



business ▼ development

people and business succeeding together

Pre – Reading Information

This information will help you to have a basic understanding of Education and Training legislation and its practical implications of the relevant legislation, governance structures and terminology.

If you know this all, please skim through to refresh your memory. If it is all-new to you, please spend sometime reading it.

Happy reading

Mpumi Kubheka

A New Framework for education and Training

Introduction

The key building block of the entire education and training (E & D) system is the South African Qualification Authority Act, 1995 (SAQA).

The purpose of the Act is to:

- Regulate the integrated approach to E & D through National Qualification Framework (NQF)
- Establish SAQA

What is SAQA?

- It is an independent statutory body set by the Ministers of Education and Labour
- It's a 26 stakeholder member nominated from various constituencies like departments of education and labour, unions, organised business, academics from universities, technicons etc, community interest groups, women, disables etc

Core Functions

- It oversees the development of the NQF by ensuring that there are standards and qualifications setting processes
- Set up guidelines for quality assurance process

In terms of its standard setting and qualification setting function, SAQA must:

- Design policies and criteria for registering National Standard Bodies (NSB), and Standard Setting Bodies (SGB) who are responsible for setting of unit standards and qualification
- Assign functions to NSBs and SGBs
- Register national standards and qualifications
- Ensure that policies and criteria are adhered to

In terms of its quality assurance function, SAQA must:

- Design policies and criteria for accreditation of Education, Training Quality Authorities (ETQAs), the bodies responsible for quality assurance
- Assign functions to ETQAs
- Accredite ETQAs and ensures that policies are adhered to

Why do we need SAQA?

SAQA is the structure, which builds and implements the NQF, and advises the ministers of Education and Labour on policy matters in the education and training. Overall, SAQA has a responsibility to bring about nationally co-ordinated and democratic transformation of education systems

What is NQF?

It is a framework into which SAQA is trying to fit and integrate **all** education and training learning programmes, skills programmes, learnerships and qualifications. It also provides a qualification structure for recognising acquired skills, knowledge and attributes that have been assessed against the unit standards. According to SAQA, the NQF is the instrument for:

Director: Mpumi Kubheka

Reg No: 98/062715/23

P O Box 38110. Pinelands 7915

Cell: 082 928 1258, Tel: 021 531 5105, Fax: 021 532 2729,

E-mail: mkubheka.kgbusiness@icon.co.za

- Providing access to education and training for all
- Providing quality education and training
- Redressing past inequalities with regard to education and training

Achieving personal, social, political and economic development

The principles of NQF are:

- Integration: different systems and approaches of education and training be it academic, vocational, theory and practice will be brought together
- Relevant: be and remain responsive to social, economical and political development
- Credibility: have national and international value
- Coherence: areas of learning will be connected together in a framework of learning which enables learners to move easily from one learning situation to another, building up credits as they go
- Flexible: different routes or pathways will lead to the same learning ends
- Standards: national and international unit standards which are structured around outcomes and be presented in a nationally agreed framework
- Legitimate: provide for participation of all national stakeholders in the planning and co-ordination of standards and qualifications
- Access: prospective learners will be able to easily enter the education and training system at the appropriate level to pursue relevant learning and career pathways
- Articulation: provide for learners on successful completion of accredited prerequisites to move between components of the delivery system
- Progression: ensure that the framework of qualifications permits individuals to move through levels of national qualifications via different appropriate combinations of the components of the delivery system
- Portability: learners will be able to transfer the credits and qualifications gained in one learning situation, employer and/or institution to another
- RPL: through assessment, give credit to learning which has already acquired in different ways, e.g. through life experience and non-formal training
- Guidance for learners: provide for counselling of learners by trained individuals who meet nationally recognised standards for educators and trainers

How does NQF affect my training?

The NQF will provide a coherent learning pathway in all learning fields. All learning is assigned to **NQF levels** and the value assigned to that learning is in the form of **credits**. As a result, it is now possible for a worker to follow defined career paths, collecting credits towards a qualification in their chosen path.

NQF has various entry and exit points.

Finally your course/s will need to be allocated on the framework

The Format of the NQF

| NQF Level | Credits | NQF band | Type of qualifications | Context |
|------------------|--------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| 8 7 6 5 | 600 480 360 240 | HETC Higher | Doctorates Masters degrees/Higher Degree Honours, Higher diplomas Degrees First Diploma, Learnerships, N4 | Universities Technicons Colleges Workplace |
| 4 3 2 | 360 | FETC Further | National certificates N1, N2, N3 Learnerships Skills programmes Short courses Grades 10 - 12 | FET Colleges Workplace Training centres Schools |
| 1 | 120 | GETC General | General Certificates including ABET 4 ABET Certificates 1-3 Grade 0 – 9 | Schools NGO's Workplace Communities |

Governance Structures set up by SAQA

There are 12 NSBs that represent 12 major learning areas that are registered with SAQA

1. Agriculture and Nature Conservation
2. Culture and Arts
3. Business, Commerce & Management studies
4. Communication and language
5. Education, training and Development
6. Manufacturing, Engineering and Technology
7. Human & Social Studies
8. Law, Military, Science & Security
9. Health Science and Social Science
10. Physical, Mathematical, Computer & Life Sciences
11. Services
12. Physical Planning & Construction

Functions of NSBs

- Defining and recommending to SAQA what the boundaries of the field and sub fields should be
- Recognize and oversee the work of SGBs
- Communicate with ETQAs to get feedback for the need of unit standards and qualifications

What are SGBs

SGBs are groups of people that generate unit standards. They describe the skills we use everyday in such a way that it enable training providers to do training and assessment of those skills.

Functions of SGBs

- Generate standards and qualifications in their field of expertise and within the NSB
- Updating and reviewing those standards
- Recommending new standards
- Reviewing existing unit standards

What are standards /unit standards?

- Standards are description of expected outcomes of learning for which a learner will get credits
- An assessor will assess the learner against the unit standard to determine competence or not yet competent.
- A combination of standards makes up a qualification
- People will be motivated to achieve competence in a combination of standards in order to obtain a qualification or a skills programme.

See example of the unit standard as an Annexure!

What is a Qualification?

- A qualification is a bunch of unit standards grouped together to become a socially and economical useful learning achievement.
- It consists of fundamental standards i.e. numeric and communication) core standards e.g. develop training plans; and elective standards, i.e. specialist area of development
- A qualification has a minimum of **120 credits**

See example of qualification as annexure!

What is assessment?

It is a structured process for gathering evidence and making a judgement about an individual's performance in relation to registered standards. Somebody who has undergone thorough training and is registered as an assessor can only conduct assessment.

An assessor should:

- Observe a learner as they do their job performance evidence
- Ask questions, both orally and in written to determine the learner's level of knowledge
- Judge other evidence of competence as given by the learner, such as projects, video tapes, role plays etc.

Recognition of prior learning: Recognition of Prior Learning (RPL) is an assessment process through which learners may be awarded credits for learning which they have already obtained through work experience or some form of prior learning. During this assessment they have to show that they meet the learning outcomes in the learning standards for a particular qualification through demonstrating what they know and are able to do.

Skills programmes are occupationally based programme made out of smaller units of learning which are credit-bearing and may build credits towards a qualification. Minimum credits: 40

Learnership: A combination of structured learning and work experience which may lead to a registered qualification. Described as a more flexible and modern form of apprenticeship. Learners are offered in learning areas beyond the traditional trades. Learning programme Consists of courses or units of learning (learning materials combined with a methodology including an assessment plan), by which learners can achieve agreed upon learning outcomes and a qualification. Minimum credits: 120

Governance structures regulated by the Skills Development Act

SETAs – Sector Education & Training Authority

These are 25 bodies set up in each economic sector. Their brief is to ensure that effective training and development for a particular sector is being implemented by all companies in accordance with market driven needs and long-term interest of the country.

ETQAs

These are monitoring bodies that are tasked to ensure that training in the sector is at the necessary quality. Each SETA as its own ETQA made up of representatives from economic sector that is being served

Functions of ETQAs

- Accredit training providers
- Promote quality among providers
- Monitor the provision of E & D
- Register assessors and moderators
- Certify the learning achievements of learners
- Maintain database of above information
- Submit reports to SAQA to ensure transparency

Conclusion

The changes in the education and training have come to address some key concerns. These are:

- The education system lacked quality
- Past discrimination in the E & D had to be redressed
- Entrants in the labour market were not being absorbed and employment rates and productivity were poor
- All aspects of E & D provision were fragmented
- The curriculum was not adequately preparing learners for work

It is against this backdrop that as education and training practitioners, SDFs, line managers and custodians of staff development must keep abreast with new developments in the E & D arena.