
GOVERNMENT NOTICE

DEPARTMENT OF EDUCATION**No. 150****26 February 2010****CALL FOR PUBLIC COMMENTS ON THE DRAFT INTERIM QUALIFICATIONS
AND ASSESSMENT POLICY FOR GENERAL EDUCATION AND TRAINING (GETC)
ABET**

I, Bonginkosi Emmanuel Nzimande, Minister of Higher Education and Training, in terms of section 3 (4) (l) of the National Education Policy Act, 1996 (Act No. 27 of 1996) request the public to submit to me by Friday 12 March 2010 comments on the aforementioned draft document.

Comments should be forwarded to:

The Director-General: Higher Education and Training

(For the attention of Mr D Diale)

Private Bag X895

Pretoria

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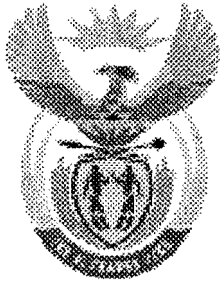
Fax: 086 525 1300

Email; diale.d@doe.gov.za

Dr B Nzimande

Minister of Higher Education and Training

Date:



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**DRAFT INTERIM QUALIFICATIONS AND ASSESSMENT POLICY
FRAMEWORK FOR GENERAL EDUCATION AND TRAINING CERTIFICATE
FOR ADULTS: A QUALIFICATION AT LEVEL 1 ON THE NATIONAL
QUALIFICATIONS FRAMEWORK (NQF)**

Department of Higher Education and Training

Sol Plaatje House

123 Schoeman Street

Private Bag X895

Pretoria 0001

South Africa

Tel: +27 12 312-5911

Fax: +27 12 321-6770

120 Plein Street

Private Bag X9023

Cape Town 8000

South Africa

Tel: +27 21 465-1701

Fax: +27 21 461-8110

www.education.gov.za

ISBN:

CONTENTS**ACRONYMS** 4**CHAPTER 1****INTRODUCING THE INTERIM POLICY FOR THE GETC: ABET** 5

1. POLICY FRAMEWORK 5
2. GENERAL REQUIREMENTS 6
3. TYPE OF QUALIFICATION 7
4. ENTRANCE REQUIREMENTS FOR GETC: ABET 8
5. DURATION AND GENERAL REQUIREMENTS FOR
GETC: ABET 8

CHAPTER 2**STRUCTURE AND DESIGN OF GETC: ABET** 9

6. THE STRUCTURE OF THE GETC: ABET 9
7. PROGRAMME REQUIREMENTS 9
8. PROVISOS 10
9. PROMOTION AND CERTIFICATION REQUIREMENTS 11
10. CONCESSIONS 11

CHAPTER 3**ASSESSMENT** 12

11. ASSESSMENT STRUCTURE 12
- 11.1 FORMATIVE ASSESSMENT 12
- 11.2 SUMMATIVE ASSESSMENT 13
12. RECORDING OF ASSESSMENT 13
13. REPORTING OF ASSESSMENT 14
- 13.1 SCALE OF ACHIEVEMENT FOR ABET 15

| | | |
|---|------------------------------|-----------|
| 14. | MODERATION | 15 |
| CHAPTER 4 | | |
| REPEAL OF POLICY AND TRANSITIONAL ARRANGEMENTS | | 16 |
| 15. | REPEAL OF POLICY | 16 |
| 16. | TRANSITIONAL ARRANGEMENTS | 16 |
| 17. | SHORT TITLE AND COMMENCEMENT | 16 |
| DEFINITIONS | | 17 |
| ANNEXURE A: THE INTERIM GETC QUALIFICATION MODEL | | 19 |
| ANNEXURE B: EXAMPLE OF A REPORT CARD | | 21 |

ACRONYMS

| | |
|------|--|
| ABET | Adult Basic Education and Training |
| GETC | General Education and Training Certificate |
| NQF | National Qualifications Framework |
| RPL | Recognition of Prior Learning |
| SAQA | South African Qualifications Authority |

CHAPTER 1

INTRODUCING THE INTERIM POLICY FOR QUALIFICATIONS AND ASSESSMENT FOR GETC: AT NQF LEVEL 1

1. POLICY FRAMEWORK

1. The Minister of Higher Education and Training shall in terms of *section 3(2) of the National Education Policy Act, 1996 (Act No. 27 of 1996)* determine national education policy for education institutions, such as adult, distance or community education institutions.
2. Minister of Higher Education and Training shall determine, in accordance with *section 3(4)(l) of the National Education Policy Act, 1996 (Act No. 27 of 1996)* national education policy regarding curriculum frameworks, core syllabuses and education programmes, learning standards, examinations and the certification of qualifications subject to the provisions of any law establishing a national qualifications framework.
3. The regulations set out in this policy document must be given effect to by public and private centres offering the *Interim ABET GETC: A qualification at Level 1 on the National Qualifications Framework (NQF)*.
4. This document is supported by *Section 18A. (1) (b) 9 of the Adult Basic Education and Training Act, 2000 (Act No 52 of 2000)* in which the Minister must determine a national process and procedures for the assessment of learner achievement.
5. This policy document must be read in conjunction with the following policy documents:

5.1 *National Policy on the Conduct of Adult Basic Education and Training (ABET) Level 4 Examinations, Gazette 23590, 05 July 2002.*

5.2 *The Interim General Education and Training Certificate (GETC)-Adult Basic Education and Training (ABET) level 4, A Qualification at Level 1 in the National Qualifications Framework (NQF), Gazette 32793, 11 December 2009.*

6. This document is also supported by the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001 as amended)* which clearly defines the function of the Quality Council for the General and Further Education and Training (Umalusi).

2. GENERAL REQUIREMENTS

7. This qualification will be offered to persons who are 16 years or older who have not had any formal schooling and persons who may not have completed formal basic schooling.
8. Learners coming into the system must undergo placement assessment approved by the Department of Education for this purpose to determine at which level they must begin. The offerings for ABET levels 1-4 are as stipulated in *Gazette 32793, 11 December 2009.*
9. The policy stipulated in this document is applicable to out-of-school candidates, who are registered for:
- (a) Adult Basic Education and Training programmes with public centres established by provincial education departments; and
 - (b) Private centres registered with the provincial education departments to offer ABET programmes as stipulated in section 27 of the *Adult Basic Education and Training Act, 2000 (Act No 52 of 2000).*

10. To register for the interim GETC qualification, an identity number or passport number must be provided. This will also assist in the certification and effective combination of learning areas for acquiring the qualification.
11. Full-time learners registered at public and independent schools, as contemplated in the *South African Schools Act, 1996 (Act No. 84 of 1996)*, may not offer subjects listed in this policy document.

3. TYPE OF QUALIFICATION

12. The Interim ABET GETC is a 120 credit qualification registered at Level 1 on the NQF. These credits must be accumulated over a minimum of 6 Learning Areas as registered by SAQA.
13. The qualification comprises of the Fundamental, Core and Elective components.
14. In terms of Section 8(1) of the *SAQA Regulations in Government Gazette, No. 18787 of 28 March 1998*, consistent with Section 36(c) of the *NQF Act, 2008 (Act No 67 of 2008)* the ABET GETC at Level 1 on the NQF must, inter alia:
 - (a) represent a planned combination of Learning Outcomes that has a defined purpose or purposes, and is intended to provide qualifying learners with applied competence and a basis for further learning and conform to paragraph 3 above;
 - (b) add value to the qualifying learner;
 - (c) provide benefits to society and the economy;
 - (d) comply with the objectives of the NQF; and
 - (e) indicate the rules governing the award of the qualification.

4. ENTRANCE REQUIREMENTS FOR INTERIM GETC: ABET

1. The minimum entrance requirements for the *Interim ABET GETC: A qualification at Level 1 on the National Qualifications Framework (NQF)* are:
 - (a) An official learning area certificate at ABET level 3; or
 - (b) An ABET level 3 report card
 - (c) A grade 8 school report; or
 - (d) A placement assessment administered by the centre; or
 - (e) A recognition of prior learning equivalent.

5. DURATION FOR GETC: ABET

16. Learners may register for the *Interim ABET GETC: A qualification at Level 1 on the National Qualifications Framework (NQF)* at public centres or private centres at any time during the academic year of the relevant institution.
17. Learners who register for a *Interim ABET GETC: A qualification at Level 1 on the National Qualifications Framework (NQF)*, may enter for one or more learning areas at each examination sitting.
18. The qualification requires that 120 credits must be accumulated. The 120 credits translate to 1200 notional hours in which a learner is supposed to complete the GETC: ABET qualification.
19. It is the intention of the Department to progressively realize the accumulation of credits from ABET level 3 in the Fundamentals. A state of readiness report for such a move is to be submitted to the quality assurer for approval.
20. Learners opting for the interim GETC will not be restricted to a fixed duration of years to complete the qualification.

CHAPTER 2

STRUCTURE AND DESIGN OF THE INTERIM GETC: ABET

6. THE STRUCTURE OF THE INTERIM GETC: ABET

21. In accordance with the Regulations under the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995) in Government Gazette, No. 18787 of 28 March 1998, a minimum of 120 shall be required for registration of a qualification at NQF Level 1.

22. The GETC: ABET uses the twelve Organising Fields of the National Qualifications Framework (NQF) for organising purposes and registration on the NQF. These Organising Fields are linked to various disciplines and occupational fields in the world of work and are therefore designed to provide a framework for organising qualifications in a coherent and co-ordinated manner.

7. PROGRAMME REQUIREMENTS

23. The interim GETC: ABET shall be issued to a candidate who has complied with the following requirements:

23.1 Offered and completed the Site Based Assessment requirements; and

23.2 Offered an external examination in the fundamental, core and electives learning areas.

24. The following rules of combination apply:

(a) Fundamental component which is compulsory carries 37 credits:

Languages-English, Afrikaans and African languages

Mathematics Literacy or Mathematical Science;

(b) Core component which is compulsory carries 32 credits:

Life Orientation;

(c) Electives component carries 51 credits (a choice of maximum of 3 is required):

- Human and Social Sciences
- Natural Sciences
- Economic and management Sciences
- Arts and Culture
- Technology
- Additional Language
- Applied Agriculture and Agricultural Sciences
- Ancillary Health Care
- Small, Medium and Micro Enterprises
- Travel and tourism
- ICT
- ECD
- Wholesale and Retail

25. The interim GETC qualification model is attached as **Annexure A**.

8. PROVISOS

26. A candidate that has met the minimum programme requirements of the GETC: ABET as contemplated in paragraph 7, may offer an additional language more than the required minimum Learning Areas provided that he or she complies with the following requirements:

26.1 All site based assessment tasks have been completed in line with the requirements for the qualification; and

26.2 A learner may not offer both Mathematical Literacy and Mathematical Science.

9. PROMOTION AND CERTIFICATION REQUIREMENTS

27. Subject to the provisions of section 16(4)(d) and (e) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*, and subject to paragraph 7 of this document, a GETC: ABET shall be issued to a candidate who has complied with the following promotion requirements:

27.1 Offered 6 learning areas as per the rules of combination of the interim GETC and passed the fundamental, the core learning areas and the electives at 30%.

27.2 For purposes of granting the interim GETC, learning areas in the qualification will carry a maximum of 20 credits.

10. CONCESSIONS

28. Learners who have disabilities including problems with the basic functions of reading, spelling, writing (dyslexia) and mathematical disorder (dyscalcula) should be evaluated under the guidance of the *White paper 6 on Special needs Education: Building an Inclusive Education and Training System, 2001* to assess their true potential and level knowledge.

CHAPTER 3

ASSESSMENT

11. ASSESSMENT STRUCTURE

29. Assessment of learning for certification in ABET and GETC: ABET consists of two components of assessment, namely formative and summative assessments.

11.1 FORMATIVE ASSESSMENT

30. Formative assessment for ABET level 1-3 should be set through common formative assessment tasks.

31. The weighting of the Formative assessment components are as follows:

31.1 For public centres only formative assessment on the fundamental component will be offered for learners in ABET level 1 and 2 to progress to the next level;

31.2 In ABET level 3 75% of the total assessment that is done should be formative assessment;

31.3 At ABET level 4 Formative assessment should be carried out in the form of standardized Site Based Assessment tasks as set by the National Department of Education. These tasks would be verified and moderated by Umalusi as they contribute to the final examination mark/attainment of the qualification.

31.4 Site Based Assessment would contribute 50% of the final passing mark at level 4 it is therefore imperative that all SBA tasks should be adhered to, as contained in the *Regulations pertaining to the conduct, administration and management of assessment for the ABET GETC, Government Gazette, Vol 445 No 23590 5 July 2002.*

11.2 SUMMATIVE ASSESSMENT

32. ABET levels 1-2 do not require summative assessment.
33. In ABET level 3 summative assessment should be done through a common internally set examination which would constitute 25% of the total mark for achievement.
34. In ABET level 4 an external summative assessment is done through a national examination set and marked by an accredited examination body, and moderated by Umalusi.
35. The external national examination constitutes 50% of the final passing mark for the awarding of the GETC.
36. The national examination at level 4 is conducted twice a year in an academic year in June and October. A feasibility study is to be done by the accredited exam body to determine the offering of frequent examination beyond the June and October examinations.
37. The norms and standards to which all examination bodies must give effect are stipulated in the *Regulations pertaining to the conduct, administration and management of assessment for the ABET GETC, Government Gazette, Vol. 445 N0 23590 5 July 2002.*

12. RECORDING OF ASSESSMENT

38. All assessment tasks should be done and be kept in the assessment portfolios (An assessment portfolio is any material that can show evidence of learner tasks and feed-back from the educator. An exercise book can constitute such an assessment portfolio).
39. Recording of assessment should provide evidence of the learner's conceptual progression within a particular level and the state of readiness to progress to the next level.
40. Learner assessment portfolios must be kept for each learning area. This would also constitute part of the learner records that should be kept by centres.

41. The Learner assessment portfolio must consist of a collection of evidence of assessment tasks which exhibit the learner's conceptual progression, growth and achievement in relation to the expected outcomes in each Learning area.
42. For a level 1 and 2 learner the assessment portfolios would be in line with the fundamental component only.
43. For a level 3 learner they would include the fundamental, integrated studies or a skills programme.
44. In level 4 it would be the fundamental, core and elective components. The Site Based Assessment tasks outcomes should be clearly recorded as they contribute to the final examination mark.
45. The assessment portfolios at level 4 will be externally verified and moderated by Umalusi.

13. REPORTING OF ASSESSMENT

46. Reporting to learners should be done as per assessment plans to encourage their involvement and participation. Educators must provide feedback in the learner assessment portfolios.
47. For learners in level 1-3 report cards must be issued to learners at the end of the academic year.
48. For levels 1-2 the annual report cards of learner performance will be based on the assessment portfolios.
49. For learners in level 3 a report card will be based on the formative and summative assessment (common internal examination).
50. Provinces should avail their ABET level 3 annual assessment reports for quality assurance purposes.
51. Four levels of competence have been described for each learning area to be offered for the ABET levels. The various achievement levels and their corresponding percentage bands are as shown in Table 1 below.

TABLE 1: SCALE OF ACHIEVEMENT FOR ABET

| RATING CODE | DESCRIPTION | percentage |
|----------------|--------------------------|------------|
| 4 | Outstanding Achievement | 70-100 |
| 3 | Satisfactory Achievement | 50-69 |
| 2 | Partial Achievement | 30-49 |
| 1 | Not Achieved | 10-29 |

52. Reports should be structured in a code and percentage format with a description. Example of a report card format is provided as Annexure B.

53. At level 4 an external certificate will be issued by Umalusi.

14. MODERATION

54. Moderation in level 4 should be conducted to ensure that assessment is credible, fair, reliable and valid.

55. At level 1-3 internal moderation should be done by Provincial Departments.

CHAPTER 4

REPEAL OF POLICY AND TRANSITIONAL ARRANGEMENTS

15. REPEAL OF POLICY

56. Since the Assessment Policy in the General Education and Training Band, Grade R-9 and ABET of 1998 was repealed, this interim Assessment policy will be effective immediately upon approval by the Minister and publication in the government gazette.

16. TRANSITIONAL ARRANGEMENTS

57. Candidates who have obtained credits in six learning areas from the expired GETC must be considered for the award of the interim GETC.
58. Recognition of credits and awarding of qualification should be consistent with the rules of combination of the interim GETC.
59. Candidates must be guided appropriately about RPL mechanisms in order to fulfill the requirements of the interim GETC.
60. The HOD must exercise his/her discretionary powers in the consideration of requests that may be submitted to his or her office in ensuring that the principle of access is supported.

17. SHORT TITLE AND COMMENCEMENT

61. This policy may be cited as the National Qualifications and Assessment Interim Policy for ABET and General Education and Training Certificate For Adults: A qualification at Level 1 on the National Qualifications Framework (NQF) and will come into effect on the date of publication in the Government Gazette.

18. DEFINITIONS

62. **Assessment portfolio** means the collection of the learner's work that is used to compile his or her internal assessment mark.
63. **Certification** means obtaining the General Education and Training Certificate for Adults when the minimum promotion requirements have been met.
64. **Department of Higher Education and Training** means the national department responsible for Adult Basic Education and Training.
65. **Examination body** means a body approved by the Minister of Higher Education and Training to conduct the external assessment of all Learning Areas for the GETC.
66. **Examination** means the General Education and Training Certificate examination conducted for adult learners.
67. **Formative assessment** means an assessment that takes place throughout the learning process which includes a broad range of activities. For example classwork, projects, orals, practical demonstrations, test.
68. **General Education and Training Certificate (GETC)** means a certificate to be awarded on to learners on completion of ABET level 4.
69. **Head of Department** means the Head of a provincial education department.
70. **Learner** means any person, including part-time learners, receiving education at a public or private school or learning institution linked to an accredited assessment body.

71. **National Qualifications Framework (NQF)** means a comprehensive system approved by the Minister for the classification, registration, publication and articulation of quality assured national qualifications.
72. **Qualification** means a planned combination of exit-level Learning Outcomes and Assessment Standards, which has a defined purpose and that is intended to provide learners with applied competence and a basis for further learning. This culminates in the formal recognition of learning achievement through the award of a formal certificate.
73. **Summative assessment** is assessment for making judgement about achievement.
74. **Site Based Assessment** means a series of various tasks as determined by the examination body intended for obtaining a learner's demonstrated achievement that would contribute to the final mark and the achievement of the GETC qualification.
75. **Umalusi** means Umalusi, the Council for Quality Assurance in General and Further Education and Training established in terms of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).

ANNEXURE A

THE GETC QUALIFICATION MODEL

The interim GETC qualification will be awarded on achievement of 120 credits according to the following rules of combination:

FUNDAMENTAL

The fundamental component carries the following credits:

Language, Literacy and Communications (one language) 23 credits

Mathematical Literacy (ML) 16 credits Or Mathematical and Mathematical Sciences (MMS) 14 credits.

Learners may only offer Mathematical Literacy or Mathematical and Mathematical Sciences. Learners must compete 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.**

CORE

The core component offers only one Learning Area, Life Orientation (**32 credits**). The core component is compulsory to learners registered for the GETC.

ELECTIVE

The Elective Component consists of an Academic Learning Area and Vocational Specializations from which Learners may choose. Learners are to follow either the

Academic Learning Area or a Vocational Specialization. **51 credits** are to be acquired from the Academic Learning area **or** the Vocational specialization.

Academic Learning Area

Human and Social Sciences (23 credits)

Economic and Management Sciences (21 credits)

Arts and Culture (17 credits)

Natural Sciences (15 credits)

Technology (11 credits)

Additional language (23 credits)

Vocational Specialisation

AAAT (20 credits)

Ancillary Health Care (45 credits)

Small Medium Micro Enterprises (17 credits)

Travel and Tourism (38 credits)

ICT (23 credits)

Early Childhood Development (26 credits)

Wholesale and Retail (27 credits)

Report card

| Name of Centre: _____ Year: _____ Name of Learner: _____ ID Number: _____ ABET Level: _____ | <div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p style="margin: 0;">CENTRE STAMP</p> </div> | | | | | | | | | | | | | | | |
|---|---|---------------------------|------------|---------------------------|---|--------|-------------------------|---|-------|--------------------------|---|-------|---------------------|---|-------|--------------|
| Learning Area | Code | | | | | | | | | | | | | | | |
| LLC | | | | | | | | | | | | | | | | |
| Maths Lit. | | | | | | | | | | | | | | | | |
| Intergrated studies | | | | | | | | | | | | | | | | |
| Comments: | | | | | | | | | | | | | | | | |
| Signatures: | | | | | | | | | | | | | | | | |
| Educator: _____ Date: _____ | | | | | | | | | | | | | | | | |
| Centre manager: _____ Date: _____ | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Rating Code</th> <th style="width: 15%;">Percentage</th> <th style="width: 70%;">Description of competence</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">70-100</td> <td>Outstanding Achievement</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">50-69</td> <td>Satisfactory Achievement</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">30-49</td> <td>Partial Achievement</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">10-29</td> <td>Not Achieved</td> </tr> </tbody> </table> | | Rating Code | Percentage | Description of competence | 4 | 70-100 | Outstanding Achievement | 3 | 50-69 | Satisfactory Achievement | 2 | 30-49 | Partial Achievement | 1 | 10-29 | Not Achieved |
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