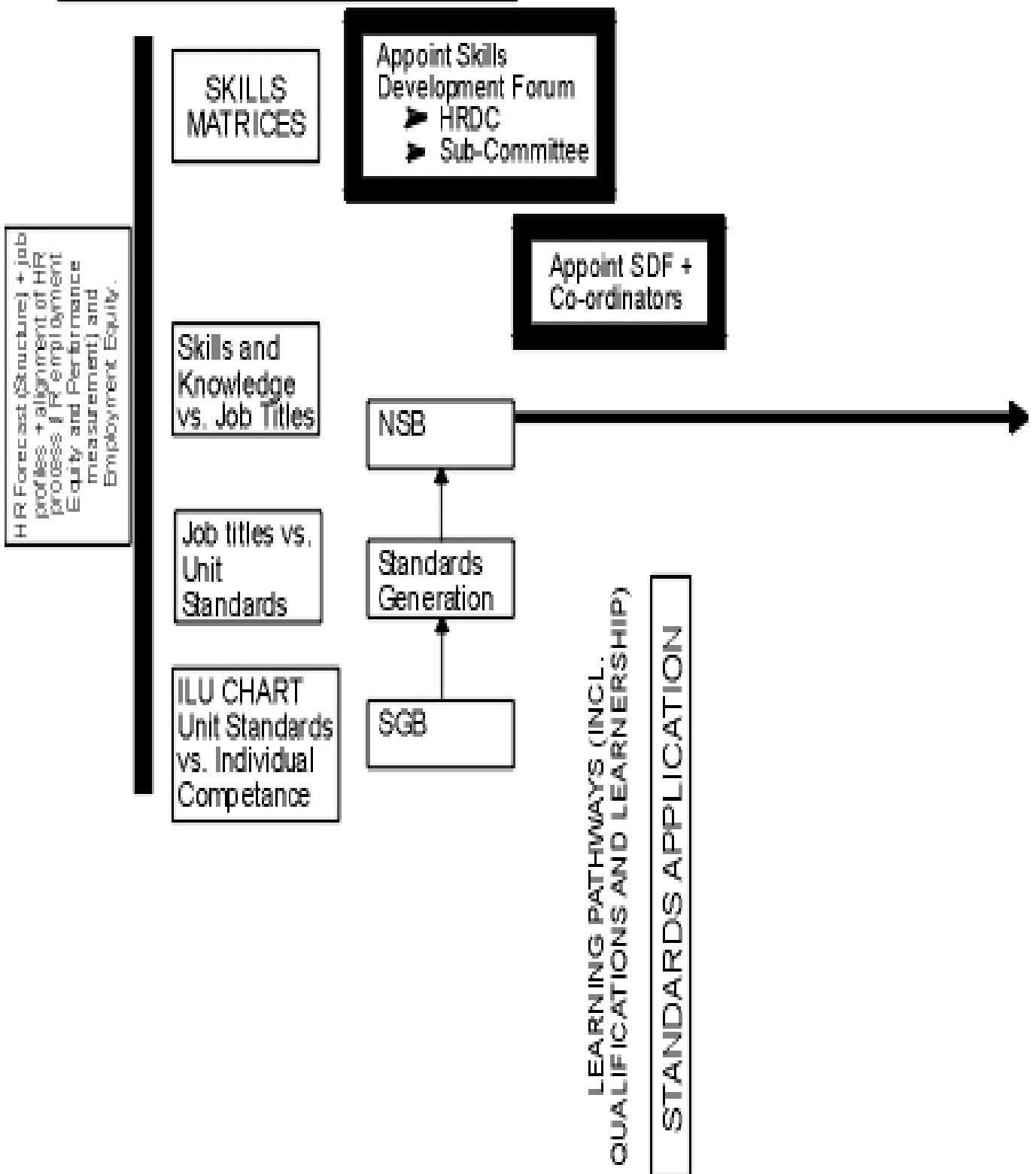
Assessment Sub-Committee

- Policy and Procedure (Inc. Appeal and RPL)
- Assessment Tools
- Assessors
- Implement Assessment Process
- Manage Appeals Procedure (QA)
- Moderate Assessments (QA)
- Skills Development Implementation
- Learning Processes
- Performance Measurement
- Evaluation and Monitoring of Non-Conformance
- Continuous Improvement

MODERATION SYSTEM

Moderators (Internal)
Verifiers (External)

HUMAN RESOURCE ALIGNMENT

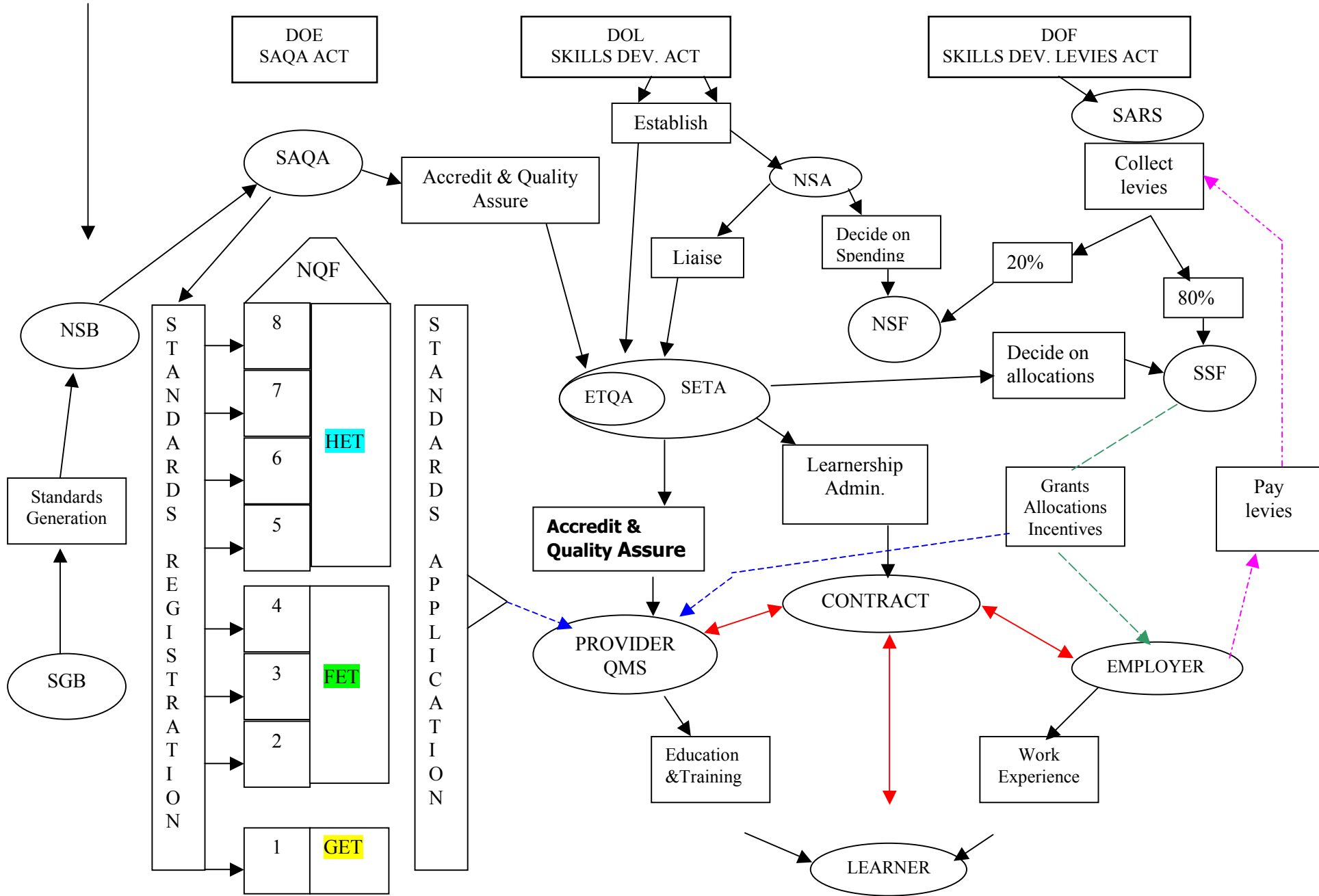


S.A. QUALIFICATIONS AUTHORITY (SAQA) - ORGANISATIONAL CHART AND SKILLS DEVELOPMENT PROCESS

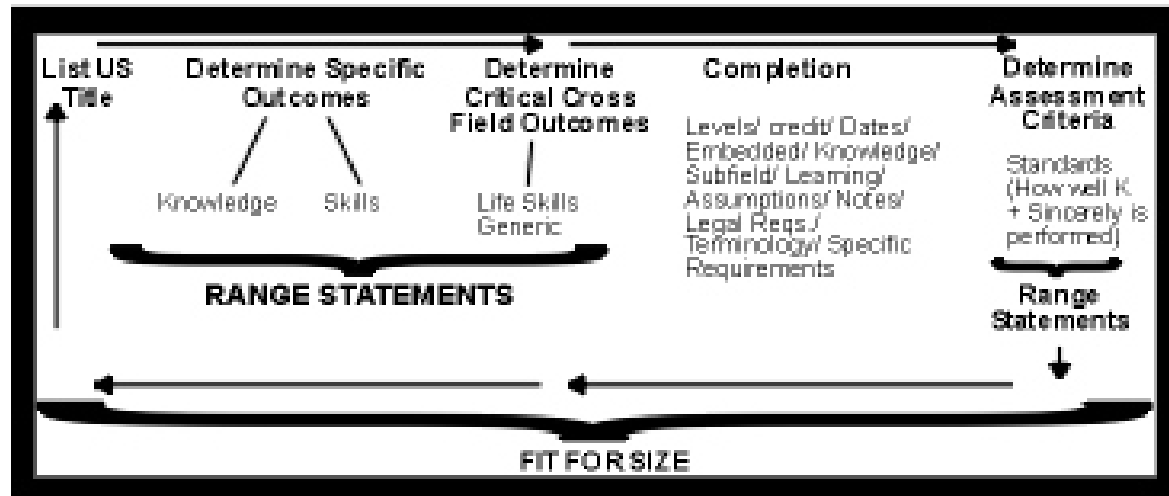
STANDARDS DEVELOPMENT

DELIVERY OF EDUCATION AND TRAINING

FINANCING OF EDUCATION AND TRAINING



SGB Sub-Committee



Sub SGB - Identify unit Standards requirements

Submit to SGB - Decide (Scoping) what US to be written and who to write it.

1. Write Unit Standards.
2. Draft Form - Submit to SGB (Quality Assure)
3. NSS
 - Distribute for public comment.
 - Confirm
4. US Accredited by SAQA
 - Becomes a public document
5. SAQA Web site/SETA web site

QUALITY ASSURANCE SYSTEM

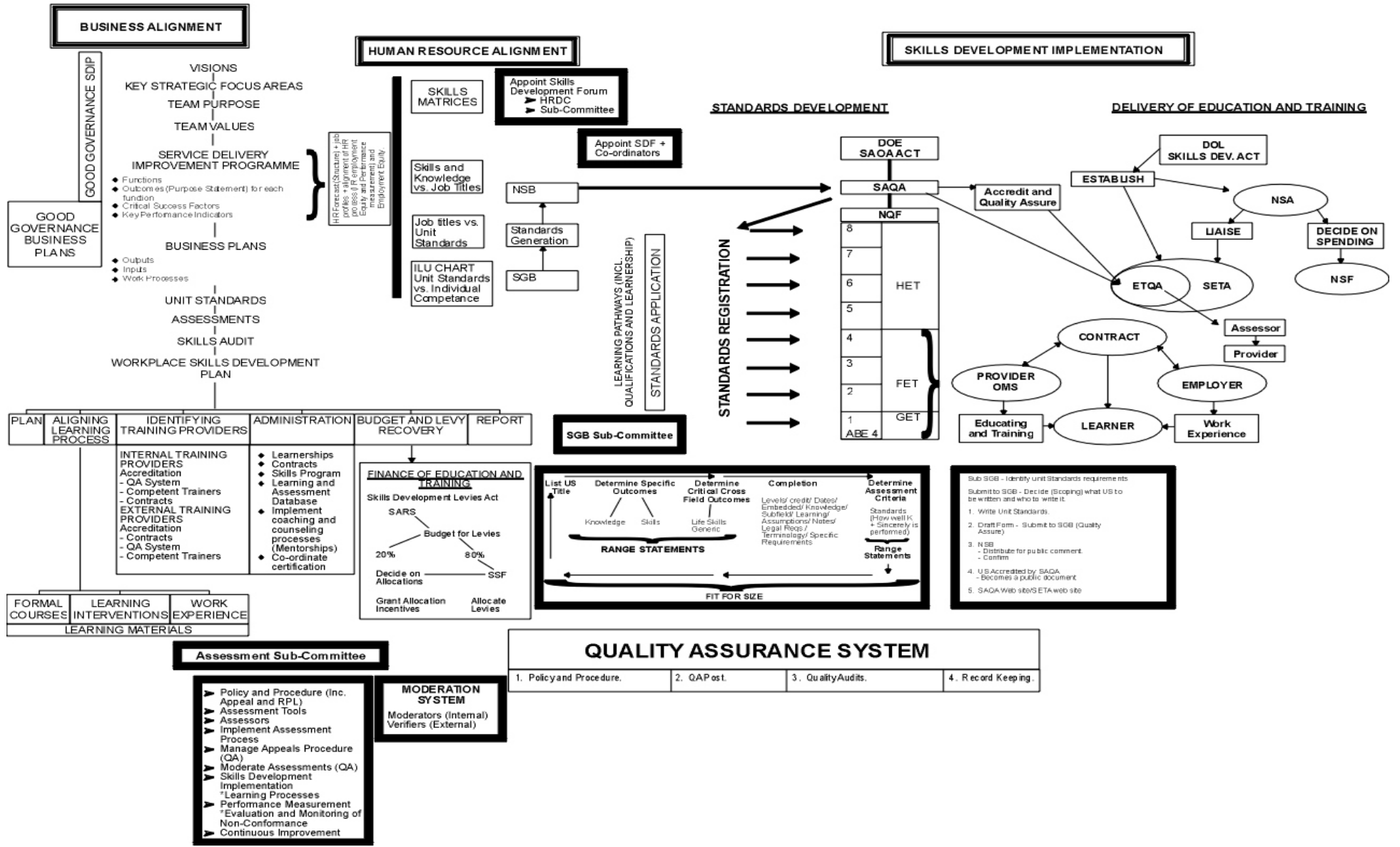
1. Policy and Procedure.

2. QA Post.

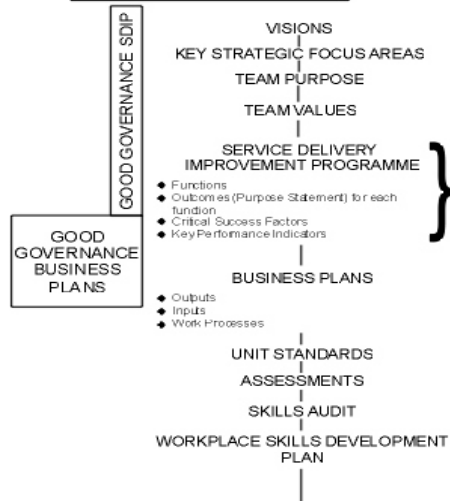
3. Quality Audits.

4. Record Keeping.

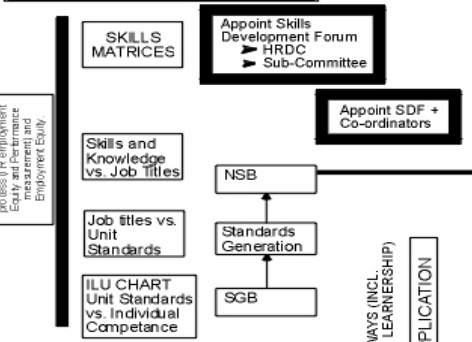
DEPARTMENT OF TRANSPORT SKILLS DEVELOPMENT IMPLEMENTATION



BUSINESS ALIGNMENT

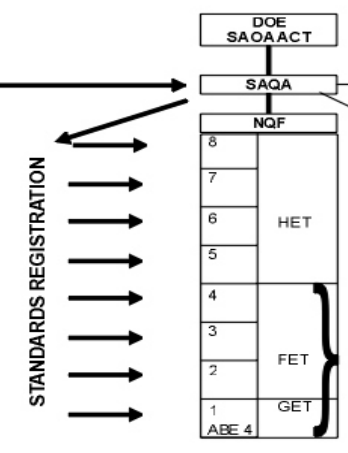


HUMAN RESOURCE ALIGNMENT

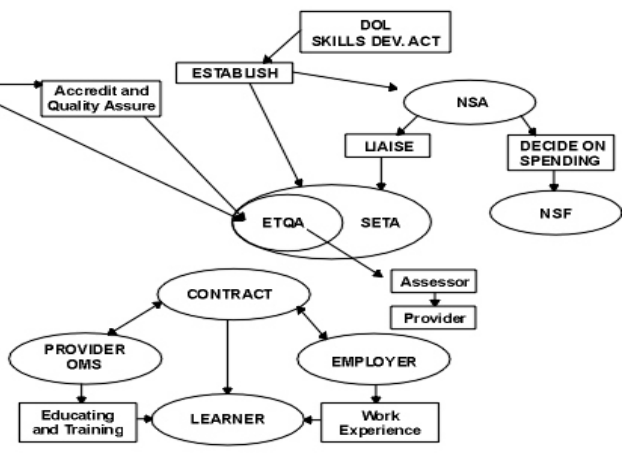


SKILLS DEVELOPMENT IMPLEMENTATION

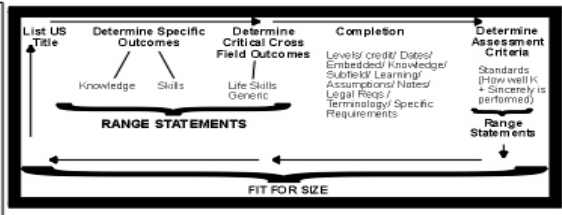
STANDARDS DEVELOPMENT



DELIVERY OF EDUCATION AND TRAINING



PLAN	ALIGNING LEARNING PROCESS	IDENTIFYING TRAINING PROVIDERS	ADMINISTRATION	BUDGET AND LEVY RECOVERY	REPORT
		<p>INTERNAL TRAINING PROVIDERS Accreditation - QA System - Competent Trainers - Contracts</p> <p>EXTERNAL TRAINING PROVIDERS Accreditation - Contracts - QA System - Competent Trainers</p>	<ul style="list-style-type: none"> Learnerships Contracts Skills Program Learning and Assessment Database Implement coaching and counseling processes (Mentorships) Co-ordinate certification 	<p>Skills Development Levies Act</p> <p>SARS</p> <p>Budget for Levies</p> <p>20% 80%</p> <p>Decide on Allocations</p> <p>Grant Allocation Incentives</p> <p>SSF</p> <p>Allocate Levies</p>	
FORMAL COURSES	LEARNING INTERVENTIONS	WORK EXPERIENCE			
LEARNING MATERIALS					



- Sub SGB - Identify Unit Standards requirements
- Submit to SGB - Decide (Scoping) what US to be written and who to write it
1. Write Unit Standards
 2. Draft Form - Submit to SGB (Quality Assure)
 3. NSB - Distribute for public comment - Confirm
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- ▶ Policy and Procedure (Inc. Appeal and RPL)
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- ▶ Continuous Improvement

MODERATION SYSTEM

Moderators (Internal)
Verifiers (External)

QUALITY ASSURANCE SYSTEM

1. Policy and Procedure.
2. QAP o/s.
3. Quality Audits.
4. Record Keeping.