



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



AET HEDCOM SUB-COMMITTEE MEETING

Date: 1-2 [REDACTED] 2014

Time: 09h00 – 18h00

**Venue: Ekurhuleni West TVET College
(Germiston Campus)**

Corner Driehoek and Sol Roads, Germiston



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



Meeting: HEDCOM Sub-committee Meeting
Date: 1 – 2 December 2014
Venue: Ekurhuleni West TVET College, Germiston Campus
Time: 09H00 – 18H00

PROGRAMME

	DAY 1	
08h30 – 09:00	TEA	
09h00 – 09h05	▪ Opening and Welcome	Dr Mahlobo
	▪ Purpose of the meeting	Dr Mahlobo
09h05 – 10h30	▪ Function Shift	OTT Sub Project Managers
10h30 – 11h00	▪ Draft National Policy for Community Colleges	Ms. J Sibiya
11h00 – 11h20	▪ Consultation of CGBs on merging of PALCs	Mr W Tshabalala
11h20-11h40	▪ Establishment of Community College Councils	Mr W Tshabalala
11h40 – 12h00	▪ Identification of Infrastructure to host Community Colleges	Mr D Diale
12h00 – 12h30	TEA BREAK	
12h30 – 12h50	▪ Auditor's Report and Responses	Mr Diale
12h50 – 13h10	▪ Draft Curriculum Statements	Mrs E Kodisang
13h10 – 13h30	▪ Circular on Guidelines for the Implementation of Assessment Regulations	Mrs E Kodisang
13h30 - 14h30	LUNCH	
14h30 - 15h00	▪ NASCA Conduct of Exams Regulations	Ms N Pote
15h00 – 15h20	▪ Learner Intervention Strategy	Mrs E Kodisang
15h20 – 15h50	▪ Educator Development Strategy	Mr T Moloi
15h50 – 16h10	▪ Extension of GETC	Mrs E Kodisang
16h10 – 16h30	▪ NASCA Qualification Policy	Mrs E Kodisang

16h30 – 16h50	▪ KhaRiGude National Absorption Strategy	Mr B Makobe
16h50 – 17h10	▪ Analysis of Quarterly Report	Mr B Makobe
17h10-17h30	▪ Report – Internal Task Team Meeting	Ms J Sibiya
17h30-18h00	▪ Summary, Way-forward and closure	
Closure		

	DAY 2	
	Chairperson:	Dr Mahlobo
09h00 – 09h05	▪ Opening and Welcome	
09h05 – 11h05	▪ Design Evaluation on the policy for Community Colleges	DPME
11h05 – 11h30	TEA BREAK	
11h30 – 13h30	Introduction and Background to the CET Act, 2006 Overview of The Act ▪ Chapter 1: Definitions, Purpose and Application of Act ▪ Chapter 2: Public Colleges - Chapter 3: Governance of Public Colleges ▪ Chapter 4: Appointment of Management Staff, Lecturers and Support Staff in Public Colleges ▪ Chapter 5: Funding of Public Colleges ▪ Chapter 6: Private Colleges ▪ Chapter 7: Promotion of Quality ▪ Chapter 8: General ▪ Chapter 9: Transitional and other Arrangements Discussion	Legal Services
13h30 – 14h15	LUNCH	
14h15-14h30	Way forward and Closure	

TABLE OF CONTENTS

DOCUMENT	PAGE NUMBER
ANNOTATIONS	1
ANNEXURE A: Circulars on Function Shift	
ANNEXURE B: Draft Policy on Community Colleges	3
ANNEXURE C: Consultation with Centre Governing Bodies on Merging of PALCs	4
ANNEXURE D: Establishment of Community College Councils	5
ANNEXURE E: Proclamation	6
ANNEXURE F: NASCA NQF Level 4; Draft Subject Statement-Mathematics	7
ANNEXURE G: Draft Implementation Guidelines for Regulations on Assessment Process and Procedures for AET NQF 1	8
ANNEXURE H: NASCA Conduct of Exams Regulations	9
ANNEXURE I: Draft National Strategic/ Plan for GETCA and NASCA Educators 2015/16	10
ANNEXURE J: Policy for the National Senior Certificate	11
ANNEXURE K: Draft Minutes of the Adult Education of the Training Internal Task Team Meeting Held on 10 – 11 September 2014	12

ANNOTATIONS

AGENDA
HEDCOM SUB-COMMITTEE ON ADULT EDUCATION AND TRAINING
TO BE HELD ON 01 DECEMBER 2014 FROM 09H00-18H00

SECTION A: PROCEDURAL MATTERS

- A.1 Opening and Welcome
- A.2 Attendance and Apologies
- A.3 Adoption of Agenda
- A.4 Remarks by Chairperson

SECTION B: MATTERS FOR DISCUSSION

B.1 FUNCTION SHIFT

- a) The shifting of the Adult Education and Training function is to take place on 01 April 2015.
- b) In preparing for the function shift, the Department has established structures to co-ordinate the function shift – National Technical Committee (NTC), Operational Task Team (OTT), Function Shift Project Office and the HEDCOM subcommittee on the Function Shift.
- c) The Continuing Education and Training Act, 2006 provides for the transfer of the Adult Education and Training function from provinces to the Department.
- d) The Minister of Finance has determined the funding that is to be shifted to the Department.
- e) Function Shift Operational Managers will inform members of the sub-committee with regards to progress in the various sub-project of the AET function shift, including:
 - Legal Status with regards to the transitional measures;
 - Collective agreement for AET;

- Organisational development;
 - Funding of institutions;
 - Use of infrastructure;
 - Verification process; and
 - Consultation and communication processes.
- f) Various circulars have been developed to communicate progress on the function shift (**Annexure A**).
- g) The subcommittee is requested to discuss the process of the function shift of Adult Education and Training.

B.2 DRAFT NATIONAL POLICY FOR COMMUNITY COLLEGES

- a) In January 2014, the Minister of Higher Education and Training, Dr Blade Nzimande, launched the *White Paper on Post-School Education and Training*.
- b) The White Paper recommends the establishment of Community Colleges as a third tier institutional form alongside Universities and Technical and Vocational Education and Training (TVET) Colleges.
- c) The draft National Policy on Community Colleges was published in Government Gazette No. 38158 of 07 November 2014, Notice No. 868. The duration of the call for public comments is 30 days (**Annexure B**).
- d) The purpose of the draft National Policy on Community Colleges is to provide a framework that must guide the management of the shifting of the Adult Education and Training function from the Provincial Education Departments to the exclusive competence of the Department of Higher Education and Training.
- e) The draft National Policy on Community Colleges further provides a framework for the process of establishing Community Colleges, governance and management of these institutional types, employment of staff, the funding framework, programmes and qualification offerings, quality assurance, examination and assessment as well as monitoring and evaluation.
- f) The Policy was developed after extensive consultation with stakeholders. The Policy draws from various reports on the review of Adult Education and Training provision, including the Task Team on Community Education and Training Centres.
- g) The subcommittee is requested to discuss the draft National Policy on Community Colleges.

B.3 CONSULTATION OF CGBS ON MERGING OF PALCS

- a) In terms of sections 41A (b) and 41C (a) (m) of the Continuing Education and Training Act, 2006 (Act No. 16 of 2006) the Department intends to consult CGBs and informal governance structures fulfilling the function of CGBs on the conversion and merger of PALCs.
- b) The White Paper for Post School Education and training calls for the establishment of Community Colleges. Once section 25 (2) of the FET Colleges Amendment Act, 2013 (Act No. 1 of 2013) commences, all existing PALCs will be deemed to be Community Colleges.
- c) The Community Colleges will absorb existing PALCs through a conversion and merger process. Before the commencement of the FET Colleges Amendment Act, 2013 and in preparation for the merging of PALCs into Community Colleges, consultation with CGBs is required in terms of section 5 of the AET Act, 2000.
- d) The process of consultation with Centre Governing Bodies was published in Government Gazette No. 38158 of 07 November 2014, Notice No. 869. The duration of the call for public comments is 90 days (**Annexure C**).
- e) The subcommittee is requested to discuss how the Centre Governing Bodies are to be consulted, where they exist.

B.4 ESTABLISHMENT OF COMMUNITY COLLEGE COUNCILS

- a) Community Colleges must establish councils as contemplated in section 10(4) (b – g) of the Continuing Education and Training Act, (Act No 16 of 2006).
- b) The council of a community college must perform all functions, including the development of a college statute, which is necessary to govern the community college, subject to the Act and any applicable national or provincial law.
- c) The council must, with the concurrence of the College Board:
 - (i) develop the strategic plan for the community college which must incorporate:
 - (ii) the mission, vision, goals and planning for funding of the community college,
 - (iii) address past imbalances, gender and disability matter,
 - (iv) include safety measures for a safe learning environment for students, lectures and support staff
 - (v) determine the language policy of the community college, subject to approval by the Minister;
 - (vi) ensure that the community college complies with the accreditation requirements necessary to provide learning programmes in terms of standards and qualifications as registered in the National Qualifications Framework; and

- (vii) must provide for a suitable structure to advise on policy for the student support services within the community college.
- (viii) The council of a community college must perform all functions, including the development of a college statute, which is necessary to govern the community college, subject to the Act and any applicable national or provincial law.
- d) There are different categories of membership that must constitute the Council (**Annexure D**).
- e) The subcommittee is requested to discuss the constitution of the Councils.

B.5 IDENTIFICATION OF INFRASTRUCTURE TO HOST COMMUNITY COLLEGES

- a) The White Paper recommends the establishment of Community Colleges as a third tier institutional form alongside Universities and Technical and Vocational Education and Training (TVET) Colleges. The Minister has committed to the establishment of nine Community Colleges in 2015.
- b) The issue of the establishment of Community Colleges, including the identification of potential facilities to host the Colleges was tabled in the Council of Education Ministers (CEM) Meeting of 15 April 2014. CEM recommended that provinces, through their Heads of Departments (HODs), be requested to assist with potential infrastructure.
- c) The Continuing Education and Training Act, 2006 (Act No. 16 of 2006) provides for the establishment of Community Colleges as another institutional type within the post school education and training system. The legislation empowers the Minister to establish the planned nine Community Colleges by 2015.
- d) Proclamation No. 68 published in Government Gazette 38072 of 08 October 2014 enables the commencement of the Further Education and Training Colleges Amendment Act, 2013 (Act No. 1 of 2013) except sections 15, 24, 25 (2) and 25 (3). The latter sections will commence on 01 April 2014 (**Annexure E**).
- e) The Continuing Education and Training Act, 2006 also provides for the transfer of the Adult Education and Training function from provinces to the Department.
- f) In order to continue with the function of Adult Education and Training, the Department requires continued use of school and other facilities at provincial level. Infrastructure has been identified for hosting Community Colleges. In the short to medium term, the Department will use existing infrastructure in Provinces (Schools and other government facilities) as well as Technical and Vocational Education and Training Colleges.

- g) Appropriate protocols must be entered into between the Department and Provincial Education Departments on the use of the said facilities.
- h) The subcommittee is requested to discuss the identification of infrastructure to host Community Colleges and Community Learning Centres.

B.6 AUDITOR'S REPORT AND RESPONSES

- a) The Auditor-General of South Africa conducted a performance audit of the Adult Education and Training programme at the Department of Higher Education and Training (DHET) and in all Provincial Education Departments (PEDs).
- b) The AGSA was requested by the Department to undertake the AET audit in 2010. The audit was undertaken focusing on issues of economy, efficiency and effectiveness.
- c) The AGSA has submitted national and provincial draft reports for comments and submission of draft responses to its findings.
- d) The performance audit at the Department focused on the following:
 - Oversight
 - Definition of performance information
 - Monitoring and evaluation
 - Sector reporting
- e) The function shift for Adult Education and Training is to take place by 01 April 2014. There is a need to have insight into the draft provincial performance reports on Adult Education and Training.
- f) Provinces, similar to the Department have responded to the initial findings of the AGSA. It would therefore be critical that such findings and the responses thereof are shared with the Department.
- g) The subcommittee is requested to discuss the process for generating a national response to the Auditor-General's national and provincial reports.

B.7 DRAFT CURRICULUM STATEMENTS

- a) The Department established working groups to develop subject statements for the NASCA qualification.

- b) The composition of the subject working groups represented a diversity of experience in the development of curriculum for the National Senior Certificate (NSC), National Certificate: Vocational (NCV) and Foundational Learning Certificate (FLC).
- c) The appointed working groups were recommended from the Department of Basic Education, Umalusi and the Quality Council for Trades and Occupations (QCTO).
- d) The writing process commenced in April 2014 and the draft curriculum statements were submitted at the end of June 2014. The Department convened a workshop of the writers, Curriculum Reference Group, Umalusi and the provincial AET curriculum specialists to scrutinize the drafts in July 2014.
- e) The draft curriculum statements have since been reworked by the subject working groups as per the outcomes of the workshop and submitted to the Department in September 2014 (**Annexure F**).
- f) The Department is in the process of publishing the statements for public comments.
- g) The subcommittee is requested to discuss the process for curriculum development for the NASCA.

B.8 CIRCULAR ON GUIDELINES FOR THE IMPLEMENTATION OF ASSESSMENT REGULATIONS

- a) The assessment regulations were gazetted in May 2013. An assessment workshop was held March 2013 and further workshops were held with provinces between 2013 and 2014.
- b) The draft implementation guidelines were developed and distributed to provinces. The draft guidelines have since been reworked into a circular that must be signed off by the Director-General (DG) so as to give the document an appropriate status (**Annexure G**).
- c) The subcommittee is requested to discuss the circular on the guidelines for implementation of assessment regulations.

SECTION C: MATTERS FOR APPROVAL

C.1 NATIONAL POLICY ON THE CONDUCT, ADMINISTRATION AND MANAGEMENT OF ASSESSMENT FOR THE NATIONAL SENIOR CERTIFICATE FOR ADULTS

- a) The National Senior Certificate for Adults (NASCA) was registered by South African Qualifications Authority (SAQA) at Level 4 on the National Qualifications Framework (NQF) in December 2013.

- b) Subsequent to the registration of the qualification, Umalusi developed the Qualification Policy in September 2014.
- c) Informed by the NASCA qualification policy, the Department has developed the draft National Policy on the conduct, administration and management of assessment for the NASCA (**Annexure H**).
- d) The draft Policy provides rules and conditions relating to the conduct, management and administration of external examinations. This serves to regulate the rights and privileges of all persons involved in the assessment process, which include all officials who are involved in the administration of the assessment, candidates, parents and institutions that require assessment results.
- e) The subcommittee is requested to approve the draft document for public comments.

C.2 LEARNER IMPROVEMENT STRATEGY

- a) The GETC: ABET examinations are indicating that there is slight improvement in the performance of learners. The certification rate for the GETC: ABET has improved slightly but is still under 40%.
- b) Provinces were requested to submit their improvement plans for 2015. All provinces have submitted their improvement plans.
- c) The subcommittee is requested to approve the national learner improvement strategy.

C.3 EDUCATOR DEVELOPMENT STRATEGY

- a) The draft Educator strategy has been developed for tabling in the subcommittee meeting.
- b) The draft strategy deals with plans for educator training and development in order to contribute to learner improvement.
- c) Adult Learners in a number of learning areas are not performing well. The learning areas have been identified through the examinations report as well as the process of standardization of results.
- d) The draft strategy is attached (**Annexure I**).
- e) The subcommittee is requested to approve the draft strategy.

C.4 EXTENSION OF GETC: ABET

- a) The GETC: ABET qualification was supposed to expire on 30 June 2015. It was envisaged that the General Education and Training Certificate for Adults (GETCA) will be ready to take over from the GETC: ABET by then.
- b) Umalusi has indicated that they are not done with the development of GETCA.
- c) The Department can only commence with the curriculum development process once the GETCA is registered by SAQA.
- d) In appreciation of the pending processes on the GETCA qualification, the Department is proposing that the GETC: ABET be extended until 2017. A letter to communicate this position to Umalusi is on route.
- e) The subcommittee is requested to note the proposed extension of the GETC: ABET.

C.5 KHA RI GUDE NATIONAL ABSORPTION STRATEGY

- a) A cabinet meeting approved a strategy to implement a national literacy campaign and released a statement on the 23rd November 2006. The campaign targeted 4,7 million South Africans who were initially denied education and training in the past.
- b) The population to be targeted is youth, women and adults with special learning needs. The campaign kicked off in 2008 with an expected 1,2 million learners at a cost of R6, 1 billion.
- c) Kha Ri Gude has trained 648 522 learners in 2011 and was left with 2493 255 learners to reach its intended target.
- d) The absorption of Kha Ri Gude learners into AET Public Learners Centres has been taking place at a snail's pace or not taking place at all.
- e) A presentation of the strategy will be tabled in the meeting of the subcommittee. The subcommittee is requested to engage with the approach and approve it.

SECTION D: MATTERS FOR NOTING

D.1 NASCA QUALIFICATION POLICY

- a) In the HEDCOM meeting of 06 August 2013, the Committee noted the implementation plan for the National Senior Certificate for Adults.

- b) At that meeting a call for comments on the draft NASCA qualification by SAQA was provided to the Committee for noting.
- c) The National Senior Certificate for Adults has been registered by the South African Qualifications Authority, SAQA ID: 91672.
- d) Subsequent to the registration of the qualification Umalusi has therefore developed a qualification policy on the NASCA published in *Government Gazette No 37965 of 02 September 2014 (Annexure J)*.
- e) The policy aim to address the following:
 - Programme requirements;
 - Conditions for the issuing of NASCA; and
 - Rules of combination.
- f) The Department is currently in the process of developing National Policy on the conduct, administration and management of assessment for the National Senior Certificate for Adults: A Qualification at Level 4 on the National Qualifications Framework (NQF) informed by the qualification policy.

D.2 ANALYSIS OF QUARTERLY REPORT

- a) Provinces are presently operating within different contexts. As such, there is a need for the AET Directorate in the Department of Higher Education and Training to align provincial AET plans with national outcomes, for proper continuous monitoring and reporting of the AET system.
- b) The analysis of the AET provincial quarterly reports will revolve around the following activities:
 - Collecting data from the submitted quarterly reports which will inform the development of a support, monitoring and evaluation system for provinces;
 - Analysing the data to identify present gaps between the AET Directorate's national strategic objectives and the AET provincial objectives and develop support mechanisms for implementation and proper reporting; and
 - Report back to provinces outlining the results of the submitted quarterly reports and develop an agreed upon plan for supporting ongoing initiatives.
- c) The scheduled submission dates for quarterly reports are provided. The subcommittee is requested to note the scheduled dates for submission of quarterly reports.

QUARTER	DHET SUBMISSION TO DPME	PROVINCIAL SUBMISSION TO DHET
Q1: Ending 30 June	28 Aug (Actual data)	31 July 2014
Q2: Ending 30 Sept	30 Oct (Prelim. Data) 26 Nov (Actual Data)	24 Oct 2014
Q3: Ending 31 Dec	29 Jan (Prelim. Data) 25 Feb (Actual Data)	20 Feb 2015
Q4: Ending 31 March	29 April (Prelim. Data)	22 April 2015

D.3 REPORT – INTERNAL TASK TEAM MEETING

- a) The Internal Task Team meeting took place on 10-11 September 2014.
- b) A report of the meeting is attached. The subcommittee is requested to note the report of the Internal Task Team Meeting (**Annexure K**).

SECTION E: GENERAL MATTERS

- E.1 Summary, way-forward
- E.2 Date of next meeting
- E.3 Closure

ANNEXURE A

CIRCULARS ON FUNCTION SHIFT



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Enquiries: Mr Keith Loynes
Tel: (012) 312 6182
Email: Loynes.K@dhet.gov.za

Reference: DHET Function Shift Circular No 1/2014

To:

- The Heads of Provincial Education Departments;
- The Officials in the Provincial Education Departments likely to be affected by the Further Education and Training (FETC's) and Adult Education and Training Centres (AETCs) function shift;
- Chairpersons of Council and Administrators of FET ;
- Principals, Lecturers and Support Staff of FET Colleges;
- Principals and Staff of Public Adult Learning Centres (PALC);
- Employees represented by organised labour in both the General Public Service Sector Bargaining Council (GPSSBC) and the Education Labour Relations Council (ELRC).

PROGRESS MADE WITH THE FET AND AET FUNCTION SHIFT PROCESS AND THE WAY FORWARD

OBJECTIVE OF THE CIRCULAR:

The objective of this circular is to communicate progress made on the Function shift and provide information to officials affected by the transition. This circular is issued after consultation with members of the function shift National Implementation Task Team (NITT) comprising of NEHAWU, Popcru and PSA representation from the GPSSBC, CTU-ATU and SADTU representation at the ELRC, and the Department of Higher Education and Training officials (including some college principals).

1. BACKGROUND

Early in 2009, the President, by Proclamation, established two new Departments, namely, the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET). The very first Council of Education Ministers (CEM) of the new administration requested that the Minister of Higher Education and Training (MHET) completely take over the functions of Further Education and Training (FET) Colleges and Adult Education and Training (AET) Centres.

The aspects that were to be pursued included:

- a. Signing of Intergovernmental Protocols in terms of the Intergovernmental Relations Framework Act, 2005 (Act No. 13 of 2005), between the MHET and the Members of the Executive Councils (MEC's) for Education in Provinces, as well as between the Director-General (DG) of the DHET and the Heads of Department (HODs) in Provincial Education Departments (PEDs) in regards to the FET function shift. Similar protocols in respect of AET Centres are being consulted with Provincial Education Departments for signing.
- b. Working towards a conditional grant so that the Programme 5 budgets for FET Colleges could be protected.
- c. Secondment of Provincial FET Unit Personnel to the DHET by way of Intergovernmental Protocols.
- d. Amendment of the FET Act, 2006 (Act No. 16 of 2006) to move the functions of public FET Colleges by way of the Further Education and Training Colleges Amendment Act, 2012 (Act No. 3 of 2012) and AET to the MHET by way of FET Colleges Amendment Act 2013 (Act No. 1 of 2013), by repealing the Adult Education and Training Act, 2000 and converting the AET Centres into Community Education and Training Colleges. This Act is not operative as yet.
- e. Introducing, through the Department of Justice and Constitutional Development, an amendment to Schedule 4 of the Constitution making education, with the exception of education in schools, an exclusive national competency and no

longer a concurrent competency. Although the proposed amendment was approved by the Portfolio Committee of Justice, the amendment is not yet tabled in the National Assembly of Parliament.

f. The setting up of inter-governmental structures to manage the migration process.

In terms of the FET Amendment Act, 2012 (Act No 1 of 2012), the Minister, in May 2012, shifted all the functions in the Act, except the transfer of posts related to FET Colleges in PED offices to the Minister of Higher Education and Training to the Department of Higher Education and Training. The timing of the transfer of the aforementioned posts was to be on a date still to be determined and published by notice in the Government Gazette once processes related to Section 197 of the Labour Relations Act, 1995 (Act No 66 of 1995) and processes that deal with finances linked to the distribution of the Conditional Grant, as contained in the Division of Revenue Act have been addressed.

In order to effectively manage the transition, the DHET in consultation with role players drafted the Migration Plan, Operational Plan and the Communication Plan for the FET function shift. In addition structures were established for consultation and management of the FET function shift process on a national and provincial level. These included the National Technical Task Team (NTTT) consisting of representatives of organised labour, Provincial FET Unit heads and DHET, as well as the Provincial Technical Task Team (PTTT) made up of FET Unit heads, representatives of organised labour and FET College Management.

To ensure that all the processes, procedures and time-lines that have a bearing on the human resources are properly and effectively communicated to the FET function shift affected staff in Provinces and Colleges, there has been a series of engagements with the stakeholders such as Principals, Provincial Directorates, College Councils and Organised Labour. In addition, in February 2013 FET College Staff information workshops were held nationally providing information on the function shift.

2. PROGRESS TO DATE

- a. In March 2013 the Minister of Higher Education and Training issued a Commencement Notice in the Gazette No. 36322 giving effect to Section 11 and part of Section 12 of the Further Education and Training Colleges Amendment Act, 2012 (Act No. 3 of 2012). This meant that the management of the Principals and Deputy Principals is now managed through the Minister and Department of Higher Education and Training, although all the funding allocations related to these posts are still located with the Provincial Education Departments.
- b. In order to ensure that the line management structures for FET College Principals remained intact, the secondment of Provincial FET Unit Staff was also effected on 1 April 2013 via Protocol Agreements signed between the Minister of Higher Education and Training and Provincial Members of Executive Councils (MECs).
- c. To date FET College Principals and Deputy Principals nationally have received transfer letters confirming their transfer to the DHET. Secondment letters to PED FET Unit staff have also been prepared for handing over by the PED. It should be stressed that even though these officials are seconded they are still employees of the Provincial Education Departments. When the list of functions and posts are submitted by the Provincial Education Departments, the process of identifying persons who will be transferred with the posts will be finalised.
- d. The management of the appointment and maintenance of the FET College Governance structures resides with the Minister and Department of Higher Education and Training. Where the terms of office of the Councils had expired, the Minister of Higher Education and Training has appointed new Councils and for those Councils whose terms of office subsequently expired, the process of appointing new councils is underway.
- e. The DHET has appointed an Education Support Services provider to assist with the FET College "turn-around strategy" in Colleges located in two Provinces namely Limpopo and the Eastern Cape. A Project Manager based in the DHET

has been appointed to oversee the implementation of turn-around strategy for all Colleges.

- f. The DHET has also appointed the South African Institute of Chartered Accountants (SAICA) to assist with Financial and Human Resource Management in FET Colleges. In terms of this initiative, Chief Financial Officers were appointed in all fifty Colleges, and twenty Human Resources General Managers, each assigned to provide support to two or three Colleges.

For the transfer of PALC and FET College staff to be effected, various processes must be undertaken that relate to the following management areas:

- i. Human Resources & Labour Relations
- ii. Finance
- iii. Governance and Management
- iv. Legal Services
- v. Information Communication Technology and Infrastructure
- vi. Assets and Liabilities
- vii. Communications

Much information has been collected and consultation undertaken in regards to the FET College function shift and a similar process is underway in regards to the AET function shift in respect of the above seven management areas.

Progress related to the FET College function shift process is as follows in the following management areas:

- i. Human Resources

The DHET along with the Further Education and Training Employer Organisation (FETCEO) as the New Employer and Old Employer respectively, have been working very closely with parties from Labour in both the Education Labour Relations Council (ELRC) and General Public Service Sectoral Bargaining Council (GPSSBC) FET Bargaining Units to agree on the process for the transfer of Lecturers and Support Staff.

The Collective Agreement regarding the transfer of Support Staff to the DHET has been agreed by parties and is currently awaiting signing and ratification by the GPSSBC. The Collective Agreement for the transfer of Lecturers to the DHET has been signed by all parties and ratified by the ELRC.

Once these Collective Agreements have been ratified in both bargaining units, a Government Gazette will be published to affect the transfer of Lecturers and Support Staff to the DHET.

In the meantime, to ensure transparency and effective implementation of these Collective Agreements, representatives from Labour and the DHET have jointly formed the National Implementation Task Team (NITT). The purpose of this team will be to oversee the transfer process for Lecturers and Support staff and assist with the roll out of staff information sessions nationally. A key component of the role of the NITT will also be to assist College Management in identifying staff for transfer to the DHET. Where staff are not identified for transfer to the DHET they will remain in the employ of the College Council.

The transfer process will be explained to staff fully in Staff information workshops once the Collective Agreements have been ratified. It is anticipated that this process will begin shortly.

In the meantime regular updates will be provided via bulletins issued by the DHET.

ii. Finance

The DHET has calculated the proposed FET administration budget and discussed it with PEDs and Provincial Treasuries in consultative sessions held on 20 September 2013. The DHET's methodology for calculating the administration budget was shared in these sessions and submitted to the Technical Committee on Finance (TCF) on 01 October 2013. A joint committee led by National Treasury is currently liaising with Provinces to finalise the budget submissions for transfer to the DHET.

iii. Governance and Management

The appointment of College Councils nationally has been completed in four provinces and in the remaining five the process is at an advanced stage.

Much work has also been undertaken with Colleges in respect of support for the compilation of college strategic and operational plans for 2014.

iv. Legal Services

The Legal services unit has provided consistent advice and support related to the transfer of staff from Colleges to the DHET and ensured the publication of the relevant public notices and legislative amendments.

v. Information Communication Technology and Infrastructure

The DHET has applied for a virtual private network (VPN) line with the State Information Technology Agency (SITA) in respective provinces and is in the process of compiling a national list of software licensing agreements.

vi. Assets and Liabilities

Movable assets are being identified in all nine provinces to be transferred to the DHET, while plans are currently underway to secure office space for regional office staff.

3. CURRENT POSITION

- a. Notwithstanding the progress made in regards to the FET function shift, due to the technical nature of the function shift process, there was a delay in the signing of all the protocols related to the FET College function shift. Almost all the FET Protocols were signed between November 2012 and the end of January 2013. There was further delay in the obtaining information for the process. The AET function shift process proceeding at a slower pace than the FET function shift, mainly due to it being dependent on a policy for Community Education and Training that has to be finalised.

- b. Further, the Department of Higher Education and Training, National Treasury, Provincial Education Departments and Provincial Treasury Departments could not reach consensus, within the prevailing timeframes allowed in the budgeting process, on the amounts to be transferred with the full function shift to the DHET on 1 April 2014. As a result, the full FET and AET function shift, inclusive of funding, is now envisaged to come into effect on 1 April 2015.
- c. The late finalisation of the FET function shift Collective agreements also impacted on the original intention to finalise the FET Function shift by 31 March 2014.
- d. It should be noted that notwithstanding the progress made in terms of the function shift, the Provinces still bear responsibility and accountability in terms of the Constitution, the FET and AET Acts and Fiscal Framework, for the mandate. In regards to those functions shifted to the Minister and the Department in terms of the transition measures of the FET Act, the funds are still located in Provinces and therefore, while these functions are executed by the Minister and the Director-General of the Department of Higher Education and Training, the funding is still located in Provinces.

4. THE WAY AHEAD

To ensure the effective transfer of staff to the DHET:

- a. The full function shift in regards to both FET and AET is envisaged to come into effect on 1 April 2015.
- b. Various steering and driving structures have been established to achieve the 1 April 2015 target. These structures are:
 - i. The HEDCOM sub-committee on function shift comprising of senior representatives of the Provincial Heads of Education, Provincial Treasuries, the Department of Basic Education, the National Treasury, the Financial and Fiscal Commission, the Auditor-General and the Department of Public Service and Administration. Unions will also be invited to be part of this structure. The meetings of this structure will provide inputs to the

HEDCOM which in turn will provide reports to the Higher Education and Training Council of Education Ministers.

- ii. The Minister of Higher Education and Training will be keeping the Ministers of Finance, Basic Education and Public Service and Administration as well as the Chairperson and CEO of the FFC and the Auditor-General informed of the progress with the process.
- iii. A National Technical Committee comprising of senior representatives from the Department of Basic Education, the National Treasury, the Financial and Fiscal Commission, the Auditor-General and the Department of Public Service and Administration has been convened.

5. CONCLUSION

We want to thank all those involved and affected by this process for their cooperation and also want to assure you that there will be regular communication in this regard.



Mr G F Qonde

Director-General: Department of Higher Education and Training

Date: 18/03/2014



higher education & training

Department of
Education and
Training
REPUBLIC OF SOUTH AFRICA

Enquiries: Mr Keith Loynes

Tel: (012) 312 6182

Email: Loynes.K@dhet.gov.za

Reference: DHET Function Shift Circular No 2/2014

To:

- Heads of Provincial Education Departments;
- Officials in the Provincial Education Departments likely to be affected by the Technical and Vocational Education and Training Colleges (TVETC's) and Adult Education and Training Centres (AETCs) function shift;
- Chairpersons of Council and Administrators of TVET Colleges;
- Principals, Lecturers and Support Staff of TVET Colleges;
- Principals and Staff of Public Adult Learning Centres (PALC) ; and
- Employees represented by organised labour in both the General Public Service Sector Bargaining Council (GPSSBC) and the Education Labour Relations Council (ELRC).

PROGRESS MADE WITH THE TVET AND AET FUNCTION SHIFT PROCESS AND THE WAY FORWARD

OBJECTIVE OF THE CIRCULAR:

The objective of this circular is to communicate progress made on the AET and TVET College Function shift and provide information to officials affected by the transition. This circular is issued after consultation with members of the function shift National Implementation Task Team (NITT) comprising of Nehawu, POPCRU and

PSA representation from the GPSSBC, CTU-ATU, and SADTU representation from the ELRC, and DHET officials (including some college principals).

The last circular provided a progress update on the different management areas specific to the TVET Colleges. Below is an outline of progress related to both the AET and TVET function shift.

1. ADULT EDUCATION AND TRAINING (AET)CENTRES

Amendment of the FET Colleges Act, 2006 (Act No. 16 of 2006) outlines the move of the AET function to the Minister of Higher Education and Training by way of FET Colleges Amendment Act 2013 (Act No. 1 of 2013), by repealing the Adult Education and Training Act, 2000 and converting the AET Centres into Community Colleges. While this act is not yet operative, the DHET has developed a draft Policy on Community Colleges, which will guide the establishment of Community Colleges and Community Learning Centres. The policy will be published shortly for public comment. In the meantime the Minister has requested the President of the Republic of South Africa to effect the operationalization of the Continuing Education and Training Act on 1 April 2015. This means the AET function would have been completely moved.

The Policy provides guidance on the nature of Colleges to be established in line with the FET Colleges Amendment Act, 2013 (Act No. 1 of 2013). Through the FET Amendment Act and the finalization of the Policy, the following will be achieved:

- Adult Education and Training will be brought into the TVET Colleges legislative framework that is to be renamed the Continuing Education and Training Act;
- the repeal of the Adult Education and Training Act, 2000 (Act No. 52 of 2000);
- shifting Adult Education and Training into a national responsibility of the Minister of Higher Education and Training; and
- the declaration of a new institutional type called the Community Education and Training College.

In order to get to the above, work has begun on various aspects related to staffing within AET:

- i. A draft Collective Agreement regarding the transfer of AET Staff to the DHET has been developed and is being consulted on. Initial discussions have taken place with officials from Provincial Education Department (PED's) AET units as well as with some Centre managers and principals. More of these sessions will be held as requested by the PED AET Units.
- ii. In addition to the draft collective agreement, DHET will be initiating a staff data update and physical verification process within AET Centres and PED AET Units. The immediate action will be to collate data on existing staff within AET and verify this data by a physical verification process which is due to start during the month of July 2014. Details of this process will be outlined to all centre managers and principals for dissemination to all staff.
- iii. The DHET is in the process of collecting information on the current status of AET centre governance structures that are legally and properly constituted in line with the existing Adult Education and Training Act, 2000 (Act No.52 of 2000).

The DHET will establish interim College Councils once the Minister has approved the draft policy on Community Colleges and the identification of the sites for Community Colleges.

- iv. It is anticipated that staff information sessions for AET staff will be undertaken nationally to outline the processes to be followed and address any questions that staff may have.

2. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES (TVETC)

The Minister will be shortly publishing a notice in the Government Gazette effecting the remaining sections of the FET Amendment Act (2012) to come into effect on 1 April 2015, thus completing the function shift.

The legislation also provides for the rebranding of FET Colleges as Technical Vocational Education and Training Colleges (TVET).

A. Staff data updates and Verification Process

In May 2014 all colleges were asked to update staff data provided to DHET to assess the college wage bill in relation to the college grant allocation. On receiving the data per college, all TVET College staff will be required to go through a physical verification process as follows:

- a. All staff to confirm their physical verification by signing out, on the 'College Verification Control Sheet', their receipt of a 'Staff information update form'. This is to be coordinated and managed by the College HR Department.
- b. The completed and signed 'Staff information update form' along with required copies of documentation requested is to be returned by all staff to the College HR Department within 10 days of receipt and signed back in to the College HR Department using the 'College Verification Control Sheet'.
- c. All completed forms including any copies of required documentation are to be signed off by the College HR Department and sent to the DHET with the signed copies of the 'College Verification Control Sheet'.
- d. DHET will then consolidate data initially provided against the physical verification information in order to confirm the physical verification of all the staff prior to the identification of staff for transfer to the DHET.

This process has already started in some colleges and is to be completed by end of August 2014.

B. Collective Agreement Implementation

The National Implementation Task Team (NITT) has done much work since the publishing of DHET Function Shift Circular No 1 / 2014. The purpose of this team, made up of labour and DHET officials is to ensure transparency and effective implementation of the Collective Agreements.

To clarify the clauses of the Collective Agreements as well as outline the steps involved in the identification of staff for transfer from the TVET Colleges to the DHET, the NITT have developed "Business Rules" which are currently being piloted in some colleges. While details of these business rules will be shared with staff at the Information Workshops being planned soon, it is important for staff to note that criteria being used to determine the identification for transfer will include the following:

- i. The status of the College wage bill in relation to the College Grant Allocation;
- ii. The numbers and costs of the permanent and temporary persal staff employed at the college;
- iii. The numbers and costs of the permanent and temporary college payroll staff employed at the college;
- iv. Operational requirements including curriculum needs, scarcity of skills, student enrolments, etc.

Where staff are not identified for transfer to the DHET they will remain in the employ of the College Council.

In addition to the above, the Frequently Asked Questions document is being updated for circulation to all staff during the roll out of staff information sessions. These will be continually updated to ensure that all staff are aware of the issues that arise.

C. Staff Information Workshops

The NITT has been split into 6 groups that will travel nationally to deliver staff information workshops related to the TVET Function Shift. This process will occur during the month of July 2014. Further information on this will be provided shortly.

These workshops are intended to inform as many staff as possible in Public TVET Colleges of the Function Shift Project including a progress update, processes to be undertaken, the identification of staff for transfer, and the deadline dates for completion of the transfer to the DHET.

Delegates selected per college in each province to attend these workshop sessions are expected to cascade this information in formal workshops at their colleges to ensure that all staff receive the same message. The College Principal is to determine which of these staff are best suited to the task. Workshop information and presentations will be provided to ensure this is consistently delivered, with members of the NITT being available to support this if required.

D. PED TVET Unit Staff

To date, PED TVET unit staff providing support to TVET Colleges have been seconded to the DHET to ensure the smooth operations of colleges nationally. Information related to the roles and responsibilities of each of these members of staff has been received by the DHET and discussions around the transfer of the PED TVET Unit staff to the DHET are scheduled to begin soon.

CONCLUSION

We want to thank all those involved and affected by this process for their cooperation and also want to assure you that there will be regular communication in this regard.



Mr GF Qonde

Director-General: Higher Education and Training

Date: 08/07/2014



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Enquiries: Mr Keith Loynes

Tel: (012) 312 6182

Email: Loynes.K@dhet.gov.za

Reference: DHET Function Shift Circular No 3/2014

To:

- Heads of Provincial Education Departments;
- Officials in the Provincial Education Departments likely to be affected by the Technical and Vocational Education and Training Colleges (TVETC's) and Adult Education and Training Centres (AETCs) function shift;
- Chairpersons of Council and Administrators of TVET Colleges;
- Centre Governing Bodies and structures undertaking the functions of Centre Governing Bodies
- Principals, Lecturers and Support Staff of TVET Colleges;
- Principals and Staff of Public Adult Learning Centres (PALC) ; and
- Employees represented by organised labour in both the General Public Service Sector Bargaining Council (GPSSBC) and the Education Labour Relations Council (ELRC).

PROGRESS MADE WITH THE TVET AND AET FUNCTION SHIFT PROCESS AND THE WAY FORWARD

OBJECTIVE OF THE CIRCULAR:

The objective of this circular is to communicate progress made on the AET and College Function shift and provide information to officials affected by the transition.

The previous circular provided a brief overview on what the DHET's draft policy on Community Colleges aims to achieve regarding the establishment of Community Colleges and Community Learning Centres. The circular further spoke to the Collective Agreements, Staff Data and Verification Process for the transfer of TVET College staff to DHET.

1. ADULT EDUCATION AND TRAINING (AET)CENTRES

The draft National Policy on Community Colleges provides guidance on the nature of Colleges to be established in line with the FET Colleges Amendment Act No.1 of 2013. Through the FET Amendment Act and the finalization of the Policy, the following will be achieved:

- Bringing Adult Education and Training into the FET Colleges legislative framework that is to be renamed the Continuing Education and Training Act;
- The repeal of the Adult Education and Training Act No. 52 of 2000;
- Shifting Adult Education and Training into a national responsibility of the Minister of Higher Education and Training; and
- The declaration of a new institutional type called the Community Education and Training College.

CONSULTATION WORKSHOPS WITH STAFF IN PROVINCES

DHET Labour Relations team has recently conducted staff information sessions in all provinces.

These sessions are intended to inform as many PED AET and TVET Unit staff as possible of the Function Shift Project including a progress update, processes to be undertaken, the identification of staff for transfer, and the deadline dates for completion of the transfer to the DHET.

The identification of Provincial staff for transfer is determined by the completion of signed lists or annexures attached to existing Protocol Agreements between the

Provincial MECs and the Minister of Higher Education and Training. In addition to this, the DHET will also need to

- Verify data on staff providing any support to the Provincial AET Centres and TVET Units;
- Understand the roles that each of these staff perform in relation to the AET centres and TVET Units; and
- Clarify budgetary information for AET and TVET PED Units.

The staff identified for transfer will transfer to the DHET in line with the Section 197 Labour Relations Act (LRA) and Public Service Act (PSA) Regulations related to the shifting of functions.

General principles to be applied with respect to the LRA and PSA guidelines:

- The identified function (i.e. the AET and TVET Units within PEDs) is to transfer from the old employer (PED) to the new employer (DHET)
- Posts identified within the function must follow with the function. No identified posts will remain with PED.
- Staff will be transferred on existing terms and conditions of employment.
- The transfer will take place 1 April 2015.
- Prior to this date all staff still be managed by the PEDs and operations will continue as normal.

Data and Physical Verification

- Data and Physical Verification of AET Centre staff will be initiated during October 2014.
- These verification processes are currently well underway within TVET Colleges.

Collective Agreement

- A draft Collective Agreements for Adult Education and Training has been developed and discussed with officials from the Provincial Education Department (PEDs) AET units. The document will be tabled at the ELRC shortly for bargaining.

Staff office accommodation

- Staff who transfer to the DHET will be absorbed as is into the VCET Branch.
- Office accommodation for transferring staff is currently being sourced and will be communicated to all concerned once arrangements are confirmed.

Consultation with properly constituted Centre Governing Bodies (CGBs) or Structures serving the functions of Centre Governing Bodies

The Community Colleges will absorb existing public adult learning centres through a process of conversion and merger. Before the commencement of the Further Education and Training Colleges Amendment Act, 2013 and in order to prepare for merging adult learning centres into Community Education and Training Colleges, consultation with centre governing bodies is required in terms of section 5 of the Adult Education and Training Act, 2000.

A Community College shall normally be a multi-centre institution and, subject to approval of the Minister, it may be expanded or rationalised through a process of Community College mergers or demergers.

As functions move from PEDs to the DHET, the current PALCs will be deemed to be Community Colleges, and as soon as this is effected, all the Community Colleges be merged into 9 Community Colleges, one per province.

A Ministerial gazette has been prepared on the consultation of Centre Governing Bodies and structures serving as Centre Governing Bodies. The process of consultation take place for 90 days as of the date of gazetting.

Technical Vocational Education and Training

In addition to the staff data cleansing and physical verification processes currently being undertaken in TVET Colleges, the college wage bill analysis is being undertaken. Once complete, the process of staff identification for transfer will begin.

Where the college wage bill is less than or equal to 63%, all staff identified as filling funded posts related to Ministerial approved Programmes will be transferred to the

Where college wage bills are greater than 63%, the National Implementation Task Team in conjunction with the relevant College Management will work collectively at identifying which staff will transfer to the DHET and which staff will remain in the employ of the College Council.

Further details on the status of each college will be communicated to all Principals shortly, followed by meetings being scheduled with all colleges over the 63% wage bill threshold for NITT assistance.

CONCLUSION

We want to thank all those involved and affected by this process for their cooperation and also want to assure you that there will be regular communication in this regard.



Mr GF Qonde

Director-General: Higher Education and Training

Date:

2014

ANNEXURE B

**DRAFT NATIONAL
POLICY ON
COMMUNITY
COLLEGES**



Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID-AFRIKA

Vol. 593

Pretoria, 7 November 2014

No. 38158

*N.B. The Government Printing Works will
not be held responsible for the quality of
"Hard Copies" or "Electronic Files"
submitted for publication purposes*



9771682584003



AIDS HELPLINE: 0800-0123-22 Prevention is the cure

GOVERNMENT NOTICES
GOEWERMENSKENNISGEWINGS

DEPARTMENT OF HIGHER EDUCATION AND TRAINING
DEPARTEMENT VAN HOËR ONDERWYS EN OPLEIDING

No. 868

7 November 2014

FURTHER EDUCATION AND TRAINING COLLEGES ACT, 2006

(ACT NO. 16 OF 2006)

**CALL FOR PUBLIC COMMENTS ON THE DRAFT NATIONAL POLICY ON
COMMUNITY COLLEGES**

I, Bonginkosi Emmanuel Nzimande, Minister of Higher Education and Training, in terms of section 41B of the Further Education and Training Colleges, 2006 (Act No. 16 of 2006) hereby call for comments on the draft National Policy on Community Colleges.

The White Paper for Post School Education and Training calls for the establishment of Community Colleges. The purpose of the draft National Policy on Community Colleges is to provide a framework that must guide the management of the shifting of the Adult Education and Training function from the Provincial Education Departments to the exclusive competence of the Department of Higher Education and Training.

The draft National Policy on Community Colleges further provides a framework for the process of establishing Community Colleges, governance and management of these institutional types, employment of staff, the funding framework, programmes and qualification offerings, quality assurance, examinations and assessment as well as monitoring and evaluation.

All interested persons and organisations are invited to comment on the draft National Policy on Community Colleges, in writing, and to direct their comments to:

The Director-General,

Department of Higher Education and Training

Private Bag X174

PRETORIA

0001

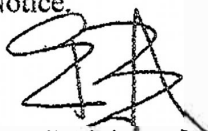
Attention: Mr D Diale, email: diale.d@dhet.gov.za, Fax: 086 298 9707

Kindly provide the name, address, telephone number, fax number and email address of the person or organisation when submitting comments.

Copies of the draft policy may be downloaded from the Departmental website, www.dhet.gov.za. Hard copies are also available for collection in Room 661, Department of Higher Education and Training, 123 Francis Baard Street, Pretoria. Copies can be posted or emailed on request to any interested person.

The Comments should reach the Department within 30 calendar days after publication of this

Notice.



Dr BE Nzi mande, MP

Minister of Higher Education and Training

Date: 4/10/2014



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL POLICY ON COMMUNITY COLLEGES

OCTOBER 2014

DRAFT

TABLE OF CONTENTS

ACRONYMS AND ABBREVIATIONS	2
SECTION 1: BACKGROUND AND CONTEXT	3
SECTION 2: PRINCIPLES UNDERPINNING THE ESTABLISHMENT OF COMMUNITY COLLEGES	7
SECTION 3: LEGISLATIVE AND POLICY CONTEXT	8
SECTION 4: PURPOSE OF THE POLICY	9
SECTION 5: APPLICATION	9
SECTION 6: ESTABLISHMENT OF A COMMUNITY COLLEGE	9
SECTION 7: PROCESS OF ESTABLISHING INTERIM COMMUNITY COLLEGES	9
SECTION 8: MERGER AND DEMERGERS	10
SECTION 9: GOVERNANCE	11
SECTION 10: MANAGEMENT	11
SECTION 11: EMPLOYMENT OF STAFF	12
SECTION 12: FUNDING FRAMEWORK	12
SECTION 13: PROGRAMMES AND QUALIFICATION OFFERINGS	13
SECTION 14: INFRASTRUCTURE FOR COMMUNITY COLLEGES	14
SECTION 15: QUALITY ASSURANCE	15
SECTION 16: MONITORING AND EVALUATION	15
SECTION 17: COMMENCEMENT	15

ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training
AET	Adult Education and Training
CLC	Community Learning Centre
CSO	Civil Society Organisation
DHET	Department of Higher Education and Training
DoE	Department of Education
DoL	Department of Labour
ECD	Early Childhood Development
EMIS	Education Management Information System
ETDP	Education Training and Development Practices
FET	Further Education and Training
FETC	Further Education and Training Colleges
HET	Higher Education and Training
HRD	Human Resources Development
GETC	General Education and Training Certificate
IEB	Independent Examinations Board
NGO	Non-Governmental Organisation
NPO	Non-Profit Organisation
NQF	National Qualifications Framework
NSDS	National Skills Development Strategy
PALC	Public Adult Learning Centre
PED	Provincial Education Department
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
TVET	Technical and Vocational Education and Training

SECTION 1: BACKGROUND AND CONTEXT

- 1.1 Education is an essential component of reconstruction, development and transformation of the South African society. It has become accepted worldwide that individuals require a sound education in order to participate effectively in increasingly complex social and economic environments. The skills in the 21st century are becoming increasingly complex given the pervasive use of information technology and the pace of scientific and technological advancement.
- 1.2 Education and training must address the enormous developmental challenges of poverty, inequality and unemployment. The call for a developmental state in South Africa requires the development of the necessary skills and capabilities for this to be possible.
- 1.3 Inequalities based on gender, class, race, disability, geographic location, age and health status persist with regard to access to educational opportunities in the adult education and training system.
- 1.4 Access to education and training must be made available through viable institutions to the employed and unemployed, young and old to encourage an economically active population and community participation.
- 1.5 The White Paper for Post-School Education and Training states that,¹ “The education and training system must find ways to cater for the needs of the millions of adults and youth who are unemployed, poorly educated and not studying. The expansion of the university and college systems will make an important difference, but will not be sufficient to meet all the needs. In any case, they are not designed for this. There are many who would not qualify to enter a university or Technical and Vocational Education and Training (TVET) college”.

¹ White Paper on PSET, October 2013, page 20

1.6 It then concludes that, “A new type of institution has to be built and supported; one that can offer a diverse range of possibilities to people for whom vocational and technical colleges and universities are not possible.”

1.7 The state currently provides Adult Education and Training (AET) through its Provincial Education Departments (PEDs). The PEDs operate Public Adult Learning Centres (PALCs), most of which are located in schools, that provide institutional learning to adults on a part-time basis. In terms of the Further Education and Training Colleges Amendment Act, 2013 (Act No.1 of 2013), PALCs will be transferred to the control of the Department of Higher Education and Training (DHET).

1.8 Further to PALCs, there are also private adult learning centres run by religious institutions, non-governmental organizations (NGOs) and community-based organisations (CBOs) with a diverse range of offerings, which may include formal provisioning of the GETC: ABET² at NQF level 1.

1.9 In January 2014, the Minister of Higher Education and Training launched the White Paper for Post-School Education and Training in which key challenges facing South African higher education and training were identified. The White Paper articulates many weaknesses with regard to the current provisioning of AET due to, among other things, insufficient resources, inadequate staffing, weak infrastructure and poor articulation.

1.10 Nevertheless, the White Paper notes that,³ “Despite their weaknesses, the PALCs are currently the only public institutions with a wide distribution around the country and which provide for adults and post-school youth who are not catered for by colleges and universities. The PALCs will be absorbed into a new type of post-school institution: the Community Colleges, as envisaged in the Further Education and Training Colleges Amendment Act mentioned above. These colleges are expected to be sensitive to the needs of their communities.

² General Education and Training Certificate: Adult Basic Education and Training, NQF Level 1

³ White Paper on PSET, October 2013 page 21

They will primarily target youth and adults who for various reasons did not complete their schooling or who never attended school. Community Colleges will be multi-campus institutions which cluster the PALCs. They will be expanded by adding other campuses where necessitated by their enrolments and programmes. Although they will be public colleges, they may enter into partnerships with community-owned or private institutions such as church-run or other education and training centres in order to enhance their capacity to meet the education and training needs of youth and adults”.

1.11 Access and success in the AET qualification⁴ is low and its quality is in doubt. More concerning is the lack of impact of the qualification with regard to its contribution to skills development and poverty alleviation and unemployment.

1.12 The current AET provision data indicates that very few adults acquire the full GETC qualification, whereas most candidates collect only a few learning area certificates. This means that there is limited progression to further learning.

1.13 A further barrier to AET is the lack of accessible provisioning as tuition is usually accorded limited hours. This is partly the result of historical policy interventions and plans that have been under-resourced and sporadically initiated. In many instances the AET centres have little or no clear institutional identity or capacity. PALCs do not have full-time staff and are staffed through short-term contracts. PALCs operate mainly in the evenings and this situation does not afford adequate opportunities for effective tuition.

1.14 AET provisioning has concentrated on formal qualifications which poses a problem to those learners who may not necessarily want a qualification. The current AET approach and curriculum in the PALCs, focusing on general education, therefore fail to attract large numbers of adults and youth interested not only in completing a school qualification, but also those interested in gaining labour market currency and skills for sustainable livelihoods.

⁴ GETC: ABET at NQF Level 1

- 1.15 AET provisioning has too few flexible pathways and rigidity in offerings (part or full-time) for youth and adults who have passed the age of compulsory education. There is insufficient focus on quality and inadequate diversity of programme offerings.
- 1.16 Out-of-compulsory school-going age youth and adults also experience a number of interrelated barriers to participation in AET, including psychological, situational and structural barriers. Most of these are directly related to the socio-economic conditions of the youth and adults.
- 1.17 To find a lasting solution to these challenges, the Minister established a Task Team to conceptualise a workable institutional model for community education and training that is distinct in its ethos and mission, provides a diversity of programmes, of which its qualifications or part-qualifications articulate with qualifications of existing institutions, is oriented towards provision for communities and ensures lifelong learning opportunities.
- 1.18 The brief by the Minister to the Task Team was to consider policy and legal implications, make recommendations on relevant programmes, investigate and propose appropriate funding modalities and suitable governance mechanisms, develop broad implementation steps to institutionalise the provisioning of community education and training, and to review relevant local and international literature.
- 1.19 The Task Team report proposes the establishment of Community Colleges and Community Learning Centres as a third tier of institutional type alongside Universities and TVET Colleges. Community Colleges are envisaged to cater for second-chance learning opportunities for out-of-school youth and adults, by building on the current offerings of the existing PALCs, which offer general education programmes. They must also add to the general education programmes by offering vocationally-oriented skills and knowledge programmes leading to sustainable livelihoods outside of the formal sector. Community Colleges will be

a diverse set of institutions, offering programmes that are appropriate to their particular communities.

1.20 The introduction of Community Colleges as a new institutional type is envisaged to play a pivotal role in contributing to improved levels of educational attainment among youth and adults.

1.21 The National Development Plan (NDP) indicates that there are currently about 3 million young people aged 18-24 who are not in employment, education or training, also known as the NEET.

1.22 The findings of the 2011 South African Census reveal that 15 918 454 South Africans aged 20 years and above, have not completed Grade 12. This figure represents 60% of the population in the said cohort.

1.23 Census 2011 data further sheds some light on the numbers of adult learners nationally, as follows:

- a) 665 874 or 8.6% have no schooling;
- b) 790 134 or 12.2% have some primary schooling;
- c) 413 895 or 4.6% have completed primary schooling; and
- d) 481 577 or 33.9% have some secondary but did not complete grade 12.

1.24 This summarises the background and the context within which this policy on Community Colleges is conceptualised.

SECTION 2: PRINCIPLES UNDERPINNING THE ESTABLISHMENT OF COMMUNITY COLLEGES

2.1 The establishment and operations of Community Colleges must be founded on a set of principles, which, when construed as a collective, should define what community colleges are about. Accordingly, the following principles must underpin the establishment and declaration of Community Colleges:

- a) Expansion of access to education and training to all youth and adults, especially those who have limited other opportunities for structured learning;
- b) Provision of good quality formal and non-formal education and training programmes;
- c) Provision of vocational training that prepares people for participation in both the formal and informal economy;
- d) Close partnerships with local communities, including local government, civic organisations, employers' and workers' organisations and alignment of programmes with their needs;
- e) Partnerships with government's community development projects;
- f) Local community participation in governance; and
- g) Collaboration and articulation with other sections of the post-school system.

SECTION 3: LEGISLATIVE AND POLICY CONTEXT

3.1 This policy must be read in conjunction with the following policies and legislation:

- a) *White Paper for Post-School Education and Training, 2013;*
- b) *Further Education and Training Colleges Act, 2006*
- c) *Further Education and Training Colleges Amendment Act, 2013;*
- d) *National Qualifications Framework Act, 2008;*
- e) *General and Further Education Quality Assurance Act, 2001;*
- f) *Public Service Act, 1994;*
- g) *Skills Development Act, 1998;*
- h) *National Skill Development Strategy (2010-2016);*
- i) *Constitution of the Republic of South Africa, 1996; and*
- j) *Labour Relations Act, 1996.*

SECTION 4: PURPOSE OF THE POLICY

- 4.1 The purpose of this policy is to provide a framework that must guide the management of the shifting of the Adult Education and Training function from the PEDs to the exclusive competence of the Department of Higher Education and Training.
- 4.2 To this effect this policy provides a framework for the establishment of Community Colleges, governance and management of these institutional types, employment of staff, the funding framework, programmes and qualification offerings, quality assurance, examinations and assessment, and monitoring and evaluation.

SECTION 5: APPLICATION

- 5.1 This policy applies to Community Colleges declared or established by the Minister in terms of the FETC Amendment Act, 2013.

SECTION 6: ESTABLISHMENT OF A COMMUNITY COLLEGE

- 6.1 The establishment or declaration of a Community College vests with the Minister of Higher Education and Training.
- 6.2 The Minister reserves the right to establish Community Colleges that transcend geographical boundaries based on the communities of interest or practice. In other words the term community is not limited to a geographical community.

SECTION 7: PROCESS OF ESTABLISHING INTERIM COMMUNITY COLLEGES

- 7.1 As soon as the responsibility for the PALCs shifts from provincial education departments to the DHET, the current PALCs will be deemed to be Community Colleges in terms of section 25 (2) (b) of the Further Education and Training Colleges Amendment Act, 2013 (Act No.1 of 2013). Immediately this takes place, they will all be merged into nine provincially-based Colleges, to be known as Interim Community Colleges (ICCs).
- 7.2 The former PALCs will then be renamed once more and will be known as Community Learning Centres (CLCs) and each will fall under one of the nine ICCs. It should be stressed that, despite the fact that the ICCs will be provincially based, they will be the responsibility of the DHET, not the provincial education departments.

- 7.3 The DHET sees the provincially-based ICCs as being temporary holding structures that will be responsible for the CLCs until permanent Community Colleges are established at district municipality level. This will be a gradual process and happen on a phase-in basis, starting with one Community College as a pilot project in each province. If resources are not immediately available for nine pilot Community Colleges, the Minister may decide to establish fewer pilots.
- 7.4 The purpose of the pilot colleges is to provide an opportunity for the DHET to begin the process of establishing district-based Community Colleges and to gain experience that will be useful in rolling out Community Colleges in every district in the country. The roll out of Community Colleges will be outlined in a further policy instrument.
- 7.5 Ultimately every CLC will become part of a district-based Community College and the nine ICCs will cease to exist.
- 7.6 The DHET may establish new Community Colleges and CLCs as the Minister deems necessary. Community Colleges may also be established on the basis of partnerships between the DHET and community-owned or private institutions such as church-run or other education and training centres.
- 7.7 The adequacy of post-school education and training facilities in communities shall be taken into account in order to determine community needs for additional educational facilities, subject to available funding.
- 7.8 The Minister shall determine the name and seat of a Community College, which shall be published in the Government Gazette, together with all its CLCs.
- 7.9 The DHET will develop a strategy for the branding of Community Colleges and their Community Learning Centres.

SECTION 8: MERGERS AND DEMERGERS

- 8.1 A Community College shall normally be a multi-centre institution and, subject to approval by the Minister, it may be expanded or rationalized through a process of Community College mergers or demergers.

SECTION 9: GOVERNANCE

- 9.1 A Community College referred to in paragraph 6.1 shall be governed by a Council constituted in terms of section 10 of the FETCA, 2006.
- 9.2 The Minister may determine in terms of section 7 of the Act that a Community College Council takes responsibility for the governance of more than one Community College.
- 9.3 A Community College must have a student representative council constituted in terms of the FETCA, 2006 and the Standard Statutes.
- 9.4 If deemed necessary by the Minister, a Community College may constitute an Academic Board, otherwise the DHET shall execute the responsibilities of the Academic Board as defined in the FETCA, 2006.

SECTION 10: MANAGEMENT

- 10.1 A Principal of a Community College shall be appointed by the Minister on the organisational structure of the DHET as a Member of the Senior Management Service (SMS) in terms of the Public Service Act, 1994 at the level of a Director.
- 10.2 The management staff of a Community College shall consist of the Principal, Vice-Principal(s) and other sectional managers such as an education and training services manager, financial officer and human resources manager, etc. Sectional managers will be appointed depending on need. The college management, under the leadership of the Principal, is responsible for all management functions in a college, including but not limited to the following:
- a) Developing and implementing the overall strategic direction of the college;
 - b) Finance and Corporate Services;
 - c) Institutional Development and Support;
 - d) Education, Training and Skills Development;
 - e) Examinations and Assessment; and
 - f) Partnerships and Community Development Programmes.

- 10.3 A Vice-Principal shall be appointed by the Minister on the organisational structure of the DHET as a Member of the Middle Management Service (MMS) in terms of the Public Service Act, 1994 at the level of a Deputy Director.
- 10.4 A Community Learning Centre manager shall be appointed by the Minister on the organisational structure of the DHET as a Member of the Middle Management Service (MMS) in terms of the Public Service Act, 1994 at the level of an Assistant Director.
- 10.5 The number of Vice-Principal posts at each college shall be determined through a post-provision policy to be determined by the Minister.

SECTION 11: EMPLOYMENT OF STAFF

- 11.1 The Minister shall determine, in terms of section 20(1)-(3), read with section 23 of the FETCA, 2006 the post establishment of a Community College.
- 11.2 A Community College Council may appoint staff additional to the staff paid by the Minister, but this function is subject to the provision of section 12 of the FET Colleges Amendment Act, 2006.
- 11.3 The Minister shall determine a policy for the post provisioning norms for the employment of staff.

SECTION 12: FUNDING FRAMEWORK

- 12.1 Community Colleges shall be funded in accordance with National Norms and Standards as provided for in terms of section 23 of the FETCA, 2006, as well as through other funding streams as identified in section 24 of the Act.
- 12.2 Every Community College must submit to the Department of Higher Education and Training audited annual financial statements in a manner determined by the Minister as provided in Section 25 of the Act.
- 12.3 The funding norms for Community Colleges will, during the transitional period from PEDs to the DHET, be the funding convention as currently in operation in each Province.

- 12.4 In the establishment of Community Colleges for the pilot phase, the Director-General will allocate funds to each College based on the available funds to be distributed for the piloting of Community Colleges and based on an approved budget for the College.

SECTION 13: PROGRAMMES AND QUALIFICATION OFFERINGS

- 13.1 Community Colleges shall be flexible in their programme offerings and include programmes driven by the community developmental priorities, as well as the priorities of the State.
- 13.2 Accordingly, a Community College shall offer programmes that are driven and funded by the State, as well as programmes that respond to the immediate needs of the community and funded from other funding sources as identified in section 24 of the Act.
- 13.3 A holistic approach to education and training shall be adopted in order to offer learning options in which both soft and hard skills are developed within an integrated development framework that seeks to improve livelihoods, promote inclusion into the world of work and that supports community and individual needs.
- 13.4 Formal qualifications that shall initially be offered under the auspices of the Department of Higher Education and Training shall include:
- a) General Education and Training Certificate for Adults;
 - b) Senior Certificate;
 - c) National Senior Certificate for Adults; and
 - d) National Senior Certificate (for repeaters).
- 13.5 Programme offerings offered in collaboration with local authorities, SETAs, community organisations and other Government Departments, as well as industry may include but are not limited to:
- a) Early Childhood Development;
 - b) Community Development Works Programmes;
 - c) Worker Education;
 - d) Cooperative and Entrepreneurship Education and Training;
 - e) Plumbing, Construction, Carpentry, Electricity, Welding and Auto Body Repair;
 - f) Motor Mechanics;

- g) Home-Based Care;
- h) Parenting and Childcare;
- i) Civic Education, Community Mobilisation and Organisation;
- j) Expanded Public Works Programme;
- k) Community Health Workers Programme, including HIV/AIDS Education;
- l) Information and Communication Technology; and
- m) Arts and Crafts.

13.6 Non-formal programmes shall take place on a 'needs' basis, and shall be aligned strongly to local contexts, and to employment and community development opportunities. Non-formal offerings that do not lead to qualifications or part-qualifications, however, may also be made available to learners participating in adult education programmes in varied institutional, workplace and community-based settings. Community Colleges may offer non-formal programmes which may include, but are not limited to:

- a) School Governing Body Training;
- b) Civic and Citizenship Education;
- c) Small Medium and Micro Enterprise Training
- d) Co-operatives Training;
- e) Learner Driver's Licence;
- f) Life Skills;
- g) Voter Education; and
- h) Consumer Education.

SECTION 14: INFRASTRUCTURE FOR COMMUNITY COLLEGES

- 14.1 The DHET intends to provide the infrastructure for Community Colleges in order to foster their distinct institutional identity.
- 14.2 In the short- to medium term, the DHET may use the existing infrastructure of schools, TVET Colleges and faith-based organisations.
- 14.3 The infrastructure of schools and TVET Colleges may be utilised after securing the approval of the governing structures of the TVET Colleges and schools.

- 14.4 In instances where existing PALCs have their own infrastructure, such infrastructure shall be used for Community Colleges' activities.

SECTION 15: QUALITY ASSURANCE

- 15.1 Community Colleges shall offer qualifications or part-qualifications that are registered on Levels 1 to 4 of the National Qualifications Framework (NQF).
- 15.2 General academic or vocational qualifications or part-qualifications shall be quality-assured by Umalusi.
- 15.3 Occupational qualifications or part-qualifications shall be quality-assured by the Quality Council for Trades and Occupations (QCTO).
- 15.4 If a qualification offered by a Community College requires a summative exit national examination administered by the DHET as the assessment body, the Community College offering such a qualification must be registered as an examination centre in a manner determined by the DHET.

SECTION 16: MONITORING AND EVALUATION

- 16.1 Every college must submit the information that is required by the Director-General at the intervals determined by the Director-General.
- 16.2 The information to be submitted by a Community College must comply with the information and data standards of the DHET as contained in the Higher Education and Training Information Policy, 2013.

SECTION 17: COMMENCEMENT

- 17.1 This policy shall take effect on the date of publication in the Government Gazette.

ANNEXURE C

Consultation with Centre Governing Bodies on Merging of PALCs



Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID-AFRIKA

Vol. 593

Pretoria, 7 November 2014

No. 38158

*N.B. The Government Printing Works will
not be held responsible for the quality of
"Hard Copies" or "Electronic Files"
submitted for publication purposes*



9771682584003



38158



AIDS HELPLINE: 0800-0123-22 Prevention is the cure

No. 869

7 November 2014

FURTHER EDUCATION AND TRAINING COLLEGES ACT, 2006**(ACT NO. 16 OF 2006)****CONSULTATION WITH CENTRE GOVERNING BODIES ON THE CONVERSION AND MERGER OF PUBLIC ADULT LEARNING CENTRES INTO COMMUNITY COLLEGES**

I, Bonginkosi Emmanuel Nzimande, Minister of Higher Education and Training, in terms of sections 41A (b) and 41C (a) (m) of the Further Education and Training Colleges, 2006 (Act No. 16 of 2006) intend consulting Centre Governing Bodies (CGBs) and informal governance structures fulfilling the function of Centre Governing Bodies on the conversion and merger of Public Adult Learning Centres (PALCs).

Provincial information has indicated that properly constituted Centre Governing Bodies in accordance with the Adult Education and Training Act, 2000 (Act No. 52 of 2000) have not been established.

The White Paper for Post-School Education and Training calls for the establishment of Community Colleges. Once the Further Education and Training Colleges Amendment Act, 2013 (Act No. 1 of 2013) commences, all existing Public Adult Learning Centres will be deemed to be Community Colleges.

The Community Colleges will absorb existing PALCs through a conversion and merger process. Before the commencement of the Further Education and Training Colleges Amendment Act, 2013 and in order to prepare for the merging of PALCs into Community Colleges, consultation with CGBs is required in terms of section 5 of the Adult Education and Training Act, 2000.

MERGER OF PALCs

REASONS FOR MERGER

The merger is part of a broader process of restructuring the Adult Education and Training sector as proposed in the Report of the Ministerial Task Team on Community Education and Training Centres. The Minister gazetted the *Report on Community Education and Training Centres for public comments in Gazette No. 36344 on 4 April 2013*, wherein the reasons for the merger are given as follows:

- a) Consolidation of governance capacity to enable proper and efficient functionality of institutions;
- b) Ensuring and elevating the institutional identity for the provision of programmes for out-of-school youth and adults;
- c) Ensuring the effective and efficient use of resources through reducing duplication in management and governance;
- d) Enabling the provision of a wide and comprehensive range of qualifications and part qualifications; and
- e) Ensuring the sustainability of institutions through increased enrolment linked to the provision of a comprehensive range of programmes.

PROCESS FOR THE MERGER

A Community College shall normally be a multi-centre institution and, subject to approval by the Minister, it may be expanded or rationalised through a process of Community College mergers or demergers.

As functions move from Provincial Education Departments (PEDs) to the Department of Higher Education and Training (DHET), the current PALCs will be deemed to be Community Colleges. As soon as this is effected, all the Community Colleges will be merged into 9 Community Colleges, one per province.

Each merged College will have an established Council to govern the institution. A call for nominations for the establishment of the Council will be undertaken through a gazette by the Minister.

Members of the Centre Governing Bodies and informal governance structures fulfilling the function of Centre Governing Bodies and interested persons are advised to read this Notice together with the Notice calling for public comments on the draft National Policy on Community Colleges.

Members of CGBs and interested persons are given an opportunity to make representations in writing to the Minister within 90 calendar days after publication of this Notice and to direct their comments to:

The Director-General

Department of Higher Education and Training

Private Bag X174

PRETORIA

0001

Attention: Mr D Diale, email: diale.d@dhet.gov.za, Fax: 086 298 9707

Kindly provide the name, address, telephone number, fax number and email address of the person or organization when submitting comments.



Dr BE Nkomo, MP

Minister of Higher Education and Training

Date:

14/10/2014

ANNEXURE D

ESTABLISHMENT OF COMMUNITY COLLEGE COUNCILS

GOVERNMENT NOTICE

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

NO.

DATE

CONTINUING EDUCATION AND TRAINING ACT, 2006 (ACT NO. 16 OF 2006, AS AMENDED)

CALL FOR THE ESTABLISHMENT OF INTERIM COUNCILS FOR COMMUNITY COLLEGES IN TERMS OF SECTION 10(4) (b – g) OF THE CET ACT, (ACT NO. 16 OF 2006) AS AMENDED.

I, Bonginkosi Emmanuel Nzimande MP, Minister of Higher Education and Training, hereby request all duly established Community Colleges to establish councils for Community Colleges as contemplated in section 10(4) (b – g) of the CET Act, (Act No 16 of 2006).

The council of a community college must perform all functions, including the development of a college statute, which is necessary to govern the community college, subject to the Act and any applicable national or provincial law.

The council must, with the concurrence of the College Board:

- (a) develop the strategic plan for the community college which must incorporate:
 - (i) the mission, vision, goals and planning for funding of the community college,
 - (ii) address past imbalances, gender and disability matter,
 - (iii) include safety measures for a safe learning environment for students, lectures and support staff
- (b) determine the language policy of the community college, subject to approval by the Minister;

- (c) ensure that the community college complies with the accreditation requirements necessary to provide learning programmes in terms of standards and qualifications as registered in the National Qualifications Framework; and
- (d) must provide for a suitable structure to advice on policy for the student support services within the community college.

Dr BE Nzimande, MP

Minister of Higher Education and Training

Date

SCHEDULE

1. THE CRITERIA APPOINTMENT OF FIVE EXTERNAL MEMBERS OF COUNCIL IN TERMS OF SUB-SECTION 10(4)(b) OF THE CET ACT, (ACT NO. 16 OF 2006).

The purpose of this section is to call for nominations, by members of the public, of five external members of the council to be appointed by the Minister to serve as members of the community college council in terms of the Act.

- 1.1 Must ensure that the functions of the council are performed according to the highest professional standards;
- 1.2 Must ensure that the council is broadly representative of the Community College system and related interests;
- 1.3 Must ensure a thorough knowledge and understanding of Community College sector
- 1.4 Must be appreciative of the role of Community Colleges in the reconstruction and development programme and
- 1.5 Must be broadly representative of the demographics of the community served by the Community College in respect of race, gender and disability.
- 1.6 Nominations are to be made on forms available from the Department of Higher Education and Training, contact W.R Tshabalala, Tel 012 312 5377 or by email: Tshabalala.w@dhet.gov.za

2. THE CRITERIA FOR ELECTING MEMBERS OF THE ACADEMIC BOARD TO SERVE IN THE COMMUNITY COLLEGE COUNCIL IN TERMS OF SUB-SECTION 10(4)(c)

2.1 Sub-Section 10(4) (c) provides that one member of the academic board be elected by the academic board to serve in the College Council.

2.2 A person that is elected to represent the Academic Board must be any other person referred to in Item 17 of the Statute except the Principal as the Principal is an automatic member of the Council in terms of Sub-Section 10(4)(a).

2.3 The elected member of the Academic Board must a person who possesses the following skills:

- (a) Familiarity with the teaching, learning, research and academic functions of the college;

- (b) Understanding the internal monitoring and qualification systems;
- (c) Knowledge or understanding of the accreditation framework and legislation;
- (d) Knowledge of the community education and training sector;
- (e) Sound communication and report writing skills; and
- (f) Thorough knowledge of the code of conduct and other various rules of the college.

2.4 The deputy principal, lecturers at the college, executive members of the SRC shall each have a single vote to elect an academic board member among themselves.

2.5 It is desirable that a Council Member should be the presiding officer on or during the elections of an academic board member.

2.6 The principal shall not vote unless when there is stalemate, in which case his/her vote shall be the deciding vote.

2.7 Elections shall be conducted by means of a ballot.

2.8 Upon the declaration of the results of the elections, the College shall keep records of the following:

- (a) the names of persons who participated in the elections; and
- (b) the person who was nominated and elected to represent the academic board at the Council.

2.9 The acceptance form by the successful candidate signed by the candidate shall also be kept by the College detailing:

- (a) the name of the successful candidate;
- (b) the position at the College;
- (c) commitment to serve the College for the duration of the term of Council;
- (d) motivation by the principal (if any);

3. THE CRITERIA AND THE MANNER OF ELECTING A DONOR AS A MEMBER OF COUNCIL IN TERMS OF SUB-SECTION 10(4)(d) OF THE ACT

3.1 An elected donor must have been recognized and registered in the register of donors kept at the College as per Item 40 of the Standard College Statutes.

3.2 In order to be recognized as a donor, an elected donor must:

- (a) be a South African Citizen or a Company incorporated under the South African laws;
- (b) be registered with the South African Revenue Service;
- (c) have donated a greater value in proportion of movable and/or immovable assets;
- (d) disclose the nature of the business;
- (e) not be under any investigation for money related transactions in the Republic or elsewhere under any law;
- (f) must not be under administration/insolvency proceedings/business rescue proceedings;
- (g) In the case of a company, a resolution for effecting donation should be made available to the College;
- (h) In the case of an individual, partnerships, a joint resolution and/or consent by the other spouse should be made available to the College.

3.3 The elected donor should have shown interest in advancing quality education; and

3.4 The elected donor must not have a conflict of interest with the College or should not be conducting any business with the College nor future business, save after two years had expired since the resignation, removal or disqualification and a resolution to that effect must be kept by the College.

3.5 The elected donor shall serve for a period equivalent to that of the Council.

3.6 The Council shall deliberate and through a resolution decide on the successful donor to represent the Council.

**4. THE CRITERIA AND THE MANNER OF ELECTING A LECTURER AS A MEMBER OF COUNCIL
IN TERMS OF SUB-SECTION 10(4)(e) OF THE ACT**

4.1 An elected lecturer must be in a good standing in the College.

4.2 She/he must be a permanent employee of the College.

4.3 Elections shall be conducted by means of a ballot.

4.4 The Principal or his/her deputy shall be the presiding officer.

4.5 The acceptance form by the successful candidate signed by the candidate shall be kept at the College detailing:

(a) The name of the successful candidate;

(b) The position at the College; and

(c) Commitment to serve the college for the duration of the term of Council;

4.6 The elected member shall serve for the period equivalent to that of the Council.

**5. THE CRITERIA AND THE MANNER OF ELECTING ONE MEMBER OF THE SUPPORT STAFF
IN TERMS OF SUB-SECTIONS 10(4)(f) OF THE ACT AND TWO STUDENTS FROM THE
COMMUNITY COLLEGE IN TERMS OF SUB-SECTION 10(4)(g) OF THE ACT**

5.1 The Presiding Officer shall be one of the lecturers at the College.

5.2 Each year, any two elected candidates in the case of the SRC shall become automatic members of the Council.

5.3 A Support Staff member elected shall become an automatic member of the Council.

6. GENERAL

- 6.1 In the event of the appointment of the Administrator to take over the College the above Council Members' terms of office shall automatically cease in terms of section 46(4) of the Act.

Established Councils for Community Colleges in terms of this notice must be submitted by 01 April 2015 to:

The Director-General

Department of Higher Education and Training

Private Bag X 174

Pretoria

0001

Marked for the attention of Dr MMA Maharaswa

ANNEXURE E

PROCLAMATION



Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID-AFRIKA

Vol. 592

Pretoria, 8 October 2014
Oktober

No. 38072

N.B. The Government Printing Works will not be held responsible for the quality of "Hard Copies" or "Electronic Files" submitted for publication purposes



AIDS HELPLINE: 0800-0123-22 Prevention is the cure

IMPORTANT NOTICE

The Government Printing Works will not be held responsible for faxed documents not received due to errors on the fax machine or faxes received which are unclear or incomplete. Please be advised that an "OK" slip, received from a fax machine, will not be accepted as proof that documents were received by the GPW for printing. If documents are faxed to the GPW it will be the sender's responsibility to phone and confirm that the documents were received in good order.

Furthermore the Government Printing Works will also not be held responsible for cancellations and amendments which have not been done on original documents received from clients.

CONTENTS

No.		Page No.	Gazette No.
PROCLAMATION			
68	Further Education and Training Colleges Amendment Act (1/2013): Commencement	3	38072

INHOUD

No.		Bladsy No.	Koerant No.
PROKLAMASIE			
68	Kolleges Wysigingswet op Verdere Onderwys en Opleiding (1/2013): Inwerkingtreding	4	38072

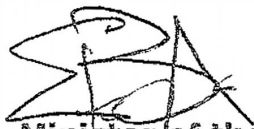
PROCLAMATION*by the**President of the Republic of South Africa*

No. 68, 2014

COMMENCEMENT OF THE FURTHER EDUCATION AND TRAINING COLLEGES AMENDMENT ACT, 2013 (ACT NO. 1 OF 2013)

In terms of Section 26 of the Further Education and Training Colleges Amendment Act, 2013 (Act No. 1 of 2013) (the Act), I hereby determine that all the Sections of this Act will come into operation on the date of the publication of this proclamation in the government gazette, with the exception of Sections 15, 24, 25(2) and (3).

Given under my Hand and the Seal of the Republic of South Africa at ~~PRETORIA~~, on this...~~06~~... day of ~~OCTOBER~~..., Two Thousand and Fourteen

**President****By Order of the President-in-Cabinet****Minister of the Cabinet**

PROKLAMASIE*van die**President van die Republiek van Suid-Afrika*

No. 68, 2014

**INWERKINGTREDING VAN DIE KOLLEGES WYSIGINGSWET OP
VERDERE ONDERWYS EN OPLEIDING, 2013 (WET NR. 1 VAN 2013)**

Kragtens Artikel 26 van die Kolleges Wysigingswet op Verdere Onderwys en Opleiding, 2013 (Wet Nr. 1 van 2013) (die Wet), bepaal ek hiermee dat al die Artikels van die Wet in werking tree op die dag van publikasie van die proklamasie in die staatskoerant, met die uitsondering van Artikels 15, 24, 25(2) and (3).

Gegee onder my Hand en die Seël van die Republiek van Suid-Afrika te ~~PRETORIA~~, op hierdie ~~06~~.... dag van ~~OKTOBER~~, Twee Duisend en Veertien

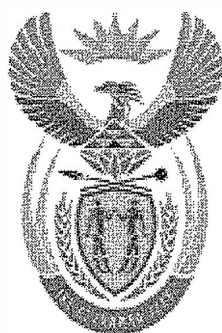

President**In Opdrag van die President-in-Kabinet**
Minister van die Kabinet

Printed by and obtainable from the Government Printer, Bosman Street, Private Bag X85, Pretoria, 0001
Publications: Tel: (012) 748 6052, 748 6053, 748 6058
Advertisements: Tel: (012) 748 6205, 748 6208, 748 6209, 748 6210, 748 6211
Subscriptions: Tel: (012) 748 6054, 748 6055, 748 6057

Gedruk deur en verkrygbaar by die Staatsdrukker, Bosmanstraat, Privaatsak X85, Pretoria, 0001
Publikasies: Tel: (012) 748 6052, 748 6053, 748 6058
Advertensies: Tel: (012) 748 6205, 748 6208, 748 6209, 748 6210, 748 6211
Subskripsies: Tel: (012) 748 6054, 748 6055, 748 6057

ANNEXURE F

NASCA NQF LEVEL 4
DRAFT SUBJECT
STATEMENT
MATHEMATICS



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE FOR ADULTS

NQF LEVEL 4

DRAFT SUBJECT STATEMENT

MATHEMATICS

SEPTEMBER 2014

NASCA CURRICULUM

MATHEMATICS (NQF LEVEL 4)

TABLE OF CONTENTS	Page
INTRODUCTION.....	2
AIMS.....	2
SPECIFIC SKILLS.....	2
FOCUS OF CONTENT AREAS.....	3
WEIGHTING OF SUB-TOPIC CONTENT AREAS.....	4
Structure of examination papers.....	4
SUGGESTED STUDY HOURS.....	4
EXIT LEVEL OUTCOMES & ASSESSMENT CRITERIA.....	5
SUBJECT CONTENT.....	7
Overview of each topic	
Prior knowledge required for each topic	
Details of content coverage	
ASSESSMENT IN MATHEMATICS.....	25
External Assessment in Mathematics.....	25
Weighting of levels of Cognitive demand.....	25
Descriptors for each cognitive level.....	26
Moderation of assessment.....	29
GLOSSARY.....	31
REFERENCES.....	34

INTRODUCTION

The National Senior Certificate for Adults (NASCA) aims to provide evidence that the adult learners are equipped with a sufficiently substantial basis of discipline-based knowledge, skills and values to enhance meaningful social, political and economic participation, to form a basis for further and/or more specialist learning and possibly to enhance the likelihood of employment. In these respects, the NASCA promotes the holistic development of adult learners.

SECTION 1

1.1 What is Mathematics?

Mathematics is a language that makes use of symbols and notations for describing numerical, geometric and graphical relationships. It is a human activity that involves observing, representing and investigating patterns and qualitative relationships in physical and social phenomena and between mathematical objects themselves. It helps to develop mental processes that enhance logical and critical thinking, accuracy and problem solving that will contribute in decision-making. Mathematical problem solving enables us to understand the world (physical, social and economic) around us, and, most of all, to teach us to think creatively.

1.2 Aims

The Mathematics curriculum is to provide students with the fundamental mathematical knowledge and skills.

The general aims of the mathematics curriculum are to empower learners to:

- Develop positive attitudes towards mathematics;
- Acquire the necessary mathematical knowledge, skills and values for continuous learning in mathematics and related disciplines, and for applications to the real world;
- Be able to understand and work with the number system
- Develop the necessary process skills for the acquisition and application of mathematical concepts and skills;
- Develop the mathematical thinking, problem solving and modelling skills and apply these skills to formulate and solve problems;
- Recognise and use connections among mathematical ideas, and between mathematics and other disciplines;
- Provide the opportunity to develop in learners the ability to be methodical, to generalise, make conjectures and try to justify or prove them;
- Make effective use of a variety of mathematical tools (including information and communication technology tools) in the learning and application of mathematics;
- Produce imaginative and creative work arising from mathematical ideas;
- Develop the abilities to reason logically, to communicate mathematically, and to learn cooperatively and independently;
- Collect, analyse and organise quantitative data to evaluate and comment on conclusions;
- To prepare the learners for further education and training as well as the world of work.

1.3 Specific Skills

To develop essential mathematical skills the learner should:

- Develop the correct use of the language of Mathematics;
- Collect, analyse and organise quantitative data to evaluate and critique conclusions;
- Use mathematical process skills to identify, investigate and solve problems creatively and critically;
- Use spatial skills and properties of shapes and objects to identify, pose and solve problems creatively and critically;
- Participate as responsible citizens in the life of local, national and global communities;
- Communicate appropriately by using descriptions in words, graphs, symbols, tables and diagrams.

1.4 Focus of Content Areas

Mathematics in the NASCA curriculum covers the following four main content areas:

1. Number and number relationships
2. Functions, Graphs and Algebra
3. Space, shape and measurement
4. Data handling

Each content area contributes towards the acquisition of the specific skills. The table below shows the main topics and sub-topics in the NASCA curriculum.

Content Topic	Sub- Topics
Number and number relationships	• Exponents and surds • Number patterns • Formulae to calculate the sum of Arithmetic and Geometric Sequences • Application of the knowledge of geometric series to solve problems • Investment and Loan options
Functions, Graphs and Algebra	• Manipulation and simplification of algebraic expressions • Solving of algebraic equations • Function concept • Various types of functions: straight line; parabola; hyperbola; exponential and trigonometric graphs • Characteristics of functions • Effects of parameters on graphs (manipulation of representations) • Inverses of functions: straight line; parabola and exponential graphs • Solving of cubic equations
Space, shape and measurement	• Measurement: Volume and surface area of geometric objects. • Conjecture, prove and use circle geometry theorems • Coordinate Geometry: distance between two points, gradient of a line, parallel and perpendicular lines, mid-point of a line segment, inclination of a line, equation of a line, equation of a circle and equation of a tangent to a circle • Trigonometry: Definition of the trigonometric ratios $\sin\theta$, $\cos\theta$ and $\tan\theta$; special angles; reduction formulae; specific and general solutions to trigonometric equations; sine, cosine and area rules; compound and double angles; problems in 2 and 3- dimensions
Data handling	• Univariate numerical ungrouped data: Measures of central tendency; five number summary; box and whisker diagrams; measures of dispersions • Univariate numerical grouped data: Frequency distribution table; Ogive curve; quartile values; histograms; mean, median and mode • Bivariate data: Variance and standard deviation of • Bivariate data: Scatter plots; Correlation; Best fit function; Regression lines

1.5 Weighting of sub-topic Content Areas

The weighting of mathematics content areas serves two primary purposes:

- Firstly, the weighing gives guidance on the amount of time needed to address the content adequately within each content area;
- Secondly, the weighting gives guidance on the spread of content in the examination (especially end of the year summative assessment).

Structure of the examination papers

Description	Duration	Weightings (Marks)
PAPER 1	3h	
Patterns, Sequences and Series		45 ± 3
Finance, growth and decay		35 ± 3
Functions, Graphs and Algebra		70 ± 3
TOTAL		150
PAPER 2:	3h	
Data handling		30 ± 3
Circle geometry & measurement		40 ± 3
Co-ordinate geometry		30 ± 3
Trigonometry		50 ± 3
TOTAL		150

1.6 Suggested study hours

Mathematics is a 30 credit course, which relates to 300 notional study hours.

It is envisaged that a typical one-year offering of the course will cover 30 weeks, excluding revision and examination time. Candidates should therefore spend 10 hours per week on mathematics. This should consist of 6 hours of face-to-face instruction and 4 hours of self-study.

A suggested time allocation for the course is shown on the table below:

Topic	Face-to-face teaching time	Self-study time
Number and number relationships	6 hours per week x 30 weeks	4 hours per week x 30 weeks
Functions, Graphs and Algebra		
Space, shape and measurement		
Data handling		
Total course hours	300 notional hours	

SECTION 2

2.1 EXIT LEVEL OUTCOMES

These exit level outcomes describe the knowledge, skills and abilities which candidates are expected to demonstrate at the end of the course. They reflect those aspects of the aims which will be assessed.

Exit Level Outcome 1:

Recognise, describe, represent and work with numbers and their relationships to estimate, calculate and check in solving problems.

Exit Level Outcome 2:

Investigate, analyse, describe and represent a wide range of functions and solve related problems.

Exit Level Outcome 3:

Describe, represent, analyse and explain properties of shapes in 2- and 3-dimensional space with justification.

Exit Level Outcome 4:

Collect and use data to establish statistical models to solve related problems.

2.2 ASSESSMENT CRITERIA PER EXIT LEVEL OUTCOME:

Exit Level Outcome 1: Assessment Criteria:

- Use laws of exponents and surds to simplify and solve equations
- Problems involving number patterns are identified and solved correctly.
Range: Includes arithmetic and geometric sequences.
- Formulae are correctly proved and the sum of sequences are calculated correctly.
- Knowledge of geometric series is applied to solve problems correctly.
- Investment and loan options are critically analysed to make informed decisions as to the best option(s).

Exit Level Outcome 2: Assessment Criteria:

- Manipulation and simplification of algebraic expressions are done correctly.
- Algebraic equations are solved correctly
- A formal definition for the function concept is given correctly.
- Various types of functions and relations are worked with correctly.
- Characteristics of functions are correctly explained and graphs are correctly sketched.
- Situations are recognised in which it may be helpful to manipulate representations.
- Cubic equations are solved using the factor theorem and other techniques.

Exit Level Outcome 3: Assessment Criteria:

- Solve problems involving volume and surface area of geometric objects such cubes, rectangular prisms, cylinders, triangular prisms, hexagonal prisms, right pyramids (with square, equilateral or hexagonal basis), right cones, spheres and combination of such geometrical objects.
- Investigate and prove theorems of the geometry of circles assuming results from earlier grades.

- Solve circle geometry problems, providing reasons for statements when required
- Prove circle geometry theorems using circle geometry theorems and geometry results established in earlier grades.
- Represent geometric figures in a Cartesian co-ordinate system, and derive and apply, for any two points $(x_1; y_1)$ and $(x_2; y_2)$, a formula for calculating:
 - The distance between two points
 - The gradient of the line segment joining the points
 - Conditions for parallel and perpendicular lines
 - The coordinates of the midpoints of the line segment joining the points.
- A two dimensional Cartesian co-ordinate system is used to derive and apply:
 - The equation of a line through two given points
 - The equation of a line through one point and parallel or perpendicular to a given line.
 - The inclination of a line.
 - The equation of a circle (any centre)
 - The equation of tangent to a circle at a given point on the circle.
- Definitions of the trigonometric ratios $\sin\theta$, $\cos\theta$ and $\tan\theta$ in right angled triangles.
- Extend the definitions of $\sin\theta$, $\cos\theta$ and $\tan\theta$ to $0^\circ \leq \theta \leq 360^\circ$.
- Derive and use values of the trigonometric ratios for the special angles $\theta \in \{0^\circ; 30^\circ; 60^\circ; 90^\circ\}$.
- Derive and use the identities $\tan\theta = \frac{\sin\theta}{\cos\theta}$ and $\sin^2\theta + \cos^2\theta = 1$.
- Derive and use the trigonometric reduction formulae.
- Determine the general solution and/or specific solutions of trigonometric equations.
- Establish and apply the sine, cosine and area rules.
- Prove and use of the compound angle and double angle identities.
- Problems in 2- and 3-dimensions are solved by constructing and interpreting geometrical and trigonometric models

Exit Level Outcome 4: Assessment Criteria:

- Calculate, represent and interpret measures of central tendency and dispersion in univariate numerical ungrouped data
- Calculate, represent and interpret measures of central tendency and dispersion in univariate numerical grouped data
- Understand and demonstrate the use of variance and standard deviations as measures of dispersion of a set of bivariate data
- Understand the various concepts and representations relating to data handling and its uses, and used them correctly.

SECTION 3

SUBJECT CONTENT

The mathematical content for each topic/unit is detailed below. The order in which topics are listed is not intended to imply anything about the order in which they might be taught.

TOPIC 1: NUMBER and NUMBER RELATIONSHIPS

Overview of NUMBER and NUMBER RELATIONSHIPS

When solving problems, the learner is able to recognise, describe, represent and work confidently with numbers and their relationships to estimate, calculate and check solutions.

In this topic learners should be able to:

- Expand their capacity to represent numbers in a variety of ways and move flexibly between representations
- Use laws of exponents and surds to simplify and solve equations
- Calculate confidently and competently with and without a calculator, guarding against over-dependence on the calculator
- Develop the concept of simple and compound growth/decay
- Solve problems related to arithmetic, geometric and other sequences and series including contextual problems related to hire-purchase, bond repayments and annuities.
- Explore real-life and purely mathematical number patterns and problems which develop the ability to generalise, justify and prove.

Prior knowledge of the following sub topics and their extensions are required for this topic:

- Laws of exponents
- Operations with polynomials.
- Solving simultaneous equations
- Exchange rates

Details of Content coverage

1.1 Use laws of exponents and surds to simplify and solve equations

Content:

- Exponents and surds

Learners should be able to:

1.1.1 Simplify expressions and solve equations using the laws of exponents for rational exponents where

$$x^{\frac{p}{q}} = \sqrt[q]{x^p}; x > 0; q > 0$$

1.1.2 Add, subtract, multiply and divide simple surds.

1.1.3 Solve simple equations involving surds.

1.2 Investigate number patterns

Content:

- Linear and quadratic pattern
- First and Second constant difference

Learners should be able to:

- 1.2.1 Investigate number patterns leading to those where there is a constant difference between consecutive terms, and the general term is therefore linear
- 1.2.2 Investigate number patterns leading to those where there is a constant second difference between consecutive terms, and the general term is therefore quadratic

1.3 Identify and solve problems involving number patterns**Content**

- Arithmetic Sequence
- Geometric Sequence
- Neither Arithmetic Sequence nor Geometric Sequence

Learning outcomes:

Learners should be able to:

- 1.3.1 Solve problems involving number patterns including but not limited to arithmetic and geometric sequences and series.

1.4 Prove formulae and use it to calculate the sum of sequences (or series) correctly.**Content:**

- Sigma notation
- Formulae

Learning outcomes:

Learners should be able to:

- 1.4.1 Use and apply Sigma notation
- 1.4.2 Derive and apply the formulae for the sum of the series:

$$S_n = \frac{n}{2}[2a + (n-1)d]$$

$$S_n = \frac{n}{2}(a + l)$$

$$S_n = \frac{a(r^n - 1)}{r - 1}; (r \neq 1)$$

$$S_\infty = \frac{a}{1 - r}; (-1 < r < 1), (r \neq 1)$$

1.5 Apply knowledge of geometric series to solve problems correctly.

Content:

- Bond Repayment
- Sinking Fund Problems

Learning outcomes:

Learners should be able to:

1.5.1 Apply knowledge of geometric series to solve annuity, bond repayment and sinking fund problems, with or without the use of the formulae:

$$F = \frac{x[(1+i)^n - 1]}{i} \text{ and } P = \frac{x[1 - (1+i)^{-n}]}{i}$$

1.5 Critically analyse investment and loan options to make informed decisions as to the best option(s).

Content:

- Simple and compound growth/decay formulae;
 - Interest, Hire Purchase and Inflation
 - Population Growth
 - Straight line and reducing balance Depreciation
- Annuity Formulae: Present and Future Values
 - Investment Options
 - Loan Options
- Time period
 - Logarithmic laws

Learning outcomes:

Learners should be able to:

1.6.1 Use the following logarithmic laws in the context of real life problems related to finance

$$\log_a(xy) = \log_a x + \log_a y$$

$$\log_a\left(\frac{x}{y}\right) = \log_a x - \log_a y$$

$$\log_a x^n = n \log_a x$$

$$\log_a b = \frac{\log b}{\log a}$$

Note: Manipulation of logarithmic laws will not be examined

1.6.2 Use simple and compound growth formulae:

$A = P(1+in)$ and $A = P(1+i)^n$ to solve problems including Interest, hire Purchase, inflation and other real life problems.

1.6.3 Make use of logarithms to calculate the value of n , the time period in the equations:

$$A = P(1+i)^n \text{ or } A = P(1-i)^n$$

1.6.4 Use the two annuity formulae to make decisions on which investment or loan option to choose:

$$F = \frac{x[(1+i)^n - 1]}{i} \text{ and } P = \frac{x[1 - (1+i)^{-n}]}{i}$$

1.6.5 Use simple and compound decay formulae, $A = P(1-i)^n$ and $A = P(1-i)^n$ to solve problems including straight line depreciation and depreciation of a reducing balance.

TOPIC 2: FUNCTIONS, GRAPHS AND ALGEBRA

Overview of FUNCTIONS, GRAPHS AND ALGEBRA

In this section the learner should be able to investigate, analyse, describe and represent a wide range of functions and solve related problems.

A fundamental aspect of this outcome is that it provides learners with versatile and powerful tools for understanding their world while giving them access to the strength and beauty of mathematical structure. The language of algebra will be used as a tool to study the relationship between specific variables in a situation.

In this topic learners should be able to:

- Manipulate and simplify algebraic expressions
- Solve linear, quadratic, exponential and simultaneous equations
- Understand the concepts of a function and associated notations;
- Sketch and interpret various types of functions and relations, including linear, quadratic, exponential, rectangular hyperbola, trigonometric and some rational functions;
- Investigate the effect of changing parameters on the graphs of functions;
- Determine and sketch the inverse graphs of prescribed functions;
- Solve cubic equations using the factor theorem and other techniques.

Prior knowledge of the following topics and their extensions are required for this topic:

Functions and graphs

- Cartesian plane and coordinates
- Plotting a set of ordered number pairs
- Functions and relationships
- Linear relationships between two variables (linear functions).
- Generate straight line graphs by means of point-by-point plotting, intercept method and gradient-intercept method.
- Determining the equation of the straight line graph
- Gradient, x and y-intercept of a straight line
- Sketching the graph $y = x$
- Parallel and perpendicular lines

Algebra

- Solving equations by substitution
- Find products of a binomial with a binomial
- Simplify algebraic fractions with monomial denominators
- Exponential laws

Details of Content coverage

2.1 Manipulation and simplification of algebraic expressions are done correctly.

Content:

- Products of binomials with trinomials
- Factorisation
- Simplification of algebraic fractions

Learning outcomes:

Learners should be able to:

- 2.1.1 Find products of binomials with trinomials
- 2.1.2 Factorise by identifying/taking out of common factor.
- 2.1.3 Factorise by grouping in pairs
- 2.1.4 Factorise the difference of two squares.
- 2.1.5 Factorise trinomials.
- 2.1.6 Simplify algebraic fractions with binomial denominators.

2.2 Algebraic equations are solved correctly

Content:

- Solve:
 - linear equations
 - quadratic equations
 - exponential equations
 - simultaneous equations

Learning outcomes:

Learners should be able to:

- 2.2.1 Solve linear equations.
- 2.2.2 Solve quadratic equations by:
 - Factorisation
 - Using quadratic formula: $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
 - Completing the square
- 2.2.3 Solve exponential equations in the form ka^x (where x is an integer) by using the laws of exponents.
- 2.2.4 Solve linear equations in two variables simultaneously (numerically, algebraically and graphically).
- 2.2.5 Solve simultaneous equations with two unknowns algebraically and graphically, where both equations are linear.
- 2.2.6 Solve simultaneous equations with two unknowns algebraically and graphically; where the one equation is linear and the other equation is quadratic

2.3 A formal definition for the function concept is given correctly

Content:

- Function concept
- Function notation

Learning outcomes:

Learners should be able to:

2.3.1 Demonstrate the formal definition of a function

2.3.2 Use the different function notations, e.g. $f(x) = x^2 + 6$; $f : x \rightarrow y$

2.4 Various types of functions and relations are worked with correctly

Content:

- Sketching graphs: straight line; parabola; hyperbola; exponential and trigonometric graphs
- Characteristics of functions

Learning outcomes:

Learners should be able to:

2.4.1 Recognise relationships between variables in terms of numerical, graphical, verbal and symbolic representations and convert flexibly between these representations (tables, graphs, words and formulae).

2.4.2 Use a variety of techniques to sketch and interpret information from the following graphs of functions.

- $y = ax + q$
- $y = ax^2 + q$; $y = a(x + p)^2 + q$; $y = ax^2 + bx + c$
- $y = \frac{a}{x} + q$; $y = \frac{a}{(x + p)} + q$
- $y = ab^x + q$; $y = ab^{x+p} + q$; where $b > 0$; $b \neq 1$
- $y = a \sin kx$; $y = a \sin x + q$; $y = a \sin(x + p)$; $x \in [-360^\circ; 360^\circ]$
- $y = a \cos kx$; $y = a \cos x + q$; $y = a \cos(x + p)$; $x \in [-360^\circ; 360^\circ]$
- $y = a \tan kx$; $y = a \tan x + q$; $y = a \tan(x + p)$; $x \in [-360^\circ; 360^\circ]$

2.4.3 Identify the following characteristics of the above functions

- Shape
- Domain (input values)
- Range (output values)
- Intercepts on the axes (where applicable)
- Asymptotes
- Axes of symmetry
- Turning points (Minima and maxima)
- Periodicity and amplitude
- Intervals in which a function increases/ decreases

2.5 Situations are recognised in which it may be helpful to manipulate representations

Content:

- Effects of parameters on graphs
- Finding equations of graphs

Learning outcomes:

Learners should be able to:

2.5.1 Investigate the effects of the parameters a and q as well as p , k , b and c on the graphs defined by:

- $y = ax + q$
- $y = ax^2 + q$; $y = a(x + p)^2 + q$; $y = ax^2 + bx + c$
- $y = \frac{a}{x} + q$; $y = \frac{a}{(x + p)} + q$
- $y = ab^x + q$; $y = ab^{x+p} + q$; where $b > 0$; $b \neq 1$
- $y = a \sin kx$; $y = a \sin x + q$; $y = a \sin(x + p)$; $x \in [-360^\circ; 360^\circ]$
- $y = a \cos kx$; $y = a \cos x + q$; $y = a \cos(x + p)$; $x \in [-360^\circ; 360^\circ]$
- $y = a \tan kx$; $y = a \tan x + q$; $y = a \tan(x + p)$; $x \in [-360^\circ; 360^\circ]$

2.5.2 Find the equations of the following types of graphs

- $y = ax + q$
- $y = ax^2 + q$; $y = a(x + p)^2 + q$; $y = ax^2 + bx + c$
- $y = \frac{a}{x} + q$; $y = \frac{a}{(x + p)} + q$
- $y = ab^x + q$; $y = ab^{x+p} + q$; where $b > 0$; $b \neq 1$
- $y = a \sin kx$; $y = a \sin x + q$; $y = a \sin(x + p)$; $x \in [-360^\circ; 360^\circ]$
- $y = a \cos kx$; $y = a \cos x + q$; $y = a \cos(x + p)$; $x \in [-360^\circ; 360^\circ]$
- $y = a \tan kx$; $y = a \tan x + q$; $y = a \tan(x + p)$; $x \in [-360^\circ; 360^\circ]$

2.6 Use a variety of techniques to sketch and interpret information for graphs of the inverse of a function

Content:

- Inverse function notation
- Sketching the inverses of functions: straight line; parabola and exponential graph
- Characteristics of the inverse of functions
- Equations of the inverse graphs

Learning outcomes:

Learners should be able to:

2.6.1 Understand the general concept of an inverse of a function

2.6.2 Use the inverse function notation correctly

2.6.3 Understand and use the relationship between a function and its inverse as reflection in the line $y = x$

2.6.4 Determine the equations of the inverses of the functions: (the general concept of the inverse of a function)

- $y = ax + q$
- $y = ax^2$
- $y = b^x$ where $b > 0$; $b \neq 1$

2.6.5 Sketch and interpret information from graphs of the inverse of the functions

- $y = ax + q$
- $y = ax^2$
- $y = b^x$ where $b > 0$; $b \neq 1$

2.6.6 Identify the following characteristics of the inverse of the functions:

$$y = ax + q; \quad y = ax^2; \quad y = b^x \text{ where } b > 0; b \neq 1$$

- Shape
- Domain (input values)
- Range (output values)
- Intercepts on the axes (where applicable)
- Asymptotes (horizontal and vertical)
- Axes of symmetry
- Turning points (Minima and maxima)
- Intervals in which a function increases / decreases

2.6.7 Determine the equations of the inverse graphs of the following functions given as a sketch:

- $y = ax + q$
- $y = ax^2$
- $y = b^x$ where $b > 0$; $b \neq 1$

2.6.8 Determine which inverses are functions and how the domain of a function may need to be restricted (in order to obtain a one-to-one function) to ensure that the inverse is a function

2.6.9 Use and understand the definition of a logarithm:

$$y = \log_b x \Leftrightarrow x = b^y; \text{ where } b > 0 \text{ and } b \neq 1$$

2.6.10 Sketch the graph of the function defined by $y = \log_b x$ for both the cases $0 < b < 1$ and $b > 1$

2.7 Cubic equations are solved using the factor theorem and other techniques

Content:

- Solving of cubic equations

Learning outcomes:

Learners should be able to:

2.7.1 Use and apply the remainder and factor theorem to:

- Find the remainder
- Prove that an expression is a factor
- Find an unknown variable in order to make an expression a factor or to leave a remainder

2.7.2 Factorise third degree polynomials including examples that require the factor theorem and the method of inspection.

Note: No proofs are required

Topic 3: SPACE SHAPE and MEASUREMENT

Overview of SPACE SHAPE and MEASUREMENT

In this section we will study Euclidean geometry, coordinate geometry and trigonometry.

The important aspect of this topic is that it provides learners an opportunity to develop necessary concepts, skills and knowledge to describe, represent and explain properties of shapes in two-dimensional and three dimensional space with justification.

Euclidean Geometry and measurement

In this topic learners should be able to:

- Solve problems involving volume and surface area of geometric objects such cubes, rectangular prisms, cylinders, triangular prisms, hexagonal prisms, right pyramids (with square, equilateral or hexagonal basis), right cones, spheres and combination of such geometrical objects.
- Investigate, conjecture and prove theorems of the geometry of circles assuming results from earlier grades and accepting that the tangent to a circle is perpendicular to the radius drawn to the point of contact.
- Solve circle geometry problems and prove theorems, using circle geometry theorems, their converses and corollaries (where they exist) as well geometry results established in earlier grades.

Coordinate Geometry

In this topic learners should be able to:

- Represent geometric figures in a Cartesian co-ordinate system, and derive and apply, for any two points $(x_1; y_1)$ and $(x_2; y_2)$, a formula for calculating:
 - The distance between two points
 - The gradient of the line segment joining the points
 - Conditions for parallel and perpendicular lines
 - The coordinates of the midpoints of the line segment joining the points.
- Use a two dimensional Cartesian co-ordinate system to derive and apply:

- The equation of a line through two given points
- The equation of a line through one point and parallel or perpendicular to a given line.
- The inclination of a line.
- The equation of a circle (any centre)
- The equation of tangent to a circle at a given point on the circle.

Trigonometry

In this topic learners should be able to:

- Definitions of the trigonometric ratios $\sin\theta$, $\cos\theta$ and $\tan\theta$ in right angled triangles.
- Extend the definitions of $\sin\theta$, $\cos\theta$ and $\tan\theta$ to $0^\circ \leq \theta \leq 360^\circ$.
- Derive and use values of trigonometric ratios for the special angles $\theta \in \{0^\circ; 30^\circ; 60^\circ; 90^\circ\}$.
- Derive and use the identities $\tan\theta = \frac{\sin\theta}{\cos\theta}$ and $\sin^2\theta + \cos^2\theta = 1$.
- Derive and use the reduction formulae.
- Determine the general solution and/or specific solutions of trigonometric equations.
- Establish and apply the sine, cosine and area rules.
- Proof and use of the compound angle and double angle identities.
- Problems in 2- and 3-dimensions are solved by constructing and interpreting geometrical and trigonometric models

Prior knowledge of the following topics and their extensions are required for this topic:

Circle geometry

- Use geometry of straight lines and triangles to solve problems and to justify relationships in geometric figures.

Concepts to include are:

- angles of a triangle;
- exterior angles,
- straight lines,
- vertically opposite angles;
- corresponding angles,
- co-interior angles and
- alternate angles.
- State and apply congruency theorems
- Use definitions, axioms and theorems associated with quadrilateral geometry to do connected calculations and solve geometry riders.

Coordinate Geometry:

- Use the Cartesian coordinate system to plot points, lines and polygons.

Trigonometry:

- State the theorem of Pythagoras in words.
- Use the theorem of Pythagoras to calculate the missing length in a right-angled triangle leaving the answers in the most appropriate form

Details of Content coverage

3.1 Solve problems involving volume and surface area of geometric objects

Content:

- Volume and surface area of cubes, rectangular prisms, cylinders, triangular prisms, hexagonal prisms.
- The effect on the volume and surface area of right prisms and cylinders, when one or more dimensions are multiplied by a constant factor.
- Volume and surface areas of spheres, right pyramids and right cones.
- Volume and surface areas of a combination of geometrical objects: right prisms, cylinders, spheres, right pyramids, and right cones.

Learning outcomes:

Learners should be able to:

- 3.1.1 Calculate the volume and surface area of cubes, rectangular prisms, cylinders, triangular prisms, hexagonal prisms.
- 3.1.2 Investigate the effect on volume and surface area of right prisms and cylinders, where one or more dimensions are multiplied by a constant factor k .
- 3.1.3 Calculate volume and surface areas of spheres, right pyramids and right cones.
- 3.1.4 Calculate volume and surface areas of a combination of the above mentioned geometrical objects.
- 3.1.5 Solve problems involving volume and surface area of geometrical objects.

3.2 Investigate, prove and apply the theorems of the geometry of circles:

Content:

- Circles, perpendicular lines through the centre, chords and midpoints
- Angle subtended at the centre of a circle
- Angle subtended by diameter
- Cyclic quadrilaterals
- Tangents to circles

Learning outcomes:

Learners should be able to:

3.2.1 Investigate, conjecture, prove the following theorems of the geometry of circles:

- The line drawn from the centre of the circle perpendicular to the chord bisects the chord. The perpendicular bisector a chord passes through the centre of the circle.
- The angle subtended by an arc at the centre of the circle is double the size of the angle subtended by the same arc at the circle (on the same side as of the chord as the centre).
- The angle subtended at the circle by a diameter is a right angle.
- Angles subtended by a chord of the circle on the same side of the chord, are equal.
- The opposite angles of a cyclic quadrilateral are supplementary.
- An exterior angle of a cyclic quadrilateral is equal to the interior opposite angle.
- Two tangents drawn to a circle from the same point outside the circle are equal in length. The angle between a tangent to a circle and a chord drawn from the point of contact is equal to an angle in the alternate segment. (tan-chord theorem)

Note: Accept results established in earlier grades as axioms and also that a tangent to a circle is perpendicular to the radius, drawn to the point of contact.

Range: The proof of the following theorems will be examined

The line drawn from the centre of a circle to the midpoint of a chord is perpendicular to the chord.

The angle subtended by an arc at the centre of the circle is double the size of the angle subtended by the same arc at the circle (on the same side as of the chord as the centre).

The opposite angles of a cyclic quadrilateral are supplementary.

The angle between a tangent to a circle and a chord drawn from the point of contact is equal to an angle in the alternate segment

3.2.2 Use the above theorems, their converses and corollaries (where they exist) to solve and/prove riders:

- Theorems from section 3.2.1
- Equal chords subtend equal angles at the circumference
- Equal chords subtend equal angles at the centre
- Equal chords of equal circles subtend equal angles at the circumference.
- If the angle subtended by a chord at point on the circle is a right, then the chord is diameter.
- If a line is drawn perpendicular to a radius at the point where the radius meets the circle, then it is a tangent to the circle.
- If the exterior angle of a quadrilateral is equal to the interior opposite angle then the quadrilateral will be a cyclic quadrilateral.
- If two opposite angles of a quadrilateral are supplementary, then the quadrilateral is cyclic.
- If through one end of a chord of a circle, a chord is drawn making with the chord an angle equal to the angle in the alternate segment, then the line is a tangent to the circle.

3.3 Use the Cartesian coordinate system to derive and apply formulae

Content:

- Distance between any two points
- The gradient of the line segment joining two points
- Parallel and perpendicular lines
- The coordinates of the midpoints of the line segment

Learning outcomes:

Learners should be able to:

- 3.3.1 Use the Cartesian co-ordinate system to derive and apply a formula to calculate the distance between any two points $(x_1; y_1)$ and $(x_2; y_2)$.
- 3.3.2 Use the Cartesian co-ordinate system to derive and apply a formula to calculate the gradient of the line joining any two points $(x_1; y_1)$ and $(x_2; y_2)$.
- 3.3.3 Use the Cartesian co-ordinate system to derive and apply a formula to calculate the gradient of a line that is parallel to another line.
- 3.3.4 Use the Cartesian co-ordinate system to derive and apply a formula to calculate the gradient of a line that is perpendicular to another line.
- 3.3.5 Use the Cartesian co-ordinate system to derive and apply a formula to calculate the midpoint of the line segment joining any two points $(x_1; y_1)$ and $(x_2; y_2)$.

3.4 Use the Cartesian coordinate system to derive and apply equations.

Content:

- The equation of a line through two given points.
- The equation of a line through one point and parallel or perpendicular to a given line.
- The inclination of a line.
- The equation of a circle (any centre).
- The equation of tangent to a circle at a given point on the circle

Learning outcomes:

Learners should be able to:

- 3.4.1 Use the Cartesian co-ordinate system to derive and apply the equation of a line through two given points.
- 3.4.2 Use a Cartesian co-ordinate system to derive and apply the equation of a line parallel or perpendicular to another given line.
- 3.4.3 Use a Cartesian co-ordinate system to derive and apply the angle of inclination of a line.
- 3.4.4 Use the Cartesian co-ordinate system to derive and apply the equation of a circle (any centre).
- 3.4.4 Use the Cartesian co-ordinate system to derive and apply the equation of a tangent to a circle given a point on the circle.

Note:

Straight lines to be written in the following forms only:

$$y = mx + c$$

and/or $ax + by + c = 0$ (general form)

Learners are expected to know and be able to use as an axiom "the tangent to a circle is perpendicular to the radius drawn to the point of contact."

3.5 Define, extend and apply the trigonometric ratios of $\sin\theta$, $\cos\theta$ and $\tan\theta$

Content:

- Definitions of the trigonometric ratios $\sin\theta$, $\cos\theta$ and $\tan\theta$ using right angled triangles.
- Definitions of $\sin\theta$, $\cos\theta$ and $\tan\theta$ for $0^\circ \leq \theta \leq 360^\circ$.

Learning outcomes:

Learners should be able to:

- 3.5.1 Define and apply the trigonometric ratios $\sin\theta$, $\cos\theta$ and $\tan\theta$, using right angled triangles.
- 3.5.2 Extend and apply the definitions of $\sin\theta$, $\cos\theta$ and $\tan\theta$ for $0^\circ \leq \theta \leq 360^\circ$.
- 3.5.3 Use diagrams to determine the numerical values of trigonometric ratios for angles from 0° to 360° .

3.6 Derive and use values of trigonometric ratios for special angles

Content:

- Trigonometric ratios $\sin\theta$, $\cos\theta$ and $\tan\theta$ for special angles (without using a calculator) for $\theta \in \{0^\circ; 30^\circ; 60^\circ; 90^\circ\}$.

Learning outcome:

Learners should be able to:

- 3.6.1 Derive and use values of trigonometric ratios $\sin\theta$, $\cos\theta$ and $\tan\theta$ for the special angles (without using a calculator) for $\theta \in \{0^\circ; 30^\circ; 60^\circ; 90^\circ\}$ to simplify trigonometric expressions and solve trigonometric equations for angles in the interval $[0^\circ; 360^\circ]$.

3.7 Derive and use trigonometric identities

Content:

- The identities $\tan\theta = \frac{\sin\theta}{\cos\theta}$ and $\sin^2\theta + \cos^2\theta = 1$.

Learning outcome:

Learners should be able to:

- 3.7.1 Derive the identities $\tan\theta = \frac{\sin\theta}{\cos\theta}$ and $\sin^2\theta + \cos^2\theta = 1$
- 3.7.2 Use the above trigonometric identities to simplify trigonometric expressions, solve trigonometric equations for angles in the interval $[0^\circ; 360^\circ]$, and prove other identities.

3.8 Derive and use reduction formulae to simplify trigonometric expressions and solve trigonometric equations:

Content:

- Reduction formulae for:
 - $\sin(90^\circ \pm \theta)$; $\cos(90^\circ \pm \theta)$;
 - $\sin(180^\circ \pm \theta)$; $\cos(180^\circ \pm \theta)$; $\tan(180^\circ \pm \theta)$;
 - $\sin(360^\circ \pm \theta)$; $\cos(360^\circ \pm \theta)$; $\tan(360^\circ \pm \theta)$;
 - $\sin(-\theta)$; $\cos(-\theta)$; $\tan(-\theta)$;

Learning outcome:

Learners should be able to:

- 3.8.1 Derive reduction formulae for the following trigonometric expressions:

- $\sin(90^\circ \pm \theta)$; $\cos(90^\circ \pm \theta)$;
- $\sin(180^\circ \pm \theta)$; $\cos(180^\circ \pm \theta)$; $\tan(180^\circ \pm \theta)$;
- $\sin(360^\circ \pm \theta)$; $\cos(360^\circ \pm \theta)$; $\tan(360^\circ \pm \theta)$;
- $\sin(-\theta)$; $\cos(-\theta)$; $\tan(-\theta)$.

- 3.8.2 Use reduction formulae to:

- Reduce a trigonometric ratio of any angle to the trigonometric ratio of an acute angle.
- Simplify trigonometric expressions,
- Solve trigonometric equations for angles in the interval $[-360^\circ; 360^\circ]$

3.9. Determine the general solution and /or specific solutions of trigonometric equations:

Content:

- General solutions to trigonometric equations
- Specific solutions to trigonometric equations in specific intervals.

Learning outcome:

Learners should be able to:

- 3.9.1 Use establish trigonometric ratios $\sin\theta$, $\cos\theta$ and $\tan\theta$, reduction formulae and established trigonometric identities to determine the general solutions of trigonometric equations.
- 3.9.2 Use the general solution of a trigonometric equation to determine its specific solutions in a specific interval.

3.10. Establish and apply the sine, cosine and area rules

Content:

- Sine Rule
- Cosine Rule
- Area Rule

Learning outcome:

Learners should be able to:

- 3.10.1 Derive and apply the sine rule.
- 3.10.2 Derive and apply the cosine rule.
- 3.10.3 Derive and apply the area rule.

3.11 Derive and apply compound angle double angle identities

Content:

- Compound angle identities
- Double angle identities

Learning outcomes:

Learners should be able to:

3.11.1 Derive the following compound angle identities

$$\sin(\alpha \pm \beta) = \sin \alpha \cos \beta \pm \cos \alpha \sin \beta$$

$$\cos(\alpha \pm \beta) = \cos \alpha \cos \beta \mp \sin \alpha \sin \beta$$

$$\tan(\alpha \pm \beta) = \frac{\tan \alpha \pm \tan \beta}{1 \mp \tan \alpha \cdot \tan \beta}$$

3.11.2 Use the compound angle identities to derive the following double angle identities:

$$\sin 2\alpha = 2 \sin \alpha \cos \alpha$$

$$\cos 2\alpha = \begin{cases} \cos^2 \alpha - \sin^2 \alpha \\ 2 \cos^2 \alpha - 1 \\ 1 - 2 \sin^2 \alpha \end{cases}$$

3.11.3 Determine the specific solutions of trigonometric expressions using compound and double angle identities without a calculator. (e.g. $\sin 120^\circ$, $\cos 75^\circ$ etc.)

3.11.4 Use compound angle identities to simplify trigonometric expressions and to prove trigonometric identities.

3.11.5 Determine the specific solutions of trigonometric equations by using knowledge of compound angles and identities.

Note:

- Solutions: $[0; 360^\circ]$

- Identities limited to:

$$\tan \theta = \frac{\sin \theta}{\cos \theta}$$

$$\sin^2 \theta + \cos^2 \theta = 1$$

- Double and compound angle identities are included

Note: radians are excluded

3.12 Solve problems in 2- and 3-dimensions by constructing and interpreting geometrical and trigonometric models

Content:

- Two dimensional problems
- Three dimensional problems

Learning outcomes:

Learners should be able to:

- 3.12.1 Solve problems in two dimensions by using the trigonometric functions ($\sin\theta$, $\cos\theta$ and $\tan\theta$) in right-angled triangles and by constructing and interpreting geometric and trigonometric models.
- 3.12.2 Solve problems in two dimensions by using the sine, cosine and area rules, and by constructing and interpreting geometric and trigonometric models.
- 3.12.3 Solve problems in three dimensions by constructing and interpreting geometric and trigonometric models. Note: compound angle identities are excluded

Topic 4: DATA HANDLING AND PROBABILITY

Overview of DATA HANDLING and PROBABILITY

In this section the learner should be able to collect, organize, analyse and interpret data to establish statistical and probability methods to solve related problems.

A fundamental aspect of this outcome is that it provides opportunities for learners to become aware and also participate in the completion of the 'statistical cycle' of formulating questions, collecting appropriate data, analysing and representing this data, and so arriving at conclusions about the questions raised.

In this topic learners should be able to:

- Calculate, represent and interpret measures of central tendency and dispersion in univariate numerical ungrouped data
- Calculate, represent and interpret measures of central tendency and dispersion in univariate numerical grouped data
- Understand and demonstrate the use of variance and standard deviations as measures of dispersion of a set of bivariate data
- Understand the various concepts and representations relating to data handling and its uses, and used them correctly

Prior knowledge of the following topics and their extensions are required for this topic:

Data handling

Representation

- Bar and compound bar graphs
- Histograms (grouped data)
- Frequency polygons
- Pie charts
- Line and broken line graphs

Details of Content coverage

4.1 Calculate, represent and interpret measures of central tendency and dispersion in univariate numerical ungrouped data

Content:

- Measures of central tendency

- Five number summary
- Box and whisker diagrams
- Measures of dispersions

Learning outcomes:

Learners should be able to:

4.1.1 Calculate the:

- Mean
- Median
- Mode

4.1.2 Work out the five number summary by:

- Calculating the maximum, minimum and quartiles
- Determine the fences
- Constructing the box and whisker diagram
- Indicating any outliers

4.1.3 Interpret the meaning of the representation of the box and whisker diagram with its outliers

4.2 Calculate, represent and interpret measures of central tendency and dispersion in univariate numerical grouped data

Content:

- Frequency distribution table
- Ogive curve
- Quartile values
- Histograms
- Mean, median and mode

Learning outcomes:

Learners should be able to:

4.2.1 Construct a frequency distribution table by grouping data into classes

4.2.2 Calculate the cumulative frequency and plot the Ogive curve

4.2.3 Use the Ogive curve to estimate quartile values

4.2.4 Construct histograms using tabulated grouped data

4.2.5 Calculate the using the formulae:

$$\bar{x} = \frac{\sum f_i x_i}{n}$$

$$Me = l + \frac{\left(\frac{n}{2} - F\right)}{f} \times c$$

$$Mo = l + \frac{f_m - f_{m-1}}{2f_m - f_{m-1} - f_{m+1}} \times c$$

4.3 The use of variance and standard deviations as measures of dispersion of bivariate data is understood and demonstrated

Content:

- Variance and standard deviation of bivariate data

Learning outcomes:

Learners should be able to:

4.3.1 Calculate:

- Variance and
- Standard deviation manually for small sets of bivariate data only

4.3.2 Interpret the meaning of variance and standard deviation for small sets of data only

4.4 The various concepts and representations relating to data handling and data and its uses are understood and used correctly

Content:

- Scatter plots
- Correlation
- Best fit function
- Regression lines

Learning outcomes:

Learners should be able to:

4.4.1 Represent bivariate numerical data as a scatter plot

4.4.2 Identify intuitively whether a linear, quadratic or exponential function would best fit the data

4.4.3 Draw the intuitive line of best fit.

Range:

Data given should include problems relate to health, social, economic, cultural, political and environmental issues

For small sets of data only (limited to 8)

4.4.4 Use least square regression method to determine a function which best fits a given set of bivariate data

4.4.5 Use a calculator to calculate the linear regression line which best fist a given set of numerical data

4.4.6 Use the regression line to predict the outcome of a given problem

4.4.7 Use a calculator to calculate the correlation coefficient of a set of bivariate numerical data and make relevant deductions

SECTION 4

ASSESSMENT IN MATHEMATICS

Specifications for External Assessment in Mathematics – NQF Level 4.

A national examination is conducted annually in October or November each year by means of two three hour examination papers (Paper 1 and Paper 2) set externally and marked and moderated externally.

4.1 Content, sub-topics & weightings

The content topics and its weightings examined in each of Paper 1 and Paper 2 are indicated in Table 1.

Description	Duration	Weightings (Marks)
PAPER 1	3h	
Patterns, Sequences and Series		45 ± 3
Finance, growth and decay		35 ± 3
Functions, Graphs and Algebra		70 ± 3
TOTAL		150
PAPER 2:	3h	
Data handling		30 ± 3
Circle geometry & measurement		40 ± 3
Co-ordinate geometry		30 ± 3
Trigonometry		50 ± 3
TOTAL		150

Table 1

4.2 Weighting of levels of Cognitive demand

The four cognitive levels used to guide the setting of the external examination papers are:

- Knowledge;
- Routine procedures;
- Complex Procedures and
- Problem Solving.

The suggested weightings for Paper 1 and Paper 2 are shown in Table 2.

Knowledge	Routine Procedures	Complex procedures	Problem Solving
20%	40%	25%	15%

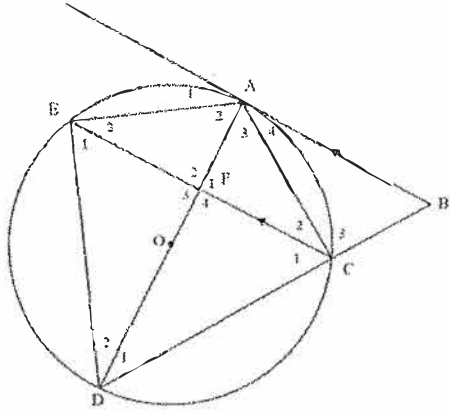
Table 2

4.3 Descriptors for each cognitive level with illustrative examples

The four cognitive levels used to guide all assessment tasks are based on those suggested in the TIMSS study of 1999. Descriptors for each level and the approximate percentages of tasks, tests and examinations which should be at each level are given below:

COGNITIVE LEVELS	EXPLANATION OF SKILLS TO BE DEMONSTRATED	EXAMPLES
KNOWLEDGE (K) 20%	• Theorems • Straight recall • Identification of correct formula on the Formulae sheet (no changing of the subject) • Use of simple mathematical facts • Know and use of appropriate mathematical vocabulary • Knowledge and use of formulae (without changing of the subject) • Answer only: e.g. Definitions <i>All of the above will be based on known knowledge.</i>	1. Write down the domain and range of the function f where $f(x) = -x^2$ 2. The angle $\hat{AOB}$ subtended by arc AB at the centre O of a circle is equal to 3. Write down the first five terms of the sequence with general term $T_k = \frac{1}{3k-1}$ 4. Find the asymptotes, axis of symmetry, x- and y intercepts: reading from the graph.
ROUTINE PROCEDURES (R) 40%	• Algorithms • Estimation and appropriate rounding of numbers • Application of prescribed theorems • Identification and use of correct formula on the Formulae sheet and manipulating of formulae (after changing of the subject) • Problems can involve the integration of different LOs • Perform well-known procedures • Simple applications and calculations which might involve a few steps • Derivation and interpretation from given information may be involved • Generally similar to those encountered in class	1. Solve for x: $x^3 + 8x^2 + 17x + 10 = 0$ 2. Given: $f(x) = 4x - 1$ Determine the inverse function f^{-1} 3. Sketch the graphs of $f(x) = 4x - 1$, f^{-1} and $y = x$ line on the same set of axes. What do you notice? 4. Find the 8th term in the series 3; 5; 7;.....

	<i>All of the above will be based on known procedures.</i>	5. Determine the largest value of n such that $\sum_{i=1}^n (3i - 2) < 2000$ 6. Determine the value of $\cos 75^\circ$, without using a calculator 7. O is the centre of the circle and B is the midpoint of the chord AC. Prove using Euclidean geometry methods, the theorem that states OB is perpendicular to AC. (NB. The diagram will be provided) 8. Find the value of $\sin 3x$ in terms of $\sin x$.
COMPLEX MULTI-STEP PROCEDURES (C) 25%	• Problems are mainly unfamiliar and learners are expected to solve by integrating different LOs • Problems involve complex calculations and/or higher order reasoning • Problems do not always have an obvious route to the solution but involve: ➢ using higher level calculation skills and reasoning to solve problems ➢ mathematical reasoning processes • These problems are not necessarily based on real world contexts and may be abstract requiring fairly complex procedures in finding the solutions • Could involve making significant connections between different representations • Require conceptual understanding	1. Find the sample regression equation by using the method of least squares. 2. Drawing a box and whisker diagram when the outliers are outside the upper and or lower fence or both 3. If $f(x) = -x^2 + 1$; Determine the equation of the inverse of $f(x) = -x^2 + 1$; $x \geq 0$ 4. Sketching of graphs with horizontal or vertical shift. 5. Determine the 5th term of the geometric sequence of which the 8th term is 4 and the 12th term is 14. 7. Prove that $\frac{1 + \sin 2x}{\cos 2x} = \frac{\cos x + \sin x}{\cos x - \sin x}$
SOLVING PROBLEMS	• Non-routine problems (which are not necessarily difficult) • Using higher level cognitive skills, reasoning and processes to solve non-	1. If $a(x) = x^5 - 2x^3 + px - 1$ is divided by $x - 1$, the

(P) 15%	routine problems • Being able to break down a problem into its constituent parts – identifying what is required to be solved and then using appropriate methods in solving the problem	remainder is $-\frac{1}{2}$. Determine the value of p. 2. In the figure below, AB is a tangent to the circle with centre O. AC = AO and BA CE. DC produced, cuts tangent BA at B. Prove that AD = 4AF.  3. Jeffry invests R700 per month into an account earning interest at a rate of 8% per annum, compounded monthly. His friend also invests R700 per month and earns interest compounded half yearly at $r\%$ per annum. Jeffrey and his friends' investments are worth the same at the end of 12 months. Calculate r.
-----------------------	---	--

4.4 Moderation of assessments

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place to ensure quality assurance for all subject assessments.

The ANALYSIS GRID in table 3 will be used to moderate papers 1 and 2:

Table 3

LEVEL:						EXAMINER:					
TASK: External Examination – PAPER 1 & 2						MODERATOR:					

Topic(s)	AC(s)	LO(s)	Question No.	Mark allocation	Time allocation (± Min) (L2: Mark x 1,8 ≈)	Cognitive Level (Mark allocation)				Difficulty (Mark allocation)				Total
						Know-ledge (K) 20%	Comprehension & Application (C) 60%		Analysis (A) 20%	Level 1	Level 2	Level 3	Level 4	
						1	2	3	4	Easy (K & RE)	Moderate (RM)	Difficult (RD & C)	Problem solving (P)	
						Knowing	Routine procedures	Complex Multi-step procedures	Reasoning and reflecting					
						20 %	40 %	25 %	15 %					
1. Numbers	1.1	1.1.1	2.1	3	5	3				3				3

[illegible]

Curriculum Coverage

Description	Duration	Suggested Weightings (marks)	Actual weightings
PAPER 1	3h		
Patterns, Sequences and Series		45 ± 3	
Finance, growth and decay		35 ± 3	
Functions, Graphs and Algebra		70 ± 3	
TOTAL		150	
PAPER 2:	3h		
Data handling		30 ± 3	
Circle geometry		40 ± 3	
Co-ordinate geometry		30 ± 3	
Trigonometry		50 ± 3	
TOTAL		150	

GLOSSARY

Amplitude – the distance from the x-axis to the maximum value.

Angle of depression – the angle below the horizontal line.

Angle of elevation – the angle above the horizontal line.

Angle of inclination – the angle that a line makes with positive direction of the x-axis.

Arc – a part of the **circumference** of a **circle**.

Asymptote – a straight line to which a curve continuously draws nearer without ever touching it.

Axis of symmetry – the line about which the function is symmetrical.

Axis of symmetry of a graph – a line over which a graph can be reflected so that one half of the graph fits exactly over the other half, for example the lines $y=x$ and $y=-x$ are the axes of symmetry of the hyperbola graph $xy=k$.

Binomial – an expression with two terms (for example, $x^3 - 5x^2$).

Bivariate data – two sets of data values that both vary.

Bonds – Written promise by a company that borrows money usually with fixed interest payment until maturity (repayment time)

Box-and whisker diagram – diagram that represents the spread of data, with the 'box' representing the interquartile range and the 'whiskers' showing minimum and maximum values.

Cartesian plane – a 2D-plane (formed by a horizontal and a vertical number line that intersect at 0 on each).

Centre of circle – A point about which all the points on the **circumference** of a circle are **symmetrical**.

Chord – a straight line segment joining any two points on a **circumference** of a **circle**.

Circle – a curve that is the **locus** of a point which moves at a fixed distance from a fixed point (centre).

Circumference – a perimeter of a circle or any closed curve.

Collinear – points that lie on the same line; the gradients between any two of these points will be the same.

Common difference – If the differences between consecutive terms of a sequence are all equal then these are collectively known as the common difference.

Common factor – A factor that is shared by two or more numbers or expressions

Common ratio – If the ratios between consecutive terms of a sequence are all equal then these are collectively known as the common ratio.

Compounding – Calculating the interest periodically over the life of the loan and adding it to the principal.

Compound interest- The interest that is calculated periodically and then added to the principal. The next period the interest is calculated on the adjusted principal (old principal plus interest).

Conjecture- a tentative solution inferred from collected data.

Concentric- circles that share the same centre.

Congruent- identical in all respects.

Converse –reversing the logic and proving a theorem in reverse.

Co-ordinates – a pair of numbers to indicate a point on a graph.

Corresponding angles – angles in similar positions; angles which lie on the same side of a pair of **parallel lines** and the **transversal** (see **transversal**).

Corollary- a deduction based on the result of a theorem.

Cumulative frequency – the running total of frequencies.

Cyclic quadrilateral- a four sided figure with all four points lying on the circumference of a circle.

Diagonal – a straight line joining opposite vertices.

Diameter – any straight line drawn from any point on a circumference of a circle, through the centre to a second point on the circumference.

Dependent variable – the element of the **range** of a function which depends on the corresponding value(s) of the domain (e.g. in $y = f(x) = \pi x^2$ the area of a circle (y) depends on the radius, x if x is the **independent variable** and y the dependent variable.

Depreciation- The process of allocating the cost of an asset (less residual value) over the asset's estimated life.

Enlargement – a mapping that increases the distances between parallel lines by the same factor in all directions.

Effective rate- True rate of interest. The more frequent the compounding, the higher the effective rate.

Exterior angle - outside angle of a polygon formed by one of the sides which has been extended.

Factorise – to write a number as the product of its factors

Future value (FV)- Final amount of the loan or investment at the end of the last period. Also called *compound amount*.

General solution- the formula which lists all possible solutions to a trigonometric equation; takes into account the period of the trigonometric equation so an angle can be positive or negative

Gradient – in general a slope i.e. an inclination to the horizontal expressed either as an angle the path makes with the horizontal or as the ratio between the vertical distance travelled and the horizontal distance travelled.

Horizontal asymptote – a y-value the graph approaches, but never reaches or crosses.

Horizontal axis – the horizontal line of the Cartesian plane (also called the x-axis).

Hypotenuse – the side opposite the right angle in a right angled triangle.

Histogram – a graph that uses bars or columns to represent data values that have been grouped into class intervals. The width of a bar represents the class interval and the height/length of the bar represents the number or frequency of values in that class.

Independent variable – as used in dealing with functions: the value that determines the value of the **dependent variable** (e.g. in $y = f(x) = \pi x^2$ the area of a circle (y) depends on the radius, (x) if x is the independent variable and y the dependent variable.

Interquartile range – the difference between the third and first quartiles.

Linear graph – a graph in which all points lie on a straight line.

Line segment - a portion of a straight line between two points; it has a finite length

Logarithm- A quantity representing the power to which a fixed number (the base) must be raised to produce a given number.

Lower quartile – one quarter of the data in a sample has a value less than or equal to the value of the lower quartile. Three quarters of the data in a sample has a value less than or equal to the value of the upper quartile. The median, upper quartile and lower quartile divide the data into four equal parts.

Measures of central tendency – values that tell you where the middle (or centre) of the data lies.

Measures of dispersion – values that show how spread out (or grouped) the data values are.

Measures of spread – numerical values that summarise how spread out the data values are. Examples are range, interquartile range and semi-interquartile range.

Median- the middle value after data is arranged in ascending order (or descending order); the median divides ordered data into two halves; each having the same number of data items.

Midpoint – the point in the middle of a line segment.

Mode- the most common value.

Normal – a line through a given point on a curve **perpendicular** to the **tangent** to the curve at that point.

Outstanding balance on a loan- Present value of a series a of payments still to be made.

Outlier – a value of measurement that is abnormally higher or lower than the rest of the data.

Parallel Lines – lines that are always the same distance apart and lie in the same direction

Parameter – a constant whose value determines in part how interrelated variables are expressed and through which they may then be regarded as being **dependent** upon one another.

Periods- Number of years times the number of times compounded per year.

Perpendicular – at a right angles or at 90° ; lines are perpendicular when the angles between the lines is 90° .

Perpendicular bisector – a line which is drawn at a right angles to a **line segment** and divides it in half

Present value annuity- Amount of money needed today to receive a specified stream (annuity) of money in the future.

Present value (PV)- How much money will have to be deposited today (or some date) to reach a specific amount of maturity (in the future).

Radius – the distance from a centre of a circle to any point on the **circumference** or the distance from the centre of a **sphere** to any point on its surface

Range of a graph – the set of all the output values is called the range of a graph

Rate of interest- Percent of interest that is used to compute the interest charge on a loan for a specific time.

Reduction – a mapping that reduces the distances between parallel lines by the same factor in all directions.

Reduction formulae – trigonometric identities that express the trigonometric ratios of an angle of any size in terms of the trigonometric ratios of an acute angle.

Reflection – when the graph *flips* across a line (usually the x-or y-axis or the line $y=x$).

Regression line- the 'line of best fit' for a set of plotted points; also called the line of least squares.

Secant – a line that cuts a given curve.

Sector – a part of a circle lying between two radii (singular is radius) and either of the arcs that they cut off.

Sigma – the symbol Σ denoting the sum.

Simple interest - Interest is only calculated on the principal. In $I = P \times R \times T$, The interest plus original principal equals the maturity value of an interest-bearing note.

Simple interest formula - Interest= Principal x Rate x Time.

Specific solutions- solutions which satisfy a given trigonometric equation in a restricted interval

Stretch – the shape of a graph or object undergoes a vertical or horizontal increase or decrease in scaling.

Supplementary angles – two angles that add up to 180° ; each angle is said to be the supplement of the other.

Symmetrical – a geometric figure is symmetric if it is identical with its own reflection in an axis of symmetry (a line through the centre of the figure).

Tangent – a line that touches a curve at only one point.

Time- Expressed as years or fractional years, used to calculate the simple interest.

Theorem- A formal proof of a geometric statement.

Transformation (1) – the change of one figure (transformation geometry) or one expression (algebra) to another.

Transformation (2) – a change in the position or size of an object or expression.

Translation – a **transformation** that moves or points the same distance in a common direction

Transversal – any line that intersects two or more lines.

Trigonometric equation – an equation involving trigonometric ratios which is true only for certain values of the unknown variable.

Trigonometric identity- an identity which is true for all values of an unknown variable, for which both sides of the identity are defined (so no zero denominators).

Turning point – a maximum or minimum point on a curve where the y-value changes from increasing to decreasing or vice versa (and the tangent is horizontal).

Ungrouped data- raw data that have been collected and the specific values are given.

Univariate data- data that involve one variable and do not deal with causes or relationships.

Upper quartile – the $\frac{3}{4}(n + 1)th$ data value; Q_3 .

Variance – the average of the squared differences from the mean.

Vertical axis – the vertical line perpendicular to the horizontal axis (also called the y-axis).

Vertex- the point at which two straight lines meet to form an angle.

x-intercept (root) – the point where the graph crosses the x-axis (where $y = 0$).

y-intercept – the point where the graph crosses the y-axis (where $x = 0$).

REFERENCES

- Department of Education (2002): *Revised National Curriculum Statement for Grades R-9 (Schools): Mathematics*. Pretoria: Government Printer.
- Department of Education (2003): *National Curriculum Statement for Grades 10-12 (Schools). Mathematics*. Pretoria: Government Printer.
- Department of Basic Education. (2011a). *Curriculum and Assessment Policy Statement for Further Education and Training Phase Grades 10-12: Mathematics*. Pretoria: Printing Works.
- Department of Basic Education. (2011b). *Curriculum and Assessment Policy Statement for Senior Phase Grades 7-9: Mathematics*. Pretoria: Government Printing Works.
- Department of Higher Education and Training. (2013). *National Certificates Vocational: Assessment Guidelines Mathematics NQF Level 4*. Pretoria: Government Printing Works.
- Department of Higher Education and Training. (2013). *National Certificates Vocational: Subject Guidelines Mathematics NQF Level 4*. Pretoria: Government Printing Works
- South African Qualifications Authority (2012). *National Senior Certificate for adults*. Pretoria: SAQA.
- Singapore (2013). Maths Higher 1 syllabus 8864. *Singapore-Cambridge GCE A level*. (Downloaded from www.seab.gov.sg)

ANNEXURE G

**Draft Implementation
Guidelines for Regulations on
Assessment Process and
Procedures for AET NQF 1**



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Draft Implementation Guidelines for Regulations on Assessment Process and Procedures for AET NQF 1

Contents

Draft Implementation Guidelines for Regulations on Assessment Process and Procedures for AET	
NQF 1.....	1
Acronyms.....	3
1. PURPOSE	4
2. BACKGROUND	4
3. LEGISLATIVE FRAMEWORK.....	4
4. IMPLEMENTATION GUIDELINES	5
4.1 Centre Manager	5
4.2 Educators.....	5
4.3 Districts.....	6
4.4 Provincial Education Department	6
4.5 DHET	6
5. Assessment.....	7
5.1 Internal assessment	7
5.2 External assessment	9
5.3 Progression.....	10
5.4 Recording and Reporting.....	10
5.4.1 Recording.....	10
5.4.2 Reporting to learners	11
5.4.3 Reporting to the system.....	11
6. Moderation.....	11
7. Monitoring and support.....	12
8. Implementation	12
9. Conclusion	12

Acronyms

AET	Adult Education and Training
ABET	Adult Basic Education and Training
DHET	Department of Higher Education and Training
NQF	National Qualifications Framework
PED	Provincial Education Department
SBA	Site Based Assessment

1. PURPOSE

- a. The purpose and aim of this document is to provide guidelines for a common approach and understanding of the implementation of the Regulations on Assessment Process and Procedures for AET NQF 1.

BACKGROUND

- a. The Regulations on Assessment Process and Procedures for AET NQF 1 was published in Government gazette No. 36463 of 15 May 2013.
- b. The regulations aim to standardise assessment practises pertaining to the GETC (71758).
- c. The regulation are applicable to learners who are registered for AET programmes offered by both public centres and private centres registered with provincial education departments in terms of section 27 of the AET Act.

LEGISLATIVE FRAMEWORK

- a. These guidelines must be read and used in conjunction with the following:
 - i. Regulations on Assessment Process and Procedures for AET NQF 1 as published in *Government gazette No. 36463 of 15 May 2013*.
 - ii. The Interim General Education and Training Certificate (GETC)-Adult Basic Education and Training (ABET) level 4, A qualification on the National Qualifications Framework (NQF) published in Notice No. 1173, *Government Gazette No. 32793 of 11 December 2009*.
 - iii. The General Education and Training Certificate (GETC) –Adult Basic Education and Training (ABET) Level 4, A qualification at Level 1 on the National Qualifications framework (NQF) published in Notice 1116, *Government Notice No. 33806 of 26 November 2010*.
 - iv. Umalusi Directives for certification of the General Education and Training Certificate, Umalusi, March 2011

- v. National Policy on the conduct of Adult Basic Education and Training (ABET) level 4 Examinations, Gazette 23590, 05 July 2010.
- vi. National Assessment Guidelines

4. IMPLEMENTATION GUIDELINES

- a. The proper implementation of the Regulations involves the Adult learning centres, Districts, Provincial AET Directorates and DHET. There are responsibilities assigned to each level respectively.

4.1 Centre Manag

The roles and responsibilities of centre managers are as follows;

- i. Ensure that the centre implements assessment for each sub-level as stipulated in regulations
- ii. Develop an assessment implementation plan for the centre
- iii. Monitor the implementation of internal assessment at the centre
- iv. Keep records of assessment
- v. Compile reports to district
- vi. Ensure learners are provided with reports

4.2 Edu

The roles and responsibilities of educators are as follows;

- i. Compile portfolios of evidence
- ii. Conduct internal assessment
- iii. Compile the mark sheets and mark schedules
- iv. Record assessment
- v. Give feedback to learners as per the assessment plans

4.3 Districts

The roles and responsibilities of district officials are as follows;

- i. Monitor and support implementation of assessment
- ii. Compile reports to PEDs
- iii. Conduct moderation and provide evidence in the form of moderation reports

4.4 Provincial Education Department

The roles and responsibilities of provincial education departments are as follows;

- i. Develop the common assessment tasks (formative and summative)
- ii. Develop the common assessment tools (formative and summative)
- iii. Develop mark schedules
- iv. Develop a provincial assessment plan
- v. Monitor implementation of assessment
- vi. Train, identify assessors and moderators
- vii. Conduct moderation and compile reports
- viii. Provide assessment reports to DHET and Quality Council
- ix. Develop common monitoring tool
- x. Develop provincial circulars on implementation of the regulations
- xi. Monitor and evaluate assessment across sub levels 1 to 3 and Level 4

4.5 DHET

The roles and responsibilities of DHET are as follows;

- i. Provide policy direction
- ii. Orientate PEDs on Assessment practises
- iii. Develop and review national placement tools
- iv. Conduct research on assessment
- v. Develop monitoring and evaluation mechanisms

- vi. Monitor and evaluate compliance by PEDs
- vii. Develop and Implement interventions to improve assessment
- viii. Liaise with the Quality Council (UMALUSI)

5. Assessment

- a. The purpose of the regulations is to ensure that there is a standardized practise in terms of assessment for the GETC. It is therefore imperative for the Provinces toconduct common assessmenttasks and moderation across AET sub-levels1, 2, 3 and level 4.
- b. Provinces in collaboration with its relevant structures within the Province are therefore responsible for setting of tasks. The tasks should be designed and weighted to cover the learning area outcomes. In as much as possible the tasks should assess a variety of knowledge and skills.
- c. Provinces must also put measures in place to ensure that the credibility of the internal assessment is protected.

5.1 Internal assessment

- a. Centres must have assessment plans for each learning area offered at the centre. The assessment plans must indicate the number and the spread of assessment tasks across all levels per academic year.
- b. Learners must complete the stipulated number of tasks for each learning area in an academic year.The stipulated tasks do not prohibit the educator from doing additional supporting tasks to support teaching and learning as well as monitoring the learner's progress. Such tasks can be done through informal classroom interactions. Table 1. below illustrates assessment in AET sub-levels 1,2,3 and 4 as prescribed in the regulations.
- c. Each learner must complete the stipulated number of tasks for each learning area. Centres will only administer the tasks as set and adhere to provincial policy in this regard.

- d. The regulations do not preclude the educator from doing additional tasks that support the teaching and learning process such as practical demonstrations, discussions, class room interactions, quizzes.

Table 1.

Sublevels	No of assessment tasks	Weighting of tasks	Nature of tasks to be considered	Form of assessment
Level 1	3 per learning area	Each task must be assessed over 100% which will be added together to get an average percentage pass per learning area. i.e the three tasks percentages added together divided by 300 multiplied by 100.	Projects, role play, case studies, assignments, test, demonstrations,	100% formative
Level 2	3 per learning area	Each task must be assessed over 100% which will be added together to get an average percentage pass per learning area.	Projects, role play case studies, assignments, demonstrations, test	100% formative
Level 3	4 per learning area	Each task must be assessed over 100% which will be added together	Assignments, Projects, role play, case studies, Tests	75% formative

	1 per learning area	to get an average percentage pass per learning area.	Common Provincial examination	25% summative
Level 4	5 SBA tasks Per learning area	Will be evaluated in accordance with the National Policy on the conduct of ABET level 4 Examinations published in Government Gazette No. 23590 of 5 July 2013.	As set by the DHET. It could be but not limited to: Test, assignment, project,	50% Site Based Assessment tasks

5.2 External assessment

Level 4	National examination	As prescribed in National Policy on the conduct of ABET level 4 Examinations published in Government Gazette No. 23590 of 5 July	National Examination	50% of the final passing mark.
---------	----------------------	--	----------------------	--------------------------------

		2013.		
--	--	-------	--	--

5.3 Progression

- Progression must be granted as stated in the scale of achievement for AET in the regulations.
- In Sublevels 1-3 progression is dependent on successful completion of all assessment tasks and adequate achievement is at 50%.
- In Sublevel 3 learners must write a **provincially** standardised examination which constitutes 25% of the total assessment.
- In level 4 learners must do all the **nationally** set SBA tasks as well as sit for the **national** examination.

5.4 Recording and Reporting

5.4.1 Recording

- Educators must keep portfolio of evidence. Evidence of all assessment must be recorded in the educator's portfolio of evidence. Assessment must be conducted for every learning area registered for. The Educators portfolios must also be made available for verification purposes.
- Provinces must develop **standardised** working mark sheets and mark schedules to be used by centres for recording. The working mark sheets and the mark schedules must be developed as per the example provided in **Annexure C** and **D** in the regulations. The working mark sheets and the mark schedules are applicable to all the AET sub-levels. It is therefore important that they are developed in manner that is relevant per AET sub-level.
- In AET level 4 learner's progress must be kept in a standardised PED working mark sheet. The results of the SBA tasks must be clearly recorded as they contribute to the final promotion mark.

5.4.2 Reporting to learners

- a. Educators must provide feedback to learners throughout the learning period during interactions in class as per assessment plans.
- b. Educators must further provide feedback in the learner assessment portfolios.
- c. Centre managers must ensure that learners are provided with report cards at the end of an academic year. An example of a report card is contained as **Annexure B** in the regulations.
- d. The centre manager must also ensure proper storage of learner records.

5.4.3 Reporting to the system

- a. The Province must provide the DHET with reports as evidence of all the assessment being done. The following records must be available.
 - i. Learner records
 - ii. Moderation reports
 - iii. Working mark sheets
 - iv. Mark schedules
 - v. Educator's portfolios
 - vi. Annual monitoring management plans and reports

6. Moderation

- a. Each Province must develop a common moderation tool for use to conduct verification and moderation of internal assessment in all the AET sub levels. The moderation tool must align to the moderation conducted in AET level 4. Moderation reports must be made available for verification by DHET and Umalusi.

- b. Moderation in AET Level 4 must be conducted as per prescripts of National Policy on the conduct of ABET level 4 Examinations published in Government Gazette No. 23590 of 5 July 2013.

Role player	Instrument	output
Province/District	Moderation tool	Moderation report
DHET	Verification tool	Verified moderation report

7. Monitoring and support

- a. Provinces must have a common monitoring tool
- b. Districts must monitor and support centres and compile reports
- c. PEDs must provide the DHET with monitoring plans and reports

8. Implementation

- a. Centres, Districts, PEDs and DHET play a key a role in ensuring that proper implementation happens in a manner the validity of the AET assessment practice is unquestionable.
- b. Continuous monitoring is a norm to ensure that there is 100% compliance. Timeous honest reports are necessary to identify gaps early and to allow remedial interventions on time.
- c. The reports will also serve as guide for determining the extent of the support needed by centres.

9. Conclusion

- a. For the regulations to make the necessary impact of normalising the system as well as improving assessment standards throughout the provinces,

adherence and compliance is crucial. It is therefore important that officials continually orientate themselves so as to curb the varied assessment practices.

ANNEXURE H

NASCA CONDUCT OF EXAMS REGULATIONS



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

DRAFT NATIONAL POLICY ON THE CONDUCT, ADMINISTRATION AND
MANAGEMENT OF ASSESSMENT OF THE NATIONAL SENIOR CERTIFICATE FOR
ADULTS: A QUALIFICATION AT LEVEL 4 ON THE NATIONAL QUALIFICATIONS
FRAMEWORK (NQF)

Draft National Policy on the conduct, administration and management of assessment for the National Senior Certificate for Adults: A Qualification at Level 4 on the National Qualifications Framework (NQF)

Department of Higher Education and Training
123 Francis Baard Street
Private Bag X174
Pretoria 0001
South Africa

Tel: +27 12 312-5911
Fax: +27 12 321-6770

www.dhet.gov.za
© 2014 Department of Higher Education and Training

Contents

CHAPTER	SECTION	PAGE
CHAPTER 1	1	
	2	
	3	
	4	
	5	
CHAPTER 2	6	
	7	
	8	
CHAPTER 3	9	
	10	
	11	
	12	
	13	
	14	
	15	
	16	
CHAPTER 4	17	
	18	
	19	
CHAPTER 5	20	
	21	
	22	
CHAPTER 6	23	
	24	
CHAPTER 7	25	
	26	
	27	
	28	
	29	

CHAPTER 8	30	
	31	

DEFINITIONS

Any definition that is contained in the *Continuing Education and Training Act, 2006 (Act No.16 of 2006)* will be applicable to this policy document and will have the same meaning, unless specifically indicated in this text.

Act of dishonesty: means committing an act of dishonesty during the assessment and examination processes which compromise the integrity of the process whether it is committed before, during or after the process.

Administrative errors or omissions: means irregularities that are of a technical nature, where the candidate or an assessment official unintentionally fails to follow the prescribed administrative procedures. The candidate may be disadvantaged by this error of omission or commission.

Assessment: means gathering of information to make a judgment about what a candidate knows, understands and can do. This includes a variety of assessment methods conducted by the provider, the outcomes of which count towards the achievement of a qualification and is thus inclusive of examinations.

Assessment Body: The Department of Higher Education and Training or any other body accredited or registered with Umalusi, the Quality Council for General and Further Education and Training, as a body responsible for conducting an external examination.

Assessment Process: includes the total process of assessment that commences with the registration of candidates, the development of assessment instruments, quality assurance, conduct and administration of assessment instruments, marking and processing of raw marks and the ensuing resulting and certification thereof.

Behavioural Offence: means behaving in a way that affects the integrity of the examination and assessment process and/or influences the outcome.

Candidate: means a candidate who has registered at a public or private institution to write the *National Senior Certificate for Adults* examination.

Chief Invigilator: is the Principal or head of an institution that serves as an examination centre or any other person specifically appointed in that capacity that is accountable for the administration of the examination of the National Senior Certificate for Adults and other related assessment matters at the examination centre.

College or Learning Institution: is the location where candidates receive tuition. A public or private college, learning institution, Correctional Services or AET Centres may enroll candidates on the National Senior Certificate for Adults.

Department of Higher Education and Training: is the national government department responsible for post-school education and training.

Examination: is a component of the assessment process and refers to the summative assessment process which candidates write at the end of the academic year.

Educators: are those who are declared competent to decide whether candidates are competent in terms of the outcomes agreed upon. They prepare candidates for assessment, assess candidates, provide feedback to candidates, report on the candidate's performance and submit records of the assessment done.

Examination Centre: means a site registered by an assessment body for the conduct of examinations.

Examination Cycle: all processes involved in the conduct of an examination sitting commencing with the registration of centres and candidates and other preparatory phases culminating in the release of results for that examination sitting.

Examination Sitting: is the examination writing session conducted each year.

Full-time candidate: is a candidate who has enrolled for tuition and who is offered a National Senior Certificate for Adults in a full-time capacity at a college or any other registered institution.

Investigation: encompasses all activities relating to the collection of evidence in respect of a reported irregularity. This may include interviews or submission of written reports from various assessment officials, candidates or any other person that may assist in providing information on the reported irregularity.

Invigilator: means any person appointed and responsible to assist the Chief Invigilator in the conduct of an examination at the examination centre.

Irregularity: means an error, act or omission and any alleged event, act or omission which may undermine or threaten to undermine the integrity, credibility, security or the fairness of the examination and assessment process.

Head of the Institution: refers to the person appointed as Principal or of a College or the Head of any other registered learning institution which offers the National Senior Certificate for Adults.

Marker: is the person who is appointed to mark a script.

Marking Centre: A centre registered by the Department of Higher Education and Training in terms of this policy to comply with the functions in terms of Section 18(a) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

Moderator: means a person who determines whether the assessment instrument meets the minimum requirements set out in the Subject Guidelines and Subject Assessment Guidelines as defined in section 1 of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

Monitoring: means the process which ensures that assessment is fair, valid and reliable and complies with directives issued by the Department of Higher Education and Training in terms of this policy to comply with the functions in terms of *Sections(17) and (18)of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

National Examinations and Assessment: is the Chief Directorate within the Department of Higher Education and Training assigned with the responsibility to conduct, administer and manage the National Senior Certificate for Adults examinations.

National Senior Certificate for Adults: A qualification at Level 4 on the National Qualifications Framework (NQF) that will be awarded to candidates who comply with the requirements set out in the policy document, *National Senior Certificate for Adults: A Qualification at Level 4 on the National Qualifications Framework (NQF)*.

National Assessment Irregularities Committee: means the body established by the Department of Higher Education and Training to coordinate the handling of irregularities emanating from the conduct of the examination of the National Senior Certificate for Adults.

National Learners Records Database: refers to the integrated information system to facilitate the management of the National Qualifications Framework (NQF) and to provide candidates and employers with proof of the qualifications obtained.

Personnel Administration Measures (PAM): is the policy document which outlines and governs the remuneration and other service conditions of lecturers employed in terms of the *Employment of Educators' Act, 1998 (Act No. 76 of 1998)*.

Provider: means a body as contemplated in *section 1 of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

Site-Based Assessment: refers to the assessment tasks administered by the educator in preparing candidates to write the external NASCA examination. The performance in such tasks is not credited towards a subject result.

Subject Assessment Guidelines: Guideline documents that specify the assessment requirements for each of the listed subjects in the policy document, *National Senior Certificate for Adults: A Qualification at Level 4 on the National Qualifications Framework (NQF)*.

Subject Guidelines: Guideline documents that specify the outcomes and scope of content along with topic and cognitive weightings for each of the listed subjects in the policy document, *National Senior Certificate for Adults: A Qualification at Level 4 on the National Qualifications Framework (NQF)*.

Umalusi: the Quality Council for General and Further Education and Training established in terms of *section 4 of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

CHAPTER 1

INTRODUCTION

1. General

- (1) The *National Policy on the Conduct, Administration and Management of Assessment for the National Senior Certificate for Adults* is underpinned by the policy for the *National Senior Certificate for Adults: A Qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (2) The *National Policy on the Conduct, Administration and Management of Assessment for the National Senior Certificate for Adults* provides a legal framework for the implementation of the policy for the *National Senior Certificate for Adults: A Qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (3) This policy is based on norms and standards to which all assessment bodies in terms of *Chapter 7 of the Continuing Education and Training Colleges Act, 2006 (Act No. 16 of 2006)* must give effect.

2. Purpose of this policy document

- (1) *Section 41B (4) (f) of the Continuing Education and Training Colleges Act, 2006 (Act No. 16 of 2006)* provides for the Minister of Higher Education and Training to determine national policy on curriculum frameworks, core syllabi, further education and training programmes, learning standards, examinations and the certification of qualifications, subject to the provisions of any law establishing a national qualifications framework or a certifying or accrediting body.
- (2) This document provides rules and conditions relating to the conduct, management and administration of external examinations. This serves to regulate the rights and privileges of all persons involved in the assessment process, which include all officials who are involved in the administration of the assessment, candidates, parents and institutions that require assessment results.
- (3) A supporting regulatory framework will be provided in the form of directives to give instructions on the processes to be adhered to during the conduct, management and administration of external examinations.

3. Assessment

- (1) Assessment of candidate performance in the National Senior Certificate for Adults (NASCA) comprises an external examination component only.
- (2) The external examination for each subject will comprise a written examination at the end of each academic year.
- (3) Each written examination must be designed to address the subject outcomes, learning outcomes, assessment standards, content competencies, skills, values and attitudes of the subject and to provide candidates, educators and parents with results that are meaningful indications of what the candidates know, understand and can do at the time of the assessment.

4. Quality Assurance Stakeholders

- (1) The following bodies are involved with the quality assurance of assessment and have to comply with *Chapter 3 of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*:
 - (a) Umalusi;
 - (b) South African Qualifications Authority (SAQA);
 - (c) Department of Higher Education and Training;
 - (d) Public and private Technical and Vocational Education and Training Colleges;
 - (e) Higher Education South Africa (HESA);
 - (f) Public and private Community Education and Training Centres; and
 - (g) Correctional Services.

5. Legislative Mandate

- (1) This document must be read in conjunction with the following documents amongst other documents that may be relevant:
 - (a) *The Policy for the National Senior Certificate for Adults: A Qualification at Level 4 on the National Qualifications Framework (NQF)* regarding subject combinations and promotion requirements of the National Senior Certificate for Adults; and
 - (b) *The Subject Guidelines* (SGs) and the *Subject Assessment Guidelines* (SAGs) for the subject and pass requirements of subjects comprising the NASCA. These will assist candidates, educators, examiners and internal moderators regarding specific content and examination requirements per subject.

(2) The above policy documents and guidelines are developed in terms of:

- (a) The *National Qualifications Framework Act, 2008 (Act No. 67 of 2008)* which provides for the classification, registration, publication and articulation of quality assured national qualifications;
- (b) The *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)* which clearly defines the roles of the relevant bodies; and
- (c) *Section 41B (4) (f) of the Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006)*.

(3) This document is further supported by:

- (a) The *Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System* that provides a framework which guides the transformation of practices related to examinations and assessment in general with a view to achieving enabling mechanisms to support candidates with barriers to learning;
 - (b) Regulations under the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*; and
 - (c) Directives issued by Umalusi in terms of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.
- (4) The title of this policy will be the *National Policy on the Conduct, Administration and Management of Assessment for the National Senior Certificate for Adults*.

CHAPTER 2

ASSESSMENT

6. Assessment requirements

- (1) All assessment practices are to be conducted in accordance with the prescripts of the *Policy for the National Senior Certificate for Adults: A Qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (2) Certification is dependent on successful achievement in the external examination only.
- (3) The site-based assessment tasks undertaken by the candidate in preparation to write the NASCA examinations do not give any credit towards a subject result. Site-based assessment tasks are conducted to support learning and to assess the level of preparedness for an examination.

7. Minimum promotion requirements

- (1) A NASCA certificate shall be issued to a candidate who has achieved a minimum of 50% in four subjects as per the set rules of subject combinations in the national examinations.

8. Conduct of External Examinations

- (1) Examinations for the NASCA will be conducted as a mid-year examination once a year.
- (2) The external examinations include the following requirements for all subjects:
 - (a) A written examination for all subjects, conducted by the Department of Higher Education and Training according to the requirements specified in the SGs and the SAGs for the subjects listed in the *Policy for the National Senior Certificate for Adults: A Qualification at Level 4 on the National Qualifications Framework (NQF)*;
 - (b) The written examination mark will have a weighting of 100%;
 - (c) The written examination must be subjected to a moderation process put in place by the Department of Higher Education and Training; and
 - (d) The absence of a mark for an examination paper where a subject examination comprises two question papers will result in the candidate registered for that particular subject receiving an “incomplete” result. In such instances the mark achieved in the one paper will not be valid for resulting purposes in the next examination sitting. A candidate needs to write both papers for a subject in the

same examination sitting to be resulted in that subject.

CHAPTER 3

MANAGEMENT AND ADMINISTRATION OF EXAMINATIONS

9. Management plan

- (1) The Department of Higher Education and Training as the national assessment body for NASCA must annually publish a management plan which clearly indicates the milestones, target dates and agencies that must ensure that the conduct and administration of an examination cycle for the NASCA qualification in accordance with national policy and directives.
- (2) Planning and preparations for the conduct of the external examination must commence at least 18 months prior to the scheduled examination date.
- (3) All examination and monitoring processes with respect to state of readiness to conduct examinations must be concluded at least one month prior to the commencement of the external examination and examination centres shall be monitored during the conduct of the external examination.

10. Candidate entries

- (1) To enter an examination for the NASCA a candidate must register with a registered institution on or before 15 January each year.
- (2) The deadline for the registration of candidates with the Department of Higher Education and Training will be 15 February of the year of the examination.
- (3) No registrations will be accepted after this date unless there are exceptional circumstances and the Department of Higher Education and Training approves such registration based on the exceptional circumstances.
- (4) The Department of Higher Education and Training will institute a process to manage unregistered candidates.
- (5) Entry forms for candidates must be made available by the Department of Higher Education and Training on or before 15 January of each year.

11. Registration and De-registration of Examination Centres

- (1) All sites offering the NASCA examinations must be registered with the Department of Higher Education and Training as examination centres.
- (2) Application for registration of an Examination Centre must be made on a form provided by the Department of Higher Education and Training. All examination sites must be registered with the Department by 31 August in the year preceding the year in which the NASCA examinations will be written at that site.
- (3) All examination sites must be evaluated by the Department of Higher Education and Training to determine whether the sites meet the set criteria for conducting national examinations.
- (4) Should the site be approved as an examination centre, a unique examination centre number shall be allocated and issued by the Department of Higher Education and Training to the Head of the institution.
- (5) The registration of examination centres is subject to review by the Department of Education every three years.
- (6) Examination centres may be de-registered for the following reasons:
 - (a) Relocation of examination site without approval;
 - (b) Intentional undermining of the integrity of the examination;
 - (c) Maladministration; and
 - (d) Flouting of examination directives and guidelines.
- (7) The Department of Higher Education and Training will provide directives on the management of such situations at examination centres.

12. Fees

- (1) The Director-General shall determine fees for:
 - (a) Registration of centres and candidates;
 - (b) Re-marking and re-checking of answer scripts;
 - (c) Re-issue of statements of results; and
 - (d) Any other administrative process related to examinations.

Language Medium

- (1) Question papers will be set in the language of instruction.
 - (2) Language questions papers will be set in the applicable language.
-
- (1) All applications for concessions must be directed to the Department of Higher Education and Training upon registration of candidates with the Department of Higher Education and Training by 30 June each year. Such applications must be accompanied by original medical documentation and certificates attesting to the barrier that the candidate presents and must not be older than 6 months.
 - (2) The following concessions may be applied to candidates with barriers to learning:
 - (a) In cases of candidates with aural impairment, whose language of instruction is not their home language, the language subject referred to in the Policy for the National Senior Certificate for Adults: A Qualification at Level 4 on the National Qualifications Framework (NQF) may be offered at Second Additional Level;
 - (b) Candidates suffering from a mathematical disorder such as dyscalculia may be exempted from the offering of Mathematical Literacy, or Mathematics, provided that another subject is offered in lieu of Mathematical Literacy or Mathematics. This exemption must be supported by specialist reports, the costs of which must be carried by the candidate;
 - (c) Candidates who are visually impaired, deaf, cerebral palsied, suffer from epilepsy or have any other disability may be granted additional time for the writing of the examination. The additional time may not exceed 15 minutes per hour per question paper. It may also be approved that assistance is given to such a candidate or that the candidate may use an aid during the writing of the examination, provided that the examination centre is able to meet the particular needs of the candidate and the Chief Directorate: National Examinations and Assessment has ascertained that the candidate will not receive an unfair advantage over other candidates; and
 - (d) Adapted versions of question papers will be provided by the Department of Higher Education and Training in instances where visually impaired candidates require larger font size or braille.
 - (3) Ad hoc concessions may be granted to candidates who during the conduct of the examination sustain an injury which may require the granting of a concession for extra time or assistance. Such applications must be submitted to the Department of Higher Education and Training as soon as an injury is reported and subsequent to the request for

a concession, medical evidence must be provided in support of the request.

- (4) No concessions will be granted for absenteeism. Candidates who absent themselves for a writing session in an examination sitting, will have to write the subject in the next mid-year examination sitting.

15. Management of the conduct of the National Senior Certificate for Adults examination beyond the borders of the Republic of South Africa

- (1) Only candidates who have registered for the NASCA examination will be considered and are entitled to be examined outside the borders of the country.
- (2) Applications will only be considered if a motivation in writing requesting permission to be examined at an approved venue in accordance with the prescribed schedule has been submitted.
- (3) Examination centres outside the borders of the Republic of South Africa will be South African Diplomatic Missions or centres approved by the relevant accredited examination body.
- (4) The following criteria will be used to select a centre:
 - (a) A suitable room should be available for the conduct of the examination;
 - (b) Sufficient light and ventilation;
 - (c) The availability of a vault or safe for the safekeeping of the question papers and assessment material; and
 - (d) Suitable furniture, e.g. a chair and table for the candidate(s) and the invigilator.
- (5) Invigilation must be conducted in accordance with policy stipulated in this document.
- (6) It will be the responsibility of the Department of Higher Education and Training to supply the examination question papers and all material needed either by diplomatic bag or courier services outside the Republic of South Africa.
- (7) Adherence to the South African Standard Time requirements:
 - (a) It is a pre-requisite that candidates conform to the South African Standard Time requirements for the respective question papers; and
 - (b) Where this is not practical in terms of vast time zone differences, a quarantine period commencing at the time of the question paper will apply. Additional costs will be met by the candidate in this regard.
- (8) The candidate will be responsible for all expenses which include amongst others:

- (a) Packaging and distribution;
- (b) Invigilator for invigilating;
- (c) Renting of venue if applicable; and
- (d) Any other incidental costs.

16. Recording and Reporting of Exam

- (1) The marks obtained by NASCA candidates, as reflected on the mark sheets, should be captured by specially trained officials. All data being captured must be verified.
- (2) Standardisation of external examination marks is done by the quality assessor in conjunction with the assessment body based on directives provided by the quality assessor.
- (3) The release of results is subjected to the approval of Umalusi in terms of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.
- (4) After the release of results the assessment body will issue a statement of results to each candidate.
- (5) On fulfillment of all the requirements stipulated in Paragraph 9 of the *Policy for the National Senior Certificate for Adults: A Qualification at Level 4 on the National Qualifications Framework (NQF)*, a candidate will be issued with a NASCA certificate by the quality assessor.
- (6) On partial fulfillment of the requirements stipulated in Paragraph 9 of the *Policy for the National Senior Certificate for Adults: A Qualification at Level 4 on the National Qualifications Framework (NQF)*, a candidate will be issued a NASCA subject certificate by the quality assessor.

CHAPTER 4

THE SETTING, PRINTING AND DISTRIBUTION PROCESS

17. Setting of question papers

- (1) The Department of Higher Education and Training will select and appoint setting panels for the setting of NASCA question papers.
- (2) The selection and appointment of setting panels will be determined by the ability of applicants to meet the set criteria for selection.
- (3) The number of setting panels will be determined by the number of subjects to be examined and the number of question papers to be set per subject.
- (4) Members of setting panels will be appointed annually for up to a maximum of three (3) years.
- (5) The Department of Higher Education and Training will provide directives and responsibilities for setting panels. All panelists must adhere to these failing which the necessary disciplinary measures will be instituted.
- (6) Setting panels will be remunerated and compensated in accordance with annually approved tariffs published by the Department of Higher Education and Training.
- (7) Setting panels will be responsible for strict security and confidentiality of question papers during the setting process.
- (8) These setting panels will provide print ready question papers and marking guidelines and be responsible for the compilation of setting reports.
- (9) The Department of Higher Education and Training will ensure that all setting panels are trained and engage in a planning exercise prior to the commencement of setting.
- (10) The setting panel will set question papers for the mid-year examination sitting as well as a back-up question paper for each subject.

18. Monitoring of setting process

- (1) All aspects of the NASCA setting process are subject to monitoring and oversight by the Department of Higher Education and Training and monitoring by the quality assessor.

19. Printing and Distribution

- (1) The Department of Higher Education and Training will determine the printing, packing and distribution mechanisms best suited for the conduct of NASCA examinations.

CHAPTER 5

CONDUCT OF THE EXAMINATION

- (1) The Head of the institution or examination centre shall be deemed the Chief Invigilator for the NASCA examination and the Department of Higher Education and Training will officially appoint the Chief Invigilator in writing.
- (2) The Chief Invigilator will select and officially appoint Invigilators and Relief Invigilators in writing.
- (3) The number of Invigilators will be determined by the number of candidates registered for the examination sitting at a centre.
- (4) Invigilators will be appointed per examination sitting.
- (5) The Department of Higher Education and Training will provide directives and responsibilities for Chief Invigilators and Invigilators. All Chief Invigilators and Invigilators must adhere to these failing which the necessary disciplinary measures will be instituted.
- (6) The Chief Invigilator and Invigilators will be responsible for strict control and management of question papers, answer scripts and mark sheets and for maintaining the integrity and credibility of the examination process.
- (7) The Chief Invigilator will specifically provide leadership and oversight in all matters related to the conduct of an examination sitting and is responsible for the compilation of daily conduct reports. Invigilators will engage primarily in the administration and management of the conduct of the NASCA examination in an examination room.
- (8) The Department of Higher Education and Training will ensure that all Chief Invigilators are trained and engage in a planning exercise prior to the commencement of an examination sitting. Similarly, Chief Invigilators will train Invigilators and brief NASCA candidates on examination rules prior to the commencement of an examination sitting.
- (9) All aspects of the conduct process are subject to monitoring and oversight by the Department of Higher Education and Training and monitoring by the quality assessor.

21. Management, administration and conduct of computer-based examinations

- (1) To ensure the credibility and integrity of computer-based examinations, the Department of Higher Education and Training will provide directives for the management and administration of all computer-based examinations with respect to:
 - (a) Preparation for the examination session;
 - (b) Conduct of the examination session; and
 - (c) Filing and storage after the examination session.

22. Monitoring

- (1) It is the responsibility of the Department of Higher Education and Training to develop and implement directives for monitoring.
- (2) The monitoring must cover all stages of the examination cycle, commencing with the preparatory phase (i.e. state of readiness to conduct the examination) and concluding with the release of the results.

CHAPTER 6

THE MARKING PROCESS

23. Marking centre management and marking

- (1) The Department of Higher Education and Training will establish and register marking centres for the marking of NASCA subjects.
- (2) The establishment of a marking centre will be determined by its ability to meet the set criteria for a marking centre.
- (3) The Department of Higher Education and Training will select and appoint marking management teams and marking teams for the marking of NASCA subjects.
- (4) The selection and appointment of marking management teams and marking teams will be determined by the ability of applicants to meet the set criteria for selection.
- (5) The number of marking centres to be established and marking managers and markers to be appointed will be determined by the number of answer scripts to be marked.
- (6) Members of marking centre management teams and marking teams will be appointed annually for up to a maximum of three (3) years.
- (7) The Department of Higher Education and Training will provide directives and responsibilities for marking centre management teams and marking teams. All marking management and marking officials must adhere to these failing which the necessary disciplinary measures will be instituted.
- (8) Marking centres, marking managers and marking teams will be remunerated and compensated in accordance with annually approved tariffs published by the Department of Higher Education and Training.
- (9) If a subject is marked at more than one venue, special measures must be taken by the Department of Higher Education and Training to ensure a common standard of marking.
- (10) Both the marking management teams and the marking teams will be responsible for strict control and management of answer scripts and mark sheets during the marking process.
- (11) The marking management team will provide leadership and oversight of the marking process at a marking centre. The marking teams will engage primarily in the marking of answer scripts and be responsible for the compilation of marking reports.

- (12) The Department of Higher Education and Training will ensure that all marking centre management teams are trained. Similarly, marking management teams will engage marking teams in a training and preparatory exercise prior to the commencement of marking.
- (13) The same marking team members that marked the answer scripts for an examination sitting will be responsible for the re-mark process for that sitting.
- (14) All aspects of the NASCA marking process are subject to monitoring and oversight by the Department of Higher Education and Training and monitoring by the quality assessor.

24. Re-mark, re-check and viewing of scripts

- (1) A candidate may apply for the re-marking or re-checking of his or her examination scripts within twenty one (21) days of the official release of results by the Department of Higher Education and Training.
- (2) The candidate and/or the candidate's parent/guardian or representative will, subject to the *Promotion of Access to Information Act, 2000 (Act No. 2 of 2000)*, be allowed to view their script/s. Viewing of a script will only be allowed after a re-mark has been requested and concluded. The Department of Higher Education and Training will provide directives to govern this process.
- (3) The re-mark, re-check and viewing of scripts will be subject to an administration fee determined by and payable to the Department of Higher Education and Training.

CHAPTER 7

ACCESS TO ASSESSMENT AND CERTIFICATION INFORMATION

25. Accessibility of Assessment information

- (1) The Minister of Higher Education and Training is the custodian of the examination data. The Director-General approves access to examination data by members of the public, provided that the Department of Higher Education and Training approves its usage.
- (2) Assessment bodies must ensure that all examination material is properly filed to allow for easy retrieval.
- (3) The assessment body must keep all answer examination scripts and other examination related documentation, for at least six months from the date of release of examination results.
- (4) The assessment body may shred the examination answer scripts after six months unless litigation is still pending, for instance, scripts of candidates involved in irregularities.

26. Accessibility of Certification information

- (1) The assessment body must submit approved candidate records for certification to Umalusi subject to the directives issued by Umalusi.
- (2) The assessment body must thereafter immediately transfer the certification records to the historical certification records section of the examinations information technology (IT) system.
- (3) The assessment body must ensure that there are back-up copies of the historical certification records and that copies are supplied to SAQA for placement on the National Learners Records Database.
- (4) The assessment body must ensure stringent security measures during the storage, management and retrieval of all examination data and queries thereof.

27. Security and Confidentiality

- (1) The assessment body must take all reasonable steps to ensure the security and confidentiality of all processes, examination material, electronic data and other documentation relevant to the NASCA examination.

- (2) All officials involved with the NASCA examination must declare if they have near relatives participating in the NASCA examination to the assessment body. The assessment body will make a decision regarding the involvement of such officials in the examination process.

28. Documents and document control of the system

- (1) Documents printed off the examinations IT system are the responsibility of the assessment body. The assessment body must check and verify the accuracy of the data, signatures and any other information displayed on these documents.

29. Historical Certification records and data retention

- (1) Copies of historical certification records are a national asset and are the responsibility of the assessment body. The original documents of the examination and certification process will be part of the national filing system and subject to the *National Archives of South Africa Act, 1996 (Act No.43 of 1996)*.
- (2) Access to historical records is an integral part of the functioning of any assessment body. The assessment body should have a computer infrastructure that can access the centralised database. These records should be used for queries, combination of results and checking of fraudulent cases.

CHAPTER 8

IRREGULARITIES

30. Dealing with irregularities

- (1) The Department of Higher Education and Training must establish a National Assessment Irregularities Committee (NAIC) to investigate and process irregularities and an Appeals Committee to manage any candidate appeals arising out of decisions made by the NAIC.
- (2) The NAIC must deal with all irregularities arising during an examination cycle for NASCA.
- (3) All appeals must be directed to the Appeals Committee.
- (4) The Department of Higher Education and Training will put directives in place to manage irregularities which arise during the management, administration and conduct of an examination cycle.

31. Release of results under investigation

- (1) The assessment body must ensure that irregularities are finalised before the release of the results, thus ensuring that results that are withheld are based on firm evidence of an irregularity having occurred.
- (2) In instances where the nature of the irregularity is of such a nature that it cannot be finalised before the release of the results, the results of these candidates must be withheld pending further investigation.

ANNEXURE I

Draft

NATIONAL TRAINING STRATEGY/PLAN FOR GETCA AND NASCA EDUCATORS

2015/16

October 2014

TABLE OF CONTENT

PURPOSE	2
PROFILE OF AET EDUCATORS	2
TARGET	4
DURATION OF EDUCATOR TRAINING 2015 – 2016	4
MANAGEMENT OF THE TRAINING	6
KEY DELIVERABLES BY UNIVERSITIES/SERVICE PROVIDERS	6
PROPOSED TRAINING STRATEGY	6
TRAINING TIME-FRAMEWORK	7
MONITORING AND SUPPORT	7
COMMISSIONED UNIVERSITIES /SERVICE PROVIDERS	7
FUNDING/FINANCIAL IMPLICATIONS	8
TRAINING OF GETCA EDUCATORS	8

TRAINING OF NASCA EDUCATORS

MANUALS DEVELOPMENT

9

TRAINING STRATEGY/PLAN FOR GETCA AND NASCA EDUCATORS – 2015/16

PURPOSE

1. The main objective of this training strategy/plan for AET educators who are teaching both the General Education and Training Certificate for Adults (GETCA) and National Adult Senior Certificate for Adults (NASCA) programmes.
2. After undergoing this training, these educators have to improve the quality of teaching in the Community Learning Centres (CLCs) and Community Education and Training Centres (CETCs) in order to drastically improve both results of GETCA and NASCA. Better results of both GETCA and NASCA will afford adult and youth access to TVET Colleges and gradually to universities or universities of technology.

PROFILE OF AET EDUCATORS

3. Most of AET educators teaching in the public adult learning centres (PALCs) are part – time contract workers without tenure. Surveys have shown that around 90% of these PALCs operate from public schools and the rest from other public facilities like: community centres, other institutions and others operate from closed schools especially in Gauteng. In these centres, they offering is mainly focused on GETC and Senior certificate. There is no core curriculum and teaching is based on unit standards.
4. Currently the DHET is reviewing the GETC and shifting away from unit standards based curriculum framework to the development of a defined and directed curriculum for sub-levels 1 – 4.
5. The DHET has recently introduced the National Senior Certificates for Adults (NASCA) which is equivalent to NQF 4 with fewer subjects. It is hoped that NASCA will cater for adult and youth learners who will take their NQF 4 beside the NSC.
6. Most AET educators are at REQV 10, 11 and 12 and this means that in order for them to be well qualified and be registered by SACE, they should be at REQV 13. The National Education Evaluation and Development Unit (NEEDU) report (2012) has also shown that South African educators in general, including ABET educators (as some ABET educators also teach in the mainstream schools), have a serious challenge when coming to subject/content knowledge. That is why that it will be important for the DHET to train educators especially, at these two exist points GETCA and NASCA qualifications in order to improve the quality of learning in class rooms.

7. ABET educators hold an array of historic qualifications from different universities. Currently, AET educators hold different qualifications from Grade 12, school leaving certificates, other certificates such as the ETDP-SETA accredited ABET Level 4 and 5 certificates, diplomas, degrees and post-graduate degrees. Most AET educators hold qualifications which are professionally recognized to be teaching in schools.
8. A handful number of AET educators do not hold any qualifications in adult education and training. Currently qualifications for AET educators are recognized for employment in the DHET and for the purpose of REQV requirement.
9. It will be important for universities/service providers who will be training these GETCA and NASCA educators to have a full background and profile of these educators so that they can customize the training that will be appropriate to the current needs of these educators.
10. The Higher Education Qualifications Framework (HEQF) policy of 2007 was recently replaced by the Higher Education Qualifications Sub-Framework (HEQSF) of 2013. This policy is aligned to a 10 level National Qualifications Framework. This created the need for and provided the opportunity to develop a uniform set of professional qualifications for adult education and training educators envisaged community education and training lecturers in line with the provisions of the HEQSF.
11. It is important to develop a policy for adult education and training educators and community education and training lecturers in the form of minimum standards or requirements for the professional development and post – professional advancement of these educators and lecturers as part of their career paths as professionals employed by the Minister of Higher Education and training in AET centres and in public community education and training colleges.
12. Adult education and training educators and community education and training lecturers are therefore conceptualized within this policy to include professionals who support the delivery of the formal curriculum in community education and training colleges and include educators and lecturers, curriculum leaders and managers working in these settings.
13. The qualifications described in this policy may however also be adapted and utilized for professional training and development of adult education and training educators and community education and training lecturers and practitioners and developers who are

involved in the provision of formal, non-formal and informal training and development in other government departments and in the non-governmental or in the private sector.

TARGET

14. The Report on Statistics on Post-School Education and Training in South Africa (2011) indicates that there are 19 651 adult educators in South Africa. Most of these AET educators are either unqualified or under-qualified.
15. The AET Diagnostic Report (2013) indicates that some of adult educators possess only matric certificate but they also teach in the PALCs. For several years the Umalusi reports have recommended that the AET educators should be trained in content/subject knowledge in order to improve quality teaching in class and improve the ABET Level 4 results.
16. This proposed training is targeting AET educators who will be teaching the new GETCA and NASCA. The main target will be educators who are teaching AET Levels 3 and 4 and NASCA curriculum. It is hoped that the training and curriculum support provided to these educators will improve the pass rates at these two exit levels.

DURATION OF THE EDUCATOR TRAINING 2015 – 2016

17. The DHET has planned and budgeted for the training of GETCA and NASCA educators for a 2 year period (2015 – 2016).
18. The aim of this training project is to train educators and all NASCA educators who will be teaching NASCA programmes in those provinces that will be providing NASCA.
19. It will be important that educators who are teaching level 3 should be included in this training because past experience have shown that many educators who are teaching ABET level 4, most of them are also teaching ABET level 4.
20. Surveys and reports of the DHET have shown that most of the current cohorts of ABET educators who are teaching both level 4 and matric (senior certificate), are not well – qualified and lack subject knowledge in order to teach effectively youth and adult learners at these exits levels.
21. The White Paper for Post – School Education and Training (2014) has provided for the establishment the Community Colleges as institution type that is going to cater for

millions of out-of-school youth and adults. These Community Colleges will provide both GETCA and NASCA qualifications and other formal and non-formal programmes where possible.

22. The current review of AET sub-levels 1 to 4 programmes will lead towards GETCA and NASCA qualifications. This review of sub-levels 1 – 4 is intended to shift from unit standards based curriculum framework towards the development of a directed and defined curriculum for sub-levels 1 – 4.
23. The proposed and refined GETCA and registered NASCA qualifications will provide thousands out-of-school youth and adults a sound foundational and general education that will lead them to further education and occupational opportunities.
24. These two qualifications, in order to be successful and effective among youths and adults, it will be important to provide curriculum support and training to these cohort of educators in order for them to deliver quality programmes in the AET classes.
25. The previous several Umalusi exams reports have shown that adult and youth learners have been not doing well or have been performing badly in subjects like: mathematics, science, English and technology. It will be important that when the DHET is embarking on this training, should also target and prioritize on educators who are teaching the above mentioned subjects which have been scored very low by adult and youth learners.
26. The aim of this National Training Strategy/Plan is to train all GETCA and NASCA educators in curriculum support so that they can deliver quality results in both GETCA and NASCA qualifications exists.
27. This training of GETCA and NASCA educators will be part of specific continuous professional development which will be monitored from time to time by the DHET.
28. The DHET is intending to develop and distribute learning and teaching support material for both qualifications. The DHET will from time to time monitor and support the implementation of the developed curriculum and distribution of learning materials.
29. This training project will impact on close to 300 000 adult learners and youth and on about 18 000 educators who will be teaching these adult and youth learners at the two exist qualifications, GETCA and NASCA.

30. Initially the DHET has allocated an amount of R8 million for the overall project for preparing the system for the implementation of the GETCA and NASCA.

5. MANAGEMENT OF THE TRAINING

31. The management of this training will be located in the Vocational and Continuing Education and Training, in the Adult Education and Training Directorate.
32. The Chief Director will provide the oversight for the training. The Director: Adult Education and Training will be responsible for the management, implementation and monitoring of the training in all the provinces where training has taken place.

6. KEY DELIVERABLES BY UNIVERSITIES/SERVICE PROVIDERS

33. Train Levels 3 and 4 educators (GETCA) in identified subjects in each province;
34. Train NASCA educators in six subjects in each province;
35. Develop educators manual for both GETCA and NASCA educators
36. Develop assessment/portfolios for educators
37. Monitor together with DHET all implementation of training
38. It is expected that universities/service providers should introduce to all adult educators teaching methodologies of adult learning or the principles or approach to adult learning.
39. These educators in both GETCA and NASCA will be teaching out of school youth and drop – out adults, so, it will important for these adult educators to be strongly introduced to methodologies and principles of adult learning so that they can teach effectively in the envisaged community colleges.

PROPOSED TRAINING STRATEGY

40. The DHET intend to train these educators in 2015/16 in two tiers:
- **1st Tier:** the training of Core Teams in each province for both GETCA and NASCA.

- **2nd Tier:** the cascading of training by the Core Teams to districts and centres.

TRAINING TIME-FRAME

41. Time- frames will be determined by the procurement process.

MONITORING AND SUPPORT

42. DHET will be monitoring the implementation of training of educators in all the provinces.

COMMISSIONED UNIVERSITIES/SERVICE PROVIDERS

43. Train Core Teams in both GETCA and NASCA educators in all the provinces in six subjects.
44. Develop training manuals for the Core Teams of both GETCA and NASCA.
45. Monitor together with DHET the cascading in all the provinces.

FUNDING/FINANCIAL IMPLICATIONS

46. Project funding is available for the training of educators once the curriculum development process is complete.

ANNEXURE J

**Policy for the
National Senior
Certificate for
Adults**

GOVERNMENT NOTICE

DEPARTMENT OF HIGHER EDUCATION AND TRAINING**No. 658****2 September 2014**Council for Quality Assurance in
General and Further Education and Training**FOREWORD FROM THE CHIEF EXECUTIVE OFFICER OF
UMALUSI**

In terms of Section 24 of the National Qualifications Framework Act, Act 67 of 2008, Umalusi is the Quality Council for General and Further Education and Training.

Section 27(h)(iii) of the act requires Umalusi to ensure the development of such qualifications or part qualifications as are necessary for the sector. The National Senior Certificate for Adults (NASCA) is hereby published as policy in fulfilment of that requirement.

The NASCA is registered as an NQF Level 4 qualification on the General and Further Education and Training Qualifications Sub-framework of the National Qualifications Sub-framework.

A handwritten signature in black ink, appearing to read "Mafu S Rakomeisi".

Dr Mafu S Rakomeisi
CHIEF EXECUTIVE OFFICER

20 August 2014



Council for Quality Assurance in
General and Further Education and Training

**Policy for the National Senior Certificate for Adults:
A Qualification at Level 4 on
the General and Further Education and Training
Qualifications Sub-framework of the National
Qualifications Framework**

Umalusi

Published in August 2014 by:

Umalusi

Umalusi House
37 General Van Ryneveld Street
Perseus Technopark
Pretoria

Postnet Suite 102
Private Bag X1
Queenswood
Pretoria
South Africa

Tel: +27 12 349-1510
Fax: +27 12 349- 1511

<http://www.umalusi.org.za>

ISBN: 978-0-621-42930-5

CONTENTS

Acronyms

CHAPTER 1

Introduction to the Policy for the *National Senior Certificate for Adults: A qualification at level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF*

1.	Policy Framework	1
2.	Qualification Overview	3
3.	Rationale	3
4.	Purpose	4
5.	Exit Level Outcomes	5
6.	Identity of the particular learner group and General Requirements	5
7.	Entrance requirements for the <i>National Senior Certificate for Adults: A qualification at level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF</i>	6
8.	Duration and general enrollment and registration requirements	7
9.	Articulation	7

CHAPTER 2

Structure and Design of the *National Senior Certificate for Adults: A qualification at level on the General and Further Education and Training Qualifications Sub-framework of the NQF*

10.	The structure of the <i>National Senior Certificate for Adults: A qualification at level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF</i>	8
11.	Qualification requirements including Rules of Combination	8
12.	Provisos	9
13.	Certification requirements	10

CHAPTER 3

Curriculum and assessment of the *National Senior Certificate for Adults: A qualification at level on the General and Further Education and Training Qualifications Sub-framework of the NQF*

14.	Curriculum Overview	11
15.	Assessment structure	11

16. Recording and reporting of learner achievement	12
CHAPTER 4	
Accreditation	13
17. Minimum accreditation requirements for offering the NASCA	13
CHAPTER 5	
Transitional Arrangements	14
18. Transitional arrangements	14
19. Short title and commencement	14
Definitions	15
Annexure A	
Nationally Approved Subjects listed in terms of the Organising Fields of Learning of the NQF	18
Annexure B	
Nationally approved subjects that comply with the programme requirements of the <i>National Senior Certificate for Adults: A qualification at level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF</i>	19
Annexure C	
Subject coding for assessment purposes	20
Table C1: NQF Organising Fields as they relate to the subject coding system	20
Table C2: Subject Groupings	20
Annexure D	
Comparable international qualifications	21
Annexure E	
Critical Cross-field Outcomes and Developmental Outcomes	24

Acronyms

DHET	Department of Higher Education and Training
GENFETQSF	General and Further Education and Training Qualifications Sub-framework
GETCA	General Education and Training Certificate for Adults
HEI	Higher Education Institution
LOLT	Language of Learning and Teaching
NASCA	National Senior Certificate for Adults
NQF	National Qualifications Framework
NSC	National Senior Certificate
QC	Quality Council
SAQA	South African Qualifications Authority

CHAPTER 1

Introduction to the Policy for the *National Senior Certificate for Adults (NASCA): A qualification at level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF*

1. Policy Framework

- 1 The Minister of Higher Education and Training shall in terms of *section 41(B) of the Further Education and Training Act, 2006 (Act 16 of 2006) as amended*, determine national education policy in accordance with the provisions of the Constitution and this Act.
- 2 This policy document forms the basis for the Minister of Higher Education and Training to prescribe, in accordance with *section 43(1) of the Further Education and Training Act, 2006 (Act 16 of 2006) as amended*, minimum norms and standards for continuing education and training qualifications and part qualifications that are offered at colleges; a policy which pertains to candidates offering basic adult education through continuing education and training who do not attend public or independent schools as contemplated in *Chapters 3 and 5 of the South African Schools Act, 1996 (Act 84 of 1996)*.
- 3 This policy document stipulates the following:
 - a. Programme requirements;
 - b. Conditions for the issuing of a *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF*
 - c. Rules of combination for the issuing of a *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF*.
- 4 The norms and standards set out in this document must be given effect to by public institutions and Umalusi-accredited and registered independent institutions and/or providers offering the *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF*.
- 5 The outcomes and standards underpinning the curriculum, as well as the processes and procedures for the assessment of learner achievement stipulated in this document will be translated into regulations.

- 6 This policy document must be read in conjunction with the following acts, policy and guideline documents:
- a. General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001); the General and Further Education and Training Amendment Act, 2008 (Act 50 of 2008) and the NQF Act, 2008 (Act 67 of 2008),
 - b. *Further Education and Training Act, 2006 (Act 16 of 2006) as amended by (The Higher Education and Training Laws Amendment Act, (Act 25 of 2010), the Further Education and Training Amendment Act, (Act 3 of 2012) and the Further Education and Training Amendment Act (Act 1 of 2013).*
 - c. *The General and Further Education and Training Qualifications Sub-framework of the NQF (Regulated in August 2013).*
 - d. Standards and Quality Assurance for General and Further Education and Training – Umalusi Policy (June 2008, revised February 2013).
 - e. Curricula for the various subjects to be offered for the National Senior Certificate for Adults, listed in this document.
 - f. Assessment Guidelines, which form an integral part of the curricula, for the various subjects to be offered for the *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF*, listed in this document.
 - g. Policy and regulations pertaining to the conduct, administration and management of assessment for the *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-Framework of the NQF (to be developed after the publication of the qualification policy).*
 - h. Umalusi's *Directives for certification for the National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF (to be developed after the publication of the qualification policy).*
 - i. Umalusi's *Quality Assurance of Assessment* (February 2014).
- 7 This policy, and the policy and regulations pertaining to the conduct, administration and management of assessment for the *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further*

Education and Training Qualifications Sub-framework of the NQF, describe the rules and provisos for the award of the NASCA; A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF. The NASCA is awarded to successful candidates for the achievement of the exit level outcomes explicated in the curriculum documents underpinning the NASCA.

2. Qualification Overview

- 1 The *National Senior Certificate for Adults (NASCA)*, is a National Certificate at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the National Qualifications Framework.
- 2 The *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF* is registered as a 120-credit qualification. The outcomes of the qualification are further defined in the curriculum. The four subjects required for certification have equal weighting of 30 credits each.
- 3 The NASCA is part of the adult stream on the *General and Further Education and Training Qualifications Sub-framework of the NQF*. It is located at level 4 of the NQF alongside the Senior Certificate, NSC and the NC(V) Level 4.
- 4 The *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF* is a qualification underpinned by curricula for every subject, and which is nationally, externally assessed, and certified by Umalusi.
- 5 The NASCA may be used as a form of *recognition of prior learning (RPL)* since no formal learning programme is compulsory for registration for the examinations. A set of diagnostic tests are, however, required. Such tests will either indicate readiness to take the examinations or point to areas where additional learning is advisable before taking the challenge exams.

3. Rationale

- 1 The NASCA provides a general educational pathway for adults. Its focus, through broad, discipline-based curricula, is to build a reliable general education underpinned by the necessary cognitive proficiencies to support further study.

- 2 Achievement of the NASCA will indicate that the successful candidate has studied for and achieved competence, which can be described, in a general educational qualification at Level 4 on the NQF, which—like the *National Senior Certificate*—is quality assured and certified by Umalusi.
- 3 The NASCA is offered as a set of challenge examinations which allow candidates to prepare in any way they choose. The qualification has no formal learning programme requirements that need to be completed in order to register to write a subject. However, the demands of the subject are likely to be such that most people wishing to write the NASCA will benefit from participating voluntarily in a formal learning programme offered by a college or adult education centre.
- 4 The NASCA provides people with an opportunity to indicate what they know through taking a series of exams. Should candidates wish to improve their results in the NASCA they may register and write a subject more than once.
- 5 The structure of the NASCA accommodates a variety of education delivery options—face-to-face, distance, or a combination of the two—as well as the possibility of private tuition or self-study. Full-time and part-time study can be accommodated by the qualification's structure and design.

4. Purpose

- 1 The NASCA aims to provide evidence that the candidates are equipped with a sufficiently substantial basis of discipline-based knowledge, skills and values to enhance meaningful social, political and economic participation, to form a basis for further and/or more specialist learning, and possibly to enhance likelihood of employment. In these respects, the NASCA promotes the holistic development of adult learners. The intention is also that the quality of the learning offered by the NASCA will reinvigorate an interest in learning for many who have had possible negative experiences at school.
- 2 The NASCA aims to service an identifiable need in the basic adult education system not currently met by other qualifications on the NQF and to create pathways for further learning. It is designed to provide opportunities for people who have limited or no access to continuing education and training opportunities.

5. Exit Level Outcomes

- 1 The exit level outcomes for the NASCA which are defined below provide an indication that candidates successfully completing the qualification will be able to:
 - a. Identify, select, understand and apply knowledge useful to the identification of and solutions to problems in the area of study;
 - b. Demonstrate the necessary applied knowledge and skills identified for competence in a subject, including the use of the necessary technology;
 - c. Communicate, in writing, in their chosen fields of study, including capabilities such as making a synthesis of information from other sources, doing an analysis, motivating a position, and presenting a coherent argument in a variety of genres, as required for the field of study;
 - d. Reflect on their learning in order to re-establish an interest in learning and further study.
- 2 The capabilities expressed in the exit level outcomes for the qualification will be developed through—and during—the achievement of the outcomes for the individual subjects which the candidate studies. The breadth and depth of learning as well as the kinds of cognitive demand associated with the exit level outcomes are explained in greater detail in the individual subject curricula.
- 3 The Critical Cross-field Outcomes and the Developmental Outcomes, listed in Annexure E, inform the learning presupposed by this qualification, and are embodied in the outcomes for every subject offered in the NASCA.
- 4 The award of the NASCA confirms that a successful candidate has been deemed competent—through the assessment of the required combination of subjects—in the capabilities expressed in the exit level outcomes, and is consequently granted a nationally recognized qualification.

6. Identity of the particular learner group and general requirements

- 1 The *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF* is not designed for persons enrolled at a public or independent

school, nor for persons learning through other modes of education (such as home education), referred to in the *National Education Policy Act, 1996 (Act 27 of 1996)* and the *South African Schools Act, 1996 (Act 84 of 1996)*.

- 2 Candidates may, but need not, enrol to prepare for the NASCA at a public or Umalusi-accredited and registered private education institution as determined by the Minister of Higher Education and Training.
- 3 Candidates may study independently for the NASCA and then register for the examinations at an examination centre, which is registered with an assessment body accredited by Umalusi.
- 4 Candidates registered at public and independent schools, as contemplated in the *South African Schools Act, 1996 (Act 84 of 1996)*, **may not** register for this qualification, nor offer subjects listed in this policy document.
- 5 For the purposes of this policy, an adult is deemed to be a person who is eighteen (18) years or older.
- 6 A valid South African document of identification is compulsory for all adult learners enrolling for the NASCA and registering for the NASCA examination.

7. Entrance requirements for the *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-Framework of the NQF*

- 1 Subject to the limitations expressed in Section 4, no person is excluded from registering for the NASCA examinations.
- 2 There are no minimum entrance requirements set for the NASCA. However, achievement at the following levels provide an indication that the minimum capabilities required for the achievement of the NASCA are in place:
 - a. An official Grade 9 school report which indicates promotion to Grade 10, the age requirement notwithstanding; or
 - b. A General Education and Training Certificate for Adults (GETCA); or
 - c. Another SAQA-registered NQF Level 2 or 3 qualification with a language and mathematics as fundamentals.

8. Duration and general enrolment and registration requirements of the *National Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF*

- 1 Candidates registering for a *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF* may register for any number of subjects per examination sitting.
- 2 The NASCA qualification may be completed in a single examination sitting. It must, however, be completed within six (6) years of the date of initial registration. A requirement designed to prompt candidates to complete the qualification while the credits awarded reflect current curriculum requirements.

9. Articulation

- 1 Learners who have succeeded in achieving this qualification should be able to access opportunities for further learning and to be considered for access to Higher Certificate courses, Diploma programmes or Bachelor's Degree programmes, depending on the level of their achievements and upon their meeting the entrance requirements set by Higher Education Institutions (HEIs) for various programmes.
- 2 The NASCA is designed to enable articulation with other qualifications on the General and Further Education and Training Qualifications Sub-Framework, the Higher Education Qualifications Sub-Framework as well as the Occupational Qualifications Sub-Framework, all three being sub-frameworks of the National Qualifications Framework.

CHAPTER 2

Structure and Design of the *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF*

10. The structure of the *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF*

- 1 The NASCA qualification must be completed within six (6) years of the date of initial registration.
- 2 Candidates will offer subjects selected from the subjects listed in Annexure A of this policy document.
- 3 The qualification and its assessment have been structured to allow candidates to demonstrate, without additional programme-related obstacles, whether they have acquired—in a limited number of subjects—a level of general academic competence that is recognised as equivalent or superior to that demonstrated by candidates leaving school with a NSC or Senior Certificate.

11. Qualification requirements including Rules of Combination

- 1 Subject to *paragraphs 6 (Identity of the particular learner group and General requirements)*, *12 (Provisos)* and *16 (Assessment structure)*, an adult learner must register for and write subjects in the *National Senior Certificate for Adults: A qualification at level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF* as prescribed below in order to satisfy the certification requirements set out in paragraph 13:
 - a. Register for and write an external examination in a minimum of two (2) compulsory subjects to be selected from both (i) **and** (ii):
 - i. One language from Organising Field 4, *Communication Studies and Language*;

- ii. Either Mathematics *or* Quantitative Literacy from Organising Field 10, *Physical, Mathematical, Computer and Life Sciences*;
- b. Register for and write a minimum of two additional (2) subjects, selected from amongst the following:
 - i. An additional official language;
 - ii. Natural Sciences from Organising Field 10, *Physical, Mathematical, Computer and Life Sciences*;
 - iii. Information and Communication Technology from Organising Field 10, *Physical, Mathematical, Computer and Life Sciences*;
 - iv. Human and Social Sciences from Organising Field 7, *Human and Social Studies*;
 - v. Economic and Management Sciences from *Organising Field 3*
- 2 Candidates intending to study further must register for and write an external examination in at least one language of learning and teaching (LOLT) offered at institutions of further and higher education.
- 3 A candidate may offer more than the required minimum of four (4) subjects, worth 30 credits each. Additional subjects are reflected on the certificate.

12. Provisos

- 1 A candidate may not register for more than one language from each of the following language groups:
 - a. IsiNdebele, IsiXhosa, IsiZulu, Siswati;
 - b. Sepedi, Sesotho, Setswana.
- 2 A candidate may not register for both Mathematics and Quantitative Literacy.

13. Certification requirements

- 1 Subject to the provisions of Paragraph 16(4)(d) and (e) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*, and subject to paragraph 11 of this document, a *National Senior Certificate for Adults: A qualification at level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF* shall be issued to a candidate who has complied with the following promotion requirements:
 - a. Achieved at least 50% in a minimum of four (4) subjects in the external examinations as contemplated in paragraph 11 above.
- 2 A candidate achieving a minimum of 50% is regarded as competent in the outcomes expressed for that subject.
- 3 The candidate's achievement will be indicated on the certificate as a percentage for each subject.
- 4 The results of two or more NASCA subject statements will be combined to allow a successful candidate to receive a *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF*, provided that the qualification requirements in paragraph 11 and certification requirements in paragraph 13 (1) (a) have been fully met. Such a combination must be requested on behalf of the candidate by the assessment body concerned.

CHAPTER 3

CURRICULUM AND ASSESSMENT

14. Curriculum Overview

- 1 The *National Senior Certificate for Adults: A qualification at level 4 on the General and Further Education and Training Qualifications Sub-framework* of the NQF is underpinned by a national curriculum policy.
- 2 The national curriculum policy must be succinct and must provide guidance for the teaching and assessment of the subjects, while conforming to the necessary curriculum dimensions.
- 3 The curriculum underpinning the *National Senior Certificate for Adults: A qualification at level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF* must align with the purpose of the qualification.
- 4 The Department of Higher Education and Training is responsible for the development of the curriculum.

15. Assessment structure

- 1 Assessment of learning in the *National Senior Certificate for Adults: A qualification at level 4 on the General and Further Education and Training Qualifications Sub-Framework of the NQF* consists of two components namely:
 - a. Readily available self-assessment tests (exemplars) which provide evidence to candidates of their readiness to write the examination in the subject concerned; and
 - b. Nationally-set external examinations.
- 2 Only the marks achieved in the nationally-set external examination, moderated and standardized by Umalusi, are considered for the awarding of the qualification.
- 3 The external examination, as contemplated in sub-paragraph (1)(b) is set and marked by assessment body that has been accredited by Umalusi

and/or by the Department of Higher Education and Training, and moderated by Umalusi.

- 4 The norms and standards to which all assessment bodies must give effect are stipulated in the policy document, *National policy and regulations on the conduct, administration and management of the National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF*. Assessment bodies are required to adhere to the quality assurance directives issued by Umalusi in respect of this qualification.

16. Recording and reporting of learner achievement

- 1 After the release of results, the assessment body that has been accredited by Umalusi to offer the NASCA examinations or the DHET will issue a statement of results.
- 2 On fulfilment of all the requirements stipulated in Paragraphs 11 and 13, Umalusi issues a candidate with a National Senior Certificate for Adults.
- 3 Partial fulfilment of the requirements stipulated in Paragraph 11 and 13 results in the candidate being issued a subject statement that reflects the candidate's achievement.

CHAPTER 4

ACCREDITATION

17. Minimum accreditation requirements for offering the NASCA

- 1 A private assessment body that has an interest in conducting the external examinations of the NASCA, should meet all the accreditation requirements as set out in Umalusi's accreditation policy for assessment bodies and be accredited by Umalusi to offer the NASCA examinations.
- 2 Private learning institutions that have an interest to deliver the learning programmes of the *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF*, should meet all the accreditation requirements as set out in Umalusi's accreditation policy and be accredited by Umalusi to offer the qualification.
- 3 Private examination centres examining the NASCA must be registered as examination centres with an assessment body that has been accredited by Umalusi to examine the NASCA or with the Department of Higher Education and Training.

CHAPTER 5

Transitional Arrangements

18. Transitional arrangements

- 1 This policy will commence on the day of its promulgation in the Government Gazette and becomes effective in institutions referred to in par 1 (4).

19. Short title and commencement

- 1 This policy may be cited as the **NASCA** policy and/or the *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the National Qualifications Framework (NQF)*, and will come into effect on the date of publication in a Government Gazette.

Definitions

Adult	For the purposes of this policy, an adult is a person who is eighteen years or older.
Assessment Body	A department of education or any other body accredited by Umalusi, the Council for Quality Assurance in General and Further Education and Training, as a body responsible for conducting external assessment.
Candidate	An adult learner who has registered for the final examinations of the <i>National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF</i> .
Certification	The formal recognition by means of the issuing of a certificate that a candidate has successfully met the minimum promotion requirements for a qualification, in the present instance, the issuing of the <i>National Senior Certificate for Adults</i> by Umalusi.
Curriculum	A curriculum is 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 which provides the core features and principles of the subject discipline, and includes a more detailed description (syllabus) which covers the topic areas and specifies, in terms of the depth, breadth and level of difficulty and cognitive demand as well as the types of understanding and outcomes required from the candidate for the purpose of the qualification to be fulfilled. b) The enacted curriculum: the responsible, distinctive and creative 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.
Education Institution	As contemplated in the General and Further Education and Training Quality Assurance Act (Act no 50 of 2008), as amended.
Examination	The external examination for the National Senior Certificate for Adults: <i>A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF</i> , which is quality assured by Umalusi, conducted by the Department of Higher Education and Training and/or any other Umalusi-accredited assessment body.
Examination Centre	A centre which is registered by the Department of Higher Education and Training or by an Umalusi accredited private assessment body to offer and conduct external examinations.
General and Further Education and Training Qualifications Sub-framework	One of three qualifications sub-frameworks which comprise the National Qualifications Framework. The General and Further Education and Training Qualifications Sub-framework is developed and managed by Umalusi, Council for Quality Assurance in General and Further Education and Training.
Learner	Any adult person, including part-time learners, receiving education at a public or independent learning institution linked to an accredited assessment body or an adult person engaged in self-study directed towards the achievement of the qualification.
National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-Framework of the NQF	A qualification to be offered on a date as determined by the Minister of Higher Education and Training by means of a <i>Government Notice</i> in the <i>Government Gazette</i> , and subsequently quality assured and certified by Umalusi.
Qualification	A planned combination of exit-level learning outcomes, which has a defined purpose and that is intended to provide learners with applied competence and a basis for further learning. This learning culminates in the formal recognition of successful learning achievement through the award of a formal certificate.
Umalusi	Umalusi, the Council for Quality Assurance in General and

	Further Education and Training established in terms of the <i>General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)</i> .
--	---

Annexure A**Nationally approved subjects listed in terms of the Organising
Fields of Learning of the NQF**

No	Organising fields of learning	Subjects
3	Business Commerce and Management Studies	Economic and Management Sciences
4	Communication Studies and Language	11 official South African languages
7	Human and Social Studies	Human and Social Sciences
10	Physical, Mathematical, Computer and Life Sciences	Quantitative Literacy; Mathematics; Natural Sciences; Information and Communication Technology

Annexure B

**Nationally approved subjects that comply with the
programme requirements of the *National Senior Certificate
for Adults***

Organising field	Subject	Subject Number
3	Business, Commerce and Management Studies	
	Economic and Management Sciences	903431274
4	Communication Studies and Language	
	Afrikaans	904401014
	English	904401024
	IsiNdebele	904401034
	IsiXhosa	904401044
	IsiZulu	904401054
	Sepedi	904401064
	Sesotho	904401074
	Setswana	904401084
	SiSwati	904401094
	Tshivenda	904401104
	Xitsonga	904401114
7	Human and Social Studies	
	Human and Social Studies	907431254
10	Physical, Mathematical, Computer and Life Sciences	
	Mathematics	910411224
	Quantitative Literacy	910421234
	Natural Sciences	910431244
	Information and Communication Technology	910431264

Annexure C

Subject coding for assessment purposes

C.1 Subjects

The subject codes for the subjects listed in Annexures A and B consist of nine digits that have the following meaning:

- first digit: "9" indicates that the subject is a NASCA subject;
- second and third digits: indicate the NQF Organising Field (up to two digits) (see **Table C1**);
- fourth and fifth digits: indicate the subject groupings, as defined below (see **Table C2**);
- sixth and seventh digits: indicate unique subject codes within each NQF Organising Field; and
- eighth digit: indicates the NQF level of the subject.

Table C1: NQF Organising Fields as they relate to the subject coding system

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

Table C2: Subjects

	Subject Group
40	Official Languages
41	Mathematics
42	Quantitative Literacy
43	Additional Subjects

Annexure D

Comparable international qualifications

Qualifications focused on assisting adults to achieve a recognized qualification appear to fall into two categories, though the two are not completely separate. The first category has its primary focus on allowing candidates to provide evidence of satisfactory performance in English to be allowed access to higher education. The TOEFL Test, developed by the Education Testing Services in the United States, is such a test: its target group is second language speakers of English across the globe wishing to have access to further study, primarily but not exclusively, in colleges in the United States.

The second group of qualifications has a more general educational intent, and all are intended to provide adults with the opportunity to prove that they have acquired the necessary knowledge and skills provided by a general high school education. In these qualifications, a language and mathematics are regarded as central. While many candidates successfully complete the qualification with the equivalent of a high-school leaving certificate, the qualification is also viewed as opening up access to higher education. The GED Tests and the Mature Student High School Diploma are examples of qualifications of this sort. The NASCA is seen as being a qualification of this type.

1. GED Tests

The GED Tests form a programme of the American Council of Education (ACE). They provide adults who did not complete their formal high school programme with the opportunity to certify their attainment of high-school level academic knowledge and skills, using tests that are field-tested and normed on graduating high school seniors before becoming final test forms. ACE claims that only 60% of graduating high school seniors would pass the GED Tests on their first attempt.

The GED Test battery comprises five content area assessments: Language Arts—Reading; Language Arts—Writing; Mathematics; Science, and Social Studies. Completing the test battery takes just over 7 hours.

In order to pass the GED Tests, a test-taker must earn a minimum total standard score on all 5 tests and a minimum standard score on each content area test.

Individual states, provinces or programmes in the United States recognize the GED Tests and award a qualification in recognition of the tests. The name given to the qualification depends on the U.S. jurisdiction that is awarding the credential: almost two thirds of the jurisdictions refer to it as a diploma, while the remaining third award a certificate. The credentials for the GED are issued by the jurisdictional partners.

According to the Annual Survey of Colleges 2007 (2007: The College Board), 98% of colleges and universities that require a high school diploma accept the GED credential. According to the Society for Human Resources Management (2002), 96% of companies accept applicants with a GED credential for jobs requiring a high school degree.

The GED Tests have formed part of the U.S. educational environment for almost 70 years, and have undergone 4 major overhauls during that period. ACE is, however, launching its 5th GED series in 2011.

The questions on the GED Tests are classified by cognitive level using an adaptation of Bloom's taxonomy.

Information accessed 12/01/2011 at www.acenet.edu.

2. TOEFL Test

The TOEFL Test is a language-only test, developed and quality assured by Education Testing Services (United States). It is, however, designed to allow non-native English speaking test-takers to demonstrate that they have the English skills required to perform in an academic environment. ETS argues that 'many universities consider it the most appropriate test to use when making admissions decisions.' It provides a directory of 7 500 colleges, universities and agencies which accept TOEFL scores: these have different minimum entry requirements based on the TOEFL scores.

The test is offered as a paper-based test as well as an internet-based online test, which is offered between thirty and forty times a year. The paper-based tests are offered six times a year, 'where the internet-based testing is not available'.

The TOEFL Test provides scores in four skills areas—Reading, Listening, Speaking and Writing, in a battery of tests which last approximately four hours. Test-takers are allowed to retake the tests as many times as they choose. The scores achieved remain valid for a period of two years.

Information accessed 12/01/2011 at www.ets.org.

3. Mature Student High School Diploma

The Mature Student High School Diploma is one of a range of additional opportunities offered by Manitoba Education, a provincial education department in Canada. The intention is to allow adults to graduate from Senior Years, viz the last three years of schooling.

The Diploma requires that a candidate study for 30 credits, four of which must be at Grade 12 level, and must include a Language Arts credits as well as one for

Mathematics. The remaining four can be taken across Grades 9 -12. The study options include English Language Arts (Grades 9 – 12, with 3 options in the last 3 years: English Comprehensive; English Literary, and English Transactional); Mathematics (Grades 9 -12 with 4 options in Grade 10; 5 options in Grade 11 and 5 in Grade 12: Accounting; Applied Math; Consumer Math V; Pre-calculus Math), Physical Education/Health Education(Grades 9 -12); Science (Gr 9 – 10); Social Studies (Gr 9); Geography (Gr 10); Canadian History (Gr 11). Several additional optional courses are also available, and include, for example, Introduction to Drafting Design Technology (Gr 9) Electricity/ Electronics (Gr 9); Art (Gr 9 -10) Keyboarding (Gr10); Chemistry (Gr 11 – 12); Physics (Gr 11 – 12).

The Diploma is open to people who are at least 19 at the time of enrolment for a programme directed at completing the Mature Student Graduation Requirements, or ones who will reach the age of 19 before the completion of the course in which the person is enrolled. The Diploma is also open to people who have been out of school for six months or more, and out of school long enough for the class, of which they were last a member, to have graduated from Senior Years, and for people who have not yet obtained a high school diploma.

The Diploma is offered at schools, Adult Learning Centres and as Distance Learning through a Distance Learning Unit. The various options for independent study have different registration requirements—from specific dates to registration at any time.

The courses consist of modules or sequences, and the number of these modules varies from course to course. Each module covers a section of the course and includes several lessons. The lessons include assignments which students are expected to complete and self-evaluate. These assignments include projects, tests, essays and/or examinations. Students are expected to finish a course within a year of registration, and are advised that each course will require approximately 165 hours to complete. Students who have not completed the course within the 12 months are withdrawn from the course.

Upon completion of all the course requirements, candidates receive a Statement of Standing indicating the award of Senior Year credit(s).

Annexure E**Critical Cross-field Outcomes (CCFOs) and Developmental Outcomes**

The CCFOs express qualities that should be achieved in all qualifications. These outcomes demand evidence of problem-solving, the ability to work with others, to access information, understand the consequences of one's actions and so on.

SAQA defines CCFOs as "those generic outcomes that inform all teaching and learning" (Ref: SAQA Website Glossary of Terms). According to SAQA, the CCFOs 'are those outcomes deemed critical for the development of the capacity for life-long learning'. It is compulsory for standards-setters to incorporate some of the critical outcome at the appropriate level on the NQF.

These are the critical outcomes adopted by SAQA:

- i. Identify and solve problems in which responses demonstrate that responsible decisions using critical and creative thinking have been made.
- ii. Work effectively with others as a member of a team, group, organization, community.
- iii. Organize and manage oneself and one's activities responsibly and effectively.
- iv. Collect, analyse, organise and critically evaluate information.
- v. Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
- vi. Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
- vii. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

SAQA also identified five developmental outcomes. They are:

- i. Reflecting on and exploring a variety of strategies to learn more effectively;
- ii. Participating as responsible citizens in the life of local, national and global communities;
- iii. Being culturally and aesthetically sensitive across a range of social contexts;
- iv. Exploring education and career opportunities;
- v. Developing entrepreneurial opportunities.

Programmes of learning must assist learners to become aware of the significance of these developmental outcomes in their own lives.

ANNEXURE K

**Draft Minutes of the
Adult Education and
Training Internal Task
Team Meeting held on
10 – 11 September
2014**

**DRAFT MINUTES OF THE ADULT EDUCATION AND TRAINING
INTERNAL TASK TEAM MEETING HELD ON 10-11 SEPTEMBER 2014
AT NDINAYE HOUSE, FRANCIS BAARD STREET, PRETORIA**

SECTION A: PROCEDURAL MATTERS

A1. OPENING AND WELCOME

The chairperson Dr Mahlobo, Chief Director: Programmes and Qualifications opened the meeting and welcomed all members present. The meeting had to be delayed due to conflicting times stated in the invitation letters and the agenda.

The chairperson requested everyone to introduce themselves. The following were noted during the introductions:

Ms Ntuntu Molemane introduced Ms Sipiwe Dladla as the new curriculum specialist for Mpumalanga.

Ms Josephine Mekgoe, the Director for Adult Education and Training (AET) in North West has changed her title to Reverend.

The agenda for the meeting was adopted without changes. The meeting noted that Mr John Slater would join the meeting on the second day of the meeting.

A2. ATTENDANCE AND APOLOGIES

ATTENDEES

NAME OF OFFICIAL	PROVINCE
Dr EB Mahlobo (Chairperson)	DHET
Mr D Diale	DHET
Ms J Sibiya	DHET
Mr B Makobe	DHET

Mr T Moloi	DHET
Mr R Phillips	Northern cape
Mr A Damon	Western Cape
Ms T Masondo	Gauteng
Ms N Nyovane	Gauteng
Ms S Dladla	Mpumalanga
Mr T Thwala	Mpumalanga
Ms N Molemane	Mpumalanga
Mr S Mncube	Kwa-Zulu Natal
Mr Z Gwanya	North West
Rev. J Mekgoe	North West
Ms N Teka	Eastern Cape
Ms Z Mgoduka	Eastern Cape
Ms R Mantshiu	Limpopo
Mr R Mudzanani	Limpopo
Mr D Moloi	Free State
Mr Z Nonkwelo	DHET
Ms N Williams	DHET
Mr F Reyneke	DHET
Mr S Erasmus	DBE
Dr M Ramarumo	DBE
Mr J Slater	DHET
Ms E Kodisang (Scribe)	DHET
Mr S Motloutsi (Intern)	DHET
Ms N Legodi (Admin Clerk)	DHET

APOLOGIES

Ms Dorothy Masipa's apology was noted, she was however represented by Mr Zweli Nonkwelo.

The attendance register is attached as annexure to the minutes.

A3. PURPOSE OF THE MEETING

Dr Mahlobo clarified why there was a need for AET Internal Task Team as well as the AET HEDCOM sub-committee as follows:

The AET Internal Task Team was established based on the recommendations made by the Community Education and Training Colleges (CETC) Task Team. He indicated that the Internal Task Team carried a broader mandate in the sense that it has to serve an overarching role in AET matters by attending to developments and making recommendations on the CETCs as well as looking into the conventional issues pertaining to policies, qualifications and norms on AET.

The Task Team was urged to familiarize themselves with the Terms of Reference which were sent together with the invitations.

SECTION B: MATTERS FOR DISCUSSION

B1. ANNUAL PERFORMANCE PLAN (APP)

Mr Diale did a presentation on the APP for 2014/15 and emphasized the key indicators affecting PEDs. The presentation is attached as annexure to the minutes.

The following issues were raised as challenges:

- 1) Compliance to the teacher/ learner ratio of 1:20;
- 2) Norms and standards for funding are not accommodative to the learner;
- 3) Dual registration of learners for both June and November examinations which reflects as high rate of absenteeism;
- 4) Tracking and retention of learners;
- 5) The location of the performance measure on the enrolment of learners for exams currently sits with exams and yet curriculum is expected to account; and
- 6) Clarity to be provided between a financial year and academic year.

DECISIONS

- 1) The meeting agreed that the following programme performance measures must be added:
 - a. Pass rate;
 - b. Certification rate;
 - c. Throughput rate subject to system development and readiness; and
 - d. Target date 2016/17.

- 2) Mr Nonkwelo to draft letters to individual Provincial Education Departments (PEDS) to seek clarity on the funding information submitted;
- 3) The AET Directorate must set up a meeting between Curriculum, SITA and Examination Units (National and Provincial); and
- 4) KZN and Limpopo to engage Department of Higher Education and Training (DHET) HR unit with regards to issues relating to Persal.

B2. FUNCTION SHIFT

Presentations were done by Ms Nadia Williams and Mr Fanie Re yneke. The Presentations covered verification of staff data and provincial consultation visits. The meeting pack included the two circulars that had been sent to provinces on function shift process. The following were issues raised based on verification of data and visits.

- 1) The information flow is a challenge;
- 2) There were fears with change of employment from Educators Act to Public Service Act;
- 3) Unions were not properly informed;
- 4) Provinces would still be required to issue the contracts, the DHET will manage them after the shift; and
- 5) In Kwa-Zulu Natal particularly, most districts were opting to remain with the Department of Basic Education (DBE).

DECISION

- 1) The Department's HR must set up a meeting that will be made up of national and provincial HR and AET Curriculum units to reconcile function shift issues.

B3. UPDATE ON THE CETC POLICY

Ms Juliet Sibiya did a presentation on the update of the draft CETC policy as well as the draft implementation plan for CETCs. Of importance to note is that the draft policy would be re-gazetted for comments. The draft policy will be shared with PEDs once finalized.

DECISIONS

- 1) The presentation of the Draft Policy on Community Colleges and the Draft implementation plan must be emailed to provincial colleagues.
- 2) The draft policy to be distributed to PEDs once finalized.

B4. IDENTIFICATION OF SITES FOR CETC

Mr Diale did a presentation on the identification process for Community Colleges and update on the identified sites. He made mention that the emphasis is on the establishment of Community Colleges rather than conversion. He also indicated that formal communication will be sent to Provinces regarding the process forward also to clarify the issue of piloting. As a way forward the meeting wanted guidance on the following issues:

- 1) What are the immediate things that PEDs should be doing in preparation for the CETCs?;
- 2) What is the envisaged date for conversion/establishment?;
- 3) Will there be communication to the identified centres?; and
- 4) Provinces to be provided with the implementation plan.

DECISIONS

- 1) The process of identification of centres to host the community colleges is still valid and subject to approval of the centres for this purpose by the Minister. PEDs must therefore await formal communication.
- 2) There must be appreciation that the authoritative document is the draft policy which is to be published for comment.

B5. QUARTERLY REPORTING

Mr Makobe did a presentation on quarterly reporting tools. The tools were included in the meeting pack. The following were noted as challenges on quarterly reports:

- 1) Adherence to deadlines;
- 2) Submission of valid data;
- 3) Different templates used; and
- 4) Challenge with the head count/ need for common understanding of a headcount.

DECISIONS

- 1) Mr Makobe must send the electronic copy of the template to PED AET officials.
- 2) PED officials must submit the quarterly reports on the dates determined by the DHET and on the template provided by the DHET.

B7. DESIGN EVALUATION

Mr Diale did a presentation on design evaluation. The purpose was to share information and update PEDs on developments in the Department. He further indicated that a service provider has been appointed to assist with the policy development.

DECISION

- 1) PEDs to familiarize themselves with the Terms of Reference included in the meeting pack so as to understand the nature and the scope of the Design Evaluation process.

B8. REVIEW OF FUNDING FRAMEWORK FOR TVET AND COMMUNITY COLLEGES

Mr Nonkwelo did a presentation on the terms of reference for the funding norms for AET. The terms of reference were included in the meeting pack. The presentation was appreciated as it provided a broad picture particularly on TVET colleges. The meeting noted that there is still a need for a presentation that gives more details to AET issues.

B9. KHA RI GUDE (KRG) UPDATE

Dr Ramarumo, the CEO of Kha ri gude was invited to provide an update as well as to engage on Kha ri gude. Dr Ramarumo did a presentation on the achievements of KRG since its inception. In her presentation she also mentioned that KRG has appointed Provincial representatives who will be based in PEDs and assured that this will make liaison between AET and KRG easy.

The meeting posed the following issues to the CEO and appealed for her intervention:

- 1) Absorption of KRG learners into AET programmes;
- 2) Synergy between KRG and AET;
- 3) Sharing of educators employment in both KRG and AET;
- 4) Share the contact persons and sites for KRG in provinces including data and records; and
- 5) Mpumalanga made a special appeal for KRG to reach the communities in Mkhonto and Mkomazi.

DECISIONS

- 1) The issues pertaining to KRG must be escalated so that they become an agreement between DBE and the Department. The articulation of KRG programme will in the interim be facilitated by the newly appointed PED KRG coordinators
- 2) This articulation must be formalised through an Memorandum of Agreement between the Ministers of Basic Education and of Higher Education and Training
- 3) Dr Ramarumo will send a correspondence to Mr Diale of the formal appointment and the details of KRG provincial co-ordinators for dissemination to AET units.

B10. UPDATE ON NASCA AND NASCA CURRICULUM DEVELOPMENT PROCESS

Mr Diale informed the meeting that Umalusi has gazetted the NASCA qualification policy. The gazette was circulated in the meeting pack.

The Task Team was also given an update that the curriculum development process was at an advanced stage, the subject working groups had submitted the draft documents which will then be published for public comments. The process of materials development will also be undertaken and the provinces will be informed accordingly in due course.

DECISION

- 1) Provinces must familiarize themselves with the NASCA policy.

B11. UPDATE ON THE SENIOR CERTIFICATE

Mr Sammy Erasmus from the DBE did a presentation on the Senior Certificate. He informed the Task Team that the Senior Certificate was declared as policy in August 2014. He also indicated that the DBE was still working on a circular that would give guidance on the changes made to the Senior Certificate.

He indicated the following key issues that would be covered in the circular:

- 1) Registration would commence in October 2014 and end in January 2015;
- 2) Examination guidelines will be made available on the DBE website;
- 3) The circular would be sent out on 12 September 2014; and
- 4) The need for advocacy campaign for the Senior Certificate.

PEDs indicated that provinces would assistance with capacity building for the educators who were involved with the old Senior Certificate given the adaptation to CAPs.

DECISIONS

- 1) DBE will issue a circular regarding the offering and examinations
- 2) The Department to issue a circular to the HODs to ask their FET units to train adult educators.

B12. GETCA QUALIFICATION AND CURRICULUM DEVELOPMENT PROCESS

Ms Kodisang did a presentation on the draft GETCA qualification. The intention of the presentation was to update the Task Team on the developments on the GETCA. The presentation was based on the draft GETCA gazette that was published for comments in March 2014. The presentation is attached as annexure to the minutes.

The Task Team was also informed that the curriculum development process will commence once GETCA is finalized. The PEDs would be involved in the curriculum development process.

B13. REPORT ON THE CURRICULUM SUPPORT WORKSHOPS AND LEARNER IMPROVEMENT PLANS

Ms Kodisang did a presentation on the curriculum support workshops undertaken with PEDs in 2013/14 financial year. The meeting noted that Limpopo and Kwa-Zulu Natal could not be reached in the 2013/14 financial year. The meeting also noted that there was a still need for engagement with educators in Limpopo, KZN, Eastern Cape and Free State however due to budget constraints alternative ways must be explored for the workshops to happen.

KZN and Eastern Cape indicated that they will be in contact with the AET Directorate at the Department on the matter. The presentation also covered critical areas for learner improvement. The presentation is attached as annexure to the minutes.

B14. EDUCATOR QUALIFICATION POLICY

Mr Moloi did a presentation on the draft Educator qualification policy as gazetted for comments in June 2014. The policy once finalized is intended to identify and describe a set of qualifications

for current educators as well as the lecturers for the envisaged community colleges. The presentation is attached as annexure to the minutes.

B15. CURRICULUM INTERVENTION REPORTS

The presentations by PEDs had to be deferred due to a lengthy discussion on the AG report. Instead PEDs were requested to submit their reports no later than 14 November 2014. PEDs were also informed that there will be a meeting in December where the reports will be tabled and discussed.

B16. COLLECTIVE AGREEMENT FOR AET

Mr John Slater, Director for Labour Relations did a presentation on the collective agreement.

He highlighted the following points to the PEDs:

- 1) The provincial contracts are not standard, they vary in form and methods;
- 2) There must be clarity on the total funding allocated for contracts;
- 3) Signing must be concluded by end October;
- 4) There is a need for a proper post provisioning model;
- 5) Contracts that are in existence by 31 March 2015 will be transferred to the Department;
- 6) Contracts will be taken “voetstoot” in line with Section 197 of Labour Relations Act, as well as in terms of the Public Service Act; and
- 7) Any outstanding compensations will remain the liability of the old employer PEDs

DECISION

- 1) Mr Slater to email the revised copy of the collective agreement to Mr Diale for distribution to Provincial colleagues.

CLOSURE

Dr Mahlobo thanked everyone for attending. He further appreciated the level of engagements by the PEDs and their commitment to the course of AET. The meeting adjourned at 14:00.