

PIVITOL Training

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High level Glance at the NSDS III

- Follows integration of further education and skills development into single department DHET
- Promotes partnerships between employers, public education institutions (FET colleges, universities, universities of technology), private training providers and SETAs.
- Must contribute to transformation of inequalities linked to class, race, gender, geography, age and disability
- Changes to SETAs leadership, governance and strategy; Performance monitoring; Introduction of **QCTO**
- Targets improved placement of students and graduates; and Improved access to learning programmes, relevance of skills interventions
- **Linking skills development to career paths, career development, promoting sustainable employment and in-work progression**
- **Seeks to Link workplace training with theoretical learning**
- **Address work readiness**
- Migrate country towards the Knowledge based economy

NSDS III Pillars

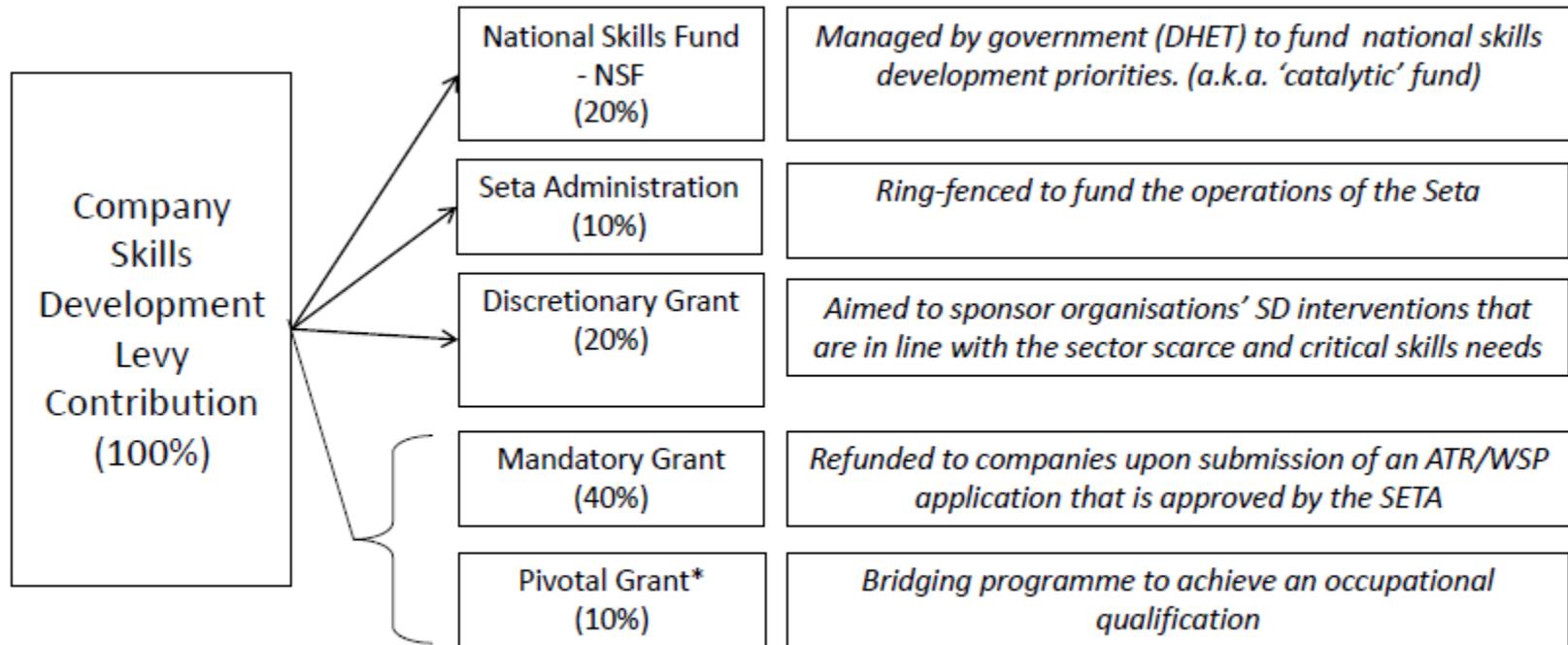
- **Pillars**
 - ❖ Sector strategies (aligned to government and industry development strategies)
 - ❖ Relevant sector based programmes
 - ❖ **Professional, vocational, technical and academic learning (PIVOTAL) programmes i.e.: provide a full occupationally directed qualification**
 - ❖ Programmes that contribute to revitalization of vocational education and training
 - ❖ Incentives for training and skills development in the cooperative, NGO and trade union sectors
 - ❖ **Partnerships between public and private training providers, between providers and SETAs, and between SETAs**
 - ❖ Increased focus on skills for rural development
- **Links to other programmes**
 - ❖ Human Resource Development Strategy; New Growth Path; Industrial Policy Action Plan; Outcomes of Medium Term Strategic Framework; rural development strategy

NSDS III Goals- PIVITOL focus

- **Goals**

- ❖ Establishing a credible institutional mechanism for skills planning
- ❖ **Increasing access to occupationally – directed programmes**
- ❖ **PIVOTAL grant**
- ❖ **Promoting the growth of a public FET college system that is responsive to sector, local, regional and national skills needs and priorities**
- ❖ Addressing the low level of youth and adult language and numeracy skills to enable additional training
- ❖ **Encouraging better use of workplace-based skills development**
- ❖ **Encouraging and supporting cooperatives, small enterprises, worker-initiated, NGO and community training initiatives**
- ❖ Increasing public sector capacity for improved service delivery and supporting the building of a developmental state
- ❖ **Building career and vocational guidance**

New Levy/Grant Breakdown



PIVOTAL* = Professional, vocational, technical & academic Learning

What is PIVOTAL?



Official definition

- Professional, vocational, technical and academic learning (PIVOTAL) programmes. These are programmes which provide a full occupationally-directed qualification. Such courses will normally begin in a college or university and would include supervised practical learning in a workplace as part of their requirement. The courses – especially for workers – could in some cases start in the workplace and then move to a college or university
- The courses would culminate in an occupational qualification. PIVOTAL courses will normally be offered by arrangement between a SETA, an educational institution, an employer and a learner
- Fundamental to the successful implementation of PIVOTAL programmes will be a model of cooperation between a SETA, a higher or further education and training institution and an employer. This will help ensure responsive curricula and courses
- Initial thought was that the QCTO would drive the Occupational Qualifications housed within the PIVITOL process

Questions to ask:

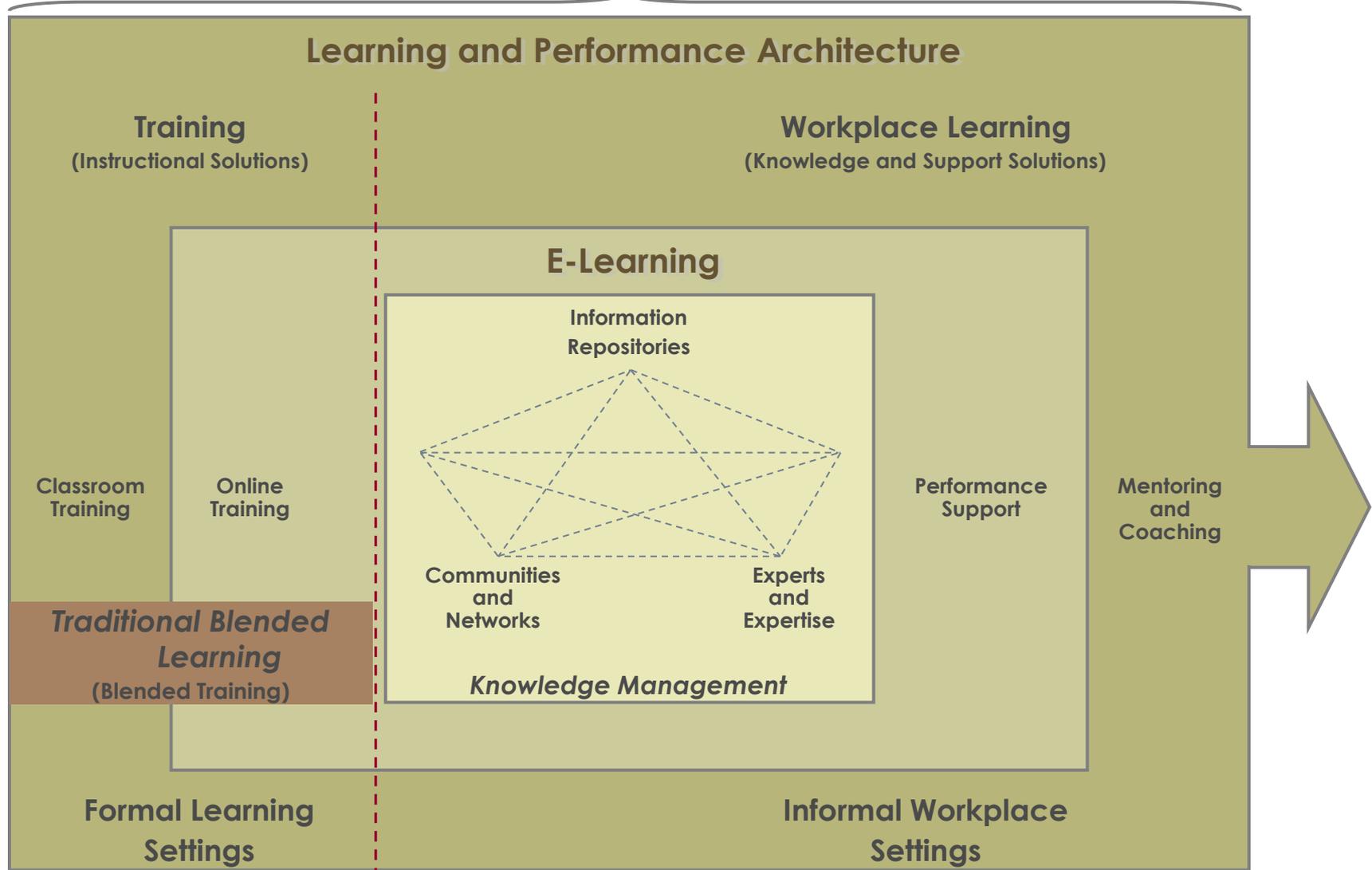
- Is the employers L&D function an accredited training provider? (QMS)
- Does a working relationship exist with the SETA
- Is an excepted training methodology used in the design, development and delivery of learning programmes?
 - Are assessments applied to test both theory and skill?
 - Are these tracked and recorded?
 - Are learners given the opportunity to apply the learning within the work place?
Allowing for experience to be accrued.
 - Are the costs associated with all these learning activities tracked and recorded at a learner and event level?
 - Do audit trails exist to provide evidence of the above?
- Do relationships exist with external providers such as?
 - Universities
 - Public FETs
 - Private providers

In practice (cont...)

Criteria:

1. As long as the programme content can be proven to add credits or assist ultimately in the gaining of a qualification. Then the programme can be viewed as PIVITOL.
2. Specific learners who have registered on or completed **Learnerships**.
3. **Academic and Professional Study** to specific employed and unemployed learners who have successfully completed a course of study at recognised institutions or professional bodies.
4. **Quality-Assured and Structured Workplace Experience** where specific learners enter or complete full-time, on-the-job training (non-learnership)
5. Each SETA has a specific criteria and process to submit the WSP. The PIVITOL report forms part of the WSP

True Blended Learning



Alignment



Funding

Funding type	Application	Source of funds
Own funds	All learning and development initiatives	Typically 5% of payroll; part of annual budget for operations / people
SETA funds	Registered learner ships (skills programmes & qualifications)	<ul style="list-style-type: none">• SETA discretionary funds (WPSL)• PIVOTAL grant funds• FET Colleges
Other government Funds	Specific skills programmes or qualifications (e.g Monyetla) ; or skills development initiatives	<ul style="list-style-type: none">• NSF (DHET)• Jobs Fund• Provincial Government
Donor funds	Specific skills –based projects	Various donors such as Rockefeller Foundation

Link to the DTI Code



DTI Code 300 (400)

Take a look at the DTI document

DTI Code 300 (400)

- The amended code requires that the WSP and the PIVITOL report be submitted to the relevant SETA.
- Implicit in the above is the requirement that the organization be registered with the relevant SETA.
- The BBBEE points calculate as per the guidelines found in the best practice guidelines
- Examine the Learning programme matrix. Specifically category B and E which aligns to the PIVITOL requirements
- The primary requirements of:
 - A recognized training provider
 - A structured programme
- Category B allows for the addition of each learners salary cost earned for the duration of the learning programme. This amount can be added into the calculations to determine the score.
- The above process has been tested with several BBBEE auditing companies

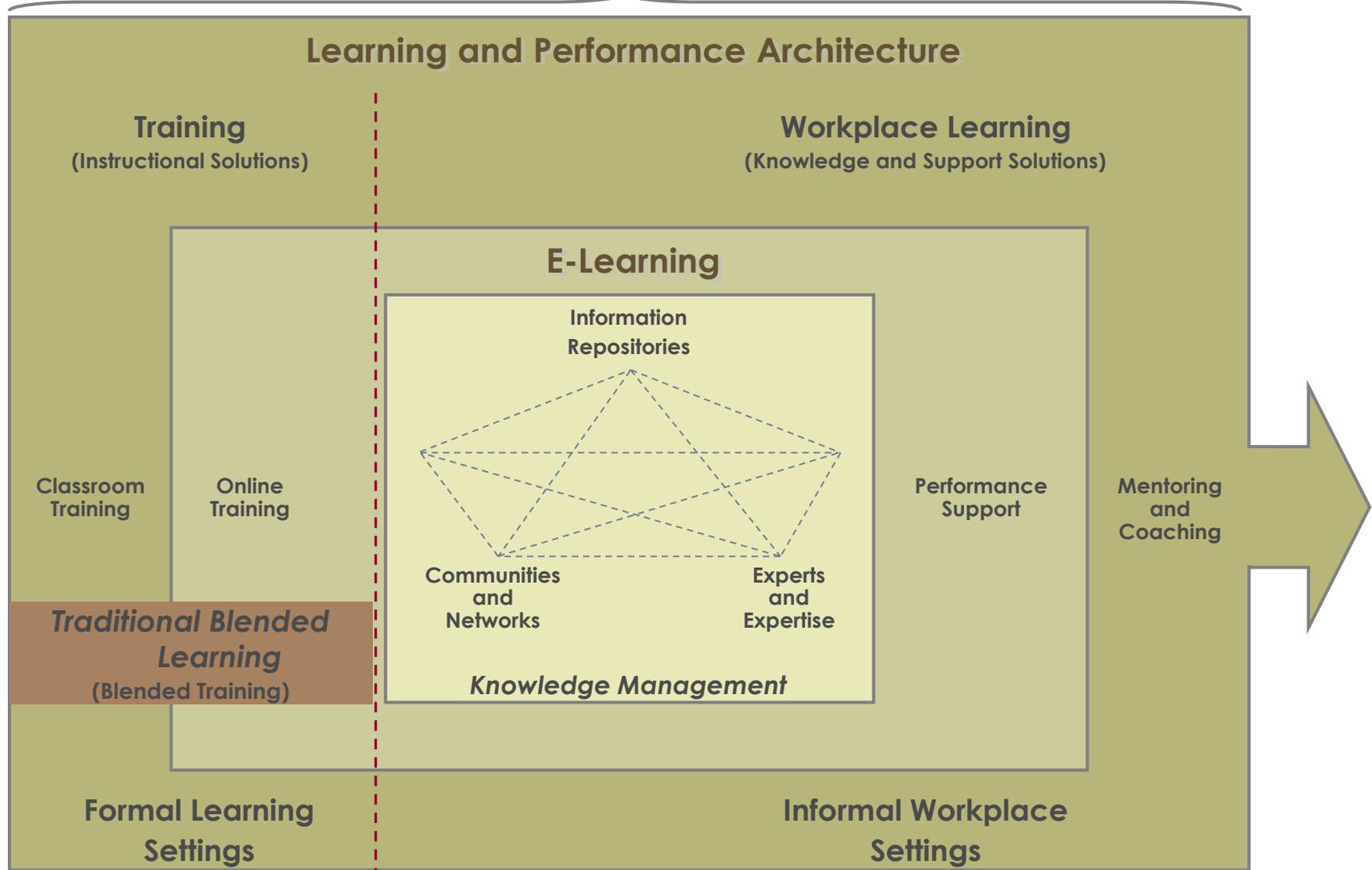
Alignment of PIVITOL and DTI Code

- If at a strategic level it is decided to drive all training through accredited training provides (internal or external) then the 2 processes will be aligned
- An additional approach is to train all staff according to the requirements of both processes
- A robust MIS capability needs to exist to support the record keeping from a learner record and costing perspective
- As long as the learning programme contains the following:
 - Structured process
 - Theoretical learning
 - Skills based application
 - Workplace experience
 - Linked to qualification

Alignment of PIVITOL and DTI (cont...)

- Implementation can be done through partnerships between various providers.
 - Internal accredited workplace L&D environments
 - Universities
 - FET (Public and private)
 - Other private training providers

True Blended Learning



Questions?

