

# General Education and Training Certificate (GETC)



The primary purpose of the GETC is to equip learners with the values, knowledge and skills that will enable or enhance meaningful participation in society, contribute towards developing sustainable communities, provide a basis for learning in further education and training, and establish a firm foundation for the assumption of a productive and responsible role in the workplace.

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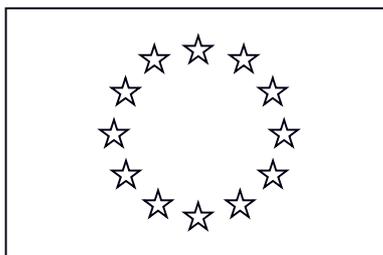
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Date of publication: October 2001

ISBN: 0-620-28289-4



Funded by the European Union  
under the European Programme  
for Reconstruction and  
Development

# CONTENTS

Executive summary	3
1. Introduction	5
2. Background to establishing the purpose, guiding principles and criteria for the GETC	5
3. Specific design challenges at the GETC level	9
4. Requirements of the General Education and Training Certificate	9
5. Issues of implementation	25
6. Conclusion	27
Members of the GETC Stakeholder Forum	28
References	29
Glossary	30
Acronyms	32

### **SAQA's Mission**

**To ensure the development and implementation of a National Qualifications Framework which contributes to the full development of each learner and to the social and economic development of the nation at large.**

## Executive summary

### Requirements

1. Each full qualification registered at level 1 on the National Qualifications Framework (NQF) will be called a General Education and Training Certificate (GETC) and will conform to the broad requirements recommended in this document.
2. Each GETC will provide access to various learning pathways, both vertical and horizontal, in terms of the purpose of the qualification. The scope of access provided by each GETC will be determined by the qualification itself.
3. The primary purpose of the GETC is to equip learners with the values, knowledge and skills that will enable or enhance meaningful participation in society, contribute towards developing sustainable communities, provide a basis for learning in further education and training, and establish a firm foundation for the assumption of a productive and responsible role in the workplace.
4. A minimum of 120 credits is required for the GETC, of which at least 72 must be at NQF level 1.
5. The 20 compulsory credits in language and communication must be obtained at NQF level 1 in one of the 11 official South African languages (Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa, or isiZulu) or in one of the languages promoted by the Pan South African Language Board (the Khoi, Nama, and San languages, and sign language) in terms of the South African Constitution (Chapter 1, Section 6; RSA, 1996).
6. A further 20 credits in language and communication may be obtained in **an additional** official language enshrined in the South African Constitution (RSA, 1996) or in one of the languages promoted by the Pan South African Language Board (the Khoi, Nama, and San languages, and sign language) in terms of the South African Constitution.
7. The 16 credits from the organisational field of mathematics and mathematical literacy must be obtained at NQF level 1.
8. The principle is accepted that proposers of a certain qualification can designate specific areas of study or credits as compulsory within that qualification, in addition to the fundamentals and in compliance with other GETC requirements and regulations as established by SAQA.
9. Proposers of qualifications must liaise with the Education and Training Quality Assurance bodies (ETQAs) which quality assure the learning programmes leading to the awarding of the GETC on the requirements for ensuring coherence of those qualifications.
10. A registered GETC can be a unit standards-based or non-unit standards-based qualification, in accordance with the requirements of the National Standards Bodies (NSB) regulations (8[4]). Unit and non-unit standards-based GETCs should articulate on the basis of their exit-level outcomes.
11. Learners not meeting the requirements to be awarded the GETC must receive a statement of achievement, reflecting the credits obtained or outcomes achieved.

12. Providers and ETQAs should engage with each other, with stakeholders in their sectors, and with SAQA on how best to maintain the integrity of the GETC beyond the requirement that the purpose of the qualification be achieved through appropriate incorporation of integrated assessment.
13. ETQAs and providers of learning programmes leading to the achievement of the GETC should collaborate in formulating policies and devising criteria that allow learners to achieve whole or part qualifications through the recognition of prior learning.

## 1. Introduction

The need for a document that provides a framework within which constructors of qualifications can design a GETC is indicated by:

- Broad stakeholder demand for guidance in the development of the GETC;
- The difficulties which NSBs and Standards Generating Bodies (SGBs) have experienced in conceptualising the qualification; and
- The requirement for the registration of a coherent GETC on the NQF.

This policy document outlines the context within which the GETC is located and discusses some of the difficulties associated with the design of the GETC. It addresses particular issues, which constructors of the GETC need to take into account, namely:

- The purpose of the GETC;
- Rules of combination;
- The articulation of the GETC;
- Progression and credit accumulation;
- Integrated assessment; and
- Recognition of prior learning (RPL).

The document outlines a number of requirements in addressing these issues. The final section highlights some of the issues that need to be taken into account during implementation of the requirements contained in section 4.

**In accordance with the Act and the regulations, SAQA, through the NSB-SGB structures, is responsible for the registration of qualifications.**

## 2. Background to establishing the purpose, guiding principles and criteria for the GETC

### 2.1 The legal responsibility of SAQA as per the SAQA Act (Act No. 58 of 1995) (RSA, 1995)

The functions of the Authority as per the SAQA Act, No. 58 of 1995, are as follows:

The Authority shall:

- Oversee the development of the NQF;
- Formulate and publish policies and criteria for:
  - The registration of bodies responsible for establishing education and training standards or qualifications;
  - The accreditation of bodies responsible for monitoring and auditing achievements in terms of such standards or qualifications;
- Oversee the implementation of the NQF including:
  - Registration or accreditation of bodies referred to above and the assignment of functions to them;

- The registration of national standards and qualifications;
- Steps to ensure compliance with provisions for accreditation; and
- Steps to ensure that registered standards and qualifications are internationally comparable.

## 2.2 The Regulations for National Standards Bodies (NSBs) (RSA, 1998a) and for Education and Training Quality Assurance Bodies (ETQAs) (RSA, 1998b)

Among the functions of NSBs as listed in the regulations are that they:

- Ensure that the work of SGBs meets the requirements for the registration of standards and qualifications as determined by the Authority;
- Recommend the registration of standards on the NQF to the Authority;
- Recommend the registration of qualifications to the Authority;
- Update and review qualifications; and
- Liaise with ETQAs regarding the procedures for recommending new standards and qualifications, or amending registered standards and qualifications.

Among the functions of ETQAs as listed in the regulations are that they:

- Recommend new standards and qualifications to NSBs for consideration; or
- Recommend modifications to existing standards or qualifications to NSBs for consideration.

In accordance with the Act and the regulations, SAQA, through the NSB-SGB structures, is responsible for the registration of qualifications. Furthermore the NSBs have the function of liaising with ETQAs regarding the procedures for recommending new standards and qualifications, or amending registered standards and qualifications. ETQAs are responsible for assuring the quality of these qualifications. Through liaison with the NSBs they have a direct role to play in recommending new standards and qualifications as well as modifications to existing standards and qualifications to NSBs for consideration. The ETQA structures are not legally in a position to assume responsibility for recommending standards and qualifications to SAQA, as this is clearly the responsibility of the NSB-SGB structures.

## 2.3 The generalist qualifications

In the case of the GETC, there is likely to be a range of recommendations for such qualifications which cut across all NSBs and SGBs and which attempt to fulfil a variety of needs within the education and training sector at these levels. Provision includes formal schooling, Adult Basic Education and Training (ABET), out-of-school youth

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and the learners within learnerships and skills programmes of the Department of Labour.

The NSB regulations provide general guidelines in respect of the structure of such qualifications. However, discussions conducted at the NSB level, indicated that further guidance and clarity was needed.

In accordance with the regulations, NSBs are responsible for recommending standards and qualifications to the Authority. However, as mentioned above, these qualifications cut across all NSB fields and across a variety of contexts of education provision. Since NSBs and SGBs in particular, are regarded as having sectoral interests, it has been suggested that they are inappropriate structures to make such recommendations. In view of the fact that SAQA has the responsibility of developing the NQF, it is appropriate that SAQA oversees the development of the minimum requirements and guiding principles for these generalist qualifications.

## 2.4 A discussion forum for the development of the purpose, guiding principles and guidelines for the GETC

If the NSB-SGB structures are deemed inappropriate for determining the parameters for the generalist qualifications, it is advisable that SAQA convene a forum to establish the basic principles and minimum requirements for the GETC and recommend these to the Authority for approval. Alternatively it should recommend a process whereby these principles and requirements can be established. Once approved at Authority level, NSBs will have to ensure that the standards and qualifications at this level, which they recommend for registration, meet the requirements of the Authority.

Before the forum recommends the basic principles and minimum requirements to the Authority for final approval, there will need to be an engagement with all stakeholders, including the Inter-NSB Forum, and a public comment process.

## 2.5 The GETC Forum

An FETC/GETC forum was established and met on 12 May 2000. The original intention was that the forum would address both the Further Education and Training Certificate (FETC) and the GETC. This was not possible, resulting in the forum continuing with its work, but focusing on the FETC. The Authority adopted a FETC policy document in April 2001 after an extensive public comment process.

At the SAQA meeting of 16 August 2000 it was decided that a similar process should be followed to formulate a policy document for the GETC.

The following process was therefore recommended and followed:

- The framework for submissions was established at a meeting held on 18 September 2000. Issues pertaining to the GETC that needed to be addressed in a policy document were discussed.

**As SAQA has the responsibility of developing the NQF, it is appropriate that SAQA oversees the development of the minimum requirements and guiding principles for generalist qualifications.**

**While SAQA is primarily concerned that the achievement of a qualification constitutes a statement of competence in a particular field, it cannot ignore the dimension of sectoral difference in the design of qualifications, particularly where two such sectors are differentiated on the basis of age.**

- These discussions were synthesised into a document produced by SAQA staff. The document was e-mailed to all members of the forum before being distributed for comment. Once the comments were incorporated, the document was ready for distribution by 4 October 2000.
- SAQA then called for submissions from major stakeholders. The closing date for initial submissions was 31 October 2000.
- These submissions were considered in drafting a discussion document for tabling to the GETC Forum, which met on 20 November 2000.
- A discussion document was submitted to the SAQA meeting held on 6 December 2000. The document was accepted by SAQA as a basis for the wide consultation process. The public comment phase was extended beyond the initial deadline of 15 March 2001 to allow for further input into the process.
- After this extended public comment phase the stakeholder forum met again on 19 July 2001 to discuss public comment received and to reach consensus on the changes made to the final document presented to the SAQA Executive Committee on 25 July 2001.
- It was envisaged that the GETC policy document would be finalised at the SAQA meeting of 15 August 2001.

## 2.6 Submissions to the GETC

The following submissions to the GETC received at the SAQA Office by 31 October 2000 – including submissions that were not in response to the Document for Submissions: GETC distributed in the wake of the 18 September 2000 meeting of the GETC Forum but which had been received at the SAQA Office prior to that date – have been taken into account in compiling their policy document:

- Department of Education: “Proposal to HEDCOM on: The General Education and Training Certificate” (received 18 September 2000) (Department of Education, 2000b);
- Interim ABET Advisory Board (IAAB): “GETC Proposal for ABET” (received 31 May 2000) (IAAB, 1999);
- IAAB: “GETC Discussion: Comments from the IAAB, 31 October 2000” (received 31 October 2000) (IAAB, 2000); and
- SAFCERT: Submission on SAQA’s “Document for Submissions: GETC” (31 October 2000).

## 2.7 Public comment on the GETC discussion document

Comments on the GETC discussion document were received from a wide range of stakeholders. These included the university sector, COSATU, the Chamber of Mines, Department of Education (from national and provincial departments), Department of Labour, the organised teaching profession, SAFCERT and individuals.

### 3. Specific design challenges at the GETC level

The challenges facing the designers of a framework for the GETC are a function of the complexity of cross-cutting factors that need to be taken into account. The three-dimensional matrix comprises:

- An age continuum (from children to adult learners);
- A site-of-learning differentiation (from classroom to factory floor to workplace learning centre to community centre); and
- A time-of-learning dichotomy (daylight-based versus night-based learning).

Furthermore the approach and the nature of the learning programmes will differ substantially from group to group. This has raised the question as to what the term “general” means when referring to a qualification at NQF level 1: “general” in the context of children is quite different from “general” in the context of adults, for example.

While SAQA is primarily concerned that the achievement of a qualification constitutes a statement of competence in a particular field, it cannot ignore the dimension of sectoral difference in the design of qualifications, particularly where two such sectors are differentiated on the basis of age (children versus adults). Learning to count as a child in a schooling environment, for example, is very different from learning to count as an adult in an ABET environment. Since competence is achieved within the learning context of a sector competence and sector should therefore be held in tension.

Currently there is no formal certification for any of these sectors at this level. The education and training system is not geared towards a large-scale assessment or certification at level 1 of the NQF.

There are political implications if a system of formal assessment is put in place and achievement levels are low. Furthermore, there are huge cost implications should assessment at this level be on the scale currently conducted at the Senior Certificate level.

Moreover, there is an imperative to bring the marginalised ABET sector into the mainstream by creating appropriate articulation with formal education provision so that learners can have access and mobility within the education and training system through recognition of their achievements.

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### 4. Requirements of the GETC

#### Requirement 1

Each full qualification registered at level 1 on the NQF will be called a General Education and Training Certificate (GETC) and will conform to the broad requirements recommended in this document.

## Requirement 2

Each GETC will provide access to various learning pathways, both vertical and horizontal, in terms of the purpose of the qualification. The scope of access provided by each GETC will be determined by the qualification itself.

### 4.1 SAQA's definition of a qualification

The NSB regulations in section 8 define a qualification as follows:

8(1) A qualification shall:

- Represent a planned combination of learning outcomes which has a defined purpose or purposes, and which is intended to provide qualifying learners with applied competence and a basis for further learning;
- Add value to the qualifying learner in terms of enrichment of the person through the:
  - provision of status, recognition, credentials and licensing;
  - enhancement of marketability and employability; and
  - opening-up of access routes to additional education and training;
- Provide benefits to society and the economy through enhancing citizenship, increasing social and economic productivity, providing specifically skilled/professional people and transforming and redressing legacies of inequity;
- Comply with the objectives of the NQF contained in section 2 of the SAQA Act;
- Have both specific and critical cross-field outcomes which promote life-long learning;
- Where applicable, be internationally comparable;
- Incorporate integrated assessment appropriately to ensure that the purpose of the qualification is achieved, and such assessment shall use a range of formative and summative assessment such as portfolios, simulations, workplace assessments, written and oral examinations; and
- Indicate in the rules governing the award of the qualification that the qualification may be achieved in whole or in part through the recognition of prior learning, which concept includes but is not limited to learning outcomes achieved through formal, informal and non-formal learning and work experience.

The following paragraphs from section 9 of the NSB regulations give further definition to a qualification at NQF level 1 and begin to address the question of basic criteria for the registration of such a qualification.

- a. A minimum of 72 credits is required at or above the level at which the certificate is awarded, which shall consist of fundamental learning, of which at least 20 credits shall be from the field of communication studies and language, and in addition at least 16 credits shall be from the sub-field of mathematics including numeracy in the case of certificates at level 1.
- b. A minimum of 36 credits at level 1 and 52 at levels 2 to 4 which shall be divided between the core and elective categories, with

**The primary reason for including the requirement that 20 credits of a GETC qualification be from the field of language and communication and 16 credits be from the field of mathematics (including numeracy) is an attempt to bring some coherence to the qualification.**

each qualification specifying the distribution of credits required in these categories, provided that the range of additional credits shall be broad enough to enable learners to pursue some of their own learning interests.

- c. By the year 2002, at least 16 of the 52 credits for certificates at levels 2 to 4 shall be from the sub-fields focusing on mathematics literacy.

The primary reason for including the requirement that 20 credits of a GETC qualification be from the field of language and communication and 16 credits be from the field of mathematics (including numeracy) is an attempt to bring some coherence to the qualification. There is a danger that because of the variety of learning sectors at this level, there will be a variety of different qualifications that, if they are not perceived to be of a comparable value within society, will serve to hinder progression, access, mobility and articulation rather than promote it.

The danger does exist, on the one hand, that an attempt to create coherence will result in the compulsory requirements for NQF level 1 qualifications becoming too prescriptive, thereby creating artificial barriers to progression – as is the case with the Senior Certificate with matriculation endorsement. Too much flexibility, on the other hand, inevitably results in social judgements about the “exchange” value of certain qualifications and ultimately prejudices the learners who hold the qualification.

## 4.2 The purpose of the GETC

Considering that learning sectors at NQF level 1 differ extensively, it has been suggested that effectively there is no single overriding or primary purpose for qualifications at NQF level 1, as is the case with the FETC (SAQA, 2001). The argument is based on the fact that the first exit point for compulsory education – that is, the end of foundational education for children – occurs at this level. Hence it is considered inappropriate to issue a GETC because training per se is not part of the purpose of a child’s learning at this stage. However, for adults in the workplace, the argument is that the GETC is primarily geared towards gaining the fundamental skills needed to perform effectively within the workplace. In this context, it may not be suitable to refer to foundational education.

This viewpoint has raised a number of issues:

- Do all qualifications at this level have a primary purpose? The purpose of particular qualifications designed for a particular purpose within the primary purpose, may be added as an overlay to the primary purpose. This is the position in respect of the FETC.
- If there are different purposes of each full qualification registered at level 1 on the NQF, should each qualification conform to the same broad requirements beyond that which is proposed in the NSB regulations?

**It has been suggested that effectively there is no single overriding or primary purpose for qualifications at NQF level 1, as is the case with the FETC.**

**Integration is a bringing together or merging of the knowledge, skills and values in a learning area necessary for the demonstration of applied competence.**

- Should all qualifications at this level be called a GETC (as is the case with all qualifications at level 4 being called a FETC)? Is there an argument to be made for a GEC and a GETC?
- What impact will this have on access, progression and articulation? This is the major point of discussion in respect of different qualifications at the same level. What is the social value attached to them?

#### 4.2.1 The GETC and integration

A useful starting point in addressing these questions, is to consider the meaning of “integration” in the context of the NQF. There are two ways of looking at integration. The first takes its cue from the first objective of the NQF, which speaks of creating an “integrated national framework for learning achievements” (RSA, 1995). According to this conception, integration does not necessarily imply a blurring of the distinctions between education and training. Formal schooling therefore, will inevitably be education-orientated and focus on knowledge acquisition and production, while industry learning will inevitably be training-oriented, focusing on skills acquisition and performance. An integrated framework provides for and promotes the co-existence on a single framework of qualifications, which articulate with one another. In other words, it allows for movement from one orientation to the other in a relatively seamless way. Taken to extremes, however, this might imply a perpetuation of the divisions between education and training.

The second way of interpreting integration, is to see it as a bringing together or merging of the knowledge, skills and values in a learning area necessary for the demonstration of applied competence. In other words, education’s traditional emphasis on knowledge acquisition and production needs to be counterbalanced by an emphasis on the acquisition and demonstration of skills. Similarly, training’s traditional emphasis on the acquisition and demonstration of skills needs to be counterbalanced by an emphasis on knowledge acquisition and production. An overlay of values therefore needs to characterise this amalgam of education and training. Taken to extremes, however, this might imply a homogenisation that fails to recognise the traditional strengths of particular educational or training foci.

These two concepts are not mutually exclusive, however. The NQF is a framework, which brings the two together in a manner that does not perpetuate extremism but promotes balance. Simultaneously, it recognises the particular orientations of particular qualifications. It would therefore be counterproductive, in terms of the second interpretation of integration above, to perpetuate extremism by registering, for example, a GEC (General Education Certificate) for the formal schooling sector, a GTC (General Training Certificate) for the industrial sector, and a GETC for the ABET sector. Whatever the orientation of any of these sectors’ qualifications, it is important to register a GETC across the board, if equivalence is to be promoted among qualifications at level 1 of the NQF.

## 4.2.2 A GETC typology

A consideration of the types of GETC that have been proposed by different sectors operating at NQF level 1 – in other words, what “GETC” means in different education and training contexts – will assist us in determining equivalence at this level.

### 4.2.2.1 Interim ABET Advisory Board: ABET GETC

The IAAB has indicated (1999) that the GETC for the ABET sector will be a unit standards-based qualification, based on a combination of the Department of Education’s eight learning areas and the 12 organising fields of the NQF (including electives developed for ABET), whose 120 credits learners obtain throughout the duration of the learning programme(s) leading to the achievement of the qualification.

The GETC structure diagram (1999: 5) indicates that:

- The fundamental learning component will comprise a total of 36 credits in language, literacy and communication and in mathematics and mathematical literacy;
- That the core learning component will comprise a total of 54 credits spread across a minimum of four of the remaining six learning areas; and
- That the elective learning component will comprise a total of 30 credits assigned to unit standards from any of the 12 organising fields of the NQF, including electives developed or proposed for ABET (agriculture and agricultural technology; arts and culture; economic and management sciences; small medium and micro enterprises [SMME]; technology; food and fibre processing; human and social sciences; health care; natural sciences; mathematics; and hospitality and tourism).

### 4.2.2.2 Department of Education: Schooling GETC

The Department of Education (2000b: 1-2) has indicated that the GETC for the formal schooling sector will be a “whole” qualification, based on the eight learning areas and 66 specific outcomes, whose 120 credits learners achieve between Grade 7 and Grade 9 but are awarded only in Grade 9. The credit allocation table (2000: 4) seems to suggest that:

- The fundamental learning component will comprise a total of 36 credits in communication and mathematics;
- That the core learning component will comprise a total of 60 credits spread across the remaining six learning areas (10 credits in life orientation are compulsory; human and social sciences; economic and management sciences; natural sciences; arts and culture; and technology); and
- That the elective learning component will comprise a total of 24 credits differentially spread across the eight learning areas. Expected levels of performance (ELPs), which are clusters of specific outcomes, will form a key element in determining progression and credit accumulation since they serve as standards.

**The NQF is a framework, which brings together education and training in a manner that does not perpetuate extremism, but promotes balance.**

### 4.2.2.3 Industry-specific GETC

The initial IAAB proposal for an ABET GETC addresses the issue (1999: 9) of a possible tension between a General Education and Training Certificate and an industry-specific qualification, which by virtue of its level of specialisation may not be a GETC at all. The essential question is whether one can call a qualification whose only apparent claim to being general rests on the inclusion of communication and mathematics in its fundamental learning component a GETC? Can one, for example, then have a “GETC in baking” of which the core and elective components are exclusively baking-oriented?

### 4.2.3 From typology to purpose

This brief look at typology suggests three different orientations of GETC:

- For the ABET sector, a unit standards-based whole qualification based on coverage of a combination of the eight Department of Education learning areas and the 12 NQF organising fields of which the orientation is towards education and training;
- For the formal schooling sector, a “whole” qualification based on coverage of the eight learning areas of which the orientation is towards education; and
- For the industrial sector, a unit standards-based or “whole” qualification (the sector has not specified) whose orientation is towards training.

The three issues, which coalesce in this discussion about the purpose of the GETC are:

- The meaning of “General” in “General Education and Training Certificate”;
- The integration of education and training in the GETC; and
- The articulation of GETCs in different sectors at level 1 of the NQF.

The discussion thus far suggests that the GETC registered on the NQF needs to be general, it needs to integrate education and training, and it needs to articulate the different needs outlined above. But how does one ensure that all three strands pertain?

Some attempt has been made in section 4.2.1 above to outline the parameters for integration. The conclusion drawn is that, if equivalence is to be promoted among qualifications at NQF level 1, not GECs, not GTCs, but one GETC must be registered for all strands across the board. This means that not only must all qualifications at level 1 focus on the attainment and assessment of applied competence, but that in terms of their field coverage they must ensure adequate preparation for further learning and provide for the assumption of a productive role in the workplace. In this regard, the eight learning area overlap between the proposed ABET and schooling learning programmes culminating in a GETC is a positive development.

The argument for the registration of a GETC for all sectors involved in the provision of education and training at level 1 of the

**The Department of Education has indicated that the GETC for the formal schooling sector will be a “whole” qualification, based on the eight learning areas and 66 specific outcomes, whose 120 credits learners achieve between Grade 7 and Grade 9 but are awarded only in Grade 9.**

NQF is clearly linked to the notion of the purpose of the qualification. In fact, it largely answers the questions posed in the first two bullet points in section 4.2 above. If a GETC can be registered across the board, then sectoral differences are not as important as might be supposed.

It might be argued that the description of the purpose of a GETC for ABET as contained in the initial IAAB submission (IAAB, 1999), holds true not only for the ABET sector but for all sectors operating at level 1 of the NQF. The following extracts from the document make the point:

The [GETC] provides formal recognition that persons have the knowledge, skills, values and attitudes needed to perform the particular roles – related to the purpose – according to the standards and levels of complexity required by our society (1999: 1-2).

ABET introduces citizens to a culture of learning and provides them with the foundations for acquiring the knowledge and skills needed for social and economic development, justice and equality. It also provides access to further and higher education, training and employment (Department of Education, 1997; cited in IAAB, 1999: 2).

The document goes on to claim four broad purposes for a GETC:

- Political: for informed participation in a democracy;
- Social: for active involvement in community contexts;
- Personal: for empowerment, self-confidence and linkage to cultural capital; and
- Economic: for economic growth, in terms of *providing a foundation* for the acquisition of knowledge and skills needed for the world of work (1999: 3; emphasis added).

Together these “purposes” constitute the general foundation for the future development of the child, adolescent or adult. The *degree* to which the learner embraces them will depend on the specific purpose of the qualification and the particular orientation of the learner. For example, as the second IAAB submission put it (2000: 1), the ABET GETC by virtue of being an adult learner qualification has to serve many purposes, such as enabling learners to progress into the FET band, constituting an exit qualification and a first recognised qualification providing access to learnerships and work-related skills.

To encapsulate the above:

- There is a primary purpose for the GETC across all sectors;
- The GETC constitutes a *general* education and training and prepares learners both for further learning and, whether immediately or in the longer term (directly or indirectly) for the world of work<sup>1</sup>; and

**ABET introduces citizens to a culture of learning and provides them with the foundations for acquiring the knowledge and skills needed for social and economic development, justice and equality. It also provides access to further and higher education, training and employment.**

1 The SAFCERT submission (SAFCERT, 2000: 9) points to the importance of the GETC preparing school-based learners to join the world of work should they not wish to pursue school-based learning beyond the GETC.

- Notwithstanding its particular orientation, no GETC should focus on one “stream” (education versus training; academic versus vocational) at the expense of the other.

At this point a statement of purpose for the GETC may be formulated as follows:

### Requirement 3

The primary purpose of the GETC is to equip learners with the values, knowledge and skills that will enable or enhance meaningful participation in society, contribute towards developing sustainable communities, provide a basis for learning in further education and training, and establish a firm foundation for the assumption of a productive and responsible role in the workplace.

This recommendation addresses the issue of the integration of education and training and through its statement of a trifocal purpose for the GETC attempts to delimit the meaning of General in General Education and Training. However, the question of whether it provides sufficiently clear guidelines on the meaning of general in specific design contexts requires further exploration.

One conception is that the NQF should be able to accommodate qualifications that are very general (at one end of the continuum) and very specific (at the other end of the continuum). Another conception is that in order to be called a General Education and Training Certificate, a GETC must be general enough to provide learners with a general education and training, yet specific enough to satisfy the needs of a particular sector. The former approach allows for maximum flexibility, yet a possibility of over-specialisation of a General Education and Training Certificate and concomitant failure of the qualification to provide an adequate preparation for movement into the FET band. The latter allows for an apparent balance between over-generalisation and over-specialisation, yet is prescriptive and therefore potentially restrictive. If constructors are given free reign to develop GETCs that serve their needs, questions may arise regarding the articulation between (for example) specialised industry-based and general schooling qualifications, or around how their relative values are perceived. Perhaps a first round of GETC registration and provision of learning programmes leading to the achievement of such qualifications will help illuminate future approaches.

The GETC should ensure that learners have the competencies to engage in further learning while at the same time providing access to the FET band as well as according recognition to prior learning.

**The GETC should ensure that learners have the competencies to engage in further learning while at the same time providing access to the FET band as well as according recognition to prior learning.**

## 4.3 Rules of combination

### 4.3.1 Minimum credits at level 1

The same problem identified in the *FETC Policy Document* (SAQA, 2001) exists at this level. In terms of the NSB regulations, the requirements that must be fulfilled by a learner before an NQF level 1 qualification can be awarded, are as follows:

- 120 credits, of which 72 must be at level 1 or above; and
- Of these 72 credits, 20 credits must be in language and communication, and 16 must be in mathematics.

The gap in the regulations is evident: in the case of the 48 credits that do not need to be at level 1 or above, what is their minimum level (since the first NQF level is level 1)?

As indicated above (section 4.2.2.2), the Department of Education (2000b) has proposed that in the case of the schooling sector GETC all 120 credits will be at level 1 of the NQF. This is perfectly acceptable, since the NSB regulations specify (regulation 9[1][a]; RSA, 1998a) that a minimum of 72 credits need to be at or above the level at which the qualification is pegged. In the case of the ABET sector, however, the existence of three sub-levels below level 1 of the NQF allows one to assign 48 of the 120 credits at ABET level 3. Indeed, this is the proposal made by the ABET sector. Equivalence of these two types of qualification, then, is determined at the final exit level of the qualification – on the achievement of the 120 credits.

**The critical cross-field outcomes should be used as the primary measuring stick in the fundamental areas of learning to assess the attainment of the purpose of the qualification.**

### Requirement 4

A minimum of 120 credits is required for the GETC, of which at least 72 must be at NQF level 1.

### 4.3.2 The fundamental learning component of the GETC

The questions about the fundamental learning requirements are similar to those of the FETC. It is important to emphasize that these two areas of learning provide the key to further learning and hence the complexity and choices of standards are crucial. These have to relate to the purpose of the qualification. The critical cross-field outcomes should be used as the primary measuring stick in the fundamental areas of learning to assess the attainment of the purpose of the qualification. This will also determine whether the skills in these areas can be applied in the general arena of the qualification.

The question then arises as to the degree of coherence that should be prescribed or the amount of learning that must be common for all learners in the GET band to ensure that progress to further learning is possible within the variety of contexts. The structure and rules of combination for qualifications at this level therefore become crucial in ensuring that no barriers to accessing further education and training are created. The role of the critical outcomes and their relationship to the purpose of the qualification is also crucial. Likewise,

the role of the compulsory credits in language and communication and in mathematics is important.

#### 4.3.2.1 Language and communication

Given the importance of language in the development of thinking skills and the necessity for aligning language study with the medium of instruction of further study – a point forcefully made in the SAFCERT submission (2000: 8) – the requirement for NQF level 1 qualifications in respect of the 20 credits for language and communication could be as follows:

#### Requirement 5

The 20 compulsory credits in language and communication must be obtained at NQF level 1 in one of the 11 official South African languages (Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa, or isiZulu) or in one of the languages promoted by the Pan South African Language Board (the Khoi, Nama, and San languages, and sign language) in terms of the South African Constitution (Chapter 1, Section 6; RSA, 1996).

**The GETC forum opined that the best way to promote multilingualism among adults, was not to rigidly specify the required number of credits, but to allow the constituency to decide on this issue, given the fact that most adults are able to communicate in more than one language.**

The learning outcomes and associated assessment criteria at level 1 must be of the standard required by a learner to participate effectively at an institution for further education and training. An appropriate SGB has already been established to determine these learning outcomes and assessment criteria. The work of this SGB would clearly have to take into account the particular needs of all stakeholders in the GET band. The varied nature of learners in this band is a pertinent issue in terms of the study of language. Care must be taken to ensure that there is no duplication of the work and that a single coherent system is created in respect of the fundamental learning standards.

The issues about the study of language in a multilingual society, which includes the question of language of instruction and language usage in the workplace, are discussed in the FETC Policy Document (SAQA, 2001). The FETC requirements, include a proposal that a further 20 credits in language and communication must be obtained in a second official language at a minimum of NQF level 3. This is included to address the need to develop citizens who can participate effectively in a multilingual society. The questions that could be asked in the context of the GETC are:

- Is a requirement in respect of a second language appropriate for NQF level 1?
- The requirement for the FETC pitches the level of proficiency in the second language at NQF level 3. At what level would it be pitched for qualifications at NQF level 1?

The GETC forum felt that for adults the best way to promote multilingualism was not to rigidly specify the required number of credits, but to allow the constituency to decide on this issue, given the fact that most adults are able to communicate in more than one language.

To address the need to develop citizens who can participate effectively in a multilingual society the following is proposed:

### Requirement 6

A further 20 credits in language and communication may be obtained in an additional official language enshrined in the South African Constitution (RSA, 1996) or in one of the languages promoted by the Pan South African Language Board (the Khoi, Nama, and San languages, and sign language) in terms of the South African Constitution.

In the light of the abovementioned language requirements, the various sectors or streams need to specify their particular needs.

#### 4.3.2.2 Mathematics (including numeracy)

Given the legacy on the medium of instruction that still haunts South Africa and the fact that English, the language of international communication, is not the first language of the vast majority of South Africans, the rationale for the inclusion of communication and language within the fundamental learning component of level 1 to 4 qualifications is not difficult to understand. Less accessible is the reason for including mathematics in the fundamental component. This is notwithstanding the arguments for the need to produce numerate citizens who can, at worst, “get by” in banks, shops, and casinos. Not surprisingly, the SAFCERT submission (2000) devotes much discussion to the issue of the type of mathematical literacy that will comprise the fundamental learning component of the GETC, making the point that “to enforce mathematical literacy in the ‘general’ sense ... (mathematics as a subject) may have the unintended consequence of many learners deciding not to enter the stream of lifelong learning” (2000: 7). Consultations on the most appropriate type of mathematical literacy for the GETC will therefore be required. An SGB for mathematical literacy has been established to this end and is considering the proposals as well as the needs already expressed by various sectors.

The following questions throw some of the issues into relief:

- 16 credits in mathematics including numeracy must be obtained. Should all learners who achieve a level 1 qualification have achieved the same learning outcomes to be credited with the minimum compulsory 16 credits? Or could different candidates have achieved different outcomes?
- The credits could be achieved in different areas of study, but would the outcomes be the same?

The intention behind the inclusion of language and communication and of mathematical literacy in the fundamental component is not to limit access, but to provide a foundation for further learning and to enable the effective participation of literate and numerate citizens in society. This said, it should be possible to achieve the outcomes in a

**The intention behind the inclusion of language and communication and of mathematical literacy in the fundamental component is not to limit access, but to provide a foundation for further learning and to enable the effective participation of literate and numerate citizens in society.**

**In some qualifications it may not be very easy to determine what constitutes core learning as opposed to elective learning, while in other qualifications the core learning will dominate the necessary credits by virtue of the purpose of the qualification.**

variety of learning contexts so that the emphasis is not on the study of concepts in the abstract or more specifically on mathematics as a subject. Moreover, if one is to obtain a measure of equivalence between, for instance, mathematics for school children and mathematics for factory workers, there needs to be a measure of accommodation of academically-oriented mathematics within the industry context and of industry-oriented mathematics within the schooling context for the primary purpose of not compromising the GETC.

In this regard, an appropriate SGB would need to be established to determine level 1 learning outcomes and assessment criteria. Furthermore, there are SGBs that are working on standards in these areas or SGBs that are in the process of formation. Care must be taken to ensure that there is no duplication of the work and that a single coherent system is created in respect of fundamental learning standards. Moreover, in the development of the fundamental mathematics standards from GETC to FETC, attention must be given to ensuring that there are no critical gaps and that progression is logical from one level to the next. For this reason, it is recommended that:

### **Requirement 7**

The 16 credits from the organisational field of mathematics and mathematical literacy must be obtained at NQF level 1.

#### **4.3.3 Core and elective learning**

Paragraph 9(b) of the NSB regulations discusses the question of core and elective learning:

A minimum of 36 (thirty-six) credits at level 1 ... which shall be divided between the core and elective categories, with each qualification specifying the distribution of credits required in these categories: Provided that the range of additional credits shall be broad enough to enable learners to pursue some of their own learning interests.

It is unlikely that any blanket ruling on the division of credits across these two categories will serve any positive purpose. The reason for this is that the different purposes of qualifications should ultimately determine the ratio of core and elective learning. In some qualifications it may not be very easy to determine what constitutes core learning as opposed to elective learning, while in other qualifications the core learning will dominate the necessary credits by virtue of the purpose of the qualification. The determination of what constitutes core learning for a qualification and what the elective options are should rest with the proposers of the qualification.

### Requirement 8

The principle is accepted that proposers of a certain qualification can designate specific areas of study or credits as compulsory within that qualification, in addition to the fundamentals and in compliance with other GETC requirements and regulations as established by SAQA.

**In a system of credit accumulation there is a danger that credits are accumulated separately from a number of different providers over a period of time and that in that process, the overall purpose of the qualification is lost.**

#### 4.3.4 Additional rules of combination

In a system of credit accumulation there is a danger that credits are accumulated separately from a number of different providers over a period of time and that in that process, the overall purpose of the qualification has been lost, even though the learner has accumulated all the parts. HET practice requires learners to complete a certain percentage of the qualification requirements or aspects of the qualification within the institution before the qualification is awarded and only a limited number of courses from other institutions is taken into consideration.

In the case of the Senior Certificate with Endorsement, there are minimum requirements for the number of subjects that must be offered and passed at one sitting of the examination – the group examination concept. These requirements are attempts at ensuring coherence within the qualification. This issue needs consideration and guidance on how and where the concerns around the “shopping basket” accumulation of credits can be addressed, and is alluded to in the context of integrated assessment and RPL below.

In an attempt at ensuring coherence, it may be apposite to advise the following requirement:

### Requirement 9

Proposers of qualifications must liaise with the ETQAs which quality assure the learning programmes leading to the awarding of the GETC on the requirements for ensuring coherence of those qualifications.

#### 4.4 The articulation of whole qualifications based on unit standards and whole qualifications not based on unit standards at level 1 of the NQF

According to the NSB regulations (8[4]), a registered qualification at NQF level 1, or indeed at any level on the NQF, may be constructed from unit standards or it may be registered as a “whole” qualification – that is, not constructed from unit standards. The use of the term “whole qualification” in the regulations is ambiguous as it may be construed to imply that a non-unit standards-based qualification is in some way less than whole. Others have differentiated the two on the basis of exit-level outcomes, “whole qualifications” being based on exit-level outcomes rather than unit standards. Even this is a miscon-

ception, since both unit standards-based and non-unit standards-based qualifications are required to stipulate the exit-level outcomes that learners need to demonstrate towards achievement of the qualification (NSB regulations 5[1][b & c]).

This last point in fact assists us in solving the difficulty of articulation and equivalence between unit standards-based and non-unit standards-based qualifications. Short of insisting that all qualifications should be unit standards-based – as the SAFCERT submission suggests doing (2000: 9) – one way of demonstrating equivalence is to make articulation hinge on the common denominator, namely exit-level outcomes. Thus, since the formal schooling certificate is likely to be a “whole qualification”, a comparison of the schooling GETC and the ABET GETC, for example, can be made on the basis of their respective exit-level outcomes.

This does not, however, preclude the articulation of unit standards-based qualifications on the basis of unit standards, specific outcomes, or even level.

The following requirement is therefore included:

### Requirement 10

A registered GETC can be a unit standards-based or a non-unit standards-based qualification, in accordance with the requirements of the NSB regulations (8[4]). Unit and non-unit standards-based GETCs should articulate on the basis of their exit-level outcomes.

**It may be necessary for SAQA to take a principled stand that progression within a band may be on the basis of accumulation of credits as determined by the providers within a band.**

## 4.5 Progression from GET to FET and credit accumulation

The issue of progression from GET to FET and credit accumulation is discussed to some extent in the *FETC Policy Document*. The Department of Education *FET Curriculum Discussion Document* (Department of Education, 2000a: 19) appears to support the notion that a learner may accumulate credits, but should certain credits not have been achieved, the learner may enrol concurrently for credits at level 2 and at level 3, for example. In the same document (2000a: 31) the following statement is made: “After a learner has obtained the FETC, s/he can proceed towards the achievement of outcomes leading to a certificate or diploma at level 5, subject to HE (or Higher Education) admission requirements.” This policy reflects the process currently followed in higher education and indicates a shift from past practice.

It may be necessary for SAQA to take a principled stand that progression within a band may be on the basis of accumulation of credits as determined by the providers within a band. However, progression between bands must be based on the achievement of critical qualifications: for example, progress from ABET to enrolment for a qualification in the Further Education and Training Band requires the achievement of a GETC; progress from study at level 3 and below to a qualification in the Higher Education and

Training Band requires the achievement of a FETC. Alternatively, proposers of qualifications may be asked to indicate the conditions in terms of which progress to a qualification at a level in the next band is granted, although the danger exists that this flexibility may ultimately undermine the credibility and coherence of the NQF itself.

The question is how to balance progression and access. There is a need to balance flexibility with rationality in the system so that it is possible for institutions to manage learning in a coherent manner. The real challenge may well be to ensure that institutions are sufficiently flexible.

The Department of Education *FET Curriculum Discussion Document* (2000a) suggests that credit accumulation at levels 2 and 3 will be acknowledged by issuing credit-based certificates when the minimum compulsory credits have been attained. The accumulated credits will be captured on SAQA's National Learners' Record Database (NLRD). This process motivates learners by accrediting achievement as it occurs.

Certain other proposers of qualifications that span more than one level are experimenting with the concept of designing the qualification in such a way that credit-based certificates can be issued along the way as the necessary credits are achieved.

It has been argued forcefully in the *FETC Policy Document* that the underlying principle in the design of an NQF level 4 qualification must be that the qualifying learner has the learning assumed to be in place to embark upon the study of qualifications at a higher level and that through the acquisition of the NQF level 4 qualification a viable learning pathway is created. This underpins the concept that qualification design must favour the principle of "dove-tailing": exiting from one qualification must lead directly to entry to one or more qualifications at the same or higher level of the NQF. This principle should be adopted in the case of qualifications at NQF level 1.

**There is a need to balance flexibility with rationality in the system so that it is possible for institutions to manage learning in a coherent manner.**

### Requirement 11

Learners not meeting the requirements to be awarded the GETC must receive a statement of achievement, reflecting the credits obtained or outcomes achieved.

## 4.6 Integrated assessment

The NSB regulations require that the proposers of qualifications address the notion of integrated assessment in their submissions.

Integrated assessment needs to be incorporated appropriately to ensure that the purpose of the qualification is achieved. Such assessment should use a range of formative and summative assessment such as portfolios, simulations, workplace assessments and also written and oral examinations (regulation 8[1][g]; RSA, 1998a).

One of the problems facing the system is that previously there was no formally recognised qualification at NQF level 1. Some would argue that even current discussions do not indicate a single

clear purpose for a qualification at this level. Furthermore, the problem with a system that encourages the achievement of a qualification through credit accumulation, is that a learner may achieve the required number of credits in the relevant areas of study – credits earned over a period of time – at different learning sites and through different assessment modes or perhaps even through RPL. Because of the possible fragmented nature of the learning and assessment, there is no guarantee that the overall purpose of the qualification has been achieved.

The issue of integrated assessment is addressed in the SAQA publication *Guidelines for the Assessment of NQF Registered Unit Standards and Qualifications* (SAQA, 1999). This is a complex concept, and engagement with it by practitioners will encourage further development and debate.

### Requirement 12

Providers and ETQAs should engage with each other, with stakeholders in their sectors, and with SAQA on how best to maintain the integrity of the GETC beyond the requirement that the purpose of the qualification be achieved through appropriate incorporation of integrated assessment.

## 4.7 Recognition of prior learning (RPL)

The NSB regulations stipulate that proposers of qualifications at level 1 of the NQF must, in their submissions, indicate in the rules governing the award of the qualification that the qualification may be achieved in whole or in part through the recognition of prior learning, which concept includes but is not limited to learning outcomes achieved through formal, informal and non-formal learning and work experience (RSA, 1998a; regulation 8[1][h]). It will be necessary to spell out the criteria for awarding the qualification (or part of it) through RPL.

### Requirement 13

ETQAs and providers of learning programmes leading to the achievement of the GETC should collaborate in formulating policies and devising criteria that allow learners to achieve whole or part qualifications through the recognition of prior learning.

## 5 Issues of implementation

A number of issues have been raised in this document, which have different implications for the different sectors operating at the GETC level. The challenge will be for each of these sectors to find ways of implementing the requirements so as to achieve coherence in the design and construction of qualifications and in learning programme provision at level 1 of the NQF.

One of the key challenges facing all sectors is how to ensure the articulation of qualifications across the band. In this regard, the Department of Education will have to give further consideration to the articulation of its qualifications with those of the ABET and industrial sectors. The question it will need to address is: What kind of recognition will the statements of achievement given to learners who exit from the formal schooling system before the achievement of a GETC – that is, before Grade 9 – have in the ABET and industrial sectors, and more broadly, in society at large?

Further design and implementation issues, which the Department of Education will need to consider, are:

- The relationship between the learning outcomes, assessment standards and the exit-level outcomes which its qualifications are required to specify, and expected levels of performance (ELPs); and
- The accumulation of credit below Grade 7, and the award of credit below Grade 9.

In terms of the IAAB submission (1999), the ABET sector will need to consider whether the range of elective unit standards available to the learner should be more narrowly defined and its relationship to the core unit standards more clearly explicated to ensure that its selection contributes towards the achievement of the purpose of the qualification. This question of the composition of the core and elective components of qualifications, particularly the relationship between the two in terms of their contribution towards the achievement of the purpose of the qualification, is a matter for all sectors operating at the level. Further meetings of the GETC Stakeholder Forum will be held to ensure that the design of qualifications and their role will be coordinated in a systematic and coherent way.

However, in the absence of sound education, training and development, qualifications design and learning programme provision the best GETC design and GET provision in the world will not succeed in laying a firm foundation for personal and socio-economic development, which is an objective of the NQF. In other words, the quality of the educator/trainer, as well as education and training (both pre-service and in-service) will ultimately determine the success of NQF implementation and bring about the education and training transformation, which South Africa seeks. In this regard, it is important that all role-players involved in GET provision liaise with the SGBs registered under NSB 05 [Education, Training and Development (ETD)]

**One of the key challenges facing all sectors is how to ensure the articulation of qualifications across the band.**

to ensure that their interests are accommodated in qualifications design. They should also liaise with the ETQAs accredited to oversee the provision of learning programmes leading to the achievement of ETD qualifications to ensure that educators and trainers are well prepared to provide learning programmes leading to the GETC.

NQF Level	Band
8	Higher Education and Training
7	
6	
5	
Further Education and Training	
4	Further Education and Training
3	
2	
General Education and Training	
1	General Education and Training

## 6 Conclusion

It should be emphasised that one of the strengths of the SAQA system is that it is an open system, allowing flexibility for different bodies to put forward the qualifications that serve their needs. The regulations should not be restrictive and drive the system back towards closing pathways rather than opening up pathways. It must be remembered that access and portability exist in tension: as access is opened up and flexibility is prioritised, the portability of credits from one qualification to another becomes more limited. Conversely, the more portability of credits is emphasized, the more restrictive and less flexible access becomes. SAQA must ensure that the system does not become restrictive or create artificial barriers to viable pathways.

Careful consideration must be given to ways of bringing about systemic change. Even if SAQA accepts qualifications as proposed by different bodies, debated according to agreed principles, the real problem lies with society’s acceptance of their value. Consideration of more flexible organisational arrangements within the system are likely to have the effect of “loosening up” the system and encouraging life-long learning – for example, the semesterisation of learning and assessment and the relaxing of group examination requirements.

Qualification Type	
	<ul style="list-style-type: none"> <li>● Post-doctoral research degrees</li> <li>● Doctorates</li> <li>● Masters degrees</li> <li>● Professional Qualifications</li> <li>● Honours degrees</li> <li>● National first degrees</li> <li>● Higher diplomas</li> <li>● National diplomas</li> <li>● National certificates</li> </ul>
Training Certificate (FETC)	
	National certificates
Training Certificate (GETC)	
Grade 9	ABET Level 4
	National certificates

## Members of the GETC Stakeholder Forum

Mr. David Diale	Department of Education
Ms. Ayesha Itzkin	South African Certification Council
Ms. W.R. Kilfoil	South African Universities Vice-Chancellors Association
Ms. M. King	Independent Examinations Board
Dr. L.P. Kriel	Department of Education
Mr. S. Le Roux	Project Literacy
Ms. S. Mokhobo-Nomvete	Department of Labour
M.E. Makgathe	Department of Education
Ms. S. Müller	National Professional Teachers' Organisation of South Africa
Mr. R. Poliah	South African Certification Council
Ms. J. Rabinowitz	SACHED-ASECA (South African Committee on Higher Education – A Secondary Education Curriculum for Adults
Dr. Ramarumo	Department of Education
Mrs. M. Samuels	Department of Education
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SAQA acknowledges the considerable contribution of Mr Michael Cosser in the development of this policy document.

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## Glossary

**Access** refers to the provision of ease of entry to appropriate levels of education and training for all prospective learners in a manner which facilitates progression.

**Accreditation** means the certification, usually for a particular period of time, of a person, a body or an institution as having the capacity to fulfil a particular function in the quality assurance system set up by the South African Qualifications Authority in terms of the SAQA Act.

**Articulation** refers to provision for learners, on successful completion of accredited prerequisites, to move between components of the delivery system.

**Applied competence** means the ability to put into practice in the relevant context the learning outcomes acquired in obtaining a qualification.

**Assessor** means the person who is registered by the relevant Education and Training Quality Assurance body in accordance with criteria established for this purpose by a Standards Generating Body, to measure the achievement of specified National Qualifications Framework standards and qualifications.

**Coherence** means to work within a consistent framework of principles and certification.

**Core learning** refers to compulsory learning required in situations contextually relevant to the particular qualification.

**Critical outcomes** means those generic outcomes that inform all teaching and learning.

**Education and Training Quality Assurance body (ETQA)** means a body accredited in terms of section 5(1)(a)(ii) of the SAQA Act. The body is responsible for monitoring and auditing achievements in terms of national standards and qualifications and to which specific functions relating to the monitoring and auditing of national standards and qualifications have been assigned in terms of section 5(1)(b)(i) of the SAQA Act.

**Elective learning** refers to a selection of additional credits at the level of the NQF specified from which a choice may be made to ensure that the purpose of the qualification is achieved.

**Exit level outcomes** means the outcomes to be achieved by a qualifying learner at the point at which he or she leaves the programme leading to a qualification.

**Fundamental learning** refers to learning which forms the ground or basis needed to undertake the education, training or further learning required in obtaining a qualification.

**Integrated assessment** refers to that form of assessment that permits the learner to demonstrate applied competence and which uses a range of formative and summative assessment methods.

**Learnership** refers to a learning programme where the learner spends some time learning theory and some time learning practical skills in a workplace. It leads to a qualification registered on the NQF.

**Moderating body** means a body specifically appointed by the Authority for the purpose of moderation.

**National Learners' Record Database (NLRD)** refers to an information system designed to facilitate the management of the NQF and enable SAQA to report accurately on most aspects of education and training in South Africa.

**National Standards Body (NSB)** refers to a body registered in terms of section 5(1)(a)(ii) of the SAQA Act. The body is responsible for establishing education and training standards or qualifications, and to which specific functions relating to the registration of national standards and qualifications have been assigned in terms of section 5(1)(b)(i) of the SAQA Act.

**Organising field** means a particular area of learning used as an organising mechanism for the NQF.

**Outcomes** means the contextually demonstrated end products of the learning process.

**Progression** means to ensure that the framework of qualification permits individuals to move through the levels of notional qualifications via different appropriate combinations of the competence of the delivery system.

**Primary focus** means that activity or objective within the sector upon which an organisation or body concentrates its efforts.

**Recognition of prior learning (RPL)** refers to recognition within the final education and training framework of previous learning acquired in a variety of contexts either informally, non-formally, experientially or formally.

**Standards Generating Body (SGB)** refers to a body registered in terms of section 5(1)(a)(i) of the SAQA Act. The body is responsible for establishing education and training standards or qualifications, and to which specific functions relating to the establishment of national

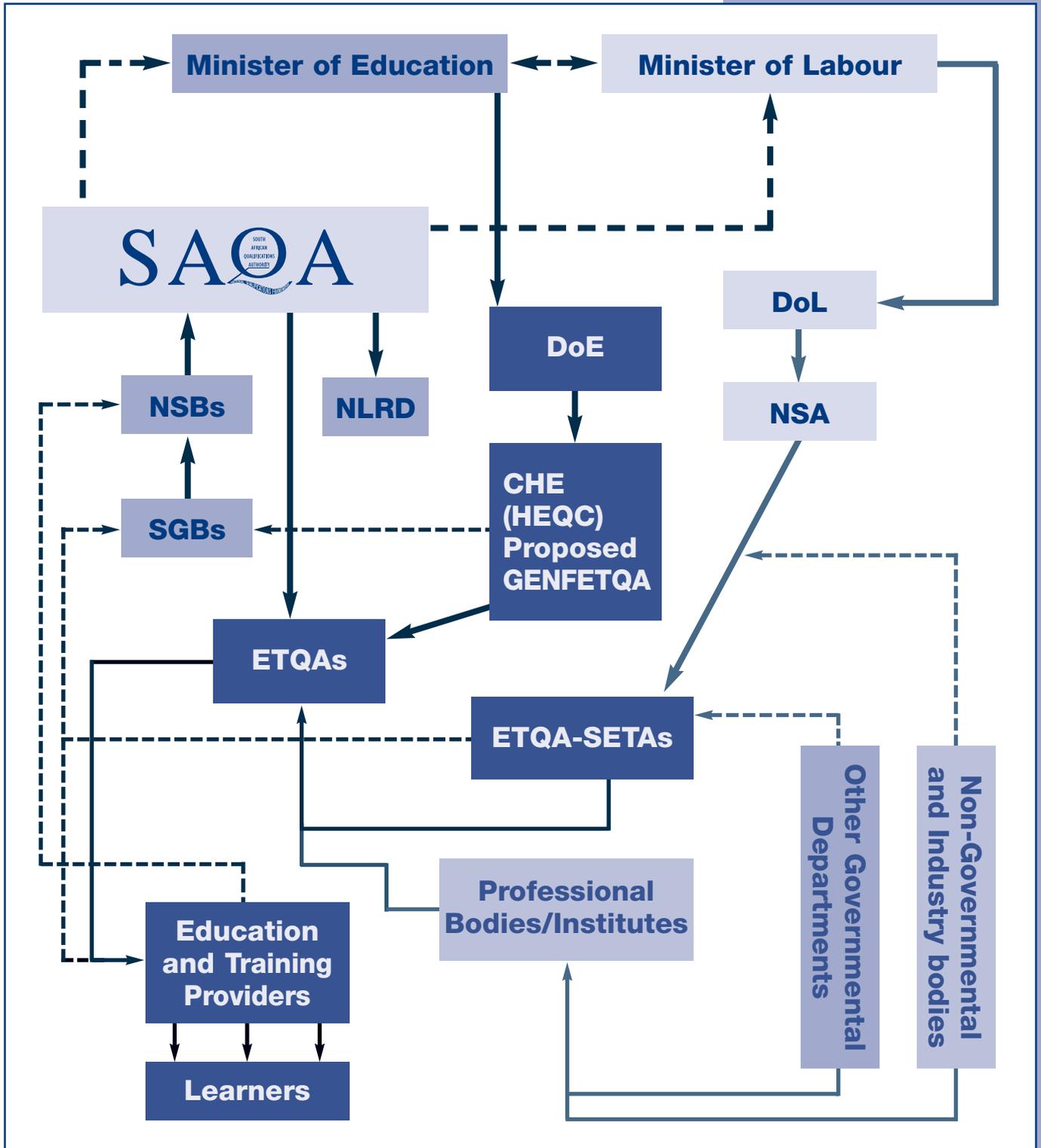
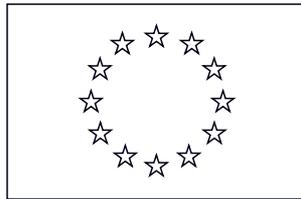
standards and qualifications have been assigned in terms of section 5(1)(b)(i) of the SAQA Act.

**Unit standard** means registered statements of desired education and training outcomes and their associated assessment criteria together with administrative and other information as specified in these regulations.

## Acronyms

<b>ABET</b>	Adult Basic Education and Training
<b>COSATU</b>	Congress of South African Trade Unions
<b>ELP</b>	Expected levels of performance
<b>ETQA</b>	Education and Training Quality Assurance Body
<b>FETC</b>	Further Education and Training Certificate
<b>GETC</b>	General Education and Training Certificate
<b>HEDCOM</b>	Heads of Education Departments Committee
<b>IAAB</b>	Interim ABET Advisory Board
<b>NLRD</b>	National Learners' Record Database
<b>NQF</b>	National Qualifications Framework
<b>NSB</b>	National Standards Body
<b>RPL</b>	Recognition of prior learning
<b>SAFCERT</b>	South African Certification Council
<b>SGB</b>	Standards Generating Body
<b>SMME</b>	Small Medium and Micro Enterprises

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Funded by the European Union  
under the European Programme  
for Reconstruction and  
Development

ISBN: 0-620-28289-4