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**A Qualification and  
Assessment System  
for ABET:**

**Towards a Framework  
for Implementation**

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# INTRODUCTION

## 1. Purpose of this Document

This document is written for ABET providers and educators in the public, private and community sectors. It is aimed at those who implement ABET delivery, in relation to both co-ordinating and management activities as well as teaching activities. The document outlines features of public policy, and gives strategies to implement public policy on ABET assessment.

The document is divided into two parts. Part I draws together the recent policy developments that provide the context for an ABET qualifications and assessment system. It summarises the main features of NQF-related concepts and systems which will affect ABET qualifications and assessment. It is aimed mainly at those in co-ordinating positions who need an overview of the system in which ABET assessment will take place. (This could mean ABET officials and Public Adult Learning Centre managers/ principals in the state system, centre co-ordinators or training managers in the NGO or private sector). Part II is aimed mainly at those who teach, that is the on-site ABET educators working in different contexts. It is a practical guide to implementing good assessment practices in the context of the NQF, giving guidelines on various aspects of assessment.

We hope that readers will find both parts of the document useful. Educators may find that they use Part II regularly, and seldom consult Part I; however, they will find Part I useful in order to put their practice into a wider context. Managers who are more concerned with understanding the broader systems may find that an insight into the everyday assessment practices at classroom level help improve their management skills.

Some parts of the systems and policy framework are still under discussion. It is for this reason that the document has been placed in a file. As policies and structures are finalised, readers can simply replace sections of the file with updated information.

The file should be looked at as resource which contains useful information and practical guidelines.

## **2. Overview of the ABET Qualifications and Assessment system**

### **2.1 What do we assess in ABET?**

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In its broadest sense, Adult Basic Education and Training includes any learning programme that covers knowledge and skills in the General Education and Training band. This could range from religious studies or book-keeping to weaving or welding.

In this context we are assessing three things:

- ⊙ A learner's progress and problems during a course or learning programme;
- ⊙ A learner's achievement of the outcomes of learning;
- ⊙ A learner's prior knowledge and experience.

### **2.2 Why do we assess in ABET?**

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Linked to what we assess are the purposes for which we assess. These are many: for placement into a learning programme, to show where our learners need help or how they progressing during a learning programme (formative), to see if they are competent in relation to certain standards and levels (summative), for the award of credits and the award of qualifications, and so on.

For those learners aiming at progressing within the National Qualifications Framework (NQF), summative assessment reflects a learner's progress through the ABET levels towards a General Education and Training Certificate (GETC) at NQF Level 1<sup>1</sup>, and entry into the Further Education and Training (FET) band.

### **2.3 How do we assess in ABET?**

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There are many methods of assessment and levels of assessment, most of which will be discussed in detail in Part II of this document. Assessment will be done by the educator during the learning programme for various reasons (formative), or at the end of a learning programme (summative). External assessment is done by an assessor body accredited by the Education and Training Quality Assurer (ETQA). Assessment results may be used by the ETQA for quality assurance. This is dealt with in more detail in Part II.

<sup>1</sup> This does not mean that entry into the FET band depends on getting a GETC, although this may be the norm.

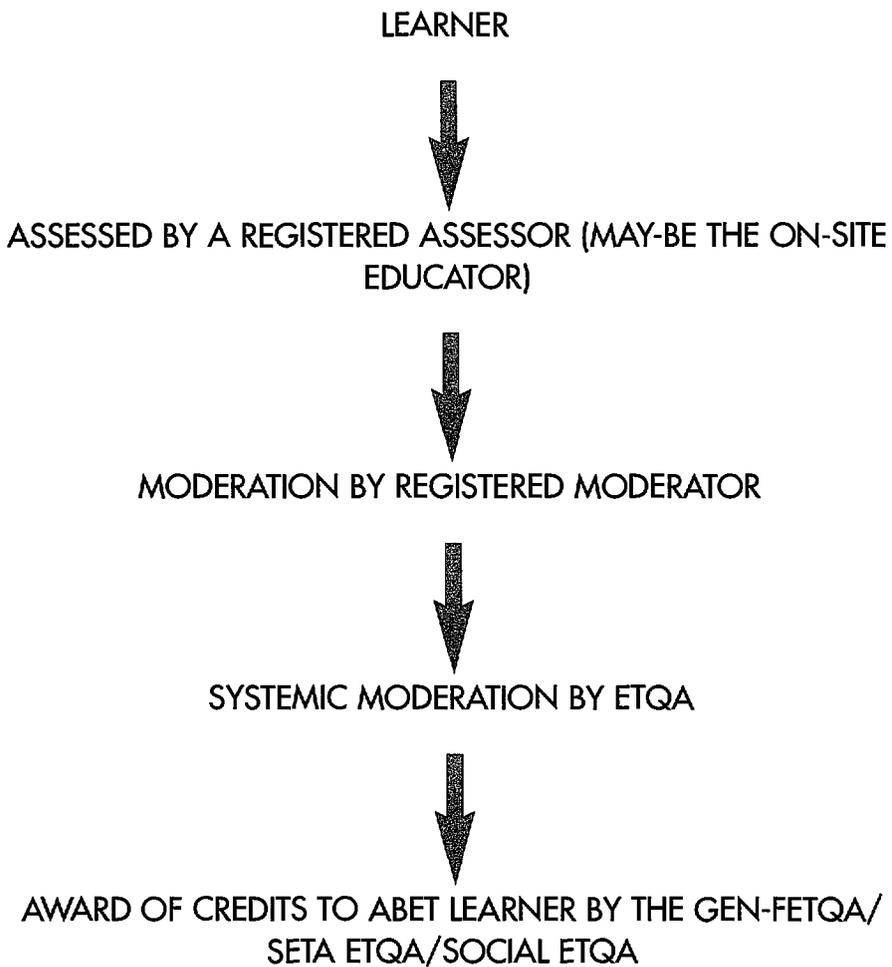
## **2.4 Who assesses ABET?**

This is a systems question which can be answered on many levels. All assessors must be registered with the Education and Training Quality Assurer (ETQA). The assessor may be the person who actually teaches the learners, that is, the on-site educator. In order to make sure that learners are all getting the same treatment, however, there has to be some form of moderation: that is, checking that different assessors are working to the same standards. (This is important as ABET learners can be awarded credits registered on the NQF at all ABET levels). This will involve moderation carried out by registered moderators, or moderation by accredited assessment agencies. Finally, there has to be a national moderation to check that the ABET assessment system is meeting certain standards - that is, systemic moderation to provide quality assurance of ABET. This will be carried out by an Education and Training Quality Assurer (ETQA). These systems are discussed in Part I of this document.

You will find an overview of assessment agents and levels on the next page. The terms used are explained in Part I Section 2 of the document.

# ASSESSMENT AGENTS AND LEVELS

## LEARNERS AT ABET LEVELS 1 - 4



# PART I:

## CONCEPTS AND CONTEXTS

### 1. The NQF and OBET

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# PART I: CONCEPTS AND CONTEXTS

## 1. The NQF and OBET<sup>2</sup>

The NQF is the system through which people's learning will be recognized. It is the structure in which qualifications are housed, based on principles which will make our certification systems and learning routes more accessible.

The three main tasks of the NQF and its related structures are to set up ways in which:

- ⊙ standards for education and training will be developed and registered
- ⊙ qualifications can be put together; and
- ⊙ the quality of education and training can be monitored and developed.

Standards are descriptions of learning achieved. They take the form of outcomes brought together in unit standards, giving value to both knowledge and skills. Learners achieve credits when they are assessed against unit standards, and these credits and unit standards ultimately lead to qualifications. Clear national standards exist in a framework that recognises learning achieved in a number of ways and places. On a structural level, the NQF aims to free up our systems of qualifications, and therefore the learning and career pathways open to learners.

The decision to develop national standards led to a shift to outcomes-based education and training. This was partly due to a recognition that our curricula and methodologies in both school and training systems have been overloaded with content, and have not paid enough attention to other kinds of skills. Our systems placed too much emphasis on 'knowing facts' without the skills to understand the contexts of knowledge, or how to apply this knowledge in real life situations. OBET demands an approach that gives learners the skills to adapt and transfer their learning to different contexts (e.g. from school to workplace; from one industry to another).

OBET is based on the idea that explicitly defining the desired learning outcomes encourages good education and training: that is, education and training that will achieve the goals of application and transfer. Outcomes are the results of learning processes and refer to knowledge, skills and attitudes. Outcomes are shown through performance: that is, the focus is on what learners can do when they reach a certain stage in learning, and how they

<sup>2</sup> This section is adapted from parts of the following documents: (i) The NQF: A Resource Reader, M King for Paul Musker & Associates and the Gauteng Department of Education, March 1999; and (ii) Guidelines for a macro-approach to ABET Assessment & Assessor Bodies, Department of Education Adult Directorate, Draft March 1998.

can apply new skills and knowledge in different contexts, rather than on the topics that must be covered in a learning stage.

Outcomes can be developed for any learning area. In order to support the transformative aims of the NQF, however, a set of outcomes that are essential to all good learning have been identified. These are called the 'critical cross-field outcomes' or 'critical outcomes'. They go across different learning areas, and include skills and values such as being able to work in a group, being able to solve problems, and being able to communicate effectively. The Critical Outcomes are at the heart of the new approach to curriculum. They are seen as promoting independent and critical thinking for lifelong learning. The Critical Outcomes are given in Part I Appendix B.

There are still many debates about what using an OBET approach means in practice. Two issues worth noting are as follows:

⊙ *Does an OBET approach demand a particular teaching methodology?*

Some people have argued that outcomes are to do with outputs and should not be confused with inputs. In other words, how a learner achieves an outcome - the inputs, such as teaching and learning approaches, learning tasks and activities, materials and so on - is irrelevant, as long as the learner can demonstrate the achievement of the outcome. On the other hand, many outcomes are themselves designed in order to promote certain values. This has implications for teaching methodology. For example, outcomes that demand proactive, critical and independent learners will best be achieved through teaching methods that use approaches such as activity-based learning, group work, integrated tasks and so on.

⊙ *What does this mean for teaching and assessment practices?*

As we suggested above, the South African version of OBET does promote a learner centred and activity-based approach to teaching and learning. These things are not of course new, or exclusive only to OBET. Good teaching draws on these ideas and practices along with many other strategies.

The 'new' in OBET in relation to much of our past teaching and training practice seems to lie mainly in two things: first, the way in which knowledge, skills and attitudes are explicitly named in outcomes and assessment criteria; and second, the demand for evidence of achievement through different kinds of processes and performances. OBET creates a clear awareness of what exactly we are teaching and how we are assessing it.

Given that OBET principles relate to skills which can be applied and transferred, OBET demands learning and assessment opportunities that:

- ⊙ involve applying skills rather than reproducing facts or ideas;
- ⊙ lead to the performance of complex tasks;
- ⊙ lead to real products or solutions;
- ⊙ are set in a meaningful context that brings together various skills and ideas;
- ⊙ can be transferred to different contexts.

These principles in turn mean that there must be more emphasis on formative, classroom or workplace based assessment rather than summative assessment such as external examinations. Evidence of the learner's achievement is gathered over time in a number of different ways. These issues are discussed more fully in Part II.

## 2. The context for OBET assessment

This document is concerned with qualifications and assessment issues, and does not discuss unit standards and learning programmes in detail. This information is available from a number of other sources. However, it is very important to remember that we do not assess our learners in a vacuum: the NQF provides a very definite context in which learning and assessment takes place. Educators need to read all the guidelines for assessment in this document in the context of their knowledge about unit standards and learning programmes. This section gives a brief summary of the main features of unit standards and learning programmes as they relate to assessment<sup>3</sup>.

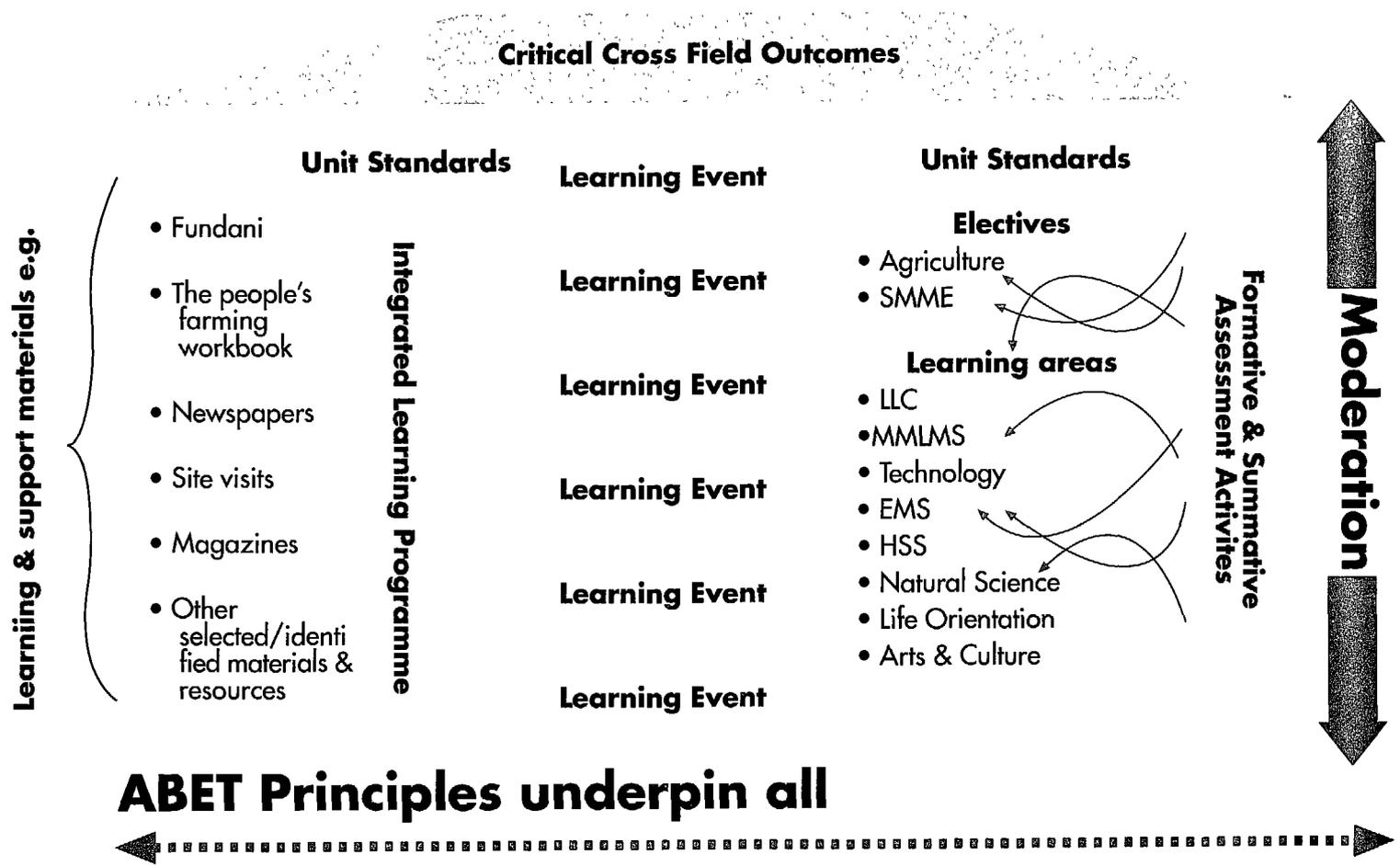
Figure 1.1 shows how the components of the curriculum relate to one another.

Unit standards, OBET learning programmes and OBET learning support materials have to be in place before we implement OBET assessment

<sup>3</sup> Parts of this section are taken and adapted from The NQF: A Resource Reader. M King for Paul Musker & Associates & the Gauteng Department of Education, January 1999.

# The Curriculum Framework: How the various components relate to one another

Fig 1.1



## 2.1 Unit Standards

The outcomes-based education and training (OBET) approach means that national standards are written as outcomes in unit standards.

In order to award learners 'credits' which are registered on the NQF, and which reflect a meaningful milestone of learning and training, groups of specific outcomes are brought together into a unit standard. A unit standard organises and describes what the learner will know and be able to do as a result of learning. A unit standard also states the level and range of competence, and what evidence can be used for assessment.

Unit standards have a number of functions. First, as we discussed, they are the building blocks for qualifications. They can also be used as a guide for assessment, learning, and designing learning programmes and material.

Read the following section while referring to a registered set of unit standards.

**Level**

This shows the level of the NQF on which the unit standard is registered. This unit standard is at GETC level, NQF Level 1. This is also sometimes referred to as ABET 4.

**Credit**

This refers to the number of credits that will be awarded to a learner who achieves this unit standard.

**Dates**

This indicates the date when the unit standards were developed and when they should be reviewed and updated.

**Purpose**

This statement sums up the competence the unit standard describes, by expanding on the title. In some unit standards the purpose suggests who the standard is for.

**Learning Assumptions**

This refers to what the learner is assumed to know before he or she attempts this standard.

**Specific outcomes**

These are the outcomes that make up the competence described by the unit standard. They describe what the learner will be able to do.

**Assessment criteria**

These describe the evidence that will show that a learner has achieved an outcome - that is, they tell the assessor what to look for. (They do not, however, tell you how to assess the evidence.)

**Special Notes**

These highlight anything particular to this unit standard of field.

**Range**

This describes the boundaries for performance for a unit standard at a particular level. This could be done through suggesting contexts through which the outcomes will be demonstrated and may indicate limits and exclusions for a level

We must remember that we are only at the beginning of the development of the unit standards. Many standards you will come across are still in draft form. In a few years time, there will be many unit standards in all twelve fields of learning. ABET practitioners will be able to select and combine these to create qualifications and learning programmes

It is important to remember that unit standards are organising tools to help plan and assess learning. Unit standards are not learning programmes: they underpin and give focus to learning programmes. We teach towards the

outcomes in unit standards through learning programmes: and we assess against unit standards, assessing evidence in terms of the criteria given in unit standards.

We must also note that unit standards do different things in different areas of learning. The nature of knowledge and skill in an area such as SMME might be very different from that in an area like Communication. These differences will affect the way people reach the outcomes and the kinds of assessment that might be appropriate. While the assessment guidelines in this document are intended as general guidelines, keep in mind that they may have to be adapted for different learning areas.

## 2.2 Learning Programmes

The ABET policy document describes a learning programme as:

*"... an education or training programme, course or set of course modules through which learners can achieve agreed upon learning outcomes."*<sup>4</sup>

What is clear from these and other definitions in policy documents is that 'learning programmes' will vary greatly in size and scope depending on their purpose, and the number and level of specific outcomes which they are linked to. A learning programme could be a short course that focuses on a very specific area of study, or could be a longer course that might integrate a number of learning areas.

## 2.3 How do unit standards relate to learning programmes?

A unit standard is NOT a learning programme. Learning programmes will generally bring together a number of unit standards, which could be from different learning areas.

The unit standards do not provide detailed information on design features such as learning sequence, teaching methodology and specific methods of assessment.

Unit standards therefore do give some guidance, but their main function is to inform developers of the learning programmes, and guide with regard to the kind of evidence that will illustrate those outcomes.

<sup>4</sup> Policy Document on ABET. Department of Education, AET Directorate. October 1997.

## 2.4 Learning Programmes and Assessment

The issue of evidence brings us to assessment. OBET demands various forms of formative assessment. Learning programmes will include mechanisms for assessment. While the assessment criteria in a unit standard are helpful, they do not in themselves tell educators how to assess.

What we have said about unit standards and learning programmes provides the framework in which the guidelines on assessment in the following chapters should be read. The learning programmes will incorporate various assessment tools and activities. Educators will develop their own learning programmes, or may use and/or adapt various courses and materials developed for the ABET sector.

## 3. Quality Assurance and ETQAs

### 3.1 What is Quality Assurance?

Quality assurance is the system that is put in place to make sure that the education and training received by learners is of good quality: that is, it is effective and relevant. The quality assurance system is made up of various processes and structures.

In the end, quality assurance means checking whether education and training enable learners to meet the national standards that have been put in place through SAQA registered unit standards and qualifications. In the case of ABET, this means any ABET unit standards developed, and the overall outcomes for the general education and training band.

In order to reach this end objective, however, we need to look different aspects of ABET provision. What are the quality elements for ABET? Some of these are as follows:<sup>5</sup>

- ⊙ Educators with good teaching and assessor skills, sound knowledge of their learning area, and commitment;
- ⊙ Learners who are motivated and committed;
- ⊙ Learning programmes and materials which are relevant and user-friendly;
- ⊙ Providers who have the capacity to deliver, in terms of factors such as management skills, financial and human resources, and logistical support.
- ⊙ A context which helps learners learn effectively, in terms of practical

<sup>5</sup> IAAB Consultative Workshop, 1-2 July 1999.

- and emotional needs
- © A system which recognises learning achieved, and provides real pathways for progression.

When all these things are in place, good quality education and training provision is sure to exist. In the real world, however, things are not so clear cut. A quality assurance system can help monitor provision with a view to identifying and improving areas which are not up to standard.

To sum up in NQF terms: the aim of quality assurance is to make sure that the objectives and principles of the NQF are carried out. These objectives and principles become the indicators or signs of quality. They can be set out as follows: <sup>6</sup>

<b>Principle</b>	<b>Definition</b>
Integration	...form part of a system of human resources which provides for the establishment of a unifying approach to education and training
Relevance	...be and remain responsive to national development needs
Credibility	...have national and international value and acceptance
Coherence	...work within a consistent framework of principles and certification
Flexibility	...allow for multiple pathways to the same learning ends
Standards	...be expressed in terms of a nationally agreed framework and internationally acceptable outcomes
Legitimacy	...provide for the participation of all national stakeholders in the planning and co-ordination of standards and qualifications
Access	...provide ease of entry to appropriate levels of education and training for all prospective learners in a manner which facilitates progression
Progression	...ensure that the framework of qualifications permits individuals to move through the levels of national qualifications via different appropriate combinations of the delivery system
Portability	...enable learners to transfer their credits or qualifications from one learning institution and/ or employer to another
Recognition of Prior Learning	...through assessment, give credit to learning which has already been acquired in different ways, e.g. through life experience
Guidance of Learners	...provide for the counselling of learners by specially trained individuals who meet nationally recognised standards for educators and trainers

<sup>6</sup> Taken from SAQA Draft 5 Criteria and Guidelines for ETQAs, undated, page 6.

## 3.2 The NQF Quality Assurance System

SAQA has set up its structures so that standard setting (that is, developing and registering unit standards and qualifications) and quality assurance are separate but related functions. The standards are needed in order to provide the benchmark against which provision can be measured. The quality process begins with standards setting and the registration of standards and qualifications on the NQF. This document is not concerned with the details of standard setting, but looks at how to quality assure against these standards. Because quality assurance means checking whether learners are enabled to meet national standards, assessment plays a crucial role in the system. The quality assurance system basically has two areas of focus: looking at how providers are monitored and accredited, and looking at how learners and learning achievements are assessed and certificated.

The overall picture has been described as a 'quality cycle' as follows:

- ⊙ *The product or outcome:*  
awards, achievement of standards or qualifications; accreditation.
- ⊙ *The inputs:*  
learning provision; programmes; learning and learner resources; life or experiential learning.
- ⊙ *The process:*  
The quality of the learning and assessment interactions; the quality of the monitoring and auditing interactions.<sup>7</sup>

The quality assurance system is the set of processes put in place to monitor providers and how they assess.

### 3.2.1 Education and Training Quality Assurers (ETQAs)

The bodies that have responsibility for quality assurance of Education and Training can be established in three sectors:

- ⊙ A social sector
- ⊙ An economic sector
- ⊙ An education and training sub-system sector.

In the economic sector Sector Education and Training Authorities (SETAs) will be established. SETAs have many functions, only one of which is quality assuring training in a particular industry area (e.g. education and training for the building industry).

In this document we are concerned with the Education and Training Quality Assurer (ETQA) in the education and training sub-system sector, which deals primarily with quality assurance for general and formative education, which includes ABET.

<sup>7</sup> SAQA Draft 5 Criteria and Guidelines for ETQAs, page 8.



The quality assurance system rests on the idea of **accreditation**. This means that a body is officially recognized and commissioned to carry out certain functions. In essence, the quality assurance system consists of two forms of accreditation. First, SAQA registers and accredits all ETQAs. Second, these bodies are then responsible for registering, accrediting and monitoring providers of education and training to ensure that they can deliver learning and assessment to the standards registered on the NQF. In sum, an ETQA will have two main functions: to accredit providers, and to certificate learners (that is, in terms of their achievements in relation to standards and qualifications.)

To outline these functions in more detail, the following extract from SAQA Draft 5 Criteria and Guidelines for ETQAs is included.

- "9 (1) An Education and Training Quality Assurance Body will -
- (a) accredit constituent providers for specific standards or qualifications registered on the National Qualifications Framework;
  - (b) promote quality amongst constituent providers
  - (c) monitor provision by constituent providers;
  - (d) evaluate assessment and facilitation of moderation amongst constituent providers
  - (e) register constituent assessors for specified registered standards or qualifications in terms of the criteria established for this purpose;
  - (f) take responsibility for the certification of constituent learners;
  - (g) co-operate with the relevant body or bodies appointed to moderate across Education and Training Quality Assurance Bodies including but not limited to, moderating the quality assurance on specific standards or qualifications for which one or more Education and Training Quality Assurance Bodies are accredited;
  - (h) recommend new standards or qualifications to National Standards Bodies for consideration, or modifications to existing standards or qualifications to National Standards Bodies for consideration;
  - (i) maintain a data-base acceptable to the Authority;
  - (j) submit reports to the Authority in accordance with the requirements of the Authority; and
  - (k) perform such other functions as may from time-to-time be assigned to it by the Authority.

These functions [can be] clustered as: (i) ETQA focus and accreditation of constituent providers; (ii) quality promotion; (iii) monitoring, assessment and moderation; (iv) certification; and (v) reporting and recommending."

*(SAQA Draft 5, Criteria and Guidelines for ETQAs, page 17)*

The form in which the ETQA relevant to ABET will carry out its functions has not been finalized. A brief discussion of the current proposal put forward by the ETQA task team of the National Department of Education follows.

### 3.3 The GEN-FETQA

It is proposed that there will be one ETQA responsible for quality in the General Education and Training Band - NQF level 1 (early childhood development, Grade R - Grade 9 and ABET) and the Further Education and Training Band (Grade 10 - 12, or NQF Level 2 - 4).

This ETQA will be responsible for the quality of what is being called **general formative** education and training in the General Education and Training (GET) and Further Education and Training (FET) bands. In other words, this means education and training that is **not** occupationally or vocationally specific, such as welding or engineering. It would cover standards for traditional school subjects, as well as 'generic skills' such as life skills, health and safety awareness and (especially for ABET learners) standards in areas like Small Medium and Micro Enterprises or Agriculture. In these areas this ETQA would accredit providers, certificate learners, and register assessors.

A lot of education and training goes on in the GET and FET bands in different ways and at different learning sites. In order to cover all these effectively, it is proposed that the ETQA have three chambers: for FET, for GET (schooling) and for GET (ABET). The GEN-FETQA will carry out its functions in different areas through these chambers.

It will also achieve some of its objectives through the help of other agencies. These agencies will be called assessor bodies or assessor agencies. They include provinces and examinations boards. These bodies will deal with the assessment of learners, monitor providers to see if they can be accredited, and recommend the registration of assessors in the relevant learning areas to the ETQA. It may be that these assessor bodies contract other local bodies to carry out these functions. These bodies are called 'contracted agencies'.

The diagram and the attached notes which follow sum up the features of the GEN-FETQA.

Please note that there are various features of the proposal still under debate. Most important is how the ETQA relates to the National Directorate of Quality Assurance in the Department of Education, in terms of areas of responsibility and linkages. Also unclear is how provincial structures relate to both the ETQA and the National Directorate of Quality Assurance. These issues relate directly the **monitoring and evaluation** functions of the education department at both provincial and national level. This section of the file will be updated when this is finalised.

**OUTLINE OF CORE AND DELEGATED FUNCTIONS  
OF THE GEN-FETQA<sup>8</sup>  
GENERAL AND FURTHER EDUCATION  
AND TRAINING QUALITY ASSURANCE BODY  
GEN-FETQA**

- ⊙ Monitors, moderates and validates assessments delegated on its behalf to accredited assessment and evaluation agencies
- ⊙ Awards qualifications and credits towards them with reference to specified standards and qualifications registered on the NQF (listed overleaf)
- ⊙ Registers constituent assessors accredited by the ETDP SETA through its ETQA functions
- ⊙ Accredits constituent providers, granting or with-holding full or conditional accreditation in consultation with its three chambers
- ⊙ Maintains an adequate data-base and follows agreed recording and reporting procedures
- ⊙ Provides a quality management system for its own work and work delegated to other bodies
- ⊙ Supervises bodies to which it delegates the functions listed below but not its own accountability to SAQA.
- ⊙ Recommends new standards and qualifications, or modifications to existing ones to appropriate NSBs.

*Assessment agencies* to be invited to apply for accreditation to perform delegated ETQA functions under GEN-FETQA control: (rationalisation for selection is given below)

E Cape	W Cape	Gaut	Mpu	N West	N Cape	KZN	Free State	N Prov	IEB	Tech Coll (DoE)
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These assessor bodies remain under the supervision of the GEN-FETQA, which is obliged to monitor and moderate their activities. They will:

- ⊙ Assess learner achievements and recommend their accreditation and certification to the GEN-FETQA
- ⊙ Recommend the registration of constituent assessors accredited by the ETDP SETA
- ⊙ Recommend the registration of constituent providers to the GEN-FETQA. They will either carry out these functions themselves or delegate them to 'contracted agencies'.

Chambers of the GEN-FETQA, which meet to consider the accreditation of providers in their defined sector:

<b>FET chamber</b>	<b>GET Compulsory schooling chamber Includes ECD expertise</b>	<b>GET ABET chamber</b>
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NB: This table should be read together with the notes on the following page.

<sup>8</sup> This section is taken from Task Team Report on the Establishment of a GEN-FETQA. Draft 1 (July 1999) from the ETQA Task Team convened by the National Department of Education. This section will be revised once that report is finalized.

## NOTES ON OUTLINING CORE AND DELEGATED FUNCTIONS OF THE GEN-FETQA

### **1. Chambers**

The chambers will meet and make a general report to the EQTA biennially. The chambers will each consist of 25 representatives of the specified sector. Each member will be obliged to make herself or himself available for accreditation work for a minimum of 20 days per year. When the GEN-FETQA considers recommendations for conditional or full accreditation it shall call at least three representatives from the appropriate chamber to help it in its deliberations. The representatives shall be called according to a pre-determined quota, and which shall be agreed in advance for each calendar year.

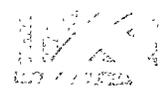
Each chamber would include representation from:  
ELSEN and OPEN LEARNING/ DISTANCE EDUCATION/ MULTI-MEDIA.

The ABET and the FET chambers shall include at least one third of members with a background in workplace or industry training, including individuals with expertise and understanding about learnership-based qualifications.

### **2. Rationale for the selection of assessor bodies**

The bodies currently accredited by SAFCERT to assess general and formative education will be invited to apply to assess and accredit on behalf of the GEN-FETQA. If they apply, they must meet the criteria set by the GEN-FETQA, which will include: capacity, experience and expertise in relation to the specified qualifications and standards which they apply to assure; a demonstrable client base; an acceptable business plan, detailed for three years and extending for a five year period.

The GEN-FETQA will consider the SAFCERT-accredited agencies first. If the successful applicants can cover all the institutions effectively, there will be no need to extend the number of accredited agencies to act on behalf of the GEN-FETQA. However, if additional need can be demonstrated, other bodies may be considered at a later stage. The GEN-FETQA must ensure that it delegates to an appropriate number of agencies. This number should be determined by the GEN-FETQA's own capacity to effectively monitor and supervise the work of these agencies. The agencies themselves may use 'contracted agencies' if these meet certain criteria.



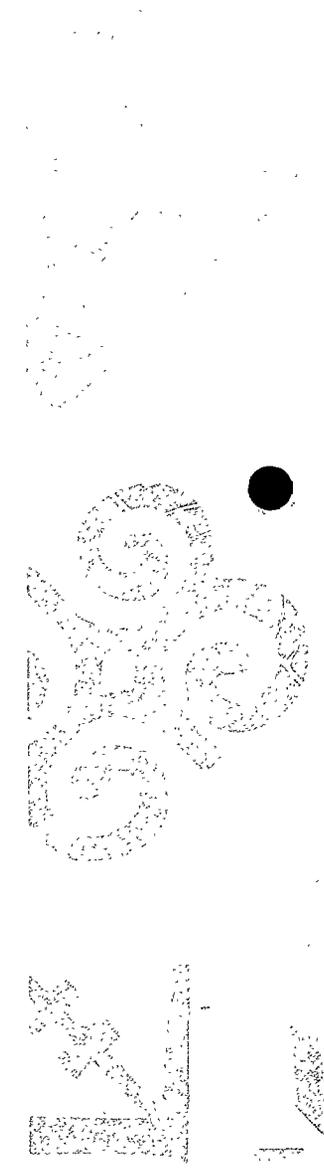
### **3. Qualifications and standards which are the prime focus of the GEN-FETQA**

The GEN-FETQA will recognise learner achievements and award qualifications registered on the NQF, or credits towards qualifications based on standards registered on the NQF, in the following areas:

- ☉ Whole qualifications (whether unit-standard based or not) at GETC (NQF level 1, also known as ABET level 4) and FETC levels (NQF levels 2-4) which are not the primary focus of a SETA, professional body or institute accredited by SAQA to perform ETQA functions;
- ☉ Part qualifications, whether unit-standard based or not, at ABET levels 1-3, as well as NQF levels 1-4, primarily in Language/Communications, and Mathematical Literacy, Mathematics and Mathematical Sciences; but also including inter-sectoral and other standards which are not the primary focus of a SETA;
- ☉ Credits towards all of the above awarded against standards registered on the NQF.

The GEN-FETQA will accredit:

**Providers of education and training leading to the award of the above qualifications or credits towards them.**



### 3.4 Implications for the ABET Qualifications and Assessment System

ABET policy states:

*"At ABET Levels 1-3, assessment will be conducted internally and moderation of results will be done by the provincial ABET specialists. A record of learning will be kept for each learner. At ABET Level 4 (GETC) there will be a summative assessment which will be externally moderated."*<sup>9</sup>

This policy remains in place in the context of ETQA developments. The primary assessor of ABET levels 1-3 is the on-site educator. This assessment must be moderated in order for learners to be given credits against unit standards. In the case of state Public Adult Learning Centres, internal moderation is a provincial responsibility carried out by provincial/ regional/ district ABET specialists. (See Part II, Chapter 2). In the case of non-state providers, external assessment will be the responsibility of assessor bodies registered with the ETQA.

In summary, where the award of NQF-registered credits at ABET Levels 1-3 is concerned, the GEN-FETQA will specify certain criteria. These criteria could allow for both external assessment and/or the moderation of internal assessment to make sure that national standards are met. Learners will have their ABET credits recorded in a record of achievement.

At ABET Level 4 external summative assessment will be done by a specified accredited assessor body. The assessment will comply with the requirements of the unit standards the learner is acquiring, and with the procedures put in place by the GEN-FETQA. The GETC certificate will be issued to the learner by the GEN-FETQA once the learner has met the requirements of the qualification. (See Part 1, Section 3 below).

Much of the practical implementation of these policies will depend on an efficient system for registering assessors who can carry out the moderation functions. We must remember that the long-term aim is for all educators to be registered assessors in their own fields. Some interim arrangements might however have to be put in place. The Draft document from the ETQA task team cited above states the following:

The issue of registration of constituent assessors also causes concerns in some quarters on the grounds that it separates the assessment function artificially from other practitioner functions and creates an exclusive elite group.

<sup>9</sup> Assessment Policy in the General Education and Training Band: Grade R to 9 and ABET. Department of Education, December 1998.

In considering this function, the task team recommends the following safeguards be observed:

- ⊙ All practitioners be considered capable of carrying out assessment as part of their professional duties unless specific problems come to light;
- ⊙ All assessment internally conducted by practitioners be supported by assessment quality management systems approved by the GEN-FETQA;
- ⊙ Internal assessment be moderated on a sample basis by the GEN-FETQA provided by the co-ordinator wherever possible;
- ⊙ All internal and external assessments be subject to verification by external verifiers who are registered as constituent verifiers by the GEN-FETQA.

The proviso must be, however, that all practitioner qualifications and part-qualifications from the year 2000 must include outcomes-based assessment competence, preferably expressed in a dedicated unit standard. In addition, all currently qualified practitioners should be encouraged to complete INSET in outcomes-based assessment, as one of the priorities which are likely to be considered both in relation to promotion opportunities and in their appraisal processes.<sup>10</sup>

#### **4. The General Education & Training Certificate for ABET**

The ABET learning pathway of ABET Levels 1, 2 and 3 follows through to a qualification at ABET Level 4 or NQF Level 1, that is, the General Education and Training Certificate (GETC) level. There may be ABET learners who do not want qualifications and achieve ABET levels and credits without reference to a GETC; there may also be ABET learners who achieve a GETC without formal study or recognition of ABET levels. However, a large proportion of ABET learners in various learning contexts will progress through the levels with the aim of achieving a GETC in order to enter further education or training in the FET band of NQF Levels 2-4.

The population group for the qualification includes adult learners (employed and unemployed) and out-of-school youth who were denied the opportunity of acquiring basic education. Learners in this group could attain a GETC via different sites of learning that include:

- ⊙ Public Adult Learning Centres;
- ⊙ Industry/Workplace;
- ⊙ NGOs or development sector; and
- ⊙ Community centres that focus on the unemployed/pre-employed

This section summarises the most recent proposal for a unit standards-based GETC framework and notes some of the issues around it.<sup>11</sup>

<sup>10</sup> Task Team Report on the establishment of a GEN-FETQA. Department of Education, Draft 1 July 1999.

<sup>11</sup> This text is taken and adapted from the detailed proposal in the document A Unit Standards Based Qualification at NQF Level 1. Draft Proposal. Qualifications Task Team of the Curriculum Standing Committee of the IAAB, March 1999.

#### 4.1 The General Education & Training Certificate

The GETC at NQF Level 1 is the first level of national certificate to be awarded to learners. It signifies both the end of compulsory schooling, i.e. foundational general education, and the starting point for further learning and training in the Further Education and Training band. The *core business* of this qualification is *general education and training*: The qualification provides formal recognition that persons have the knowledge, skills, values and attitudes needed to perform the particular roles to the standards and levels of complexity required by our society.

A qualification model at this level has to balance two possibly competing principles: to provide a sound *general* education that equips learners to choose from a wide range of possible future directions in the FET band; but at the same time to offer the option of a *purposeful* qualification that leads in a specified direction. The model must be flexible enough to allow for the creation of different kinds of GETCs for different purposes, but still ensure that there is some kind of equivalence between them.

Because the focus of this GETC discussion and proposal is on ABET as part of the GET band, what is meant by the core business of general education and training is best captured by the ABET Policy. This describes general education and training as follows:

*"ABET is the general conceptual foundation towards lifelong learning and development, comprising of knowledge, skills and attitudes required for social, economic and political participation and transformation applicable to a range of context. ABET is flexible, developmental and targeted at the specific needs of particular audiences and, ideally, provides access to nationally recognised certificates."*<sup>12</sup>

The ABET Policy regards ABET as integral to lifelong learning.

*"ABET introduces citizens to a culture of learning and provides them with the foundations for acquiring the knowledge and skills needed for social and economic development, justice and equality. It also provides access to further and higher education, training and employment. The term itself subsumes both literacy and post-literacy as it seeks to connect literacy with the basic education on the one hand, and with training for income-generation on the other hand."*<sup>13</sup>

The purposes of a GETC should be understood in relation to these definitions and interpretation of general education and training.

<sup>12</sup> Policy Document on Adult Basic Education & Training. Department of Education, Directorate of Adult Education & Training. October 1997.

<sup>13</sup> Policy Document on Adult Basic Education & Training. Department of Education, Directorate of Adult Education & Training. October 1997.

## 4.2 The GETC: Purpose

A GETC has to serve a number of different purposes and links strongly with the 'Bill of Rights' in the constitution of the Republic of South Africa. According to the constitution, the right of all citizens to basic education, including adult basic education, must be available and accessible. This constitutional obligation is further clarified in the White Paper of Education (1995):

*"...the right to basic education... applies to all persons, that is all children, youth and adults. Basic education is thus a legal entitlement to which every person has a claim".*

ABET is regarded as an important vehicle in the social, political and economic development and transformation of our country, and this informs the nature of a GET qualification. This orientation to a general education and training qualification argues that the qualification has four broad purposes<sup>14</sup>:

- ⊙ Political: for informed participation in a democracy;
- ⊙ Social: for active involvement in community contexts;
- ⊙ Personal: for empowerment, self-confidence and links with cultural capital;
- ⊙ Economic: for economic growth, in terms of providing a foundation for the acquisition of knowledge and skills needed for the world of work.

In sum, the aim of the proposed GETC framework is to give learners a qualification that stands for something in itself, and gives entry to further progress in the FETC band. It shows that learners have reached a prescribed level in key areas of general education; and it allows learners to choose work-related areas in which they might want to go further.

## 4.3 The GETC: Principles

The following principles underpin the GETC:

- Relevance:** The qualification is responsive to national economic, social and political development needs.
- Coherence:** The qualification allows clear links with meaningful learning and career pathways.
- Legitimacy:** The qualification is informed by national stakeholder participation.
- Access:** Provide easy entry to the FET Band.
- Portability:** Learners can transfer credits from one context to another.

<sup>14</sup> See Proposal: A Unit Standards-based Qualification at NQF level 1 as previously cited for more detailed discussion.

**Progression:** Ensure that the learner can accumulate appropriate combinations of credits

**Quality:** The qualification is based on nationally agreed qualifications and standards.

**Integration of Education and Training:**

The qualification and standards reflect an integration of theory and practice; the academic with the vocational.

**Flexibility:** Allow multiple pathways to the same qualification

**4.4 The GETC: Structure**

This diagram provides a visual representation of the GETC proposal. The proposal is in essence a *framework* that proposes certain *rules of combination*, and allows for a number of different options. Sections 4.4.1 - 4.4.3 comment on the diagram and should be read with it.

**Unit Standards-Based GETC**

Categories of Learning	%	Credit
<b>Fundamental</b>		
⊙ Language, Literacy and Communication		20
⊙ Mathematical Literacy, Mathematics and Mathematical Sciences		16
	30	36 TOTAL
<i>[Selection to include US from both Sub-fields of Learning]</i>		
<b>Core</b>		
⊙ Natural Sciences		
⊙ Technology		
⊙ Human and Social Sciences		
⊙ Economic and Management Sciences		
⊙ Arts and Culture		
⊙ Life Orientation		
	45	54
<i>[Selection of US from a minimum of 4 Learning Areas (chosen in relation to Elective) out of the 6 specified Learning Areas]</i>		
<b>Elective</b>		
⊙ Field/Sub-Field of Learning		
	25	30
<i>[Selection of US from any of the 12 Organising Fields/Sub-Fields of Learning, including electives developed for ABET]</i>		
<b>TOTAL</b>	<b>100</b>	<b>120</b>

#### 4.4.1 Categories of Learning

An explanatory note: SAQA has proposed twelve 'organising fields' of learning in order to usefully group various kinds of education and training. Each field is divided into a number of sub-fields. The twelve organising fields proposed by SAQA were considered too broad for general education as school education, so eight 'learning areas' which fall within or across the twelve fields were identified for schools.

As ABET has the potential to link into any of the twelve organising fields, this proposal uses SAQA terminology in relation to organising fields and sub-fields. The Directorate: Adult and Training in the National Department of Education has been working on the development of unit standards in various sub-fields of learning, which could serve as 'electives' in an ABET GETC. The proposal also uses Department of Education terminology in relation to learning areas for the purposes of equivalence. The table below illustrates these relationships. (Note that this File will be updated if the terminologies are brought in line with each other.)

ORGANISING FIELDS	SCHOOL LEARNING AREAS	ABET LEARNING AREAS/ SUB-FIELDS OF LEARNING
Agriculture and Nature Conservation		Agriculture and Agricultural Technology
Culture and Arts	Arts and Culture (A & C)	Arts and Culture
Business, Commerce and Management Studies	Economics and Management Science (EMS)	Economic and Management Sciences; Small Medium & Micro Enterprises (SMME)
Communication Studies and Language	Language, Literacy and Communications (LLC)	Language, Literacy and Communications. Information Communication Technology ( <i>proposed</i> )
Education, Training and Development		
Manufacturing, Engineering and Technology	Technology (TECH)	Technology Agro-processing ( <i>proposed</i> )
Human and Social Studies	Human and Social Sciences (HSS)	Human and Social Sciences
Law, Military Science and Security		
Health Sciences and Social Services		Ancillary Health Care ( <i>proposed</i> )
Physical, Mathematical, Computer and Life Science	Natural Sciences (NS); Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS)	Natural Sciences; Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS)
Services		Hospitality ( <i>proposed</i> ) Tourism: ( <i>proposed</i> )
Physical Planning and Construction		
Life Orientation cuts across all organising fields.		

Within the proposed GETC qualification, the rules of combination are as follows:

**(i) Fundamental**

*“Fundamental means that learning which forms the grounding or basis needed to undertake the education, training or further learning required in obtaining of a qualification.” (SAQA Regulations, Act 58 of 1995)*

In the case of the GETC this category includes standards from two sub-fields of learning namely: Language, Literacy and Communication (LLC) comprising 20 credits and Mathematical Literacy, Mathematics and Mathematical Sciences comprising 16 credits. This is prescribed by SAQA at NQF Level 1. (See Gov. Gazette No 18787, March 1998).

**Ruling: The fundamental category will comprise 30% (36 credits) of the total qualification at the level of the qualification.**

**(ii) Core**

*“Core means that compulsory learning required in situations contextually relevant to the particular qualification.” (SAQA Regulations, Act 58 of 1995)*

Core comprises standards drawn from a minimum of four fields of learning in order to provide the required depth and breadth to the qualification. The selection of the unit standards from the four fields of learning in the core should be linked to unit standards in the elective category. Both core and elective categories serve to meet the purpose of the qualification.

The core category refers to unit standards from the any of the six learning areas which have been identified as covering foundational general education (in addition to the two learning areas in Fundamental). These six are as follows:

- ⊙ Natural Sciences
- ⊙ Technology
- ⊙ Human & Social Sciences
- ⊙ Economic & Management Sciences
- ⊙ Arts & Culture
- ⊙ Life Orientation

Choice of unit standards for core will:

- ⊙ serve the purpose of the qualification (of which the core business in this case is general education and training);
- ⊙ ensure a broad general education and training that encapsulates foundational knowledge; and
- ⊙ ensure portability across sectors

**Ruling: The Core is the selection of unit standards from a minimum of 4 learning areas from the 6 learning areas for General Education. Core would comprise 45% of which a minimum of 2/3 would either be at the level of qualification or higher. 1/3 could be acquired at levels above, at or below the level of qualification.**

For example, a learner who has acquired unit standards below level 1 of the NQF could use these unit standards as part of the GETC as long as these unit standards are different from the exit level standards.

### (iii) Electives

Elective" means a selection of credits at the level of the NQF specified which relates to the interest of the learner. It also refers to the specialisation category." (SAQA Regulations, Act 58 of 1995)

An elective is determined by the purpose of the qualification within which an individual has choice from the relevant fields and sub-fields of learning. In most cases, this category would make provision for the "world of work" or reflect the "T" component of ABET.

Employed learners could choose electives for NQF Level 1 in the industry in which they are situated, thus getting a 'head start' for a chosen pathway or learnership in the FETC band. Or learners in industry could accumulate standards from a chosen pathway of which the standards are at a higher level or "written down" to NQF level 1 to facilitate access to that chosen pathway. Unemployed learners could choose electives in a field in which they hope to get employment, or in fields which will be useful to them in other ways.

It is important that the choice of standards in Core relates to the choice of those in Elective. For example, a learner who works in an agricultural environment would combine Agriculture standards with Science and Technology standards because Agriculture is an applied science which demands particular technological knowledge and skills.

**Ruling: The selection of the elective must articulate the selection of unit standards in the core category in order to strengthen the purpose of the qualification. Electives would comprise 25% of the qualification.**

## 4.5 The GETC: areas of debate

This proposal is still under debate. There are a number of issues which have not been finalised and are still subject to various decision-making processes. The most important of these are noted as follows:

### ○ **Equivalence with formal schooling:**

Because this proposal came out of an ABET context and looked at the needs of ABET learners, it puts forward a GETC framework based on unit standards. First, the ABET learning route is unit-standards based; second, a significant proportion of ABET learners are based in an industry context, and this GETC framework allows them to accumulate unit standards based credits which can link into learnerships and other industry training routes. At this stage, however, it seems as if schools will opt for a whole qualification constructed from a selection and combination of the 66 exit learning area outcomes. While it is important to recognise that both qualifications are based on the same general competences, equivalence needs to be clarified.

### ○ **Industry based qualifications at NQF Level 1:**

While the proposed GETC framework provides for 30 elective credits which could be made up of industry standards from any of the twelve learning fields at NQF level 1, some industries might argue that this is not sufficient for their needs. Some of the questions in this debate are: Will there be industry-specific qualifications at NQF Level 1? Can these be called 'GETC', if their core purpose is not general education (i.e. if the Core were made up of work related standards from any of the twelve fields)?

### ○ **Language issues**

The most contentious issue is related to the language to be reflected in the fundamental category of this qualification. English is clearly of importance in terms of access to and progress in the FET band; if the Fundamental language credits are acquired in their mother tongue/ home language (unless home language is English), access might be limited.

However, this proposal also recognises the critical role of home language in terms of its cultural value, the revitalisation of African cultural capital and the African Renaissance. In addition, from a pedagogical perspective, second language acquisition depends on an appropriate level of literacy in the home language.

Some of the issues are:

- © The strengthening of home language literacy acquisition demands the necessary resources, such as time for learning and good learning support materials;
- © Some industry training often stresses the functional roles that English plays, at the expense of home language literacy acquisition. The argument is that, with limited time and money for ABET, English should be prioritised. On the other hand, some research argues that it costs more to teach English literacy to learners who are illiterate in their home language. 'Mother-tongue' literacy is seen as a prerequisite to second language literacy acquisition.

This proposal therefore supports the idea of bi-literacy. This means that a learner should acquire literacy in two languages. The qualification should promote multi-lingual language competence for all South Africans, and good language and communication skills in English as the language of wider communication.

If a GETC requires bi-literacy credits, the additional language credits need not be at the level of qualification but may not be lower than ABET level 3.

The language requirements at GETC for school exit have not been finalised. This GETC proposal may be reviewed in the light of these developments.

# APPENDIX A

## ACRONYMS

<b>ABET</b>	Adult Basic Education and Training
<b>ETQA</b>	Education and Training Quality Assurance Body
<b>FET</b>	Further Education and Training
<b>GET</b>	General Education and Training
<b>GETC</b>	General Education and Training Certificate
<b>GEN-FETQA</b>	ETQA for the General and Further Education and Training Band
<b>NQF</b>	National Qualifications Framework
<b>OBET</b>	Outcomes-based Education and Training
<b>RPL</b>	Recognition of Prior Learning
<b>SAQA</b>	South African Qualifications Authority
<b>SAFCERT</b>	South African Certification Council

## APPENDIX B

### CRITICAL CROSS-FIELD OUTCOMES

**“Critical Cross-Field Education and Training Outcomes** (Short Title: Critical outcomes) are critical to development of the capacity for lifelong learning.

They include but are not limited to-

- a. Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made.
- b. Working effectively with others as a member of a team, group, organisation, community.
- c. Organising and managing oneself and one’s activities responsibly and effectively.
- d. Collecting, analysing, organising and critically evaluating information.
- e. Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion.
- f. Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- g. Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

In order to contribute to the full personal development of each learner and the social and economic development of the society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of:

- 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; and
- v. developing entrepreneurial opportunities.”

*Government Gazette 28 March 1998, No. 18787.*

## APPENDIX C

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## APPENDIX D

The GETC proposal was developed by members of the **Qualifications Task Team** reporting to the Curriculum Standing Committee of the Interim ABET Advisory Board.

### MEMBERS

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# PART II:

# OUTCOMES BASED ASSESSMENT ACTION PLAN

## INTRODUCTION

1. Purpose of the Outcomes Based Assessment Action Plan
2. Development of the Assessment Action Plan
3. Features of OBET Assessment

## CHAPTER 1: EVIDENCE

- 1.1 Introduction
- 1.2 What is evidence?
- 1.3 Types of evidence
- 1.4 Conditions for acceptable evidence
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- 1.7 Evidence for Integrated Assessment

## CHAPTER 2: PLACEMENT

- 2.1 Introduction
- 2.2 What is Placement Assessment?
- 2.3 Action Steps for conducting Placement Assessments
- 2.4 Moderating Placement Assessments
- 2.5 Guidelines for the placement of learners for ABET Electives
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## **CHAPTER 3: FORMATIVE ASSESSMENT**

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- 3.1 Introduction
- 3.2 What is Formative Assessment?
- 3.3 What are the steps and processes involved in task assessment?
  - design or choose a task to produce evidence
  - design or choose a tool to assess evidence
  - give learners the task
  - gather evidence from learners
  - apply assessment tools to evidence
  - judge the evidence
  - record the judgement
  - give feedback to the learner
  - further action
- 3.4 Collecting evidence in a Portfolio
- 3.5 Moderation of Formative Assessment
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- 4.1 Introduction
- 4.2 What is Summative Assessment?
- 4.3 What are the purposes of Summative Assessment?
- 4.4 Who will be responsible for Summative Assessment?
- 4.5 How should Summative Assessment be conducted?
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## **CHAPTER 5: RECOGNITION OF PRIOR LEARNING**

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- 5.1 Introduction
- 5.2 What is Recognition of Prior Learning (RPL)?
- 5.3 Underlying Principles of RPL
- 5.4 Advocacy
- 5.5 The RPL Process
- 5.6 Support Services for RPL Candidates
- 5.7 Assessment of RPL Candidates
- 5.8 Roleplayers in RPL
- 5.9 RPL Appeal Procedures
- 5.10 RPL Sites
- 5.11 Time Factors

## **PART II APPENDICES**

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# INTRODUCTION

## I. PURPOSE OF THIS DOCUMENT

Part II is an action plan for assessment in ABET. This document has been written **specifically for educators**. It describes the assessment and moderation system and outlines the methods for assessment and gives exemplars for guidance.

The introduction will look at features of OBET assessment and specific chapters will deal with:

- ⊙ Evidence
- ⊙ Placement assessment
- ⊙ Formative assessment
- ⊙ Summative assessment
- ⊙ The Recognition of Prior Learning

The NQF is a system where learners can gather credits at ABET levels for acknowledgement of their learning in different areas. Learners who can show that they meet the outcomes of a unit standard should receive the appropriate credit/s. Placement, formative and summative assessment and the recognition of prior learning are the types of assessment used in OBET. In all cases, learning is measured against unit standards.

This document outlines the different kinds of assessment, and gives guidelines on how to assess. The Assessment Action plan is summarised in Fig 1.1



The role and responsibilities of educators and learners in the process of assessment

**explains**

The kinds of activities to be used in collecting evidence in a valid, reliable and fair manner

**guides in**

Who makes assessment decisions

**identifies**

**Assessment Action Plan**

Who constructs the assessment activities

**identifies**

**identifies**

Who collects the evidence

**identifies**

Who moderates the assessment

**Fig 1.1**

## 2. DEVELOPMENT OF THE ASSESSMENT ACTION PLAN

The Assessment Task Team was requested to develop a simple set of procedures and strategies for the assessment of learning that would guide educators in adult learning centres throughout South Africa. The Task Team comprised stakeholders who first met in July 1998. This team began developing two Assessment Action Plans - one for Agriculture and another for SMME. The Task Team met nine times during the fourteen months from July 1998 to August 1999.

The team has attempted to ensure that the Assessment Action Plan is consistent with available assessment policy documents. However, at the time there was no:

- ⊙ national assessment plan endorsed by SAQA
- ⊙ clarity regarding the ETQAs and Assessor bodies that will deal with ABET unit standards and qualifications and
- ⊙ clarity regarding the GETC.

These constraints meant that the team had to proceed on the basis of the following assumptions. That:

- ⊙ external assessment and/or moderation is required for the award of all unit standards;
- ⊙ unit standards are awarded by the ETQA;
- ⊙ although adults applying for RPL may generally be driven by economic considerations, a model is needed which ensures the assessment of both skills and knowledge; and
- ⊙ in order to comply with the NQF principles of access and redress, a support process for RPL candidates is essential.

During the process, the task team saw that it was possible to combine the plans for Agriculture and SMME and produce a generic assessment action plan that could be used for all learning areas and electives in the GET band. This Assessment Action Plan was developed simultaneously with placement tools and guidelines for the ABET learning areas and the current elective areas. These simultaneous processes helped to inform the nature and content of the Assessment Action Plan. Practical examples of assessment within SMME and Agriculture learning programmes are given in the exemplar documents. The Assessment Action Plan should therefore be read in conjunction with these placement tools and exemplars. Procedures were developed for all aspects of assessment: Placement, formative, summative and recognition of prior learning.

The Assessment Action Plan outlines the roles and responsibilities of both educators and learners. It provides a guide to the kinds of activities that can be used to collect evidence of learning and identifies who:

- ⊙ generates evidence of learning
- ⊙ constructs assessment activities
- ⊙ makes assessment decisions
- ⊙ moderates assessment

The Assessment Action Plan is organised into five chapters. The first chapter deals with evidence and how this is used in an outcomes-based education framework. The remaining chapters are devoted to the different types of assessment.

It is hoped that the Assessment Action Plan will provide practical assistance to educators and others involved in the assessment of adult learners. However, the Interim ABET Advisory Body (IAAB) recognises the importance of practitioners in refining this material and comments are welcomed. Please forward any suggestions to the IAAB.

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### 3. FEATURES OF OBET ASSESSMENT

This section introduces assessment in an outcomes-based education and training framework and briefly deals with the purpose of assessment and the various elements involved in the assessment process. We will look at the following:

- ⦿ Why do educators assess learning?
- ⦿ What is assessed?
- ⦿ What is the key principle that informs assessment?
- ⦿ Types of assessment
- ⦿ Steps in assessment

#### 3.1 Why do educators assess learning?

There are four main reasons why we assess learning. These are:

- ⦿ To place learners at the appropriate level in a learning programme
- ⦿ To monitor learners' progress and identify problems they might encounter during a learning programme
- ⦿ At the end of a learning programme so that the learner can progress to the next level and/or for the award of credits
- ⦿ For the recognition of prior learning.

#### 3.2 What is assessment?

Assessment is the process of identifying, gathering and interpreting information about a learner's competence and then measuring this against nationally agreed standards. We call this information "evidence" of learning and competence.

In outcomes-based education and training, assessment of learning takes place against set outcomes and criteria that are spelt out in the unit standard. As we have discussed, unit standards give descriptions of the kinds and levels of competence which learners must demonstrate for assessors to determine whether or not they have achieved the standards and specific outcomes.

Assessment of learning against set standards, encourages an environment in which a learner's progress and improvement is valued and encouraged. Assessment is a developmental tool within the learning process and is more than just the writing of a series of tests and ending with a big "final exam".

Assessment serves these purposes:

- ⦿ For learners, assessment will lead to the award of credits which acknowledge their learning achievements, and help them progress through the system.
- ⦿ For educators, it provides reliable confirmation that learners are acquiring relevant skills and knowledge that are useful, current and transferable.
- ⦿ In respect of the learning system, it will act as the first checkpoint for quality in the system.

### 3.3 What is the key principle that informs assessment?

Because assessment is a developmental tool, a primary principle underlying OBET assessment is **transparency**. This means that learners should be informed about:

- Ⓒ the unit standards
- Ⓒ the process of assessments
- Ⓒ what evidence will be required

It is very important that assessment is linked to feedback on the results, so that the process has educational value. This should result in assessment that supports rather than undermines the desire to learn.

### 3.4 Types of assessment

**Formative assessment** is used to chart the learner's progress as he/she strives to achieve the specific outcomes of a set of unit standards. Internal assessment should try to accommodate different paces of learning and learning patterns. **Summative** assessment (which can be internal or external) usually marks the end of a course or phase of learning.

**Internal assessment** usually refers to the assessment done by the person who is actually teaching the learner, that is, the on-site educator, while external assessment is carried out by an assessor body. For external assessment, both formative and summative assessments can be used in the final awarding of credits to a learner. Formative and summative assessment are dealt with in Chapters 3 and 4.

**Integrated assessment** brings together the outcomes from different fields of learning (e.g. Mathematical Literacy, Mathematics and Mathematical Sciences and Life Orientation) in one task or assessment activity. In integrated assessment, one piece of evidence can be used to assess a number of specific outcomes from different learning areas. For the purposes of education and training, the body of skills and knowledge has been divided into organising fields and learning areas. These divisions help for teaching and learning, but are artificially drawn. In reality, they cannot be isolated and learners have to draw on many skills to complete a task. A task can be used to generate evidence for assessing only one specific outcome of one unit standard in one learning area, but it is usually possible to use the same evidence to assess a number of specific outcomes from different unit standards. Whenever possible, acknowledge all the skills and knowledge that learners are demonstrating.

In the exemplars that have been developed for SMME and Applied Agriculture, links have been established with other learning areas. We suggest that you look at these to get a clearer idea of how the learning areas are connected to one another. See also Chapter 1 on evidence.

### 3.5 Steps in Assessment

In outcomes-based education, assessment is more than just the writing of a series of tests and ending with a big “final exam”. It involves a number of important steps for the educator. These are:

- ⊙ Design or choose a task to produce evidence of learning
- ⊙ Design or choose a tool to assess evidence of learning
- ⊙ Give learners the task
- ⊙ Gather evidence from learners
- ⊙ Apply assessment tools to evidence
- ⊙ Make a judgement (award a mark, give a description or comment)
- ⊙ Record the judgement
- ⊙ Give feedback to the learner
- ⊙ Use this information to help the learner’s development and improve the process of learning and teaching.

All these steps will be discussed in the following chapters of this document. The purpose of this Assessment Action Plan is to be a guiding document for educators, assessors and/or learners.

## EVIDENCE

### 1.1 INTRODUCTION

In this chapter the following issues will be discussed:

- ⊙ What is evidence?
- ⊙ Types of evidence
- ⊙ Conditions for acceptable evidence
- ⊙ Guidelines for supplying evidence
- ⊙ Assessing and recording evidence
- ⊙ Evidence for integrated assessment

### 1.2 WHAT IS EVIDENCE?

Evidence is something produced by the learner to show that he/she has skills and knowledge in a certain area: that is, it is the proof that a learner is competent in a field of learning. This can either be proof generated by the learner, or proof of the competence observed and recorded by the assessor or others. This evidence is assessed against the criteria in the unit standards. Evidence can take many forms, and be shown through a variety of tasks, activities, records, references and testimonies showing the learner's competence in a particular field of learning. This list is by no means exhaustive. Evidence is of particular importance in developing and putting together a portfolio for RPL, formative and/or summative assessment.

### 1.3 TYPES OF EVIDENCE

Types of evidence will vary according to the field of learning, the context and each learner. The following table lists some of the possible types of evidence. This has been categorised according to the **source** of the information, that is, where it comes from:

- ⊙ Direct observation of performance - usually recorded by educator, assessor or RPL mentor.
- ⊙ Products/documentation/evidence generated by the candidate - directly related to a specific outcome.
- ⊙ Supporting evidence - usually generated by a third person or institution

The three categories and examples of types of evidence are given in figure 1.3. These categories do not affect the weight of the evidence - one category is not more important than another. Each piece of evidence should be looked at in terms of the conditions given in section 1.4.

- CATEGORY 1: Direct observation of performance - usually recorded by educator, assessor or RPL mentor.
- CATEGORY 2: Products/documentation/evidence generated by the candidate - directly related to a specific outcome.
- CATEGORY 3: Supporting evidence - usually generated by a third person or institution

TYPES OF EVIDENCE

CATEGORY 1	CATEGORY 2	CATEGORY 3
Performance (on-the-job or in the normal course of events) - a checklist or record of the performance against criteria is the evidence	Audio-visual products Video as product Tape as product Photo as product	Certificates and academic records
Demonstration (a once-off, performance on demand) - a checklist or record of the performance against criteria is the evidence	Graphic and written presentation Written assignments Tables Conclusion Bibliographies Drawings Essays	Bank Statements or financial records, invoices or receipts (e.g. for SMME unit standards) Cash book kept by third person but giving evidence of candidates 'performance'.
Simulation (usually set up by the assessor to copy a real-life performance) - a checklist or record of the performance against criteria is the evidence	Data (from experiment)	References and testimonials (from community member, customer, friend, colleague, supervisor, employer, occupational expert etc.)
Role play (planned by assessor) - a checklist or record of the performance against criteria is the evidence	Interviews	Witness Statement (from someone who has seen the candidates performance)
Case study by assessor on the candidate	Oral questioning - interview by candidate as part of an assessment task	Log book kept by someone other than the candidate but that reflects the candidates performance
Report from assessor on the candidate	Report from candidate	Publicity received by the candidate (e.g. newspaper or magazine articles, posters)
Visual records eg. Photographs, video	Case study by candidate as part of an assessment task	
Interview or oral questioning by assessor	Cash book or financial records kept by candidate	
Oral performance	Examinations	
	Log book, diary, journal kept by the candidate recording performance or a process	
	Calculations	
	Product	
	Posters made by the candidate	
	Oral presentation	
Etc	Etc	Etc

NB: the assessment and presentation of evidence will be dealt with in subsequent chapters. Grids for the recording of evidence are supplied in the appendices to Part 2 of this file.

## 1.4 CONDITIONS FOR ACCEPTABLE EVIDENCE

Some forms of evidence are better than others; the quality of evidence needs to be considered at all times. Learners, educators, mentors and assessors need to look at each piece of evidence with the following conditions in mind:

Is the evidence **VALID  
AUTHENTIC  
CURRENT  
AT THE REQUIRED LEVEL  
SUFFICIENT?**

Let's look at what these assessment terms mean. We can break these down into a number of simpler questions to help us decide whether evidence is acceptable or not.

### Is the evidence valid?

- ⊙ Is the evidence related to the specific outcome or unit standard(s)?
- ⊙ Is this evidence proof of competence against the specific outcome(s) as in the latest unit standard(s)?
- ⊙ Is the evidence from a reliable / objective source?
- ⊙ Can this evidence be corroborated (supported)?
- ⊙ Is this evidence from where it claims to be from?

### Is the evidence authentic?

- ⊙ Is it the candidate's own work?
- OR**
- ⊙ Does it refer to the candidate?

### Is the evidence current?

- ⊙ If the evidence is not recent, can the candidate still demonstrate the competence?
- ⊙ Is the evidence proof that the candidate can still do it?

### Is the evidence at the level required by the unit standard(s)?

- ⊙ Does the evidence reflect the competence of the candidate at this level?
- ⊙ Does the evidence meet the assessment criteria and range statements?

### Is there sufficient evidence?

- ⊙ Is there enough evidence to make a sound judgement of the candidate's competence against the specific outcome(s)? (Consider quantity and quality.)
- ⊙ Does the evidence demonstrate that the candidate can meet the range statements per specific outcome(s) or unit standard(s)?

## 1.5 GUIDELINES FOR SUPPLYING EVIDENCE

Evidence may be supplied in these ways:

- ⊙ Learner collects evidence that already exists at home or work (e.g. certificates, previous projects, log books)
- ⊙ Learner generates new evidence (e.g. projects, assignments, examinations)
- ⊙ Educator/assessor provides records evidence for the learner by directly observing performance or asking questions to see what he/she knows (e.g. demonstrations, presentations, interviews)

### Remember that:

- ⊙ The same piece of evidence can be used as evidence of competence for different specific outcomes and unit standards.
- ⊙ The learner is responsible for providing proof of authenticity.
- ⊙ The assessor is responsible for making sure that the evidence submitted meets all the conditions.
- ⊙ The skill being demonstrated by the evidence should be relevant / appropriate within the candidate's context.

## 1.6 ASSESSING AND RECORDING THE EVIDENCE

Once the evidence has been collected, it must be assessed. The educator looks at the evidence in relation to:

- ⊙ The requirements of the task
- ⊙ The assessment tool (e.g. marking memo)
- ⊙ The assessment criteria in the unit standard(s)

A judgement is made on the evidence (see Chapters 2 and 3), and this is recorded in various ways.

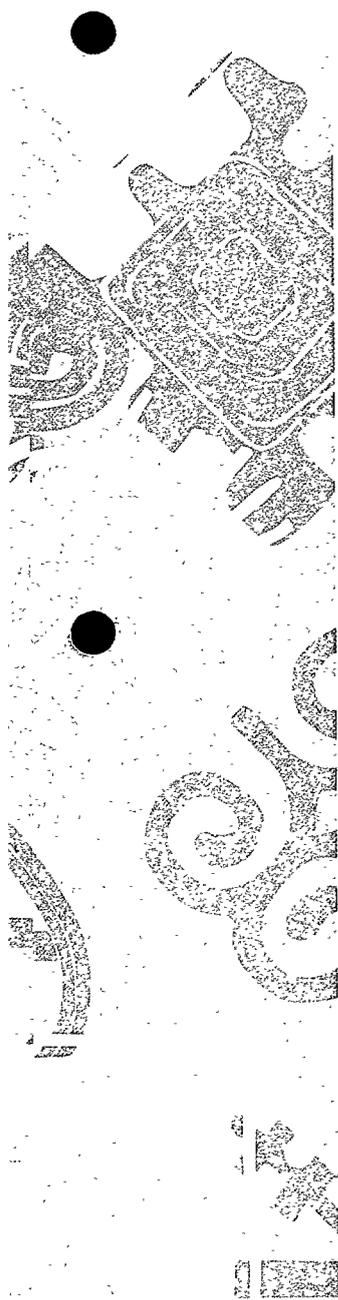
Some examples of assessment grids for recording are provided in this document.

## 1.7 EVIDENCE FOR INTEGRATED ASSESSMENT

In the introduction we talked about how skills and knowledge are divided into organising fields and learning areas. These divisions help for teaching and learning, but are artificially drawn. While it is true that learning areas have their own specific 'subject knowledge' and discipline conventions, it is also true that when we use our knowledge in real life we draw on many areas at the same time. In the same way, learners have to use many skills to complete a task. We may plan to use a task as evidence to assess only one specific outcome of one unit standard in one learning area, but it is usually possible to use the same evidence to assess a number of specific outcomes from different unit standards.

In the exemplars that have been developed for SMME and Agriculture, links have been established with other learning areas. We suggest that you look at these to get a clearer idea of how the learning areas are connected to one another.

Integrated assessment means that one piece of evidence could be used to assess a number of specific outcomes from different fields of learning. We may not want to assess learning in the other learning areas in great detail, but we should always remember that it is possible, and whenever possible, we must acknowledge all the learning being demonstrated.



## PLACEMENT

### 2.1 INTRODUCTION

In this chapter the following questions will be answered:

- ⊙ What is placement assessment?
- ⊙ What steps have to be followed when conducting placement assessment?
- ⊙ What are the appeal procedures against a placement decision?
- ⊙ What are the moderation procedures of placement assessment?
- ⊙ What are the procedures for placing learners in an elective?

### 2.2 WHAT IS PLACEMENT ASSESSMENT?

When adults join a learning programme at an adult learning centre, it is difficult to know which class they should join. Placement assessments show learners' level of competence (in other words, what skills and knowledge they have) in a particular learning area. This helps educators understand their learning needs, and therefore what classes they should be placed in.

Placement assessments are designed so that the level of difficulty rises throughout the task. The assessment starts with simple tasks and finishes with difficult tasks. The idea is that the assessment becomes more and more difficult with each question/task and demands more and more skill on the part of the learner. In this way the learner's level of skill (their prior learning) is shown by how much and what parts of the assessment they can complete correctly. The following section explains the actions and procedures for administering placement assessment.

### 2.3 ACTION STEPS FOR CONDUCTING PLACEMENT ASSESSMENT

#### 2.3.1 Action 1 - Planning

Educators, together with the co-ordinator/ supervisor at the centres, need to plan the orientation and placement procedure before the event. Take the following into account:

- ⊙ the number of learning areas
- ⊙ expected number of learners
- ⊙ how long the placement assessment takes.

### **The following needs to be arranged:**

- ⊙ A Programme of Events needs to be drawn up and potential learners should be informed/invited.
- ⊙ Venues (a hall for the opening speeches, classrooms for learners to complete the assessment tasks and sufficient private interview areas).
- ⊙ Roles (decide who will be the speakers, the interviewers and the assessors).
- ⊙ Materials (pencils, erasers, staplers, a clock in each classroom - placement tasks for some learning areas have specific time restrictions - check the invigilation notes of the placement tasks for every learning area).
- ⊙ Adequate photocopies of the placement tasks in the various learning areas should be arranged for the expected number of learners.

### **2.3.2 Action 2 - Welcoming**

Ideally, the welcoming ceremony should jointly be done by the Co-ordinator/ Supervisor at the centre as well as a high profile community member. In the case of industry learning sites, a member of the executive management, such as the Human Resources Manager, could be invited.

Introduce the educators and other members of the Governing Body or ABET team. Give the learners information on what the adult learning centre can offer. This is also the best opportunity to talk about issues such as the time needed for ABET studies. Learners need to consider the realities that will face them regarding other responsibilities which will affect the time available for their education.

If possible, include songs and items to make sure that new and returning learners feel welcome at the centre.

Explain the programme of events and the orientation and placement procedure. Explain clearly what learners will be doing and the reason for doing it.

Many learners will become anxious about writing a test or an examination. Avoid using the word "test" or "examination" when talking about placement tasks. Just tell learners that they will have to fill in some forms and have an interview with a facilitator. If learners are very nervous, they may not be able to give a very good indication of the skills and knowledge that they already have.

### **How to explain and motivate the placement process to learners**

- The interview part gives educators a counselling opportunity to meet learners on a one-on-one basis to:
  - ⊙ determine the needs of every individual learner
  - ⊙ tell the learners about the centre and what is offered
  - ⊙ give learners a chance to ask questions.

- The placement assessment helps put learners into the most suitable class possible both in terms of learning areas and ABET levels.
- The placement assessment can be an indicator for the RPL process.

### 2.3.3 Action 3 - Interviews

Before learners complete the selected Assessment Tasks, one of the educators can take learners for a short **private** interview. The interviewer should be a registered assessor. Use the interview questionnaire on page 2/19.

Explain that the interview is confidential and that learners should feel free to ask any questions that they have.

#### Guidelines for placement interviews

*Interviewers need:*

- ⊙ 1 copy of the interview questionnaire for each candidate
- ⊙ 1 copy of the Placement Assessments for each candidate in each of the requested learning areas
- ⊙ specific requirements for Learning Area Placement Assessments.

Candidates may be nervous when they come in for an interview. Put them at ease, smile and make sure they understand the purpose of the interview. Give some background to ABET at the centre and explain why the needs assessment is being done.

#### *The Interview*

Note to Educators / Assessors:

This section should be read together with the Questionnaire on the next page.

In Section A, the interviewer asks the questions and fills in the answers as well. **The candidate must not write anything at this stage.** The interviewer can translate and ask the questions in any language that the candidate requests.

When filling in the highest level the candidate has passed it has to be kept in mind that a candidate leaving school in the middle of the year, e.g. in Grade 3, has only passed Grade 2.

In **Section B**, the interviewer must ask questions in **English only**. This section assesses the candidates understanding and ability to respond in English, and forms part of the LLC - English placement tool.

At the end of the interview, thank the learner and he/she can return to the group and continue with the assessment tasks. Reassure the learner and tell him/her when to return to the centre. The placement assessment will indicate the level(s) and learning programme most appropriate for the learner.

## INTERVIEW QUESTIONNAIRE

### SECTION A

The interviewer must complete this section and fill in the candidate's details. Ask the candidate the following questions and write his/her response clearly. Draw a circle around the YES or NO response.

1. Date of interview: \_\_\_\_\_

2. Surname: \_\_\_\_\_

3. First name: \_\_\_\_\_

4. Age: \_\_\_\_\_

5. ID number: \_\_\_\_\_

--	--	--	--	--	--	--	--	--	--	--	--	--	--

6. Male/Female:    M    F \_\_\_\_\_

7. Highest grade/standard passed: \_\_\_\_\_

8. Year in which this was passed: \_\_\_\_\_

9. Occupation: \_\_\_\_\_

10. Do you have hearing problems?    YES / NO \_\_\_\_\_

11. Do you have eye-sight problems?    YES / NO \_\_\_\_\_

12. Do you have other special needs (e.g. physical) \_\_\_\_\_

13. Home language: \_\_\_\_\_

14. Can you read and write in your home language?    YES / NO \_\_\_\_\_

15. What other languages can you speak, read and write? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. How did you hear about this learning centre? \_\_\_\_\_

\_\_\_\_\_

17. What courses have you done since you have left school? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

18. What learning areas are you interested in? (Inform the learner what learning areas are offered by the centre.) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

19. Why are you studying further? (tick the most appropriate box)

- |  |  |
|--|--|
| <input type="checkbox"/> Personal development      | <input type="checkbox"/> To increase productive capacity |
| <input type="checkbox"/> Higher salary             | <input type="checkbox"/> To obtain employment            |
| <input type="checkbox"/> To obtain a qualification |  |

## INTERVIEW QUESTIONNAIRE

### SECTION B

The next three questions must be asked in English. If the interview has been in any other language, explain this to the candidate. Mark the appropriate box with a tick (✓)

Question	Response is clear	Response is unclear and limited	No response at all
Where were you born?			
What do you do at work?			
Tell me more about your family.			

### NOTES

- 1. Counsel the learner on the recognition of prior learning (RPL) or possible learning paths to obtain credits and qualifications (see Chapter 4).**
- 2. The Placement profile (at the end of this chapter) will be filled out once the learner has gone through the placement process for the various learning areas.**
- 3. A copy of the placement profile will be kept by the learner in his/her file as well as by the educator.**

### 2.3.4 Action 4 - Administer the placement tasks

When the interview has been completed, the Learning Area Placement Tasks begin.

Learners are divided into groups in classrooms at the centre. Each group of candidates should be allocated enough educators to ensure that the placement process runs smoothly. This will depend on number of candidates, as well as the availability of educators.

The educator explains how the assessment works and emphasises that it is **NOT A TEST**, just a way of making sure candidates are placed at the appropriate ABET level for them to succeed. Candidates should complete as many of the tasks as they can. Learners must also be told that more than enough time will be available to complete the tasks.

The first placement assessment that should be done must be the Language, Literacy and Communications (LLC). The guidelines within the placement tool indicate should be assessed for additional Language (English), or primary language(mother tongue).

Different placement tasks have different instructions. Educators will have to read the invigilation notes for each task carefully. These will explain how much help can be given to learners.

Educators monitor how learners are doing.

The educators can help the learners by stopping them if they are battling too much and becoming anxious.

Once learners have completed the LLC placement task, they can proceed with placement tasks for any other appropriate learning area. This will be determined by the learning programme which the candidate wishes to follow. Logistical constraints such as time need to be taken into consideration.

### 2.3.5 Action 5 - interpreting results and placing learners

Staple all the tasks completed by a learner together and put their interview form on top. Mark the placement tools using the placement criteria and guidelines provided.

Moderation processes should be set up - we suggest that every third script should be marked by two educators to verify the recommendations. Once all the tasks have been marked, place the learners into the learning programme that will best suit their needs and level.

Learners who do very well should be encouraged to go through to the RPL programme. This will enable them to get certified for specific unit standards and to collect these credits to obtain a qualification.

### 2.3.6 Action 6 - Mediation of placement

Once an educator has assessed the placement task, results must be communicated to the learners as soon as possible. This is called **MEDIATION OF RESULTS** and it includes confidential feedback and discussion of the assessment results.

Adult learners have the right to a **fair, transparent and confidential** discussion of their placement assessment. Learners have a right to know why the educator made a particular judgement.

When the learner is given the placement results, he/she should also be told:

- ⊙ What learning programme she/he will join
- ⊙ How long the programme will take
- ⊙ Dates and times of classes, specifically the first session
- ⊙ Venue
- ⊙ Name of the educator

Educators should allow reasonable time for open, free discussion of placement results with the learner on a one-to-one, confidential basis. Mediating the results to learners is an essential part of the developmental process.

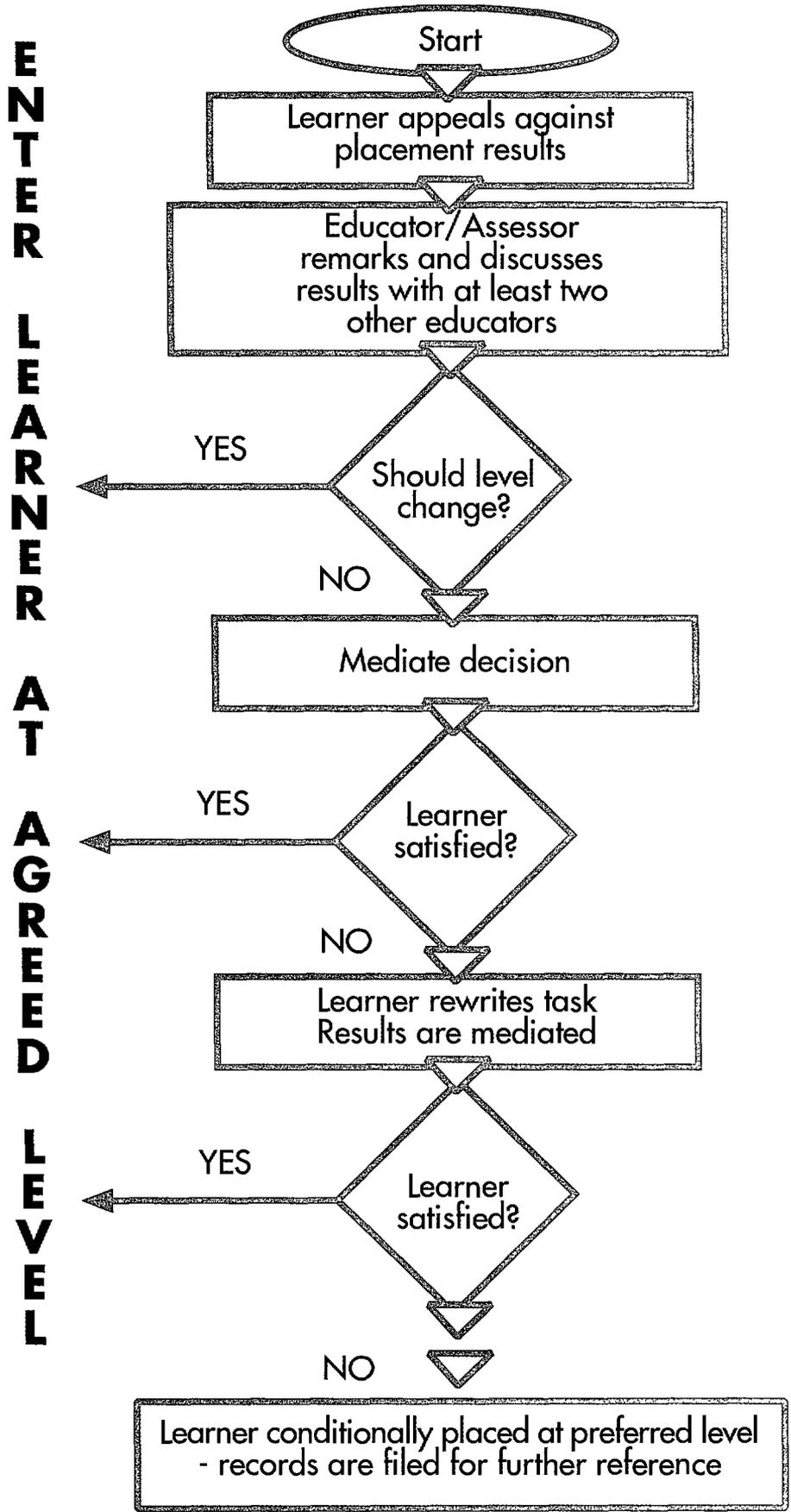
Discussing placement results with a candidate is intended to be supportive and developmental. Educators should be sensitive when discussing results, and try to make learners feel positive. Make sure that the learner is clear about what to do next in order to continue in the learning process. Educators should also ensure that all learners are familiar with the Placement appeal procedures if they are not satisfied with their results.

### 2.3.7 Action 7 - Placement appeal procedures

If candidates are not satisfied with the level at which they have been placed, they can appeal against the decision. The diagram below (Fig 2.1) shows the steps involved in the process. The section after this explains these steps in more detail.

**Fig 2.1**

# THE APPEAL PROCESS



## The following stages should be followed:

### Stage 1

- ⊙ The learner will have to explain why he/she does not agree with the placement decision of the educator/assessor.
- ⊙ The educator/assessor will have to respond, with clear explanations. If applicable the necessary amendments must be done.
- ⊙ If the learner accepts the explanation or the adjusted result, the case is settled.
- ⊙ If the learner is still not satisfied, the appeal will proceed to Stage 2.

### Stage 2

- ⊙ The placement test should be marked for a second time and discussed with at least two other educators. All the relevant documentation should also be submitted to these educators.
- ⊙ Feedback (in writing) about the outcome should be mediated to the learner.

### Stage 3

- ⊙ If the learner appeals once more he/she can re-write the placement task.
- ⊙ The results are mediated and the learner is placed at the level according to the results of the placement tasks.
- ⊙ If the learner still appeals against the results, he/she can be placed on the candidate's **preferred level**. However, it must be explained to the candidate that his/her performance will be monitored, and if he/she is not coping after sufficient formative assessment, the placement will be re-negotiated.

Although these procedures may not satisfy everyone, they must be seen as steps towards a solution to a real problem. As this is an internal process, it should be finalised within a period of one week. Unavoidable delays during parts of the procedure need to be clearly accounted for.

*The entire placement appeal procedure should be recorded and filed in the learner's file for future reference.*

### 2.3.8 Action 8 - Recording results

Once a learner is placed, the educator needs to record the results on the placement profile in the learner's file. This file is kept at the centre together with assessment results and other relevant information.

## **2.4 MODERATING PLACEMENT ASSESSMENTS**

Educators are responsible for the moderation of placement assessment.

Staple all the tasks completed by a learner together and put their interview form on top. Mark the placement tools using the placement criteria and guidelines provided.

Moderation processes should be set up - as we noted earlier, it is suggested that every third script should be marked by two educators to verify the recommendations. Once all the tasks have been marked, place the learners into the learning programme that will best suit their needs and level.

It is sometimes difficult to make a firm decision if learners are borderline cases, i.e. between two levels. Discuss the decision with a few educators and if still in doubt, place the learner at the lower level. It is always easier to move a learner to a higher level than a lower level, which can damage his/her self-esteem.

## **2.5 GUIDELINES FOR THE PLACEMENT OF LEARNERS FOR ELECTIVES**

This section deals with placement guidelines for learners wishing to enter learning programmes designed around elective unit standards, in this case, Applied Agriculture and SMME.

The contextual nature of learning for the electives means that the development of specific placement tools is not practical. This section therefore suggests guidelines for placement in order to facilitate the organising of learning.

### **2.5.1 Principles**

The principles underpinning the suggestions below are:

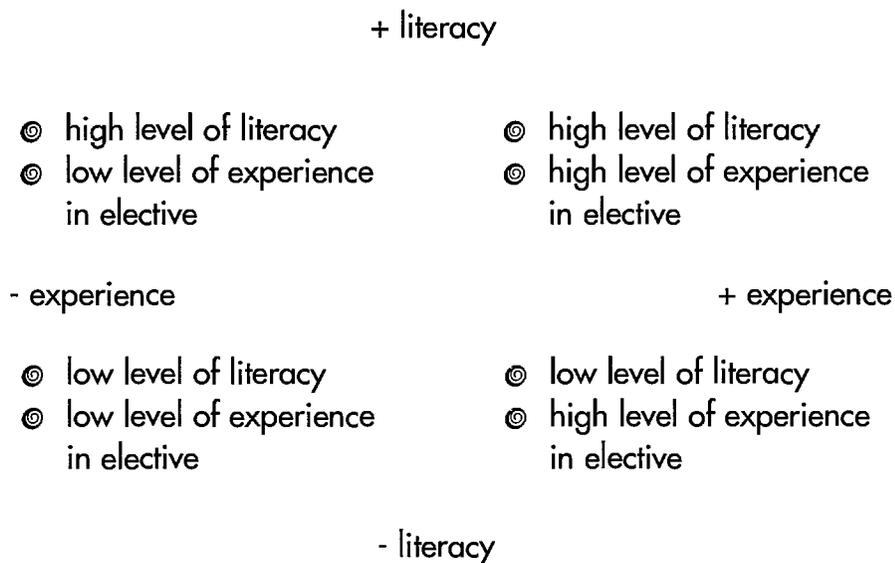
- ☉ that placement is about entry into a learning programme;
  - ☉ that the unit standards describe the outcomes a learner must achieve.
- This means that placement must best suit the needs of learners who require support to achieve those standards.

### **2.5.2 Target Market**

In terms of these principles, learners have a range of needs which must be accommodated by the learning programme and the Adult Learning Centre. Learners can, broadly, be divided into 2 groups.

One group of learners will be those who enter programmes to achieve a qualification (GETC); the second will be learners who enter a programme for self-enrichment, and/ or what they can achieve for economic reasons (e.g. choosing to do the elective unit standards only).

These groups can be further divided and is best shown by the diagram below:



In considering the experience that learners have, a distinction should be made between *years of experience versus the appropriate experience*. Appropriate experience includes good principles and practices, while experience in general may not always result in best practices. Bad practices which have become habit may be difficult to unlearn, and the learning programme should deal with this aspect.

### 2.5.3 Guidelines for Placement

The first interview with the learner is very important. One of the purposes of this is to get information about previous experience the learner may have had in the specific elective area. The standard placement interview questionnaire we have given in this chapter will have to be adapted so that the questions are more specific about experience in the elective areas.

If it seems on the basis of the initial interview that the learner has a wealth of relevant and appropriate experience (knowledge and skills), the learner can be recommended for RPL. If there are insufficient grounds for RPL, the learner will have to take placement tests in the Fundamental (Language and Mathematics, Mathematical Literacy and Mathematical Sciences) learning areas, in order to be placed into the appropriate learning programme.

Given that learners wanting to do electives may have different levels of language or numeracy competence, learning programmes will have to be designed to meet a variety of needs. The educator will need to understand an individual's level of competence in relation to literacy and numeracy in order to place the learner in a programme which will enable him or her to reach the outcomes in the electives. This may require educators from these learning areas to get together to make this decision. Some integrated programmes may need to be adapted for different needs and levels of learners.

## 2.6 PLACEMENT PROFILE

Level	LANG	MLMMS	NS	TECH	EMS	A&C	LO	HSS	AAAT	SMME
4										
3										
2										
1										
MT 3										
MT 2										
MT 1										

### KEY

<b>MLMMS:</b>	Mathematical Literacy, Mathematics and Mathematical Sciences
<b>NS:</b>	Natural Sciences
<b>TECH:</b>	Technology
<b>EMS:</b>	Economic and Management Sciences
<b>A&amp;C:</b>	Arts and Culture
<b>LO:</b>	Life Orientation
<b>HSS:</b>	Human and Social Sciences
<b>AAAT:</b>	Applied Agriculture & Agricultural Technology
<b>SMME:</b>	Small, Medium and Micro Enterprises
<b>MT:</b>	Mother Tongue Literacy

# CHAPTER 3

## FORMATIVE ASSESSMENT

### 3.1 INTRODUCTION

In this chapter we will look at the following:

- ⊙ What is formative assessment?
- ⊙ What are the various steps to follow in formative assessment of one task?
- ⊙ How to collect formative assessment tasks into a portfolio.
- ⊙ How to record the achievements of learners.
- ⊙ How to appeal against assessment judgements.
- ⊙ How to moderate formative assessment activities.

### 3.2 WHAT IS FORMATIVE ASSESSMENT?

Formative assessment is used to chart the learners' progress as he/she works towards achieving the specific outcomes to become competent. Formative assessment is necessary so that the positive achievements of the learner may be recognised and discussed and the appropriate next steps may be planned (Assessment Policy, 1998). It is used to support the learner developmentally and to feed back into the teaching/learning process.

According to Siebörger, R and Macintosh H<sup>1</sup>, formative assessment can be defined as

*"... assessment which is used to inform educators and learners about a learner's progress in order to improve learning; the information should be of a kind and be available at a time which will enable the learner to grow."*

This means that formative assessment takes place on a regular basis throughout the learning process. Continuous assessment can be defined as *"the continuous updating of assessments of the performance of a learner; learning with frequent pauses for assessment"*.

Formative assessment can include a broad range of activities. For example: class work, projects, orals, practical demonstrations, site visits, group work, role plays, simulations, etc. Formative assessment needs to happen regularly. Educators can assess a learner when the learner has progressed or when a learner feels ready. It is important to remember that every learner activity is a potential assessment opportunity.

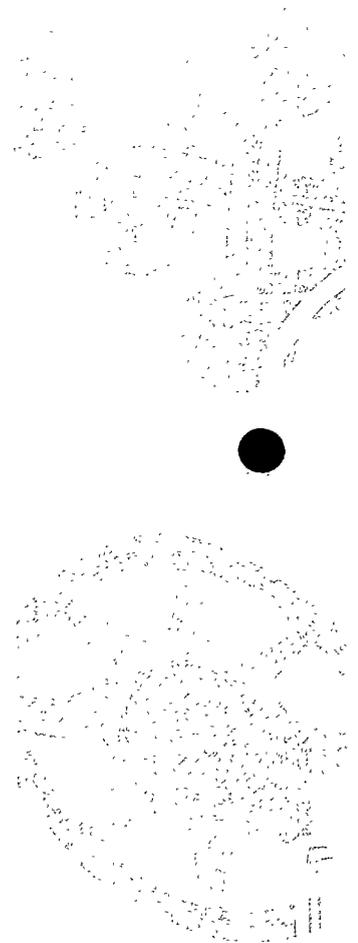
<sup>1</sup> Transforming Assessment. A Guide for South African Teachers. Sieborger R & Macintosh H, 1998.

In sum, formative assessment works towards the outcomes in a unit standard to chart progress towards achievement of credits. It should be noted, however, that some formative assessment results might be included in the final summative assessment judgement that leads to the award of credits.

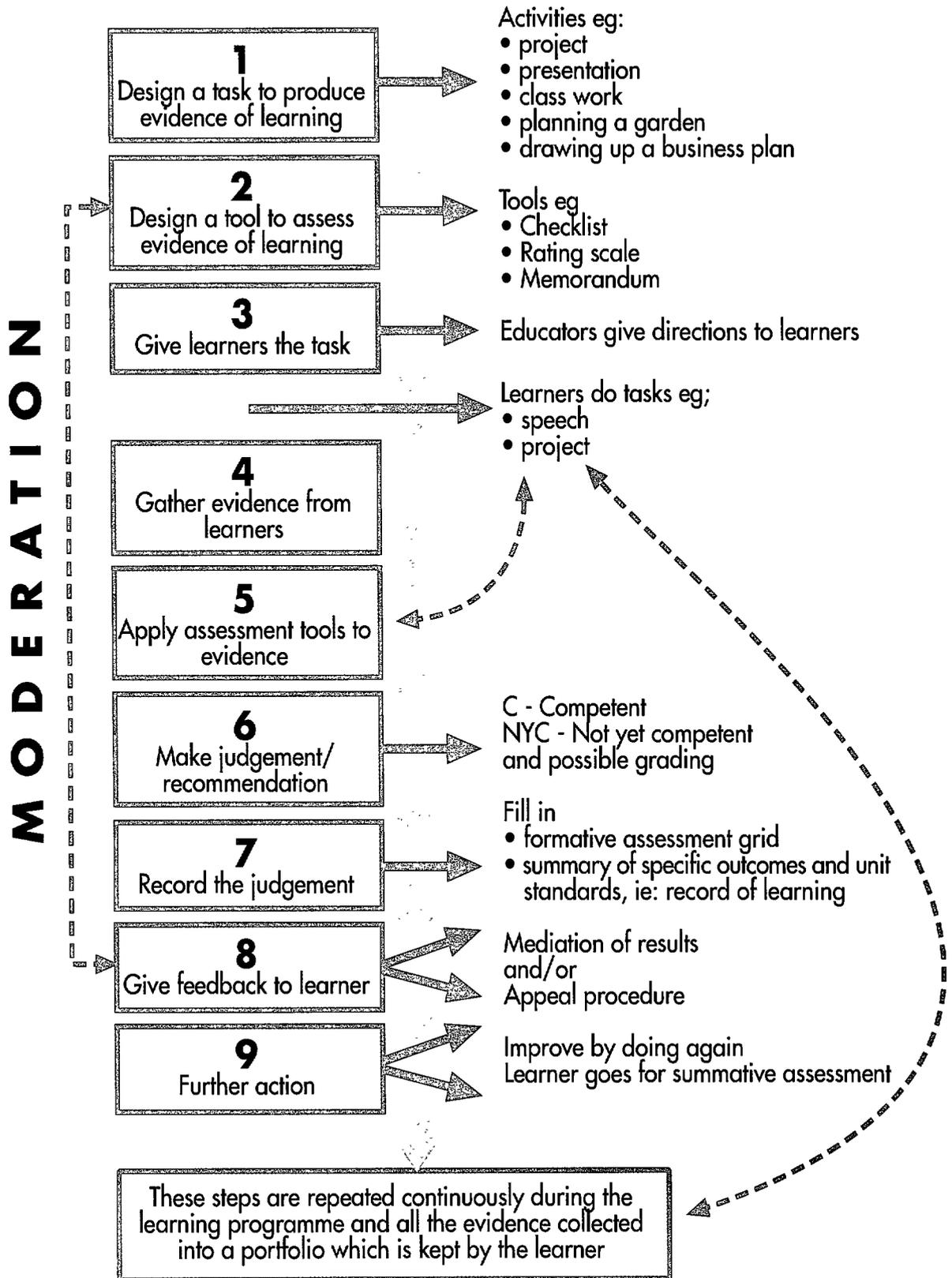
At ABET levels 1 - 3, assessment (**formative and summative**) will be conducted **internally** by the ABET educators. These assessments will be moderated for the award of ABET credits and unit standards. At ABET level 4 the ABET educators will conduct the **internal formative assessment**; however, there may be an external summative assessment conducted by an assessor body. Note that formative assessment results may be included in the final summative assessment.

### 3.3 WHAT ARE THE STEPS AND PROCESSES INVOLVED IN TASK ASSESSMENT?

Figure 3.1 shows all the steps involved in the formative assessment of one task. These steps are discussed more fully after the diagram.



## The various steps and processes involved in the formative assessment of a task



## STEP 1

### DESIGN OR CHOOSE A TASK TO PRODUCE EVIDENCE OF LEARNING

As we said earlier, learning programmes and course materials will include assessment activities. Most learning activities can be used as an assessment opportunity. Here are some of the activities that can easily be used to assess learners.

#### ORAL ACTIVITIES

- Interviews
- Discussion
- Debates
- Probing Questions
- Presentations
- Speeches
- Story Telling
- Role Playing
- Simulations

#### ASSESSMENT TOOLS

Any of these tools may be used to assess oral activities

- Checklists (This is a learner record of tasks undertaken in a particular sequence)
- Observation sheets
- Marking Memos
- Learner self-assessments
- Group and peer assessment

#### WRITTEN ACTIVITIES

- Collages
- Short question and answers
  - Multiple choice
  - True or false
  - Missing words
  - Matching tasks
  - Jigsaw sentences
- Written assignments:
  - Reports
  - Extended writing (e.g. essays)
  - Paragraphs
  - Diagrams
  - Tables
  - Pictures
  - Calculations
  - Graphs
- Keeping records
  - Charts
  - Diaries
  - Log books
- Portfolios
  - Collecting data
  - Presentation of conclusions
  - Collections of specimens
  - Written assessments
  - Record keeping

Any of these tools may be used to assess written activities

- Checklists
- Observation sheets
- Learner self-assessments
- Marking Memos
- Guidelines

These activities can be combined for the purposes of both formative and summative assessment. Some of these activities can be written assignments and some can be oral activities. As educators you must use your own judgement to decide on the best activities and assessment tools to use in given situations.

You will find many of these activities included in learning programmes, or you can design your own. It is possible to include learners in this process. This can make the assessment process more transparent and can often result in better quality evidence being produced.

We should remember that we may also want to assess against the critical outcomes, which include values and attitudes, and processes such as working in a group. This can also be done through some of these activities, and through informal assessment of processes such as brainstorming and group discussions.

## **STEP 2**

### **DESIGN OR CHOOSE A TOOL TO ASSESS THE EVIDENCE OF LEARNING**

Once the assessment activity has been designed or chosen, educators need tools to assess how the learners managed the activity. Some examples of assessment tools are given below.

#### **☉ Checklists**

A very common tool for assessment in OBE is the checklist. These can be developed by the educator and are linked to the assessment criteria of the relevant unit standard. The evidence is looked at in relation to each point on the checklist.

Below is an example of a checklist for SMME 02, the unit standard dealing with Market Research.

## MARKET RESEARCH - SMME 02

### Educator's CHECK LIST

Name _____	Draft Number _____		
Date _____			
Activities	Yes	No	Comment
<b>1 Method used:</b>			
⊙ Door to door			
⊙ Interview			
⊙ Telephone			
⊙ Personal needs			
<b>2 Number of contacts made</b>			
<b>3 Is there information on:</b>			
⊙ Age range			
⊙ Sex			
⊙ Place/ locality			
⊙ Market			
Size			
Trends			
Share			
Target			
⊙ Competitors			
Prices			
Activities			
⊙ Promotion			
⊙ Packaging			
⊙ Distribution			
⊙ Cost			
⊙ Price			
Other relevant information			
_____			
_____			
<b>4 Research Outcome:</b>			
_____			
_____			

COMPETENT

NOT YET COMPETENT

Date \_\_\_\_\_

Assessor: \_\_\_\_\_

Signature \_\_\_\_\_

Assessor

Learner \_\_\_\_\_

Learner

### ⊙ Rating scales

Five-point rating scales are the most common, e.g.

Criteria	Meets no requirements	Meets few requirements	Meets some requirements	Meets most requirements	Meets all requirements
Organisation of the plan	Chaotic	Difficult to follow	Moderately clear	Clear	very clear
Content	Not understood	Poorly understood	Reasonably understood	Well understood	Fully understood
Critical analysis	None	Little	Some	Quite a lot	A lot

In outcomes-based assessment, it is also possible to use a three-point scale with:

- ⊙ **Very good** which describes evidence that is far above the standard described in the unit standard.
- ⊙ **Satisfactory** means that the evidence is sufficient for a learner to be classified as "competent".
- ⊙ **Needs to improve** is for a learner who is not yet competent and the evidence is not sufficient.

This three-point scale could look like this:

**Tick the appropriate box:**

	Very good	Satisfactory	Needs to improve
Content			
Language use			
Structure			
Overall			

A good way to develop descriptors to help with assessment is to take three pieces of work - an excellent one, an average one and a poor one. From looking at these, it is possible to choose statements that describe the points in a clearer way than just using **Very good**, **Satisfactory** and **Needs to improve**. Examples are included in the table below:

	Very good	Satisfactory	Needs to improve
Content	Relevant to topic, interesting and creative.	Related to the topic. Not very well developed but adequate for the standard required.	Not on the topic or not developed at all.
Language use	Hardly any mistakes. Meaning totally clear at all times.	Some mistakes but meaning is clear.	Meaning is not clear. Many grammar and spelling mistakes.
Structure	Good title, paragraphs, introduction and conclusion	A title is given. Some attempt at structuring is made.	Little or no coherent structure to the essay
Overall	Competent Plus. Far above the standard required for this level. Very well written	Competent. The essay is satisfactory	Not yet competent. The learner needs to try again.

## © Marking Memoranda

Marking Memoranda are familiar to most educators, and can be used to assess both skills and knowledge.

The knowledge component is often assessed through activities that involve asking questions. The types of questions vary and educators need to take this into account when developing marking memoranda. Examples of questions include:

- © Multiple choice
- © Yes/No or True/False questions
- © "Wh"-questions (where, when, why, what, how)
- © Open-ended questions that allow for more comment from learners.

The educator will need to develop a marking memo that details the answers expected in terms of content, quality and quantity. This memorandum also needs to explain how to interpret the results of the assessment. For example, how many questions need to be correct out of a set of questions for learners to be judged competent/not yet competent? What is sufficient evidence of competence? What are the elements one is looking for in a learner's answer? The assessment criteria in the relevant unit standards should be consulted when drawing up this memo.

The assessment exemplars, available in separate booklets, for different learning areas will give educators more ideas on designing assessment activities and tools to assess these activities.

## STEP 3

### GIVE LEARNERS THE TASK

Once an assessment activity/ task has been designed or chosen, the educator needs to give it to the learners. The instructions need to be clear in order for learners to produce the best evidence/ performance possible.

In outcomes-based education, the assessment process should be as transparent as possible. We are not trying to trick learners or catch them out. For this reason, the way in which the task will be assessed needs to be explained to learners before they begin. What is expected from them? What evidence is needed? How will their evidence be judged? Educators can even give out a copy of the checklist that will be used to assess the task, but should obviously not provide learners with solutions to the task.

## STEP 4

### GATHER EVIDENCE FROM LEARNERS

Once the activity has been completed, the educator needs to collect the evidence. In some cases where there is direct observation of performance (e.g. a speech) the evidence needs to be assessed as it is produced and cannot easily be collected after the event.

## STEP 5

### APPLY ASSESSMENT TOOLS TO EVIDENCE

The educator should then use the assessment tool to assess the evidence that has been produced. For example, the educator collects essays and marks them according to the marking memorandum.

Whenever possible, the learners should be part of the assessment process. This can take the form of peer or self-assessment with learners applying the assessment tool to their own or each others' work. Many ABET courses include activities using peer and self-assessment.

## STEP 6

### JUDGE THE EVIDENCE

The term 'judgement' is an assessment term which refers to the way in which we evaluate a learner's work. Whether we use some of the rating scales and checklists previously described, or give a grade (e.g. A, B, C) or even just a comment, these are the judgements that we make of the evidence in relation to assessment criteria. Assessment judgements are not just made by the educator: learners themselves make judgements when they self-assess a piece of work and try to improve it, or when peer assessment takes place. It is also important for learners to know that it is not them that are being "judged", but the evidence.

There are many different approaches to making judgements in assessment. In OBET the most important thing to bear in mind is that we are judging against a description of what should be achieved, whether this is taken from the outcomes and assessment criteria in a unit standard or developed in more detail through assessment tools and memos.

It is also very important to note that there are differences in what is appropriate in different learning areas. For example, look at the SMME 02 example on page 36: you can see that with some kinds of evidence it is easy to say 'Yes, this evidence shows competence' or 'No, it doesn't': either the learner did something or he/she did not do it. In this instance judgements such as the following can be applied to the evidence:

- ⊙ The evidence collected shows that the standard has been achieved, therefore the learner is competent (C).
- ⊙ The evidence shows that the standard has not been achieved, therefore the learner is not yet competent (NYC).

In another learning area, however, the evidence requirements might not be so clear cut, and one may not be able to say 'Yes' or 'No' to the evidence. It is therefore not so easy to make sharp distinctions such as 'competent' or 'not yet competent'. For example, in Communications a learner might be required to write three paragraphs: but the kinds of sentences, vocabulary and structuring that learners within the same level might use would vary

considerably. Finer distinctions about the quality of someone's performance within a level may be useful to make. Also, there could be some recognition of exceptional performances within a level. Band descriptions could be used. Bands expand descriptions within the categories of 'competent' and 'not yet competent'. Here is one example of a band description:

COMPETENT (C )	Above standard at this level
	Competent
NOT YET COMPETENT (NYC)	Almost competent, but needs improvement
	Far from meeting the standard

Each band could contain detailed descriptive statements which apply to a particular task and are based on the requirements of particular unit standards. The point to bear in mind is that, in formative assessment especially, the judgement should give *useful information* to learners about how they are doing.

**Where formative assessment judgements will contribute to summative assessment for the award of credits, there will be some form of moderation specified by the ETQA.**

## STEP 7

### RECORD THE JUDGEMENT

#### Formative Assessment Grid

Once a judgement has been made, the educator needs to record this on the Formative Assessment Grid (see appendix C). One copy of this is kept in the learner's portfolio and another copy is kept in the learner's file which is kept at the centre. The columns in the assessment grid have to be completed by the educator when mediating results to the learner. The remedial action should be decided by the educator and learner together. The Formative Assessment Grid will show the following information:

- ⊙ date of assessment
- ⊙ activity used to assess
- ⊙ the applicable outcome(s) (unit standard number(s) and specific outcome number(s))
- ⊙ judgement: e.g. "competent", "not yet competent"
- ⊙ band descriptions
- ⊙ when the judgement is "not yet competent", the educator and learner must identify the reason for this
- ⊙ action must be planned to help the learner become competent in those outcomes not fully met
- ⊙ a last column must be ticked once the results have been mediated to the learner.

The grid on the following page is an example of a completed **Formative Assessment Grid**. This example is for use with evidence which can be judged 'competent' or 'not yet competent'. Please note that this grid can be adapted to suit the task.

Name Gary Peters

**Formative Assessment Grid**

Date	Activity	EV No.	SO	Judgement	Comment on Performance	Possible Reason	Remedial Action	Feedback Given
1/3/98	Market Research Draft 1	15	SMME02 SO 2	IEC	Good idea not complete - need to use checklist	Did not understand all elements of the checklist	Explained checklist Try again	✓
14/3/99	Market Research Draft 2	16	SMME02 SO 2	NYC	Much improved - more information needed	Misread part of checklist	Advised communication classes. Try again	✓
22/3/99	Market Research Draft 3	17	SMME02 SO 2	C	Much improved - work to standard		Continue communication classes. Begin Business Plan	✓
5/4/99	Business Plan Draft 1	18	SMME03 SO 1 & 2	IEC	Not enough details - more reasons needed - more terms	First attempt	Refer to checklist. Try again Communication improved significantly	✓

Please Note: A copy of the formative assessment grid is included as Appendix C.

## Record of learning

If a learner has been judged **COMPETENT** against an outcome or set of outcomes and unit standards, the educator should make a note of this in the Formative Record of Learning. Remember, however, that in most learning areas outcomes work together in a piece of evidence. A learner will need to demonstrate outcomes throughout and at the end of a course of learning in various different ways and contexts. It can sometimes be rather an artificial exercise to 'sign off' a learner as competent for a specific outcome. Rather, the Formative Record of Learning will chart the learner's progress, showing in which outcomes he/she has strengths and weaknesses as he/she progresses towards a final judgement on the achievement of level credits.

The **Record of Learning** is a summary sheet reflecting the following information:

- ⊙ Name of learner
- ⊙ Applicable learning area or elective
- ⊙ Specific outcomes met: date, evidence numbers that relate to the specific outcome, name and signature of assessor
- ⊙ Unit standards met: date, name and signature of assessor

Requirements for credit award at ABET levels have not been finalised by the GEN-FETQA. It may be that once a learner has met all the specific outcomes of a unit standard or set of unit standards as recorded through formative assessment, the educator will recommend that the credits allocated to the unit standards be awarded to the learner. The assessor or contracted agency will moderate the portfolio of the learner (which contains all the evidence produced by the learner) and if they are satisfied with the recommendations, they will approve the recommended credits. Alternatively, some form of summative assessment (which could be internal or external) may be required. This would also have to be moderated by the relevant body.

**PLEASE NOTE: A copy of the Record of Learning is included as Appendix D. This record may need to be adapted for different learning areas.**

## STEP 8

### GIVE FEEDBACK TO LEARNER

Once an educator has assessed the set task, results must be communicated as soon as possible to the learner. This we call **MEDIATION OF RESULTS** and it includes confidential feedback and discussion of the assessment.

Adult learners have the right to a fair, transparent and confidential discussion of their work. Learners have a right to know why the educator made a particular judgement.

In outcomes-based education, learners are measured against their own progress, in relation to outcomes and unit standards and not compared to others in the class. Therefore results are confidential.

Educators should allow reasonable time for open, free discussion of results with the learner on a one-to-one, confidential basis. Mediating the results to learners is an essential part of the developmental process. Good feedback is relevant, informative, encourages self-assessment and encourages dialogue. Written feedback is often not read or it can be misunderstood. Even if it is read and understood, learners do not always act on it. Spoken one-on-one feedback is much more effective, and helps learners understand their problem and progress areas. Educators must create opportunities to give each learner regular feedback.

- If the learner is judged to be C for competent, explain to him/her that the evidence produced was sufficient for this decision. Then plan what the learner should go on to next. The learner should leave the feedback session feeling good about what he/she has achieved.
- If the learner is judged to be NYC for not yet competent, explain the reasons for the decision. Discuss the possible reasons for this performance and decide what the learner should do in order to improve his/her performance. This needs to be negotiated with the learner and the learner should leave the feedback session feeling positive and clear about the way forward.

Similar explanations can be given if additional band descriptions are used.

During the feedback, the educator should give the learner the checklist and the completed **Formative Assessment Grid** to add to their **portfolio**. The judgement should be discussed and remedial action agreed on. Once the educator has done this, he/she can tick the last column for feedback given on the grid.

The intention of mediating results should be supportive and developmental. Educators should be sensitive in handling the process and ensure that the learner leaves feeling positive and able to move forward. They should be clear about their next step in the learning process.

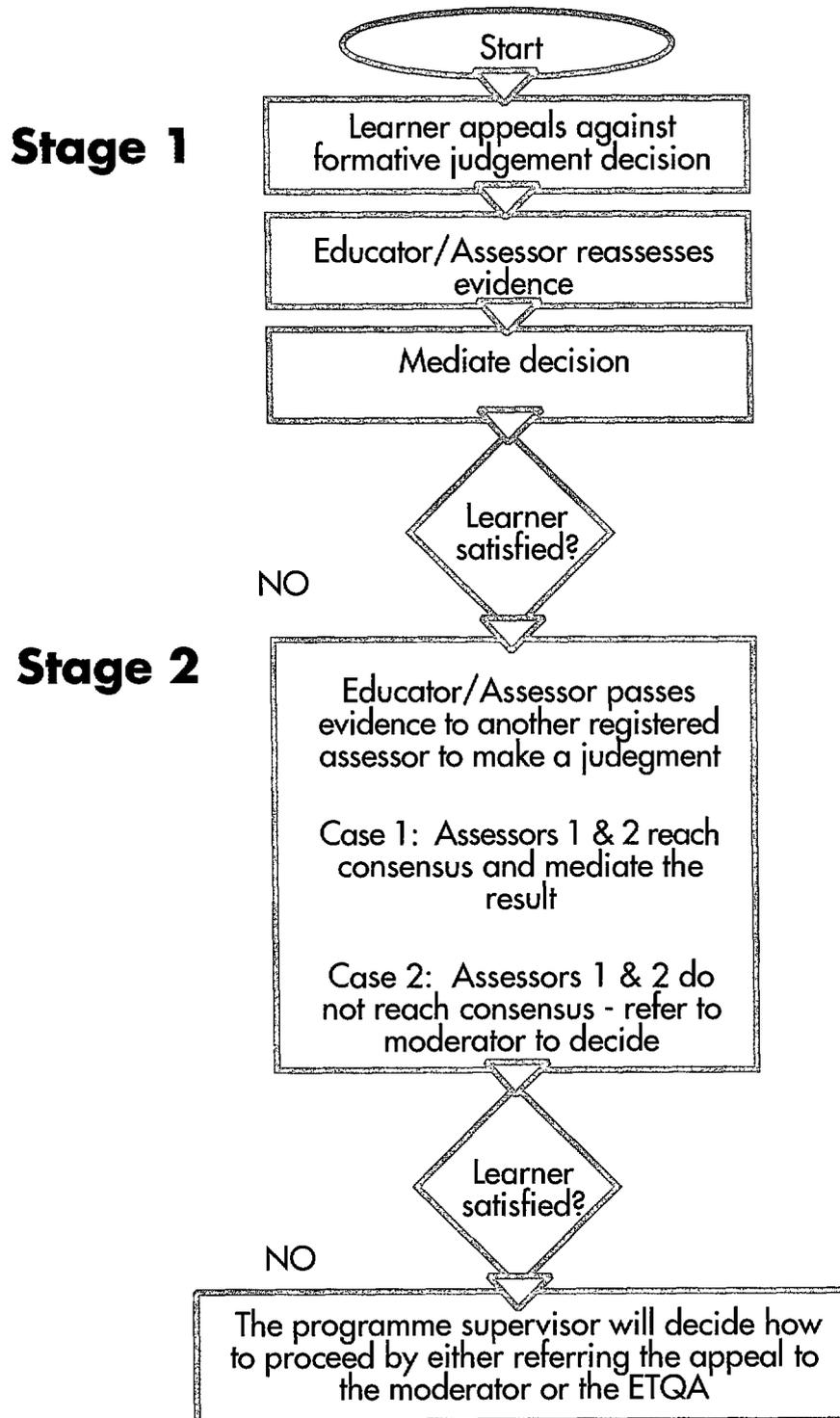
Educators must ensure that all learners are familiar with the appeal procedures available to them. This will include the time frames within this should happen.

## **APPEAL PROCEDURES FOR FORMATIVE ASSESSMENT**

A learner can appeal if he/she is unhappy about the assessment decisions made by the educator. The diagram (fig 3.2) on the following page shows the process when a learner appeals against an assessment decision.

Fig 3.2

# THE FORMATIVE APPEAL PROCESS



The following stages should be followed:

### **Stage 1**

- ⊙ The learner will have to explain why he/she does not agree with the judgement of the assessor - (within one week of obtaining the result).
- ⊙ The assessor will have to respond, with clear explanations. If applicable the necessary amendments must be done - (process to take one week).
- ⊙ If the learner accepts the explanation or the adjusted result, the case is settled.
- ⊙ If the learner is still not satisfied, the appeal will proceed to Stage 2.

### **Stage 2**

- ⊙ The evidence should be re-assessed and discussed with at least another learning area specialist who is acquainted with the assessment procedures. All the relevant documentation should also be submitted - (process to take place within one week).
- ⊙ Feedback (in writing) regarding the outcome should be mediated to the learner - (process to take place within one week).

Although these procedures may not satisfy everyone, they must be seen as a step towards a solution to a real problem. The whole process should be resolved within a period of one month. Unavoidable delays during parts of the procedure need to be clearly accounted for.

If a learner appeals on a regular basis and the appeal goes to Stage 2 more than three times, the co-ordinator/ supervisor must arrange a mediation session with both the learner and educator present. After this the co-ordinator/ supervisor must decide how to proceed.

This is a national standardised procedure applicable to all learning areas and electives.

The entire appeal procedure should be recorded and filed in the learner's file for future reference.

## **STEP 9**

### **FURTHER ACTION**

The learner carries on working on various tasks and activities. This evidence is assessed in order to go into the learner's portfolio. Each learner must build a portfolio (file of evidence). Ideally it is kept by the learner and contains evidence of learning and progress towards achieving outcomes and unit standards in a particular learning area or elective. Although the ultimate responsibility of the portfolio lies with the adult learner, she/he may want to keep it at the centre for safe keeping.

### 3.4 COLLECTING EVIDENCE IN A PORTFOLIO

The learner, with the help of the educator, will develop the portfolio. It contains a collection of the learner's work and will help him/her to think about how he/she is progressing, and what has been experienced during learning.

At the end of the year or a period of learning the learner and the educator together decide on what is to be kept in the portfolio. The work done should cover various aspects of the course and the activities included should be representative of all the unit standards covered by the learner.

The activities or items of work should include skills, knowledge and attitudes and should not be repetitions of the same type of work (e.g. essays). It should include:

- ⊙ Practicals
- ⊙ Essays
- ⊙ Projects
- ⊙ Research
- ⊙ Tests/exams
- ⊙ Formative record of specific outcomes and unit standards achieved
- ⊙ A diary of learning
- ⊙ Self-evaluation sheets
- ⊙ Attendance certificates
- ⊙ Any other certificates

This portfolio of learning has many uses. It can form part of summative assessment for certification. It can also be presented at the beginning of another learning programme or course, used for placement at another learning centre, presented for recognition of prior learning on application for a job, etc., The portfolio is built up as the learner goes along, from one situation to another, and reflects his or her progress through different learning levels.

The educator will also keep a file of records of the learner. This file will contain the weekly/monthly reports, the attendance records, the formative record of specific outcomes and unit standards achieved, the initial placement assessment, details of appeals made and details of counselling given.

This will help the educator to keep a record of the learner's attendance, track a particular learner's progress over the years and to help an educator to ensure continuity.

The checklist for a portfolio on the following page is an example of the minimum requirements for a learner who would like to obtain the credits for the four unit standards of Small, Medium and Micro Enterprises (SMME 01/02/03/04). Additional formative assessments can be added to the end of the checklist. Learners' portfolios will not necessarily be identical, as learners will supply whatever evidence they have to show competence in the particular unit standards.

**EXAMPLE OF A CHECKLIST FOR A PORTFOLIO**

ITEM	DONE	EVIDENCE NO
Record of Learning	✓	1
Formative Assessment Grid	✓	2
Attendance register	✓	3
Previous business experience (RPL)	✓	4
UNIT STANDARD SMME 01 Case Study		
UNIT STANDARD SMME 02 Mini - project on market research		
Market Research Project Draft 1 Market Research Project Draft 2		
UNIT STANDARD SMME 03 Business Plan Draft 1 Business Plan Draft 2 Business Plan Draft 3		
UNIT STANDARDS SMME 04 Case Study GANNT Chart Observation sheet SWOT analysis		
Additional Formative Assessments		

### **3.5 MODERATION OF FORMATIVE ASSESSMENT**

The internal moderators will be the provincial/regional/district ABET specialists in the province. They will have a thorough knowledge of:

- ⊙ SAQA and NQF processes and procedures.
- ⊙ Adult Basic Education and Training.
- ⊙ Learning areas and electives.
- ⊙ Assessment in outcomes-based education and will be registered as assessors, once all the necessary structures are in place.
- ⊙ Ways of moderating in an educator-friendly manner.

These internal moderators, together with the core training team in every province, will be responsible for the training of educators in all the elements of assessment. When training is an integral part of the duties of these ABET specialists, a supportive and developmental relationship should grow between the moderators and the educators. This will encourage the transformation from “inspection “ to moderation on outcomes-based education principles. Provinces will have to establish their own internal moderation plan.

#### **3.5.1 Guidelines to internal moderators**

- ⊙ Times of visits must be negotiated with educators. There can be no unannounced classroom visits.
- ⊙ Visits must be developmental and supportive and the visits must be negotiated with the educator via a letter or phone call.
- ⊙ The ratio of internal moderators to assessors should be 1 to 15.
- ⊙ Randomly selected portfolios must be moderated and the suggested minimum ratio is 1:3.
- ⊙ Moderators will visit the class at least twice during each programme, to look at portfolios, formative assessment procedures and judgements. One third of the portfolios in each class must be moderated.
- ⊙ There will be no spot checks and the intention of all moderation will be to guide the educator in making assessment decisions e.g. whether a learner is competent or not yet competent, the recommendations regarding the awarding of credits, etc. This will be the opportunity for educators to ask questions they have regarding the assessment process and the assessment decisions they have made.

#### **3.5.2 External Moderation**

- ⊙ External moderators should be appointed by the relevant ETQAs.
- ⊙ The ETQA will take the responsibility for officially awarding the recommended credits once they have moderated the learners’ portfolios, and/or verified the procedures for summative assessment.
- ⊙ It is recommended that external moderators meet at least twice per year with internal moderators so that the process is properly monitored.

See Part I Section 2 for more detail on the GEN-FETQA and quality assurance functions.

## SUMMATIVE ASSESSMENT

### 4.1 INTRODUCTION

In this chapter the following questions will be answered:

- ⊙ What is summative assessment?
- ⊙ What is the purpose of summative assessment?
- ⊙ Who will be responsible for summative assessment?
- ⊙ How should summative assessment be conducted?
- ⊙ What are the appeal procedures?
- ⊙ How will summative assessment be moderated?

### 4.2 WHAT IS SUMMATIVE ASSESSMENT?

Summative assessment is formal assessment that is administered at the end of a learning programme. The Assessment Policy states:

*"Summative assessment requires the collection of sufficient, appropriate evidence against the relevant standard".<sup>2</sup>*

According to Siebörger, R. et al summative assessment can also be defined as *"... assessment which is used to report to others about the achievements of a learner - unlike formative assessment, which points to the future, it points to past performance".<sup>3</sup>*

There are many different ways of doing summative assessment. For example:

- ⊙ oral examinations
- ⊙ projects
- ⊙ performance assignments
- ⊙ written examinations
- ⊙ performance assignments
- ⊙ a combination of the above.

### 4.3 WHAT ARE THE PURPOSES OF SUMMATIVE ASSESSMENT?

The main purpose of summative assessment is to measure whether a learner has reached the desired outcomes at the end of a learning programme. For the award of NQF registered credits, this means the unit standard outcomes claimed by that learning programme. The purposes of summative assessment can be summed up as follows:

<sup>2</sup> Assessment Policy in the General Education and Training Band. Grade R to 9 and ABET. Department of Education, 1998.

<sup>3</sup> Transforming Assessment. A Guide for South African Teachers. Sieborger R and Macintosh H. 1998.

- ⊙ **To certificate** - formal recognition that a particular level of performance has been achieved. In practice this can also be linked to a licence e.g. an electrician.
- ⊙ **To measure achievement** - to see whether the learner has achieved the outcomes of a course of learning.
- ⊙ **To select** - summative assessment marks progression between levels, selection into career pathways and informs planning of life long learning.
- ⊙ **To measure quality of learning** - it provides a basis for the maintenance of standards outlined in the unit standards in the various learning areas. It also serves as an indicator for evaluation and quality assurance.
- ⊙ **To improve teaching** - assessment can help the educator to see the impact of teaching on a group of learners, and make the necessary changes for the next learning programme.

#### 4.4 WHO WILL BE RESPONSIBLE FOR SUMMATIVE ASSESSMENT?

At ABET levels 1 - 3, assessment (formative and summative) will be conducted internally by the ABET educators. As we have noted, requirements for assessment for the award of ABET credits have not been finalised. It is likely that these requirements will bring together formative and summative assessment conducted internally. Whatever form they take, there will be moderation and verification procedures prescribed by the GEN-FETQA.

An accredited assessor body (as discussed in Part I of your File), will be responsible for the external assessment. (Educators should be familiar with the rules of combination of different fields of learning in order for a GETC qualification to be issued). The GETC certificate will be issued by the GEN-FETQA once a learner has complied with all the requirements for this qualification. During the assessment, the learner's competence is measured against the unit standards registered on the NQF.

#### 4.5 HOW SHOULD SUMMATIVE ASSESSMENT BE CONDUCTED?

Summative assessments aim at evaluating the learner's overall competence at the end of a course of learning. As we have noted, however, some of the knowledge and skills that the learner should have acquired in the learning programme cannot be assessed through summative assessment. It is for this reason that formative assessment judgements can form part of a learner's overall summative assessment.

Summative assessments can however be designed in order to assess a generalised competence at that level. This can take the form of a final examination, or an integrated project. Usually a summative assessment will draw on a range of outcomes. Remember that not all unit standards are

'stand-alone': that is, many of the outcomes and unit standards need to be demonstrated in an integrated way. Again, it is important to remember that different learning areas need different kinds of evidence and ways of showing competence: some learning areas can only be assessed by practical demonstration, while others can use different types of evidence.

If the learners do not meet the standard, they must receive clear explanations and guidance, indicating the areas that need to be developed in order to reach the required standard.

#### **4.6 MODERATION OF SUMMATIVE ASSESSMENT**

The moderation of summative assessment activities will be conducted by the ETQA.

#### **4.7 APPEAL PROCEDURES**

The provinces should discuss the appeal procedures against assessment judgements with the appointed Assessment and Evaluation Agency as these might differ from one to another. However, whatever appeal procedures are in place, these will have to be made very clear to learners, so that they are informed about their right to appeal.

For assessments carried out by assessor bodies or ETQAs, appeal procedures will be established by those bodies. However, learners should be advised not only of their right to appeal against results, but also of the procedures to follow.

## RECOGNITION OF PRIOR LEARNING

### 5.1 INTRODUCTION

In this chapter the following issues will be discussed:

- ⊙ What is the recognition of prior learning (RPL)
- ⊙ Underlying principles of RPL
- ⊙ Applying for RPL
- ⊙ Support mechanism for RPL candidates
- ⊙ Assessment of RPL candidates
- ⊙ RPL Appeals Procedure
- ⊙ Moderation of RPL
- ⊙ Advocacy of RPL
- ⊙ Sites where RPL is conducted
- ⊙ Time factors

### 5.2 WHAT IS THE RECOGNITION OF PRIOR LEARNING (RPL)?

The assessment system for the Adult Basic Education and Training sector - of which RPL is a sub-system - is *"the cornerstone of transformation activities and programmes."* In the past many adults and out-of-school youth attended non-formal training programmes and acquired a great deal of knowledge and experience which was never formally acknowledged. This meant that adults could be excluded from certain jobs, denied promotion, and not given further education and training opportunities that demanded some kind of "certificate" for entry.

Recognition of Prior Learning (RPL) refers to the *acknowledgement of the skills and knowledge acquired through experience or informal learning*. This learning is of equal value to learning and skills gained as a result of formal training. RPL is a process that allows learners to identify past learning (i.e. what they know and can do) which has been acquired through study, community work, on-the-job training, or other life experiences but has not been formally recognised through certification or recorded credits. It allows an individual to get some form of recognition for the skills and knowledge he or she has. RPL also assesses past learning against established national standards so that credit can be awarded.

The basic idea underlying RPL is that people, especially adults, learn outside the formal structures of education and training. Regardless of where, how, and when learning was acquired, this learning is worthy of recognition and credit. RPL is not separate from assessment: rather, it is a specialised form of assessment.

RPL is implemented all over the world, and different names and acronyms are used in other countries: Recognition of Prior Learning (RPL) is called Accreditation of Prior (Experiential) Learning (APL or APEL) in Britain and Prior Learning Assessment (PLA) in North America. Although the names are different, the principles of all these processes are the same.

There are many definitions of recognition of prior learning. The definition given by the HSRC publication *Ways of Seeing the National Qualifications Framework*<sup>4</sup> is as follows:

*"Recognition of prior learning (is the process of) granting credit for a unit on the basis of an assessment of formal and non-formal learning/experience to establish whether the learner possesses the capabilities specified in the outcome statement. Similarly, a person could gain recognition for prior learning in respect of an entire qualification, provided that such a person is able to demonstrate the full competence associated with the qualification."*

According to Harris J & Saddington T<sup>5</sup>, RPL has the capacity to:

- ⊙ *contribute to redress and equity by opening up more inclusive ways for people to attain qualified status;*
- ⊙ *enable more people to reach higher levels of qualification and expertise by beginning with an acknowledgement of existing skills and knowledge;*
- ⊙ *contribute to enhancing international economic competitiveness by building on often invisible and unacknowledged workforce skills;*
- ⊙ *and offer the first step in attaining the goal of developing a multi-skilled and flexible workforce by acting as an auditing tool to quantify existing competence.*

RPL in South Africa is seen as a way of making up for past unfair discrimination in education, training and employment opportunities. The RPL model proposed for ABET should allow for practical implementation of RPL in different circumstances. This is one of the key issues if RPL is to form a stable part of a national approach to assessment and recognition. We have to ask ourselves the question: *"Why do we not put as much energy into assessing and recognising the learning of learners when they come into our programmes as we do into assessing learners when they exit?"*(see *RPL Framework Document, 1997:12*)

For the RPL model to work it should be implemented as an integral part of the NQF. RPL should be actively promoted, carefully administered and implemented in, support of the principles of access and redress.

<sup>4</sup> Ways of Seeing the National Qualifications Framework. Human Sciences Research Council, 1995.

<sup>5</sup> Harris J. & Saddington T., 1995. . The Recognition of Prior Learning (RPL): International models of assessment and their impact on South African education and training practice. Cape Town: University of Cape Town.

### 5.3 UNDERLYING PRINCIPLES OF RPL

The first step towards an effective national approach to RPL is to agree on certain principles. National standards for RPL will provide a framework to ensure that RPL is developed in a manner that serves users well.

The following principles for RPL are essential:

- ⊙ RPL must be accessible and relevant to individuals. It must focus on the unique needs and abilities of the individual. The logistics of the RPL system need to ensure that disabled candidates are not disadvantaged in any way. Where possible logistical support should be provided (e.g. transport to the venue), and the collection of evidence process must accommodate the needs of these candidates.
- ⊙ Assessment and recognition must be of learning (knowledge and skills acquired through study or experience) not just of experience. RPL does not grant recognition for the length of time spent acquiring the learning.
- ⊙ The RPL process must be fair and equitable. It must be barrier-free and bias-free. The RPL assessment should only assess the achievement of specific outcomes of the unit standard(s) in question and any aspects that may affect the assessment process need to be taken into consideration. These could, for example, be the language in which the assessment is done, or the literacy levels required to do components of the assessment. Ways to counter these problems could be the translation of the unit standards, use of interpreters, ensuring that the method of assessment suits the candidate, giving oral and written evidence equal weight, and so forth.
- ⊙ The RPL process must be efficient. It must make the best use of resources such as equipment or money.
- ⊙ The RPL process must be effective. It must provide the opportunity for recognition of prior learning, but it should not raise expectations.
- ⊙ The RPL process must be transparent. The individual must know the standards used to assess his or her skills and knowledge.
- ⊙ The assessment must be reliable. The criteria and standards must be recognised and respected by all the labour market partners and South African society as a whole. This principle applies to occupational and skill standards, the learning outcomes stated for a specific course or training programme, and the credentials required for a specific job or occupational group.

- ⊙ The assessment tools and their RPL application must be valid. They must be recognised and accepted by all the labour market partners and by the society as a whole.
- ⊙ Individuals assessing prior learning must be trained to perform this task.
- ⊙ The assessing organisation must provide a number of ways to carry out an assessment. Individuals should have the opportunity to choose how their assessment will be done. If necessary, they should get help to make their choice.
- ⊙ Recognition awarded through RPL should be transferable between organisations, contexts and sectors throughout South Africa.
- ⊙ RPL must be an option or opportunity, not a compulsory process.
- ⊙ Recognition awarded through RPL should be considered equal to recognition awarded in the traditional manner.
- ⊙ If a person is not satisfied with RPL assessment, an appeal procedure must be available.
- ⊙ Assessment methods should be appropriate for the level and the context of the assessment.
- ⊙ Assessment methods should be cost-effective.

#### **5.4 ADVOCACY**

Due to the fact that RPL is a new process aimed at redressing past imbalances in education, it needs to be actively promoted and advertised.

Advocacy for the RPL system should not only be aimed at learning centres and industry, but should also inform the general public. This will enable individuals who are not attending a learning centre or employed by a company to access the RPL system. They can choose to apply independently to the assessor body or to look for support from a learning centre or industry structure.

The staff members of the learning centre are largely responsible for advocacy within the centre. This process should be driven by the programme supervisors and involve educators. In the industry, line supervisors, HR managers and training officers should also advocate RPL. Equity forums, comprising all stakeholders, should also ensure that RPL is promoted amongst all employees. All stakeholders are responsible for advocacy, e.g. the assessor bodies, industry, government, organised labour, NGO sector,

ETQAs, SETAs, SAQA, Department of Education, Department of Labour, and all other government departments.

## 5.5 THE RPL PROCESS

### 5.5.1 Applying for RPL

A candidate may apply for the recognition of her/his prior learning through an Adult Learning Centre (ALC) or directly to the appropriate assessor body. Figure 5.1 shows the different routes for applying for RPL.

Candidates who apply through an Adult Learning Centre will be given the support of an RPL mentor. This person may be a registered assessor, but this is not a prerequisite of this model. (Please note that these procedures may be adapted for different contexts and sites of learning.)

# APPLYING FOR RPL

## Candidate in Adult Learning Centre

## Independent candidate

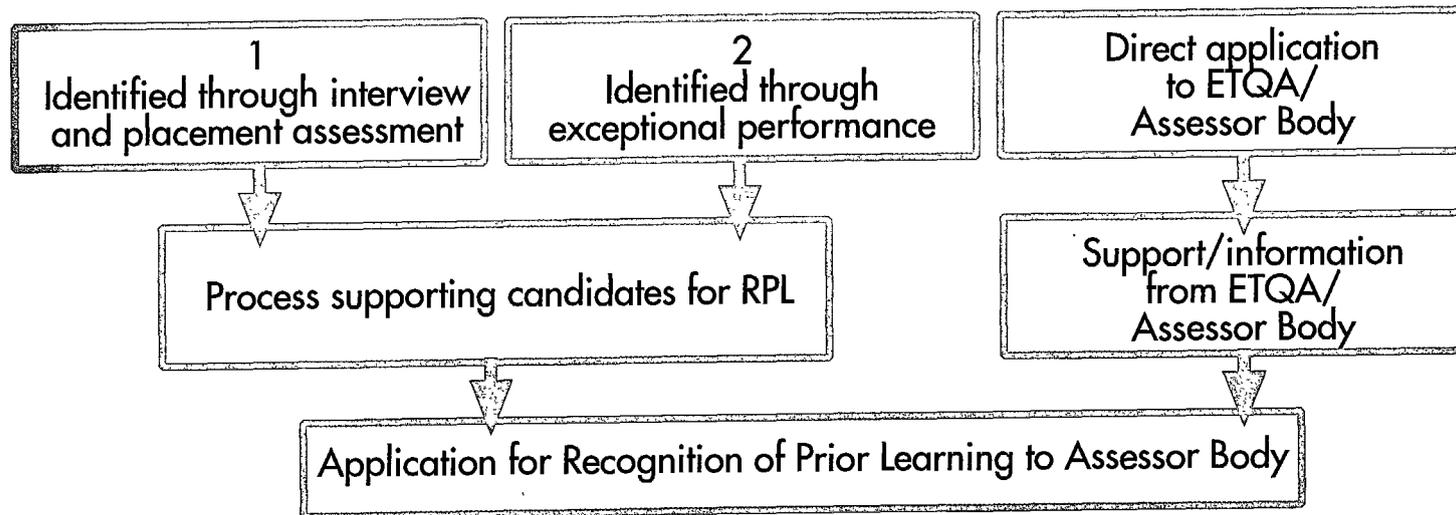


Fig 5.1

## ⊙ Application through an ALC

### ⊙ **Candidate identified through an interview and/or placement assessment**

During the first interview at a learning centre, the interviewer may find that a candidate has sufficient skills, knowledge and experience to apply for RPL. Candidates will then be given the choice to go through the support process before presenting themselves for RPL.

A candidate who has been through the placement process may be advised to apply for RPL. Candidates will have the choice of first going through the support process before presenting themselves for RPL.

### ⊙ **Identified through exceptional performance in a learning programme**

An educator might identify a candidate who is doing exceptionally well in a particular learning programme. This candidate can be advised to request RPL, rather than complete the entire learning programme. This candidate then has the choice of participating in the support process before presenting him/herself for RPL.

## ⊙ Direct application to the ETQA or appropriate assessor body

When individuals believe that they have the necessary skills, knowledge and experience, they can apply for RPL. These candidates present themselves directly to the RPL assessor body, and are personally responsible for collecting sufficient evidence to demonstrate competence.

Assessor bodies are granted authority by the ETQA to assess evidence presented against specific unit standards. The RPL assessment should be done by a registered assessor from the assessor body. Assessor bodies need to be accessible to people throughout the country. This implies that regional offices need to be established in all provinces, taking the field of learning into consideration (for example, the Assessor Body dealing with the mining unit standards and qualifications will not necessarily have a site in a province where no mining takes place). Assessor Bodies should arrange to visit centres where RPL needs to be conducted. This should happen at least twice a year.

### 5.5.2 COSTS OF RPL TO THE CANDIDATE

Costs must be separated into those carried by the centre offering support services and the costs incurred in assessment for RPL.

#### ⊙ **Costs of RPL through an ALC**

Where candidates make use of the support services offered by an ALC, the costs for this process need to be covered by the provider delivering the service at the learning centre. The candidate may or may not be required to pay towards these costs. This fee may or may not include the RPL application fee payable to the assessor body. Where a candidate has done part of a learning programme, cost implications of the learning programme need to be considered.

#### ⊙ **Costs of RPL directly through the Assessor Body**

An RPL application fee may be charged by the assessor body to cover costs. Candidates are responsible for the RPL application fee, payable to the RPL Assessor Body. This should be monitored by the ETQA to ensure that financially disadvantaged people will also have access to RPL systems.

### 5.6 SUPPORT SERVICES FOR RPL CANDIDATES

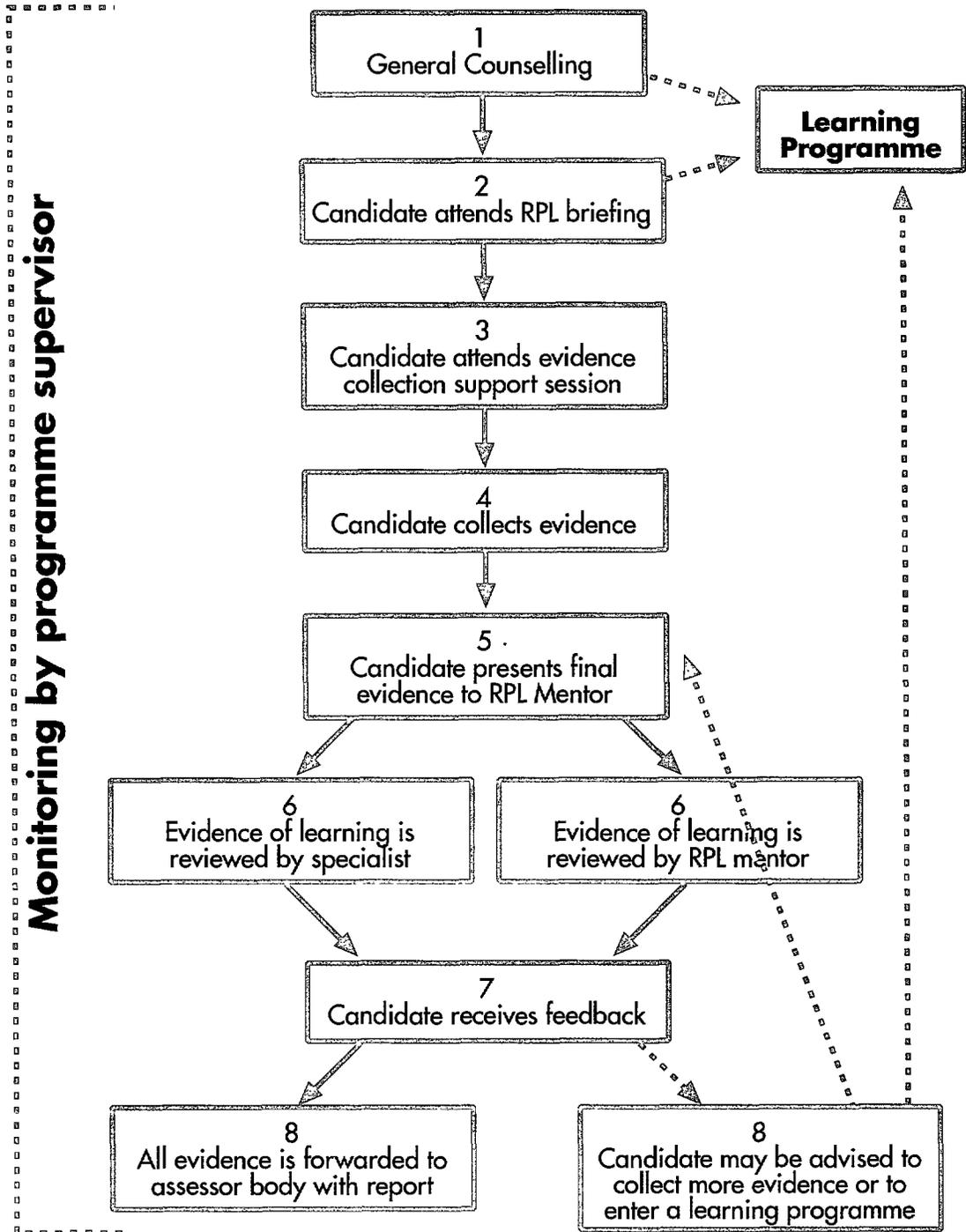
RPL candidates are supported by means of counselling and guided in the collection of evidence.

The support process will generally be run from the adult learning centre, but the collection of evidence may mean that the RPL mentor visits the candidate's site of work in order to collect evidence. In certain cases other people, for example line supervisors, may help workplace candidates to collect evidence of skills demonstrated in the work place.

The support service for an RPL candidate is illustrated in Fig. 5.2.

Fig 5.2

## SUPPORT SERVICES FOR RPL CANDIDATES



### 5.6.1 Counselling

Each candidate will attend a counselling session. The purpose of the counselling session is to establish the candidates' areas of interest and past experience. It will also create an opportunity for the candidates to think about their future goals and objectives at the same time as the counsellor discusses what is expected of candidates for RPL.

Below is a guideline of how to run the counselling session. These steps can be adapted to meet individual circumstances.

#### PART 1 - GENERAL COUNSELLING SESSION

1. Make the candidate/s feel at ease.
2. Ask about the interests of the candidate/s.
3. Find out about the past learning experience of the candidate.  
List knowledge and skills that the candidate mentions and attempt to identify all the potential areas/fields of learning in which the candidate may be eligible for RPL. (It is important to incorporate prior learning experience in both education and training into the discussion.)
4. Ask the candidates where they see themselves in 3 - 5 - 10 years' time.
5. What is RPL?
6. Why does the candidate want to apply for RPL?  
(This is to encourage the candidates to evaluate the advantages and disadvantages of applying for RPL rather than participating in a learning programme)
7. What is the NQF?  
(Give a very general explanation that informs candidates that adults can access the NQF at any level and that RPL is a principle of the NQF; concrete examples of individuals accessing the NQF without formal training would be useful here - prepare some examples that your candidates can relate to)
8. What are unit standards?  
(Keep this simple - e.g. "These are documents that explain what you will need to know and be able to do in order to have prior learning recognised so that credits can be awarded".)
9. What are the qualifications or learnerships that can be accessed by the candidates after RPL in this instance?
10. Discuss the various routes to RPL - e.g. attending support workshops to gather evidence versus applying directly to the Assessor Body as an independent candidate.

11. Discuss the roles and responsibilities of RPL candidates. Ensure that the candidate is clear that it will be up to him/her to collect the evidence necessary to show competence for each specific unit standard. Try to find out whether the candidate will have the self-management skills necessary to undertake the RPL process. If you think this may be a problem, consider recommending that the candidate enter a learning programme that will offer more support.
12. For RPL that the centre offers, make the logistical arrangements for the candidate to meet with the RPL mentor/s responsible for RPL of the relevant unit standards. For RPL that is offered outside of the centre, the RPL counsellor should assist the candidate in making the initial arrangements.
13. Give the candidate time to ask any questions he/she has.
14. Close the counselling session once you are certain that the candidate is clear about the next step in the process. Motivate the candidates and help them to develop a vision of their lifelong learning, a belief in themselves and their ability to succeed. Motivate the candidates and let them leave the workshop feeling that they can do it.

### 5.6.2 RPL briefing session

Candidates are assigned RPL mentor (s) who are familiar with the appropriate unit standards. The RPL mentor needs to arrange a time to meet with the RPL candidate in order to work out the details of the RPL process for each unit standard that the candidate wants recognition for. The mentor will give the candidate information about the unit standards, their specific outcomes and assessment criteria, and explain how it is against these standards and outcomes that he/she will be assessed. The mentor will discuss the different ways in which the candidate can build up evidence.

#### GUIDELINES FOR BRIEFING SESSION

1. The RPL mentor needs to identify the specific unit standards and the specific levels that are applicable to the candidates' knowledge and skills.
2. These unit standards should be given to the candidate, and the mentor should go through these with the candidate. The credit value of the standards, the specific outcomes, assessment criteria and relevant range should be explained to the candidate. How the standards relate to a qualification, learnership and/or skills programme should also be discussed if this is relevant.
3. The appeal procedure must be explained.
4. The procedure for gathering evidence should be discussed with the candidate. It should be explained that it is the candidates' own responsibility to collect the evidence.

5. The RPL mentor should explain what type of evidence would be required to demonstrate competence in a particular specific outcome or unit standard. The candidate should be supplied with the table categorising different types of evidence. (See chapter 1.)
6. A variety of evidence should be combined to ensure that each candidate will have the best opportunity to demonstrate prior learning. (See chapter 1.)
7. The guidelines and conditions governing what kind of evidence is admissible should be discussed with the candidate. (See chapter 1.)
8. The procedure for assessing the evidence should be explained to the candidate. The time-frames for gathering of evidence, dates of workshops with the RPL mentor and the date of the RPL assessment should be given to the candidate.
9. At this stage the candidate should decide whether s/he wants to go through with the RPL process, or whether s/he rather chooses to enter a learning programme. If the candidate wants to be assessed for RPL, formal application needs to be made. This ensures that the candidate is committed to the process. Once this has been done the RPL mentor is obliged to submit whatever evidence is collected and details of the support process to a registered assessor.

### 5.6.3 Support Session

Evidence collection support sessions are designed to help potential RPL candidates to collect the appropriate evidence to prove prior learning.

The mentor advises and supports the candidate with the collection of evidence. This session provided guidelines, and should not become a form of tuition and/or replace a learning programme. The mentor must ensure that the evidence is the candidates' own work and not that of the mentor. If a candidate disagrees with the mentor on this issue, s/he can go directly to the assessor for the RPL assessment.

The candidate is permitted to present and re-present evidence to the mentor until the mentor and candidate agree that there is enough evidence of the appropriate quality. If the mentor becomes aware during this period that the candidate is not able to present sufficient evidence, the mentor can advise the candidate to enter a learning programme instead of going through the RPL process. In this case, the evidence collected so far and a report still has to be submitted to the assessor. If the candidate chooses to continue with the RPL process, the mentor should continue supporting the candidate

During these sessions, the candidate presents evidence to the mentor. The mentor identifies which evidence is acceptable and which is not acceptable according to the conditions for evidence for that learning area. The

acceptable evidence is used to determine whether the assessment criteria of the relevant specific outcomes have been met. At each session, the RPL mentor, together with the candidate, should draw up a plan of action which details the evidence to be collected, sets deadlines for this evidence to be presented to the RPL mentor and a date for the next session with the RPL mentor. This action plan should outline steps and tasks that the candidate can manage independently and must ensure that he/she leaves the workshop understanding exactly what to do and where to go.

The mentor should discuss what further evidence is necessary to demonstrate competence in the specific outcomes not yet met. This process continues until all requirements for the specific outcomes have been fulfilled, or if the candidate is no longer able to present further evidence. On the date of the assessment, the process also comes to an end and the evidence is submitted to the assessor.

Below is an example of the RPL action plan:

**EVIDENCE COLLECTION SUPPORT SESSION  
RPL ACTION PLAN**

CANDIDATE: \_\_\_\_\_

DATE: \_\_\_\_\_

UNIT STANDARD (S): \_\_\_\_\_

EVIDENCE TO BE COLLECTED	HOW	DATE TO BE PRESENTED TO RPL MENTOR	DONE

**5.6.4 Candidate collects and/or generates evidence**

The process of collecting evidence can be a learning experience for the candidate. The evidence support sessions will have informed him/her what kind of evidence to look for and by when. This information will be in the candidate's action plan. The unit standards give the candidate the criteria that will be used in judging whether his/her competence meets the standards. Regardless the way in which the evidence is presented, the candidate must make sure that nothing from his/her experience and prior learning has been left out.

The candidate will have to use his or her own judgement when putting together a good set of evidence. Converting life, work and learning experience into sufficient evidence is not easy, and can itself be a learning experience. Evidence collection support sessions should allow for reflection on the candidates' life experience, and ways in which this can be used to provide evidence of competence for the specific unit standard.

### **5.6.5 Candidate Presents Evidence to RPL mentor**

The candidates must then present evidence of prior learning to the RPL mentor. This may mean that the mentor must do a site visit.

#### **Role of RPL Mentor - Role of Registered Assessor**

In cases where RPL mentors are also registered assessors, they should be clear about the role they are playing at different stages of the RPL process. At this stage, the role is that of mentoring the candidate. Once the final evidence is ready to be assessed, the role is that of assessor who makes an overall judgement on all the evidence presented.

Note that external moderation is still required.

The evidence presented should meet the conditions for evidence, i.e. it should be valid, authentic current and sufficient. For example, in the case of a unit standard entitled: " Start, Run and Adapt a Business", these pieces of evidence could be in the form of either bank statements, direct observation, testimonials, oral evidence, business plan or audit report. See Chapter 1 for more details and information related to evidence.

### **5.6.6 Evidence is reviewed by RPL mentor**

The RPL mentor will review the evidence of prior learning collected by the candidate so far and will check it against the assessment criteria. He/she will consider how the evidence could be organised so that the assessor will be able to make the appropriate judgement. At the same time, the RPL mentor will plan the feedback session for the candidate.

### **5.6.7 Candidate receives feedback**

The candidate should receive feedback from the RPL mentor's review of the evidence. This session should include the giving and taking of guidance on the next steps the candidate will take to prepare a submission to the assessor. At this point the candidate and mentor together decide whether more evidence is needed or whether the evidence is ready to be submitted to the assessor.

If more evidence is needed, a new plan of action is negotiated and the candidate collects more evidence. If it is clear that the candidate is not able to collect the evidence required he/she may decide to stop attending the RPL

evidence collecting support sessions and to enter a learning programme. The RPL mentor should nevertheless ensure that all evidence and relevant comments are forwarded to the assessor body.

Once the candidate believes he/she is ready to submit evidence to the assessor, the RPL mentor must complete the RPL Assessment Grid (see appendix E) and document the RPL support process as used by this candidate. The RPL mentor may indicate whether he/she has recommended that this evidence meets all the requirements for RPL or whether the candidate has taken an independent decision to submit the evidence. Copies of the final documents should be given to and be signed by the RPL mentor and the candidate. It is important to remember that no judgement decisions have been made during this support process. The RPL mentor only gives advice to the candidate.

In summary, the responsibilities of the mentor are:

- ⊙ To help the candidate organise and present the evidence in a logical and accessible manner.
- ⊙ To make sure that copies of evidence exist, in case originals sent to the assessor go missing.
- ⊙ To help the candidate get the evidence portfolio to the assessor by the final assessment date.
- ⊙ To provide an element of mediation and counselling throughout the process. This includes the counselling and mediation of the final judgement after the assessor has seen the evidence.

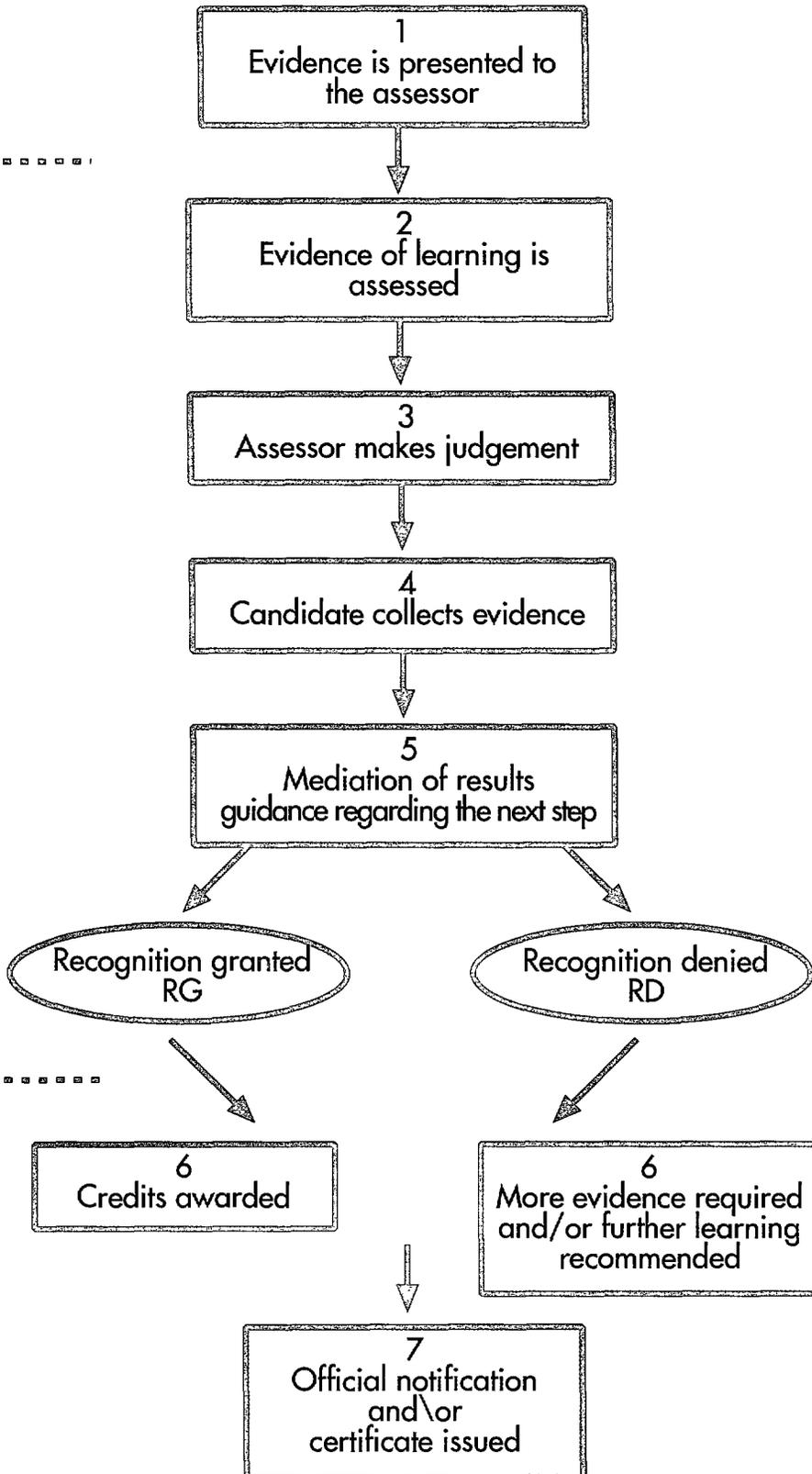
## **5.7 ASSESSMENT OF RPL CANDIDATES**

This activity will be carried out by an assessor registered with the relevant ETQA. The steps in this process are illustrated in Fig. 5.3

Fig 5.3

# ASSESSMENT OF RPL CANDIDATES

Monitoring AND EVALUATION BY ETQA



### 5.7.1 Evidence is presented to the assessor

All candidates for RPL must submit evidence for assessment. Independent candidates will submit their evidence directly to the assessor body. Candidates who have made use of the ALC support service will have their evidence forwarded to the assessor body by the centre.

All candidates' evidence for RPL submitted via ALC's will be accompanied by:

- ⊙ a report from the candidates' mentor
- ⊙ the relevant assessment grids.

### 5.7.2 Evidence of learning is assessed

Although the RPL mentor will have indicated that the candidate's evidence meets the relevant conditions, i.e. valid, authentic, current and sufficient, the assessor should verify this.

The assessor then assesses each piece of evidence against the specific outcomes for the unit standards concerned. He/she must also determine whether there is enough evidence to make a judgement. Based on this assessment, a judgement will be made as to whether the evidence demonstrates the candidate's competence. If the evidence presented is not sufficient to make a judgement, the assessor, at his/her discretion may decide to interview the candidate or do an on-site observation. The assessor then completes the assessment grid for each unit standard and signs them off.

### 5.7.3 Assessor makes judgement

Once the evidence has been assessed, the assessor will make one of two judgements.

- ⊙ **Recognition Granted (RG)** - i.e. the evidence presented shows that the candidate meets the standard and can be awarded the credits for the standard.
- ⊙ **Recognition Denied (RD)** - i.e. the evidence presented shows that the candidate does not meet the standard.

### 5.7.4 Moderation of judgement

The decisions of all assessors will be moderated by a registered moderator appointed by the assessor body or the relevant ETQA. It is suggested that 1:3 judgement decisions are moderated. The moderator should come from a centre other than the one that supported the RPL candidate.

### 5.7.5 Mediation of results

As with other assessment results, the candidates for RPL have the right to a fair, transparent and confidential discussion of their performance. Candidates have a right to know why the assessor has made a particular

judgement and should be reminded about the appeal procedure.

Candidates for RPL from adult learning centres may have their results mediated via their RPL mentor.

All feedback should be relevant to the unit standards and the expected outcomes:

- © If the candidate's learning is recognised (RG), explain that the evidence was sufficient and what further learning options are available to the candidate now that he/she has these credits. This may include information regarding learning programmes, courses and career path options. The candidate will be told that the results will be forwarded to the ETQA which will officially award the credits.
- © If recognition is denied (RD), reasons for this decision must be explained to the candidate. The candidate needs to be informed about his/her options at this stage. As the candidate was found not to have the prior learning and experience necessary for the unit standard, ways of achieving this competence need to be discussed. In most cases, a candidate will need to participate in some sort of learning programme in order to be capable of achieving the outcomes required and collecting further evidence.

#### **5.7.6 The awarding credits/ official notification and / or certificate issued**

The assessor should send the assessment grids to the relevant ETQA office so that the credits can be recorded, and official notification can be sent to the candidate either directly or via the learning centre. If the moderation has not been done the ETQA should appoint a moderator.

Once the ETQA is satisfied that the process has been followed correctly and that the assessment and moderation have been done, the relevant credits should be recorded in a reliable data capturing system. Official notification should be sent to the candidate. If the candidate has gained all the credits for a full qualification, the relevant certificate will also be sent to the candidate. An ETQA official should record that this has been done by completing the relevant section of the assessment grid.

#### **5.8 ROLEPLAYERS AT ALL LEVELS IN THE RPL PROCESS**

A summary of the roleplayers in RPL, and their roles and responsibilities is attached as Appendix F.

#### **5.9 RPL APPEAL PROCEDURE**

This procedure is open to all candidates in the RPL system. These procedures are an important part of outcomes-based assessment. As candidates have had no recourse in the past, all candidates will need to be informed about the Appeals Procedure and how they can access it. This needs to be clearly explained to all candidates.

Appeals cannot be lodged during the support process as the RPL mentor is not in a position to make any judgements. The RPL mentor only reviews the candidate's evidence and gives advice on how this could be improved and presented. Problems during the support phase should be handled internally by the programme supervisor.

Once the evidence has been sent to the assessor and a judgement is made, the Appeals Procedure can be accessed. Candidates may appeal if they feel that any judgement decision is not correct.

The following stages should be followed:

### **Stage 1**

If the judgement is Recognition Denied (RD) due to insufficient evidence, the candidate must attempt to collect additional evidence and resubmit this to the assessor at least one more time before lodging an appeal. It is the joint responsibility of the RPL mentor and the candidate to draft an Action Plan that outlines the additional evidence to be collected before the appeal is lodged.

The candidate can lodge an appeal within one week of the decision. The candidate should complete an Appeals Form and give one copy to the RPL mentor and one to the Programme Supervisor. The RPL mentor should inform the assessor that an appeal has been lodged and forward the Appeals Form to the assessor. It is then the assessor's responsibility to deal with the matter.

The assessor will have to respond, with clear explanations. If applicable, the necessary amendments must be made. (It is recommended that this process not take longer than two weeks.)

If the candidate accepts the explanation or the adjusted decision, the case is settled. If the candidate is still not satisfied, the appeal will proceed to Stage 2.

### **Stage 2**

All the relevant documentation should be submitted to the Assessor Body. Feedback (in writing) regarding the outcome should be mediated to the candidate. If the candidate is satisfied, the case is settled. If the candidate is still not satisfied, the appeal will proceed to stage 3.

### **Stage 3**

If the candidate is still not satisfied the appeal is passed onto the programme supervisor to investigate and refer to the relevant ETQA if this is deemed necessary. The Programme supervisor has to mediate the final decision to the candidate.

## 5.10 RPL CENTRES

All stakeholders should negotiate where the RPL Centre will be located. Because of the costly and specialist nature of the process:

- ⊙ *Specialist RPL centres within a region/district should be identified. Note that the support service will offered at the adult learning centre:*
  - ⊙ Such centres must be identified to provide the services of a RPL centre in a region/district. All administrative functions will be conducted at this centre as well as most of the RPL assessment activities. Some RPL activities will require on site visits.
  - ⊙ The RPL centres should be properly resourced in terms of :
    - ⊙ Human Resources (administrative personnel, RPL assessors, RPL counsellors, RPL mentors and RPL moderators from various fields of learning);
    - ⊙ Equipment (communication, storage, transport, etc.)

The funding of these RPL centres will be guided and governed by SAQA, ETQA and SETA guidelines and principles.

- ⊙ To ensure quality, the roles of ETQA sub-sectors and SETAs in the RPL process must be clearly spelt out. (See section on roles and responsibilities of roleplayers).

In order for a centre to qualify as a RPL centre, it must have the capacity to offer the following:

- ⊙ **Training:** the RPL centre should provide the necessary training to the RPL mentors, assessors in the region.
- ⊙ **Advocacy:** the RPL centre should have an advocacy strategy to ensure that the process is promoted in various sectors (see 5.4).
- ⊙ **Accessibility:** the centre should be in a place with good transport and accommodation facilities. It should also give access to learners with special needs.
- ⊙ **Safety:** the centre should create a safe and supportive environment.
- ⊙ **Counselling:** the RPL centres should provide counselling with regard to the preparation of the candidates.
- ⊙ **Mediation:** the RPL site should be able to effectively deal with the mediation of results to the candidates.
- ⊙ **Flexibility:** the RPL centres should be flexible with regard to conducting of on-site visits and assessment.

## 5.11 TIME FACTORS

Time frames for RPL processes need to be carefully scheduled. Practical issues, e.g. seasonal work, as well as the scheduled requirements of the RPL assessor body need to be taken into account.

RPL Assessor Bodies will schedule RPL sessions according to the factors influencing particular sectors, e.g. seasonal work, intake into public adult learning centres etc. Timing should be flexible and reach a balance between the resources available and the demand for RPL. A minimum of two RPL sessions per annum is recommended.

# APPENDIX A

## ACRONYMS

<b>ABET</b>	Adult Basic Education and Training
<b>ETQA</b>	Education and Training Quality Assurance Body
<b>FET</b>	Further Education and Training
<b>GET</b>	General Education and Training
<b>GETC</b>	General Education and Training Certificate
<b>NQF</b>	National Qualifications Framework
<b>OBET</b>	Outcomes-based Education and Training
<b>RPL</b>	Recognition of Prior Learning
<b>SAQA</b>	South African Qualifications Authority

## APPENDIX B

### DEFINITION OF CONCEPTS

**Assessment** The process of identifying, gathering and interpreting information about a learner's achievement in order to assist the learner's development and improve the process of learning and teaching.

**Assessment Criteria** Evidence that the learner has achieved the specific outcomes. The criteria indicate, in broad terms, the observable processes and products of learning which serve as evidence of the learner's achievement.

**Assessment tasks** A series of tasks which are intended to obtain information about a learner's competence. These tasks may be workplace/coursework/classroom/homework based or they may be set in an examination paper.

**Competence** The capacity for continuing performance within specified ranges and contexts resulting from integration of a number of specific outcomes. The recognition of competence in this sense, is the award of a qualification.

**Continuous assessment** An on-going process that measures a learner's achievement during the course of a grade or level, providing information that is used to support a learner's development and enable improvements to be made in the learning and teaching process.

**Credit** The recognition that a learner has achieved a unit standard. Credits may be accumulated until conditions have been met for the award of a qualification.

**Criterion referencing** The practice of assessing a learner's performance against an agreed set of criteria. In the case of OBE the learner is assessed against agreed criteria derived from the specific outcomes.

**Critical outcomes** Broad, generic, cross-curricular outcomes.

**Educator** Any person who teaches, educates or trains other persons or provides professional educational services, including professional therapy and education psychological services, at any public school, further education and training institution, departmental office or adult basic education

centre and who is appointed in a post on any educator establishment under the Employment of Educators Act, 1998 (No. 76 of 1998).

- Evaluation** The process whereby the information obtained through assessment is interpreted to make judgements about a learner's level of competence. It includes a consideration of a learner's attitudes and values.
- Formative assessment** Used to support the learner developmentally and to feed back into the teaching/learning process.
- Learning site** An environment in which learners are given the opportunity to achieve agreed upon outcomes, including schools and ABET centres.
- Moderation** The process of ensuring that educators/markers assessing work according to agreed standards, and that there is consistency from year to year, and within districts, provinces and nationally. At higher levels, consistency or equivalence with international assessment criteria is also sought.
- Norm referencing** Compares a learner's performance with that of other learners in a given group.
- Outcomes** The end products of a learning process. In outcomes-based education, learners work towards agreed, desired outcomes within a particular context. These state clearly what the learner should be able to demonstrate. Outcomes are of two types: critical and specific.
- Outcomes-based Education and Training (OBET)** A learner-centred, result-oriented approach to education premised on the expectation that all learners can learn and succeed. It implies that learning institutions have the responsibility to optimise the conditions for success.
- Recognition of Prior Learning** The credit granted for a unit of learning on the basis of an assessment of formal and non-formal learning or experience to establish whether the learner possessed the competence specified in the outcome statement.
- Reliability** The consistency with which an assessment task is undertaken by different assessors, at different times and in different places.

**Specific outcomes** What learners are capable of knowing and doing at the end of a learning experience. A learner's skills, knowledge, attitudes or values may demonstrate the achievement of an outcome or a set of outcomes.

**Summative assessment** Used to provide information about a learner's level of competence at the completion of a grade, level or programme.

**Systemic evaluation** A process whereby an education system or an aspect thereof, is evaluated. Systemic evaluation targets quality factors and examines the education process holistically.

**Unit standards** Nationally agreed and internationally comparable statements of specific outcomes and their associated assessment criteria and performance indicators, together with administrative and other necessary information. Unit standards are registered on the NQF at a defined level.

**Validity** The extent to which an assessment of learning outcome measures that which it purports to measure.

*(Source: Assessment Policy in the General Education and Training Band - Grade R to 9 and ABET, December 1998.)*

**NOTE ON OTHER TERMS USED:**

**Adult Learning Centre:** This term is used to refer to any site where adult learning takes place. In the state sector this refers to Public Adult Learning Centres (night schools), while in other contexts it refers to the site in which industry or community based ABET takes place.

**Centre Co-ordinator:** This refers to the person in charge of a particular adult learning site. In the state sector this could be the Principal, while various industries will have their own terminology to describe management of ABET.

**Educator:** This is the current term for facilitators/ teachers at classroom level.



**Formative record of learning**

**Name**

Please note: This record of learning may need to be adapted for different Learning Areas.

In some cases specific Outcomes will be assessed in an integrated way at Unit Standard level.

Unit Standard	Sufficient Evidence	Specific Outcome 1	Specific Outcome 2	Specific Outcome 3	Specific Outcome 4
SMME 1	Assessor.....	Date .....	Date .....	Date .....	Date .....
	Signature .....	Evd. No's .....	Evd. No's .....	Evd. No's .....	Evd. No's .....
	Date .....	Assessor .....	Assessor .....	Assessor .....	Assessor .....
	.....	Signature .....	Signature .....	Signature .....	Signature .....
SMME 2	Assessor.....	Date .....	Date .....		
	Signature .....	Evd. No's .....	Evd. No's .....		
	Date .....	Assessor .....	Assessor .....		
	.....	Signature .....	Signature .....		
SMME 3	Assessor.....	Date .....	Date .....		
	Signature .....	Evd. No's .....	Evd. No's .....		
	Date .....	Assessor .....	Assessor .....		
	.....	Signature .....	Signature .....		
SMME 4	Assessor.....	Date .....	Date .....		
	Signature .....	Evd. No's .....	Evd. No's .....		
	Date .....	Assessor .....	Assessor .....		
	.....	Signature .....	Signature .....		

**RPL - GRID FOR COLLECTION OF EVIDENCE**

Centre Name:				Centre No.:				Date:	Y		M		D	
Candidate Name:				ID NO.:										
Candidate Reg No.:				Assessment Grid No.:										
Sub-field Unit:				Unit Standard Title:										
	Evidence 1	Evidence 2	Evidence 3	Evidence 4	Evidence 5	Evidence 6	Evidence 7	Evidence 8	Evidence 9	Evidence 10				
Strategies / tools to gain evidence														
Is this evidence from a reliable / objective source?														
Is this evidence corroborated (supported)?														
Is this evidence from where it claims to be from?														
Is it the candidates own or does the evidence pertain to the candidate?														
Comments:														
Evidence Admissible [Yes / No]														
Candidates signature														
RPL Mentor signature														
Assessor signature														
Moderator signature														

ASSESSMENT GRID FOR THE AWARDING OF CREDITS FOR A UNIT STANDARD

Centre Name:	Centre No.:	Date: Y	M	D							
Candidate Name:	ID NO.:										
Candidate Reg. No.:	Assessment Grid No.:										
Sub-field Unit:	Unit Standard Title:										
	Ev.	Ev.	Ev.	Ev.	Ev.	Ev.	Ev.	Ev.	Ev.	Sufficient (Yes/No)	Moderator
<b>Types of evidence (Refer to Fig 1.2)</b>											
SO 1 _____ The assessment criteria of the specific outcomes are met. The level required by the US has been met The candidate can still demonstrate the specific outcome											
SO 2 _____ The assessment criteria of the specific outcomes are met. The level required by the US has been met The candidate can still demonstrate the specific outcome											
SO 3 _____ The assessment criteria of the specific outcomes are met. The level required by the US has been met The candidate can still demonstrate the specific outcome											
SO 4 _____ The assessment criteria of the specific outcomes are met. The level required by the US has been met The candidate can still demonstrate the specific outcome											
SO 5 _____ The assessment criteria of the specific outcomes are met. The level required by the US has been met The candidate can still demonstrate the specific outcome											
SO 6 _____ The assessment criteria of the specific outcomes are met. The level required by the US has been met The candidate can still demonstrate the specific outcome											
<b>JUDGEMENT</b>											
ASSESSOR	RG	RD	Name:	Reg. No.	Sign:	Date:					
MODERATOR			Name:	Reg. No.	Sign:	Date:					
Comments:											
ETQA	Date received:	Credits Awarded:	Notification forwarded:								
	Sign:	Sign:	Sign:								
E											

RPL - GRID FOR COLLECTION OF EVIDENCE

(The following is an example of how an assessment grid can be filled out)

Centre Name:	<i>Tshale-tine Centre</i>			Centre No.:	<i>A/005832</i>			Date:	Y	<i>1999</i>		M	<i>08</i>		D	<i>08</i>	
Candidate Name:	<i>Peter Dumane</i>			ID NO.:	<i>7</i>	<i>8</i>	<i>0</i>	<i>5</i>	<i>2</i>	<i>2</i>	<i>0</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>0</i>	<i>8</i>	<i>7</i>
Candidate Reg No.:	<i>5832-020</i>			Assessment Grid No.:	<i>0</i>	<i>8</i>	<i>5</i>	<i>0</i>	<i>0</i>	<i>5</i>	<i>1</i>	<i>2</i>	<i>-</i>	<i>0</i>			
Sub-field Unit:	<i>SMME 004</i>			Unit Standard Title:	<i>Demonstrate the ability to start and run a business and adapt to a changing business environment</i>												
	Evidence 1	Evidence 2	Evidence 3	Evidence 4	Evidence 5	Evidence 6	Evidence 7	Evidence 8	Evidence 9	Evidence 10							
Strategies / tools to gain evidence	<i>Business plan</i>	<i>record of receipts &amp; payments of own business</i>	<i>Interview on spot</i>	<i>Business licence and duplicate registration forms / number</i>	<i>On-site visit of business</i>	<i>Bank Statements</i>	<i>Business implementation plan</i>	<i>Testimonial 1 on how business is run</i>	<i>Testimonial 2 on how business is run</i>	<i>Oral presentation of business plan</i>							
Is this evidence from a reliable / objective source?	<i>See ev. 10</i>	✓	✓	✓	✓	✓	✓	X	X	✓							
Is this evidence corroborated (supported)?	<i>See ev. 10</i>	✓	✓	✓	✓	✓	✓	X	X	✓							
Is this evidence from where it claims to be from?	<i>See ev. 10</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓							
Is it the candidates own or does the evidence pertain to the candidate?	<i>See ev. 10</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓							
Comments:	<i>To be verified through oral presentation (evidence 9)</i>			<i>Observation of business to be carried out as evidence 5</i>		<i>Only old chequebooks (1988) submitted. Need more current ones</i>	<i>Deposit slips date from 1988 through to 1996 - nothing current</i>	<i>Mother-in-law. Need more objective source to support.</i>	<i>Sister. Need more objective source to support</i>								
Evidence Admissible [Yes / No]	<i>yes</i>	<i>yes</i>	<i>yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Nb</i>	<i>Nb</i>	<i>yes</i>							
Candidates signature																	
RPL Mentor signature																	
Assessor signature																	
Moderator signature																	

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**ASSESSMENT GRID FOR THE AWARDING OF CREDITS FOR A UNIT STANDARD**

*(The following is an example of how an assessment grid can be filled out)*

Centre Name:	<b>Tshalle-time Centre</b>	Centre No.:	<b>A/005832</b>	Date:	Y	<b>1999</b>	M	<b>08</b>	D	<b>08</b>
Candidate Name:	<b>Peter Dumane</b>	ID NO.:	<b>7 8 0 5 2 2 0 3 2 1 0 8 7</b>							
Candidate Reg. No.:	<b>5832-020</b>	Assessment Grid No.:	<b>0 8 5 0 0 5 1 2 - 0</b>							
Sub-field Unit:	<b>SMME 004</b>	Unit Standard Title:	<b>Demonstrate the ability to start and run a business and adapt to a changing business environment</b>							

	Ev. 1	Ev. 2	Ev. 3	Ev. 5	Ev. 6	Ev. 7	Ev. 4	Ev. 10	Sufficient (Yes/No)	Moderator
Types of evidence <i>(Refer to Fig 1.2)</i>	<i>Business plan</i>	<i>record of receipts &amp; payments</i>	<i>Interview on spot</i>	<i>On-site visit of business</i>	<i>Bank Statements</i>	<i>Business implementation Plan</i>	<i>licence &amp; registration form</i>	<i>Ordbusiness implementation plan</i>		
SO 1 <u>How to start a business</u> a) The assessment criteria of the specific outcomes are met. b) The level required by the US has been met c) The candidate can still demonstrate the specific outcome	✓ ✓						✓ ✓		No	
SO 2 <u>How to run a business</u> a) The assessment criteria of the specific outcomes are met. b) The level required by the US has been met c) The candidate can still demonstrate the specific outcome	✓ ✓				✓ ✓(1988)	✓ ✓	✓		No	
SO 3 <u>How to adapt a business</u> a) The assessment criteria of the specific outcomes are met. b) The level required by the US has been met c) The candidate can still demonstrate the specific outcome	✓ ✓		✓ ✓ ✓			✓ ✓			Yes	
SO 4 _____ a) The assessment criteria of the specific outcomes are met. b) The level required by the US has been met c) The candidate can still demonstrate the specific outcome										
SO 5 _____ a) The assessment criteria of the specific outcomes are met. b) The level required by the US has been met c) The candidate can still demonstrate the specific outcome										
SO 6 _____ a) The assessment criteria of the specific outcomes are met. b) The level required by the US has been met c) The candidate can still demonstrate the specific outcome										

**Comments: Did not turn up for oral presentation of his business plan. Did not bring up-to-date material. Unable to credit candidate for observation of his business as scheduled on 31/07/99 because his uncle was running the business on that day and candidate was absent.**

**JUDGEMENT**

ASSESSOR	RG	RD	✓	Name: <b>F Cameron</b>	Reg. No. <b>553 987</b>	Sign:	Date: <b>11/08/99</b>
MODERATOR	Name: <b>W Lesch</b>			Reg. No. <b>699 322</b>	Sign:	Date: <b>18/08/99</b>	
Comments: <b>Must present up-to-date information before recognition can be granted</b>							
ETQA	Date received:			Credits Awarded:		Notification forwarded:	
	Sign:			Sign:		Sign:	

ASSESSMENT GRID FOR THE AWARDING OF CREDITS  
FOR A UNIT STANDARD

## APPENDIX F

### ROLE-PLAYERS IN RPL: REQUIREMENTS AND FUNCTIONS

Although the Assessment Action Plan recognises that, in most cases, the people involved in the Recognition of Prior Learning process will perform more than one function, for the purpose of this section the roles have been defined separately.

The following rules of conduct apply to all RPL staff. They should:

- ⊙ seek advice from peers or specialists when this is required or they are in doubt;
- ⊙ not prevent candidates from progressing to ensure learner numbers;
- ⊙ not accept bribes in any form to alter evidence in any way;
- ⊙ report irregularities;
- ⊙ assess and review learning in relation to the standards not the candidates;
- ⊙ ensure that candidates never leave without feedback and a follow up plan;
- ⊙ not interfere with moderation;

#### 1. CANDIDATES

##### REQUIREMENTS

- Have prior learning relevant to the unit standards to be assessed.

##### FUNCTIONS

- ⊙ Either apply independently or via a learning centre
- ⊙ Collect and present evidence
- ⊙ Understand the outcomes stated in the relevant unit standard/s
- ⊙ Co-operate with the internal assessor
- ⊙ Attend scheduled Evidence Collection Workshops
- ⊙ Meet the timeframes agreed to in the Assessment Plan

#### 2. PROGRAMME SUPERVISOR

##### REQUIREMENTS

- Knowledge of RPL Systems and the management of Quality Assurance
- Knowledge of Outcomes-based Assessment Principles
- Does not need to be familiar with specific unit standards
- Assessor Unit standard (ETDP Unit standards)
- Moderator unit standard (ETDP Unit standards)
- Based in the learning centre

## FUNCTIONS

### **In administering the RPL process:**

- ⊙ Establish an RPL system in the learning centre
- ⊙ Ensure advocacy of RPL
- ⊙ Co-ordinate RPL processes and the internal Quality Assurance of RPL
- ⊙ Manage the initial interview process for new learners
- ⊙ Manage placement assessment processes
- ⊙ Play a monitoring role of the entire RPL process against the assessment principles.
- ⊙ Deal with appeals that reach Stage 3 (see appeal procedure). Investigate and mediate or refer the appeal to the ETQA
- ⊙ Delegate certain of these functions to Heads of Department.
- ⊙ Ensure that there is external moderation

## **3. COUNSELLOR / MENTOR**

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### **REQUIREMENTS**

- How to support adult candidates (ETDP Unit Standard)
- All issues related to Assessment (ETDP Unit Standard)
- A sound knowledge of the NQF (ETDP Unit Standard)
- Assessor Unit Standard/Preparing candidates for the assessment standard
- Based in the Learning Centre - report to the Programme Supervisor/ Co-ordinator
- Field/ sub-field specialist
- Optional:
  - Registered as an assessor with the ETQA for specific unit standards

### **FUNCTIONS**

#### **In respect of the candidate:**

- ⊙ Counsel all potential RPL candidates
- ⊙ Mediate the results of the Placement Process to the candidates
- ⊙ Explain the RPL/learning programme options and routes to the candidate
- ⊙ Prepare candidates for the RPL process and support them throughout
- ⊙ Design a potential career/learning path with the candidate
- ⊙ Outline candidates' responsibilities to them clearly : explain the assessment process, the timeframes and costs of the RPL process
- ⊙ Ensure that candidate has copies of the unit standards, and understands the outcomes to be achieved
- ⊙ Draw up assessment plans together with candidates
- ⊙ Arrange and facilitate evidence collection workshops
- ⊙ Document evidence workshops and keep records
- ⊙ Give constructive feedback on evidence to candidates

- ⊙ Ensure that the candidate has sufficient self-management skills and motivation to proceed with the RPL process
- ⊙ Ensure that candidates understand the Appeals procedure
- ⊙ Forward evidence from candidates to the Assessor
- ⊙ Mediate final decision to candidates if assessor is not available
- ⊙ Keep records of evidence grids and appeals

### **In administering the RPL process:**

- ⊙ Have an overview of the fields of learning of the NQF: know how to find out which qualifications and unit standards might apply to a candidate
- ⊙ Identify candidates' knowledge and skills and match these to specific unit standards within NQF 1 and above
- ⊙ Know the rules of combination for a GETC qualification
- ⊙ Know where to find out information regarding learnerships that might be relevant for the candidate in the GET band.
- ⊙ Know all other sites where RPL can happen in the area accessible to the candidate
- ⊙ Link and liaise with assessors from workplaces, other education and training institutions and communities in the area
- ⊙ Network with counsellors in other learning centres in order to stay up to date with latest developments and to share ideas and brainstorm
- ⊙ Update own knowledge on National Policy around the NQF

## **4. ASSESSOR**

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### **REQUIREMENTS**

- Field/sub-field specialist
- Registered as an Assessor with the ETQA for the specific unit standards
- Assessment (ETDP Unit Standard)
- How to support the candidates (ETDP Unit Standard)
- A sound knowledge of the NQF (ETDP Unit Standard)
- Assessment Unit Standard
- Prepare a candidate for the Assessment Unit standard
- Accountable to Assessor Body and ETQA for registration as an assessor

### **FUNCTIONS**

#### **In administering the RPL process:**

- ⊙ Assess evidence against unit standards
- ⊙ Make a judgement
- ⊙ Feedback through the Assessor Body to the ETQA for awarding of certificates/credits
- ⊙ Ensure that successful candidates receive certificates and are awarded credits

- ⊙ Give feedback and advise the RPL mentor and the candidate on how to proceed
- ⊙ Fill in the RPL Assessment Grid
- ⊙ Document the assessment process
- ⊙ Document all appeals that reach Stage 1 of the Appeals Procedure

## 5. MODERATOR

### REQUIREMENTS

- Field/sub-field specialist
- Registered as an Assessor with the ETQA
- Registered as a Moderator with the ETQA
- Assessment (ETDP Unit Standards)
- Assessor - unit standard
- Prepare a learner for Assessment - unit standard
- Moderation - unit standard
- Managing skills - to manage assessors
- Basic auditing and research skills
- Based at the Assessor Body or a centre other than the candidates' centre

### FUNCTIONS

#### **In administering the RPL process:**

- ⊙ Moderate the work of the Assessors
- ⊙ Moderate judgement decisions (as a general guide moderate 1:3 judgements)
- ⊙ Check judgements across providers to prevent standards drift.
- ⊙ Advise RPL mentors and Assessors
- ⊙ Offer overall guidance and management of the process and requirements for specific unit standards

## 6. ADULT LEARNING CENTRES / PROVIDERS

### REQUIREMENTS

- As set out in terms of SAQA criteria.

### FUNCTIONS

#### **In administering the RPL process:**

- ⊙ Identify new and existing candidates who are eligible for RPL
- ⊙ Support candidates through the process of collecting evidence for RPL
- ⊙ Forward evidence to the Assessor Body on behalf of the candidate
- ⊙ Assist with the initial placement process (e.g. marking of placement tasks)

- ⊙ Ensure that sufficient RPL counsellors and mentors are trained
- ⊙ Advise on RPL
- ⊙ Train Programme Supervisors/ co-ordinators to establish, manage and monitor the RPL system
- ⊙ Monitor and evaluate the support process for RPL

## 7. ASSESSOR BODY

### REQUIREMENTS

- Accredited by the ETQA for the relevant unit standards and qualifications

(The assessment and evaluation agency can use 'contracted agency' to carry out some functions.)

### FUNCTIONS

#### **In administering the RPL process:**

- ⊙ Advocate for RPL assessment
- ⊙ Ensure that sufficient RPL assessors are trained and registered
- ⊙ Give feedback to Standards Generating Bodies on the relevant unit standards (via ETQA)
- ⊙ Provide registered assessors in cases where centres do not have practitioners who are registered as assessors
- ⊙ Provide registered Moderators
- ⊙ Provide guidelines, requirements and advice to adult learning centres, RPL mentors, assessors and moderators.
- ⊙ Deal with appeals that reach Stage 2 of the Appeal Procedure
- ⊙ Supply reasons for assessment decisions that differ from those made by the Internal Assessor
- ⊙ Forward the names of successful candidates to the ETQA for the awarding of credits and issuing of certificates

## 8. ETQA

### REQUIREMENTS

- As set out in legislation.

### FUNCTIONS

#### **In administering the RPL process:**

- ⊙ Accredite Assessment and Evaluation Agencies to assess and award credits for specified NQF registered unit standards and/or qualifications
- ⊙ Deal with appeals that reach Stage 2 and are referred to the ETQA by the Programme Supervisor in a centre
- ⊙ Audit and monitor RPL systems across the sector
- ⊙ Monitor providers and accredited assessment bodies

- ⦿ Overall evaluation of assessment
- ⦿ Feedback to Standards Generating Body on the unit standards
- ⦿ Award credits and issue certificates to candidates
- ⦿ Register assessors for the specific unit standards and/or qualifications
- ⦿ Register moderators for the specific unit standards and/or qualifications

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# GETC PROPOSAL FOR ABET

December 1999

## The General Education & Training Certificate for ABET

The ABET learning pathway of ABET Levels 1, 2 and 3 follows through to a qualification at ABET Level 4 or NQF Level 1, that is, the General Education and Training Certificate (GETC) level. There may be ABET learners who do not want qualifications and achieve ABET levels and credits without reference to a GETC; there may also be ABET learners who achieve a GETC without formal study or recognition of ABET levels. However, a large proportion of ABET learners in various learning contexts will progress through the levels with the aim of achieving a GETC in order to enter further education or training in the FET band of NQF Levels 2-4.

The population group for the qualification includes adult learners (employed and unemployed) and out-of-school youth who were denied the opportunity of acquiring basic education. Learners in this group could attain a GETC via different sites of learning that include:

- Public Adult Learning Centres;
- Industry/Workplace;
- NGOs or development sector; and
- Community centres that focus on the unemployed/pre-employed

Below is a summary of the most recent proposal for a unit standards based GETC framework and notes some of the issues around it.<sup>1</sup>

### Section 1: The General Education & Training Certificate

The GETC at NQF Level 1 is the first national certificate to be awarded to learners. It signifies both the end of compulsory schooling, i.e. foundational general education, and the starting point for further learning and training in the Further Education and Training band. The *core business* of this qualification is *general education and training*: The qualification provides formal

<sup>1</sup> This text is taken and adapted from the detailed proposal in the document *A Unit Standards Based Qualification at NQF Level 1*. Draft Proposal. Qualifications Task Team of the Curriculum Standing Committee of the IAAB, March 1999.

recognition that persons have the knowledge, skills, values and attitudes needed to perform the particular roles – related to the purpose – to the standards and levels of complexity required by our society.

A qualification model at this level has to balance two possibly competing principles: to provide a sound **general** education that equips learners to choose from a wide range of possible future directions in the FET band; but at the same time to offer the option of a **purposeful** qualification that leads in a specified direction. The model must be flexible enough to allow for the creation of different kinds of GETCs for different purposes, but still ensure that there is some kind of equivalence between them.

Because the focus of this GETC discussion and proposal is on ABET as part of the GET band, what is meant by the core business of general education and training is best captured by the ABET Policy. This describes general education and training as follows:

ABET is the general conceptual foundation towards lifelong learning and development, comprising of knowledge, skills and attitudes required for social, economic and political participation and transformation applicable to a range of context. ABET is flexible, developmental and targeted at the specific needs of particular audiences and, ideally, provides access to nationally recognised certificates.<sup>2</sup>

The ABET Policy regards ABET as integral to lifelong learning.

ABET introduces citizens to a culture of learning and provides them with the foundations for acquiring the knowledge and skills needed for social and economic development, justice and equality. It also provides access to further and higher education, training and employment. The term itself subsumes both literacy and post-literacy as it seeks to connect literacy with the basic education on the one hand, and with training for income-generation on the other hand.<sup>3</sup>

The purposes of a GETC should be understood in relation to these definitions and interpretation of general education and training.

### 1.1 The GETC: Purpose

A GETC has to serve a number of different purposes and links strongly with the “Bill of Rights” in the constitution of the Republic of South Africa. According to the constitution, the right of all citizens to basic education, including adult basic education, must be available and accessible. This constitutional obligation is further clarified in the White Paper of Education (1995):

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<sup>2</sup> *Policy Document on Adult Basic Education & Training*. Department of Education, Directorate of Adult Education & Training, October 1997.

<sup>3</sup> *Policy Document on Adult Basic Education & Training*. Department of Education, Directorate of Adult Education & Training, October 1997.

'...the right to basic education... applies to all persons, that is all children, youth and adults. Basic education is thus a legal entitlement to which every person has a claim' .

ABET is regarded as an important vehicle in the social, political and economic development and transformation of our country, and this informs the nature of a GET qualification. This orientation to a general education and training qualification argues that the qualification has four broad purposes<sup>4</sup>:

- Political: for informed participation in a democracy;
- Social: for active involvement in community contexts;
- Personal: for empowerment, self-confidence and links with cultural capital;
- Economic: for economic growth, in terms of providing a foundation for the acquisition of knowledge and skills needed for the world of work.

In sum, the aim of the proposed GETC framework is to give learners a qualification that stands for something in itself, and gives entry to further progress in the FETC band. It shows that learners have reached a prescribed level in key areas of general education; and it allows learners to choose work-related areas in which they might want to go further.

## 1.2 The GETC: Principles

The following principles underpin the GETC:

**Relevance:** The qualification is responsive to national economic, social and political development needs.

**Coherence:** The qualification allows clear links with meaningful learning and career pathways.

**Legitimacy:** The qualification is informed by national stakeholder participation.

**Access:** Provide easy entry to the FET Band.

**Portability:** Learners can transfer credits from one context to another.

**Progression:** Ensure that the learner can accumulate appropriate

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<sup>4</sup> See Proposal: *A Unit Standards-based Qualification at NQF level 1* as previously cited for more detailed discussion.

combinations of credits

*Quality:* The qualification is based on nationally agreed qualifications and standards.

*Integration of Education and Training:*

The qualification and standards reflect an integration of theory and practice; the academic with the vocational.

*Flexibility:* Allow multiple pathways to the same qualification

1.3 The GETC: Structure

This diagram provides a visual representation of the GETC proposal. The proposal is in essence a *framework* that proposes certain *rules of combination*, and allows for a number of different options. Section 3.4.1 – 3.4.3 comments on the diagram and should be read with it.

<b>Unit Standards-Based GETC</b>		
	<b>%</b>	<b>Credit</b>
<b>Categories of Learning</b>		
<b>Fundamental</b> <ul style="list-style-type: none"> <li>• Language, Literacy and Communication</li> <li>• Mathematics and Mathematical Literacy</li> </ul>		20 16
<b>[Selection to include US from both Sub-fields of Learning]</b>	<b>30</b>	<b>36 Total</b>
<b>Core</b> <ul style="list-style-type: none"> <li>• Natural Sciences</li> <li>• Technology</li> <li>• Human and Social Sciences</li> <li>• Economic and Management Sciences</li> <li>• Arts and Culture</li> <li>• Life Orientation</li> </ul>		
<b>[Selection of US from a minimum of 4 Learning Areas (chosen in relation to Elective) out of the 6 specified Learning Areas]</b>	<b>45</b>	<b>54</b>
<b>Elective</b> <ul style="list-style-type: none"> <li>• Field/Sub-Field of Learning</li> </ul>		
<b>[Selection of US from any of the 12 Organizing Fields/Sub-Fields of Learning, including electives developed for ABET]</b>	<b>25</b>	<b>30</b>
<b>TOTAL</b>	<b>100</b>	<b>120</b>

## 1.4 Categories of Learning

### *An explanatory note:*

SAQA has proposed twelve 'organizing fields' of learning in order to usefully group various kinds of education and training. Each field is divided into a number of sub-fields. The twelve organizing fields proposed by SAQA were considered too broad for general education as school education, so eight 'learning areas' which fall within or across the twelve fields were identified for schools.

As ABET has the potential to link into any of the twelve organizing fields, this proposal uses SAQA terminology in relation to organizing fields and sub-fields. The proposal also uses Department of Education terminology in relation to learning areas for the purposes of equivalence. The table below illustrates these relationships.

ORGANISING FIELDS	SCHOOL LEARNING AREAS	ABET LEARNING AREAS/ SUB-FIELDS OF LEARNING
Agriculture and Nature Conservation		Agriculture; Environmental Management: ( <i>proposed</i> )
Culture and Arts	Arts and Culture	Arts and Culture
Business, Commerce and Management Studies	Economics and Management Science	Economic and Management Sciences; Small Medium & Micro Enterprises (SMME)
Communication Studies and Language	Language, Literacy and Communications	Language, Literacy and Communications
Education, Training and Development		
Manufacturing, Engineering and Technology	Technology	Technology; Food & Fibre Processing; Information Communication technology
Human and Social Studies	Human and Social Sciences	Human and Social Sciences
Law, Military Science and Security		
Health Sciences and Social Services		Ancillary Health Care
Physical, Mathematical, Computer and Life Science	Natural Sciences; Mathematical Literacy, Mathematics and Mathematical Sciences	Natural Sciences; MMLMS

	(MMLMS)	
Services		Hospitality; Tourism
Physical Planning and Construction		
	<b>Life Orientation cuts across all fields of learning.</b>	

Within the proposed GETC qualification, the rules of combination are as follows:

**(i) Fundamental:**

*Fundamental means that learning which forms the grounding or basis needed to undertake the education, training or further learning required in obtaining of a qualification. (SAQA Regulations, Act 58 of 1995)*

In the case of the GETC this category includes standards from two sub-fields of learning namely: Language, Literacy and Communication (LLC) comprising 20 credits and Mathematics, and Mathematical Literacy comprising 16 credits. This is prescribed by SAQA at NQF Level 1. (See Gov Gazette No 18787, March 1998).

**Ruling: The fundamental category will comprise 30% (36 credits) of the total qualification at the level of the qualification.**

**(ii) Core**

*Core means that compulsory learning required in situations contextually relevant to the particular qualification. (SAQA Regulations, Act 58 of 1995)*

Core comprises standards drawn from a minimum of four fields of learning in order to provide the required depth and breadth to the qualification. The selection of the unit standards from the four fields of learning in the core should be linked to unit standards in the elective category. Both core and elective categories serve to meet the purpose of the qualification.

The core category refers to unit standards from the any of the six learning areas which have been identified as covering foundational general education (in addition to the two learning areas in Fundamental). These six are as follows:

- Natural Sciences
- Technology

- Human & Social Sciences
- Economic & Management Sciences
- Arts & Culture
- Life Orientation

Choice of unit standards for core will:

- serve the purpose of the qualification (of which the core business in this case is general education and training);
- ensure a broad general education and training that encapsulates foundational knowledge; and
- ensure portability across sectors

**Ruling:** The Core is the selection of unit standards from a minimum of 4 learning areas from the 6 learning areas for General Education. Core would comprise 45% of which a minimum of 2/3 would either be at the level of qualification or higher. 1/3 could be acquired at levels above, at or below the level of qualification.

For example, a learner who has acquired unit standards below level 1 of the NQF could use these unit standards as part of the GETC as long as these unit standards are different from the exit level standards.

### **(iii) Electives**

*Elective” means a selection of credits at the level of the NQF specified which relates to the interest of the learner. It also refers to the specialisation category. (SAQA Regulations, Act 58 of 1995)*

An elective is determined by the purpose of the qualification within which an individual has choice from the relevant fields and sub-fields of learning. In most cases, this category would make provision for the “world of work” or reflect the “T” component of ABET.

Employed learners could choose electives for NQF Level 1 in the industry in which they are situated, thus getting a ‘head start’ for a chosen pathway or learnership in the FETC band. Or learners in industry could accumulate standards from a chosen pathway of which the standards are at a higher level or “written down” to NQF level 1 to facilitate access to that chosen pathway. Unemployed learners could choose electives in a field in which they hope to get employment, or in fields which will be useful to them in other ways.

It is important that the choice of standards in Core relates to the choice of those in Elective. For example, a learner who works in an agricultural environment would combine agriculture standards with Science and Technology standards because agriculture is an applied science which demands particular technological knowledge and skills.

**Ruling: The selection of the elective must articulate the selection of unit standards in the core category in order to strengthen the purpose of the qualification. Electives would comprise 25% of the qualification.**

### **The GETC: areas of debate**

This proposal is still under debate. There are a number of issues which have not been finalized and are still subject to various decision-making processes. The most important of these are noted as follows:

- **Equivalence with formal schooling:**

Because this proposal came out of an ABET context and looked at the needs of ABET learners, it puts forward a GETC framework based on unit standards. First, the ABET learning route is unit-standards based; second, a significant proportion of ABET learners are based in an industry context, and this GETC framework allows them to accumulate unit standards based credits which can link into learnerships and other industry training routes. At this stage, however, it seems as if schools will opt for a whole qualification constructed from a selection and combination of the 66 exit learning area outcomes. While it is important to recognise that both qualifications are based on the same general competences, equivalence needs to be clarified.

- **Industry based qualifications at NQF Level 1:**

While the proposed GETC framework provides for 30 elective credits which could be made up of industry standards from any of the twelve learning fields at NQF level 1, some industries might argue that this is not sufficient for their needs. Some of the questions in this debate are: Will there be industry-specific qualifications at NQF Level 1? Can these be called 'GETC', if their core purpose is not general education (i.e. if the Core were made up of work related standards from any of the twelve fields)?

- **Language issues**

The most contentious issue is related to the language to be reflected in the fundamental category of this qualification. English is clearly of importance in terms of access to and progress in the

FET band; if the Fundamental language credits are acquired in their mother tongue/ home language (unless home language is English), access might be limited.

However, this proposal also recognises the critical role of home language in terms of its cultural value, the revitalisation of African cultural capital and the African Renaissance. In addition, from a pedagogical perspective, second language acquisition depends on an appropriate level of literacy in the home language.

Some of the issues are:

- The strengthening of home language literacy acquisition demands the necessary resources, such as time for learning and good learning support materials;
- Some industry training often stresses the functional roles that English plays, at the expense of home language literacy acquisition. The argument is that, with limited time and money for ABET, English should be prioritized. On the other hand, some research argues that it costs more to teach English literacy to learners who are illiterate in their home language. 'Mother-tongue' literacy is seen as a prerequisite to second language literacy acquisition.

This proposal therefore supports the idea of bi-literacy. This means that a learner should acquire literacy in two languages. The qualification should promote multi-lingual language competence for all South Africans, and good language and communication skills in English as the language of wider communication.

If a GETC requires bi-literacy credits, the additional language credits need not be at the level of qualification but may not be lower than ABET level 3.

The language requirements at GETC for school exit have not been finalized. This GETC proposal may be reviewed in the light of these developments.

## Section Two: The Qualifications Framework Proposal:

1. <i>Qualification Title</i>	Qualifications Framework for a General Education and Training Certificate (ABET) based on unit standards
2. <i>Qualification Type</i>	<i>GET</i>
3. <i>Logo</i>	
4. <i>Registration Number</i>	
5. <i>Level</i>	NQF Level 1
6. <i>Total Credit Value</i>	120
7. <i>Field and Sub-Field</i>	All relevant NSBs
8. <i>Issue Date</i>	May 1999
9. <i>Review Date</i>	May 2002
10. <i>Purpose</i>	To accredit learners who demonstrate overall competence in the unit standards at the specified level, by demonstrating the knowledge skills and values inherent in the unit standard. Purposes also include certification of occupational competence; certification of knowledge, skills and behaviour; aiding progression to further learning; and assisting with learning, development and citizenship.
11. <i>Learning Assumptions</i>	In terms of Languages and Mathematics the assumption is that learners demonstrate the competencies acquired at ABET Level 3. These competencies may be acquired through recognised certification or through Recognition of Prior Learning.
12. <i>Exit Level Outcomes</i>	Refer to the purpose of the qualification and Addendum A.
13. <i>Embedded Knowledge</i>	Refer to Addendum A.
14. <i>Critical Cross-Field Outcomes</i>	<p>The unit standards within this qualification satisfy all CCFOs although each unit standard satisfies a minimum of four CCFOs. This qualification, as a general qualification, emphasises citizenship which is directly linked to the CCFOs and the purposes of this qualification.</p> <ul style="list-style-type: none"> <li>◆ Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made;</li> <li>◆ Work effectively with others as member of a team, group, organisation, community;</li> <li>◆ Organise and manage oneself and one's activities responsibly and effectively;</li> <li>◆ Collect, analyse, organise and critically evaluate information;</li> </ul>

	<ul style="list-style-type: none"> <li>◆ Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation;</li> <li>◆ Use science and technology effectively and critically, showing responsibility towards the environment and health of others;</li> <li>◆ Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.</li> </ul> <p>In addition this qualification supports the following developmental outcomes:</p> <ul style="list-style-type: none"> <li>◆ reflecting on and exploring a variety of strategies to learn more effectively;</li> <li>◆ participating as responsible citizens in the life of local, national and global communities;</li> <li>◆ being culturally and aesthetically sensitive across a range of social contexts;</li> <li>◆ exploring education and career opportunities;</li> <li>◆ developing entrepreneurial opportunities.</li> </ul>
<i>15. Rules of Combination</i>	<p>Fundamental: US from LLC (all)  US from MLMMS (10/14)</p> <p>Core: A minimum of 4 fields of learning unit standards from the 6 general education fields specified of which 2/3 need to taken at the level of qualification (45%)</p> <p>Electives: Choice can be from all fields of learning and comprises 25% of the total qualification.</p>
<i>16. Assessment Criteria</i>	Refer to Addendum A
<i>17. Accreditation Process and Criteria</i>	<p>This is a National GETC process and assessment activity</p> <p>The moderation option: By an agency accredited by the relevant ETQA or SETA</p>
<i>18. Range Statements</i>	<p>Can be achieved in a number of different contexts and the context will inform the rule of combination. Although the unit standards as submitted are pertinent to all sites of learning, the assessment criteria, and range might differ according to context.</p>
<i>19. Notes</i>	<p>The qualification proposed takes cognisance of the different contexts within which ABET is provided.</p>

***AN IMPLEMENTATION FRAMEWORK FOR  
LEARNERSHIPS AT NQF LEVEL 1 GETC IN SMME &  
AGRICULTURE***

***A GUIDELINES DOCUMENT***

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## Introduction

The introduction of learnerships at all 8 levels of the NQF creates opportunities of expanded access to education and training while animating the agenda for of social transformation. The learnership framework represents an unapologetic governmental intervention in the labour market in the service of a vision of an integrated framework for education and training, job creation and equity. COTT and associates should be congratulated for producing a user-friendly document that facilitates greater participation in establishing Learnerships, SETAs and ETQAs.

However, a few problems remain in the Learnership Framework document, which shall be evidenced in this paper with a view to suggesting rectification through structural and educational interventions in the field. The effectiveness of the learnership should not be evaluated through the broad descriptors of productivity, employability and innovation in general but should be evaluated by reflecting on the specificity and particular criteria and objectives sought to be achieved by the particular learnership in question.

The ramifications of illiteracy, unemployment, and structural problems associated with poverty and underdevelopment should be dealt with through comprehensive social legislation, of which the Skills Development Act would be but one component part.

The desire of employers to 'globalise' by requiring a highly skilled workforce thereby reducing employment levels could be countered by the sheer social force of the Skills Development Act as employers do not solitary actors in the labour market environment. The fiscal incentives contained in the Skills Development Levies Act, 1999 could be used creatively to engender a shift away from cheap labour parameters.

It is proposed here that illiteracy, which is a palpable drawback on any skill development strategy or social development agenda within a government, industry or civil society frame should be addressed directly through the skills programmes envisaged in the Skills Development Act, 1998.

The Skills Development Act offers a challenge to the AET sector to conceptualise in a real sense how education and training could broadly be integrated with direct reference to curricula linkages involving skills training, the theoretical and practical, the world of education and the world of work.

## Conceptual Framework

### a) Addressing the problematic features of the Labour Market

The creation of Learnerships as a framework and a process for the provision of education and training within working environments could be the lynchpin for Human Resource Development programmes in the hands of the Department of Labour in collaboration with the Department of Education.

Learnerships would need to embrace within their planning and delivery, relevant, quality demand driven structured learning and structured work experience components leading to qualifications with employable skill combinations.

### b) The factor of Unemployment and Under-employment

Learnerships are designed to institutionalise training and skills development capacity within working environments for purposes of eliminating the racial character of unemployment and underemployment. The intention is to create a fiscal incentive as a direct financial instrument utilised in the service of human resource development. The operation of Learnerships would objectively expand the capacity of employing entities as they would ultimately have at their disposal a skilled workforce trained with a view to raising productivity levels workforce.

### c) Income distribution & equality of opportunity

The socio-economic terrain in the country is littered with gross disparities between rich and poor and the income levels of families are determined to a large extent by prior access to education and training employment opportunities including mundane factors like geographical location and race. The October Household Survey for 1996/7 lists the urban population of the Eastern Cape as 2,3 million, while the rural population is 3,9 million; Northern Province figures are 0,5 million for urban, while 4,9 for rural areas are posted. The levels of education figures indicate that the Eastern Cape with 20,9% of the population categorised as having "no schooling" while Northern Province's schooling category gravitates towards 36%. In this country, the poorest 40% households earn 9.1% of the country's income, while the richest 20% earn 19,2 of the country's income.<sup>1</sup>

With the national average of "no schooling" rate listed as 19,3, and unemployment amongst Blacks as 37% one is left with reasonable grounds to conclude that blacks score very poorly in Human Development Index terms<sup>2</sup>. The key strategy as identified by the Presidential Jobs Summit is to focus on areas of potential economic growth, hence the Spatial Development Initiatives that somehow seem to be contiguous with the implementation focus of the elective's project, involving SMMEs and Agriculture. All these could remain nebulous ideas if no concrete action, at the level of competence of each, in creative collaboration with other actors progressively takes place.

<sup>1</sup> Shafika Isaacs: South Africa in the Global Economy, Trade Union Research Project, chapter 8 p163

<sup>2</sup> Statistics SA September 1999, Department of Home Affairs.

One of the initial, yet tentative mechanisms for levelling the economic playing field, besides the constitution, is the Skills Development Act, 1998.

It should not be viewed as a coincidence that the Department of Education selected Agriculture and Small Micro and Medium Enterprises for piloting in the Northern Province and the Eastern Cape as electives. The purpose was to meaningfully realise the intention of the legislature in respect of the Skills Development Act on the one hand, while developing the institutional capacity to implement a fully functioning ABET system on the other hand.

## **Values and principles**

### **1. Co-operation and Partnerships**

Collaborative partnerships between and among employers, Education and Training providers, the various departments of state should be fostered to sustain the learnership intervention strategy.

### **2. Demand-led**

Learnerships should be demand driven and demand-led as envisaged in the Skills Development Green Paper. The desirable outcome is a system of incentives, enabling and support mechanisms that have the function of institutionalising collaborative programme implementation strategies that would generate multiplier effects around job-creation, job-retention, self-employment, results driven adult education and training, and social development and change with human level impact.

### **3. Diversification**

The diversification envisaged in the Learnerships Framework document should be complemented by intrinsic diversification of teaching and learning conditions to sustain the interest of adults in their own learning while enriching their educational experience.

### **4. Variety of employment contexts**

It would be an achievement of national significance if a reasonable number of learnerships as envisaged in the Presidential Job Summit could provide a framework in which SETAs could achieve the outcome of diversified employment contexts. Such an outcome would not only create a sense of movement in the economic field, but could be judged as educationally sound from diverse perspectives.

### **5. Increased participation of individuals in learnerships:**

This should hopefully be achieved through the length of National Qualifications Framework levels and the diversity of employment contexts and individual skill focus

areas. The main argument of this paper is that this diversity approach should incorporate the aspirations of ABET learners based on sound principles of adult learning.

### **6. Integration of education with workplace experience**

The overriding concern amongst education practitioners and curriculum reformers is to see an integrated system of education and training rather than a tentative approach to education and training. The main thrust of the learnership frame is that of finding curricula connections within learning environments in direct and mutually beneficial relationships with workplace experience.

The approach is predicated on the extended understanding that interdisciplinary approaches to knowledge & learning should be encouraged at systemic levels, to enhance and improve teaching and learning conditions.

### **7. Life long learning**

It must remain the intention of adult education practitioners to encourage the development of learning environments in which critical thinking skills and creativity are become a routine occurrences between and among learners and educators.

### **8. Recognition of Prior Learning (RPL)**

Recognition of prior learning could be beneficial across the board as it would assist workers to gain an update cumulative record of skills achieved while verifying for employers workforce skills and information on which to base short term and long term personnel decisions. Human resource information gained through RPL exercises would help industries identify potential locations for new industries, rapid response to the skills demands of new occupational categories. Unions would gain rapid institutional action in the protection of occupation status of workers and tangible results in their ongoing campaigns for equal opportunity for equal skills.

### **9. Transforming the education and training curriculum.**

The drive to transform the education and training curriculum could be a chimera if the necessary pre-service, in-service practitioner education, their professional development is left to chance in favour of competing priorities.

Learnerships would bring to the fore the demand for action around these principles in a way that has not been encountered in the ABET field. Educators would be forced out of the routine of communication and numeracy into a more demanding fully functioning ABET system in which the demands of good grades resulting from tests would need to be mediated by the demands of the skilled and competent execution of job related tasks. It is possible that teaching and testing the curriculum could become a routine occurrence amongst adult education practitioners. Mediating and facilitating that curriculum in a creative way could be a developmental challenge, especially if the context was enriched

with the practical demands of pre-employment and employment preparation and readiness as well as the demand of improved performance within a job environment.

## 10. Relevance

Educators could have a structured opportunity to pose problems of emerging relevance in a dialogical climate with learners and their communities around practical and educational concerns. Such a scenario could represent an opportunity for learners to broaden their conceptual and critical thinking skills within a Public Adult Learning Centre context by initiating and participating in processes involving concrete action around personal and social development programmes and other “big ideas”. Opportunities like these should be expanded co-operatively and collaboratively between government departments, employers and civil society agents as they could be the diminishing angles for utilising Reconstruction and Development ideas in action.

*Ideas for dialogue around principles of relevance, learner-centredness, problem solving*

- a) Do learners discuss electives with friends, comfortably, animatedly, and regularly?
- b) How often?
- c) Are ABET classes intellectually stimulating? For learners? For educators? For higher officials?
- d) Does physical environment at a PALC reflect a deep appreciation and valuing of SMME/Agriculture?
- e) Are there additional opportunities for immersion and making connections at home & community with the electives.
- f) Is there evidence of demonstrable community support for electives? In what form?
- g) Does mass media reflect and expand this support? Does it encourage creative intellectual thought, critical thinking & reflection on issues affecting society?
- h) Are there some abundant opportunities for making connections between community life and PALC life in critical thinking encounters?

## 11. Quality.

The refrain that learnerships are not a form of cheap labour should be creatively addressed at the chalk-face and at systemic level.

The routine commitment to continuous improvement in the education sector could come under constant industry scrutiny, input and evaluation. A programme level communication, dialogue and space for making curricula connections of this order could engender synergistic linkages between education and training providers, the government, employers and unions. This could be the stuff out of which the ideas contained in the concept of social partnership could be realised.

## Learnership Implementation Guidelines

### The relevance of skills programmes to Learnership and their potential

Skills programmes could cumulatively present AET practitioners with unlimited potential for a resource stream for propelling learners towards the exit points of the General Education and Training Certificate. By the same token, the development of skills and competencies bearing NQF credits objectively maximises the opportunities of both workers and employers along a continuum of education and training matched with interest of advancing job creation while impacting on potential economic growth conditions. The advantages of skills programmes is that they have the inherent potential of being a dummy run for employers and workers. Both could co-operate with a SETAs to test the labour market, worker interest, education and training provider delivery capacity and ultimately the viability and legitimacy of the potential qualification at band level.

Skills programmes are defined in the SDA as occupationally based, skill training programmes that are offered by ETQA accredited education and training providers. In order for skills programmes to be financed, they must be registered with the relevant SETA and the Director General. The result of the skills programmes must be a credit or a batch of credits towards a qualification registered on the NQF. It is worth noting that the SETA or the Director General has authority to impose further requirement before registering the skills programme. The requirements could include without being limited to the following:

- ❑ Demonstration of a need for the proposed skills in the labour market and in the particular local area. The labour market needs would need to be qualified and complemented by economic growth potential as conceived by the Presidential Job Summit.
- ❑ Evidence of the Learnership or qualification to which the skills programme will contribute. What is desirable is a skills programme that be composed of unit standards that would cumulatively lead to a learnership or registered qualification.
- ❑ Evidence of career paths and employment opportunities for learners. Guidance for providers and learners is desirable, as planned curricula linkages must positively respond to the requirement of employable skills combinations.
- ❑ Links with general education requirements as well as formal qualifications. A skills programme would need to display curricula linkages to other learning areas within the same band within the same level. This purpose of this requirement is to facilitate incremental progress towards an NQF registered qualification while addressing skills shortages in areas with growth potential. A further purpose is to create mutually beneficial relationships between education and training while addressing the skills backlog that is exacerbated by illiteracy.
- ❑ Skills programmes must be certificated through the NQF based accreditation route. Quality assurance mechanisms applying across the band or level should be used for the skills programmes. The requirement is to ensure that the skills acquired are meaningful, portable, and credible, enhance employability while advancing national development objectives.

*Curricula connections*

Curricula connections for between skill programmes and education and training unit standards would need to be created and inserted by designing learning programmes in such a way as to enable learners to achieve a qualification. Learning programmes so designed would enhance the mobility potential of larger numbers of learners across the GET band.

**Learnerships and the GETC, a credit based qualification**

Skill programmes that are constructed around a General Education & Training Certificate (GETC) would comply with SAQA requirements, as the GETC will be registered on the NQF. It is possible to plan skill programmes with the special purpose of enabling adult learners to accumulate a number of credits, while building the confidence to contend for a GETC qualification. Such well-planned skill programmes would eliminate the interminable time spent on the 3 ABET sub-levels while learners could gain credits for level 1 thus increasing their skills and contributing to their employability potential.

Education and Training Providers within a skill programme starting point could potentially take advantage of the practical work skills and competencies of adult learners by designing learning programmes that seek to integrate language and mathematics. The skill programme in this case could be various components of Agriculture and SMME unit standards with a minimum of one credit. It is possible that the practical work skills of learners could immediately be assessed at NQF level 1, thus enabling learners to progressively accumulate credits at that level, while upgrading credits in the fundamental and core learning areas to be on par at the GETC level. The qualification so obtained would be a GETC with Agriculture or SMME as an elective once the requisite credits had been acquired. SETAs would need to make a determination of how many credits an adult would need to acquire to be awarded a GETC. The basis for making such a determination would be:

- a) the General Education and Training Certificate proposal,
- b) promotion of economic and employment growth and social development
- c) the promotion, recognition and achievement of higher skills levels
- d) increased levels of independence and responsibility amongst workers
- e) the inclusion of people that are most vulnerable in the labour market

The same rule applies for both skill programmes and learnerships except that a learnership would need to substantially satisfy SAQA requirements at a qualification level, for example, through a learnership that is planned to integrate structure workplace experience and structured learning.

The rules of combination for a learnership, including any skills programme would be determined by:

- The number of credits finally agreed as a requirement for the GETC.
- The number of Unit standards used in learning programme design.
- Recognition of Prior Learning

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- Labour Market needs, trends
- Product development, downstream processing and the value chain
- The nature of the elective to determine core elements to be included
- The inclusion of fundamental categories cutting across the GETC curriculum

The strong argument in this paper is that these basic requirements can be met through curriculum measures using the facility of integrated learning programme design processes and instruments. The use of such a facility would bring the possibility of an integrated curriculum and assessment system within reach in an educationally meaningful way. Socrates is reputed to have made the following injunction to the princes and aspirant philosophers that were his students more than 2000 years ago. 'Educate....in the spirit of the constitution, democratically if the spirit of the constitution is democratic, oligarchically if the spirit of the constitution is oligarchic.' What do the practitioners and philosophers working hundreds of years Before Christ have to do with us as we approach the dawn of a new millennium? The concerns of Socrates seem to have become universal if the full meaning of critical outcomes is projected as was intended by SAQA with the following injunction:

Critical outcomes include but are not limited to.... contributing to the full personal development of each learner and the social development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of.... participating as responsible citizens in the life of local, national, and global communities.<sup>3</sup>

An explanation of the value and centrality of integrated learning programmes to curriculum transformation calls for resorting to the spirit of the constitution; that of integrating formerly divided fragmented and warlike societies. There are curricular, teaching, learning, and ultimately good educational grounds for integrating the learning experience, over and above the spirit of the constitution.

### **Integrated Learning programme design**

Education and Training providers in discharging their obligation specified in the learnership agreements would do well to plan their provision by designing learning programmes in an integrated fashion.

The fundamental outcome of integrated learning programmes designed for implementation and delivery is that of ensuring the integration of education and training at the base of the learning and teaching transaction for adults, the Public Adult Learning Centre level. For this purpose, learning programmes should be developmental in terms of outcomes to be achieved, to accommodate the pace and style of learners while developing analytical and thinking skills.

Recognising that knowledge is a social construct, leaning programmes should be relevant and appropriate to the present and future needs of individuals, employers and society. In order to fulfil this systemic demand, the AET directorate, with the expressed and active

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<sup>3</sup> SAQA, *ibid*, pg. 8

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support of the ABET sector, selected the vehicle of Agriculture and Small Micro and Medium Enterprises. In terms of the GETC proposal the sub-fields add purpose to the qualification as electives thereby fulfilling SAQA requirements for a purposeful qualification at exit level for ABET. In this sense, SMME & Agriculture serve multiple purposes, as the two sub-fields are central to the following:

- ◆ reinforcing or developing existing or familiar skills;
- ◆ job creation; education and training with production;
- ◆ skills acquisition for building self-confidence, independence and self-reliance; and
- ◆ national development objectives met and realised at local levels.

The two sub-fields as shown above have the strong potential of becoming 'authentic activities of emerging relevance' at Public Adult Learning Centre level.

Integrated learning programmes accommodate the key principles of the NQF by affording space for educators to incorporate Unit standards from a number of Learning Areas as shown in the Northern Province & Eastern Cape designed learning programmes in SMME & Agriculture.

Integrated learning programme theory involves the capacity to deal with interconnectedness, the part to the whole, the particular to the general, facts and contexts. The aim is to develop the basic competence to deal with complexity and change. Within that frame, testing and assessment that accommodates critical thought and creativity and open-ended-ness becomes fundamental to the educational enterprise.

The use of Unit standards developed by ABET practitioners situate the integrated learning programmes by giving them educational grounding that expands the potential for the satisfaction of qualification requirements at the General Education and Training band. At this point, it might be appropriate to remind ourselves that SAQA defines a qualification as:

A qualification shall represent a planned combination of learning outcomes which has a defined purpose or purposes, and which is intended to provide qualifying learners with applied competence and a basis for further learning.<sup>4</sup>

The attainment of the GETC threshold means that demands for accountability and the need to meet the reasonable expectations of learners for progression and the achievement of national qualifications at exit levels can be satisfied by the ABET sector. For the first time the General Education and Training Certificate is within the reach of ABET learners.

The shift towards NQF level 1 Unit standards based qualifications within the integrated learning programme pathway emphasises the acquisition of skills and competencies that should potentially equip learners to survive and prosper within the family, the factory and the farm.

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<sup>4</sup> Government Notice No. R452 Regulations under the SAQA Act No. 58 1995

Skills and competencies necessary for strengthening the leadership role of adults in families can be found in the critical cross-field education and training outcomes (CCFOs) as well as SMME & Life Orientation Unit standards. Factory relevant skills resonate with CCFOs with specific relevance to the following:

Using Science and Technology effectively and critically, showing responsibility towards the environment and health of others.<sup>5</sup>

Skills critical for a farming context are contained in the Agriculture; SMME and Technology unit standards as well as the CCFO quoted above.

The knowledge, skills, values and attitudes that are derived from the Critical Cross-field Outcomes and the infusion of specific outcomes of SMME and Agriculture cumulatively shape and content to the learning programme. Critical Cross-field Outcomes are used in a sense as working principles in directing and balancing the learning programme design process. Specific outcomes are about demonstrable competence achieved by a learner in satisfying the assessable requirements of a unit standard. Critical and specific outcomes add qualitative value to the learning programme in design and implementation terms.

### **Funding & resources for Learnerships & Skills Programmes**

The main provider of education and training resources for Learnerships is the Sector Education and Training Authorities (SETAs) responsible for the field or sub-field in terms of the sector demarcations encapsulated in the Skills Development Levies Act 1999. In order for Learnerships to benefit from those funds, they will need to be registered with the SETA concerned, the National Skills Authority and the Department of Labour.

The sources for funding for skill programmes are SETAs, the National Skills Fund and the Director General, Department of Labour. The skill programmes in question should be registered in the prescribed manner.

In conformity with the sentiments expressed in the RDP, the Presidential Jobs Summit and the National Skills Development Strategy, it is possible to expect permanent resourcing streams from the the following fiscus and private sources:

- a) the Skills Development Levies Act,
- b) direct and indirect funding from skills development programmes of government,
- c) direct funding from business,
- d) subsidies from national skills fund and
- e) grants from international sources

The centrality and utility of Learnerships and related skill programmes to national development objectives could be pivotal in making partnerships and collaborative mechanisms meaningful for resourcing the upper reaches of ABET, the GETC.

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<sup>5</sup> SAQA, *ibid.*

### Monitoring, Evaluation & Assessment

Monitoring, evaluation and assessment will play a critical role in the planning and implementation of learnerships. The collection and analysis of information will enhance the decision-making competence of Sector Education and Training Authorities as they have a responsibility to make informed decisions. These decisions could be about the value for money, justification and educational sense proposed learnership. The intention would be to maximise the efficiency, effectiveness and efficacy of learnerships in the rapidly changing labour market conditions.

Assessment is a process that measures whether or not a learner has achieved the intended outcomes when comparing their capabilities to the assessment criteria set out in the relevant unit standards or qualifications.<sup>6</sup>

However, we need to be aware that teaching and testing the curriculum could be the easy option compare with mediating and assessing learning. Integrated assessment practices should help practitioners conceptualise assessment tasks as problems, broad concepts, learning tasks and learning centre lessons and activities. The intention would be to demystify assessment practices as:

The point is, differentiating between teaching and assessment is unnecessary and counterproductive.<sup>7</sup>

The integration of assessment practices should be in the service of improving teaching and learning conditions rather than for its own sake. The creating of a substantial difference between assessment and teaching should be challenged creatively as it sometimes disempowers educators rather than make assessment meaningful for learners. Such an action might help educators to find tools for realising educational transformation at the chalk-face.

A Checklist for assessing the values and attitudes of a learnership education and training provider:

1. Is the curriculum rigid?
2. Are administrative and managerial staffs supportive?
3. Is pre-service training adequate?
4. Is in-service training inspiring
5. Is the educational experience positively impacting in other contexts?<sup>8</sup>

The above list is by no way exhaustive but emphasised in the interests of making the whole educational experience meaningful for learners in a learnership context.

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<sup>6</sup>Department of Labour/GTZ: A framework for establishing learnerships and quality assurance functions of sector education and training authorities, pg.49

<sup>7</sup> Brooks and Brooks, 1993, In search of understanding: The case for constructivist classrooms, ASCD, Virginia.

<sup>8</sup> Brooks & Brooks, *ibid.*

*Making Connections*

If 'students' are to become genuinely more proficient, more, capable of dealing with complexity and change, more highly motivated, and more capable of working both autonomously and with others, then we have no choice but to teach for meaningfulness.<sup>9</sup>

The demands on educators are enormous if viewed within a context of educational transformation, characterised by pressures from learners, management, national and provincial legislation, policies and plans, and restructuring pressures at systemic levels. They frequently become surrogate parents, police, and truant officers, and welfare workers. They are factory supervisors who have to produce workers that business needs, while operating with a false sense of what is required in a context that ignores essential information.<sup>10</sup>

**Conclusion**

Curricula that embrace technicist assumptions characterised by the avoidance of genuinely transformative pedagogy for a more just society should not be part of learnerships it is argued. The inverse would entrench and reinforce those aspects of educational practices of the past that we somehow seek to change. Standardised pre-packaged curricula and preconceived assessment instruments should be scrutinised with a view to changing as inspired by local cultural conditions and environments, as well as relevance to the planned learnerships.

There could be an proclivity among adult educators to direct adults on how to become self-directed individuals. 'The colonization of our life-world'<sup>11</sup>

The cult of efficiency could be an inappropriately deployed technique that erodes precious areas of community life and for that reason, learnerships should be sensitively planned with a view to enabling ABET learners to achieve a qualification within their life-times.

The brief history and principles of Worker Education in South Africa that is available creates the impression that the following ideas might need re-popularising within educational contexts, namely: knowledge as arising out of the collective experience, influencing organisational capacity, and collective empowerment leading to transformation. "No education can be neutral, each one teach one, the union as a school for workers"<sup>12</sup>.

An understanding of the ideological basis, sentiments, and systems thinking behind the NQF project could create opportunities for vigorous debate. The aim should remain that of improving existing conceptual understandings of curriculum transformation with a view to

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<sup>9</sup> Renate Nummela Caine & Geophry Caine, *Making Connections*, 1994 New York pg.184

<sup>10</sup> *Ibid*, p185

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meeting the demands of industry while balancing that with the personal and collective growth of organised and unorganised workers.

The creation of space for negotiating culturally appropriate teaching and learning processes in a work-based education and training system is a challenge. Educators should have no qualms about changing the rules, challenging and shifting them with a view to making the learnership enterprise a success.<sup>13</sup>

Committed adult educators should advocate the incorporation of themes like environmental concerns, gender concerns, abortion, day care, community development and cultural transformation to dilute the effect of “technical rationalism”. It is possible to adopt strategies designed to promote transformative pedagogy as spaces for experimenting with ideas could be minimised in favour of rote learning and other short term solutions to the problems of skills transfer.

Tendencies for setting unreasonable criteria for success for learnerships and skills programmes should be avoided and exposed at all costs. Some small-scale strategies in the service of emancipatory education can only be assessed in retrospect. The desire to incorporate broad job-creation, productivity, and employability criteria for evaluating learnerships should be avoided in favour of education and training focused criteria for evaluating the success of learnerships.

Within formal institutional settings, adult educators committed to a transformative pedagogy have an advantage over formal public school teachers, since there is a strong expectation that they can and will draw on learners’ past experience. This is crucial if relevant links are to be forged between the curriculum and issues of class; gender, race, power and the environment, the everyday life-world of learners.

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<sup>13</sup> The implications of the National Qualifications Framework for emancipatory Education in South Africa. Linda Cooper, Ad. Ed.Dept. UCT

**APPENDIX 1**

**Eastern Cape**

Spatial Development Initiatives of the Eastern Cape include the following:

- ◆ Eco-Tourism and Forestry in the following specific areas: Mkambathi, Coffee Bay, Hole in the Wall, Dwesa, and Cwebe.
- ◆ AutoMObiles, Components & Greenfields Metal Processes,
- ◆ Eco-tourism and Irrigated Agriculture in the Algoa Region.

The vision is to encourage building and construction, cleaning services, SMME, and light industries within a context of upgrading and redevelopment of existing facilities and services.

**Northern Province**

The province is targeting above average economic growth in the following areas:-

- Agriculture & Rural Development
- Mining
- Downstream Benefaction of Mining & Agriculture for kick-starting Manufacturing, Agro-Industries
- SMMEs for employment creation
- Eco-Tourism, Tourism, Game Farming,
- Transport linked eco-tourism
- Infra-structure development, social & financial services
- Spatial Development Initiatives incorporating the above<sup>14</sup>

**APPENDIX 2**

**Growth Points as identified by the National Skills Authority studies**

**1. Hospitality and Tourism**

Labour Market problem areas like:

- Shrinkage & Downgrading in High End Markets like 5 Star Hotels
- Fluctuation with regard to seasonal nature of the industry
- Growth fluctuations emanating from exchange rates
- The need to focus on the black market,
- Lower occupancy rates emanating from low affordability levels

Areas that show signs of growth are Game Ranching & Reserves, Bread & Breakfast as well as the Restaurant Businesses.

**2. Agriculture**

- Linked to Land Restitution and Redistribution as well as Water Supply and Provision systems, policies and programmes
- No export potential is envisaged

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<sup>14</sup> Presidential Job Summit Declaration

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- A great potential for reducing unemployment, alleviating poverty, homelessness, or lack of housing, population stability,

Most of the potential lies in Government support for local communities, and the integration of policies and programmes from the Department of Land Affairs and Agriculture as outlined above.

Potential Risks lie in the Weather, Drought, and the use of High Tech in creating situations of dominance in Organised Agriculture.

### **3. Mining**

Downstream processing has inward looking industry-potential for growth in small-scale mining, and the jewellery industry.

### **4. Transport**

High possibility if there is a national strategy

### **5. Health**

Has potential only up to the level of maintaining a reasonably skilled workforce. Prospects are not bad, but only for maintaining existing levels of HR investment.

### **6. Food industry**

Needs only be maintained at existing levels

### **7. Banking and insurance**

A very High-tech industry  
Prospects for growth are indicated

### **8. Entertainment**

This includes consultants: the largest growing industry, Sport (funny in that money goes only to the owners)

### **9. Retail & Wholesale**

Potential for Depends on Products and Services  
Not stable & unclear prospects

### **10. Personal Care**

This includes section 21 Companies, companies rendering professional care, professional business services and Consultancy services  
High potential for growth

## APPENDIX 3

### **Presidential Job Summit's summation on SMMEs**

This sector has been identified as one of the most important means of creating jobs, wealth and development.

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The Presidential Jobs Summit envisages a National Mentorship scheme, with paid mentors, part time counsellors, linked to local business associations by the following entities:

- ❑ Local Business Service Centres,
  - ❑ Retail Finance Institutions
  - ❑ TACs
  - ❑ Ntsika and Khula Enterprises, the IDC
  - ❑ Black Business Council
  - ❑ National Business Initiative
  - ❑ Competitiveness Fund
  - ❑ Business Trust
  - ❑ Public-Private Partnerships
  - ❑ Banking Council of South Africa
  - ❑ Portfolio Indemnity Scheme
  - ❑ Tourism Sector Finance Scheme
  - ❑ Small Contractor Industry Programme
  - ❑ Wild Coast SDI
  - ❑ Micro- Credit Outlets for rural areas and women
  - ❑ Fisheries Fund
  - ❑ National Trust: Youth Enterprises
- a) An initial target of 20-40 towns is envisaged nationally.
  - b) A core of Pathfinders to be identified in tourism for social mobilisation at community level.
  - c) Dedicated tourism financing mechanisms for new ventures as indicated above.
  - d) Tourism Business Capacity & Tourism
  - e) Local Economic Development Programmes linked to Tourism
  - f) International Marketing Assistance Schemes for emerging entrepreneurs @ R10 million committed to it.

### **Business Incubation**

- ❑ One of the schemes envisaged for the support of SMMEs through the provision of technical and business skills.
  - ❑ Conceptualised as support centres in strategic areas
  - ❑ Local Industry Parks, Entrepreneur Centre & Technopreneur Centres and Local Business Support Centres seen as incorporating Business Incubators institutional support mechanisms for SMME learnerships pilots envisaged each accommodating 20 businesses!
1. Construction
  2. Arts and Crafts
  3. Agro-processing
  4. Tourism
    - a) Marketing: 40 million over 3 years committed by Tourism Business Council of South Africa
    - b) Business Trust: committing 50 million over 3 years

- c) Substantial contributions from Government committed, including aggressive marketing
- 5. Automotive industry
- 6. Wood and Furniture
- 7. Information Technology
- 8. Jewellery
- 9. Clothing and Textiles
- All linked to SDIs

### **Investment Approaches**

Government & Business to set up an implementation Committee consisting of Khula, Ntsika, ISA, BSA, NBI, & Black Business Council as well as other private sector companies, membership based associations, business chambers & SMME providers.<sup>15</sup>

All the above would provide a comprehensive package of structures, systems and procedures for facilitating institutional support, training, marketing, finance functions, services and infrastructure for promoting and ensuring the viability of SMMEs. The Presidential Job Summit has committed itself to the support and piloting of the above mentioned schemes and programmes on a national scale.<sup>16</sup>

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<sup>15</sup> Declaration of Presidential Jobs Summit, October 1998, p17

<sup>16</sup> Ibid,...p13