DEPARTMENT OF EDUCATION

NO. 735 **03 JULY 2020**

**THE COUNCIL FOR QUALITY ASSURANCE IN GENERAL AND FURTHER
EDUCATION AND TRAINING ("UMALUSI")**

**CALL FOR PUBLIC COMMENT ON THE DRAFT *POLICY AND CRITERIA FOR THE
DEVELOPMENT, REGISTRATION AND PUBLICATION OF QUALIFICATIONS ON THE
GENERAL AND FURTHER EDUCATION AND TRAINING QUALIFICATIONS SUB-
FRAMEWORK OF THE NATIONAL QUALIFICATIONS FRAMEWORK***

(1) In 2001 Umalusi, the Council for Quality Assurance in General and Further Education and Training, was mandated by parliament, in its founding Act, General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001) as amended, as the quality assurance body for qualifications at Levels 1 – 4 of the National Qualifications Framework (NQF).

(2) The NQF Act, (Act 67) of 2008 as amended, established Umalusi as one of the three Quality Councils responsible for the management and development of qualifications registered on their respective sub-frameworks. In terms of Section 24 of the NQF Act, each Quality Council is required, among other things, to develop policy and criteria to guide processes and protocols for the development of qualifications on its sub-framework and for registration with the South African Qualifications Authority on the NQF.

(3) In terms of Section 27(h)(i) of the NQF Act, Umalusi hereby invites the public to comment on the draft *Policy and criteria for the development, registration and publication of qualifications on the General and Further Education and Training Qualifications Sub-framework.* The policy may be accessed at www.umalusi.org.za. If the party is unable to access the document from the website for any reason, please contact **Mr Dennis Twala** at the email below for assistance.

(4) Kindly submit your comments, accompanied by details of your name or organisation, telephone number and e-mail address to:

The Chief Executive Officer
Umalusi
P.O. Box 151
Persequor, Technopark
Pretoria
0020

Attention: Mr Dennis Twala
Email: dennis.twala@umalusi.org.za

(5) Comments should reach Umalusi within 21 calendar days of the publication of this notice.

PROFESSOR JOHN VOLMINK
CHAIRPERSON: UMALUSI COUNCIL

DATE: 22 JUNE 2020

Policy and criteria for the development, registration and publication of qualifications for the General and Further Education and Training Qualifications Sub-framework

June 2019

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CHAPTER 1

1. Definitions

In this document, any word or expression to which a meaning has been assigned in the National Qualifications Framework Act, Act No. 67 of 2008, as amended, and the General and Further Education and Training Quality Assurance Act, Act No. 58 of 2001, as amended, has the same meaning when used in this document, unless the context otherwise indicates.

Accreditation	The recognition of-
	(a) the capacity of a private provider to offer a qualification on the General and Further Education and Training Qualifications Framework, and the independent school's implementation of the curriculum in support of the qualification, at the required standard; and
	(b) the capacity of a private assessment body to assess a qualification on the General and Further Education and Training Qualifications Framework and the quality and standard of the assessment services and products provided by the private assessment body.
	As part of a quality assurance process accreditation attests to the capacity and the quality of the offering in a private provider or in a private assessment body.
Act	The General and Further Education and Training Quality Assurance Act, Act no 58 of 2001, as amended.
Articulation	The process which formally creates recognizable (and recognized) connections between qualifications and part qualifications.
Assessment	The process of identifying, gathering and interpreting information about a learner's achievement in order to-
	(a) assist the learner's development and improve the process of learning and teaching; and

(b) evaluate and certify competence in order to ensure qualification credibility.

Assessment body	A department of education or a juristic body accredited by the Council as a body responsible for conducting internal assessment and external examinations.
Council	Umalusi, the Quality Council for General and Further Education and Training; as contemplated in the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008)* and the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.
Certification	The formal recognition of a qualification or part-qualification awarded to a successful learner.
Curriculum	The underpinning policy provided for a qualification to facilitate a more general understanding of its implementation in an educational system. The curriculum encompasses three components:

    a) The intended curriculum: the documented curriculum for a qualification that provides a more detailed description in terms of the depth, breadth and level of difficulty and cognitive demand of what is required for the purpose of the qualification to be fulfilled. Syllabi for the necessary subjects form an integral part of the curriculum.

    b) The enacted curriculum: the delivery of the curriculum in an institution which includes leadership and management, the ethos and values , teaching and learning, extra-curricular activities, learner support, institutional performance and the management of quality towards improvement.

    c) The assessed curriculum: the internal assessment and the external examination of the intended curriculum.

The curriculum policy and its syllabi provide the information necessary for the enactment of the curriculum in the institution and the necessary

framework for assessment. A "programme" means the same as curriculum in the Act.

exit point	A point in General and Further Education and Training at which a learner is required to demonstrate competence with a view to obtaining documentary proof of proficiency.
external assessment	Any assessment conducted by an assessment body, the outcomes of which count towards the achievement of a qualification.
Further Education and Training	All learning and training programmes leading to qualifications from Levels 2-4 of the National Qualifications Framework (NQF).
General Education and Training	All learning and training programmes leading to a qualification on Level 1 of the National Qualifications Framework, which level is below further education and training.
General and Further Education and Training Qualifications Sub-framework	The sub-framework of qualifications developed and managed by Umalusi Quality Council for NQF Levels 1- 4 as envisioned in sections 4 – 7 of the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008)*.
National Qualifications Framework (NQF)	The South African ten-level framework provided for the registration of national qualifications.
part–qualification	An assessed unit of learning or subject that is registered as part of a qualification/ recognition accorded to the achievement of part of a qualification registered on the sub-framework.
Programme	Means the same as curriculum.
Qualification	A registered national qualification.
Registered	A qualification registered on the National Qualifications Framework by SAQA in terms of *section 13(1)(h)* of the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008)*.
Standard	Statement of level of quality or attainment required.

Umalusi   The Council for Quality Assurance in General and Further Education and Training established in terms of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

2. Acronyms and Abbreviations

CHE	Council on Higher Education
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
GENFETQA	General and Further Education and Training Quality Assurance
GFETQSF	General and Further Education and Training Qualifications Sub-framework
FET	Further Education and Training
NC(V)	National Certificate (Vocational)
NQF	National Qualifications Framework
NLRD	National Learner Records Database
QC	Quality Council
QCTO	Quality Council for Trades and Occupations
QRG	Qualifications Reference Group
QSC	Qualifications Standards Committee
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
TVET	Technical and Vocational Education and Training
USAf	Universities South Africa

CHAPTER 2

1. Legislative context

(1) In 2001 Umalusi, the Council for Quality Assurance in General and Further Education and Training, was mandated by parliament, in its founding Act, GENFETQA Act, 2001 (Act 58 of 2001) as amended, as the quality assurance body for Levels 1 – 4 of the NQF. Its responsibility is to quality assure and/or monitor qualifications and curricula; exit point assessment and provision in schools, FET/TVET colleges and for community education and training centres as well as the performance of both public and private assessment bodies.

(2) In terms of the 2008 amendment of the GENFETQA Act, and further explicated in Council policy, Umalusi's responsibilities are identified as the development and management of a sub-framework of qualifications, quality assurance of assessment (both internal and external) at exit points, certification, the accreditation of private assessment bodies and the monitoring of public assessment bodies, as well as the quality assurance of education institutions that offer qualifications on the General and Further Education and Training Qualifications Sub-framework

(3) NQF Act, 2008, (Act 67 of 2008), constituted Umalusi as the Quality Council for General and Further Education and Training, as provided for in the GENFETQA Act. Umalusi now serves as one of three Quality Councils, alongside the CHE and the QCTO, and is required to collaborate with the SAQA and the other QCs. In terms of Paragraph 27 (a) – (k) of the NQF Act, each QC is responsible for the development and management of its sub-framework.

2. Legislative and regulatory framework

(1) This policy framework must to be read in conjunction with the following legislation:
    a. Constitution of the Republic of South Africa
    b. The National Education Policy Act, 1996 (Act no 27 of 1996

c. The National Qualifications Act, 2008 (Act no 67 of 2008)

d. The General and Further Education and Training Quality Assurance Act, 2001 (Act no 58 of 2001)

e. Skills Development Act, 1997 (Act no 97 of 1998)

f. Continuing Education and Training Act, 2006 (Act 16 of 2006)

g. The South African Schools Act, 1996 (Act no 84 of 1996)

h. Higher Education Act, 1997.

(4) In addition to the various Acts already cited, this policy should be read in conjunction with the following documents:

a. The Policy for the General and Further Education and Training Qualifications Sub-framework, and

b. Quality Assurance Standards for General and Further Education and Training

c. Any other relevant policies and directives issued by Umalusi Council.

d. SAQA policy and criteria for the registration of qualifications and part-qualifications on the NQF.

3. Purpose

(1) This policy provides direction to Umalusi and its stakeholders in respect of the responsibilities associated with development, registration and publication of qualifications for the GFETQSF as laid out in Section 27(h) in the NQF Act.

(2) This policy addresses responsibilities associated with development of existing and/or new qualifications and their associated curricula for the sub-framework.

4. Objective

(1) The objective of this policy is to determine criteria for the development, registration and publication of qualifications necessary for the General and Further Education and Training Qualifications Sub-framework, taking into account the necessary policy and criteria as contemplated in the NQF Act.

5. Scope and application

(1) This policy applies to Umalusi, the Department of Basic Education, the Department of Higher Education and Training, the SAQA, the two other quality councils, assessment bodies, institutions requiring to be accredited by Umalusi, and other stakeholders with an interest in qualifications for the GFETQSF.

CHAPTER 3

1. Development of qualifications

(1) In accordance with the requirements laid out in the *Policy for the General and Further Education and Training Qualifications Sub-framework,* Umalusi ensures the development of a qualification for registration on the NQF.

(2) Umalusi recommends the development of only qualifications which it is able to quality assure, in terms of its legislative mandate.

(3) Any new qualification developed for the GFETQSF will be placed on one of four levels of the NQF (viz. Levels 1 – 4) and will be named in accordance with the qualification type associated with the NQF Level:

Level 4: National Certificate
Level 3: Intermediate Certificate
Level 2: Elementary Certificate
Level 1: General Certificate

(4) The NQF Level of the qualification is determined in part with reference to the Level Descriptors prepared by the SAQA, but primarily with reference to Umalusi's own standard-setting requirements, which make use of an analysis of the qualification structure and design, as well as other qualification-related documents such as curricula and assessment requirements to determine the appropriate NQF Level of the qualification.

(5) A new qualification (or curriculum) is one which has not existed before, *or* one which has, during a review process, been so significantly changed in terms of its purpose and/or target group and/or institutional location and/or qualification/curriculum structure and design that it no longer resembles the original qualification (or curriculum) nor serves the same purpose. Any new qualifications submitted for

registration on the GFETQSF must conform to the policy requirements for qualifications on the sub-framework.

(6) A designated variant/ qualification – or even a new qualification type (e.g. a NQF Level 5 qualification)   may be proposed for development by a number of agencies such as professional bodies, a single large national provider and/or a cluster of providers, or an assessment body, including the National Departments of Education or their provincial counterparts.

2. Criteria for the development of qualifications

(1) The party proposing the development of a new qualification is required to make a written submission addressed to the Chair of Umalusi Council for consideration. The submission will include at least the following information:

a. The submission shall identify the qualification it proposes for the sub-framework in terms of its title, the type it will belong to, the NQF Level proposed for the qualification.

b. The proposer shall identify itself and those persons that have been selected by it to assist with the development of the proposed new qualification.

c. The proposer shall identify the unique purpose to be served by the new qualification, and provide a motivation for its proposal in the form of a completed feasibility study.

d. The feasibility study is required to provide information on at least the following:

i.   Justifiable need for the development of a new qualification

ii.   A mapping that has been done against existing qualifications (on the sub-framework, and if need be, on both/ either of the other two sub-frameworks), which will provide information on the purpose of the proposed qualification; how the purpose of the proposed qualification differs from those of existing qualifications, and how it would articulate with other qualifications on the GFETQSF (and/or the other two-sub-frameworks of the NQF), and its relationship to existing qualifications on the sub-framework;

iii.   The number of learners that are likely to take the qualification annually, and their institutional location (schools, colleges, community learning centres, etc.)

iv.   A draft implementation plan for the qualification proposed, and

v.   If the proposer is not a Department of Education, the accredited assessment body that will assess the proposed qualification must also be identified.

(2) Umalusi Council is required to approve a qualification with its associated documentation. Approval of a qualification is dependent on its providing an educational opportunity distinct from those provided by existing qualifications on the sub-framework. Such a distinction should be evident from the purpose, structure and design of the qualification and the curricula associated with the qualification. On approval, the qualification is submitted as advice to the Minister, and to the SAQA for registration on the NQF. Thereafter Umalusi regulates the qualification in a government gazette.

(3) The qualification under development needs to be a new *variant* of the type at the NQF Level. In other words, the proposed qualification needs to have a purpose distinct from the variants already on the sub-framework, and that distinctiveness may well be reflected in a novel qualification structure.

(4) A new qualification-variant must therefore be sufficiently different from existing registered qualifications in terms of its combination of purpose, target group, design and structure, to warrant its inclusion on the sub-framework , and so too, the quality assurance work that comes with registration on the sub-framework.

(5) A qualification policy prepared for regulation is required to provide at least the following information:

a. The qualification title

b. NQF level of the qualification (the SAQA level descriptors must be used to determine the level of the qualification)

c. Its credits (the credits must be calculated on the basis of one (1) credit is equal to ten (10) notional hours of learning)

d. The policy framework into which it fits

e. Overview of the qualification

f. The qualification purpose

g. The rationale for the qualification

h. Exit level outcomes and post qualification articulation

i. Target group identity

j. Admission to the qualification and entry requirements

k. Duration, general enrolment and registration requirements

l. Qualification structure and design

m. Qualification requirements, including rules of combination and provisos

n. Promotion and certification requirements

o. Curriculum review

p. Assessment structure

q. Recording and reporting

r. Minimum accreditation requirements for offering the qualification

s. Critical cross-field outcomes

t. RPL

u. Transitional arrangements

v. A statement indicating international comparability

w. Information regarding the proposer of the qualification.

- *These requirements are fully explicated in **Annexure A***

(6) Qualifications registered on the GFETQSF will have an inception date, which will coincide with the date that the qualification is placed on the NQF by being included in SAQA's NLRD. The inception date of the qualification precedes the implementation date.

(7) Qualifications placed on the sub-framework will not have an expiry date, unless transitional arrangements for the cessation of a qualification have been determined.

(8) Even qualifications which have ceased to be offered remain on the sub-framework as a part of the historical record, since the value of the qualification remains even if the qualification is no longer offered.

(9) In order to advise and assist the process of qualification development, Umalusi appoints a Qualifications Reference Group (QRG) under the auspices of the Qualifications Standards Committee, a committee of Council. Such a reference group will be appointed taking into consideration both the expertise of the members as also the need for a wide range of possible stakeholder representation in the group.

(10) Qualifications proposed by other bodies for inclusion on the sub-framework, must be submitted in accordance with the requirements laid down in **Section 2(1)** of this policy. Such qualifications are evaluated in accordance with the same criteria identified for new qualifications in **Section 2(5)** above.

(11) In order to advise Council on the need to place an additional qualification on the GFETQSF, the suitability of the proposed qualification, and the requirements around its implementation, Council appoints a QSC. The QSC advises Council with respect to the development and maintenance of the GFETQSF.

(12) Qualifications approved through Umalusi's processes, which include periods for public comment, are submitted to the relevant Minister as advice and to SAQA for registration. Once registered, Umalusi regulates the qualification through the publication of a government gazette.

(13) In fulfilling its mandate in respect of the development and maintenance of the GFETQSF, Council is required to advise the relevant Minister(s) of Education of its intention to amend the sub-framework by introducing a new qualification, and/or its intention no longer to quality assure an existing qualification when Umalusi considers the qualification to be too poorly served by the assessment body/-ies.

(14) Council has a mandate to exercise its discretion in respect of qualifications on the GFETQSF only. Furthermore, it is Umalusi Council's prerogative to advise the relevant Minister(s) to introduce, amend or repeal a qualification, part-qualification or programme on the sub-framework.

CHAPTER 4

1. **Criteria for the registration of qualifications on the NQF**

   (1) In terms of section 13 (1) h (ii) of the NQF Act, the registration of qualifications on the sub-frameworks of the NQF is a SAQA function, and to that end the quality councils co-operate in the formulation of the policy and criteria for the registration of qualifications, as required by section 13 (1) h (i) of the NQF Act.

   (2) The purpose of registration of a qualification is that registration serves as its formal recognition as part of the national framework of South African qualifications.

   (3) Qualifications submitted to the SAQA for registration are required to comply with the *SAQA policy and criteria for the registration of qualifications on the National Qualifications Framework*, and the requirements of the policy for the sub-framework.

   (4) Umalusi Council is responsible for the approval of qualifications for registration.

   (5) Council must consider that one of the requirements of the NQF is that the qualifications registered on the Framework will be subject to the quality assurance processes of the relevant Quality Council.

   (6) All qualifications registered on the GFETQSF are reviewed every three (3) years for re-registration with the SAQA on the NQF.

2. **Criteria for the recommendation of qualifications for registration to SAQA**

   (1) In approving the proposed qualification for registration on the National Qualifications Framework, Umalusi must consider whether the qualification fulfills the requirements and criteria established for qualifications on the GFETQSF, as laid out in **Section 2(5)** of this policy.

   (2) In approving a qualification for registration, Council must satisfy itself that:

    a. Umalusi has consulted widely before submitting a qualification for approval for registration;

    b. In terms of the NQF Act the qualification conforms to the requirements that the documentation reflects the sub-framework on which the qualification is to be registered and that the qualification has been named correctly in terms of the naming conventions of the sub-framework;

    c. The qualification conforms to the requirements of this policy, and **Section 2(1) and 2(5)** in particular;

    d. The qualification it submits is necessary for and complementary to the overall functioning of the national education and training system;

    e. The qualification does not have the potential to prejudice the value of existing registered qualifications;

    f. Its articulation with other qualifications within the NQF has been identified and established in principle;

    g. It meets or exceeds the legislated minimum standards for comparable qualifications on the sub-framework;

    h. The qualification will be offered by a recognized assessment body/ies which are committed to assessing the qualification;

    i. There are recognized public and/or accredited private institutions in a position to offer the qualification;

    j. The qualification is sustainable in terms of delivery;

(3) Council is not obliged to recommend a proposed qualification as additional to the existing qualifications registered on the sub-framework if, in its judgement, the registration of such a qualification has the potential to impact negatively on the existing qualifications it quality assures and certifies.

(4) On approval by Council, the qualification is submitted to the legal services department of the relevant Department of Education or the proposer for vetting.

(5) Once the qualification has been vetted, it is submitted for registration to SAQA.

(6) Where a qualifications policy approved by Council is required to have effect in law, Umalusi advises the relevant Minister – or both Ministers of Education – that it has approved the policy. Such policies include but are not confined to qualification policies and amendments to qualification policies. Once approved, Umalusi regulates the policy, and these policies then become national policies.

(7) Other policies are approved at Council level.

(8) The purpose of both regulated and Council policy is to provide the necessary direction to the organization and other stakeholder bodies about the processes of qualification implementation.

CHAPTER 5

1. Criteria for inclusion of qualifications on the GFETQSF

(1) Umalusi must consider qualifications submitted to it for possible inclusion on the sub-framework. Such qualifications must be submitted with a written request to Council indicating the proposer's wish for an additional qualification to be included on the sub-framework.

(2) The written request must be submitted in the format outlined in **Section 2(5)** and accompanied with relevant documentation.

(3) Council is required to apply its mind to the contents of the submission, the fairness of the processes of evaluation and recommendations of the QSC, and then decide whether the inclusion of the proposed qualification is:

    a. In the interests of the education system as a whole, and does not have the potential to devalue existing qualifications on the sub-framework,

    b. In the interests of a group or groups of learners whose needs are not serviced by existing qualifications and

    c. Meets the specific needs in the sector for which it is established.

(4) Any qualification submitted to Umalusi for registration on the GFETQSF must conform to the requirements expressed in the General and Further Education and Training Qualifications Sub-framework policy, and further explicated in this policy.

(5) The submission of a request for the inclusion of a qualification is undertaken on the understanding that one of the requirements of the NQF Act, set out in section 27 (h) (i)-(iii), is that the quality council is required to ensure that such quality assurance as is necessary for the sub-framework is undertaken. The qualifications registered on the sub-frameworks are thus subject to the quality assurance processes of the relevant quality council, and in this case subject to the quality assurance requirements laid out in policy by Umalusi.

(6) Should the qualification so submitted be considered as potentially in accordance with the requirements set out in this policy, the party submitting may need to demonstrate, at its cost and to the satisfaction of Umalusi, that:

    a. The qualification meets or exceeds the legislated minimum standards of a qualification (or qualifications) to be regarded as comparable, and

    b. Articulation relationships have been (or are being) established, for example, through negotiation with USAf and/or the relevant QC.

(7) The party proposing such a qualification would need to be willing to work with (or establish) an accredited assessment body capable of offering assessment in accordance with Umalusi's quality assurance expectations and the necessary directives, guidelines and requirements that would need to be developed for the proposed qualification, and any other relevant policies.

(8) The qualification proposer would also need to be able to identify or establish accredited education institutions prepared to offer the qualification.

(9) Should the qualification policy and its related motivational documents not fulfill the necessary criteria, the qualification may be returned to the proposer for amendment.

(10)　　The costs of considering a qualification for inclusion on the sub-framework shall be borne by the proposer. Council annually determines tariffs based on the processes required for this work.

2. Review process

(1) Should Council decide that a qualification presented for its consideration should not be included on the sub-framework, it informs the proposer within thirty calendar days of its decision.

(2) The proposer, in turn, has thirty days in which to request for a review in writing to Umalusi Council.

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(3) Council will submit the request for a review to the relevant structures for adjudication and pronounce on the outcome.

(4) The Council's decision will be regarded as final.

3. **Criteria for the publication of qualifications on the National Qualifications Framework**

(1) The publication of qualifications on the National Qualifications Framework is recognized as a SAQA function, and to that end the quality councils co-operate in the formulation of the policy and criteria for the publication of qualifications.

(2) The purpose of publication serves as public acknowledgement of the acceptance of a qualification as an integral part of the National Qualifications Framework.

(3) Once the qualification is registered by the SAQA, the qualification will be published on the SAQA website as part of the NLRD.

(4) Once the qualification is registered by the SAQA, the qualification is also permanently published on the Umalusi website.

(5) Umalusi is the custodian of all qualifications registered on the GFETQSF; hence, no qualification may be amended or terminated without Umalusi's approval.

Chapter 6

1. **Criteria for introducing a new subject and reviewing existing curriculum for qualifications on the GFETQSF**

   (1) All qualifications on the GFETQSF are specified at the level of a curriculum for the subjects within each qualification. The design specifications of the qualification, as well as the quality of its supporting curriculum, and the nature of its assessment (site-based assessment and examinations) provides insight into the standard of education required.

   (2) The development of a new qualification for consideration by Umalusi must be accompanied by the development of its underpinning curricula.

   (3) A department of education (DBE or DHET) or any assessment body or organization or member of the public, may propose the introduction of a new subject or a review of an existing subject for a qualification on the GFETQSF.

   (4) The proposer of a new subject must apply to Umalusi in writing, to introduce a new subject or to review an existing subject. The development of a new curriculum for an existing qualification may occur if there is a need to include another subject into the national curriculum.

   (5) The proposer shall provide a motivation for its proposal in the form of a completed feasibility study. The feasibility study is required to provide information on at least the following:

       (a) Justifiable need for the development of a new curriculum or review of an existing curriculum.

       (b) The gap that the new curriculum or the revised curriculum will fill in the system.

       (c) A mapping that has been done against existing curricula (on the sub-framework, and if need be, on both/ either of the other two sub-frameworks), which will provide information on;

i. the purpose of the proposed curriculum,

ii. how the purpose of the proposed curriculum differ from those of existing curricula,

iii. fitness for purpose and the relevance of the proposed curriculum in relation to the envisaged learner group,

iv. how the curriculum will articulate with other qualifications on the GFETQSF (and/or the other two-sub-frameworks of the NQF), and its relationship to existing curricula on the sub-framework,

v. the reasons existing curricula cannot fulfil the purpose of the proposed curriculum.

(d) The type of education institution that is envisaged to provide the curriculum

(e) The number of learners that are likely to take the curriculum annually, and their institutional location (schools/colleges/ community learning centres)

(f) A draft comprehensive and coherent implementation plan for the proposed curriculum

(g) If the proposer is not one of the Departments of Education, the assessment body that will assess the proposed curriculum must be identified.

(6) Umalusi will evaluate the proposal and inform the proposer, within six months, of the acceptance or rejection of the proposal to introduce a curriculum for a new subject or to review an existing subject underpinning a qualification on the GFETQSF.

(7) Should the proposal be accepted, the proposer will be advised to proceed with the development of the proposed curriculum or with the review of existing one.

(8) Umalusi will give guidance to curriculum developers or reviewers on curriculum dimensions to be considered during the evaluation process.

2. **Roles and responsibilities associated with the introduction of a new curriculum or a review of an existing curriculum**

    (1) Proposer's responsibilities

    (a) The proposer takes responsibility of submitting the intended curriculum documents to Umalusi for appraisal. Umalusi may request additional documents where needed.

    (b) The proposer accepts financial responsibility for the appraisal of the curriculum.

    (c) Where recommendations for strengthening the curriculum are made, it is the responsibility of the proposer to resubmit the curriculum with recommendations included.

    (d) The verification of the inclusion of the recommendation will fall outside the 18 month period referred to in **Section (2)(d)** below.

    (e) It is the responsibility of the proposer to ensure that the curriculum is not implemented until the appraisal process has been completed and the Minister responsible has gazetted it. The gazette will include the implementation date.

    (2) Umalusi's responsibilities

    (a) Umalusi is responsible for informing the proposer, in writing, within six (6) months, of the acceptance or rejection of the proposal to introduce a new subject.

    (b) In the event that the proposal is rejected, Umalusi must provide reasons for the rejection.

    (c) In the event that the proposal is accepted, Umalusi's response must include the financial implications of the intended appraisal.

    (d) On a written acceptance of the financial implications by the proposer, and submission of curriculum documents, Umalusi must complete the appraisal within eighteen months.

    (f) Umalusi must submit the curriculum to the responsible Minister for advice.

    (3) Minister's responsibilities

    (a) The Minister determines the implementation date.

    (b) The Minister will regulate the new curriculum through a gazette.

Annexure A

Criteria for the development and format of qualifications registered on the General and Further Education Training Qualifications Sub-framework

1) *The title of the qualification*

The qualification has a title which accords with the qualification type at the level on which the qualification is to be registered. So, for example, a qualification to be registered at Level 1 on the sub-framework will be a General Certificate, while one on Level 4 will be named a National Certificate. (It should be noted, however, that there are some historical anomalies in the naming conventions: the NC(V) Levels 2 and 3 are cases in point. These names are recognized as not conforming, but have been allowed to remain.)

1. Is the proposed qualification named in accordance with the qualification type for the level at which it is to be registered?
2. Is the proposed name distinctive, and therefore not to be confused with other qualifications on the sub-framework?

2) *The NQF Level of the qualification the sub-framework*

The level of the qualification is informed by the level descriptors.

The qualification type selected for the development of the qualification determines its level. Qualifications submitted for consideration for inclusion on the sub-framework must, by law, conform to the qualification type identified at that level for the particular sub-framework.

The level on the General and Further Education and Training Qualifications Sub-framework at which the qualification will be located is determined by establishing (or investigating) its standing relative to other qualifications on the sub-framework at the NQF Level in question. An explanation should be provided for the location of the qualification at the level where it is (to be) registered. Thus, while the position of the qualification on a specific NQF Level is determined in part with reference to the level descriptors developed by

SAQA, it is primarily established with reference to Umalusi's own quality assurance measure requirements.

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3. From the information available, does the qualification accord with the requirements of the qualification type associated with the identified level on the sub-framework?

4. Is the qualification policy accompanied by an account of the relationship to existing qualifications at the same NQF level which demonstrates its comparability to the other qualifications in terms of the NQF Level, curriculum- and assessment requirements?

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3) *The number of credits*

All qualifications registered on the sub-framework have a minimum of 120 credits, but may be registered with a minimum of more than 120 credits.

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5. Does the policy identify the number of credits allocated to the qualification and to the component subjects which constitute the qualification? Does the policy conform to the required minimum for a qualification on the sub-framework?

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4) *The policy framework into which the qualification fits*

All existing legislative policies that have an effect on the new qualification need to be acknowledged. Both internal Umalusi policies and externally developed polices, for example, by the relevant department of education or an accredited assessment body may have reference.

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6. Has the qualification policy identified all the existing legislation that has a bearing on its formulation, implementation, quality assurance and certification?

7. Has the qualification policy identified and taken into account the necessary Umalusi policies that have a bearing on the development and delivery of the qualification?

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5) *Qualification overview*

This section provides a brief description of the whole qualification in order to locate the subsequent descriptions of aspects of the qualification meaningfully.

8. Has the policy provide a succinct overview of the proposed qualification that illuminates the nature of the qualification in simple language? Is this overview useful in interpreting the subsequent description of the qualification?

6) *The rationale for the qualification*

The qualification policy must provide a rationale for its contribution to the education and training environment, and hence its proposed presence on the sub-framework. The rationale for the qualification is distinct from its purpose, and is considered in terms of how well the existence of and need for the qualification is motivated. In order to be considered for registration, the qualification needs to be able to serve sufficient learners to be sustainable. A qualification for small numbers of learners is not able to support the costs associated with quality assuring, assessing and certifying the qualification, and cannot therefore be considered for approval.

9. Does the rationale offered for the proposed qualification identify its role as distinctive in the education and training system?

10 Does the rationale motivate for a long term, sustainable role for the qualification, one that fulfils a specific national need?

11. Does the motivation for the presence of the proposed qualification argue for servicing a particular need/set of needs and/or a particular group of learners not serviced otherwise?

12. Is the rationale serviced by the structure and design of the proposed qualification?

7) *The stated qualification purpose*

The stated purpose of the qualification is explained in terms of what its intent is in respect of learner achievement. The purpose makes reference to the highest level outcomes envisaged for successful achievement of the qualification as a whole. The purpose is evaluated in terms of its description of what possible career and employment opportunities may become available on successful completion of the qualification, as well as its indication of the prospects of a candidate who has successfully completed the qualification in terms of progressing to further education or higher education. The high level outcomes will influence the structure and design of the qualification, guiding the combinations and choices of subjects on offer in the particular qualification.

13. Is the purpose for the proposed qualification identifiably different from that of other qualifications on the sub-framework? (Qualifications that serve an almost identical function to existing qualifications on the sub-framework, and which may compete with existing national qualifications, are regarded as problematic.)

14. Is the purpose for the qualification in keeping with the nature of the qualifications registered on the sub-framework?

15. Is the purpose of the qualification supported by its structure and design?

8) *The Exit Level Outcomes and post-qualification articulation*

The exit level outcomes (ELOs) express the intent which informs the teaching, learning and assessment for all the constituent elements of the qualification. They represent, in generic form, the capacities to be developed by successful candidates in the course of their learning. The success of a qualification is measured against the extent to which qualifying candidates have internalised and are able to express the capacities expressed in the ELOs.

This section of the qualification policy also provides an explanation of horizontal and post-qualification articulation possibilities. The articulation possibilities must relate meaningfully to the exit level achievements associated with the qualification being described.

16. Do the exit level outcomes identified for the qualification conform in general terms with the requirements of the relevant NQF level descriptor?

17. Are the exit level outcomes comparable with but distinct from those expressed in the qualifications most proximate to the proposed qualifications?

18. Does the policy identify both horizontal and post-qualification articulation possibilities?

9) *The entry requirements and entry articulation options*

The qualification policy must explain and briefly motivate for the minimum learning requirements, if any, that allow candidates to enroll for the qualification. The requirements for prospective candidates must have been considered both in terms of inclusion in, and exclusion from, study. A description of the articulation of other qualifications on the NQF which could provide access—both horizontally and vertically—to the qualification under consideration, is included.

19.   Has the proposed qualification identified and explained the minimum entry requirements, where such exist?

20. Does the policy identify other qualifications on the NQF that would provide access to the new qualification? Are these access routes proposed reasonable, considering the receiving qualification?

10) *The identity of the particular target group for the qualification*

The policy requires a generic description the identity of the group of candidates for whom this qualification is intended. This identity should be clearly explained in general terms such as typical age cohort, previous educational experience and future educational and/or employment expectations. In addition, for an established qualification, its uptake in the education system is considered in terms of learner numbers that have previously been and /or are currently registered for the qualification.

21. Is the identity of the learner group targeted for the qualification well explained in terms of age, previous educational experience, current learning needs and future prospects?

22. What other qualifications on the sub-framework (and the NQF as a whole) are seen also to target this particular learning group? Is there a potential for conflict or confusion as a result of the possible introduction of this new qualification?

11) *The duration of the qualification*

In terms of this criterion, the qualification is considered in terms of:

- how the minimum and the maximum lengths of time required for completion are compatible with the characteristics of the targeted learner group;

- whether the time constraints (if any) may cause a learner not to complete the qualification in the maximum set duration; and finally,

- the chances of the target learner group completing the qualification within the determined minimum and maximum duration of the qualification.

23. Is the duration proposed for learning for the qualification reasonable? If not, how should the duration be re-considered?

24. What purpose is served by the identification of a duration?

12) *The qualification structure and design*

In terms of this criterion, the qualification describes how its credit value is assigned to its component parts, and, in doing so, identifies the size and nature of the units of learning/subjects in the qualification itself. These decisions will influence the duration of learning required for the various components which comprise the qualification.

24. Does the qualification structure and design accord with critical other elements in the qualification such as rationale, purpose, exit level outcomes, target group?

25. Is the structure and design of the qualification laid out in such a way that prevents ambiguity?

26. Given the structure and design of the qualification, is the time-frame identified a reasonable one?

13) *The rules of combination*

The rules of combination identify the subjects/areas of learning that are offered in order to fulfill the requirements for the qualification; where applicable, the rules identify which subjects are compulsory to the structure, and which subjects – or combinations of subjects – are a matter of candidate choice. In assessing the usefulness of the new proposed qualification, the categories and rules are evaluated in terms of how useful these are in the qualification design.

27. Are the rules of combination which identify the requirements for the fulfilment of the qualification clearly explained?

28. Is there clarity about compulsory vs optional subjects? About possible provisos?

14) *The certification requirements*

The certification requirements explain the various achievement levels determined for the award of the qualification, and are evaluated in terms of how suitable these requirements are in terms of the stated purpose of the qualification and its ELOs.

29. Does the policy fully explain the conditions under which the qualification is (not) awarded?

30. Do these certification requirements align well with the purpose of the qualifications and the ELOs identified?

15) *Curriculum overview*

This criterion determines whether any curriculum summaries/ frameworks have been submitted with the qualification. Information regarding the curriculum framework, the approach to the development and implementation of the curricula needs to have been developed by the time the qualification goes for registration. Such a document is used to guide subsequent curriculum development, the protocols for assessment, advocacy for the qualification, planning for teacher development, support funding proposals and influence the development of the systems required to implement the qualification etc. Such material does not need to be submitted for registration, but needs to have been developed by that time.

31. Has the proposer provided supplementary information regarding the nature of the curricula associated with the subjects identified in the structure and design of the qualification?

32. Is the information regarding curriculum consonant with the approach Umalusi takes in policy to the management of curricula for qualifications on the GFETQSF?

16) *Assessment*

This requirement stipulates the mandatory weighting requirements and descriptions for external and internal assessments for the proposed qualification.

In terms of Umalusi requirements, the external component of assessment should comprise no less than 50% of the total marks awarded. The weighting for mandatory practical/workplace assessment requirements for vocational qualifications learning areas/ subjects with a practical component should be specified where applicable.

Both summative and formative assessment should make provision for the development of a range of cognitive abilities.

32. Does the qualification fulfil the requirement that at least 50% of the final marks awarded to the candidate are derived from external assessments that are duly monitored by the relevant assessment body and moderated and/or verified by Umalusi?
33. Is explicit guidance provided that supports a sufficiently demanding assessment, whether this is a written or a practical examination? If not, how should this guidance be strengthened?
34. Is the assessment guidance available and useful to examiners, moderators and to teachers? Will it be?

17) *Recording and reporting*

The qualification outlines the requirements around recording and reporting achievement within the qualification.

35. Does the proposed qualification policy provide suitable guidance regarding the recording and reporting of learner performance?

18) *The minimum accreditation requirements for offering the qualification*

Information pertaining to the requirements for provision of the qualification must be provided. These requirements are evaluated when the educational institution or assessment body undergoes the accreditation process in order to offer the qualification.

36. Have minimum accreditation requirements been identified for the offering of the qualification? Do these synergise with Umalusi's established approach to accreditation (See Annexure D)? These requirements must especially be spelled out for subjects (and programmes) which have a strong practical element.

19) *Critical Cross-field Outcomes (CCFOs)*

In terms of this criterion, the development (or evaluation) of the qualification considers the relationship between the CCFOs and the type of knowledge and skills to be mastered by the candidate upon successful completion of the qualification.

> 37. Is there evidence in the construction of the qualification and in the curriculum overview that the CCFOs have been considered as an element in the development of the qualification?

20) Transitional arrangements

Where required, a qualification policy must indicate the necessary transitional arrangements, providing information about special measures needed for the implementation of the qualification.

> 38. Considering the context into which the proposed qualification is to be inserted, has thought been given to the measures needed to introduce and implement the qualification and, if need be to phase out one or more existing qualifications.

21) International Comparability

This section of the policy provides information on how the qualification compares with similar qualifications in other countries. This description will not necessarily be an in-depth comparison but provides sufficient information to highlight similarities and differences in approach to qualifications with similar purposes and on comparable levels of learning.

> 39. Has some form of preliminary comparison been attempted during the development of the qualification?
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> 40. Is this information such that a benchmarking activity could be undertaken once the qualification has been implemented?

22) The proposer of the qualification

The proposer of the qualification is considered in terms of its interest in the qualification as well as in terms of the assessment body or professional body nominated to conduct and regulate the external assessment for the qualification. The proposer of a qualification may be a department of education, an assessment body or a consortium of interested parties.

41. Has the proposer identified itself fully as well as its interest in the qualification proposed?

42. Has the proposer identified all the expertise involved in the development of the proposed qualification?