

5. ACRONYMS, DEFINITIONS LEGISLATIVE FRAMEWORK

5.1 ACRONYMS

CHE	Council on Higher Education
DHET	Department of Higher Education and Training
DOJ & CD	The Department of Justice and Constitutional Development
DOL	Department of Labour
DPSA	Department of Public Service and Administration
ETQA	Education and Training Quality Assurance Body
FETC	Further Education and Training Certificate
HEQSF	Higher Education Qualifications Sub-Framework
NLRD	National Learners' Records Database
NQF	National Qualifications Framework
QCTO	Quality Council for Trades and Occupations
OQSF	Occupational Qualifications Sub-Framework
RPL	The Recognition of Prior Learning
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority

5.2 DEFINITIONS

Access	To provide ease of entry to appropriate level of education and training for all prospective learners in a manner this facilitates progression (SAQA; 2004:28).
Advanced Standing	Advanced standing" means the status granted to a learner for admission to studies at a higher level than the learner's prior formal studies would have allowed, including exemption where applicable. (SAQA; 2013:04).
Assessor	An assessor is "anyone who assesses for the purposes of making a judgement about an achievement that will result in credits towards unit standards or qualifications" (SAQA, 2001:47). The person who is registered by the relevant Education and Training Quality Assurance Body in accordance with criteria established for this purpose to measure the achievement of specified

	NQF standards or qualifications.
Assessment	Is the process of gathering and evaluating evidence in order to determine whether candidate has demonstrated competence in outcomes specified in part qualifications and/or qualifications registered on the NQF (DPSA, 2012). The generic assessor standard registered by SAQA entitled 'Plan and conduct assessment of learning outcomes' outlines the process in detail. The management of assessment is the responsibility of training providers (DPSA, 2012).
Assessment Methods	Interviews, Debate, Presentation, Performance testing, Examination, Oral examination, Essay, Examples of work done or performed or designed, Portfolio, Book review, Annotated, Special projects, Reports, critiques, articles (SAQA; 2004:57).
Assessment Plan	Refers to the plan that outlines the RPL assessment process and indicated the resources required per method or assessment. Candidates are involved in the compilation of the assessment plan as part of their assessment preparation (DPSA, 2012).
Assessment Support	Support provided to candidates to complete assessments and deal with any remediation and/or during the RPL process after the initial workshop. The persons who provide the support are generally SMEs and technical experts in the RPL processes (DPSA, 2012).
Candidate Preparation	The process of preparing candidate for the RPL assessment. Candidate/learner must be advised of method of assessment, date for assessment, resources required, appeals procedure and provided with sufficient time to prepare. Appropriate preparation document must be completed (DPSA, 2012).
Certification	To certify credits attained for the purposes of a qualification (SAQA; 2004:28).
Competence	The knowledge, theory and practical skills of a person. This includes the ability to apply the knowledge and skills to a variety of circumstances and contexts (DPSA, 2012).
Credits	The credit value of a unit standard or qualification is based on the number of 'notional' hours it takes an average learner to achieve the outcomes of that unit standard. One credit is equal to 10 notional hours. Notional hours are those hours a learner spends on the acquisition of the competence (DPSA, 2012).
Credit Accumulation	Credit accumulation means the totalling of credits required to complete a qualification or a part qualification

	(SAQA; 2013:04). The totalling of credits required to complete a qualification or a part-qualification (DPSA, 2012).
Credit Accumulation and Transfer (CAT)	Credit accumulation and transfer (CAT) system means an arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace (SAQA; 2013:04). An arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace (DPSA, 2012).
Credit Transfer	The vertical, horizontal or diagonal relocation of credits towards a qualification or part-qualification on the same or different level, usually between different programmes, departments or institutions (DPSA, 2012).
Critical Cross Field Outcomes (CCFO)	Refers to those generic outcomes that inform all learning. There are 8 CCFOs which include working effectively with others as a member of a team, collecting, analysing, organising and critically evaluating information, communicating effectively etc. (DPSA, 2012).
Education Training and Quality Assurance Body ETQA	A body accredited in terms of section 5(1) (a) (ii) of the SD Act, responsible for monitoring and auditing achievements in terms of national standards or qualifications (DPSA, 2012).
ETDP	Education, Training and Development Practices, covering the broad spectrum of interventions in the skills development arena (DPSA, 2012).
Exit Level Outcome ELO	Those broad outcomes to be achieved by a candidate in order to achieve a qualification (DPSA, 2012).
Experiential Learning	Knowledge and/or skills learned through experience, rather than through a formal course or instructional learning. This could be accumulated in the workplace as part of the daily duties (DPSA, 2012).
Feedback	The process of providing the candidate with feedback regarding his/her assessment and discussing areas and methods of remediation should it be applicable. Feedback to the candidate must be conducted in a fair, unbiased and confidential manner and documented appropriately (DPSA, 2012).
Fifty Percent HE Residency Clause	Credit transfer between institutions of higher Learning. A HE learner, having been granted credits through an RPL process in terms of a recognised qualification, must still complete at least

	50% of the learning programme with the institution regardless of whether the credits granted exceed 50 % of the requirements, or even fulfil all the requirements of the qualification (SAQA; 2004:12).
Formal Learning	Learning that occurs in an organised and structured education and training environment and that is explicitly designated as such. Formal learning leads to the awarding of a qualification or part-qualification registered on the NQF (DPSA, 2012). Formal learning means learning that occurs in an organised and structured education and training environment and that is explicitly designated as such. Formal learning leads to the awarding of a qualification or part qualification registered on the NQF (SAQA; 2013:04).
Informal Learning	Informal learning means learning that results from daily activities related to paid or unpaid work, family or community life, or leisure, including incidental learning (SAQA; 2013:05). Learning that results from daily activities related to pay or unpaid work, family or community life, or leisure (DPSA, 2012).
Learning Outcomes LOs	A learning outcome is what a person will know and/or be able to do after successfully learning something. In other words, outcomes explain the skills, knowledge and values that will be assessed. The learning outcomes are the basis of the learning (DPSA, 2012).
Learning Programme	Learning programme means a purposeful and structured set of learning experiences that leads to a qualification (SAQA; 2013:05). A learning programme is the plan which states what will be learnt and how the necessary learning experience will be provided. The learning programme draws on the outcomes from the part qualifications and specifies the content to meet these outcomes. The learning programme must include a strong element of workplace learning (DPSA, 2012).
Lifelong Learning	Learning that takes place in all contexts in life from a life-wide, life-deep and lifelong perspective. It includes learning behaviours and obtaining knowledge; understanding; attitudes; values and competences for personal growth, social and economic well-being, democratic citizenship, cultural identity and employability (DPSA, 2012). Lifelong learning means learning that takes place in all contexts in life from a

	life-wide, life-deep and lifelong perspective. It includes learning behaviours and obtaining knowledge, understanding, attitudes, values and competences for personal growth, social and economic well-being, democratic citizenship, Cultural identity and employability (SAQA; 2013:05).
Mentor	A person who acts as a counsellor and/or guide to another individual. A mentor is usually a more experienced individual who assists another in personal and/or professional development.
Moderating Body	Means a body specifically appointed for the purpose of moderation (DPSA, 2012).
Moderation	The process of ensuring that assessments have been conducted in line with agreed practices, and are fair, reliable and valid (DPSA, 2012).
National Qualification Framework (NQF)	<p>National Qualifications Framework (NQF) means a comprehensive system approved by the Minister of Higher Education and Training for the classification, registration, publication and articulation of quality-assured national qualifications (SAQA; 2013:05).</p> <p>The NQF is a framework for the registration and publication of articulated and quality-assured national qualifications at specific levels and developing learning paths between them. It has ten levels and is divided into three sub frameworks:</p> <ol style="list-style-type: none"> 1. General and Further Education and Training Qualifications Framework 2. Higher Education and Training Qualifications Framework 3. Occupational Qualifications Framework
National Co-Ordinating Mechanism For RPL	A national facility empowered to co-ordinate, research, support, and advocate and oversee the mainstreaming of RPL (DPSA, 2012).
Non-Formal Learning	<p>Non-formal learning means planned educational interventions that are not intended to lead to awarding of qualifications or part qualifications (SAQA; 2013:05).</p> <p>Learning which is embedded in planned activities not explicitly designated as learning towards a qualification or part-qualification; it is often associated with learning that results in improved workplace practice, but does not necessarily lead to the awarding of credits (DPSA, 2012).</p>
Organising Framework For Occupations (OFO)	The Organising Framework of Occupations (OFO) is a tool for having a common language for collecting and analysing labour market information. It is a skills-based, coded classification system which captures all jobs in the

	<p>form of occupations and groups occupations based on similarity of:</p> <ul style="list-style-type: none"> ▪ Skills specialisation ▪ Skill level
Organising Framework (OFO) Descriptors	Occupations are classified according to the functions performed in the occupation. E.g. 132201 – Finance Manager. The description of the minimum functions are called occupation descriptors Plans, organizes, directs, controls and coordinates the financial and accounting activities within an organization (DPSA, 2012).
Part Qualification	<p>Part qualification means an assessed unit of learning that is registered as part of a qualification (SAQA; 2013:05).</p> <p>An assessed unit of learning that is registered or to be registered as part of a qualification on the NQF with a clearly defined purpose (DPSA, 2012).</p>
Placement	To determine the appropriate level for learners wanting to enter education and training through a diagnostic assessment (SAQA; 2004:28).
Portfolio of Evidence (POE)	<p>The file of evidence submitted by the RPL candidate and which is assessed for competency purposes (DPSA, 2012).</p> <p>To validate applicant's learning by providing a collection of materials that reflect prior learning and achievements. Will include own work, reflections on own practice and indirect evidence from others that are qualified to comment. The portfolio will identify relevant connection between learning and the specified or unspecified credit sought (Cohen, in Harris, 2000: 148–149).</p>
Pre-Assessment Preparation	A process conducted prior to the RPL assessment and is used to determine the candidate's gaps prior to the RPL process. It is followed by providing the RPL candidate with information and advice regarding the way forward (DPSA, 2012).
Principles of Assessment	<p>All assessments are subject to the principles of:</p> <ul style="list-style-type: none"> ▪ Validity ▪ Fairness ▪ Reliability ▪ Practicability (SAQA; 2004:30).
Professional Body	Anybody of expert practitioners in an occupational field, and includes an occupational body (DPSA, 2012).
Qualification	A planned combination of learning outcomes which has a defined purpose or purposes, intended to provide qualifying learners with applied competence and a basis for further learning and which has been assessed in terms of exit level outcomes, registered on the NQF and certified and awarded by a recognised body (DPSA, 2012).

Quality Assurance (QA)	The process of ensuring that the learning and assessment procedures meet the required level of quality (DPSA, 2012).
Quality Management System (QMS)	The combination of policies and procedures used to ensure that the quality of delivery is maintained (DPSA, 2012).
Registered Standards	Standards or qualifications registered on the National Qualifications Framework (DPSA, 2012).
Resourcing of Recognition of Prior Learning (RPL)	The direct and indirect physical, infrastructural, human and financial capacity needed to build a mainstream and sustainable RPL system (DPSA, 2012).
Scarce Skill	Reserved for those <u>occupations</u> in which there is a scarcity of qualified and experienced people. Scarce skills may be grouped into various categories including: <ul style="list-style-type: none"> ▪ Relative scarcity which pertains to geographical location, equity considerations, and replacement demand; ▪ Absolute scarcity which refers to new and/or emerging occupations where there are few, if any, people in the country with the specified skills (DPSA, 2012).
Sector Education and Training Authority (SETA)	Sector Education and Training Authority of which there are currently 21. The SETA for the Public Services Sector is PSETA (DPSA, 2012).
Skills Development Facilitator (SDF)	The person in the organisation who has the responsibility of ensuring that skills development initiatives take place. This person is also responsible for the development and submission of the Workplace Skills Plan, the Annual Training Report and the Pivotal Training Report to the relevant SETA (DPSA, 2012).
South African Qualifications Authority (SAQA)	The stakeholder body that registers qualifications and standards on the NQF and ensures that the education and training that is delivered enables learners to reach these qualifications and standards (DPSA, 2012).

	Framework (NQF) Act No. 67 of 2008.
NSDS III	National Skills Development. Strategy III.
Skills Development Act	Skills Development Act 97 of 1998.
Skills Development Levies Act	Skills Development Levies Act No 9 of 1999.
Promotion of Access to Information	Promotion of Access to Information Act, Act 2 of 2000.
Public Service RPL Policy	Policy and Procedure on Implementation of the Recognition of Prior Learning (RPL) in the Public Service, 2012.
Public Service Regulations	Public Service Regulations, 2001.

5.3 LEGISLATIVE FRAMEWORK

Batho Pele Principles	Batho Pele Principles.
EE Act	Employment Equity Act No. 55 Of 1998.
HE Act	Higher Education Act, 1997 (HEA) Act No. 101 of 1997.
FE Act	Further Education and Training Act No. 98 of 1998.
NQF Act	South African National Qualifications