

INSPECTING THE FOUNDATIONS

Towards an understanding of the standard of the intended
and examined curricula for the General Education
and Training Certificate for adults

An Umalusi report
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Contents

Executive summary	5
Acronyms	7
1. Background	8
1.1 Umalusi's responsibilities regarding standards in education	8
1.2 The state of adult education in South Africa	8
1.3 Umalusi's mandate	12
1.4 How this research report fits into the existing research undertaken by Umalusi	12
1.5 Why this research is important	13
1.6 The structure of this report	12
2. Aim of the report, and research questions	14
3. Methodology used	15
4. Findings	19
4.1 NQF Level 1 qualifications for adults	19
4.1.1 SAQA documentation regarding the GETC	19
4.1.2 The national GETC: the old and the new	20
4.1.3 Seta NQF Level 1 qualifications	23
4.1.4 The effects of the current qualification situation	26
4.2 Documents related to the intended curricula	27
4.2.1 The curricula for the GETC: ABET	27
4.2.2 Curricula for Seta Level 1 qualifications	31
4.2.3 Challenges relating to the state of curricula for the GETC NQF Level 1	31
4.3 The examined curriculum	34
4.3.1 Background	34
4.3.2 The National GETC Level 4 examinations	34
4.3.3 The state of assessment for adults at NQF Level 1 GETC	38
4.4 Certification of GETC NQF Level 1 qualifications	39
4.4.1 Certification of the National GETC	39
4.4.2 Certification of Seta Level 1 qualifications	40
4.4.3 Certification, access, and progression	41
4.5 Other findings	41
4.5.1 Findings from the National Education system for ABET	41
4.5.2 Findings from private ABET provision	42
4.5.3 Findings from Seta provision	42
5. Recommendations	44
5.1 Qualifications	44
5.2 Curriculum issues	44
5.3 Assessment	45
5.4 The organization of ABET	45
6. Conclusion	46
References	48
Appendix A	50
Appendix B	55
Appendix C	80

Executive summary

Umalusi has a history of undertaking research with a view to understanding more clearly the standards which it is mandated to maintain and develop through its quality assurance processes. While continuing to do groundbreaking evaluative research on the National Senior Certificate and the new National Curriculum Statements, Umalusi has also started to widen the extent of its focus. Umalusi has quality assured the General Education and Training Certificate (GETC) since 2001: even though the quality assurance processes for the GETC assessment have made good progress, it nevertheless was apparent that Umalusi needed to understand the standards for the GETC much more clearly. To that end, Umalusi undertook a review of the qualification and the curricula which underpin the GETC: Adult Basic Education and Training (ABET).

The research question which has shaped the study of the National Qualifications Framework (NQF) Level 1 qualifications in General and Further Education and Training (GENFET) is:

What is the standard of the intended and examined curricula in General Education and Training (GET)?

This report, the first phase of a larger study, focuses on the adult NQF Level 1 qualification. The question in this phase was:

How are curricula available to South African adult educators and their learners in the GET band constituted and what are the standards of these curricula?

The methodology for this research entailed gaining access to as many of the curriculum documents which underpin the teaching, learning, and assessment of the GETC: ABET as possible. The process of acquiring the documents, and the unevenness of their distribution across provinces and learning sites, led to the conclusion that there is currently no uniform standard for the qualification.

While part of the research investigated the qualifications, assessment, and certification of the Sectoral Education and Training Authority (Seta) system, Umalusi was primarily interested in the challenges which beset the system it is responsible for. So, while this report contains findings related to the Seta qualifications system and processes, its main focus is on the national qualification (in both forms) and the associated curriculum documents. A miscellany of observations regarding the education system for adults, which emerged during the course of the research, is also presented.

The research argues that a well-functioning adult learning sector in education, especially one that has deliberately established connections with post-NQF Level 1 learning, requires the following:

- There must be an absolutely consistent commitment to move away from the notion of Adult Basic Education and Training to the understanding that the system must deal with Adult Education and Training (AET), or adult learning as a whole.
- Learning pathways must be defined by meaningful qualifications and part-qualifications which provide access to further learning and to employment. Such qualifications need to be regulated in order to allow for the development of directives that allow learners to receive formal recognition for their learning in the form of certificates.
- Sound qualifications need to be supported by good curricula which provide proper guidance around content and levels of achievement. Such curricula need to be nationally developed and available at every level of the system. Umalusi has, through its research, formulated guidelines for curriculum evaluation, which could equally provide a sound framework for curriculum development. The need for suitable curricula to supplement the qualification is urgent.

- Adult qualifications and curricula need to address multiple adult needs – a sound basic education that can form the basis for additional learning, vocational learning needs, and where required, additional life skills that can help make adult lives easier. Adult qualifications should allow for choice, but also take cognizance that adult qualifications need not be the same as full-blown school qualifications.
- Adult qualifications and curricula need to be able to provide a pathway that begins with learning to read and write and ends with being able to achieve a matric – or beyond. So, while it is important for the NQF Levels 1 and 4 curricula for adults to be determined quickly, ABET Levels 1–3 and NQF Levels 1 and 2 require curriculum input as well.
- The associated curricula should provide the necessary input for the development of good-quality learning materials, which will help both educators and learners to understand what the learning demands really are. This will move the entire system away from the current 'teaching-to-the exam' approach.
- ABET curricula will also help institutions teaching and training adult educators to prepare them better for the demands in the classroom.
- It is essential for the system to employ well-trained and permanently employed educators who are able to commit their energies to teaching adults.
- Successful adult learning requires a coherent national and provincial education system that supports a unified and consistent approach to AET/adult learning. Umalusi has committed itself to strengthening and supporting adult education and training through all aspects of its work.
- Means must be found to divert funding for adult education and training into public institutions; public institutions must be empowered to teach a whole range of programmes suited to the needs of adults.

Umalusi's research into the qualifications and curricula for adults registered at NQF Level 1 will hopefully provide constructive support in building a quality adult learning system for the many adults who require a second chance.

Acronyms

ABE	Adult Basic Education
ABET	Adult Basic Education and Training
AET	Adult Education and Training
AHC	Ancillary Health Care
DoE	Department of Education
ECD	Early Childhood Development
ETDP	Education, Training, and Development Practices (Seta)
ETQA	Education and Training Quality Assurance (body)
FET	Further Education and Training
GENFET	General and Further Education and Training
GET	General Education and Training
GETC	General Education and Training Certificate
HSRC	Human Sciences Research Council
ICT	Information Communication Technology
ID	Identification (number)
IEB	Independent Examinations Board
LAC	Learning Area Certificates
NC (Vocational)	National Certificate (Vocational)
NQF	National Qualifications Framework
NSC	National Senior Certificate
PALC	Public Adult Learning Centres
QCTO	Quality Council for Trades and Occupations
SAQA	South African Qualifications Authority
SBA	Site-Based Assessment
Seta	Sectoral Education and Training Authority
SMME	Small, Medium, and Micro Enterprises
T&T	Travel and Tourism

1. Background

1.1 UMALUSI'S RESPONSIBILITIES REGARDING STANDARDS IN EDUCATION

Umalusi has a statutory obligation to monitor the standards of qualifications, curricula, and examinations in General and Further Education and Training (GENFET). Traditionally, and in response to general concern about 'standards' in our education system (particularly in terms of the Matric Certificate – both the Senior Certificate, and, as of 2008, the new National Senior Certificate (NSC)), Umalusi has conducted much research into this area (Umalusi 2004; Umalusi 2006; Umalusi 2007a; Umalusi 2008). Umalusi's research programme has developed alongside its more visible and extensive quality assurance activities such as the quality assurance of assessment and the evaluation and accreditation of independent schools. It has nevertheless played a critical role in providing an informed, theoretical basis for how Umalusi should undertake its mandate to monitor, and now, more recently, to develop standards in education.

So, for example, Umalusi's research relating to the Matric Certificate, stretching over a five-year period, has included comparisons of the level of cognitive demand in exams over a ten-year period starting just after the first democratic elections; a comparison of the two South African matrics – the (old) technical NSC (now replaced by the National Certificate (NC)(Vocational)) and the Senior Certificate (now replaced by the new NSC); a comparison of the final exit qualifications, systems, curricula, and exams in four Anglophone countries – Ghana, Kenya, South Africa, and Zambia; and, most recently, a rigorous comparison between the old NATED 550 syllabuses (Higher and Standard Grade) and the National Curriculum Statements for six of the most widely taken gateway subjects. This research, which also analysed and compared the levels of cognitive difficulty of the final exams associated with these respective curricula, supported critical decisions that needed to be taken during the evaluation and standardization of the 2008 NSC results.

Umalusi is now committed to focusing a similar degree of attention on other areas of the education system: this includes moving lower down the system to examine the GET level at NQF Level 1, a level which has historically been an exit level only in ABET, and the point which marked – informally – the transition in schooling, from primary to high school education. In 2008, the Minister of Education announced that the end of Grade 7 would become a recognized qualification by 2009, although this position has not been finalized at the time of writing. The General Education Certificate has been present as a placeholder, but not as a formal presence in the education system. Its role in the system, it has been argued, would be more a critical reporting stage rather than an exit qualification.

The GET stage thus commands interest in two ways: the first is its role as a general preparation for the second half of schooling, and the second is the role it plays in the system's commitment to providing an alternative education for adults who, for whatever reason, did not receive a basic education during childhood and adolescence. For these reasons, Umalusi has embarked on an evaluation of the different phases of the schooling GET. This particular research report into the ABET curricula for NQF Level 1 relates to and builds on the findings of the 2007 Umalusi report, *The f-word* (2007b).

1.2 THE STATE OF ADULT EDUCATION IN SOUTH AFRICA

Adult education in South Africa, despite many policy intentions and interventions, remains wholly inadequate to the needs of its adults: provision of adult education within the state system is generally allocated less than one percent of the education budget, and various commentators have expressed despondency about the levels of provision. Baatjes and Mathe (2004, p. 407)

describe Public Adult Learning Centres (PALCs) as 'predominantly dysfunctional institutions with few or no administrative and management systems', and go on to argue that 'the instability of these institutions is compounded by high attrition rates, deterrents to participation, and a high turnover in educators'. Walters (2006) argues that there has been limited progress in terms of increase of delivery, aggravated by a loss of capacity within community-based organizations. Other providers of alternative forms of adult education include the Departments of Labour, Correctional Services, Health, and Water Affairs, and Walters (2006) argues that a range of adult learning activities in different areas of life reflects a wide range of vibrant activities. Walters concedes that this broad notion of learning is difficult to evaluate, as the programmes and activities are diverse and hard to delineate.

Much adult education in South Africa prior to the democratic elections in 1994 was informed by the radical idea that adult education was critical to social change: it aimed to address and change 'the socio-economic and political system that produces and perpetuates conditions of inequality' (Baatjes and Mathe 2004, p. 393). Adult education in this tradition is 'not just a process of imparting and acquiring knowledge ... but is a political process of raising critical awareness of injustice' (Ibid.). This approach, they argue, was prominent in non-governmental organizations and among activists in higher education. This type of provision was non-formal, 'revolutionary, and inclusive' (Ibid.) and they argue that a tension exists between this type of adult education and what they identify as 'instrumentalist' adult education (Baatjes and Mathe 2004, p. 394). The instrumentalist approach emphasizes the role of adult education in improving productivity and leading to employment opportunities for adults. This approach started to become prevalent within business and labour groupings involved in the reform of training policy in the early 1990s (in forums such as National Economic Development and Labour Council) around the time of the transition to democracy. Baatjes and Mathe argue that instrumentalism continues to permeate government educational policy, programmes, plans, and strategies today.

With the advent of democracy in South Africa, the introduction of outcomes-based education, and the development of the NQF, the possibility emerged for adults to receive credit for learning already achieved, and to access continued, quality-assured lifelong learning. It was generally thought that the unit standards and outcomes associated with this system would enable the progressive education that the adult education community needed – through enabling flexibility, but at the same time ensuring formal recognition of learning. Recognition of prior learning and the accumulation and transfer of credits have not, however, made great inroads into improving access. The new Quality Councils should ensure that this matter receives renewed attention.

The Department of Education (DoE) attempted to create policies which would enable delivery of adult basic education and training which is 'flexible, developmental and targeted at the specific needs of particular audiences and (which) ideally, provides access to nationally recognized certificates' (Department of Education (DoE) 1997).

Between 1998 and 1999, qualifications and unit standards in eight sub-fields of the NQF were developed and registered (Baatjes and Mathe 2004). In 2001, the first certification of adult learners took place, by the South African Certification Council, the predecessor of Umalusi.

In 2001, the Department of Labour launched the National Skills Development Strategy, which was also aimed at raising the basic educational levels of all workers, with a specific target that 70% of workers would have a GETC by the end of 2005 (Baatjes and Mathe 2004). As Baatjes and Mathe point out, this target was easily achievable without altering literacy rates, as employers simply chose to employ those already with a Senior Certificate.

Baatjes and Mathe (2004), in line with Muller's (2004) arguments about the school system and the NQF, discuss some challenges for the 'centralization' of adult education through the NQF. They cite, amongst other factors, the institutionalization of adult education through the PALCs, the employment of school teachers on a part-time basis as adult educators, the development of a unit standards-based qualification, the delivery of a national learning programme which consists

of combinations of learning areas, and an assessment system, through Umalusi, which mimics the school system. They criticize the way in which PALCs have become 'schools' for adults, assuming that adults' needs are similar to those of children, and argue that the 'pre-packaged curriculum being taught in public adult learning centres reflects the categories of formal schooling' (Baatjes and Mathe 2004, p. 414). Similarly, Rule (2006) also criticizes the formal system as not catering adequately to adults' needs, and emphasizes the need for alternative modes of delivery including building social movements, linking basic education to livelihoods, linking adult education to democracy education, and family literacy programmes.

Government policies appear to have attempted to address these problems. The idea of unit standards in adult education was specifically part of the attempt to ensure flexible and incremental delivery. The Skills Development Strategy attempted to link adult education to livelihoods. Despite these and other policy intentions, however, the policy environment has not been sufficiently supportive of adult education to ensure its success. One clear indication of this lack of success is the very low rate of attainment of qualifications by adults without formal schooling (Aitchison 2003; Baatjes and Mathe 2004). The inability to retain ABET learners is widely reported (Aitchison 2003) and the inadequacies of the system and of provision are widely discussed (Baatjes 2002; Aitchison 2003; Rule 2006).

In the past five years, about 18 000 adult learners have signed up for South African Qualifications Authority (SAQA) qualifications under the authority of the Setas (SAQA 2007a). In contrast, about 60 000 adults registered for ABET courses at PALCs in 2006 alone (DoE 2006, p. 5). Of these learners, just over half enrolled for the examinations. While the pass rate for indigenous languages is relatively high (generally between 68.8% and 98.3%, with a couple of outliers in the years 2004–2006), the pass rate for other subjects is far lower (between 51.2% and 53.9% for English; between 18.3% and 40.2% for Mathematical Literacy and Mathematical Sciences; and between 31.3%–35% for the Natural Sciences in the same period, for example) (Ibid.). In this same year (2006), about 20 000 adults enrolled for the Independent Examinations Board (IEB) ABET exams for Communication and Numeracy (information supplied by the IEB, October 2007). The pass rate for Communication varied between 52.3% and 81% over the years 2002–2006, and for Numeracy between 40.2% and 65.8% over the same period (Ibid.). According to some of the providers interviewed during the research for this report, over 200 000 adult learners, assisted by their employers, do modularized courses through individual private providers (see www.umalusi.org.za/Inspectingthefoundations/Appendix4 and www.umalusi.org.za/Inspectingthefoundations/Appendix5 for the sources of these figures). Records for pass rates for these learners were not available at the time at which this report was written.

Clearly, there are serious problems with provision, uptake, retention, and achievement. In addition, Baatjes and Mathe (2004) argue that Setas have created barriers to education and training, because of their bureaucratic regulatory systems. As the Singizi Seta Review (Singizi, 2007, p. 18) points out, the unrealistically broad and complicated mandate, and the conflicting objectives of equity and growth faced by Setas, is not matched by capacity within these institutions. This report notes that a significant number of Setas have not been able to implement some crucial institutional mechanisms; many have not developed the capacity to facilitate allocation of skills development funds efficiently, and have struggled to fulfill their quality assurance functions (Ibid., pp. 22, 102-119).

It is worth noting that this supply-related crisis exists in the context of a demand-related crisis: as a recent Human Sciences Research Council (HSRC) report entitled *Human Resources Development Preview* (November 2007) claims, education and training cannot keep up with the needs of South Africa's growing economy.

Other recent state initiatives to address basic literacy needs

In 2000, the DoE launched the *South African National Literacy Initiative* (SANLI), which targeted 500 000 learners (out of an estimated 3 million) in the first year of implementation. Baatjes and Mathe (2004), Baatjes (2002), and Rule (2006) all enumerate the failures of various attempts at mass

literacy campaigns. They attribute the failures of these government initiatives to what they describe as the state's neoliberal orientation which has predominantly seen adult education as an expense, and not as an investment in social development.

The DoE is currently committed to the mass literacy campaign, *Kha ri gude*, intended to reach the 4.7 million people who have never been to school, and the further 4.9 million adults who dropped out before reaching the seventh year of school, and who are considered functionally illiterate (DoE 2007a). The campaign is intended to reach 4.7 million people by the end of 2012, thus meeting South Africa's 2000 Dakar commitment to reduce illiteracy by 50%. The plan is described by the DoE as based on similar campaigns in Cuba, Brazil, and India, and is designed to involve several government departments (Ibid., pp. 13, 15). Outcomes to be achieved include (Ibid., p. 14):

- Reading, writing, and calculating in a sustainable and functional way;
- Alphabetization, functional literacy concentrating on mother-tongue literacy, basic number concepts, and arithmetic operations in everyday contexts;
- Contribution to capacity to function in society in an empowered way that helps individuals to know their rights and responsibilities as members of that society; and
- Retention of literacy after the campaign has ended.

Since it is intended that there should be no false dichotomy between initial literacy and post-basic literacy/adult basic education (DoE 2007a, p. 5), and since there is an attempt with the campaign to 'strenuously try to link with the various congruent programmes' (Ibid., p. 13), it is worth looking briefly at the initiative here.

The current mass literacy campaign has been designed using specific organizational principles. First, it is governed by an inter-ministerial committee and is autonomous from existing line functions, but is designed to span and include representatives from several government departments, trade unions, the business sector, various civil society organizations, and educational institutions. The nine provincial committees are chaired by the nine Members of the Executive Councils for Education. The campaign's organizational structure thus has five levels of operation: national, provincial, district, local, and site.

Second, it is intended that the campaign receives extensive support through both digitization and research. A computer network has been set up to support the '... gear-up, development, delivery, and monitoring of the literacy content and campaign...' (Ibid., p. 17). The campaign committee includes representatives from SAQA, South African Higher Education institutions and the HSRC, amongst others, to help ensure accurate collection, analysis, and interpretation of data (Ibid., p. 20).

Third, there are clearly defined models for the curriculum, delivery, and materials development. The curriculum would be designed on the basis of a single research-validated methodology, according to set principles. Assessment is against specific unit standards. Instruction is face-to-face, supported by media. Instructors will be supported by training and special needs committees at national and provincial levels; district literacy advisors and coordinators; and coordinators at local level, each of whom will support groups of tutors who do the actual instruction. Learning and teaching materials will be developed according to specification, '... using the best expertise available in South Africa, and where necessary, Cuban consultants ...' (Ibid., p. 19). The South African Broadcasting Corporation (SABC) was supposed to have played a critical role, by producing video material which could be broadcast nationally, but has, in the event, only done some advocacy work.

Since a literacy campaign is most likely to be sustained if there are a variety of post-literacy educational programmes, there is an urgent need to revamp the provision of adult education (Ibid., p. 14). There is also a need to consider the specific challenges faced by the current ABET system, in its own right.

The need for an invigorated approach to adult education and training

The critical need for varied forms of responsive adult education, both formal and non-formal, is taken up as a strong position in the Green Paper on Adult Education (undated), which it proposes should be re-named 'Adult Learning'. The strategy proposed is one which, while including formal provision of adult education, allows for a wide variety of recognized formal, informal, and non-formal initiatives. While this strategy intends to revivify the multiplicity of provision which was once available, it will run directly counter to SAQA's NQF-branding initiative unless clever work is done in this area. How formal and non-formal education relate to each other, and the challenge of accreditation for organizations providing non-formal education, are important issues which are insufficiently critically explored in the Green Paper, but which are also beyond the scope of this research.

1.3 UMALUSI'S MANDATE

Umalusi's mandate is predominantly focused on the formal delivery of adult education and the contribution such education can make to the lives of adults and the national economy. This research focuses, therefore, on the formal adult education system, but considers aspects of non-formal provision where relevant.

1.4 HOW THIS RESEARCH REPORT FITS INTO THE EXISTING RESEARCH UNDERTAKEN BY UMALUSI

The f-word (Umalusi, 2007) research attempted to determine the standard of teaching and learning associated with the 'fundamentals' – Communication in English and Mathematics – in non-Umalusi assured, unit standards-based qualifications used for adults by Setas. The report concluded that there appears to be great variation in the standards of Mathematics and English courses that are offered by different providers and certified by different quality assurance bodies, as part of requirements for compulsory 'fundamentals' in all qualifications from Levels 1 to 4 of the NQF. The research found that unit standards do not seem to be an appropriate vehicle to ensure a commensurate standard, and that they have caused a series of identifiable difficulties and complications for both providers and quality assurance bodies. Many providers offer courses in formats which make it very difficult for a quality assurer to evaluate them, even though they may well be of good quality. Many providers feel that the different and sometimes conflicting requirements of the various quality assurance bodies have caused them extreme difficulty. As a solution to these various problems, the research report recommended that a limited set of compulsory mathematics and language courses should be available, from which qualification designers can choose. Such courses should have a prescribed curriculum and should have an external assessment which counts for at least 50% of the learners' final grades. However, further consideration needs to be given to the question of how many and what kind of mathematics and language courses should be compulsory at what levels.

So, while *The f-word* concentrated on the standards of language and mathematics in qualifications other than those quality assured by Umalusi, this present research aimed to examine the standards of the General Education adult curricula offered and examined by the DoE and the IEB, for which Umalusi quality assures the examinations and verifies the moderation of the portfolios of evidence. This research, and the insights it has provided, is intended to highlight the fact that *it is not possible to fully determine a standard for the GETC for adults*. As such, this particular report indicates some of the shortcomings in the policy situation in the national and provincial systems and suggests ways of strengthening and streamlining the system. Constructive innovation was found in pockets of the national education system for adults, evidence of this is included in the report.

Standards traditionally have to do with levels of difficulty in education systems – the breadth and depth of curricula in different knowledge fields as well as the forms of assessment used to

determine learner competence. But where is the appropriate starting point, in a context where it is generally acknowledged that education in the ABET sector has largely failed adult learners? How can adults be better served in terms of their needs for literacy and numeracy, and opportunities for further study and to advance life chances, to enter the mainstream economy, and enhance their personal life skills? Standards must relate to the appropriateness of the curricula being offered to learners. It is necessary, therefore, to examine adult education and training more broadly first, in order to reach some understanding of how standards can be understood in this context.

1.5 WHY THIS RESEARCH IS IMPORTANT

This research was intended to be able to provide Umalusi and the stakeholders in adult education with an analysis of the intended and examined curricula for the adult GETC: ABET. The work forms part of Umalusi's research programme to evaluate, understand, and strengthen education and training in areas it is mandated to quality assure. Along with *The f-word*, this particular research has been designed to create a better understanding of the standard expressed for adult learning in the GETC. It has been clear for a long time that the focus on the GETC and ABET closed down other opportunities which were once in the system. Those opportunities allowed adults to study for and complete their matric, a much more symbolically powerful qualification than the GETC. At present, the GETC does not allow for access to any form of formal learning that would allow adults to study for and achieve their NSC, a shortcoming with which the education system is currently grappling. Without in-built progression, the GETC remains a problematic anomaly in the system.

1.6 THE STRUCTURE OF THIS REPORT

Section 1 of this report has sketched out some background history, explaining Umalusi's responsibilities in the area of adult basic education, its interest in adult learners as well as providing an overview of the current lack of opportunities for adults – both young and older – who have left school without that essentially South African document, the matric certificate. Section 2 explains the aim of this report, and the research questions which have driven it. Section 3 describes the methodology used to acquire the documents required to undertake this research as well as the additional information which is reported in the findings. This section also explains the limitations of this research. Section 4, the most extensive section of the report, identifies the findings around the Level 1 qualifications for adults; the curriculum documents at national, provincial and at local levels; the examined curricula; certification of Level 1 qualifications and, finally, other observations which emerged from the telephonic interviews which the research necessitated. Section 5 draws together the recommendations emerging from the research.

2. Aim of the report, and research questions

The larger study, for which this research has been primarily a documentary overview, seeks to evaluate the education and training in GET, and asks the question:

What is the standard of the intended and examined curricula in the GET band?

This question is to be answered through a two-phase study, the first focusing on ABET, and the second on formal schooling.

This report reports on the first phase of the study. The question in this phase was:

How are curricula available to South African adult educators and their learners in General Education and Training constituted and what are the standards of these curricula?

The original intention was to describe how the curricula were constituted, and then go on to investigate the standards of the curricula and examinations in particular learning areas, in order to have insight into how the curricula prepare adults for Further Education and Training (FET). Given the multiplicity of curricula currently in use in ABET, and the impossibility of establishing a single mainstream curriculum for the public provision of ABET, this second part of the research did not take place. This report thus focuses on the nature of the ABET qualifications, how ABET curricula are constituted in general, and describes the system of which these curricula are a part. The methodology used for this project is thus much the same as that used for *The f-word* (Umalusi 2007) which researched the curricula underpinning the 'fundamentals' in the teaching of unit standards-based qualifications, registered on the NQF by Setas, and used primarily in industry. This research, however, while taking into account the findings from *The f-word*, looks primarily at adult education at NQF Level 1 as it is delivered and assessed by major assessment bodies.

3. Methodology used

This research comprises a documentary overview by Umalusi of curricula available to support the educators of adults studying at ABET Level 4 (NQF Level 1). In order to map and understand the different types of available curricula, ABET qualifications have been grouped into three categories in terms of the types of knowledge and skills they provide. This report refers to the first group of qualifications as industry-related ABET qualifications, obtained via private providers under the authority of Setas or the IEB. These qualifications prepare learners for specific occupations or a relatively small range of occupations, and are variously referred to as certificates, basic certificates, or GETCs (SAQA 2007). Skills programmes and/or short employer-specific courses that fast-track learners to particular learnerships, are also included in this category.

A second type of ABET qualification is the GETC, which results in an exit-level certificate at NQF Level 1, issued by Umalusi. Private providers (under the auspices of the IEB) offer parts of the GETC; the whole qualification is offered by the DoE through PALCs. The GETC is intended to provide general education and training for adults, and potentially lays the foundations for FET.

The third type of 'qualification' comprises enrichment courses which do not feed directly into specific occupations or FET, but which nevertheless have the potential to position learners to be economically productive in entrepreneurial ventures, or to play active roles in their communities. Included in this category are short private-provider developed courses designed specifically to fast-track learners to the FET level.

For the current review, documents were sought for all three categories of qualifications.

Gathering documents for industry-related GETCs and certificates

Documents for industry-related ABET qualifications at NQF Level 1 were sought on the SAQA website, and analysed (a summary of selected key points relating to the 42 Level 1 Seta qualifications analysed can be accessed on www.umalusi.org.za/InspectingtheFoundations/Appendix 1).

Gathering documents for the national GETC

For the national GETC certificate, which can be studied for through PALCs, and through private institutions under the auspices of the IEB or DoE, Umalusi sought curriculum documents for both these learning possibilities. The national GETC is quality-assured by Umalusi, and requires that candidates write public exams set by the assessment bodies. Candidates are also expected to produce portfolios which are marked on site and moderated by the assessment body with selected verification of the process undertaken by Umalusi.

National and provincial documents for the GETC

A list of the ABET documents developed by the National DoE was compiled by Umalusi officials with experience in ABET, and verified by ABET officials in the DoE. The documents were obtained both from the Umalusi Resource Centre and from officials in the DoE.

Several critical National DoE documents underpin the GETC for adults. Four of these documents were obtained for this review:

- *Department of Education Policy Document on ABET* of 2000, which gives general information such as background information for ABET, good practice, and levels and fields of learning.
- *ABET Act No. 52* of 2000.
- *Assessment Policy in the General Education and Training Band* gazette (Government Gazette No.6397; Vol. 402, of 1998), which has since been revised for Grades 4–9 in formal schooling, but not for ABET.
- *Learning Programme Guidelines for ABET*, an undated 76-page booklet distributed by the Directorate of Adult Education and Training in the National DoE. This booklet contains information described in broad terms, including broad definitions of ABET learning programmes; learnerships; learning pathways; notes on designing, planning, and implementing learning programmes; and assessment, with some exemplars of the types of activities that could be used for assessment.

Then, via telephonic interviews, concerted attempts were made to ascertain which ABET documents were being used in the nine provinces, both at the provincial department level and at the PALC level.

It soon emerged that different documents are being used across the provinces, and, when follow-up calls were made, that different people *within* single provincial ABET directorates mentioned different documents from one another. Efforts were made to triangulate within-province information: additional ABET officials within single provinces were interviewed until the information given was consistent.

The researchers attempted to obtain all provincial learning programmes, but these were not easily available as copies are not electronic, and there were often no spares. Five of the six provinces with provincial learning programmes nevertheless kindly provided copies of these programmes for the review.

During the telephonic interviews, provincial ABET officials were also asked about the directorates across which ABET was spread, and the areas they thought needed improving in ABET. These questions were asked in order to better contextualize the information Umalusi was seeking.

In the attempt to triangulate and confirm the information supplied by the provinces, the researchers tried to interview the centre managers of ten PALCs in each province telephonically, with a view to finding out about ABET curriculum documents which the PALCs obtained from their provinces, and those they developed themselves. Four provinces provided PALC contact details. Contacting PALCS was not straight-forward and involved considerable phoning around: contact details on provincial lists were often for schools which did not have readily-available contact details for the PALC managers; sometimes schools for which details were provided were not PALCs at all. PALC managers were asked about which ABET courses were offered at their centres, and the approximate number of learners currently registered for their ABET courses.

The PALCs differ in that some offer the full range of ABET learning areas for the GETC; some offer only a few of these learning areas; some offer only what appear to be enrichment courses, and

some offer FET subjects only. Numbers attending individual PALCs vary from two to over 2 000 learners. At least five PALCs (those with numbers of learners between 50 and 2 000, and offering the full range of GETC learning areas) in each province were then re-contacted and asked about which curriculum documents they were using. Attempts were made to obtain learning programmes developed by the PALCs themselves.

It is worth noting that when trying to obtain ABET curriculum documents, there were difficulties at national, provincial, and local levels. Not all national officials had copies of the national documents. Provincial officials within single ABET directorates gave differing information, and were not always sure of the exact titles, dates, and availability of documents. It appears that local adult educators are using a variety of materials, and that these are not always what their provinces have provided or intended to provide.

In addition, there is considerable development of curriculum material: the National DoE upgrades and circulates draft documents from time to time; SAQA periodically updates and circulates unit standards; some provinces develop extensive documentation around the interpretation of unit standards and the development of learning programmes; many PALCs develop their own learning programmes.

To sum up then, it was difficult to find consensus regarding the ABET documents in use within and across provincial departments and their respective PALCs. It was also extremely difficult to get hold of copies of the documents which officials cited as being in use.

Documents from private providers who offer the national GETC: ABET

A list of private ABET providers was obtained from the IEB, and the managing directors of ten of the largest of these were interviewed telephonically about their ABET curriculum-development processes and documents. It emerged that these providers develop course outlines and overviews rather than learning programmes. A difficulty here was that, while the directors of the institutions were happy to name their documents and describe their processes telephonically, some wanted confidentiality regarding what were actually their trade secrets – not confidentiality of their identity, but confidentiality with respect to the *actual information*.

As with the public institutions, providers were asked additional questions as it was thought that the information might provide important contextual background for the next part of the study. Directors were asked about the numbers of adult learners doing their courses, and the costs of courses (a summary of the courses offered by nine large ABET providers registered with the IEB and their curriculum development processes, number of learners and costs, can be accessed on [www.umalusi.org.za/Inspectingthefoundations/Appendix 4](http://www.umalusi.org.za/Inspectingthefoundations/Appendix4). The names of the providers have been withheld.)

Curricula for enrichment and *ad hoc* courses

Curricula for what have been described here as enrichment and *ad hoc* courses were not specifically sought in their own right, but were discovered in the process of looking for GETC documents. These curricula were for courses offered at PALCs and by private institutions offering the GETC courses (using the IEB as their assessment body). The enrichment courses appear to be designed to cover selected unit standards, such as those pertaining to the arts, and potentially to facilitate individual entrepreneurial activity.

It also emerged that there were *ad hoc* courses developed to meet the needs of large clients such as private businesses and parastatal institutions, for groups of adult learners in their employ. These courses, also based on unit standards, are specifically customized to fit the needs of the particular clients. Attempts were made to obtain documentation for some of these courses, but few providers were willing to submit their material.

Limitations associated with this research

As the methodology described above has indicated, while every effort was made to cover the bases on the national and provincial department levels, it was not possible to deal with the PALCs in the same exhaustive way. And, as the report will point out, not even the departments themselves, let alone the learning centres had sufficient spare resources or documentation to provide copies to Umalusi, though people were generous in terms of assistance when they were able to offer it.

Similarly, approaching private providers – whether of the GETC: ABET or of Seta-related GETCs – for curriculum documents did not necessarily mean that such information was forthcoming. So, while the research has attempted to be thorough within the constraints explained, it cannot claim to be exhaustive, and general observations made in this report may not hold true for individual programmes out in the field. Nevertheless, given the amount of documentation received, and the information relayed from interviewees during the research, Umalusi is confident that the information presented here is a fair reflection of its understanding of the state of the curricula for the GETC as relayed to the researchers during this project.

4. Findings

4.1 NQF LEVEL 1 QUALIFICATIONS FOR ADULTS

All the qualifications currently available for adult learners are unit standards-based. The assumption behind the unit-standards model of qualifications is that providers develop their own curricula, through which learners are to achieve the outcomes stipulated in the unit standards (SAQA 2000a; SAQA 2000b). In other words, no curricula are formally attached to any of the current ABET Level 4 (NQF 1) qualifications. For the Seta qualifications, the unit standards are intended to signal the curricula. For the GETC: ABET, originated by the Standards Generating Body GET/FET Language and Communication, there is a complex and confusing range of supplementary documentation to help represent the intended curricula. These documents, as has already been indicated, vary across provinces and PALCs.

The model of qualifications, adopted through the establishment of the NQF in South Africa, specifies learning outcomes at the level of the qualification without an associated national curriculum being specified – in other words, no syllabus, or other such document specifies the intended curriculum. The specifications in the qualification are supposed, however, to describe the standard to which the curriculum should be taught and assessed. Umalusi has elsewhere argued that this model is problematic (Umalusi 2007b). The findings here reinforce this argument – the specifications in the qualifications do not seem likely to set standards, and have instead led to a complex proliferation of documents. Because of the role that qualifications play in this system, the discussion below starts by looking at qualification documentation in general, and then considers any curriculum specifications afterwards.

Furthermore, the qualifications under the auspices of the Setas do not have centralized assessment; each provider develops its own learning programme, with its own assessment. The research did not investigate further as to how Setas quality assure and certify these programmes, but earlier research by Umalusi (Umalusi 2007b) suggests that some Setas issue certificates for qualifications offered by accredited providers, while others accredit providers, who then issue the certificates. That research also suggests that there is very little quality assurance of assessment standards, and that the standards are likely to be highly variable.

The GETC: ABET qualification, quality assured and certified by Umalusi, is certified on the basis of learner performance in a centrally-set examination (set either by the DoE or the IEB). As such, it is possible to comment on the standards of the examined curricula. However, because of the problematic states of the intended curricula, and because of the incredibly low learner numbers, it was decided that a detailed evaluation of the standards of the examinations would not be useful at this stage, especially without proper curricula to refer to. Nevertheless, a description of how Umalusi quality assures these examinations helps to provide insight into the necessary processes required for undertaking large-scale national assessments to create a single, reliable standard across the country.

4.1.1 SAQA DOCUMENTATION REGARDING THE GETC

The defining characteristics for the GETC are spelled out in the SAQA *General Education and Training Certificate (2001)* policy document, which explains the requirements of the GETC. This document includes details of SAQA's definition of a qualification; the articulation of different GETC courses; the integration of the certificate into the education system; a GETC typology with rules for the accumulation of credit and permissible combinations of courses; regulations regarding liaison with Education and Training Quality Assurance Bodies; rules for learners not meeting the requirements; instructions on maintaining the integrity of the GETC; and the rules for the recognition of prior learning.

All the GETCs available for adult learners, both the industry-related qualifications under the auspices of the Setas, and the GETC quality assured by Umalusi, conform to the stipulations of this policy document. The format is more completely described in Section 4.1.3.

4.1.2 THE NATIONAL GETC: THE OLD AND THE NEW

Umalusi quality assures and issues one qualification for adults: the GETC: ABET at NQF Level 1. Learners have been able to obtain this qualification through study in PALCs where they write DoE examinations, and in private organizations, where they write IEB examinations. Umalusi has not formally dealt with any of the ABET sub-levels (ABET Levels 1–3) leading up to the adult GETC, also sometimes known as ABET Level 4.

Umalusi was not able to obtain any document which outlines the qualification as a whole, despite repeated discussions with a variety of officials in the DoE. The most official document, obtained as a set of minutes of the Heads of Education Committee meetings, *recommended* the development of a qualification. Umalusi officials confirmed that these minutes – rather than a gazette – were used to develop a set of *directives*, which Umalusi uses as the basis of issuing the certificate to adult learners.

While both DoE and Umalusi officials indicated that the GETC is a qualification registered on the NQF, the only qualification that broadly corresponds with the one issued by Umalusi is listed on the SAQA website as *quality assured by the Education, Training, and Development Practices (ETDP) Seta*.

The qualification apparently being referred to is the GETC: ABET, SAQA qualification identity number (ID) 24153 (See Appendix A of this report). This qualification is comprised of a set of qualification rules and unit standards. The qualification rules state that:

This combination of unit standards for the GETC is not intended to be prescriptive; it is merely illustrative of how a GETC can be constructed from the existing unit standards. Providers can come up with other combinations depending on the purpose of the particular GETC.

GETC: ABET, 24153, p. 2

While this statement suggests that the qualification is open to various constructions, the rules and the list of unit standards seem to point to a fixed set of unit standards for the two fundamental subjects (Communication Studies and Language (23 credits), and Mathematics or Mathematic Literacy (16 credits)), and apparently an equally compulsory set for the core (54 credits). It is in the final 25% or so of the qualification that the learner seemingly has a choice – a selection of unit standards totaling up to 'a minimum of 27 credits from any of the 12 organizing fields' (GETC: ABET, 24153, p. 2), although only six of the twelve fields are mentioned in the text. The organization of the information in the registered qualification is extremely poor and confusing, with critical aspects of the qualification description left blank or marked as 'not applicable'

The unit standards making up this particular qualification do not entirely correspond with those in the various DoE documents discussed below. Nevertheless, it was the fact that this particular qualification was to lapse during September 2008 that prompted the DoE to put together a task team to revise the qualification, which suggests that the Department too was under the impression that this qualification was its own. The new qualification, SAQA ID7151, put together by the DoE task team and registered under the same name, is registered with the ETDP Seta identified as the quality assurers for Learning Programme 64309 (the ID number of the GETC: ABET qualification being superceded). It came into effect in November 2008, and learners may enroll for this qualification until November 2012. Although the qualification has been registered, there are, as yet, no official regulations in support of the qualification, or curricula. Without the necessary regulations, it is not possible for Umalusi to develop certification directives, nor to certify successful candidates.

This history of a qualification that has not really existed, except as directives put together by Umalusi and in selected DoE documents, is reflective of the chaotic state of ABET, a state which is only compounded when one looks into the curricular support – or more accurately, the lack of it – for the qualification.

This GETC: ABET, which has been certified by Umalusi, consists of 120 credits, and these credits are, as in the Seta qualifications discussed more fully below, organized into fundamental, core, and elective categories. However, unlike the Seta qualifications, the unit standards are also clustered into 'learning areas', which mirror the eight learning areas of the GETC offered in schools. The table below illustrates the division of the GETC into the three SAQA categories (fundamental, core, and elective) as well as into the familiar school Learning Areas. This table, from the *Learning Area Assessment Guidelines* (Department of Education, 2002), delineates the qualification requirements for the GETC: ABET the most clearly and simply of all the documents reviewed.

Table 1: Unit standards-based GETC as explained in Learning Area Assessment Guidelines (DoE, 2002)

Categories of learning	%	Credit
Fundamental - Language, Literacy, and Communication (all 11 official languages) (LLC) - Mathematical Literacy (ML) (Selection to include unit standards from both subfields of learning)	30	20 16
Core - Mathematics and Mathematical Sciences (MMS) - Arts and Culture (A&C) - Economic and Management Sciences (EMS) - Human and Social Sciences (HSS) - Life Orientation (LO) - Natural Sciences (NS) - Technology (Tech) - An additional language (Selection of unit standards from a minimum of four learning areas, chosen in relation to elective if learner is following that route, out of the specified learning areas)	45	54
Elective - Applied Agriculture and Agricultural Technology (AAAT) - Ancillary Health Care (AHC) - Small Medium and Micro Enterprises (SMME) - Travel and Tourism (T&T) (Selection of unit standards from any of the twelve Organizing Fields/Sub-Fields of learning, including other electives developed for ABE)	25	30
Total	100	120

The learning areas in the above table, for which there are examinations, are all offered at ABET Level 4/NQF Level 1.

In recent months, a new GETC: ABET, SAQA ID 71751 (see Appendix B of this report), has been registered, as a result of the elapse of the old GETC: ABET (ID 24153). The qualification remains a 120-credit, unit standard-based qualification. Its qualification rules ensure that Language, Literacy and Communication – in any of the official languages – (23 credits), and either Mathematics and Mathematical Sciences (14 credits), or Mathematical Literacy (16 credits) form the Fundamental component of the qualification. This is supplemented by a compulsory 32-credit core component entitled Life Orientation, a miscellany of unit standards associated with self-esteem and self management, health care, and participating in civil society. The rules of combination allow the balance of the qualification to be made up from learning areas from the "Academic Learning Areas" and/or from the "Vocational Learning Areas". The instruction is that the learner is required to do all the unit standards for one learning area, and 'in addition, the learner must choose additional unit standards from any of the other Academically or Vocationally-related Learning Areas to give a total of 51 (sic) credits in all for the Elective Component' (GETC: ABET, 71751).

The Academic Learning Areas are familiar as they are the subjects one recognizes from the school curriculum: Human and Social Sciences; Natural Sciences; Economics and Management Sciences; Arts and Culture; Technology; and an Additional Language. The learning areas are rated at between 11 credits (Technology) and 23 credits (Human and Social Sciences; Additional Language), which means that the learner is obliged to take a minimum of two learning areas to approximate the 51 additional credits for the elective component, and at least three if taking some of the learning areas with credit weighting of less than 20.

The Learning Areas grouped under Vocationally-related Learning Areas include: Applied Agriculture and Agricultural Sciences (20 credits); Ancillary Health Care (AHC) (45 credits); Small, Medium, and Micro Enterprises (SMME) (17 credits); Travel and Tourism (T&T) (38 credits); Information Communication Technology (ICT) (23 credits); Early Childhood Development (ECD) (26 credits); and Wholesale and Retail (31 Credits). Learning Areas such as AHC and T&T make up almost a third of the qualification on their own, while smaller Learning Areas presuppose that the learner will have to combine two-and-a bit learning areas (viz. 'additional unit standards from any of the other Academic or Vocationally-related Learning Areas,' GETC: ABET, 71751, p. 5) to make up the prescribed 51 credits.

The qualification has certain features that are to be commended: the learner has – in theory – the choice between a basic education, quite close in structure to an academic, school-based curriculum, or a more vocationally-oriented programme that forms preparation for work in a specific field such as ECD, T&T, ICT or Agriculture. There is, in theory, even the possibility of combining from the two Learning Areas (Academic and Vocational) to tailor the learning to the learner's particular interest.

In addition, the new qualification allows for either Mathematical Literacy or Mathematics and Mathematical Sciences (MMS) to be used as a fundamental in the qualification. This means that, based on the new rules of combination, candidates may request a full GETC using their existing Learning Area Certificates.

In practice, though, the reality appears to be more constraining: the PALCs understandably select the learning areas that they teach in accordance with the learning areas expertise of the limited staff they have available, and learners are therefore obliged to take what is offered.

The practice of weighting learning areas in terms of the sum of their unit standards means that combining learning areas can be a challenge, *unless* learners are encouraged not to think of the 120-credit minimum as constraining. Learners looking to find just one other learning area to combine with, say, AHC, are presumably going to be inclined to go with the smaller learning areas: Technology (11 credits) or Natural Sciences (15 credits). Learners may feel it unfair to have to do three learning areas when others can get away with more or less one. It is difficult from an Umalusi perspective to consider the implications of quality assuring and examining a part-subject selected to make up the 51 (sic) credits. Having learning areas with massively unequal weightings and with idiosyncratic credit values makes for difficulties in the quality assurance and certification processes: how is a residue of 1 unit standard worth 6 credits, selected, say, from Human and Social Sciences, to supplement AHC to be readily assessed, recorded, and certificated? Will a GETC qualification with six learning areas be regarded as worth more or less than one with four and a bit? Why does the adult GETC have Life Orientation as a subject that constitutes almost a *third* of the entire qualification when, in the NSC, it constitutes less than a sixth? How is it that this learning area is a third larger than the language area – which is presumably the language of learning and teaching – and twice as large as the numeracy component of the qualification? No rationale is provided for the huge disparity between Life Orientation and the other fundamental subjects which the credit-weighting seems to suggest.

Umalusi's approach to qualifications requires subjects or units of learning to be of more or less equal weighting, and for ease of reference to the unit standard-based system that the NQF has promoted, equivalent to 20 credits or 200 notional hours of learning. This weighting is the same as

the weighting used for Learning Areas in other general education qualifications registered by the DoE. In other words, a Learning Area such as T&T should be redistributed into two separate but related subjects with a strong recommendation in the rules of combination that the learning areas are best taken together. A learning area like Technology definitely could be strengthened to make it a more substantive 20-credit contribution to the qualification.

4.1.3 SETA NQF LEVEL 1 QUALIFICATIONS

The SAQA NQF Level 1/ABET Level 4 qualifications that are available on the SAQA website (SAQA 2007b) are all documented using the SAQA standardized format, and the ways in which they differ are therefore clear. These differences suggest that the nature and the quality of the NQF Level 1 qualifications could vary considerably, even though all are defined as Level 1 qualifications, especially since these differences relate to aspects such as the amount of learning the target learners are expected to have before entry into the qualification, the degree to which the qualifications are internationally comparable and the extent to which they articulate with other qualifications.

Each Level 1 qualification has a title and SAQA ID, and is contextualized in one of the twelve learning fields into which SAQA has divided the NQF. The formatting of each is under identical sub-headings. Under each of the standard qualification sub-headings below, the way in which entries differ for the various qualifications is noted.

- The **Purpose and rationale of the qualification** is given, detailing the characteristics of learners for whom the qualification is suitable, what it provides, and the potential opportunities for those who obtain it. Purpose descriptions differ in their relative emphases on access for those outside the field, or on further training for those already in the field; and on specific skills versus laying the basis for further education and training in the field. Just these initial differences described would suggest that Level 1 qualifications differ widely in their intended learners, the nature of the learning represented by the qualification and therefore the level of learning presupposed to take place in a Level 1 qualification.
- This description is followed by **Learning assumed to be in place and recognition of prior learning**, a brief list of course pre-requisites and prior learning for which learners can obtain credit. Requirements range from 'no specified prior learning', to Literacy and Numeracy at ABET level 3. In most – but not all – instances, there is mention of recognition of prior learning. Once again, the information provided in this section suggests a range of previous learning experience required for study that ranges from a minimum of six years in school or a considerable amount of time in an adult classroom to none at all. While 'none' is presumably a strategy to ensure that people who have not previously had access to learning opportunities are not once again excluded, it would mean that the delivery of such qualifications would not be able to depend on the learners being able to access and use written materials. The educational endpoint of such a qualification is likely to be significantly different to one which presupposes established forms of literacy and numeracy right from the start.
- **Qualification rules** are given in 25 of the 42 qualifications: these rules are over and above general SAQA rules to which all qualifications must adhere. The rules all require a minimum of 120 credits, but the balance among fundamental, core and elective varies considerably, where the elective is the area of the qualification where the individual learner supposedly has choice in the make-up of the qualification. Some qualifications may, for example allow for 12 credits in the elective while others will allow for almost four times as many. A qualification may have the prerequisite 39 credits for the fundamentals while another may insist on a fundamental component that is 64 credits in total. In other words, where the rules of combination are expressed in the qualification, they do not lead the reader of the qualifications to conclude that they are necessarily comparable.

- **Exit level outcomes** and associated **assessment criteria** are then listed. The exit level outcome statements for qualifications are intended to provide the highest level of description of the capabilities of candidates who have successfully achieved the qualification. The statements are intended to summarize the most salient aspects of the learning which is unpacked further and in more detail in the constituent unit standards, listed towards the end of the qualification description. The following table provides example exit level outcomes for three, randomly chosen Level 1 Qualifications: each shows how narrowly the qualification has been defined in terms of specific occupational requirements, although the Hygiene and Cleaning GETC certainly includes elements of a more general, educational/social awareness.

Table 2: Exit level outcomes for three GETC NQF Level 1 Qualifications (SAQA 2007b)

General Education and Training Certificate: Hygiene and Cleaning	National Certificate (GETC): Manufacturing, Engineering and Related Activities	National Certificate in Construction: Installation of Floor Coverings
<ol style="list-style-type: none"> 1. Recognize the importance of a healthy lifestyle by accepting own responsibility for life skills and wellness including HIV/AIDS. 2. Demonstrate understanding of the application of cleaning principles according to international/world class standards and best practice. 3. Clean generalized areas using cleaning principles according to international/world class standards and best practice. 4. Clean ablution areas using cleaning principles according to international/world class standards and best practice. 5. Clean floors using cleaning principles according to international/world class standards and best practice. 6. Demonstrate knowledge of and apply environmental awareness during the cleaning process. 	<ol style="list-style-type: none"> 1. Describe and explain a specific manufacturing, engineering or assembly process, relate the tools and materials to the process and explain the science and technology which underpins the conversion processes. 2. Demonstrate in the process of assessment the use of appropriate numeracy and communication skills. 3. Describe and explain, in the context of a specific workplace environment, the procedures and policies which govern that specific working environment. 4. Describe and explain the purpose of a specific business. 5. Describe and explain how the NQF enables the learner to select a learning path and identify the skills and qualifications that will enable him/her to achieve his/her goals and targets. 	<p>On completion of this qualification learners are able to:</p> <ul style="list-style-type: none"> • Read and interpret floor covering installation plans • Assess site conditions and prepare floor surfaces • Adhere to health and safety requirements in the workplace • Identify and correctly use floor covering installation equipment • Install a range of floor coverings <p>Competence in the area of specialization opted for by the learner in any of the following:</p> <ul style="list-style-type: none"> • Applying elements of floor covering installation which are common to all carpentry functions • Install floating wood and laminate floors • Install solid fixed wood flooring • Install vinyl/linoleum tiles • Install vinyl sheeting • Install vinyl cladding • Install cushion vinyl flooring • Install anti static floor covering • Install rubber floor covering • Install cork floor covering • Install needle punch/tufted stick down and semi-loose lay carpet tiles • Install tufted/woven stretch carpets.

It is worth momentarily comparing these outcomes with the exit level outcomes for the GETC: ABET. The comparison clearly suggests that the qualification is qualitatively different in its intention. This NQF Level 1 qualification is designed to serve as a generic basis that allows for the development of further and/or more specialized learning, which does not so easily appear to be the case considering the outcomes listed above for the selected NQF Level 1 qualifications:

Table 3: GETC: ABET Learning Outcomes

General Education and Training Certificate: Adult Basic Education and Training
<ol style="list-style-type: none"> 1. Use a range of communication, language, and learning strategies in a variety of contexts. 2. Explain and use mathematical strategies, techniques, and patterns to solve problems. OR 3. Explain, select, and use numbers, data, and objects in everyday life situations. 4. Investigate the process of making informed choices in order to develop and maintain a healthy lifestyle and positive relationships. <p>The following set of generic Learning Outcomes apply to all the Additional Learning Areas associated with the Qualification:</p> <ol style="list-style-type: none"> 1. Understand and use specific Learning Area knowledge 2. Know and apply specific Learning Area skills 3. Understand and analyze the values related to the Learning Area.

The assessment criteria associated with the exit level outcomes are intended to provide the briefest description of the level at which the successful candidate is able consistently to achieve these meta-outcomes.

- General recommendations are made for **Integrated Assessment**. These suggestions are phrased generically and there is ample room for interpretation. The very vague and repetitive nature of the statements under this heading would suggest that the qualification designers have made a gesture in the direction of the SAQA requirements only.

While reference to integrated assessment within the qualification ensures that it is recognized as a desired feature of the delivery, what integrated assessment means always requires much more detailed unpacking, something which cannot be done within a qualification, but which needs to be done in a curriculum. While the SAQA requirements focus on integrated assessment, a quality assurer such as Umalusi will have a lot more to say about assessment generally, in terms of both external and internal assessment, and how it needs to be quality-assured. This information does not reside in the qualification itself but within the quality assurance framework which underlies the Council's approach. Setas, too, will have had to unpack what their quality assurance requirements are for the integrated assessment of a qualification. The model most frequently used by Setas is one of decentralized assessment using assessors whose training for the work may have been completed in a course lasting no more than a few days, and whose expertise in the subject field may not be very different from those being assessed.

- Under **International comparability**, brief descriptions of comparable qualifications in other parts of the world are provided, where such exist. The attempts to ascertain comparability differ in terms of the number of countries in which similar qualifications have been sought. Comparability differs in two dimensions: in terms of the specific countries that have similar qualifications, and the degree to which the qualifications are, in fact, comparable. The descriptions provided differ in their degree of specificity: some list the internationally comparable qualifications, while others state generally that there are comparable qualifications.
- **Articulation options** are given where horizontal links to related courses exist on the same level, or where vertical links to courses at higher levels exist. Articulation can be horizontal or vertical, or both. Articulation options do not, however, always exist. Descriptions also differ in their degree of specificity: some give the particular qualifications for which the current qualification is preparation; others mention very generally that the current course provides mobility across various fields and levels.
- Under **Moderation options** and **Criteria for the registration of assessors**, general rules for assessment and moderation are given. Assessors and Moderators need to be more highly qualified for some qualifications than for others; there are more assessment and moderation rules for some qualifications than others.

- At the end of the qualification, a list of **Fundamental, core, and elective unit standards** is given. Details for each of these unit standards can be found on the SAQA website. The numbers of fundamental, core, and elective unit standards listed under qualifications differ widely, as do the credit values of individual unit standards. When looking at individual unit standards, it is apparent that their specific outcomes differ in the degree to which they are open to interpretation. The same can be said for assessment criteria: those with range statements are easier to interpret, although even here there is always room for differing interpretations.

The 42 Level 1 qualifications on the SAQA website are spread unevenly across the twelve organizing fields. The numbers of qualifications in specific fields vary between one and 14, and in some fields there are no qualifications at all.

Table 4: Level 1 qualifications spread across twelve organizing fields

Number	Organizing Field	Number of Level 1 Qualifications
1	Agriculture and Nature Conservation	14
2	Culture and Arts	2
3	Business, Commerce, and Management Studies	0
4	Communication Studies and Language	1
5	Education, Training, and Development	6
6	Manufacturing, Engineering, and Technology	8
7	Human and Social Studies	0
8	Law, Military Science, and Security	0
9	Health Services	1
10	Physical, Mathematical, Computer, and Life Sciences	1
11	Services	4
12	Physical Planning and Construction	5

These qualifications are generally worth 120 credits each. These credits are divided between a number of different unit standards. The unit standards themselves are allocated credits which may range between 1 and 30, though the more standard range is between 2 and 6 credits per unit standard. The number of credits is intended to suggest the amount of learning required to acquire the unit standard outcome: 1 credit is translated as 10 'notional learning hours'. Credit allocations for unit standard are thus a form of indication of respective weighting, and possibly of cognitive demand and/or complexity of skill or procedure. The unit standards in these qualifications are organized into SAQA's prescribed categories of fundamental, core, and elective.

4.1.4 THE EFFECTS OF THE CURRENT QUALIFICATION SITUATION

With the signing of the National Qualifications Framework Act (No. 67 of 2008), responsibility for the NQF was re-assigned to three Quality Councils – Umalusi for the qualifications in institutional education and training primarily between Levels 1 and 4, the Council for Higher Education for higher education qualifications from Level 5 onwards, and the newly-formed Council for Trades and Occupations (QCTO). The QCTO is responsible for occupational qualifications that are primarily delivered in the workplace. Prior to this Act, the quality assurance was divided according to the Levels of the NQF, an unsatisfactory situation with conflicting roles assigned to the Setas, their ETQAs and Umalusi.

Since the NQF has been divided into three sub-frameworks, Umalusi is tasked with the responsibility of managing the GENFET sub-framework and the qualifications which it will quality assure. It will be Umalusi's responsibility from 2009 onwards to manage and evaluate the existing qualifications, to make recommendations to the Minister of Education to amend and strengthen these qualifications

(if this is seen to be in the interests of the qualifications and the learners they serve) and to develop new qualifications if the need for any additional qualifications is identified.

The current situation is that Umalusi has 'inherited' qualifications such as the GETC: ABET (in both forms discussed above), the NSC and the NC (Vocational). While it will amend the GETC: ABET directives to deal with the new GETC: ABET, the qualification itself will be reviewed, and recommendations made for its revision in time for the elapse of the interim qualification in 2012. Once reworked, the revised qualification will be formally registered on the GENFET sub-framework, and will become the NQF Level 1 qualification for adults in formal learning. Umalusi aims to ensure that the revised GETC: ABET will provide a sound basis for the alternative NSC being designed to cater for adults and out-of-school candidates who wish to study for their matric.

The QCTO will, in due course, using its own sub-framework and quality assurance framework, register the necessary qualifications associated with trades and occupations, qualifications which will have significant portions of their learning offered in the workplace. Umalusi will work with the QCTO to provide the required part-qualifications and curricula that would address the needs of the fundamental and certain core units of learning/subjects for the qualifications registered by the QCTO. Mechanisms for cooperation between Umalusi and the QCTO will support the objectives of the NQF, particularly in respect of credit accumulation and transfer.

So, while the situation for the GETC: ABET qualification remains an interim one, the advantage finally is that, flawed as it may be, there is now an actual qualification for adults at NQF Level 1, developed by the national DoE. The current form of the qualification poses challenges to Umalusi which has to quality-assure and certificate the GETC: ABET, to the assessment bodies who need to examine the learners as well as to the providers of the learning for the qualification. It is nevertheless hoped that the present analysis, both of the qualifications and the curriculum situation, will provide impetus for forward movement in the field.

4.2 DOCUMENTS RELATED TO THE INTENDED CURRICULA

4.2.1 THE CURRICULA FOR THE GETC: ABET

4.2.1.1 National documents

Although the discussion of the GETC: ABET qualification deals with both the old and the new qualification, the discussion of the state of the curricula relates *only* to the older of the two qualifications. The GETC: ABET qualification was cast in terms of unit standards, which were assumed to hold the standard through the identification of the necessary outcomes, and thus to specify the intended curricula as well. Allais (2007) has detailed why these assumptions do not hold up in practice, and demonstrated how unit standards cannot fix either the content or the level at which the skills and knowledge are required to be assessed.

For the GETC: ABET, there is no national core curriculum as there is, for example, for the GETC offered in schools, or the Senior Certificate and new NSC.

A small number of national documents do, however, provide greater clarity on the intended curricula than the unit standards do, although the guidelines remain broad and open to interpretation. Most of these documents are only aimed at ABET Level 4/NQF Level 1, and do not deal with ABET Levels 1–3 which underpin the learning which is intended to take place and be assessed at ABET Level 4.

The most significant documents issued by the National DoE for the GETC: ABET are those listed in Section 3, pg. 20, above.

The array and versions of these national documents used by different provinces varies. Eight of the nine provinces indicated that they use the national *Learning Area Assessment Guidelines* for

each of the learning areas. Three of the provinces gave 2002 as the date for this document; one province had 2001 and 2003 drafts; the other provinces were uncertain of its publication date. Two of the provinces indicated that they had national *Learning Area Assessment Guidelines* for 16 learning areas; the remainder of the provinces said that they had guidelines for 'all learning areas'. National officials indicate that there have always been 23 learning areas. It was not easy for Umalusi to obtain a copy of the *Learning Area Assessment Guidelines*: provinces had no copies to spare, and national officials approached did not all have copies readily-at-hand.

Two provinces use additional national documents which were not mentioned by other officials. One of these provinces claimed to be using a document called *Internal Assessment Guidelines* (draft): national officials stated that this document was actually part of the national *Learning Area Assessment Guidelines*. The second of these provinces uses a document entitled *Quality and Assessment System for ABET* (1999). This document was not mentioned by national officials when the original list of documents was taken for verification, and was not available for this review.

The one province not using the *Learning Area Assessment Guidelines* uses another national document entitled *Developing Learning Programmes for ABET* (2000). This document was also not mentioned by national officials when the original list of documents was taken for verification, and was also not obtained for this review.

The document providing the clearest guidance was the widely-used *Learning Area Assessment Guidelines*: this ABET Level 4 (DoE, 2002 (Draft)) document comes in A4 hard copy ring-bound form, and gives roughly 300 pages of national guidelines for summative and formative assessment for each learning area at ABET Level 4. The format and content of guidelines given for different learning areas, although relatively clear, differs across the learning areas, for instance:

- For summative assessment, examination formats are provided for all learning areas. For some but not all learning areas, a few examples of types of examination questions are included. Specification of content to be examined varies, and is sometimes unspecified.
- For formative assessment, selected bits of content or context are listed for some but not all learning areas, but content – where provided – remains broadly specified and open to interpretation.
- Example formative assessment mark-sheets are provided for all learning areas. These recording sheets list specific outcomes and unit standards to be covered; there is little if any mention of content, and no elaboration of evaluation criteria. In a few learning areas, example assessment tools such as checklists or rubrics are provided for individual projects: in the former there is space for recording 'yes'/'no' evaluation as to whether items were completed or not, and no space for grading of achievement. In the rubrics, elaboration of evaluation criteria is fairly specific.
- There are portfolio guidelines for some learning areas, and where this is the case, there is sometimes elaboration of the content to be assessed.
- For some learning areas, the essential curriculum details of unit standards are presented in an easy-to-read format: information provided here is almost exactly the same as that provided in the SAQA unit standards, but arranged in a way that lends more coherence to the curriculum, sometimes with additional explanatory notes. In learning areas in which unit standards are provided, unit standard titles are given together with bulleted associated specific outcomes. This list is followed by explanatory notes and assessment criteria clustered by specific outcome; notes on range and special notes are also given here (see for example Language, Literacy, and Communication section (Ibid. 2002, pp.1-37)). Sometimes brief summaries of unit standards and abbreviated specific outcome content are presented so that the whole curriculum can be seen on a couple of double-page spreads (see Mathematical Literacy and Mathematical Sciences section (Ibid. 2002, pp. 3-5)). Sometimes tables are presented to link specific outcomes, assessment criteria, type of evidence required from the learner, and credit weighting (see SMME section (Ibid., pp. 3-8)).

The above *Learning Area Assessment Guidelines* are currently in use at provincial level, and in PALCs. An updated hard copy ring-bound version of these Guidelines (DoE 2007b (Draft)),

was circulated at a national ABET meeting for all provinces in October 2007. This version of the guidelines, although further clarifying the intended curricula, still leaves room for interpretation.

The introduction to the 2007 *Learning Area Assessment Guidelines* goes on to describe, giving a fair amount of operational detail, how learners can be assessed, different types of assessment and the recording and reporting of assessment, and gives some exemplars of assessment tools.

Guidelines for individual learning areas are then clearly and systematically laid out in this 2007 document, each featuring the following components:

- A brief introduction explaining the purpose and rationale of the learning area;
- Weighting and credits for the required unit standards;
- Tables showing specific outcomes and associated forms of assessment and types of assessment tool for each outcome;
- Exemplars of types of Site-Based Assessment (SBA) and assessment tools, although they are presented more as *names* of examples than *actual* examples; and
- The format and mark rating of the exam, as well as the examples of types of exam question are shown in detail, often with a full exemplar exam paper.

All of this information provides clearer guidance for designers of learning programmes than previous ABET documentation. There is still, however, potential for wide interpretation of these guidelines, and for learning programmes to vary greatly with respect to quality. Different provinces have responded to this absence of clarity by developing differing amounts and levels of guidance for PALCs under their jurisdiction.

4.2.1.2 Provincial DoE documents

All nine provinces appear to have developed their own ABET documents, some extensively so. Five provincial ABET directorates have developed their own learning programmes, and a sixth has provided detailed guidelines with full exemplars of the types of activities suitable for learning programmes. Four of these provinces compel PALCs in the province to use these programmes. In the fifth province, PALCs are free to choose between using provincial learning programmes, and developing their own. All nine provinces have additional ABET documents for their PALCs, such as *Learning Programme Development Manuals*; *Portfolios made simple*; *Facilitator's Manual on Understanding the National Guidelines for Assessment*, and others. A summary of the documents identified and used by the provinces is available at www.umalusi.org.za/Inspectingthefoundations/Appendix 2.

Provinces make different amounts of documentation available to their PALCs. In one instance, a province provides learning programmes for all learning areas at ABET Levels 1–3, and all eight learning areas at ABET Level 4; learning programmes for electives; assessment documents for ABET Level 1 and 2 Literacy and Numeracy, and Levels 3 and 4 *Structured Pathways* (specified clusters of learning areas); and generic training documents – and the centres use the learning area programmes provided.

At the other end of the spectrum, one province provides a single policy guideline on assessment, and PALCs are expected to design their own learning programmes from the SAQA unit standards. In provinces without provincial learning programmes PALCS, therefore, have to develop their own.

Umalusi attempted to obtain as many as possible of the provincial documents discussed. This objective was difficult to achieve, as many of the documents were in hard copy form only, and officials did not always have full sets at hand. Further, it appears that documents that were sent to Umalusi were not always complete: many are mimeos and seem disjointed and incomplete. A detailed description of the documents developed per province is available in Appendix 2.

4.2.1.3 IEB documents

The IEB has *User Guides* (2006) for *Communication in English* (ABET Levels 1–2; 3, and 4), and for *Numeracy* (for ABET Levels 1–2) and *Mathematical Literacy* (ABET Levels 3 and 4), which are circulated to all its registered providers. These user-guides are intended to serve as guidelines in the development of curriculum material. All eight user-guides follow the same format which is described briefly in this section. User guides are provided in all the eight learning areas the IEB assesses: Communication in English, and Mathematical Literacy, Economic and Management Science (2007), Life Orientation (2008), Human and Social sciences (2008), Natural Sciences (2009), SMME (2008) and Technology (2009).

The 120–150 page user-guides are bound books with five sections each. While not actual learning programmes, these books provide detailed and clear curriculum guidelines for all aspects of the curriculum *apart from content*. For example, the first section contains necessary general information about the IEB, the NQF, outcomes, unit standards, assessment, and moderation. The next three sections cover assessment and examination requirements in detail, including examination and internal assessment exemplars together with memoranda and commentary with specific tips on how to assess in that particular learning area at that level. Exemplar question papers are given with explanatory comments on all questions in the exam paper, and five marked exemplar learners' answer papers are also included. There are further sample tasks for typical exam tasks, with marking memoranda. Formative and summative SBA is explained with examples and marking memoranda, and elaborated assessment tools are provided. The last sections of each book consist of summaries of learning outcomes and assessment criteria in an easy-to-read format. Curriculum requirements are phrased clearly in terms of the *core competencies* within the unit standards – not as unit standards, and there are no unit standard numbers and formats. Each core competency and outcome is described in narrative text, and information on how to integrate and scaffold outcomes is provided. Examples in the books are sufficiently explicit to go some way towards providing models for learning programmes.

4.2.1.4 PALC documents

The multiplicity of national and provincial curriculum documents is mirrored by the existence of a variety of local documents, which were developed by the PALCs. These local documents are variable in quality. Umalusi attempted to access a sample of the GETC: ABET documents and materials developed by the PALCs: four provincial ABET directorates provided lists of PALCs for their provinces, which facilitated contacting a selection of these centres and obtaining local documents. Of the four sets of responses from centres, information in three roughly matched that given by the corresponding provincial officials (summaries of responses from PALCs to Umalusi interview questions are available at www.umalusi.org.za/Inspectingthefoundations/Appendix3). In provinces where PALCs are provided with provincial learning programmes, these are being used by most of the centres contacted. In the province which has no official provincial learning programmes, many centres are nevertheless using whatever the department provided as learning programmes.

Three individual PALCs responded to Umalusi's attempts to obtain learning programmes developed at the level of the centre. One, in the Eastern Cape, sent an example of an integrated learning programme. This document is a single page. It gives the theme of the programme and links, by using a table, specific outcomes, content, instructional strategies, learner activities, assessment criteria and strategies, and resources needed. A second PALC, in Gauteng, sent eight learning programmes. These are between two and six pages long, and also in tabular form. They link unit standard titles, specific outcomes, credits, and national (sic) hours. There are columns for activities and dates, but these are blank. None of these PALC learning programmes provide enough information to facilitate evaluation of the quality of the programmes. A third PALC, in the Western Cape, appears to be offering learning programmes that are not part of larger qualifications, but which are nevertheless apparently accredited. These programmes are dealt with in the section on enrichment courses below.

4.2.1.5 Private ABET provider documentation

When nine of the selected large independent providers under the authority of the IEB were interviewed, it emerged that between them there was a variety of curriculum offerings, from the full range of learning programmes required for a GETC: ABET, to single learning areas. Some private providers, for example, offer just English and Mathematics in customized forms; others offer eight learning areas as well as various short courses. The curriculum development processes and documents are diverse (brief descriptions of the courses offered by the nine providers are available at [www.umalusi.org.za/InspectingtheFoundations/Appendix 4](http://www.umalusi.org.za/InspectingtheFoundations/Appendix4)). Private providers have a range of curriculum documents – from course outlines to sets of teaching and learning materials for which there appear to be no separate curriculum documents. All of these providers use, and mentioned, the SAQA unit standards. Interestingly, none mentioned the IEB *User Guides* (2006, 2007, 2008 and 2009).

Material submitted for review by private providers can be categorized in two ways. One type of material comprises process documents: these materials include items such as steps of curriculum development processes; the format workbooks should take; possible interests of learners that should be taken into account (for example, 'buying a car', 'consumer rights', 'loan sharks', and others); target audiences; things to bear in mind when selecting 'learning units'; and detailed notes on how to interpret the unit standards. Such information was given by providers who customize curricula for individual clients, and have no generic learning programme documents.

The second type of material comprises curriculum documents in outline or learning material (text-book) form. In all five instances in which curriculum documents were provided, coherence is provided via the thematic design of the courses – specific outcomes and assessment criteria are clustered thematically. The specific outcomes and assessment criteria are provided either together with subject-matter to be covered, texts to be used, and the scope of the content; or in separate sections. For instance, in some examples criteria are followed immediately by the associated content. In other examples, all specific outcomes are listed at the start, and the content modules follow. The relationship between outcomes and content is clearer in examples where the outcomes are followed immediately by the associated content.

The degree to which content was specified differed between providers, as did the amount of content, and the degree to which content was grouped into conceptual categories.

4.2.2 CURRICULA FOR SETA LEVEL 1 QUALIFICATIONS

It seems that none of the Seta qualifications have prescribed intended curricula attached at a policy level. The intended curriculum is presupposed to be lodged within the unit standards, and the assumption is that any provider can then design a course based on the unit standards, teach the course, and/or assess it, as long as the following is in place:

- The provider is accredited by a quality assurance body;
- The course is approved as one likely to lead to the specified learning outcomes; and
- The assessment gets moderated and verified against the learning outcomes by a quality assurance body (Umalusi 2007b).

Thus, there are in theory as many curricula as there are providers, and each provider will have its own interpretation of the unit standards and qualification requirements. Umalusi was unable to obtain any of the actual learning programmes offered by providers for the present research, as they are regarded as trade secrets. Nevertheless, earlier Umalusi findings (Umalusi 2007b) on the fundamental programmes (on NQF Levels 1-4) offered by providers revealed that the programmes evaluated then appeared highly variable, were often characterized by discrete activities which precluded the progressive building up of skills, and some were inclined to teach information *about* a skill or ability rather than providing opportunities to acquire such skills or develop those abilities. It was also difficult to evaluate the standard of the learning from the materials submitted for evaluation, and the research indicated that many of the assessment tasks in the materials

were of an indifferent quality. When this is considered in the light of the fact that many Seta ETQAs do not have records indicating which of their accredited providers offer 'fundamentals' nor do they quality assure either the courses or assessments in the 'fundamentals' separately from the occupationally-oriented unit standards, it seems that the credibility of credits awarded against language and mathematics unit standards is questionable (Umalusi 2007b, p. 25).

4.2.3 CHALLENGES RELATING TO THE STATE OF CURRICULA FOR THE GETC NQF LEVEL 1

In this section, the report covers some of the challenges and concerns raised by DoE officials and other professionals involved in ABET. Two challenges relate directly to the proliferation of curricula and the lack of a specified intended curriculum. **Difficulty in interpreting unit standards** was identified as a problem by six provinces: all felt that *how* to interpret the unit standards was not clear. During the course of the research, two direct and four indirect requests from these provinces were made for national interpretation of unit standards in order to provide clarity and common interpretation across provinces. The call was for a common understanding of content and context in particular learning areas: each unit standard needed to be 'unpacked' so that everyone could agree on the associated content.

The indirect requests for national interpretation included requests to work with other provinces; requests for national exemplars; requests for curricula in the form of the National Curriculum Statements; and requests for unifying learning and teaching support materials. Some provinces have tried to address this challenge directly; others have made suggestions, which are noted here. One province expressed knowledge of gaps in their curricula, and concern about their lack of knowledge as to how to address these gaps: the officials in this particular province feel that they are working in isolation, and expressed a desire to be linked to other provinces. Two other provinces also mentioned experiencing a lack of direction, and have already taken co-operative steps towards monitoring what the other is doing. Two provinces asked for a simplification of terminology relating to the unit standards – it was pointed out that educators do not have the training to work with the unit standards. Two provinces asked for a syllabus with a format like that of the National Curriculum Statement, which was easier to read. That one province suggested the creation and use of specific learning and teaching support materials (presumably, a textbook) to create common understanding of content, indicates the seriousness of this challenge.

The second challenge relates directly to the lack of an intended curriculum. Four provinces noted **the urgent need for good learning and teaching support materials**. Officials felt that good textbooks would go a long way towards establishing common understanding of content within the learning areas. It was also noted that more reading resources were needed for adults, particularly since ABET learners are not accustomed to a culture of reading, and they need to practice reading – with assistance at every step of the way. The need for exemplars for each of the learning areas, of different forms of assessment (projects, assignments, et cetera), of actual examples of assessment tools, and for textbooks was expressed by different officials during the research interviews.

A third challenge points to difficulties with the content of the ABET curricula, such as they are. Eight provinces drew attention to the **types of skills and levels of difficulty** of the content currently offered in ABET, and made suggestions based on extensive experience of ABET policy implementation in the field. These provinces commented specifically on the relationship between theoretical and practical work: there were requests both for a splitting-off of the 'academic' from the workplace skills, as well as for an increase in practical work- and life-related skills. It was pointed out that ABET learners are often failed Grade 12 learners seeking ABET certificates in the hope that these would assist them to gain employment. In terms of the academic aspect of ABET, one province identified the need to link ABET more closely to FET, while seven provinces called for the introduction of more practical workplace-related skills. This view of the need for a much stronger focus on work-related learning was echoed at the national ABET meeting of October 2007, by provincial and national ABET officials, and a SAQA representative who suggested that this type of skill be included in the

electives. Some of the examples of practical skills suggested by provinces include training for the jobs of dressmaker, food manufacturer, food producer, switchboard operator, electrician, and travel and tourism executive. Other practical suggestions relate to more basic life skills such as how to use banking facilities and follow written instructions without assistance; and technology skills. Clearly the needs of ABET learners in different age cohorts differ widely, and any attempt to stem the high ABET drop-out rate would need national ABET provision, at the very least, to cater for these diverse needs in some way. It should be clear from the description given of the new GETC: ABET qualifications that this call has been heeded, and that significant portions of the new qualification are devoted to life skills and, if the learner so chooses (and the provision is available), to work-related learning. In addition, the option remains that if the learner wishes to pursue a more general education option – and the appropriate provision is available – a more discipline-based, academic GETC can be taken.

Related but different challenges associated with the Seta-registered qualifications emerged from interviews with a small sample of private engineering providers under the auspices of the Manufacturing, Engineering, and Related Services Seta (Merseta). Some of these provider challenges relate similarly to curriculum, quality assurance, and curriculum delivery.

Providers of engineering-related GETC Level 1 qualifications commented on the **inadequacy of the SAQA unit standards**. Many engineering-specific unit standards are felt to be irrelevant in their current form, and some essential content is regarded as entirely missing from the available array of unit standards. The providers therefore argue that it is possible for a person to receive a qualification without being in possession of the skills necessary to carry out the job for which the qualification pronounces him/her fit. Further, there are specific engineering qualifications for which there are no, or only some, unit standards, this in spite of the fact that the need for skilled persons with these qualifications is recognized throughout the industry.

Additional challenges arise with respect to fundamentals – in that many learners lack the requisite fundamental literacy and numeracy skills needed for progression in the industry. These challenges together with the unit standard-based system have resulted in a proliferation of courses: a qualification associated with a particular job title (for example, 'foreman') is no indication of the holders' actual competences. There is general acknowledgement among those interviewed that GETC training in the engineering field needs to be much more consistent across providers.

The inability of some Setas to carry out their **quality assurance** functions in respect of assessment of the unit standards and hence, the qualifications, was noted as a matter of concern by providers. The reasons adduced are both the lack of technical expertise within the Setas and their lack of technical expertise *infrastructure*. So, for example, providers felt that the consultative panels used by the Setas also lack the appropriate specialized input of qualified engineers.

Because of the problematic nature of ABET provision, many ABET providers have made recourse to short courses. These short courses range from unit standards-based skills programmes to needs-based courses offered by community-based organizations. Some PALCs also offer unit standards-based short courses, for which they have developed their own curricula. Businesses often employ providers to develop courses targeted at a specific need in their workforce; such courses may or may not be unit standards-based and accredited. The diverse range and large number of such courses made it impossible for them to be reviewed as part of this research. Nonetheless, it is clear that, besides the need for formal education, there is a crucial role to be played by flexibly offered and developed courses.

It is clear, then, from this documentary review that the current constitution of the intended curricula for ABET qualifications does not work well. Using unit standards as the primary mechanism to specify the intended curricula has led to a radical proliferation of documents. This proliferation can be seen at all levels – national, provincial, and local – and in all sectors, public and private. An important potential danger here is the likelihood that curricula will vary with respect to quality and usefulness, and the possibility of adult learners in wealthier contexts having access to qualifications higher in quality than those available to less wealthy learners.

Umalusi has elsewhere conducted research showing that there are serious problems with specifying outcomes in qualification documents, and not having prescribed syllabuses. This research (Umalusi 2007b) shows that unit standards and outcome statements are open to a wide range of different interpretations, and that where there are no central examinations (as for language and mathematics courses which are currently offered as part of Seta qualifications) there are as many standards as there are providers. This current research does not go as far as making judgements about standards. What it does show, however, is that the lack of a prescribed syllabus or intended curricula has led, in the case of the national GETC, which Umalusi certifies, to an astonishingly confusing proliferation of supplementary documentation. What makes the national qualification different to the Seta qualifications is that there are central examinations, offered through the DoE and the IEB. While this may be preferable to the situation of every provider developing its own assessment, with the accompanying divergent standards that this will lead to, it is unfortunate as the examination may become the *de facto* curriculum. This is an unfortunate practice as 'teaching off' an examination can become very narrow. More importantly, it also means that educators get none of the support that they would get from a good syllabus document – for example, with regard to sequencing, pacing, methodologies, and so on. The situation is very disempowering for educators, who then are playing a constant guessing game in relation to the examinations.

It is interesting to note that one of the aims of unit standards (or an outcomes-based curriculum) was to introduce greater democracy into the education system. It was believed that educators would have greater freedom to design their own curricula. However, because educators are unable to interpret unit standards, or interpret them in widely divergent ways, layers of additional documents have, in fact, at times made the system highly authoritarian – as was discovered in this research. For example, it was found that four provinces compel PALCs to use the learning programmes that they have developed. Giving educators a prescribed learning programme is far more authoritarian than the old system of prescribing a syllabus – with a syllabus, educators have a lot of freedom to design their own learning programme, but with clearly specified content and skills. This is an interesting irony of the failure of unit standards as a policy mechanism.

4.3 THE EXAMINED CURRICULUM

4.3.1 BACKGROUND

Umalusi distinguishes between the intended curriculum, the enacted curriculum, and the examined curriculum, and increasingly plays a role in developing and maintaining standards in all three of these curriculum areas.

In a situation such as the one that ABET finds itself in, where there are no intended curricula to guide what happens in classrooms, educators can only take their cue from what is examined. In short, the focus of classroom work becomes teaching to the exams, and with it goes any notion of a genuine basic education. While Umalusi is all too aware of the critical gap created by the absence of a national curriculum for ABET – especially since the unit standards do not and cannot constitute a curriculum – it has upheld the importance and value of the examination, and of internal assessment, as the only tools at its disposal to ensure that some form of quality was introduced into adult learning. The next section (4.3.2.) is a summary of the major quality assurance measures that Umalusi has put in place to strengthen and stabilize the GETC: ABET.

In Section 4.4.2., by way of contrast, the quality assurance mechanisms associated with Seta-based qualifications are discussed.

4.3.2 THE NATIONAL GETC LEVEL 4 EXAMINATIONS

In 2001, Umalusi, the Council for Quality Assurance in General and Further Education and Training, was assigned responsibility for the quality assurance of GENFET in South Africa by the General and Further Education and Training Quality Assurance Act (No. 58 of 2001). As a result, the Council strives

to maintain and improve the norms and standards in GENFET through monitoring and reporting on the adequacy and suitability of qualifications and standards; through the quality assurance of all exit-point assessments; through the certification of learner achievements; as well as through quality promotion amongst providers.

This particular section of the report focuses on the quality assurance practices which Umalusi uses to ensure the standards in ABET Level 4/GETC examinations. Umalusi first began quality assurance of the ABET Level 4 assessment in 2001. Since then, the sector has gone through numerous tumultuous changes, and despite the constraints, Umalusi is of the opinion that the ABET quality assurance of assessment system is maturing rapidly. Umalusi has adopted the following quality assurance measures with regard to the ABET Level 4 assessment:

- Moderation of question papers;
- Moderation of internal assessment or SBA;
- Monitoring of the writing of the ABET Level 4 examination;
- Moderation of marking; and
- Standardization of examinations and internal assessment results.

Umalusi reports on each of these quality assurances of assessment processes and procedures in an annual report, which is submitted to the Minister of Education, at the end of each year. The report is entitled *Report on the quality assurance of the ABET Level 4 examinations*.

Taken together these five processes indicate the credibility of the ABET Level 4 examination, since they ensure that all aspects of the examination are subjected to rigorous moderation and monitoring to determine whether the examination meets the required standards. Umalusi consistently ensures that standards in this examination are not compromised.

Umalusi judges the quality and standard of the ABET Level 4 examination by determining the following:

- The level of adherence to policy in implementing examination-related processes;
- The cognitive challenge of the examination question papers;
- The appropriateness and weighting of the content in question papers in relation to the learning area guidelines;
- The quality of the presentation of the examination question papers;
- The efficiency and effectiveness of the systems, processes, and procedures for the monitoring of the conduct of the ABET Level 4 examination;
- The quality of the marking; and
- The quality and standard of the internal quality assurance processes within the assessment body.

In 2008, Umalusi **moderated question papers** set for the 23 learning areas examined by the DoE and the six examined by the IEB. By doing so, Umalusi ensures that the standard is comparable across the assessment bodies.

Question papers are required to be relatively fair, reliable, and representative of an adequate sample of the curriculum. They must also be representative of relevant conceptual domains and be suitably cognitively challenging. The question papers, always a main paper and a back-up one, are carefully moderated with these demands in mind by Umalusi-appointed external moderators. The moderators will frequently recommend improvements and approve the final question papers. The external moderators are also required to report comprehensively on their findings, so that Umalusi can evaluate the quality of the ABET Level 4 question papers set across assessment bodies. Moderators therefore comment on the quality and extent of the content coverage; the cognitive skills examined; the quality of the internal moderation of papers by the assessment body before the papers reach the external moderators; the adherence to policy; the suitability of the language; and the appropriateness of the memo (to mention just some of the quality assurance criteria examined).

Because the GETC for adults has an extensive internal assessment component – it constitutes 50% of the final mark – Umalusi also undertakes to **verify that the SBA is of a suitable standard**. In 2008, the moderation of internal assessment was conducted in two selected learning areas – Language Literacy and Communication: English and Mathematical Literacy – in each of the nine provincial DoEs as well as the IEB. Umalusi's decision to moderate the internal assessment of these learning areas was motivated by the decline in recent years in the results obtained by learners in these learning areas: both these learning areas are fundamental to the teaching and learning process and it is, therefore, necessary to focus on these two learning areas to improve overall standards and pass rates. The two learning areas were also selected on account of high enrolments in these subjects. Budgetary constraints prevented Umalusi from moderating the internal assessment of other learning areas.

The purpose of the moderation of SBAs is to ensure that they comply with the national guidelines and to establish the scope and the extent of the reliability of the SBAs. Umalusi also undertakes to verify that the assessment bodies' internal moderation of the SBAs has taken place, and was of a suitable standard. Umalusi believes it is important to report back to the assessment body concerned – and to the Minister – on the quality of SBA. The moderation process is also intended to identify problem areas in the implementation of the SBAs, and to recommend solutions to the problems identified.

The three-part process of the SBA moderation is described more fully in the 2008 report, as are the findings. The most important finding is still that the standard of the SBAs varied from province to province, from district to district and from centre to centre, suggesting that the assessment bodies are far from sharing a common understanding of the pre-requisite level for teaching and learning at GETC Level. While most of the assessment bodies have provincial policy documents on internal assessment that outline the minimum requirements for internal assessment and moderation processes, there is still a huge gap between policy and practice. When these policy documents or guidelines documents were requested by the external moderators, most centre managers, internal moderators, and departmental officials did not have them at hand. In addition, the monitoring and evaluation provided by provincial and district officials in most cases is not effective and does not give appropriate support to new educators.

In 2008, all provincial departments of education used the nationally-set SBA tasks, which were not externally moderated by Umalusi. The use of the nationally-set tasks was a small improvement on the quality of some of the tasks in some learning areas, but some tasks had to be totally reworked before they were given to educators for implementation. No definite directive was given to the provinces in terms of the implementation of these tasks, and the provinces were at liberty to implement the tasks as they were, or to subject them to pre-moderation processes. This left the majority of learners at the mercy of the provinces, districts, and centres. Some provinces checked the tasks and made the necessary changes, but others didn't. Many learners were therefore exposed to these tasks including the original mistakes, which had an adverse effect on the learners' abilities to prepare for the examination. So, while a wide variety of assessment tasks were used, in most cases the tasks had numerous mistakes. Furthermore, little or no training is given to educators in terms of the purpose of these assessment tools, which means they are inconsistently applied.

Umalusi also annually **monitors the ABET Level 4/GETC examination** to ensure that it conforms to the established standards that define quality examinations. To this end, Umalusi verifies all the preparatory arrangements for the examination. It also uses a variety of approaches to monitor the writing of the examination. Finally, Umalusi ensures that all procedures for aggregating scores and the moderating, computing, and capturing of final results are strictly adhered to. Collectively, all the monitoring approaches, methods, and procedures ensure a credible examination.

In 2008, the examination monitoring exercise extended across the ten assessment bodies, namely the nine provincial bodies and the IEB. Even though the scope of the monitoring exercise was very limited due to budgetary constraints, Umalusi's approach to monitoring the examination entailed

the following:

- The completion of a **state of readiness** questionnaire and the submission of a report by the assessment body, followed up by a **verification inspection** visit by the convening monitor to establish whether the report by the assessment body was in fact valid;
- Daily reports to Umalusi on all kinds of irregularities by the assessment bodies;
- Daily reports to Umalusi by the monitors deployed to the examination centres;
- Random, unannounced visits to the examination centres by the Umalusi monitors; and, in addition,
- Umalusi staff shadow monitors and make random, unannounced visits to examination centres.

Umalusi's evaluative report on monitoring the GETC examination seeks to determine the relative credibility of the examination and to establish whether there were any factors that compromised the credibility of the examination. While identifying certain shortcomings, Umalusi looks to determine whether the examination has been managed in a credible manner and that all the assessment bodies have systems in place to ensure the effective running of the examinations. Umalusi ensures that reported irregularities are all handled in a satisfactory way by the Irregularity Committees operating in the assessment bodies.

The **moderation of marking** is yet another of the Umalusi quality assurance processes that is of critical importance as it largely determines the standard and quality of marking, and ensures that marking happens according to established practices and standards. In 2008, for example, the moderation of marking extended across ten assessment bodies, namely the nine provincial DoEs and the IEB, concentrating on the moderation of four learning areas with high learner enrolments, for example, English, Mathematical Literacy, Economic and Management Sciences, and Natural Sciences.

In 2008, the moderation of marking was divided into two phases, namely:

- Memorandum discussion; and
- Moderation of marking.

These processes help ensure that marking is standardized across the assessment bodies.

The pre-marking is done prior to the memorandum discussion meetings and it showed a marked improvement, and appears to contribute significantly to the overall improvement in the quality of discussions, marking, and internal moderation of marking. During the 2008 examination session, for example, a total of 4 575 answer scripts were pre-marked prior to the memorandum discussion meetings. In the June 2008 memorandum discussion, 1 328 (29%) scripts were pre-marked whilst for the October examination 3 247 (71%) were pre-marked. There was in 2008, a general 42% increase in the number of scripts pre-marked from June to October. Commendably, all the learning areas now use a common instrument to capture the minutes of these meetings, and all final marking guidelines need to be approved and signed off for distribution and implementation. In the 2008 examination session, most of the assessment bodies adhered to the final marking guidelines.

The quality of marking has also been found to have improved, and these good standards should be maintained through constant training and development to make sure that these good practices are transferred to the educators in the classroom. Nevertheless, marking still needs to be continuously improved and assessment bodies should strive for improvement in terms of the type of training that is given to markers.

The **standardization of marks** is a moderation process conducted *only when necessary* to address the variations in the standard of question papers, internal assessment, and the standard of marking that may occur from examination to examination, and between sites of learning.

In June and October 2008, for example, Umalusi standardized all 23 learning areas examined by the DoE and the six learning areas examined by the IEB. Umalusi only standardizes if more than 80% of the results have been captured and are thus available for the standardization process. In both examination sessions in 2008, all subjects were available for standardization. In the June examination, for 16 of the learning areas, the raw marks were accepted, while the raw marks for nine of the learning areas were accepted for the November exam.

In the statistical moderation process for the 2008 GETC: ABET, comparisons between the current mark distributions and the mark distributions of the previous years since 2001 are used for the basis of standardization decisions. Pairs analyses are also used to compare the mean marks in two learning areas taken by the same group of candidates. These analyses are based on the principle that, as a group, the performances of the same candidates in two related learning areas (taken at the same level) should show close correspondence. On the basis of all these comparisons, together with qualitative reports from chief markers and internal and external moderators, marks are either not adjusted, or are adjusted upwards or downwards by specific amounts over defined mark ranges. The major rules that are employed in the standardization of examination results are as follows:

- No adjustments in excess of 10%, either upwards or downwards, are applied, except in exceptional cases; and
- In the case of the individual candidate, the adjustment effected should not exceed 50% of the mark obtained by the candidate.

Umalusi and the DoE have agreed each to have pre-standardization meetings separately before meeting together for the standardization meeting. These meetings are used by Umalusi to interrogate the statistics supplied by the DoE. The DoE uses the pre-standardization meetings to draft its proposals for adjustments, whilst Umalusi drafts provisional responses to probable requests for adjustment. This process of having preparatory meetings to review the standardization proposals of the other party appears to be providing greater stability in the last of the critical quality assurance processes prior to the confirmation of results.

4.3.3 THE STATE OF ASSESSMENT FOR ADULTS AT NQF LEVEL 1 GETC

It is now eight years since the implementation of the first ABET Level 4 examinations, quality assured by Umalusi, and there are definite indications that the assessments in most of the learning areas are improving. The written examination still forms the core of the whole examination because of its relatively reliable nature, and, though well conducted, still does not always receive the rigorous attention it deserves from the assessment bodies. The internal moderation of some of the question papers remains questionable, which impacts negatively on the standard.

The reliability of the internal assessment component of the examination remains a matter of ongoing concern, but there are signs of improvement in respect of the quality of the tasks, structure, and presentation of portfolios. Overall, though, the implementation and management of the SBA tasks continues to remain at an unacceptable level. For that reason, building and expanding the capacity of the current corps of adult educators must be seen as one of the key priorities to ensure effective growth and stability in the sector. The professional development and conditions of service of these 'foot soldiers' should be addressed as a matter of urgency.

Some areas of concern, raised in the 2008 Umalusi report on the GETC exams, are worth re-iterating. In certain learning areas such as Applied Agriculture and Agricultural Technology; Economic and Management Sciences; and Mathematical Literacy, Mathematics and Mathematical Sciences, ABET candidates continue to perform singularly poorly. The DoE has agreed that the standard of teaching in these learning areas is often poor (the reasons for this situation are raised in Section 4.5 below).

The problem of English being the language of teaching and instruction was once more highlighted in the reports from the chief markers and moderators: most candidates entering for this examination are either second or third language English speakers. The DoE has indicated its awareness that no distinction is made between examining English as a first language and as an additional language, a difficulty which has not been addressed.

Even though there has been a steady increase in the number of candidates entering the GETC examinations, there is still no real national or provincial intervention strategy or programme to support learners who are writing the examinations for the second or third time. This situation also applies for those learners who may want to improve their internal assessment mark.

Problems with the quality of teaching, learning, and assessment need to be addressed as a matter of urgency if there is ever to be a significant increase in the numbers of candidates certificated. The DoE, having agreed that the standard of teaching and learning is poor in ABET classrooms, has pledged to address these concerns.

The need for the urgent reform of the current curriculum to ensure its appropriateness and relevance is also highlighted in the 2008 Umalusi report. The right to basic education is a human right enshrined in the constitution, and adult learners deserve quality teaching and learning just as much as children do.

4.4 CERTIFICATION OF GETC NQF LEVEL 1 QUALIFICATIONS

4.4.1 CERTIFICATION OF THE NATIONAL GETC

Umalusi has been responsible for the certification of the GETC for Adults since its inception as a qualification in 2001. Table 5 below provides telling information: the numbers given in bold refer to Learning Area Certificates while the figures in regular font refer to the full GETC: ABET qualification. During eight years of ABET provision, just 11 525 whole qualifications have been awarded, with Limpopo and the Eastern Cape producing almost 60% of the successful candidates between them.

The bulk of the certification which Umalusi has done has been to award subject certificates: 94% of the certificates issued are Learning Area certificates. Once again, the best performing provinces have been the Eastern Cape and Limpopo who have contributed 48% of the certificates awarded.

The pattern of many fewer whole qualifications to Learning Area certificates is a trend which bears analysis, for there may be a variety of factors which contribute to the trend. Employers, for example, may consider Mathematics and Communication in English to be ABET, or at least the only portion of the GETC: ABET they are prepared to fund. Adult learners, equally, may regard these as the critical learning areas and be less inclined to study 'school' subjects. Conversely, it may be that PALCs and other providers fail to offer a full range of learning areas for adults to choose from: a result often of having to offer what their educators are able and willing to teach. Certainly, anecdotal evidence from the Western Cape suggests that adult learners often have to take what they can get in ABET programmes, and this is likely to be true at under-resourced PALCs throughout the country.

Although the number of certificates awarded would appear to be low in terms of the projected need for ABET, the number is not necessarily a telling indication of the value of the learning that has taken place. Many more people may have attended classes and benefitted from the learning, but may have been too anxious to write the exams. Such people may have regarded the benefit of becoming literate and numerate – and therefore more able to do what they need to do – as more important than writing an examination and receiving a certificate. More detailed figures of programme registration numbers, retention rates, the ages of participants, et cetera, would provide a clearer picture of the target ABET audience, the motivations for enrolling and perhaps even the reasons for the pattern of achievement evidenced above.

The nature of the qualification itself may be a part of the problem: responses from the provinces suggest that a less 'school-ish' and more vocational set of subjects would have greater appeal, a factor which the new qualification structure attempts to remedy.

It may also be that, lacking a clearly defined trajectory to further learning, such as the matric, the GETC: ABET is perceived as being of limited value, and that learners in ABET programmes are there because they have been told to be there – as is the case in large organizations where ABET targets have to be met – or because any other form of opportunity is lacking.

Table 5: Number of learning area and GETC certificates issued by Umalusi 2001–2007

Assessment Body	2001	2002	2003	2004	2005	2006	2007	2008	Total per Assessment Body	% of total who wrote	% of total who wrote per province
Eastern Cape	3586	4792	6329	5845	6193	5173	4919	5551	42388	21	
	26	563	467	507	440	249	315	81	2648	23	6
Free State	1308	2236	2046	1608	1701	1376	1510	2155	13940	7	
	1	199	85	166	121	58	69	31	730	6	5
Gauteng	1290	2338	2200	2591	2632	2750	2449	3040	19290	9	
	1	88	182	188	180	176	163	129	1107	10	6
Independent Examinations Board	0	532	1058	935	1594	1301	301		5721	3	
	0	0	0	0	0	0	0		0	0	0
KwaZulu Natal	687	1712	367	3848	3618	4723	0	895	15850	8	
	14	110	22	312	268	158	1	6	891	8	6
Limpopo	1388	2506	4527	5469	7190	8113	11841	14991	56025	27	
	13	72	400	673	460	1034	643	651	3946	34	7
Mpumalanga	1094	1375	1658	2198	2189	2261	2805	4789	18369	9	
	6	138	185	180	117	109	149	259	1143	10	6
North West	1532	1279	1304	1243	1277	142	0		6777	3	
	7	151	96	69	53	2	0		378	3	6
Northern Cape	190	450	606	630	706	656	949	946	5133	3	
	0	11	37	51	67	46	29	10	251	2	5
Western Cape	422	679	1068	1403	1573	1168	1534	1435	9282	5	
	0	10	76	61	75	68	71	70	431	4	5
Total: Learning Area Certificates (LACs)	11497	17899	21163	25770	28673	27663	26308	33802	192775	94	
Total: GETCs	68	1342	1550	2207	1781	1900	1440	1237	11525	6	6
Total: LACs & GETCs	11565	19241	22713	27977	30454	29563	27748	35039	204300		

Stats as at 30 September 2009 - supplied by QCC

4.4.2 CERTIFICATION OF SETA LEVEL 1 QUALIFICATIONS

Setas have been responsible for the development and introduction of many of the unit standards-based qualifications registered on the NQF. They are also responsible for the quality assurance of provision, as has been discussed elsewhere, and for certification. For some of the Setas, this responsibility has been the continuation of well-established practices begun by the Industrial Training Boards which were their predecessors. The mining industry, for example, trained, evaluated and certificated artisans, miners, and engineers, drawing on state apparatus to assist with the examining: government mining inspectors would serve as panel members for candidates being assessed for their Miner's ticket.

This pattern of Setas' being able to determine the qualifications, to carry out the quality assurance of provision and then the certification of the results has resulted in a situation where training, done under the auspices of one Seta, may not be recognized if a qualified worker moves into the ambit of another Seta. This lack of mutual acceptability is partly a result of the very narrow conceptualization of the qualifications themselves and partly a distrust of any training systems and quality assurance processes other than the industry's own.

With the creation of the QCTO, the intention is to create fewer, and more broadly applicable qualifications which will live up to the NQF ideals of access, portability, and recognition of learning. Accompanying the qualifications framework is a framework for quality assurance which is intended to unify and align all the education and training work undertaken by the Setas. It may be that the QCTO then becomes the certifying body for those qualifications on its framework.

4.4.3 CERTIFICATION, ACCESS, AND PROGRESSION

Although the GETC: ABET may be a significant milestone for the adult receiving the qualification, and provide much needed learning to a certain, older portion of the population, the qualification has serious shortcomings. It is not part of a genuine learning progression that allows adult learners to progress in the workplace, nor does it provide access to further education that might lead to a matric.

Furthermore, the demographics of the out-of-school population who have not achieved a matric indicates that many of them have left school after Grade 10, which means that, for them, the GETC serves no real purpose. Nor are there currently learning opportunities which would allow this group to get a matric – the NSC, since this is defined as a three-year qualification with stringent internal assessment requirements for all three years. The NC (Vocational) Level 4 has yet to prove its mettle in the system, but access to the qualification may also need to be re-evaluated.

4.5 OTHER FINDINGS

Although the focus in the telephonic interviews with provincial ABET officials was primarily around the curricula, how they were documented and by whom, the officials were also asked for their views with regard to what needs to be done to improve ABET. Many individuals answered similarly, and a summary of points raised by interviewed officials is available at [www.umalusi.org.za/InspectingtheFoundations/Appendix 6](http://www.umalusi.org.za/InspectingtheFoundations/Appendix%206). The first part of this section deals with some of the most pressing common issues to emerge from the interviews.

In the second part, matters raised in interviews with the IEB and their providers are summarized.

The third part of this section deals with findings not directly related to the unit standards or the Seta GETCs, but which were noted by private engineering providers as factors which impact on the efficacy of the provision system.

4.5.1 FINDINGS FROM THE NATIONAL EDUCATION SYSTEM FOR ABET

Two problems, though not directly related to the curricula, aggravate difficulties with respect to curriculum delivery. The **conditions of service** for ABET teachers were highlighted by *eight* of the nine provincial DoEs as a factor negatively influencing the delivery of ABET. ABET educators are only allowed to work and earn part-time. This condition of service has several negative implications for the delivery of the ABET. *There is no permanent teaching body for ABET*: institutions train educators, and then have difficulty retaining them – with the consequent drain of expertise. Further, there is great disparity between educators, with some being highly qualified, and others having the minimum of qualifications and needing specialized training in specific learning areas. Since

educators are not allowed to teach in formal schools and ABET, the more highly qualified educators in ABET are continually lost to formal schooling. This is particularly problematic for learners given the lack of clear prescription for the intended curricula – if one educator leaves, and another takes over, he/she may teach learners entirely different things.

An additional challenge noted by officials in two provinces relates to the **institutional structure of ABET**, the officials requested a review of this structure. The institutional structure of ABET varies across provinces: *ABET is typically located between one and three directorates*. Provinces requesting the review were both structured with ABET across more than a single directorate. The officials expressed a need for a single directorate for efficient delivery. Needs for pilot ABET centres and more ABET curriculum advisors per province, were also expressed.

4.5.2 FINDINGS FROM PRIVATE ABET PROVISION

In the course of interviews with private providers under the auspices of the IEB, the variability in the competence levels of ABET educators mentioned by public officials was also noted. Many private providers felt that a considerable proportion of ABET educators were not able to scaffold the learning of ABET learners to the required levels, especially in Mathematics, Science, and English. With the *ad hoc* courses described in Section 4.2.1. on private ABET provider documentation, these private providers have clearly successfully begun to address some of the gaps in public provision, especially around the introduction of practical workplace and life-skills-related skills. Without co-ordination at a higher level, however, the possibility exists that some of these *ad hoc* courses may be disjointed and may not necessarily fit into bigger programmes or learning pathways.

4.5.3 FINDINGS FROM SETA PROVISION

Engineering providers also highlighted difficulties associated with the **structures meant to enable curriculum delivery**. The original intention for the current system has been that learning programmes would be created within the industry. This has not happened in a widespread way, largely because developing such programmes is an activity parallel to, but not directly affecting productivity, and is thus not viable or cost-effective for companies. It is extremely costly, both in terms of time and funds, to develop learning programmes and materials, especially when the engineering sector is characterized by fluctuating cycles of productivity, company size, contract duration, regulatory requirements, and geographic mobility. This means that some 60–70% of the workforce is not permanently employed, and many workers are, of necessity, employed part-time. All of these factors militate against the provision of broad and deep education for workers by companies. A consequence of the current system has thus been the development of viable short skills-programmes, written against specific unit standards, especially since courses can comprise any number, variety, and combination of unit standards.

The inability of companies to afford **training provision based on levies** is also regarded as a challenge: small companies cannot afford to provide training; training is unevenly provided across medium-sized companies; it is only in large companies that training is really viable (these companies can spare individual workers for relatively extended periods of time). Under these circumstances even a levy raised to 3% will not facilitate training across the board. Some providers have formed Section 21 companies in order to provide desperately needed training. Some companies are of necessity providing training at their own cost, in order to gain the benefits of the resulting skill levels.

Difficulties have also been experienced with **learnerships**, the intentions of which are to provide on-the-job training for learners. Learners often do not have adequate literacy and numeracy skills, and these inadequacies lead to struggles with job-specific content. Since learners are awarded learnerships for short periods, learnerships are short-term investments for companies – companies cannot afford to release learners for the relatively lengthy periods required for study. Once a

learnership has been completed, it is difficult to find work placements for the learners and without these, the learning processes come to an end. An important point raised by the interviewees is the need for **specialized practical training sites** in the engineering sector: the example of a past house-building training centre was given. At this centre, parts of houses were regularly built and demolished, the bricks being 'washed' for re-use. FET colleges were identified as possible sites for artisan training. It was felt that, at present, there is a shortage of such sites.

5. Recommendations

The significance and role of ABET as a formal part of the South African education and training system was recognized by its inclusion in the structure of the NQF from its inception. This incorporation of the needs of disadvantaged adult learners is a remarkable achievement which takes cognizance of the legacies of South African history, and South Africa's ideal of full participation in the global economy. There is a need now to take all the strong points of this fledgling project forward by reviewing aspects which need refinement or reconsideration.

5.1 QUALIFICATIONS

One of the first areas in need of re-evaluation is that of qualifications. An isolated adult qualification at NQF Level 1 has not served the needs of adults well. In its Qualification Framework policy for General and Further Education, Umalusi proposes a more compact 80-credit general education qualification at Level 1, which can become a 120-credit vocational qualification through the addition of at least two vocational subjects. These Level 1 qualifications should form a sturdy platform for the proposed matric-equivalent qualification being developed for adults and out-of-school candidates at NQF Level 4. These proposals will require a re-working of the current qualification.

In the interim, however, and up until 2012, the new GETC: ABET qualification must serve its purpose, and to do so, the qualification needs to be regulated in order to clear up some of the uncertainties created by the qualification itself. Such regulations are urgently required since many candidates who have studied under the requirements of the earlier ABET qualification may now be eligible to qualify under the new rules of combination. Already Umalusi is fielding requests of this sort.

While the Ministerial Committee Report on Adult Education proposes a shift away from 'focusing only on the formal provision of education and training to adults to an approach that includes programmes, offering learning opportunities to adults, which are formal, informal and non-formal' (DoE 2008, p. 5), it is clear that South Africa's formal system of delivery of adult learning could, and should, deliver more sustained learning, based on national qualifications and their associated curricula. While Umalusi supports the notion that relatively informal, non credit-bearing but relevant courses of varying lengths should be encouraged and supported, it would argue that mainstream forms of delivery can help to provide properly quality-assured assessment leading to recognizable qualifications. There may be instances in which such short courses need to be accredited or quality controlled through, say, recognized professional associations, but Umalusi supports the idea that there is also a need to create an enabling and supportive environment for courses which do not need to be accredited, quality assured, or certified.

5.2 CURRICULUM ISSUES

Based on the multiplicity of ABET curriculum documents evident in the documentary review; the expressed difficulty of creating learning programmes from unit standards; and the need for comparable appropriate curricula across provinces and within industry sectors, this report recommends that **National ABET curricula** are created for all GETC learning areas and electives, by the National DoE in collaboration with provinces, subject experts, and representatives of business, labour, and civil society. These curricula should be modeled best practices for good syllabuses locally and internationally. A single, dated curriculum document for each learning area should be developed, and made readily available – from the National DoE through to the PALCs.

Umalusi has developed guidelines which it uses for the evaluation of curricula, and these guidelines (see Appendix C) can provide pointers to some of the main issues that each curriculum should cover. These guidelines could be used to support the efforts of curriculum-writing teams.

While the occupational qualifications at NQF Level 1 fall outside of Umalusi's domain, this research nevertheless suggests, for learning fields such as engineering, industry-specific courses also require standardized, central curricula developed by industry-specific experts in conjunction with Setas and their associated consultative panels. The research also suggests that quality assurance should similarly be carried out by Setas and their consultative panels, in conjunction with the appropriate experts. Industries have their own hierarchies of respected expert players, whose collective input needs to be sought. If based on unit standards, the plans should also include elaborate specification of skills and content to be covered. There should ideally be a single dated document for each industry-specific course.

Once sound ABET curricula have been established, good ABET learning and teaching support materials need to be developed using the best expertise available in South Africa. Once approved at National level, the materials should be readily available to educators and learners.

5.3 ASSESSMENT

In order to ensure and maintain consistent standards, this report argues that standardized and centralized assessment continues to have a significant role to play, especially if certification is to have specific and nationally recognized meaning. Quality assurance of assessment requires national curricula in the case of the GETC, where the DoE or the IEB would be responsible for assessment, and centralized training plans in the case of industry-related qualifications, where the QCTO would be responsible for assessment.

One of the issues around assessment, which has not emerged directly from this research, but which is worth noting is this: the timing and frequency of GETC: ABET exams are not sufficiently frequent to meet the needs of organizations supporting ABET, training providers, and learners. The challenge of identifying and providing alternative forms of delivering adult learning examinations at more frequent intervals needs to be urgently addressed.

5.4 THE ORGANIZATION OF ABET

Decent curricula and standardized assessment are, however, not enough to alter the difficulties inherent in ABET. Umalusi did not actively seek information regarding national and provincial organization of ABET for this research, nevertheless, information was forthcoming: the opinion repeatedly communicated was that the organization of ABET in the provinces is in need of urgent review, in order to create consistency across provinces, and for ABET to be more efficient and effective. The delivery of ABET needs to be dramatically extended and improved if the state is to help adults realize their right to learning. Sites could include schools, FET colleges, community halls, tertiary institutions, and other specialized delivery sites. A variety of delivery models and sites should be considered. Above all, conditions of service for adult educators need to be reviewed, with a view to creating a permanent, well-qualified ABET teaching force with fair remuneration and benefits.

6. Conclusion

This research was intended to establish the standards of the intended and the examined curricula for the GETC: ABET, but the process of the research itself revealed that it was not possible to establish what those standards were. Instead, the research has revealed a highly fractured and fragmented system, based on a qualification that was never formally established, even though it has been examined and certificated. The curriculum research itself revealed how piecemeal the understanding is nationally of what learning the ABET: GETC entails, and the standard at which it should be taught and learned. At least one provincial DoE has gone to considerable lengths to establish learning curricula for its learners based on the information available; others have made varying degrees of effort to create guidance for their adult educators, but it is very clear that there is no commonly understood standard for teaching and learning in ABET. Furthermore, in the process of triangulating Umalusi's understanding of the documentation it was collecting, the researchers heard departmental officials and PALC coordinators explain the difficulties under which the work is being done. The findings, therefore, of this research extended beyond the curricula for ABET, on the one hand, and did not get as far as the examined curricula, on the other. Nevertheless, the section on assessment of the GETC: ABET does spell out for the interested reader what is required to quality assure a national examination. It is hoped that this report will strengthen and support certain of the proposals made in the report, published in 2008, by the Ministerial Committee on Adult Education (DoE).

The Ministerial Committee on Adult Education (DoE 2008) notes that the state has demonstrated the political will to address the needs of adult learners through the *Kha Ri Gude* campaign, a less formal and more grassroots approach to literacy. It is equally important, however, that adults who have taken those critical first steps can find additional support in their communities in regular, good-quality classes, if such initial informal learning is to thrive. Such support can and should come from a well-functioning adult learning sector in education, especially one that has deliberately established connections with post-NQF Level 1 learning.

Some of the necessary prerequisites for an efficient and efficacious adult formal learning system are as follows:

- There must be an absolutely consistent commitment to move away from the notion of ABET to the understanding that the system must deal with AET, or adult learning as a whole.
- Learning pathways must be defined by meaningful qualifications and part-qualifications which provide access to further learning and to employment. Such qualifications need to be regulated in order to allow for the development of directives that allow learners to receive formal recognition for their learning in the form of certificates.
- Sound qualifications need to be supported by good curricula which provide proper guidance around content and levels of achievement. Such curricula need to be nationally developed and available at every level of the system. Umalusi has, through its research, formulated guidelines for curriculum evaluation, which could equally provide a sound framework for curriculum development. The need for suitable curricula to supplement the qualification is urgent.
- Adult qualifications and curricula need to address multiple adult needs – a sound basic education that can form the basis for additional learning, vocational learning needs, and where required, additional life skills that can help make adult lives easier. Adult qualifications should allow for choice, but also take cognizance that adult qualifications need not be the same as full-blown school qualifications.
- Adult qualifications and curricula need to be able to provide a pathway that begins with learning to read and write and ends with being able to achieve a matric – or beyond. So, while it is important for the NQF Levels 1 and 4 curricula for adults to be determined quickly, ABET Level 1–3 and NQF Levels 1 and 2 require curriculum input as well.

- The associated curricula should provide the necessary input for the development of good-quality learning materials, which will help both educators and learners to understand what the learning demands really are. This will move the entire system away from the current 'teaching-to-the exam' approach.
- ABET curricula will also help institutions teaching and training adult educators to prepare them better for the demands in the classroom.
- It is essential for the system to employ well-trained and permanently employed educators who are able to commit their energies to teaching adults.
- Successful adult learning requires a coherent national and provincial education system that supports a unified and consistent approach to AET/adult learning. Umalusi has committed itself to strengthening and supporting adult education and training through all aspects of its work.
- Means must be found to divert funding for adult education and training into public institutions; public institutions must be empowered to teach a whole range of programmes suited to the needs of adults.

Umalusi's research into the qualifications and curricula for adults registered at NQF Level 1 will hopefully provide constructive support in building a quality adult learning system for the many adults who require a second chance.

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Appendix A

General and Further Education and Training Certificate: Adult Basic Education and Training, SAQA Identity Number 24153



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SOUTH AFRICAN QUALIFICATIONS AUTHORITY REGISTERED QUALIFICATION THAT HAS PASSED THE END DATE:

General Education and Training Certificate: Adult Basic Education and Training

SAQA QUAL ID	QUALIFICATION TITLE		
24153	General Education and Training Certificate: Adult Basic Education and Training		
ORIGINATOR		REGISTERING/RECORDING PROVIDER	
SGB GET/FET Language and Communication			
QUALITY ASSURING ETQA			
Was ETDP SETA until the qualification was replaced			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	Field 04 - Communication Studies and Language	Communication Studies	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	120	Level 1	Regular-Unit Stds Based
REGISTRATION STATUS	SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Passed the End Date - Status was "Reregistered"	SAQA 0160/05	2005-09-13	2008-09-13
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	
2009-09-13		2012-09-13	

This qualification is replaced by:

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
64309	General Education and Training Certificate: Adult Basic Education and Training	Level 1	120	Complete

PURPOSE AND RATIONALE OF THE QUALIFICATION

The purpose of the Adult Basic Education and Training (ABET) General Education and training Certificate (GETC) is to equip learners with basic literacy, numeracy as well as life-skills and training leading to general education and training certificated paths. Learners who go through this programme and achieve the ABET level 4, NQF level 1 qualification are recognised for their ability to demonstrate skills in basic literacy, numeracy and general education and training certificated career paths.

The qualification also enables learners to further their studies within the NQF level 2 and above. Through the electives component of the programme learners are able to demonstrate vocational skills through which they are able to engage in life skills activities, small business development, health and environmental issues.

Through recognition of prior learning adult learners are encouraged to access basic education with an understanding that they already have knowledge and experience.

Rationale for the qualification:

The ABET GETC is a first qualification for learners who have no qualification at NQF level 1. This qualification introduces learners to a culture of learning and provides them with a foundation for acquiring the knowledge and skills needed for social and economic development, justice and equity. It is also key for learners to access further and higher education and training and employment opportunities.

The qualification also forms the basis for further development and has been designed to articulate directly to learning programmes and qualifications in learnerships at NQF level 1 and higher.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

N/A

RECOGNISE PREVIOUS LEARNING?

N

QUALIFICATION RULES

- This combination of unit standards for the GETC is not intended to be prescriptive, it is merely illustrative of how a GETC can be constructed from existing unit standards. Providers can come up with other combinations depending on the purpose of the particular GETC. Providers however must take into account SAQA regulations on the requirements for registering a qualification as well as the GETC policy document which provide for a GETC with a minimum of 120 credits as follows:

1. Fundamental

A minimum of 39 credits:

- 23 credits from learning area of communication studies and language.
- 16 credits from the learning area of mathematics or mathematics literacy.

2. Core

A minimum of 54 credits.

3. Elective

A minimum of 27 credits from any of the 12 organising fields:

- Agriculture.
- Ancillary Health
- Environmental management.
- Food and fibre processing.
- Small, medium and micro enterprises.
- Tourism.

EXIT LEVEL OUTCOMES

- The learner who achieves an ABET qualification will be expected to:
- Have basic literacy and communication skills
- Be able to continue to the cultural, social and economic development of their community through basic knowledge of outcomes such as to:
- Demonstrate a critical understanding of diversity, change and development in societies.
- Identify and discuss different types of business and their legal implications and their role within the South African economy.
- Apply knowledge, techniques and skills to create and be critically involved in arts and culture and the promotion thereof.
- Have knowledge of the progressive development of technological knowledge and skills and be able to design technological solutions to problems.
- Be able to make informed judgements about critical ethical issues which will directly or indirectly affect the learner and helping in the understanding of the value of preserving our environment and natural resources.

ASSOCIATED ASSESSMENT CRITERIA

The exit level outcomes are equivalent to the unit standards for this qualification. Assessment criteria are detailed in each of the unit standards and therefore the SGB did not produce additional assessment criteria for the exit level outcomes.

INTERNATIONAL COMPARABILITY

N/A

ARTICULATION OPTIONS

N/A

MODERATION OPTIONS

N/A

CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

NOTES

This qualification will be replaced by qualification 64309, which is "General Education and Training Certificate: Adult Basic Education and Training", Level 1, 120 credits, as soon as 64309 is registered.

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	7511	Analyse how scientific skills and knowledge contribute to sustainable use of resources	Level 1	2
Core	7509	Apply basic concepts and principles in the natural sciences	Level 1	5
Core	7513	Assess the impact of scientific innovation on quality of life	Level 1	2
Core	7508	Conduct an investigation in the natural science	Level 1	4
Core	13999	Demonstrate an understanding of basic accounting practices	Level 1	4
Core	13995	Demonstrate an understanding of contracts and their sources	Level 1	2
Core	14659	Demonstrate an understanding of factors that contribute towards healthy living	Level 1	4
Core	14656	Demonstrate an understanding of sexuality and sexually transmitted infections including HIV/AIDS	Level 1	5
Core	7507	Demonstrate an understanding of the concept of science	Level 1	2
Core	13998	Demonstrate an understanding of the principles of supply and demand, and the concept: production	Level 1	2
Core	14664	Demonstrate knowledge of diversity within different relationships in the South African society	Level 1	3
Core	7487	Discuss the interrelationships between social justice, equity and democracy	Level 1	4
Core	7486	Explain diversity, change and development in societies	Level 1	4
Core	13994	Identify and discuss different types of business and their legal implications	Level 1	4
Core	13996	Identify, discuss, describe and compare major economic systems, with emphasis on the South African economy	Level 1	2
Core	7492	Use a range of skills and techniques appropriate to Human and Social Science	Level 1	5
Fundamental	7464	Analyse cultural products and processes as representations of shape, space and time	Level 1	2
Fundamental	7451	Collect, analyse, use and communicate numerical data	Level 1	2
Fundamental	7449	Critically analyse how mathematics is used in social, political and economic relations	Level 1	2
Fundamental	14084	Demonstrate an understanding of and use the numbering system	Level 1	1
Fundamental	7463	Describe and represent objects and the environment in terms of shape, space, time and motion	Level 1	2
Fundamental	12462	Engage in a range of speaking and listening interactions for a variety of purposes	Level 1	6
Fundamental	12471	Explore and use a variety of strategies to learn (revised)	Level 1	5
Fundamental	12469	Read and respond to a range of text types	Level 1	6
Fundamental	7461	Use maps to access and communicate information concerning routes, location and direction	Level 1	1
Fundamental	7447	Working with numbers in various contexts	Level 1	6
Fundamental	12470	Write for a variety of different purposes	Level 1	6
Elective	10006	Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities	Level 1	2
Elective	9822	Engage in basic health promotion	Level 1	10
Elective	12539	Identify career opportunities in different sectors of the tourism industry	Level 1	4

UNIT STANDARDS (continued):

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	12543	Identify key features of tourism in South Africa	Level 1	4
Elective	10007	Identify, analyse and select business opportunities	Level 1	3
Elective	9823	Perform basic life support and/or first aid procedures in emergencies	Level 1	5
Elective	12541	Understand the nature of tourists in and to South Africa	Level 1	4
Elective	10008	Write and present a simple business plan	Level 1	7

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:**NONE****PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS QUALIFICATION:**

This list shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some ETQAs have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant ETQA should be notified if a record appears to be missing from the list shown here.

NONE

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Appendix B

General Education and Training Certificate: Adult Basic Education, (SAQA ID 71751)



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SOUTH AFRICAN QUALIFICATIONS AUTHORITY REGISTERED QUALIFICATION:

General Education and Training Certificate: Adult Basic Education and Training

SAQA QUAL ID	QUALIFICATION TITLE		
71751	General Education and Training Certificate: Adult Basic Education and Training		
ORIGINATOR		REGISTERING/RECORDING PROVIDER	
Task Team - Adult Basic Education and Training			
QUALITY ASSURING ETQA			
The individual ETQA for each Learning Programme recorded against this qualification is shown in the table at the end of this report.			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	Field 05 - Education, Training and Development	Adult Learning	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
ABET Level 4	120	Level 1	Regular-Unit Stds Based
REGISTRATION STATUS	SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Registered	SAQA 1179/08	2008-11-26	2011-11-26
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	
2012-11-26		2015-11-26	

This qualification does not replace any other qualification and is not replaced by any other qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

- Purpose:

The General Education and Training Certificate (GETC) in Adult Basic Education and Training (ABET) is suitable for adult learners and will provide them with fundamental basics of general education learning. The purpose of the Qualification is to equip learners with foundational learning by acquiring knowledge, skills and values in specified Learning Areas. In addition, it also allows learners to choose Elective Unit Standards which relate to occupational type learning relevant to their area of interest or specialisation.

In particular, the Qualification aims to:

- Give recognition to learners who achieve and meet the necessary requirements and competencies as specified in the Exit Level Outcomes and Associated Assessment Criteria.
- Provide a solid foundation of general education learning which will help prepare learners and enable them to access Further Education and Training learning and qualifications, particularly occupational workplace-based or vocational qualifications.
- Promote lifelong learning to enable learners to continue with further learning.
- Prepare learners to function better in society and the workplace.

Rationale:

Adult Basic Education is identified as a critical priority in South Africa and plays a vital role in equipping adult learners with the necessary knowledge, skills and values in order to be functional in society and as a person by contributing to the workforce, community and economy. This GETC: ABET qualification provides learners with foundational learning through the acquisition of knowledge and skills needed for social and economic development and the promotion of justice and equality. It also seeks to promote and instill learners with a culture of life-long learning needed for future learning. It also enables learners to acquire the necessary competencies in order to access further education and training, career development and employment opportunities.

The achievement of the GETC: ABET qualification allow learners the following learning pathways:

- To choose a vocational route through completion of the National Certificate: Vocational Qualifications at Levels 2, 3 and 4 which contain vocational specializations.
- To access academic learning at NQF Level 2 and above.
- To access Occupational specific qualifications at NQF Level 2, which consist of knowledge, skills and workplace experience and learning.

The Qualification aims to equip learners to:

- Develop and apply relevant skills, knowledge and attitudes in the chosen Learning Areas.
- Function better in and contribute to the world of work.
- Be sensitive and reflective of issues relating to diversity, inclusivity, cultural values, human rights, gender, development and change.
- Develop an appreciation for lifelong learning.
- Function better as a citizen in South Africa and contribute to cultural, social, environmental and economic development.
- Make informed judgments about critical ethical issues.
- Develop study skills to be able to access further learning.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

- It is assumed that learners have literacy and numeracy skills in order to cope with the complexity of learning in this Qualification.

Recognition of Prior Learning:

The structure of this Qualification makes Recognition of Prior Learning (RPL) possible through the assessment of individual Unit Standards. The learner and assessor should jointly decide on methods to determine prior learning and competence in the knowledge, skills, and values implicit in the Qualification and the associated Unit Standards. RPL will be done by means of an integrated assessment which includes formal, informal and non-formal learning and work experience.

This Recognition of Prior Learning may allow for:

- Accelerated access to further learning at this or higher Levels on the NQF.
- Gaining of credits for Unit Standards in this Qualification.
- Obtaining this Qualification in whole or in part.

All RPL is subject to quality assurance by the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Access to the Qualification:

It is recommended that learners have achieved the following in order to access this Qualification:

- Communication at ABET Level 3 or equivalent.
- Mathematical Literacy at ABET Level 3 or equivalent.

RECOGNISE PREVIOUS LEARNING?

Y

QUALIFICATION RULES

- This Qualification consists of Fundamental, Core and Elective Unit Standards. A minimum of 120 credits from those listed must be achieved for the awarding of the Qualification. The following rules apply to the choice of unit standards:

Fundamental Component:

The Fundamental Component consists of:

- Language, Literacy and Communication (LLC) Unit Standards, totaling 23 credits.

A choice of either:

- Mathematical Literacy Unit Standards, totaling 16 credits.

Or

- Mathematics and Mathematical Sciences, totaling 14 credits.

A learner must choose Mathematical Literacy or Mathematics and not a combination of both.

Learners must complete all the LLC Unit Standards, totaling 23 credits and either Mathematical Literacy Unit Standards or the Mathematics and Mathematical Sciences Unit Standards, totaling a minimum of 14 credits to give a total of 37 credits for the Fundamental Component.

Learning Area: Language, Literacy and Communication (LLC):

ID Number; Unit Standard Title; Credits:

- ID 119635: Engage in a range of speaking/signing and listening interactions for a variety of purposes; 6 credits.
- ID 119631; Explore and use a variety of strategies to learn; 5 credits.
- ID 119640; Read/view and respond to a range of text types; 6 credits.
- ID 119636; Write/Sign for a variety of different purposes; 6 credits.

Total = 23 credits.

And

Learning Area: Mathematical Literacy (ML):

ID Number; Unit Standard Title; Credits:

- ID 119373; Describe and represent objects in terms of shape, space and measurement; 5 credits.
- ID 119364; Evaluate and solve data handling and probability problems within given contexts; 5 credits.
- ID 119362; Work with numbers, operations with numbers and relationships between numbers; 4 credits.
- ID 7450; Work with measurement in a variety of contexts; 2 credits.

Total = 16 credits.

Or

Learning Area: Mathematics and Mathematical Sciences (MMS):

ID Number; Unit Standard Title; Credits:

- ID 7448; Work with patterns in various contexts; 4 credits.
- ID 7452; Describe, represent and interpret mathematical models in different contexts; 6 credits.
- ID 7449; Critically analyse how mathematics is used in social, political and economic relations; 2 credits.
- ID 7464; Analyse cultural products and processes as representations of shape, space and time; 2 credits.

Total = 14 credits.

Core Component:

- The Core consists of Life Orientation Unit Standards totaling 32 credits which are all compulsory.

Learning Area: Life Orientation:

ID Number; Unit Standard Title; Credits:

- ID 14656; Demonstrate an understanding of sexuality and sexually transmitted infections including HIV/AIDS; 5 credits.
- ID 14659; Demonstrate an understanding of factors that contribute towards healthy living; 4 credits.
- ID 14664; Demonstrate knowledge of diversity within different relationships in the South African society; 3 credits.
- ID 14569; Demonstrate an understanding of how to participate effectively in the workplace; 3 credits.
- ID 14661; Demonstrate knowledge of self in order to understand one`s identity and role within the immediate community and South African society; 3 credits.
- ID 15092; Plan and manage personal finances; 5 credits.
- ID 113966; Identify security, safety and environmental risks in the local environment; 6 credits.
- ID 15091; Plan to manage one`s time; 3 credits.

Total = 32 credits.

Elective Component:

The Elective Component consists of Academic and Vocationally related Learning Areas and Learners must complete Unit Standards totaling 51 credits for this Component. The choice must be made as follows:

The learner must choose one Learning Area, and complete all the Unit Standards listed for that Learning Area.

In addition the learner must choose additional Unit Standards from any of the other Academic or Vocationally related Learning Areas to give a total of 51 credits in all for the Elective Component.

The Academic Learning Areas with their Unit Standards are:

- Human and Social Studies, 23 credits.
- Natural Sciences, 15 credits.
- Economic and Management Sciences, 21 credits.
- Arts and Culture, 17 credits.
- Technology, 11 credits.
- Additional Language, 23 credits.

The Vocationally related Learning Areas with their Unit Standards are:

- Applied Agriculture and Agricultural Sciences.
- Ancillary Health Care.
- Small, Medium and Micro Enterprises (SMME).
- Travel and Tourism.
- Information Communication Technology (ICT).
- Early Childhood Development (ECD).
- Wholesale and Retail.

Detailed matrix of sets of Unit Standards contained in the Academic Learning Areas and Vocationally related Learning Areas:

Learning Area: Human and Social Sciences:

ID Number; Unit Standard Title; Credits:

- ID 115477; Demonstrate knowledge and understanding of the relationships between social justice, human rights and democracy; 5 credits.
- ID 115480; Demonstrate an understanding of diversity and change in a dynamic society; 6 credits.
- ID 115483; Explain the relationship between society, environment and development; 6 credits.
- ID 115471; Explain the relationship between events, time and space and the effect on society; 6 credits.

Total = 23 credits.

Learning Area: Natural Sciences:

ID Number; Unit Standard Title; Credits:

- ID 7509; Apply basic concepts and principles in the natural sciences; 5 credits.
- ID 7513; Assess the impact of scientific innovation on quality of life; 2 credits.

- ID 7508; Conduct an investigation in the natural science; 4 credits.
- ID 7511; Analyse how scientific skills and knowledge contribute to sustainable use of resources; 2 credits.
- ID 7507; Demonstrate an understanding of the concept of science; 2 credits.

Total = 15 credits.

Learning Area: Economic Management Sciences:

ID Number; Unit Standard Title; Credits:

- ID 13999; Demonstrate an understanding of basic accounting practice; 4 credits.
- ID 13995; Demonstrate an understanding of contracts and their sources; 5 credits.
- ID 13998; Demonstrate an understanding of the principles of supply and demand and the concept production; 2 credits.
- ID 13994; Identify and discuss different types of business and their legal implications; 4 credits.
- ID 13996; Identify, discuss, describe and compare major economic systems with emphasis on the South African economy; 2 credits.
- ID 14001; Demonstrate an understanding of management expertise and administrative systems; 4 credits.

Total = 21 credits.

Learning Area: Arts and Culture:

ID Number; Unit Standard Title; Credits:

- ID 7533; Access creative arts and cultural; 2 credits.
- ID 7529; Display creative an innovative knowledge, skills and creative concepts through participation in arts and culture activities; 4 credits.
- ID 7531; Investigate the influence of the mass media on indigenous practices; 3 credits.
- ID 7525; Reflect on and engage critically with arts experience and works from diverse groups; 3 credits.
- ID 7527; Understand the origins and functions of South African cultures through promoting indigenous Arts and Culture forms and practices; 3 credits.
- ID 7532; Use arts skills and cultural expression to make an economic contribution to self and society; 2 credits.

Total = 17 credits.

Learning Area: Technology:

ID Number; Unit Standard Title; Credits:

- ID 14098; Understand and use energy in technological product and systems; 1 credit.
- ID 14092; Understand and apply technological knowledge and skills in systems and control; 3 credits.
- ID 14095; Understand and apply technological knowledge and skills in structure; 2 credits.
- ID 14096; Understand and apply technological knowledge and skills in Processes; 2 credits.
- ID 14097; Know, select and use materials, tools and equipment safely for technological purposes; 3 credits.

Total = 11 credits.

Learning Area: Additional Language:

ID Number; Unit Standard Title; Credits:

- ID 19635; Engage in a range of speaking/signing and listening interactions for a variety of purposes; 6 credits.
- ID 11961; Explore and use a variety of strategies to learn; 5 credits.
- ID 119640; Read/view and respond to a range of text types; 6 credits.
- ID 119636; Write/Sign for a variety of different purposes; 6 credits.

Total = 23 credits.

Organising Field 01: Applied Agriculture and Agricultural Sciences:

ID Number; Unit Standard Title; Credits:

- ID 13355; Demonstrate an understanding of the physical and biological environment and its relationship to sustainable crop production; 4 credits.
- ID 13356; Assess the influence of the environment on sustainable livestock production; 4 credits.
- ID 13357; Demonstrate an understanding of agricultural production management practices in relation to the socio-economic environment; 3 credits.
- ID 13358; Implement and maintain the principles, systems, practices and technology applicable to an agricultural venture; 7 credits.
- ID 13354; Demonstrate an understanding of agriculture as a challenging and applied system; 2 credits.

Total = 20 credits.

Organising Field 09: Ancillary Health Care:

ID Number; Unit Standard Title; Credits:

- ID 119563; Engage in basic health promotion; 8 credits.
- ID 119567; Perform basic life support and first aid procedures; 5 credits.
- ID 9827; Assess the client's situation and assist and support both client and family to manage home based health care; 12 credits.
- ID 119559; Demonstrate knowledge of the provision and implementation of primary health care; 10 credits.
- ID 119564; Assist the community to access services in accordance with their health related human rights; 5 credits.
- ID 119566; Explain preventive measures to reduce the potential impact of disasters; 5 credits.

Total = 45 credits.

Organising Field 03: Small, Medium and Micro Enterprises (SMME):

ID Number; Unit Standard Title; Credits:

- ID 10006; Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities; 2 credits.
- ID 10007; Identify, analyse and select business opportunities; 3 credits.
- ID 10008; Write and present a simple business plan; 7 credits.
- ID 10009; Demonstrate the ability to start and run a business and adapt to a changing business environment; 5 credits.

Total = 17 credits.

Organising Field 11: Travel and Tourism:

ID Number; Unit Standard Title; Credits:

- ID 12539; Identify career opportunities in different sectors of the tourism industry; 4 credits.
- ID 12543; Identify key features of tourism in South Africa; 4 credits.
- ID 12541; Understand the nature of tourists in and to South Africa; 4 credits.
- ID 11333; Understand the tourism industry; 5 credits.
- ID 11334; Select a career path with knowledge of the roleplayers in the tourism industry and their functions; 5 credits.
- ID 11335; Apply knowledge to identify and promote tourist destinations and attractions in South Africa; 7 credits.
- ID 11336; Interact appropriately with a range of tourists; 4 credits.
- ID 11337; Apply knowledge of the relationship between tourism and the community; 5 credits.

Total = 38 credits.

Organising Field 10: Information Communication Technology (ICT):

ID Number; Unit Standard Title; Credits:

- ID 9357; Develop and use keyboard skills to enter text; 4 credits.
- ID 116932; Operate a personal computer system; 3 credits.
- ID 116933; Use a Graphical User Interface (GUI)-based presentation application to create and edit slide presentations; 3 credits.
- ID 116938; Use a Graphical User Interface (GUI)-based word processor to create and edit documents; 4 credits.
- ID 117943; Install a Personal Computer (PC) peripheral device, in a GUI environment; 2 credits.
- ID 117902; Use generic functions in a Graphical User Interface (GUI); 4 credits.
- ID 117867; Managing files in a Graphical User Interface (GUI); 3 credits.

Total = 23 credits.

Organising Field 05: Early Childhood Development (ECD):

ID Number; Unit Standard Title; Credits:

- ID 244261; Maintain records and give reports about babies, toddlers and young children; 3 credits.
- ID 244263; Prepare an environment for babies, toddlers and young children; 3 credits.
- ID 244255; Care for babies, toddlers and young children; 10 credits.
- ID 244258; Demonstrate basic understanding of child development; 5 credits.
- ID 244262; Interact with babies, toddlers and young children; 5 credits.

Total = 26 credits.

Organising Field 11: Wholesale and Retail:

ID Number; Unit Standard Title; Credits:

- ID 259939; Describe Wholesale and Retail in South Africa; 4 credits.
- ID 259937; Identify career opportunities in the Wholesale and retail sector; 8 credits.
- ID 259938; Identify the importance of customer service in Wholesale and Retail environment; 5 credits.

- ID 14569; Demonstrate an understanding of how to participate effectively in the workplace; 3 credits.
- ID 117900; Plan self development; 10 credits.

Total = 30 credits.

EXIT LEVEL OUTCOMES

- The Exit Level Outcomes of the GETC: ABET cover the following Learning Areas:
- Language, Literacy and Communication
- Mathematical Literacy/Mathematics and Mathematical Sciences
- Life Orientation

Learners will qualify for this GETC: ABET qualification by demonstrating competence in the following Exit Level Outcomes:

Fundamental Component:

Language, Literacy and Communication:

1. Use a range of communication, language and learning strategies in a variety of contexts.

Mathematics and Mathematical Sciences:

2. Explain and use mathematical strategies, techniques and patterns to solve problems.

Mathematical Literacy:

3. Explain, select and use numbers, data and objects in everyday life situations.

Life Orientation:

- Range: Legislation includes but is not limited to the Labour Act, Bill of Rights, South African Constitution, National Curriculum Statement.

4. Investigate the process of making informed choices in order to develop and maintain a healthy lifestyle and positive relationships.

Additional Learning Areas:

The following set of generic Learning Outcomes apply to all the Additional Learning Areas associated with the Qualification:

- 5.1 Understand and use specific Learning Area knowledge
- 5.2 Know and apply specific Learning Area skills
- 5.3 Understand and analyse the values related to the Learning Area

Critical Cross-Field Outcomes:

The following Critical Cross-Field Outcomes are embedded in the associated Unit Standards:

- Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
- Working effectively with others as a member of a team, group, organisation or community.
- Organising and managing oneself and one`s activities responsibly and effectively.
- Collecting, analysing, organising and critically evaluating information.

- Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
- Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

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

ASSOCIATED ASSESSMENT CRITERIA

- Associated Assessment Criteria for Exit Level Outcome 1:
 - 1.1 Speaking/signing and listening strategies are used to communicate confidently for a variety of purposes and contexts.
 - 1.2 Language conventions and structures are used and responded to in order to convey meaning and understanding in a variety of contexts.
 - 1.3 A variety of learning strategies are identified and used to access and convey information.
 - 1.4 A variety of texts are read/viewed and responded to by showing critical awareness to understand the purpose, themes and contexts.
 - 1.5 Independent reading, both aloud and silent, are engaged in for a variety of purposes.
- Range: Contexts can include information and pleasure.
 - 1.6 A range of texts are explored, planned and drafted to reflect ideas, facts, opinions, different purposes, audiences and contexts in a creative, expressive or imaginative way.
 - 1.7 Grammar and language conventions are understood and used to organise texts in a logical and coherent manner as well as explained and analysed in terms of form and function.
 - 1.8 Oral language skills are used to explain ideas in a sequenced way across a range of transactional situations.
- Range: Transactional situations include requests, apologies, role-players and stating point of view.
 - 1.8 Non-verbal strategies are identified and discussed in terms of their influence on the listener.
 - 1.9 Interaction skills are demonstrated by participating in group discussions, debates, conversations, group interviews and surveys.
 - 1.10 A critical awareness and use of language style is developed in order to apply appropriately.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 Mathematical models are analysed and explained to determine trends and patterns.
- Range: Mathematical models include graphs, tables, etc.
- 2.2 Geometric shapes, figures and solids are identified and analysed to determine patterns, properties and relationships.
- Range: Properties include congruence, straight-line geometry, perspective and transformations.
 - Range: Geometric figures include regular and irregular polygons and polyhedra, spheres, cylinders.

- 2.3 Algebraic techniques are selected and used to solve mathematical problems.
- Range: Techniques include percentage, ratio, rate and proportion (direct and indirect).
- 2.4 Patterns are identified, described and represented for various contexts using different mathematical forms.
- 2.5 Shape and space are analysed in terms of their uses and purposes.
- 2.6 Historical development of number systems is described and illustrated using a variety of historical and cultural contexts.
- 2.7 Rational and irrational numbers are differentiated in terms of their properties and applied in different contexts.
- 2.8 Equations are solved through various processes.
- Range: Processes include inspection, trial-and-improvement, algebraic (additive and multiplicative inverses and factorisation) and simplification through using laws of exponents, distributive law and manipulative skills.
- 2.9 Results are interpreted with awareness of sources of error and manipulation in order to draw conclusions and discuss differences from predictions.

Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 Geometrical shapes are identified and described in terms of their uses and measurement in different contexts.
- 3.2 Mathematical scales are used to interpret and draw maps for specific purposes and given equations.
- 3.3 Measurement problems are solved using a variety of strategies.
- 3.4 Everyday real objects are measured using correct measuring instruments and units of measurement.
- 3.5 Data is collected, analysed and interpreted to show relationships and variations.
- 3.6 Number calculations are performed to solve realistic and abstract problems.
- 3.7 A variety of mathematical techniques and strategies are used to calculate problems across a range of contexts to develop awareness of life issues.
- Range: Contexts includes across Learning Areas: financial (e.g. Economic and Management Science), measurement (e.g. Natural Sciences and Technology), statistics (e.g. Social Sciences), proportion (e.g. Arts and Culture).
- Range: Problems include time, distance, speed, measurement, volume and temperature.
- Range: Life issues include human rights, social, economic, cultural and environmental issues involving known geometric figures and solids, or measurement, estimation, calculation and use of formulae and measurement selection.
- 3.8 Data is collected through the selection of appropriate methods to investigate a question on an issue.
- Range: Methods include using questionnaires, interviews, experiments, and/or consulting textbooks, libraries, Internet, media articles and documentaries.
- Range: Issues include social, economic, environmental and political issues, human rights and inclusivity issues, characteristics of target groups, attitudes or opinions of people on issues.
- 3.9 Data is organised using a variety of techniques appropriate to the purpose of the investigation.
- Range: Techniques include summarising, sorting, sequencing and classifying.

Associated Assessment Criteria for Exit Level Outcome 4:

- 4.1 The nature, transmission and prevention of sexually transmitted infections including HIV AIDS are understood and explained in terms of outlining coping mechanisms for infected and affected individuals.
- 4.2 Factors influencing a healthy lifestyle are analysed to make own personal choices.
- Range: Factors include social, ecological, political, economic and cultural.
- 4.3 The role of personal hygiene is understood and explained in terms of the consequences of poor nutrition and abuse of drugs and medicines.

- 4.4 The role of sport and recreation is explored and explained in terms of promoting a healthy lifestyle.
- 4.5 Ways of promoting positive relationships are explored to develop strategies to deal with personal and emotional challenges.
- 4.6 The rights and responsibilities of individuals are explained in relation to ethical behaviour in the workplace and how they contribute to nation building in South Africa.
- 4.7 Ways to engage oneself in the community are explored in terms of promoting self esteem and self-concept and defining one`s role and responsibility.
- 4.8 A budget is drawn up in line with agreed goals and priorities.
- 4.9 A schedule/action plan is drawn up to reach own personal goals outlining tasks and responsibilities.
- 4.10 Safety, security and environmental risks are identified and explained in terms of potential risks.

Additional Learning Areas:

The following set of generic Associated Assessment Criteria apply to all the Additional Learning Areas associated with the Qualification:

5.1:

- The underlying knowledge and concepts are understood and communicated in a variety of ways including discussions, in writing, in basic community research assignments and in oral presentations.
- An argument is constructed using the Learning Area knowledge and presented orally or in writing, which is defended using appropriate evidence.
- Media and primary and secondary sources are used to gather Learning Area knowledge.

5.2:

- Explore and explain ideas/topics for a basic community/work context, using the skills associated with a relevant Learning Area.
- Models are produced to depict concepts using related skills, where applicable.
- Deductions and conclusions are drawn, cause and effect are deduced and opinions are formed about probable future outcomes, using a Learning Area skills and knowledge.
- Products are produced/made using relevant knowledge and skills.

5.3

- The values related to a Learning Area are understood and are explained in various modes of delivery.
- The values pertaining to a Learning Area are analysed in terms of own value systems principles of behaviour.

Integrated Assessment:

Assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, so that an integrated approach to assessment is incorporated into the Qualification.

Learning, teaching and assessment are inextricably interwoven. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated.

Assessment of Communication and Mathematical Literacy/Mathematics and Mathematical Sciences should be integrated as far as possible with the Core and Elective

learning components and should use practical contexts wherever possible. A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working or will work. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term `Integrated Assessment` implies that theoretical and practical components should be assessed together. During integrated assessments, the assessor should make use of a range of formative and summative assessment tools methods and assess combinations of practical, applied, foundational and reflective competencies.

Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Assessment should ensure that all Specific Outcomes, Embedded Knowledge and Critical Cross-Field Outcomes are evaluated in an integrated manner.

INTERNATIONAL COMPARABILITY

- The General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) was compared with similar qualifications in the United States of America (USA), Canada, Australia, Finland and the United Kingdom (UK). These developed countries identified were chosen because they offer best practice models of adult learning programmes which are relevant to the adult learner and have been designed to meet specific needs. In addition, these countries also have a high rate of immigrants and also need to offer basic adult education to enable such learners to upgrade and further their learning.

In addition, Gambia and Namibia were chosen as developed countries within the African context whose adult literacy programmes also have best practice models to emulate.

United States of America (USA):

In the USA, Adult Basic Education programmes are offered at various institutions such as the Columbia Basin College. This forms part of the Adult Community programme, and consist of two main areas of focus, namely Adult Basic Education (ABE) and General Education Development (GED) preparation.

Adult Basic Education classes focus predominantly on reading, writing, and mathematics components which serve the needs of the adult student, 28 years or older, who may lack these basic skills. Such a learner is tested and diagnosed for reading, writing, and math levels and is provided with appropriate materials for instruction.

The Adult Basic Education programme also offers a family literacy programme which works with learners whom are parents so that they can improve their literacy and basic skills, which in turn enables them to be better prepared to support their own child/ren`s successes. These courses are conducted in collaboration with the local school district and other agencies and usually integrate the topics of parenting, early childhood education and home visits into the ABE/GED preparation content, where necessary and relevant.

The other option available to learners in Adult Basic Education is the GED preparation programme. The completion of this programme prepares and enables learners to complete the GED test.

Essentially, the USA ABE programme focuses on the Fundamental component of the GETC: ABET qualification. This provides a foundation in which to build on. The South African Qualification is much broader and embraces more Learning Area subjects mirrored on a formal schooling model but also allows learners the choice of Vocational Learning Areas.

Canada: British Columbia (BC):

Most Adult Basic Education programmes can be achieved by distance learning or through a telecourse. There are various learning pathways available to the adult learner:

In British Columbia the Adult Dogwood Graduation Diploma is issued by the Ministry of Education, Skills and Training and provides an alternate route for adults to achieve a Grade 12 standing to post-secondary institutions in British Columbia.

Intermediate and Advanced Certificates are issued by Capilano University and provide prerequisites for career and vocational programmes throughout the province. Fundamental level instruction provides basic reading and writing skills and number skills.

Adult Basic Education (ABE) certificates also satisfy most employers' requirements. Certain high school courses may qualify as transfer credit toward ABE certificates. The programme also offers instruction for learners preparing for the General Education Development (Grade 12 equivalency) tests. Advanced and Provincial level ABE courses may also be used for transfer credit towards a British Columbian Regular or Adult Dogwood Certificate.

The Adult Basic Education (ABE) programme offers courses that are tuition-free for all students except international students. The ABE programme enables the learner to upgrade his/her knowledge of English, Mathematics, Biology, General Science, Chemistry, Physics, History, Social Studies and Computers.

Learning pathways available:

- Preparation for employment.
- Personal desire to upgrade or refresh mastery of a subject.
- Secondary school qualifications demanded by employers.
- Vocational training (including apprenticeships).
- Career training.
- Technical training.
- Academic studies (including university programmes).

The British Columbian model of ABE embraces the Academic Learning Areas offered in the GETC: ABET. It lays a firm foundation for adult learners to achieve the necessary subjects' areas in the human and social sciences and natural sciences, which will prepare them for further vocational/occupational learning. The South African qualification has more Elective specialization areas which cover the vocational field.

Australia:

In the Australian context, adult learners are able to enrol for a variety of Certificates in General Education for Adults (CGEA). The course outline of the CGEA includes a choice of Core Units and specialist Core skills, which include a range of special interest Electives to assist learners to construct their own learning pathway. The Elective units are common to all certificate levels and are listed after the core units and skills. In addition, a range of competencies from relevant training packages may be offered as Electives.

The course in initial General Education for Adults is made of the following Core components.

A learner must choose the following:

- VBQU205: Develop a learning plan and portfolio with support.

A choice of three Reading Core Skills:

- VBQU206: Engage with short simple texts for personal purposes.
- VBQU207: Engage with short simple texts for learning purposes.
- VBQU208: Engage with short simple texts for employment purposes.
- VBQU209: Engage with short simple texts to participate in the community.

A choice of three Writing Core Skills:

- VBQU220: Create short simple texts for personal purposes.
- VBQU222: Create short simple texts for learning purposes.
- VBQU222: Create short simple texts for employment purposes.
- VBQU223: Create short simple texts to participate in the community.

A choice of two Numeracy and Mathematic Core Skills:

- VBQU224: Recognise time, money and directions.
- VBQU225: Recognise measurement and design.
- VBQU226: Recognise numerical and statistical information.

The Certificate I in General Education for Adults (Introductory) is made up of the following Core Units:

- VBQU227: Develop and document a learning plan and portfolio with guidance.
- VBQU228: Conduct a project with guidance.

A choice of three Reading Core Skills:

- VBQU229: Engage with simple texts for personal purposes.
- VBQU220: Engage with simple texts for learning purposes.
- VBQU222: Engage with simple texts for employment purposes.
- VBQU222: Engage with simple texts to participate in the community.

A choice of three Writing Core Skills:

- VBQU223: Create simple texts for personal purposes.
- VBQU224: Create simple texts for learning purposes.
- VBQU225: Create simple texts for employment purposes.
- VBQU226: Create simple texts to participate in the community.

A choice of two Numeracy and Mathematics Core Skills:

- VBQU227: Work with time, money and directions in simple everyday situations
- VBQU228: Work with simple measurement and design.
- VBQU229: Work with simple numerical and statistical information.

The Certificate I in General Education for Adults is made up of the following Core Units:

- VBQU230: Develop and document a learning plan and portfolio.
- VBQU232: Plan and undertake a project.

A choice of three Reading Core Skills:

- VBQU232: Engage with texts of limited complexity for personal purposes.
- VBQU233: Engage with texts of limited complexity for learning purposes.
- VBQU234: Engage with texts of limited complexity for employment purposes.
- VBQU235: Engage with texts of limited complexity to participate in the community.

A choice of three Writing Core Skills:

- VBQU236: Create texts of limited complexity for personal purposes.
- VBQU237: Create texts of limited complexity for learning purposes.
- TDTE497B: Prepare workplace documents.
- VBQU238: Create texts of limited complexity to participate in the community.

A choice of two Numeracy and Mathematics Core Skills:

- VBQU239: Work with time, money and directions in familiar situations.
- VBQU240: Work with measurement and design in familiar situations.
- VBQU242: Work with numerical and statistical information in familiar situations.

The Certificate II in General Education for Adults is made up of the following Core Units:

- VBQU242: Research pathways and produce a learning plan and portfolio.
- VBQU243: Implement and review a project.

A choice of two Reading Core Skills:

- VBQU244: Engage with texts of some complexity for personal purposes.
- VBQU245: Engage with texts of some complexity for learning purposes.
- VBQU246: Engage with texts of some complexity for employment purposes.
- VBQU247: Engage with texts of some complexity to participate in the community.

A choice of two Writing Core Skills:

- VBQU248: Create texts of some complexity for personal purposes.
- VBQU249: Create texts of some complexity for learning purposes.
- VBQU250: Create texts of some complexity for employment purposes.
- VBQU252: Create texts of some complexity to participate in the community.

A choice of two Numeracy and Mathematics Core Skills:

- VBQU252: Investigate and interpret measurements and related formulae for everyday purposes.
- VBQU253: Investigate, interpret and produce numerical and statistical information.
- BQU254: Investigate and use simple mathematical formulae for everyday purposes.

The Certificate III in General Education for Adults is made up of the following Core Units:

- VBQU255: Evaluate pathway options, design a learning plan and compile a portfolio.

A choice of at least four Reading Core Units:

- VBQU256: Engage with a range of complex texts for personal purposes.
- VBQU257: Engage with a range of complex texts for learning purposes.
- VBQU258: Engage with a range of complex texts for employment purposes.
- VBQU259: Engage with a range of complex texts to participate in the community.

Writing:

- VBQU260: Create a range of complex texts for personal purposes.
- VBQU262: Create a range of complex texts for learning purposes.
- PSPGOV323A: Compose workplace documents.
- VBQU262: Create a range of complex texts to participate in the community.

Numeracy and Mathematics:

- VBQU263: Analyse and evaluate numerical and statistical information.
- VBQU264: Use algebraic techniques to analyse mathematical problems.
- VBQU265: Use formal mathematical concepts and techniques to analyse and solve problems.

Special Interest Electives to choose from:

- VBQU266: Develop verbal communication skills.
- VBQU267: Use computer language and perform simple computing tasks.
- VBQU268: Access the internet for language learning.
- VBQU269: Complete a project with support.
- VBQM474: Australian environmental issues.
- VBQU270: Communicate with others in familiar and predictable contexts.
- VBQU272: Participate in a practical placement.
- VBQM475: Community options.
- VBQM476: The education system.
- VBQM477: Health care.
- VBQM478: Arts in Australia.
- VBQM479: Indigenous history.
- VBQU272: Explore science in the community.
- VBQU273: Explore health and wellbeing.
- VBQU274: Explore the environment.
- VBQU275: Explore energy and matter.
- VBQU276: Explore chemicals and change.
- VBQU277: Explore earth in space.
- VBQU278: Explore continuity of life.
- VBQM480: Elections and government.
- VBQM482: The legal system.
- VBQM482: Driving and owning a car.
- VBQM483: Events in Australian history.
- VBQM484: Investigating current issues.
- VBQU279: Research science in the community.
- VBQU280: Research living things.
- VBQU282: Research the environment.
- VBQU282: Research universe and time.
- VBQU283: Research chemicals and change.
- VBQU284: Research energy, force and matter.
- VBQU285: Analyse science in the community.
- VBQU286: Design and review a project.

There is no formal exam. Assessment of learning is continuous and ongoing and focuses on the process of learning as well as the competencies stated in the modules of the CGEA.

The Australian CGEA model is similar to the GETC: ABET in that it comprises a Core and Elective Component. However, the Core Component in the CGEA is more aligned to the Fundamental Component in the GET: ABET qualification but there is limited choice in terms of Language, Literacy and Communication, Mathematical Literacy or Mathematics and Mathematical Science Learning Area Components as these are fixed. However, there is a choice of either Mathematical Literacy or Mathematics and Mathematical Science depending on the choice of Vocational Learning Area. The Elective Specialisation areas are based more on curriculum topics whereas the GETC: ABET includes further Academic and Vocational Learning Area options including Information and Communication Technology (ICT), Human and Social Sciences, Ancillary Health Care but it was lacking in areas of community, history and research topic areas.

Finland:

The objective of adult education in Finland is to support lifelong learning amongst its citizens as well as to develop and promote knowledge and skills relating to building coherence and equality in society. Furthermore, the focus is on ensuring that trade skills are developed in the workforce in order to raise levels of employment as well as deal with deficit in skills brought on by retirement.

Adult education is provided in more than 2,000 educational institutions in Finland. There are only a few who specialise solely in adult education. Much of adult education is provided outside formal educational institutions, including work places, or can be organised by employers. However, not all adult education is directly connected to work or occupational skills. There are, for instance, liberal adult education programmes which provide learners with instruction in civics or social studies.

Adult education is provided in the following contexts including:

- Universities polytechnics.
- Vocational schools.
- Vocational adult education centres.
- National specialized institutions and specialized vocational institutions.
- Adult education centres and workers` institutes.
- Folk high schools.
- Summer universities.
- General upper secondary schools for adults.
- Study centres.
- Physical education centres.
- Music institutes.

There is basic and general upper secondary education available for adults. Adults can complete the basic (comprehensive school) or upper secondary education syllabus and take part in the matriculation examination in general upper secondary schools for adults or in adult study lines in regular upper secondary schools. The instruction mostly takes place in the evening and is course-based. Many people study individual subjects, mainly languages, as so-called subject students. A national core curriculum for adult education has been devised, taking account of the fact that students are grown-up in the number of compulsory courses and in the length of courses and lessons. There is also instruction geared to foreign students` in general upper secondary schools.

There are general upper secondary schools for adults in about 40 municipalities, mainly in cities. Apart from two institutions, they are subordinate and fall under local authorities. There is a basic education line in about 30 folk high schools and a general upper secondary line in six. They, too, follow the curriculum drawn out for general upper secondary school for adults, but since folk high schools are essentially boarding schools, the studies take place in daytime. The majority of students in folk high schools are young people.

The model of adult education in Finland differs from the South African context as it focuses more on harnessing specific skills both in the workplace as well as developing responsible citizens through promoting lifelong learning.

United Kingdom (UK):

In the UK there is an entry level qualification developed to encourage and recognise achievement of learners in a variety of contexts. These entry level qualifications are called Certificates.

Currently, there are over one hundred entry levels certificates on offer in a wide range of subjects, including:

- National curriculum subjects such as English, Science and mathematics.
- Vocational subjects such as retail, hairdressing and office practice.
- General qualifications such as skills for working life and life skills.
- Basic skills such as adult literacy and adult numeracy.

The Qualification Council Authority (QCA) operates with the sector skills councils to ensure that entry level vocational qualifications provide a useful introduction to relevant working practices. The Certificates are made up of units and learners can achieve these separately, until the full certificate is achieved.

The UK model embraces similar aspects to the components of the GETC ABET qualification as it includes Academic Learning Areas as well as Vocational Learning Areas. The UK model is based on curriculum subjects. However, the UK model embraces a wider selection of Vocational subjects such as hairdressing and office practice.

Gambia:

In Gambia, the Government's policy on adult and non-formal education targets out-of school youth, school drop-outs, girls and young women as well as adults and young women requiring new skills.

Adult and non-formal education aims specifically at learners in the age group 25-39 years and is regarded as a form of educational service in Gambia within the context of the expanded vision of basic education. Until 1997, this service was mainly delivered by the government and a few Non Governmental Organisations (NGOs) providing literacy classes linked to skills acquisition. However, the mode of delivery has now changed, with the government contracting the delivery out to NGOs and community-based organisations.

The Gambian model focuses on both adult and non-formal education which is critical in a developing country. The GETC: ABET embraces a formal acknowledgement of learning based on a schooling model but also including Vocational Learning components. The focus on non-formal learning is still critical and should complement the formal learning context.

Namibia:

In Namibia, the adult learning programme is divided into three stages and each stage takes about one year to complete. Numeracy skills are taught throughout the three stages. A learner may repeat a stage only once.

The programme stages are outlined as follows:

Stage One:

- This is open to adult learners at the very beginning, and materials are designed to introduce learners to the basic syllables of their own mother tongue. Learning how to write properly is an important activity of this stage.

Stage Two:

- This stage, which is also conducted in mother tongue language, deals with intermediate learners, the majority of whom will have successfully completed Stage One. Such learners may include a few learners who have dropped out of school at very early stages or may only have acquired limited reading and writing skills on their own. The instructional materials

at this stage are functional. This means that, while seeking to improve, reinforce, and sustain the skills acquired in Stage One, the materials will simultaneously offer useful knowledge and skills in various subjects such as agriculture, health, small scale business, civics, etc. The National Literacy programme in Namibia (NLPN) hopes that discussion of the issues rose in the materials, and action which the learners may decide to take arising from the discussions, will assist to improving the quality of lives of the learners and of their communities.

Stage Three:

- Learners are introduced to Basic English. The emphasis is on communicative English and reinforcing developmental activities.

Adult Upper Primary Programme:

The completion of the three stages in the NLPN is considered equivalent to Grade 4 in the primary school system. There are plans in the Directorate to developing a curriculum for the immediate follow-up of Stage Three. This phase is known as the Adult Upper Primary Programme, and is designed to satisfy the needs of the adult learners while at the same time offering them educational competencies comparable to those of upper primary school. There are other less formal learning activities available to those adult learners not interested in this type of certificate.

Adult Skills Development for Self-Employment:

This new project is being piloted in Karas and Oshana regions with the purpose of providing the Directorate with the capacity to validate an approach to adult non-formal training activities at national, regional, and district levels. The main goal of the project is to provide a better service to the community by integrating adult education with employment creation. It is hoped that, when the project is fully operational, it will contribute to the national effort of poverty alleviation through affording communities with self-employment skills. The main beneficiaries of this project are individuals or groups of adults over the age of 28 years who were previously deprived and are now eager to venture into new occupational areas.

The Nambian Adult Upper Primary programme model is similar to the GETC: ABET but is only comparable to Grade 4 where as the South African qualification is based on Grade 9 comparison in relation to formal schooling. The intention of the GET: ABET is to include the same eight Academic Learning Areas as formal schooling but there are only four compulsory Learning Areas to choose from. The remainder of the Qualification is then made up of choices from either Academic Learning Areas or Vocational Learning Areas.

Conclusion:

The South African GET: ABET model compares best with the Australian and UK models in that there are compulsory and choice options similar to the Academic and Vocational Learning Areas. However, the South African GETC: ABET is designed for adult learners to acquire a minimum of five Academic Learning Areas which include Language, Literacy and Communication, Mathematical Literacy or Mathematics and Mathematical Science, Life Orientation and one other Learning Area Component of choice. As indicated earlier the only choice in terms of compulsory Learning Areas in the Fundamental Component is that learners can choose either to do Mathematical Literacy or Mathematics and Mathematical Science depending what Vocational Learning Area or occupation they are interested in pursuing. Both the UK and Australian models are based more on a curriculum model in which learners have a choice in their topics either in the more academic subjects or the vocationally related subjects. In addition, there seems to be a

wider selection of vocational subjects for adult learners to choose from. Overall, the GETC: ABET qualification has the potential to embrace the academic and vocational sub frameworks by providing the learner with a solid base in which to allow a more coherent learning pathway as well as articulate with both vocational and occupationally related qualifications.

ARTICULATION OPTIONS

- The Qualification provides the following articulation opportunities:

Horizontal Articulation:

Horizontal Articulation is possible with any GETC Qualification.

Vertical Articulation:

Vertical Articulation is possible with the following Qualifications registered on the National Qualifications Framework:

- ID 49648: National Certificate: New Venture Creation (SMME), NQF Level 2.
- ID 49556: National Certificate: Development Practice, NQF Level 2.
- ID 14851: National Certificate: Agricultural Trade Processes, NQF Level 2.
- ID 59099: National Certificate: Agricultural Equipment Service and Repairs, NQF Level 2.
- ID 48976: National Certificate: Animal Production, NQF Level 2.
- ID 48977: National Certificate: Mixed Farming Systems, NQF Level 2.
- ID 20183: National Certificate: Banking, NQF Level 2.
- ID 23833: National Certificate: Business Administration Services, NQF Level 2.
- ID 48806: National Certificate: Craft Production, NQF Level 2.
- ID 21798: Certificate: Telecommunications for Customer Premises Equipment, NQF Level 2.
- ID 49085: National Certificate: Fundamental Ancillary Health Care, NQF Level 2.
- ID 64149: National Certificate: Occupational Safety, Health and Environment, NQF Level 2.
- ID 49605: National Certificate: Environmental Practice, NQF Level 2.
- ID 14110: National Certificate: Accommodation Services, NQF Level 2.
- ID 17174: National Certificate: Tourism: Guiding, NQF Level 2.
- ID 49280: National Certificate: Wholesale and Retail Distribution, NQF Level 2.
- ID 58206: National Certificate: Wholesale and Retail Operations, NQF Level 2.
- ID 50440: National Certificate: Vocational: Level 2,
- ID 49410: National Certificate: Construction, NQF Level 2.
- National Certificate: Mechanics, Chemical Welding, NQF Level 2 ID 23613.
- ID 49689: National Certificate: Automotive Repair and Maintenance, NQF Level 2.
- ID 50307: National Certificate: Bread and Flour Confectionery Baking, NQF Level 2.
- ID 21870: National Certificate: Clothing Manufacturing, NQF Level 2.
- ID 24273: National Certificate: Community House Building, NQF Level 2.
- ID 48742: National Certificate: Hairdressing, NQF Level 2.
- ID 64189: National Certificate: Metals Production, NQF Level 2.
- ID 50083: National Certificate: Milk and Cream Handling and Storing, NQF Level 2.
- ID 48977: National Certificate: Mixed Farming Systems, NQF Level 2.
- ID 49581: National Certificate: Poultry Processing, NQF Level 2.
- ID 62709: National Certificate: Service Station Operations, NQF Level 2.
- ID 49279: National Certificate: Victim Empowerment and Support, NQF Level 2.

MODERATION OPTIONS

- Anyone assessing a learner, or moderating the assessment of a learner, against this Qualification must be registered as an assessor or moderator with the relevant Education and Training Quality Assurance body (ETQA), or with an ETQA that has a Memorandum of Understanding (MOU) with the relevant ETQA.

- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA, or with an ETQA that has an MOU with the relevant ETQA, in which case programme approval should be obtained from the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the policies and guidelines for assessment and moderation of that ETQA, in terms of agreements reached around assessment and moderation between various ETQAs (including professional bodies).
- Moderation must include both internal and external moderation of assessments at all exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in the Exit Level Outcomes of the Qualification.

The options as listed above provide the opportunity to ensure that assessment and moderation can be transparent, affordable, valid, reliable and non-discriminatory.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

- For an applicant to register as an assessor or moderator of this Qualification the applicant needs:
 - To be registered as an assessor or moderator with the relevant ETQA.
 - To be in possession of a relevant qualification at NQF Level 4 or preferably above. It is recommended that practitioners with NQF Level 4 should work under supervision.
 - To have practical work experience in the sector in which the learner is to be assessed.

NOTES

This qualification replaces qualification 24153, "General Education and Training Certificate: Adult Basic Education and Training", Level 1, 20 credits.

When the ABET Level 4 Unit Standards are reviewed/replaced this must be done within the context of the GETC: ABET Qualification to ensure synergy, progression and appropriate knowledge and skills are addressed.

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	14659	Demonstrate an understanding of factors that contribute towards healthy living	Level 1	4
Core	14569	Demonstrate an understanding of how to participate effectively in the workplace	Level 1	3
Core	14656	Demonstrate an understanding of sexuality and sexually transmitted infections including HIV/AIDS	Level 1	5
Core	14664	Demonstrate knowledge of diversity within different relationships in the South African society	Level 1	3
Core	14661	Demonstrate knowledge of self in order to understand one's identity and role within the immediate community and South African society	Level 1	3
Core	113966	Identify security, safety and environmental risks in the local environment	Level 1	6
Core	15092	Plan and manage personal finances	Level 1	5
Core	15091	Plan to manage one's time	Level 1	3

UNIT STANDARDS (continued):

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	7464	Analyse cultural products and processes as representations of shape, space and time	Level 1	2
Fundamental	7449	Critically analyse how mathematics is used in social, political and economic relations	Level 1	2
Fundamental	119373	Describe and represent objects in terms of shape, space and measurement	Level 1	5
Fundamental	7452	Describe, represent and interpret mathematical models in different contexts	Level 1	6
Fundamental	119635	Engage in a range of speaking/signing and listening interactions for a variety of purposes	Level 1	6
Fundamental	119364	Evaluate and solve data handling and probability problems within given contexts	Level 1	5
Fundamental	119631	Explore and use a variety of strategies to learn	Level 1	5
Fundamental	119640	Read/view and respond to a range of text types	Level 1	6
Fundamental	7450	Work with measurement in a variety of contexts	Level 1	2
Fundamental	119362	Work with numbers; operations with numbers and relationships between numbers	Level 1	4
Fundamental	7448	Work with patterns in various contexts	Level 1	4
Fundamental	119636	Write/Sign for a variety of different purposes	Level 1	6
Elective	7533	Access creative arts and cultural processes to develop social and interactive skills to promote self-esteem and healing	Level 1	2
Elective	7511	Analyse how scientific skills and knowledge contribute to sustainable use of resources	Level 1	2
Elective	7509	Apply basic concepts and principles in the natural sciences	Level 1	5
Elective	11337	Apply knowledge of the relationship between tourism and the community	Level 1	5
Elective	11335	Apply knowledge to identify and promote tourist destinations and attractions in South Africa	Level 1	7
Elective	7513	Assess the impact of scientific innovation on quality of life	Level 1	2
Elective	13356	Assess the influence of the environment on sustainable livestock production	Level 1	4
Elective	119564	Assist the community to access services in accordance with their health related human rights	Level 1	5
Elective	7508	Conduct an investigation in the natural science	Level 1	4
Elective	13357	Demonstrate an understanding of agricultural production management practices in relation to the socio-economic environment	Level 1	3
Elective	13354	Demonstrate an understanding of agriculture as a challenging and applied system	Level 1	2
Elective	13999	Demonstrate an understanding of basic accounting practices	Level 1	4
Elective	13995	Demonstrate an understanding of contracts and their sources	Level 1	2
Elective	115480	Demonstrate an understanding of diversity and change in a dynamic society	Level 1	6
Elective	10006	Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities	Level 1	2
Elective	14001	Demonstrate an understanding of managerial expertise and administrative capabilities	Level 1	4
Elective	7507	Demonstrate an understanding of the concept of science	Level 1	2

UNIT STANDARDS (continued):

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	7525	Reflect on and engage critically with arts experience and works from diverse groups	Level 1	3
Elective	11334	Select a career path with knowledge of the roleplayers in the tourism industry and their functions	Level 1	5
Elective	14096	Understand and apply technological knowledge and skills in Processes	Level 1	2
Elective	14095	Understand and apply technological knowledge and skills in structures	Level 1	2
Elective	14092	Understand and apply technological knowledge and skills in systems and control	Level 1	3
Elective	14098	Understand and use energy in technological product and systems	Level 1	1
Elective	12541	Understand the nature of tourists in and to South Africa	Level 1	4
Elective	7527	Understand the origins and functions of South African cultures through promoting indigenous Arts and Culture forms and practices	Level 1	3
Elective	11333	Understand the tourism industry	Level 1	5
Elective	116933	Use a Graphical User Interface (GUI)-based presentation application to create and edit slide presentations	Level 1	3
Elective	116938	Use a Graphical User Interface (GUI)-based word processor to create and edit documents	Level 1	4
Elective	7532	Use art skills and cultural expression to make an economic contribution to self and society	Level 1	2
Elective	117902	Use generic functions in a Graphical User Interface (GUI)-environment	Level 1	4
Elective	10008	Write and present a simple business plan	Level 1	7
Elective	244255	Care for babies, toddlers and young children	Level 2	10
Elective	244258	Demonstrate basic understanding of child development	Level 2	5
Elective	244262	Interact with babies, toddlers and young children	Level 2	5
Elective	117900	Plan self development	Level 2	10

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:

LP ID	Learning Programme Title	Provider	NQF Level	Min Credits	Learning Prog End Date	ETQA
64309	General Education and Training Certificate: Adult Basic Education and Training	Generic Provider - Field 05	Level 1	120		ETDP SETA
71749	General Education and Training Certificate: Adult Basic Education and Training: Travel and Tourism	Generic Provider - Field 11	Level 1	120		
71750	General Education and Training Certificate: Adult Basic Education and Training: Wholesale and Retail	Generic Provider - Field 11	Level 1	120		

PROVIDERS CURRENTLY ACCREDITED TO OFFER THESE LEARNING PROGRAMMES:

This list shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some ETQAs have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant ETQA should be notified if a record appears to be missing from the list shown here.

NONE

All qualifications and unit standards registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.

Appendix C

Umalusi's guidelines for the evaluation of curriculum statements

PREAMBLE

Judgements about the quality of curriculum statements must be made by groups of appropriately selected experts in the respective subject area. Judgements should be made holistically, based on the experts' knowledge of the subject area. A balance between breadth and depth is necessary in any curriculum and is important, because a curriculum can attempt to cover too much ground, and as such, fail to deal with any topic in any depth, or can cover too few topics in a lot of depth, and fail to build a broad base of skills and knowledge. A good intended curriculum should be focused on what is agreed to be essential (rather than trying to cover everything), specific, and manageable for both teachers and students in the time available, focused on conceptual development (rather than on long lists of content), sequenced on the basis of evidence (rather than tradition), and supported by shared teacher understanding of what performance 'at the expected outcome or standard' looks like (Kerr 2000).

The guidelines below are not a rigid list of items to be checked by evaluators, but a set of categories to assist evaluators in reaching a considered judgement. Evaluators should bear in mind that the primary audience for curriculum documents consists of teachers, textbook writers and examiners, and should accordingly judge how useful the documents are likely to be for these three groups of people. Curriculum statements should be 'clear, succinct, unambiguous, measurable, and based on essential learning as represented by the subject disciplines' (Donnelly 2005, p. 8).

The team of evaluators should consist of no more than five people and should include subject experts, subject education experts, practitioners (preferably a high-performing, experienced teacher and a more ordinary one), and, where needed in vocational subjects, an expert drawn from a professional body or a person with expertise in the specific business sector and with an awareness of learning needs. Evaluators should attempt to reach agreement wherever possible; knowing that there is contestation within most disciplines and areas of study about what is essential and appropriate at different levels of study.

Evaluators should consider whether the curriculum statement in question would initiate teaching and learning that would prepare learners for further learning at a higher level, in the specific subject under study if applicable, but also whether the curriculum statement, in general, builds the types of skills and abilities needed for further study.

Evaluators may consider examples of internationally well-regarded syllabuses or textbooks that are regarded as exemplary for their particular discipline or subject area as a guiding framework, but should allow for appropriate differences depending on the aims and context of a particular curriculum statement.

Where a new curriculum statement has been developed and is being evaluated by Umalusi, evaluators should be given an exemplar of what the external examination for the subject is likely to look like. Where Umalusi is evaluating already existing curricula, examinations should be considered as a way of judging the likely coverage of the intended curriculum as well as the level of cognitive challenge that is expected from learners. Evaluators should use the categories below as headings for their report where possible and appropriate, preceded by an overall judgement about the curriculum statement. Reports should be succinct and clear.

ESSENTIAL ELEMENTS FOR CURRICULUM DOCUMENTS

1. CONTENT SPECIFICATION AND COVERAGE (BREADTH AND DEPTH)

The key content and conceptual areas must be guided by the discipline or knowledge area, taking into consideration the purpose of the curriculum. The key content and conceptual areas must be weighted in ways that are appropriate for the subject at the level in question, and support meeting the aims and purpose of the syllabus. The description of content should be sufficient to foster teaching of the necessary depth, and yet remain a manageable guideline.

There should be clear and appropriate specification of necessary/appropriate conceptual principles or procedures within each content area. This should also include guidance for teachers with regards to differentiating between difficulty levels within the discipline, as well as the levels of difficulty associated with the suggested assessment activities. There should be an appropriate range of cognitive operations demanded of learners (such as remember, understand, apply, analyze, evaluate, and create). Explanations should be supplemented by exemplars of tasks/activities which cover the full range of cognitive operations and difficulty levels for each year of study. These exemplars should not be limited to formal written assessment tasks but should include informal classroom activities.

In language subjects, the syllabus should indicate the types of texts to be covered and prescribe a minimum number of core texts (e.g., novels, plays, poetry, etc.) for each grade/year of study.

2. ORGANIZING PRINCIPLE AND COHERENCE

The organizing principle of the discipline or subject determines the emphasis and coherence of the curriculum, and must be clearly stated in the syllabus or curriculum document. The internal principles of the discipline or its theoretical framework should allow for logical progression and should, at any given time, be the dominant paradigm. A clear sense of overall coherence emerges from the choice of topics, and their ordered connectedness to that organizing principle, as well as the way in which these are assessed. The coherence within the curriculum needs to mirror the discipline itself.

3. SEQUENCE, PROGRESSION, AND PACING

The organizing principle of the subject should allow for logical progression and appropriate sequencing between skills and content areas – over the course of the year, and across grades/years of study. Progression should be evident in content and skills areas, as well as in increasing levels of cognitive demand. There should be clear suggestions about how much time should reasonably be allocated to the various parts of the curriculum, as this would help teachers and examiners identify the relative weighting given to the various parts of the curriculum. The documents must also state how far along the curriculum teachers/learners need to be by the end of each grade/year of study.

4. AIMS/PURPOSE/VISION/OUTCOMES

The syllabus documents should provide a clear sense of the aims of the subject, in relation to content, skills, and cognitive operations. The stated aims of the syllabus should underpin the design of the syllabus/curriculum as a whole; that is, all aspects of the syllabus/curriculum should work towards enabling the achievement of the aims/outcomes. The aims should not merely function as philosophical statements, and should take account of the broad social context in which the syllabus is to be enacted and assessed. The aims need to be understandable to those using the curriculum.

This section of the curriculum should also show the articulation of the current curriculum with other levels of the education system.

5. PEDAGOGY AND METHODOLOGY

Suggested or desired teaching approach(es) to the subject domain should be explicitly stated; so, in language, for example, whether a communicative teaching approach or text-based language teaching approach underlies the curriculum. The pedagogy should align with the stated purpose of the curriculum and be appropriate for the likely contexts in which the curriculum is to be used. Clear guidelines are needed to explain what methodologies should be used to meet the pedagogical principles.

6. ASSESSMENT GUIDANCE

There should be clear information in the curriculum about both internal assessment (continuous and summative) and external assessment (exit-level summative assessment) and their respective weighting. This applies also if there is a practical element as a part of the curriculum.

Principles of assessment, different types of assessment, and criteria and rubrics designed to assess the range of difficulty levels should be clearly outlined. Guidance should be provided as to how many of the different assessment types should be used in each grade/year of study. The weighting of these recommended assessments should agree with the weighting accorded to the different content areas in the curriculum. Assessment guidance should not be so specific as to limit the teaching/learning process.

Exemplars of exit-level summative assessments must be provided to indicate the expected level of teaching and learning associated with the curriculum. Furthermore, evaluated sample answers indicating the various expected levels of achievement should form part of the documentation.

7. PRACTICAL TASKS

Where applicable, the curriculum must provide a clear indication of the nature of the practical tasks associated with the discipline, and should include a diverse range of methods suited to the subject. The weighting of the practical component in the curriculum and in the assessment must be clearly indicated.

8. PROVISION AND PACKAGING OF CURRICULUM DOCUMENTS/SYLLABUS

Curriculum statements or syllabuses must be user friendly (in terms of layout, design, and language) and must provide teachers with just the necessary scaffolding to be able to make the best use possible of the information provided. Curricula also need to be freely available to teachers and updates or amendments must be timeously provided.

Although the syllabus/curriculum is likely to comprise multiple documents, the total number of documents should be kept to a minimum; the relationship between the various documents should be clearly outlined; and the focus and purpose of each document should be explicitly stated. The language of the documents should be unambiguous and jargon-free.

9. PROCESSES, DESIGNERS, AND GROUPS CONSULTED IN THE PREPARATION OF THE CURRICULUM DOCUMENTS/SYLLABUS

Curriculum statements should be accompanied by a list of the designers of the curriculum, as well as a description of the processes followed in the curriculum design, and of the consultations which took place.

The group that designs the curriculum should include sufficient representation, as required by the subject, from some or all of the following stakeholders: the relevant profession(s), higher education experts, government experts, and teachers.

Where possible and necessary, the curriculum should be internationally benchmarked (for example, through providing evidence that a curriculum is clearly equivalent to its counterparts in other countries).

10. OTHER

Curricula may include other elements not covered by the present framework, and it is the designers' prerogative to do so. An example might be that the curriculum makes reference to suitable learning materials and other supportive resources which are aligned to the purpose, rationale, and framework set out in the curriculum. Evaluators of such a curriculum should evaluate these additional elements to determine whether or not they add value to the curriculum, and if so, how.

