



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**APPLICATION
FOR RECOGNITION AS A
STANDARDS GENERATING BODY
&
CRITERIA FOR EVALUATING
APPLICATIONS FOR
STANDARDS GENERATING BODY
(SGB) RECOGNITION WITHIN THE
NATIONAL QUALIFICATIONS
FRAMEWORK**

Table of Contents

Application for Recognition as a Standards Generating Body

Description of Applicant (Organization) and Proposed Scope of Standards Generation	3
Knowledge, Skills, and Values Area (Sub-Field) to be Covered by the Proposed SGB	6
User Support.....	7
Declaration.....	8
Attachment 1: Example of a Titles Matrix	9
Attachment 2: Sub-fields for the National Qualifications Framework	10

Criteria for Evaluating Applications for Standards Generating Body (SGB) Recognition within the National Qualifications Framework (NQF)

Introduction	13
Scope of Standards Generation	16
Status of the Applicant	18
Role of the Applicant	20
Sub-field Coverage	22
Leadership Capacity	24
NSB Decision.....	26
Attachment 3: Objectives of the National Qualifications Framework	27
Attachment 4: Process for SGB Recognition	28

Application for Recognition as a Standards Generating Body

Section 1: Description of Applicant (Organization) and Proposed Scope of Standards Generation

1.1 Name of the proposed SGB

1.2. Name of applicant (group or organization)

1.3. Group's/organization's postal and physical address, and contact details

1.4. List clearly the standards and/or qualifications your group aims to generate and the levels at which they will be generated. This can be done in the form of a titles matrix which may be added as an attachment. See Attachment 1, *Titles matrix*.

1.5. State, briefly, why you believe these standards and qualifications are necessary. What purpose will they serve?

1.6. Will your standards and qualifications be of significance locally (community or enterprise), nationally, and/or internationally? Elaborate.

1.7. How do you plan to compare the content and level of difficulty of your standards and/or qualifications with international equivalents, where applicable?

1.8. Describe the legal status and membership of your group. (For membership, provide CVs and other endorsements of expertise applicable to the work of standards generation in this area.)

Attachment: Yes No

1.9. Name the national key education and training stakeholder interest groups you represent.

Briefly describe the consultative process you followed to achieve this (level of) representation.

1.10. Describe the role or function of your group in the sub-field.

Attachment: Yes No

Is this role consistent with realizing the objectives of the NQF? Describe your transformative contribution to the sub-field.

1.11. Describe, briefly, other project work your group, or its members, have undertaken in the past.

Attachment: Yes No

1.12. Official contact officer: _____

Communication: Tel: _____
Fax: _____
e-mail: _____

Section 2: Knowledge, Skills, and Values Area (Sub-Field) to be Covered by the Proposed SGB

2.1. Identification of the knowledge, skills, and values area:

i. Name the sub-field to be covered by your proposed SGB. (The list of sub-fields in Attachment 2 may be helpful to you in this regard.)

ii. Name any other group(s) who may have an interest in your specialist area, and describe the formal processes you will set up for consultation with it/them.

Attachment: Yes No

iii. Name any other areas in which your proposed SGB has an interest.

2.2. Submit a business plan indicating how your proposed standards generation will be funded.

Attachment Yes No

2.3. Submit a brief project plan for standards generation in the sub-field.

Attachment: Yes No

Section 3: User Support

3.1. Name other groups in your specialist area who give their support to this application.

Attachment: Yes No

3.2. Name other groups in your specialist area who have not yet given their support to this application, and explain why.

Attachment:

Yes

No

3.3. Name all the groups who have licensing, certification and/or legislative responsibilities in your specialist area.

Attachment:

Yes

No

Section 4: Declaration

Declaration by authorized person:

- I certify that the information contained in this application is correct.
- I understand that the standards and qualifications which my group proposes to generate must conform to the requirements of SAQA (be in line with *the National Standards Bodies Regulations* and the *Criteria for the Generation and Evaluation of Qualifications and Standards within the National Qualifications Framework*) and its Code of Conduct as set out in its *NSB Manual*.
- I undertake to inform SAQA within fourteen days of the date entered below of any changes which may in the future be made to the facts and intentions I present in this application.

Signature

Date

ATTACHMENT 1

Example of a Titles Matrix

A titles matrix, in the context of standards setting, is a matrix containing a list of unit standards titles. In the following example, unit standards titles are organized under the categories of fundamental, core and elective learning into a qualification.

National Diploma in Retail Product and Service Management – NQF Level 5		
Fundamental Learning	Core Learning	Elective Learning
Negotiating	Managing Stock	Consumables
Writing business reports	Developing customer service policy	Food
Managing integrated data	Managing cash and credit transactions	Clothing, textiles, footwear and accessories
	Managing merchandise policy	Furniture, computer equipment and appliances
	Developing and implementing promotion policy	

ATTACHMENT 2

Sub-fields for the National Qualifications Framework

NSB 01 AGRICULTURE AND NATURE CONSERVATION

Primary Agriculture
Secondary Agriculture
Nature Conservation
Forestry and Wood Technology
Horticulture

NSB 02 CULTURE AND ARTS

Design Studies
Visual Arts
Performing Arts
Cultural Studies
Music
Sport
Film, Television and Video

NSB 03 BUSINESS, COMMERCE AND MANAGEMENT STUDIES

Finance, Economics and Accounting
Generic Management
Human Resources
Marketing
Procurement
Office Administration
Public Administration
Project Management
Public Relations

NSB 04 COMMUNICATION STUDIES AND LANGUAGE

Communication Studies
Information Studies
Language
Literature

NSB 05 EDUCATION, TRAINING AND DEVELOPMENT

Schooling
Higher Education and Training
Early Childhood Development
Adult Learning

NSB 06 MANUFACTURING, ENGINEERING AND TECHNOLOGY

Engineering and Related Design
Manufacturing and Assembly
Fabrication and Extraction

NSB 07 HUMAN AND SOCIAL STUDIES

Environmental Relations
General Social Science
Industrial and Organizational Governance and Human resource Development
People/Human-centred Development
Public Policy, Politics and Democratic Citizenship
Religious and Ethical Foundations of Society
Rural and Agrarian Studies
Traditions, History and Legacies
Urban and Regional Studies

NSB 08 LAW, MILITARY SCIENCE AND SECURITY

Safety in Society
Justice in Society
Sovereignty of the State

NSB 09 HEALTH SCIENCES AND SOCIAL SERVICES

Preventive Health
Promotive Health and Developmental Services
Curative Health
Rehabilitative Health/Services

NSB 10 PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

Mathematical Sciences
Physical Sciences
Life Sciences
Information Technology and Computer Sciences
Earth and Space Sciences
Environmental Sciences

NSB 11 SERVICES

Hospitality, Tourism, Travel, Gaming and Leisure
Transport, Operations and Logistics
Personal Care
Wholesale and Retail
Consumer Services

NSB 12 PHYSICAL PLANNING AND CONSTRUCTION

Physical Planning, Design and Management
Building Construction
Civil Engineering Construction
Electrical Infrastructure Construction

CRITERIA FOR EVALUATING APPLICATIONS FOR STANDARDS GENERATING BODY (SGB) RECOGNITION WITHIN THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

Introduction

If the quality of the qualifications and standards that are to be generated by SGBs is to have any chance of being of a consistently high standard across sub-fields within an organizing field and across all twelve organizing fields of the NQF, it is important that all National Standards Bodies (NSBs) apply the same criteria in recognizing the bodies (SGBs) that will generate those standards. The application of a consistent set of criteria in evaluating applications for SGB recognition cannot guarantee the consistent quality of standards generation; but it will

- ◆ enhance the legitimacy of the standards generating process; and
- ◆ go some way towards ensuring that all SGBs have an equal chance of generating high quality standards.

By the same token, it is imperative that all NSBs apply the same criteria in evaluating the qualifications and standards generated by SGBs. To this end, SAQA has developed "Criteria for the Generation and Evaluation of Qualifications and Standards within the National Qualifications Framework", the accompaniment to the present document and the next evaluative step in the standards setting process.

The criteria below are organized into five categories:

1. Scope of Standards Generation
2. Status of the Applicant
3. Role of the Applicant
4. Sub-field Coverage; and
5. Leadership Capacity.

The criteria outlined in this document are not in the form of a check list. They are designed to help SGB recognition evaluators to probe and interrogate the quality of the application.

The criteria are, therefore, in the form of questions. Each question is followed by a section that provides:

- the type(s) of evidence required
- boxes for yes/no responses; and
- space for evaluators to qualify their responses.

At the end of the document is a "Decision" page which:

- records the NSB decision

- records the brief for successful applicants; and
- provides reasons in the case of unsuccessful applications.

The completed evaluation documents can, therefore, form a part of the evaluation records, be used for any feedback process and be used for review purposes.

This document should be used in conjunction with the attached SAQA table (Attachment 4) outlining the "Process for SGB Recognition". The table will inform the way in which one uses the *Evaluation* document.

Each evaluator involved in evaluating the application will process different aspects of the application.

Thus, for example, the NSB Co-ordinator will him/herself deploy some of the SGB recognition criteria in the initial screening of an SGB application, and may communicate to the SGB applicant deficiencies in the application to be remedied before the NSB Sub-committee for SGBs scrutinizes the application. This will ensure that:

- a developmental approach to applications is taken; and
- NSB time is not wasted in screening inadequately formulated or poorly conceptualised applications.

In the final analysis the criteria are a *guide* whose collective use should ensure the most efficient processing of an application for SGB recognition.

Fast Tracking the Registration of Qualifications and Standards (SAQA 0129/00)

In order to fast track the registration of qualifications and standards on the NQF and to eliminate unreasonable blockages and unnecessary delays, NSBs shall ensure that:

- Standards Generating Bodies can be established to generate qualifications not based on unit standards, using Regulation 22(5), to generate provider-specific qualifications and generic qualification standards. This will mean that each institutional provider can send the names of proposed SGB members and their curricula vitae to SAQA for the wide consultation process. The SGBs set up in this way should ensure that their work articulates appropriately with FET and HET bodies, professional boards and councils and with industry.
- Standards Generating Body proposals as well as qualifications or standards should not remain in the system for longer than two months. This will be monitored by the Director for Standards Setting and Development. If this should occur, the Director will, after consultation with the chairperson of the NSB concerned and the Standards and Qualifications Sub-committee, refer the matter to the Authority via the Executive Officer for decisions on registration by SAQA itself.

Smooth Transition from Interim Registration to Full Registration (SAQA 0229/00)

To ensure a smooth transition from interim registration [Regulation 11] to full registration [Regulation 10], the NSBs shall ensure that interimsly registered qualifications and standards are reviewed [by NSBs] in terms of Regulation 10(3) no later than 30 July 2002. Such reviews shall determine:

- which qualifications and standards will be discontinued when their interim registration lapses on 30 June 2003

- which qualifications and standards will be prioritized for undergoing a standards generation process by an SGB in each case, either through recognition of an SGB proposal as a result of a stakeholder's application or through establishment following deliberation by the NSB concerned or SAQA, in terms of requirements for the further development and implementation of the NQF; and
- which qualifications and standards will, in light of satisfactory quality assurance information and the human resource capacity available at the time for new standards generation, be granted registration for a period of three years (beyond 30 June 2003).

Completion of Discontinued Qualifications (SAQA 0429/00)

In order to allow learners to complete qualifications for which they have enrolled and which for various reasons they have not been able to complete, SAQA will have a system which allows qualifications and standards which would otherwise be discontinued to remain available to such learners and their providers for a period not exceeding n+2 years (where n = the number of years it normally takes to complete the qualification). This system will include maintaining such information clearly designated on the Qualifications and Standards database of the NLRD.

GLOSSARY OF TERMS

Expertise: Either technical expertise in standards writing, or subject-matter expertise, or a clear understanding of and commitment to realizing the objectives of the NQF; or a composite of these

1. **Scope of Standards Generation**

1.1. Is there a clear statement of the particular qualifications and/or standards which the SGB applicant wishes to generate?

Type of evidence required:
A “Titles matrix” and/or list of qualifications, as well as a paragraph describing in some detail the area(s) in which qualifications and/or standards will be generated.

Comments:

- ◆ *Is there enough evidence to suggest that the applicant has clarity on its proposed activities?*

1.2. Is there a clear statement of the purpose of these qualifications and/or standards?

Type of evidence required:
A clear purpose statement for the qualifications and standards – WHY they are needed.

Comments:

- ◆ *Is there a convincing argument of the need for the proposed qualifications and standards?*
- ◆ *Does this purpose statement provide an internal coherence - do the standards and qualifications relate clearly to one another?*

1.3. Will the qualifications and/or standards generated contribute towards realizing the objectives of the NQF? (Attachment 3 sets out the NQF objectives.)

Type of evidence required:
Statement indicating intentions to achieve one or more of SAQA's five objectives.

Comments:

- ◆ *Does the applicant understand the objectives?*
- ◆ *Will the proposed qualifications and standards contribute towards realizing these objectives?*

1.4. Is there any provision for determining the international comparability of the qualifications and/or standards?

Type of evidence required:
A suggested process for comparing qualifications and standards with international equivalents in terms of outcomes and assessment criteria and level.

Comments:

- ◆ *Is the applicant aware of the need for international comparability?*
- ◆ *Is there a suggested process for achieving this?*

2. Status of the Applicant

2.1 Does the applicant represent key education and training interest groups – a grouping of national relevance – in the sub-field?

Type of evidence required:
A list of membership and accompanying *curricula vitae* (CVs).
Comments:

- ◆ Are **key** education and training interest groups represented on the membership list of the proposed SGB?
- ◆ Does the membership list represent **national** education and training stakeholders?

2.2 Has the applicant shown in its proposed membership of the SGB due regard for the need for

- relevant expertise in terms of the work of the SGB; and
- representativeness, equity, and redress?

Type of evidence required:
A list of membership and accompanying *curricula vitae* (CVs).
Comments:

- ◆ Is relevant expertise in the sub-field the chief criterion according to which membership has been determined?
- ◆ Does the proposed membership reflect an appropriate balance between representativeness and relevant expertise?
- ◆ Is the applicant aware of the need for transformation?

2.3. Is the applicant willing to be an active participant in the process of forming a more representative SGB (if this is required)? Is it prepared to broaden its membership base so as to be more representative, for example?

Type of evidence required:

Responses to SAQA staff suggestions in this regard. Responses to contacts of the NSB with stakeholder groupings. Statements in the application to this effect.

Comments:

- ◆ *Is it necessary to contact the applicant for more evidence?*

2.4. i. If a proposed member does not meet the requirements for direct participation in the SGB, is it important to include him/her as a member of the proposed SGB's consultative network?

Note: The NSB co-ordinators at SAQA will screen a number of proposed members in this regard. (See the attached *Process for SGB Recognition*.)

ii. Is the proposed member willing to become a member of a consultative network?

Type of evidence required:

If the NSB should decide that this person does not meet the SGB requirements, what steps are necessary to ensure that he/she is not lost to the sub-field?

Comments:

- ◆ *Does the person meet the requirements? If NO...*
- ◆ *How can the person be drawn into the process of establishing a consultative network?*

3. Role of the Applicant

3.1 Is the role of the applicant consistent with SAQA's vision?

Type of evidence required:
Statement linking role to SAQA's objectives (see Attachment 3). Statements about role with respect to equity and redress.

Comments:

3.2 Is the applicant a significant player from the sector or sub-field in which it operates?

Type of evidence required:
A list of members. Explanation as to the choice of membership.

Comments:

- ◆ *Is the NSB aware of other significant players not listed?*
- ◆ *Is there a need to gather more information?*

- 3.3 i. Would the implications of the applicant's inclusion be significant for the sub-field?
- ii. Would the costs of the applicant's exclusion be significant for the sub-field?

Type of evidence required:

Argument for membership (from the applicant). Informed judgement of the NSB members based on their knowledge of the field.

Comments:

- ◆ *Is the applicant a "make or break" player in the sector or sub-field?*

- 3.4. i. Does the applicant understand its precise role in the standards setting process in relation to the roles of SAQA, its staff, the NSB, and the consultative network?
- ii. Does the applicant have the capacity to add significant value to promoting and co-ordinating the process of qualifications and standards generation?

Type of evidence required:

A clear understanding of **role** in relation to SAQA and the NSB . (It must not assume the responsibilities of other bodies.)

Evidence of membership expertise in subject matter and standards generation (endorsements and/or CVs).

Comments:

- ◆ *Is there a need to gather more evidence?*

4. Sub-Field Coverage

- 4.1. i. Is the applicant’s proposed scope of standards generation appropriate to its status? Does the applicant have the capacity and capability to generate the standards it proposes to develop at the NQF levels stated within its proposed scope?
- ii. Is the proposed scope of the applicant’s focus appropriate to its capacity to manage the standards generating process?
- iii. Does the applicant have the capability and capacity (expertise) or leadership track record in the sub-field to add significant value to the leadership and management of the standards generating process?

Type of evidence required:

A clear indication that the applicant has the capability and capacity (expertise) to generate the proposed standards in the sub-field.

A clear indication that the applicant has the capacity (organizational ability, project management skills, and staff support) to manage standards generation.

Evidence of the “track record” (reputation and demonstrable achievements) of the applicant as a body, or of its individual members (where the body is newly constituted).

Comments:

- ◆ *Do proposed members' CVs indicate, individually and collectively, the capacity for the task at hand? Are references available and referees contactable?*
- ◆ *Has the business or project plan been detailed?*

- 4.2. i. Has the applicant actively engaged the expertise of other significant stakeholders in the preparation of its application?
- ii. Has the applicant described the formal processes it would seek to establish to set up regular consultation with other (or all) significant stakeholders?
- iii. Has the applicant identified other significant organizations in the sub-field which it has not consulted in preparing its application?
(Organizations here include those which exclude themselves from the process for whatever reason.)
- iv. Has the applicant identified other significant agencies/users/ statutory bodies/providers/organizations which have licensing, certification or legislative responsibilities in the specialist area?
- v. Has the applicant identified any anomalies resulting from other processes and/or legislation in the field?

Type of evidence required:

Acknowledgement of input from stakeholders (meetings/minutes/contributions).

A process for consultation.

Names of organizations or individuals NOT included, with reasons (if applicable).

List of bodies that will be included under 4.2.iv above.

Brief indication of anomalies: challenges or issues the applicant anticipates.

Comments:

- ◆ *Is there enough evidence to suggest that the applicant has clarity on its proposed activities?*

5. Leadership Capacity

- 5.1. Has the applicant made proposals for how it would:
- i. set up and manage standards generating processes?
 - ii. evaluate proposals from the sub-field for the need to generate further qualifications and standards?
 - iii. establish a process for the regular review of qualifications and standards?
 - iv. generate assessment, moderation and accreditation proposals for its specialist area standards?
 - v. plan to submit qualifications and standards to the NSB timeously?
 - vi. fund standards generation?

Type of evidence required:

A project plan for standards generation – including submission dates.

An evaluation plan for qualifications and standards proposals.

A review process for the standards and/or qualifications.

A process for obtaining input on, and producing, proposals for assessment, moderation and accreditation.

A business plan for funding standards generation.

Comments:

6. NSB Decision

Based on the information provided, we:

Recommend

or

Do not recommend

the registration of the Standards Generating Body for:

(name) _____

to perform the following functions: [list in accordance with the template below]

- develop learning pathways for potential qualifications and standards for...
- generate qualifications and standards in the sub-field of...
- recommend these qualifications and/or standards to the NSB
- recommend criteria for the registration of assessors and moderators or moderating bodies
- update and review qualifications and standards as required; and
- perform such other functions as may from time to time be delegated by the NSB.

In the event that the application is not recommended, the reasons and/or recommendations are provided below.

ATTACHMENT 3

Objectives of the National Qualifications Framework

The objectives of the National Qualifications Framework are to:

- ◆ create an integrated national framework for learning achievements
- ◆ facilitate access to, and mobility and progression within education, training and career paths
- ◆ enhance the quality of education and training
- ◆ accelerate the redress of past unfair discrimination in education, training and employment opportunities; and thereby
- ◆ contribute to the full personal development of each learner and the social and economic development of the nation at large.

ATTACHMENT 4

Process for SGB Recognition

STEP	FOR ACTION OF	TIMELINE
1. Receive letter of intent for recognition as SGB	NSB Co-ordinator	
2. Acknowledge receipt of letter, hold preliminary conversation with applicant, and send application form to applicant	NSB Co-ordinator	Within 3 days of receipt
3. Send letter of intent to NSB SGB sub-committee	NSB Co-ordinator	At same time as acknowledgement of receipt of letter of intent is sent to applicant
4. Receive application form, acknowledge receipt, and scrutinise in terms of knowledge of NSB-agreed and SAQA criteria for NSB plans for the field	NSB Co-ordinator	Acknowledge receipt within two days of receipt
5. Send SGB application, together with preliminary recommendation about need for meeting of NSB between sub-committee and applicant (where applicable – unless deemed unnecessary by the Executive Officer [EO] of SAQA or a person delegated by the EO), to NSB sub-committee	NSB Co-ordinator	Within 3 days of receipt
6. Consider application in order to determine the need for a meeting with the applicant	NSB Sub-committee	Next meeting of sub-committee
7. Where necessary, request such a meeting	NSB Sub-committee	
8. Arrange meeting with applicant, where mapping of field and direction are provided to applicant	NSB Co-ordinator; NSB Sub-committee	
9. Submit (revised) application	SGB Applicant	
10. Acknowledge receipt of application	NSB Co-ordinator	Within 2 days of receipt
11. Check application to see if it is in line with NSB sub-committee mapping and all other criteria, and prepare gazetable brief and composition	NSB Co-ordinator	Within 3 days of receipt
12. Submit SGB brief and composition to Head of DSS and to NSB SGB sub-committee	NSB Co-ordinator	
13. Submit SGB brief and composition to Director of Directorate of Standards Setting & Development (DSSD)	Head of DSS	By the next Wednesday
14. Deliver SGB brief and composition to Government printer	Secretary of Director's Office of DSSD	Friday afternoon

STEP	FOR ACTION OF	TIMELINE
15. Publish (subject to DSSD approval) SGB recognition in the <i>Government Gazette</i> for public comment		30 days
16. Acknowledge receipt of public comment, and hand it over to NSB Co-ordinator	Head of DSS	Within two days of receipt
17. Compile report on public comment (with recommendation) and on closing date of gazetting period send comment to NSB sub-committee for SGBs and to SGB steering committee	NSB Co-ordinator	End of public comment period
18. Incorporate public comment as per NSB Co-ordinator report, compile report on how comment has been accommodated, and submit revised SGB brief and membership to NSB Co-ordinator	SGB Steering Committee	
19. Acknowledge receipt of application	NSB Co-ordinator	Within two days of receipt
20. Submit revised SGB brief and membership to NSB SGB sub-committee for evaluation	NSB Co-ordinator	Within two days of receipt
21. Compile report on SGB and present it with a recommendation to full NSB	SGB Sub-committee	Next meeting of sub-committee
22. Approve SGB	NSB	Next meeting
23. Publish registered brief and composition of SGB in next edition of <i>Government Gazette</i> and on SAQA web site for notification	NSB Co-ordinator	