

Umalusi

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**Framework for the management of the General and Further  
Education and Training  
Qualifications Framework,  
a Sub-Framework of the National Qualifications Framework  
(NQF)**

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Draft for discussion

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## Definitions

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


# Chapter 1

## Introduction

### Umalusi's mandated responsibilities

- 1 The promulgation of the *NQF Act, Act 67 of 2008*, constituted Umalusi as the Quality Council for General and Further Education and Training, as provided for in the amended *GENFETQA Act of 2008*. It thus serves as one of three Quality Councils, alongside the Council for Higher Education (CHE) and the Quality Council for Trades and Occupations (QCTO); it is required to collaborate with the South African Qualifications Authority and the other Quality Councils (QCs), subject to the *NQF Act*, its founding Act, and the *National Education Policy Act (Act No 27 of 1996)*.
- 2 In addition to the responsibilities outlined in its founding Act, and which are set out in subsequent paragraphs, the Council is responsible for the sub-framework of qualifications for general and further education and training. In terms of Paragraph 27 of the *NQF Act*, Umalusi as a QC must, in respect of its sub-framework:
  - a. Develop and manage its sub-framework;
  - b. Advise and make recommendations related to the sub-framework to the relevant Minister;
  - c. Consider and agree to level descriptors, and ensure that they remain current and appropriate;
  - d. Propose policy for the development, registration, and publication of qualifications for its sub-framework in accordance with requirements outlined in the *NQF Act*, as well as;
  - e. Ensure the development of such qualifications—and part-qualifications—as are necessary for the sector, including indication of appropriate measures for the delivery and assessment of learning achievement, and recommend them to SAQA for registration;
  - f. Propose policy for quality assurance within the sub-framework;
  - g. Ensure the autonomy, integrity, and credibility of quality assurance for qualifications registered on its sub-framework;
  - h. Maintain a database of learner achievement and related matters;

	<ul style="list-style-type: none"> <li>i. Conduct or commission and publish research on issues relevant to the development and implementation of the sub-framework</li> <li>j. Provide information regarding the sub-framework to the public; and</li> <li>k. Perform any other functions required by the NQF Act, or functions consistent with this Act which the relevant Minister may determine.</li> </ul>
3	<p>In terms of <i>The General and Further Education and Training Quality Assurance Act, Act 58 of 2001</i>, as amended, Umalusi is also required—in terms of its quality assurance of assessment responsibilities—to:</p> <ul style="list-style-type: none"> <li>a. ensure the necessary quality assurance work is undertaken by the QC itself or by a body to which such powers have been delegated, and that the outcomes of such work are reported;</li> <li>b. develop policy for assessment, including internal assessment where such contributes to the final marks, and standardization;</li> <li>c. ensure and verify the implementation of such policy by the assessment bodies responsible;</li> <li>d. report irregularities which may jeopardize the integrity of an assessment or its outcome to the relevant Director-General; and</li> <li>e. issue certificates to learners who have achieved qualifications or part-qualifications.</li> </ul> <p>Each of these mandated responsibilities is addressed in associated policy.</p>
4	<p>Also in terms of its founding act, as amended, Umalusi—with respect to private provision—is required to undertake the following accreditation responsibilities:</p> <ul style="list-style-type: none"> <li>a. develop policy, which must be regulated by the Minister, for the accreditation of assessment bodies, other than departments of education, and accredit assessment bodies accordingly;</li> <li>b. develop policy and criteria for the quality assurance of private education institutions, including independent schools, private colleges and private Adult Basic Education and Training centres;</li> <li>c. ensure that any institution required to register as a private school, college, or ABET centre complies with the quality assurance policy and criteria determined by Umalusi; and affirm or withdraw the accreditation status of the private institution concerned.</li> </ul> <p>Each of these mandated responsibilities is addressed in associated policy.</p>

## Purpose of this document

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| 5 | <p>This framework provides direction to Umalusi for the responsibilities associated with development and maintenance of the General and Further Education and Training Qualifications Framework as laid out in paragraph 27 (a) – (e) in the NQF, and outlined in paragraph 3 above. This framework also forms the basis for developing a co-operative relationship with the Department of Higher Education and Training, the Department of Basic Education, the South African Qualifications Authority, the Council for Higher Education, the Quality Council for Trades and Occupations, Assessment Bodies, institutions requiring to be quality assured by Umalusi (public and private), and other stakeholders with a commitment to the National Qualifications Framework, and the General and Further Education and Training Qualifications Framework, in particular.</p> <p>This framework addresses responsibilities associated with existing qualifications as well as with the development of new qualifications for the sub-framework,</p> |
| 6 | <p>This framework must be read in conjunction with the following policy and guideline documents:</p> <ul style="list-style-type: none"><li data-bbox="422 1092 1438 1239">a. General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001; ) the General and Further Education and Training Amendment Act, 2008 (Act No 50 of 2008) and the NQF Act, 2008 (Act No 67 of 2008).</li><li data-bbox="422 1270 1438 1386">b. <i>The General and Further Education and Training Qualifications Framework, a sub-framework of the NQF</i> (Council policy, Dec 2008, revised 2010).</li><li data-bbox="422 1417 1438 1533">c. <i>Standard setting and quality assurance in the General and Further Education and Training Qualifications Framework</i> (Council policy, June 2008, revised November 2010)</li><li data-bbox="422 1564 1438 1633">d. Any other relevant policies and directives issued by Umalusi council.</li></ul>  |

7	<p>This policy must also to be read in conjunction with the following legislation:</p> <ul style="list-style-type: none"> <li>a) Constitution of the Republic of South Africa, 1996</li> <li>b) The National Education Policy Act, Act no 27 of 1996</li> <li>c) Skills Development Act, Act no 97 of 1998 and as amended in 2008</li> <li>d) Adult Education and Training Act, Act no 52 of 2000 and as amended in 2010</li> <li>e) Further Education and Training Colleges Act, act no 16 of 2006 and as amended in 2010</li> <li>f) The South African Schools Act, Act no 84 of 1996 and as amended in 2010</li> <li>g) Higher Education Act, 1997 and as amended in 2008 and 2010</li> <li>h) The Higher Education Qualifications Framework, 2007.</li> </ul>
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**Objectives of the Framework for the management of qualifications on the General and Further Education and Training Qualifications Framework of the NQF**

8	<p>The objectives of this Framework document is to set standards for the General and Further Education and Training Qualifications framework, its qualifications and their curricula, taking into account the necessary policy and criteria as contemplated in the NQF Act.</p>	
	<p>Developing and managing the General and Further Education and Training Qualifications Framework</p>	<p>To ensure that the sub-framework remains current, responsive and aligned with the intentions of the National Qualifications Framework</p>
	<p>Advising the relevant Minister(s) on matters relating to the sub-framework</p>	<p>To provide the relevant Minister(s) with information regarding the standards and appropriateness of qualifications on the sub-framework.</p>
	<p>Developing a position with regard to NQF Level descriptors</p>	<p>To develop a position regarding level descriptors which is consonant with the functioning of the sub-framework . This position is used as the basis for the necessary consultation in respect of the level descriptors with SAQA and the other QCs; and to ensure that the descriptors remain relevant.</p>



	Developing and implementing policy and criteria for the development, registration and publication of qualifications	To provide the necessary direction to the organization and other stakeholder bodies about the processes of qualification development, registration and publication.
	Developing and implementing policy and criteria for recognition of prior learning, and credit accumulation and transfer	To explicate the policy position taken by the Council in respect of processes such as RPL and CAT within the sub-framework and across the sub-frameworks.
	Ensuring the development of the qualifications and part-qualifications necessary for the sector	To act upon the need to develop only such new qualification variants and part-qualifications critical to the strengthening of the national education and training system.
	Recommending qualifications or part-qualifications to SAQA for registration	To direct Umalusi Council in respect of its responsibility to recommend qualifications or part-qualifications to SAQA.

## Chapter 2

### Standard setting for the General and Further Education and Training Qualifications Framework

- 1 The General and Further Education and Training Qualifications Framework is purposefully based on the use of a limited number of qualification types, which are placed at Levels 1 – 5 on the National Qualifications Framework. Each type is distinguished into variants of the type. Variants of the qualification type must meet the standards required for the qualification type itself, even though these may be contextualized within a specific discipline or vocational area. Part-qualifications must conform to a sub-set of the standards required for the qualification type, and may also be registered on the sub-framework.

The NQF level forms the most generic specification of the qualification, taking into cognizance the level descriptors developed by SAQA. Placement of qualifications on the sub-framework is in part determined by comparative evaluations with existing qualifications on the sub-framework. The level of these qualifications has been determined through research into the critical curricula underpinning the qualifications and the quality and depth of the concomitant assessment.

On the General and Further Education and Training Qualifications Framework, a single qualification type is associated with each of the levels. The type is determined by the educational, socio-political, cultural and economic imperatives that require fulfillment in the education system of a country. The qualification specifies the level of the qualification, its minimum credit rating and its purpose and characteristics. A qualification is required to meet the generic competencies associated with the level at which the qualification has been pegged. The basic qualification types are used as points of reference for the development of more specialized qualifications. So, for example, while the National Senior Certificate (NSC), the National Certificate (Vocational) (NC(V)) and the National Senior Certificate for Adults (NASCA) are all National Certificates at Level 4, each of these qualifications are honed to serve slightly different purposes and/or learner groups.

Developing and monitoring standards and quality assurance for the framework also resides in ensuring that these qualifications are all accompanied by acceptable prescribed curricula. Development of the framework also includes strengthening existing qualifications through recommendations to the relevant Minister of Education.

Umalusi evaluates the possibility of the development of new national qualifications only if it is apparent that such qualifications are critical to the overall functioning of the national education and training system. For example, the development of a meaningful set of general educational qualifications for adults (as opposed to occupational ones) clearly addresses a critical shortcoming that exists in the national system. Umalusi develops, or assists in the development of such qualifications and the associated curricula. Work on qualifications and/or curricula may be jointly undertaken with a Department of Education (or another National Department), with one of the Quality Councils, with universities and/or professional bodies, and/or with persons or organizations deemed fit by Umalusi to participate in such critical processes.

The qualification specifications prescribe the learning to be attained, and which combinations accord with the qualification structure. Each qualification must identify a number of possible *units of learning* (such as subjects or learning areas). Some units are compulsory for some qualifications; other units of learning are selected from lists associated with the qualification itself.

Qualifications on the sub-framework are required to have at least a 75% component of suitably quality-assured external assessments, based on approved syllabuses or curriculum statements. Furthermore, the monitoring of provision (and the accreditation) of educational institutions is partly based on quality assurance of their internal assessment of qualifications registered on the sub-framework, as well as their participation in properly conducted and monitored external assessments.

Prescribed qualification approval, evaluation of curriculum statements or syllabuses, the verification of the quality of external examinations, and monitoring of provision are all significant and relatively cost-effective ways of establishing, measuring, and improving quality in the education and training system.

The standard of the qualification is determined through—and maintained—by the quality of the assessment, designed to assure the standard or the quality of the enacted curriculum, as evidenced in the external evaluation of provision through monitoring of learning and teaching, and, in the case of private education, accreditation processes.

Should a qualification no longer be servicing a need in the system, the

relevant Ministry of Education and Umalusi jointly determine a termination date for the offering of a qualification on the sub-framework, and both parties will put into effect transitional arrangements at the same time. SAQA is advised accordingly, and the qualification is retained on the sub-framework as part of the historical record, since the qualification remains valid even though it may no longer be offered.

The extension of a qualification or part-qualification for which transitional arrangements were previously made may be recommended by both Umalusi and the Ministry. Both parties must agree to such extension as each has responsibilities associated with an extension. SAQA is advised accordingly.

Both qualifications and the associated curriculum statements may be reviewed and revised from time to time should there be a need to do so. Umalusi may advise the relevant Minister for the need to review a qualification and/or its curricula. Conversely, a Ministry of Education may approach Umalusi recommending a review.

The standard associated with the qualification also depends on the quality of the learning, teaching and assessment that happens in classrooms in institutions of learning. The necessary regime of quality assurance processes and procedures upholds and strengthens these standards: the value of the final certificate is seen to depend on maintaining high ethical standards in the final, high-stakes, and high-security processes of setting and marking exams, standardizing marks and processing them for certification, The value of the qualification is equally seen to depend on the foundation documents which underpin the required learning. Both the qualification itself and the curricula underpin the necessary quality assurance processes which ensure quality teaching and learning.

The successful achievement of a qualification or part qualifications on the sub-framework is formally recognized and certified by Umalusi.

Establishing and using new and innovative ways to set and strengthen educational standards forms part of Umalusi's responsibility in setting standards for the sub-framework.

## Chapter 3

### Develop and manage the General and Further Education and Training Qualifications Framework

<b>1</b>	<b>Development of the qualifications framework</b>
1	In accordance with the requirements laid out in the NQF Act, Umalusi has developed a qualifications framework for General and Further Education and Training. The policy, entitled <i>The General and Further Education and Training Qualifications Framework</i> , describes framework of qualifications across the first five levels of the National Qualifications Framework. Each level is associated with a single qualification type, for which one or more variants may exist. Umalusi quality assures those qualifications which it has had registered on the General and Further Education and Training Qualifications sub-framework. It certifies the qualifications which it quality assures in accordance with Umalusi policy.
2	The framework and the qualifications registered upon it form the basis for co-operation with the Departments of Education, the South African Qualifications Authority (SAQA), the two other quality councils and other bodies such as assessment bodies, professional bodies, educational associations and Setas.
3	Umalusi is solely mandated to develop the sub-framework in a manner that is consonant with the objectives of the NQF Act and its own founding act, the General and Further Education and Training Quality Assurance Act. It recognizes the need to ensure that the sub-framework remains current and responsive to the education and training needs in its sector, and does so on its own and/or in conjunction with national stakeholders.
<b>2</b>	<b>Management of the qualifications framework</b>
4	Umalusi is responsible for managing the General and Further Education and Training Qualifications Framework. This responsibility entails conceptualising and explicating the nature of the framework, its role within the larger NQF, the nature of the qualifications located on the framework and the attendant responsibilities associated with setting standards for and through these qualifications.
5	Managing the framework will require, <i>i.a.</i> , the periodic review and revision of qualifications; the development and advocacy of new qualifications; oversight of the further development of qualifications through the curriculum

	<p>development process; the creation of transitional arrangements when an old qualification is phased out; making decisions regarding the relationship between qualifications on the sub-framework, as well as between a General and Further Education and Training qualifications and others on the other two sub-frameworks of the NQF; evaluating qualifications on the sub-framework to understand their standing in relation to selected international qualifications, by means of research; providing advice regarding the management of the framework to the relevant Minister(s) of Education, and any other such tasks as may be required to set standards for managing and developing the framework.</p>
6	<p>The review and revision of curricula as the major elements comprising a qualification is the first means of strengthening and improving a qualification before recourse to reviewing the qualification itself. Only a limited number of the curricula which comprise a qualification can be reviewed at a time. To revise all curricula associated with a qualification simultaneously is injurious to the qualification and disempowering to those who are required to manage, teach and assess the qualification. The review and/or revision of curricula is a matter to be agreed upon between Umalusi and the relevant Department (or assessment body), and cannot be embarked upon unilaterally. Umalusi's policy regarding the review of curriculum and its quality assurance guides the process.</p> <p>Together with the relevant Ministry of Education or assessment body, Umalusi determines the introduction date of the revised curricula, and implementation is planned accordingly.</p> <p>The revised curricula and their implementation are regulated by the Department concerned.</p>
7	<p>The development of new curricula for an existing qualification is a matter to be agreed upon between Umalusi and the relevant Department (or assessment body), and cannot be embarked upon unilaterally. Umalusi's policy (November 2010) regarding the development of curriculum and its quality assurance guides the process.</p> <p>Together with the relevant Ministry of Education or assessment body, Umalusi determines the introduction date of the new curricula, and implementation is planned accordingly.</p> <p>The new curricula and their implementation are regulated by the Department concerned.</p>
8	<p>A review of a qualification may be recommended by either Umalusi or the relevant Minister of Education. The recommendation to review a qualification is regarded as a serious matter which has major ramifications</p>

	<p>for the education and training system. Such a review is undertaken only when a qualification has been given sufficient time to bed down in the system, and yet the data available indicates that the problem lies in the structure of the qualification itself and is not a result of other factors such as poor implementation. In general, a review is not undertaken before the data from <i>at least</i> five cohorts of learners is available for analysis.</p> <p>If there is agreement that such a review is required, Umalusi Council, with the agreement of the Minister, co-convenes a task team to review the qualification. Recommendations emanating from the review are used to strengthen the qualification policy or to terminate its being offered.</p> <p>Amendments to a qualification will be regulated.</p>
9	<p>After review, a qualification may be regarded as no longer servicing a need in the system. In such a case, Umalusi and the relevant Ministry of Education jointly determine a termination date for the offering of a qualification on the sub-framework, and both parties determine and put into effect transitional arrangements at the same time. Transitional arrangements are regulated and SAQA is advised accordingly.</p> <p>The qualification is retained on the sub-framework as part of the historical record, since the qualification remains valid even though it may no longer be offered.</p>
10	<p>A qualification (or part-qualification) which is in the process of being phased out of the system may – in exceptional circumstances – be recommended for extension by Umalusi and the Ministry. Both parties must agree to such extension as each has responsibilities associated with an extension. The extension is regulated and SAQA is advised accordingly.</p>
11	<p>Research into the nature and standing of qualifications registered on the sub-framework forms an integral part of Umalusi's standard-setting processes. Such research is required to determine, say, the international comparability of one or more qualifications on the sub-framework with one or more international qualifications. Research forms the basis for a detailed understanding of articulation possibilities between qualifications.</p>
12	<p>Umalusi from time to time receives requests requesting to register a qualification with a provenance separate from the national education system as an additional variant to the existing qualifications registered on the sub-framework. Legally, Umalusi is required to consider the possibility of the need for inclusion of another variant on the sub-framework. In order for it to do so, the submitting body is required by Umalusi to demonstrate, in a manner determined by Umalusi, the need for the qualification variant in the education and training system; further that the qualification and its associated curricula, assessment and provision meet or exceed the legally</p>

registered minimum standards determined by the Minister of Education in terms of the provisions of the South African Schools Act no 84 of 1996, and have been developed according to Umalusi's specifications. Should such a qualification variant be demonstrated, at the cost of the requestor and to the satisfaction of Umalusi, to meet or exceed the legislated minimum standards, the body offering such a qualification would nevertheless be required to agree to be subject to Umalusi's quality assurance expectations as reflected in policy in order to be certified, since one of the requirements of the NQF is that the qualifications registered on the Framework will be subject to the quality assurance processes of the relevant quality council.



## Chapter 3

### Advise the relevant Minister(s) on matters affecting the framework

1	Advice to the relevant Minister(s)
1	In terms of the NQF Act, Umalusi is responsible for providing advice as well as recommendations where necessary to the appropriate Minister of Education. The purpose of such advice is direct the attention of the Minister(s) to possibilities for improved functioning and development; to alert the Departments to problems arising from implementation of any part of the Acts According to which Umalusi functions, and to indicate risks which may compromise the architecture and/or operations of the sub-framework(s) or the NQF as a whole.
2	For matters pertaining to the framework and qualifications offered, managed and assessed by the Department of Higher Education, advice and recommendations are addressed to the Minister of Higher Education.  Umalusi advises the Minister: DHET on all aspects of quality assurance for the qualifications it quality assures and certificates on its behalf.
3	For matters related to basic education, that is schooling from Grades R – 12, Umalusi addresses its advice and recommendations regarding all aspects of quality assurance for the qualification it quality assures to the Minister of Basic Education.
4	Umalusi Council monitors and assesses the response of the relevant Minister(s) to the advice offered in support of the development and management of the framework.
5	The Chair of Council requests a bilateral with the Minister through the appropriate Director General In the event that advice offered to the Minister has not been responded to within the period indicated in the communication to the Minister.

## Chapter 4

### Policy with regard to the NQF level descriptors

1	In terms of the NQF Act, Umalusi is required to 'consider and agree to level descriptors contemplated in section 13 (1)(g)(i)' of the NQF Act, and to ensure that they remain current.
2	Umalusi Council advises SAQA on the level descriptors, and works with SAQA and the other QCs as required on this matter.
3	Umalusi recognizes that the NQF level forms the most generic specification of any qualification, and that the level descriptors form a mechanism which SAQA requires for the work it undertakes.
4	In addition, however, Umalusi requires that the placement of qualifications on the framework is in part determined by comparative evaluations with existing qualifications on the sub-framework. The level of such qualifications is determined through research into the critical curricula underpinning the qualifications and the quality and depth of the concomitant assessment. Umalusi reserves the right to use these additional measures to ensure a measure of comparability of qualifications at a level on the General and Further Education and Training Qualifications Framework.
5	Umalusi uses its methods for ascertaining comparability across sub-frameworks, which will not preclude the use also of the SAQA level descriptors. Umalusi uses these methods when self-referencing qualifications on the framework with comparable international qualifications also.
6	The framework which Umalusi has developed and manages is hallmarked by a few, readily identifiable qualifications. These qualifications form yardsticks against which lesser known qualifications can be understood. Research is used to establish the standards of one qualification (and its curricula) in respect of another.
7	Umalusi recognises that the processes it uses for establishing the level of a qualification on the NQF are likely to evolve as its understanding of its qualifications are further honed.

## Chapter 5

### Policy and criteria for the development, registration and publication of qualifications

<b>1</b>	<b>Policy and criteria for the development of qualifications</b>
1	In terms of the NQF Act, Umalusi is required to 'consider and agree to level descriptors contemplated in section 13 (1)(g)(i)' of the NQF Act, and to ensure that they remain current. Umalusi Council advises SAQA on the level descriptors as required.
2	The policy and criteria for the development of qualifications are expressed in the <i>General and Further Education and Training Qualifications Framework</i> (January 2009, revised November 2001), and are further explicated in the <i>Directives for the management of qualifications on the General and Further Education and Training Qualifications Framework</i> (****). Umalusi's policy and criteria for the development of qualifications take into account the policy and criteria contemplated in section 13 (1)(h)(i) of the NQF Act, Act No 67 of 2008.
3	Where policy is required to have effect in law, Umalusi Council requests the relevant Minister to regulate the policy. Such policies include, but are not confined to qualification policies, amendments to qualification policies, and/or curriculum policies. Other policies are approved at Council level.
4	The purpose of both regulated and Council policy is to provide the necessary direction to the organization and other stakeholder bodies about the processes of qualification development.
<b>2</b>	<b>Policy and criteria for the recommendation of qualifications for registration</b>
1.	The registration of qualifications on the sub-frameworks of the National Qualifications Framework is recognized as a SAQA function, and to that end the quality councils co-operate in the formulation of the policy and criteria for the registration of qualifications. The purpose of registration of a qualification is that registration serves as its formal recognition as part of the national framework of South African qualifications.
2	Prior to submission for registration, Umalusi Council must satisfy itself that the qualification it submits is critical to the overall functioning of the national education and training system, and that it has consulted sufficiently widely to confirm such an understanding and secure commitment to the use of the

	new qualification.
3	Umalusi Council must also satisfy itself that the qualification it recommends to SAQA for registration conforms, in terms of the NQF Act, to the requirements that all the necessary documentation reflects the sub-framework on which the qualification is to be registered and that the qualification has been named correctly in terms of the naming conventions of the sub-framework.
4	Qualifications submitted to SAQA for registration comply with the jointly determined policy and criteria for the registration of qualifications on the National Qualifications Framework. Where compliance is not possible with that policy, the documentation will explain, as required by King III, why this is so.
5	The recommendation of a qualification to SAQA for registration by Council is an indication that it is committed to the quality assurance of assessment and provision, and to the certification of successful learner achievement. Unless Council regards itself as being in a position to fulfill such commitments, it must refrain from recommending a qualification for registration.
6	<p>Council is not obliged to recommend a qualification variant with a provenance separate from the national education system as an additional variant to the existing qualifications registered on the sub-framework if, in its judgement, the registration of such a qualification has the potential to impact negatively on the existing qualifications it quality assures and certifies.</p> <p>Umalusi Council may recommend a qualification variant that meets or exceeds the legislated minimum standards of the national qualification, provided that it has satisfied itself that the additional variant is critical to the overall functioning of the national education and training system and that it does not have the potential to prejudice the value of existing registered qualifications; that Umalusi is in a position to quality assure the additional qualification, and is assured of the resources it requires in order to do so.</p>
7	The registration of a qualification on the General and Further Education and Training Qualifications Framework is a prerequisite for the development of curricula for the qualification. Nevertheless, the development of a profile for the envisaged curricula must precede the recommendation of any qualification: this documentation is not submitted with the qualification but is available from Umalusi on request.
<b>3</b>	<b>Policy and criteria for the publication of qualifications</b>

1	The publication of qualifications on the National Qualifications Framework is recognized as a SAQA function, and to that end the quality councils co-operate in the formulation of the policy and criteria for the publication of qualifications. The purpose of publication serves as public acknowledgement of the acceptance of a qualification as an integral part of the National Qualifications Framework.
2	Once the qualification is registered by SAQA, the qualification will be published on the SAQA website as part of the National Learner Records Database (NLRD).
3	Once the qualification is registered by SAQA, the qualification is also permanently published on the Umalusi website.

## Chapter 6

### Develop and implement policy and criteria for recognition of prior learning, and credit accumulation and transfer

1	Umalusi has developed policy for recognition of prior learning (RPL) and credit accumulation and transfer (CAT) as these processes may be enacted in relation to the qualifications on the General and Further Education and Training Qualifications Framework.
2	Umalusi is committed to using these processes where possible to support learners to access new learning and avoid the repetition of learning already acquired.
3	The relationship between qualifications by means of RPL and CAT is determined through research which establishes the degree of overlap which allows for recognition of learning and/or credit transfer. Such qualifications may be on the same sub-framework or on different frameworks.

## Chapter 7

### Ensure the development of the qualifications necessary for the sector

1	<p>In accordance with the requirements laid out in Umalusi policy, <i>The General and Further Education and Training Qualifications Framework</i>, Umalusi develops, causes to have developed or delegates the development of a qualification for registration on the National Qualifications Framework. It will develop only qualifications which it is able to quality assure, in terms of its legislative mandate, and which it will certify.</p>										
2	<p>Such new qualifications will, in terms of Section 8(1) of the <i>Regulations under the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)</i>, conform to the following requirements:</p> <ul style="list-style-type: none"> <li>(a) represent a planned combination of Learning Outcomes that has a defined purpose or purposes, and is intended to provide qualifying learners with applied competence and a basis for further learning;</li> <li>(b) add value to the qualifying learner;</li> <li>(c) provide benefits to society and the economy;</li> <li>(d) comply with the objectives of the NQF; and</li> <li>(e) indicate the rules governing the award of the qualification.</li> </ul>										
3	<p>Any new qualification developed for the General and Further Education Training Qualifications Framework will be placed on one of five levels of the NQF (viz Levels 1 – 5) and will be named in accordance with the qualification type associated with the Level:</p> <table border="1" data-bbox="370 1312 1429 1600"> <tr> <td>Level 1</td> <td>General certificate</td> </tr> <tr> <td>Level 2</td> <td>Elementary certificate</td> </tr> <tr> <td>Level 3</td> <td>Intermediate certificate</td> </tr> <tr> <td>Level 4</td> <td>National certificate</td> </tr> <tr> <td>Level 5</td> <td>Further certificate</td> </tr> </table>	Level 1	General certificate	Level 2	Elementary certificate	Level 3	Intermediate certificate	Level 4	National certificate	Level 5	Further certificate
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4	<p>The NQF Level of the qualification is determined in part with reference to the Level Descriptors prepared by the South African Qualifications Authority, but primarily with reference to Umalusi's own standard-setting requirements, which make use of an analysis of the qualification structure and design, as well as other qualification-related documents such as curricula and assessment requirements to determine the appropriate NQF</p>										

	Level of the qualification. Annexure A refers.
5	The qualification under development will need to be classified either as forming part of one of the existing variants (in which case, it will be regarded as a programme within the variant), or it may require the description of a new variant of the type. Thus, it has been determined that the <i>National Senior Certificate for Adults</i> is a Level 4 variant rather than an additional programme of the <i>National Senior Certificate</i> .
6	If required, part-qualifications may be developed; part-qualifications form a meaningful part of an entire qualification, which is capable of articulation with other qualifications.
7	Qualifications registered on the General and Further Education and Training Qualifications Framework will have an inception date, which will coincide with the date that the qualification is placed on the NQF by being included in SAQA's National Learners' Records Database (where NQF qualifications are registered). The inception date of the qualification precedes the implementation date.  Qualifications placed on the sub-framework will not have an expiry date, unless transitional arrangements for the cessation of a qualification have been determined.
8	In order to advise and assist the process of qualification development, Umalusi appoints a Qualifications Reference Group (QRG) under the auspices of the Qualifications Standards Committee, a committee of Council. Such a reference group will be appointed taking into consideration both the expertise of the members as also the need for a wide range of possible stakeholder representation in the group. The functions of the QRG can be accessed in the TOR for QRGs (Annexure C).
9	In order to advise Umalusi Council on the need to place an additional qualification, part-qualification or programme on the General and Further Qualifications Framework; the suitability of the proposed qualification, and the requirements around its implementation, Council appoints a Qualifications Standards Committee. The Qualifications Standards Committee advises Council with respect to the development and maintenance of the General and Further Education and Training Qualifications Framework. The functions and composition of the Qualifications Standards Committee can be accessed in Annexure B.
10	In fulfilling its mandate in respect of the development and maintenance of the General and Further Education and Training Framework, Council is required to advise the relevant Minister(s) of Education of its intention to amend the Framework by introducing a new qualification, and/or amending a qualification as a result of a review, and/or repealing an



	existing qualification when the need arises.
11	Council has a mandate to exercise its discretion in respect of qualifications on the General and Further Education and Training Qualifications Framework only. Further, it is Umalusi Council's prerogative to advise the relevant Minister(s) to introduce, amend or repeal a qualification, part-qualification or programme on the sub-framework.
12	The Minister(s) of Education or the Chairperson of the Boards of the South African Qualifications Authority, the Council for Higher Education and/or the Quality Council for Trades and Occupations may also, however, request Umalusi Council to develop and have registered a new qualification on the General and Further Education and Training Qualifications Framework and/or to review an existing qualification, and/or to consider and approve the repeal of an existing qualification and/or to effect amendments to an existing qualification on the framework. In such a case, Umalusi will undertake the necessary work and advise the Minister(s) and the South African Qualifications Authority and/or the other Quality Councils in accordance with the best interests of the education and training system and the people most affected by the changes proposed.