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## GENERAL NOTICE

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### NOTICE 528 OF 2010

#### DEPARTMENT OF EDUCATION

#### DEPARTMENT OF HIGHER EDUCATION AND TRAINING

#### GENERAL AND FURTHER EDUCATION AND TRAINING QUALITY ASSURANCE ACT, 2001

I, Bonginkosi Emmanuel Nzimande, hereby publish the **Policy for the Quality Assurance of Private Adult Learning Centres, Private Further Education and Training Colleges and the Accreditation of Private Assessment Bodies in terms of Sections 17A(2)(a) and 23 of the General and Further Education and Training Quality Assurance Act, 2001** as submitted to me by Umalusi in terms of Sections 17A(2)(a) and 23 of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001), and as set out in the Schedule.

**Dr BE Nzimande, MP**

**Minister of Higher Education and Training**

**Date:**

**SCHEDULE****CHAPTER 1****DEFINITIONS****1. Definitions**

In this policy, any word or expression to which a meaning has been assigned in the National Qualifications Framework Act, 2008 (Act No. 67 of 2008) and the General and Further Education Quality Assurance Act, 2001 (Act No. 58 of 2001), has the same meaning and, unless the context otherwise indicates –

“**assessed curriculum**” means that part of the intended curriculum which features in assessment or examinations;

“**certification**” means the formal recognition of a qualification or part qualifications awarded to a successful learner;

“**curriculum**” means the necessary underpinning framework documentation provided for a qualification or part qualification to facilitate a more general understanding of its implementation in an educational system. The curriculum for a qualification or part qualification provides a more detailed description of what is required for the purpose of the qualification or part qualification to be fulfilled through its enactment. Syllabi for the necessary units of learning/subjects form an integral part of the curriculum;

“**enacted curriculum**” means everything taught and learned in an educational institution;

“**intended curriculum**” means the description of the skills and content and values to be taught and learned, how these are to be enacted in practice, and how they should be assessed;

“**learning programme**” means a structured and purposeful set of learning experiences that leads to a qualification or part qualification. The nature of the programme will be determined by the qualification it serves. Learning programmes, while serving ends of the qualification, do not form a part of the qualification itself. Learning programmes are nevertheless subject to their own quality assurance processes.

“**Minister**” means the Minister of Higher Education and Training;

“**requirements**” means requirements as established by this policy as determined by Council in respect of the quality assurance of a private adult education and training centre, a private further education and training college and accreditation of assessment body or agency;

## CHAPTER 2

### RATIONALE AND APPLICATION OF THE POLICY

#### 2. Background

The *General and Further Education and Training Quality Assurance Act, 2001 (No 58 of 2001)* assigns responsibility for quality assurance of general and further education and training in South Africa to Umalusi, the Quality Council (QC) for Quality Assurance in General and Further Education and Training. It was established with the purpose of maintaining norms and standards in general and further education and training and as such its mandate includes the following:

- Developing and maintaining a sub-framework of qualifications for general and further education and training;
- Quality assurance of all exit point assessment of such qualifications;
- Certification of learner achievements;
- Quality promotion amongst education institutions;
- Quality assurance of private adult learning centres and private further education and training colleges; and
- Accreditation of assessment bodies other than departments of education.

The *National Qualifications Framework Act, 2008 (Act 67 of 2008)* states that the Council must, in respect of quality assurance, do the following:

with regard to quality assurance within its sub-framework –

- (i) develop and implement policy for quality assurance;
- (ii) ensure the integrity and credibility of quality assurance;
- (iii) ensure that quality assurance as is necessary for the sub-framework is undertaken;

To determine and maintain the standard of qualification and part qualifications in the General and Further Education and Training sub-framework, the associated qualifications and part qualification are quality assured; education institutions that offer provision towards the achievement of such qualification or part qualifications are quality assured; accreditation of assessment bodies or agencies and systems that externally examine such qualification are accredited and monitored; and the conduct of national external assessments are moderated and monitored.

This document takes as its legal framework the following:

- The Constitution of the Republic of South Africa Act, 1996 (Act No. 108 of 1996)
- The National Qualifications Framework Act, 2008 (Act No. 67 of 2008)

- The General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)
- The Adult Basic Education and Training Act, 2000 (Act No. 52 of 2000)
- The Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006)

### **3. Principles**

- (1) The QC for the sub-framework in General and Further Education and Training, aims to achieve quality assurance of –
  - (a) an education institution that offers provision towards the achievement of a qualification or part qualifications on the sub-framework; and
  - (b) assessment and the accreditation and monitoring of an assessment body that externally examine the qualification or part qualifications.
- (2) Quality assurance consists of a combination of practices that include –
  - (a) inspection of an education institution.
  - (b) the institutional quality assurance system supports the principles of participation and transparency and includes the internationally accepted practice of peer review, validation and monitoring.
  - (c) in respect of the assessment system, the approach pursues a multi-faceted, but coherent system in which there is a common set of standards and criteria for both public and private assessment structures.
- (3) The accreditation of an assessment body requires compliance against a set of criteria in the provisional accreditation phase, self-evaluation to support development and improvement in the accreditation phase, and external evaluation and monitoring to verify and ensure continued quality provision and delivery.

### **4. Purpose of the Policy**

- (1) The purpose of this policy is to set requirements for the quality assurance of private adult learning centres and private further education and training colleges, and the accreditation and monitoring of assessment bodies in respect of general and further education and training.
- (2) In order to certify learning achievements with confidence, private adult learning centres, private further education and training colleges and assessment bodies must be inextricably linked.
- (3) Private adult learning centres and private further education and training colleges are therefore required to align with an accredited assessment body which will examine the curriculum enacted at their sites of learning. Private adult learning centres and private

further education and training colleges must ensure delivery of quality teaching and learning which will culminate in credible and valid assessment.

- (4) Likewise, accredited assessment bodies must support private adult learning centres and private further education and training colleges that are enacting the curriculum that they assess.
- (5) The quality assurance of private adult learning centres and private further education and training colleges has as its key focus the enactment of curriculum through -
  - (a) mission directed leadership and management that enables curriculum implementation;
  - (b) teaching proficiency, including appropriate pedagogy and methodology;
  - (c) quality internal assessment;
  - (d) student learning and support; and
  - (e) quality assurance measures in support of the continuous improvement of results.
- (6) The assessment system is a key driver of quality in the education and training system and sets the standards for general and further education and training. As such, assessment bodies must meet the requirements of this policy through –
  - (a) designing, conducting and managing internal and external assessments as prescribed in a particular curriculum;
  - (b) undertaking internal moderation of assessment instruments;
  - (c) ensuring external moderation of assessment instruments;
  - (d) supplying the QC with marks and/or other records of assessments conducted, as specified by the QC;
  - (e) taking adequate measures to ensure the security and integrity of the assessment process, including combating irregularities;
  - (f) publishing assessment results on approval by QC;
  - (g) developing a cadre of competent assessment personnel, including but not limited to examiners, moderators, markers and invigilators;
  - (h) undertaking development and research that will enhance the achievement of educational outcomes, and
  - (i) fulfilling any other functions as stipulated in the *General and Further Education and Training Quality Assurance Act, 2001 (Act No.58 of 2001)* and any relevant policies and directives issued by the QC
- (7) This policy must be read and understood in conjunction with the following documents:
  - (a) *Developing and maintaining the GENFETQA sub-framework (Umalusi Council, Dec 2008)*;
  - (b) Other related legislation as appropriate to the various education sectors Umalusi is mandated to work in;
  - (c) QC policies and directives on the conduct, administration and management of the assessments for the qualifications and part qualifications on the sub-framework, as

well any other qualifications identified and registered by the SAQA in consultation with the QC;

- (d) The regulations that are developed by the Department of Higher Education and Training and gazetted by the Minister on assessment policies; and
- (e) Any other relevant policies and directives issued by the QC.

## 5. Application of the Policy

- (1) The quality assurance of a private adult learning centre or a private further education and training college entails the recognition of the private adult learning centre or private further education and training college that offers the qualifications on the General and Further Education and Training sub-framework. A private adult learning centre or a private further education and training college must have –
  - (a) a mission in line with national goals and appropriate to the sector;
  - (b) sufficient resources, programmes, and services to accomplish and sustain the mission;
  - (c) clearly specified educational objectives consistent with the mission;
  - (d) quality assurance practices that will ensure continuous improvement in terms of the enactment of the curriculum through teaching, learning and assessment;
  - (e) the capacity to use assessment results (internal and external) to diagnose and, if required, remedy teaching, learning and assessment, and
  - (f) take responsibility for the standard of internal continuous assessment, as well as undertake external assessment per the directives of the QC and the relevant assessment body.
- (2) The accreditation of an assessment body or agency entails the recognition of the private assessment body that assess the qualifications or part qualification on the General and Further Education and Training sub-framework.
- (3) An Assessment body conduct formal, externally quality assured assessments for qualifications on the General and Further Education and Training sub-framework and quality assure any internal continuous assessment relevant to the qualification.
- (4) The assessment system may have different forms of delivery and conception in respect of the development of assessment instruments and assessment items, quality assurance measures and approaches.
- (5) An Assessment body must have -
  - (a) clearly defined goals that are in line with national policies and that relate to the assessment of national qualifications;
  - (b) sufficient resources to realise their goals;
  - (c) demonstrated evidence of achieving their goals;
  - (d) demonstrated capacity to fulfil their functions; and,



- (e) provide sufficient reason for the QC to believe that they can continue to achieve its goals.
- (6) The public assessment system will be monitored against the criteria of this policy.

### CHAPTER 3

#### **CRITERIA FOR THE ACCREDITATION OF PROGRAMMES OFFERED BY A PRIVATE ADULT LEARNING CENTRE AND PRIVATE FURTHER EDUCATION AND TRAINING COLLEGE**

##### **6. Criteria for the Quality Assurance of Private Adult Learning Centres and Private Further Education and Training Colleges**

- (1) The accreditation system for learning programmes offered by a private adult learning centre or a private further education and training college pursues the principles of participation and transparency within the parameters of this policy for quality assurance. The criteria for accreditation of a programme are consulted with the private adult education and training and private further education and training college sectors, and form the basis for institutional self-evaluation in preparation for external evaluation.
- (2) While the criteria as contemplated in this framework are stable, the indicators for accreditation of learning programmes, as determined by the QC may be applied in a differentiated manner informed by the mission, vision and purpose of the institution. The indicators will be adapted and supplemented to accommodate distance learning provision as required.
- (3) A private adult learning centre and private further education or training college is accredited to offer the specific qualifications or part qualifications and their associated curricula registered on the General and Further Education and Training sub-framework.
- (4) The criteria cover several key areas pertinent to the accreditation learning programmes offered by a private adult learning centre or private further education and training college in order to establish:
  - (a) the effectiveness of leadership and governance which, in keeping with the institutional vision and mission, seek to improve and raise institutional performance;
  - (b) the quality and the effective management of teaching, learning and assessment for qualifications on this sub-framework, which includes:

- i. the enactment of agreed national core curricula in respect of qualifications;
  - ii. the planning and design of learning programmes;
  - iii. the planning and design of assessment of learning, and the use of assessment results to diagnose and remedy teaching, learning and assessment;
  - iv. learner support,
  - v. learner achievement,
  - vi. progression of learners,
  - vii. articulation routes for learners; and
  - viii. the resources needed for the implementation of these aspects.
- (c) the quality and the effective management of a qualification or part qualification certified by other QC;
- (d) the effectiveness of self-regulated quality assurance practices in order to direct continual improvement;
- (e) learner success and achievements;
- (f) the extent to which learners are able to access gainful employment; and
- (g) the extent to which institutions meet their own and national objectives, including the objectives of the Human Resource Development (HRD) strategy of South Africa.
- (5) The criteria cover five broad areas that form the focus of the policy are -
- (a) ***Mission directed leadership and management*** are concerned with the attainment of the vision and mission as informed by its legal framework and context, as well as national priorities, through strategic leadership and effective governance structures and strategies; and the effectiveness with which the qualification mix and provision is selected, planned, managed, quality assured and improved. Resources are appropriately allocated and used to ensure that the institution is viable and sustainable. It reflects the institutional commitment to monitoring and evaluation in order to improve quality and the establishment of the required infrastructure and processes to ensure quality provision.
  - (b) ***Teaching and training*** enacts the curriculum and reflects appropriate instructional approaches that support learning, in respect of qualifications the institution is accredited for, and the development of suitable learning programmes and materials in support of these qualifications.
  - (c) ***Learning and assessment*** are at the core of the enactment of the curriculum. It is evident that staff development and proficiency in respect of teaching and assessment are in keeping with learner profiles, the purpose and the context of qualifications offered at private adult education and training centres and private further education and training colleges.

- (d) **Learner support** is evident through academic guidance and support, financial support (if appropriate), work placement, tracking of graduates; and the availability of articulation and progression routes for learners. Support functions also include physical resources and efficient management of programme delivery on and off-site, as required. Flexible delivery modes are made available to open up access to education and training.
- (e) **Achievement and results** encapsulate the use of quantitative and qualitative data such as learner attainments, access rates, learner retention rates, learner progression and placement rates to improve learner success. This information is also used to track learner achievement.

## CHAPTER 4

### CRITERIA FOR THE ACCREDITATION AND MONITORING OF ASSESSMENT BODIES

#### 7. Criteria for the Accreditation and Monitoring of Assessment Bodies

- (1) The quality assurance and monitoring of assessment structures are central to the quality assurance of national external examinations which form the basis for the determination of standards in public and private general and further education and training.
- (2) Several broad criteria pertinent to the accreditation, quality assurance and monitoring of assessment bodies have been developed. The criteria are grouped into three focus areas: strategic leadership and management (see (a) below); assessment standards (see (b) and (c) below); and, the administration of assessment (see (d) and (e) below) –
  - (a) **Leadership, planning and management** are concerned with the vision and mission of the assessment body and the effectiveness of strategic leadership and governance that support the attainment of these. Assessment services are managed effectively, quality assured and improved. Resources are allocated and used to ensure a viable and sustainable assessment body/agency. Leadership and management are committed to quality improvement and have put resources, systems and infrastructure in place to ensure improvement.
  - (b) **Assessment standards** are concerned with the maintenance and improvement of the standard of assessment products and conduct of the assessments. The standard in respect of internal and external assessment and examinations is moderated against applicable curriculum and national policies, and results are credible. The assessed curriculum covers the intended curriculum adequately.
  - (c) **Development and research** is evident in the capacity development of staff such as examiners, moderators, markers and others, and in a research agenda and reports that support and provide meaningful feedback and guidance to its education institutions in

order to drive the improvement of teaching, learning and internal assessment. Research informs improvement of assessment products, systems and approaches.

- (d) ***The conduct and administration of examinations and/or assessment*** that includes all the administrative and logistical processes associated with the conduct of examinations and/or assessments, such as the setting, translation, editing, printing and moderation of assessment materials; the registration of candidates and examination centres; the establishment of marking centres; data capturing of learner records and security systems; and security, is efficient and reliable with a low tolerance of irregularities and ensures a credible external assessment / examinations.
- (e) ***Resulting systems and processes*** encapsulate the reliable and accurate processing and issuing of results, as well as compliance with policy so that the integrity of the system is maintained.
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