

NON-GOVERNMENTAL ORGANIZATION  
NOTICE 354 OF 2017

**CALL FOR PUBLIC COMMENT ON THE DRAFT NATIONAL VOCATIONAL CERTIFICATE: A QUALIFICATION AT NQF LEVEL 4, BEING A REVIEW OF THE NC(V) LEVELS 2 - 4**

In terms of Section 24 of the National Qualifications Framework Act, Act 67 of 2008, Umalusi is the Quality Council for General and Further Education and Training. Section 27(h)(iii) of the act requires Umalusi to ensure the development of such qualifications or part qualifications as are necessary for the sector.

In terms of section 27 of the Act, hereby give notice of the publication the draft policy for the National Vocational Certificate arising from the review of the NC(V) qualifications, Levels 2 – 4.

The policy may be accessed at  
[http://www.umalusi.org.za/documents/legislation/draft\\_national\\_certificate\\_vocational](http://www.umalusi.org.za/documents/legislation/draft_national_certificate_vocational)

If the party is unable to access the document from the website for any reason, please contact Mr D Twala at 012 030 0966 for assistance.

All interested persons and organisations are invited to comment on the draft National Vocational Certificate in writing, and to direct their comments to:

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Kindly provide the name, address, telephone number, fax number and e -mail address of the person or organisation when submitting comments.

Comments should reach the department within 30 calendar days of the publication of this notice.



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**Chairperson**  
**Umalusi Council**



Council for Quality Assurance in  
General and Further Education and Training

**Policy for the National Certificate (Vocational):  
A Qualification at Level 4  
on  
the General and Further Education and Training  
Qualifications Sub-Framework  
of  
the National Qualifications Framework**

**Umalusi Review**

**Draft for public comment**

**May 2017**

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**ABBREVIATIONS AND ACRONYMS**

AET	Adult Education and Training
CAERT	Credit Accumulation, Exemption, Recognition and Transfer
CCFOs	Critical cross-field outcomes
CEO	Chief Executive Officer
CET	Community Education and Training
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
FET	Further Education and Training
GFETQSF	General and Further Education and Training Qualifications Sub-Framework
ICASS	Internal Continuous Assessment
ISAT	Integrated Summative Assessment Task
IT	Information Technology
LOLT	Language of Learning and Teaching
LTSM	Learning and Teaching Support Material
NQF	National Qualifications Framework
NC(V)	National Certificate (Vocational)
NSC	National Senior Certificate
OQSF	Occupational Qualifications Sub-Framework
QC	Quality Council
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
TVET	Technical and Vocational Education and Training
USAf	Universities South Africa (formerly Higher Education South Africa (HESA))
WPBL	Workplace-based Learning

**DEFINITIONS**

<b>Access</b>	Opportunity to pursue education and training, including relevant qualifications and part-qualifications, for all prospective students.
<b>Applied competence</b>	The ability to put into practice in the relevant context the exit-level Learning Outcomes and Assessment Standards required for obtaining the qualification.
<b>Approved/accredited institutions</b>	The NC(V) requires that public institutions offering the NC(V) be approved for the programme(s) they intend offering in terms of the specific criteria outlined for such programmes; private institutions wishing to offer the NC(V) must receive accreditation from Umalusi in order to do so.
<b>Articulation</b>	The process of forming connections between qualifications and/or part-qualifications where possible to allow for the vertical, lateral and diagonal movement of students through the formal education and training system and to the world of work.
<b>Assessment body</b>	A department of education or any other body accredited by Umalusi, the Council for quality assurance in General and Further Education and Training, as a body responsible for managing provision and conducting external assessment.
<b>Critical Cross-Field Outcomes</b>	The generic outcomes which inform all learning and teaching on the National Qualifications Framework.
<b>Certification</b>	The formal recognition of a qualification or part-qualification awarded to a successful student.
<b>Condonation</b>	The limited and rule-bound relaxation of the final pass/certification requirements in the case of a student who comes very close to meeting such requirements.
<b>Credit accumulation, recognition, exemption and transfer</b>	The process of recognizing credits/subjects from one qualification for the purpose of transferring them to another qualification, thus allowing exemption from study of those credits/subjects.
<b>Curriculum</b>	The curriculum encompasses three components: <p>a) The intended curriculum: an official guideline document which provides the core features, principles, topic areas, specified content and skills, the expected levels of difficulty and the levels of expected cognitive demands.</p> <p>b) The enacted curriculum: the enactment/implementation/delivery of the curriculum in an institution which includes leadership and management, the ethos and values, the</p>

	<p>teaching and learning, extra-curricular activities, student support, institutional performance and the management of quality towards continuous improvement.</p> <p>c) The assessed curriculum: the internal assessment and the external examination of the intended curriculum.</p>
<b>Examination</b>	The national external examination for the National Certificate (Vocational), conducted by the Department of Higher Education and Training and/or another Umalusi-accredited assessment body, and quality assured by Umalusi.
<b>External assessment</b>	An assessment conducted by the Department of Higher Education and Training and/or a body accredited by Umalusi to conduct such assessment of all, or some of the subjects for the National Certificate (Vocational): A qualification at Level 4 on the NQF.
<b>Flexible modes of delivery</b>	The possibility of offering a qualification in a variety of ways such as offering it as year-long programmes per level; as semester modules; in part, as structured workplace learning and/or via distance education options.
<b>Full-time student</b>	A student who has enrolled for tuition and who studies for a National Certificate (Vocational) programme in a full-time capacity at a public or private institution accredited to offer the NC(V).
<b>General and Further Education and Training Qualifications Sub-framework</b>	One of three qualifications sub-frameworks which comprise the National Qualifications Framework. The General and Further Education and Training Qualifications Sub-Framework is developed and managed by Umalusi, Council for Quality Assurance in General and Further Education and Training.
<b>Internal assessment</b>	Any assessment conducted by the institution, the outcomes of which count towards the achievement of a qualification. Internal Assessment thus refers to Site-Based Assessment, Continuous Assessment (CASS) and Performance Assessment that form part of the final assessment.
<b>Mastery of skill</b>	A demonstration of comprehensive accomplishment of skills acquired within specified time frames to specified level of quality.
<b>Modes of delivery</b>	Different modes used to teach/offer a vocational programme
<b>National Certificate</b>	All qualifications registered at NQF Level 4 on the General and Further Education and Training Qualifications Sub-framework are designated as National Certificates.
<b>National Certificate(s) (Vocational)</b>	Three one-year qualifications at NQF Levels 2,3 and 4, determined in Government Gazette No 28 677 of 29 March 2006. The review of the NC(V) qualifications has given rise to the one three-year NC(V) qualification at NQF level 4.
<b>Part-time student</b>	A person who does not receive full-time tuition.

<b>Practical component</b>	A component of the qualification consisting of a combination of workplace-based learning (WPBL) and/or simulated practical assignments organized according to the programme curriculum in an accredited setting.
<b>Programme</b>	A set of subjects which determines the vocational orientation of the NC(V) selected for study. The name of the programme forms part of the certified qualification's name, as in, for example: the National Certificate (Vocational): Primary Agriculture.
<b>Programme description</b>	A programme description frames a field of vocational study in the NC(V). It includes any specific entrance requirements associated with the particular vocational field, and explains the requirements for an institution to be approved/accredited to offer the programme, and any other information specific to that vocational programme.
<b>Progression</b>	Progression is the process of allowing a student to study part of a subject (e.g. a semester module) without having passed the preceding module, on condition that the student registers for the examination of the failed module for the next examination cycle. A student may not be progressed from Level 2 to Level 3, or from Level 3 to Level 4 in the NC(V) without having completed and passed all the required subjects for that level.
<b>Promotion</b>	Promotion is the act of acknowledging the successful completion of all attendance and assessment requirements for all subjects required at a particular level as contemplated in the qualification policy. Promotion constitutes permission for a student to register for the subjects at the next level of the qualification. A student successfully completing all subjects in Level 4 is promoted – in the sense described above, but will also be formally certified in recognition of the completion of the entire qualification.
<b>Quality Council for Trades and Occupations (QCTO)</b>	The Quality Council responsible for the management and development as well as the quality assurance of occupational qualifications. It, like Umalusi, is one of the three Quality Councils regulated by the National Qualifications Act, Act No 67 of 2008.
<b>Qualification</b>	A planned combination of exit-level learning outcomes, which has a defined purpose and that is intended to provide students with applied competence and a basis for further learning. This learning culminates in the formal recognition of successful learning achievement through the award of a formal certificate.
<b>Qualifications Reference Group</b>	A Qualifications Reference Group (QRG) is a group of experts nominated and appointed to assist Umalusi in the task of developing or reviewing a qualification. The work of the QRG is

	governed by a Terms of Reference and they report to the Qualifications Standards Committee, a committee of Umalusi Council
<b>Recognition of Prior Learning</b>	Principles and processes through which the prior knowledge and skills of a person are made visible, mediated, assessed and recognised for the purpose of alternative access and admission, and/or certification, or further learning and development.
<b>Simulation practical assignments</b>	Simulation practical assignments which supplement or replace the opportunities offered by workplace-based learning, when such opportunities are unavailable. The experience afforded by simulation practicals must allow for the internalization of vocational knowledge, the acquisition of extended practical skills and the development of insight. The assessment of these assignments will be managed by the relevant assessment body.
<b>Student</b>	Any person, including part-time students, receiving education at a public or private college or school offering the NC(V).
<b>Subject of specialization</b>	The critical vocational/occupational area of learning for a particular programme in which comprehensive accomplishment of skills must be demonstrated by the student.
<b>Umalusi</b>	The Council for General and Further Education and Training Quality Assurance established in terms of the <i>General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)</i> , as amended, and as the Quality Council for General and Further Education and Training in terms of the NQF Act, Act No 67 of 2008.
<b>Workplace-based learning (WPBL)</b>	Workplace-based learning is an educational approach through which a person internalises knowledge, gains insights and acquires skills and competencies through exposure to a workplace to achieve specific outcomes applicable to employment.

## OVERVIEW

During the process of reviewing the *National Certificate (Vocational) (NC(V))* at the request of the Minister of Higher Education and Training, many of the lessons learned in the implementation of the three NC(V) qualifications have been drawn on in the re-imagining of this qualification. The Minister requested that the qualification policies for the NC(V) be reviewed with the following issues to be comprehensively dealt with: internal and external assessment; certification, the system of quality assurance for the revised qualification; modes of delivery; provision for credit recognition and transfer; and articulation arrangements. All these issues have driven a thoughtful and comprehensive renewal process by a group of experts in technical and vocational education and training nominated and appointed to assist Umalusi in the task of reviewing this qualification.

The NC(V) is a National Certificate at NQF Level 4 on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) of the National Qualifications Framework (NQF). It is registered as a 420-credit, three-year qualification. It covers three NQF levels terminating at NQF Level 4, as does the schools' *National Senior Certificate*. The qualification follows on from the end of compulsory schooling i.e. Grade 9, and marks a point on the GFETQSF where students should be allowed to exercise a choice in respect of further education and training. The NC(V) is suited to all who decide to follow a vocational pathway.

The NC(V) is organized into a number of vocational programmes, each with a set of prerequisite subjects. Every programme has a strong practical component underpinned by a sound theoretical framing. Supported by national curricula, every subject is nationally, externally assessed at NQF Level 4 by the relevant assessment bodies and quality assured and certified by Umalusi.

The quality assurance of the practical components of the vocational programme for the qualification may, through mutual agreement, be jointly undertaken with the Quality Council for Trades and Occupations (QCTO).

Being flexible in terms of delivery, the qualification may be offered on a full time basis (as year-long programmes per level) and/or on a part-time basis. The qualification may only be offered in institutions which have been adequately equipped and staffed.

The qualification may be offered using face-to-face (contact) methods or, in part, by using distance education methods and/or a blended methodology. Where institutions elect to offer the NC(V) using blended or distance methods,

they will need to fulfill the criteria associated with the programme and be approved/accredited to do so.

All the vocational programmes encompass both theory and practical, with a strong emphasis on the practical expression of the skills being developed. All programmes include subjects that are compulsory to the relevant field. The focus in the practical is on mastery of the skills, not simply acquaintance with them: as a result, each year of the programme will include some exposure for students to the workplace, the provision of which is a responsibility which the approved/accredited institutions must take on, unless the student is already in the workplace. The theory and practical components of vocational subjects will be reported on separately at the points of assessment and at certification; this will also apply in Life Orientation where the student's final IT marks will be recorded as a separate percentage.

As with all qualifications on the GFETQSF, the foundational learning components, which include at least one language (which is also the language of learning and teaching) and some form of mathematics, and life skills (including basic computer-skills) are intended to improve opportunities for entry into employment or study in higher education institutions. The form of mathematics required is determined by the requirements of the particular vocational programme.

The potential for CAERT and RPL with related occupational qualifications on the OQSF is recognized, and will be optimized through co-operative efforts with the QCTO. The credit transfer and recognition process with regards to Mathematics, English and Physical Sciences from the *National Senior Certificate*, which was applied to the NC(V), will be retained for the reviewed NC(V).

Institutions wishing to offer NC(V) programmes will need to fulfill all the particular programme requirements in terms of appropriately qualified staff, the necessary workshops and/or simulation rooms, equipment and other resources in order to be allowed to offer the qualification. No institution will be allowed to offer the qualification unless it complies with all the minimum programme requirements before students are registered. Continued compliance will be monitored by the relevant assessment body and Umalusi as part of their quality assurance processes.

The institutional requirements for offering a particular programme will be determined by the representative teams, drawn by the DHET and/or the DBE from relevant stakeholder groups, which develop the actual programme description and develop/review the relevant related curricula.

In TVET colleges, the NC(V) examinations are ideally offered twice a year – in October-November and in June-July – to facilitate semester-based modular delivery as well as full-time and/or part-time study/distance learning. No supplementary examinations are to be offered. In TVET colleges, the intake for the registration of the NC(V) takes place twice a year – in December-January and in May-June, and is thereby linked to the two semester and examination cycles.

In institutions where the qualification or programme is offered on a full-time basis, the programme(s) will follow an annual cycle. Registration for the qualification takes place in January, and the examinations take place in October-November. Institutions will, however, also need to make arrangements for their students to have access to workplaces during their normal operations, even though this may also be in holiday time.

It is anticipated that, properly implemented in the national educational system in both schools and colleges, the NC(V) will ultimately absorb up to 60% of students in the post-NQF Level 1 environment (FET Phase) and deliver cohorts of young people capable of entering the workforce with good quality and much needed skills, as well as provide a pathway for the most capable directly into selected programmes in institutions of higher learning.

The NC(V) Level 4 replaces the three one-year qualifications – the *National Certificates (Vocational) Levels 2 – 4*. In the re-writing of the qualification, Life Orientation has been allocated a full 20 credits in recognition of the substantive role that the subject plays. The policy conforms to the requirements for qualifications on the General and Further Education and Training Qualifications Sub-framework.

It must be noted that curricula, policies and regulations related to the conduct, administration and assessment of the qualification, as well as guidelines for ISAT and ICASS will require re-working to accommodate the different contexts and delivery options contemplated in this revised NC(V) policy.

Finally, also in the re-writing the various pass requirements have been adjusted somewhat. The intention has been to keep the positive expectations within the qualification but to make it less prohibitively demanding as was the case with the three one-year qualifications.

This policy also fulfills the SAQA requirements for the registration of qualifications and part-qualifications on the National Qualifications Framework.

## CHAPTER 1

### INTRODUCTION: THE NATIONAL CERTIFICATE (VOCATIONAL): A QUALIFICATION AT NQF LEVEL 4

#### 1. Policy Framework

1. The Minister of Higher Education and Training shall in terms of *Section 41(B) of the Continuing Education and Training Act, 2006 (Act 16 of 2006)* as amended, determine national education policy in accordance with the provisions of the Constitution and this Act.
2. This policy document forms the basis for the Minister of Higher Education and Training to prescribe, in accordance with section 43(1) of the *Continuing Education and Training Act, 2006 (Act 16 of 2006)* as amended, the minimum norms and standards for continuing education and training qualifications and part-qualifications that are offered at colleges, both for Technical and Vocational Education and Training (TVET) and Continuing Education and Training (CET); a policy which pertains to students in technical and vocational education and training.
3. However, in agreement with the Minister of the Department of Higher Education and Training, the Minister of Basic Education, may provide for the use of the *NC(V)* qualification in schools, both public and independent, as contemplated in *Chapters 3 and 5 of the South African Schools Act, 1996 (Act 84 of 1996)*.
4. This policy document stipulates the following:
  - a. Qualification requirements;
  - b. Conditions for the issuing of a *NC(V)*.
  - c. Rules of combination for the issuing of a *NC(V)*.
  - d. Rules of admission for entry into higher education for students completing the *NC(V)*.

5. Approved public colleges, approved schools and/or registered and Umalusi-accredited independent institutions offering the NC(V) must give effect to the norms and standards set out in this document.
6. The outcomes and standards underpinning the curriculum, as well as the processes and procedures for the assessment of student achievement stipulated in this document will be translated into regulations.
7. This policy document must be read in conjunction with the following acts, policy and guideline documents:
  - a. *General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001), as amended;*
  - b. *The National Qualifications Framework Act, 2009 (Act 67 of 2008)*
  - c. *Continuing Education and Training Act, 2006 (Act No 16 of 2006,) as amended;*
  - d. *The White Paper on Post School Education and Training (DHET, 2013);*
  - e. *The draft Qualifications in Higher Education for Adult Education and Training Educators and Community Education and Training College Lecturers (DHET, 2014);*
  - f. *Establishment of Public Colleges (DHET, 16 March 2015).*
  - g. *The Policy on Community Colleges (2014)*
  - h. *The Policy for the General and Further Education and Training Qualifications Sub-framework (September 2014, as amended);*
  - i. *Standards and Quality Assurance for General and Further Education and Training – Umalusi Policy (September 2014, as amended);*
  - j. *The Programme description, criteria, as well as the subject curricula and assessment guidelines for the various subjects listed in this document;*
  - k. *Policy and regulations pertaining to the conduct, administration and management of assessment for the National Certificate (Vocational) (to be developed after the publication of this qualification policy);*
  - l. *Umalusi's Directives for certification for the National Certificate (Vocational) (to be developed after the publication of this qualification policy);*
  - m. *Policy framework for the quality assurance for qualifications on the General and Further Education and Training Qualifications Sub-framework (2016,as amended);*

- n. *The guideline document for the administration of the Integrated Summative Assessment Task (ISAT);*
  - o. *The internal continuous assessment (ICASS) guideline document for the National Certificate (Vocational) qualification (to be amended after the publication of this policy).*
8. This policy, and the policy and regulations pertaining to the conduct, administration and management of assessment for the *National Certificate (Vocational)* describe the rules and provisos for the award of the NC(V). The NC(V) is awarded to successful students for the achievement of the specific exit-level outcomes explicated in the curriculum documents underpinning the NC(V) for all three years of the qualification.
9. It must be noted that curricula, policies and regulations related to the conduct, administration and assessment of the qualification, as well as guidelines for ISAT and ICASS will require reworking to accommodate the different contexts and delivery options contemplated in this revised NC(V) policy.

## **2 Rationale for the National Certificate (Vocational)**

1. Currently the lack of options in the final three years of post-compulsory schooling results in many young people choosing to leave school before achieving a qualification. This means they enter the world without a necessary minimum of skills and knowledge to make them good employable prospects for employers.
2. The National Senior Certificate (NSC) is focused on providing students in high school with a largely academic curriculum – and the more vocationally directed subjects in the NSC are struggling and failing because their value is under-recognised as part of that qualification.
3. The reworked NC(V) qualification is intended to provide a desirable, powerful alternative to the NSC, one which will draw many students because of its value in gaining entrance to employment, without neglecting the option of further study.
4. As an alternative qualification, the NC(V) also intends to help address the critical skills shortage in South Africa. By drawing young students in the 16-19 year category actively into vocational areas such as primary agriculture, safety, education and development, the qualification grooms them for entry into a variety of fields already with an active sense of what such work entails.

5. Vocational learning has a very poor uptake in South Africa because, amongst other reasons, work in such fields is somehow considered inferior in status. However, the common structure of the NSC and the NC(V) points to the fact that the NC(V) remains a *general vocational qualification* even though the NC(V) includes a strong practical vocational emphasis. This comparable structure, designed to improve the status of vocational study, is intended to create the conditions for parity of esteem between the two pathways of study, a goal which the review aims to strengthen. Uptake and the ultimate value of the qualification depends, however, on sustained quality of delivery, selection of only the most suitable of candidates, and a well thought-through advocacy process for the renewed qualification.
6. The NC(V) is based on the premise that a good grounding in a language, such as English, and in Mathematics or Mathematical Literacy, remain the most generally useful and valued vocational skills on offer. When these subjects are combined with a sound practical and theoretical grounding, which focuses on productive thinking and mastery of the needed skills, the whole qualification will support successful students to enter the workplace well prepared or to embark on further technical and vocational study.
7. In South Africa (as in many developed countries) where full-time education or training up to the age of 18 has become the intended norm, and is largely paid for by the state, the quality of education in the last three years of schooling and college ought to make a critical difference to the future lives of those leaving school or college and to their ability to contribute to and strengthen the economy of the state. This is a responsibility which all institutions offering the qualification must take to heart: the reworking of the qualification has been focused on providing (a) greater flexibility in delivery, and (b) direction in respect of the extent and quality of the practical component, which has frequently failed to be of high quality in the delivery of the NC(V).
8. Vocational programmes require a co-operative approach to curricula-tion which brings the Department of Higher Education and Training and the Department of Basic Education, higher education institutions (individually and through USAf), Umalusi, private assessment bodies, experienced lecturers and/or teachers, the QCTO, professional bodies (where relevant) and industry together to create the curricula for a qualification with currency in both the workplace and higher education. This injunction for co-operation between the public and private sector, between further education and its higher education counterpart, and between the quality councils intends to drive the articulation agenda for this qualification as well as the drive for widespread recognition. Nonetheless, the primary purpose of the qualification must remain the holistic

development of its target students. Young students cannot simply become employment fodder.

9. Because the possibility exists for introducing or reviewing (or withdrawing) a vocational programme, the qualification is able to remain responsive to the needs of the economy. Indeed, each vocational programme should be regarded as a site in which each sector should invest in order to maximize the benefit of studying – for each student, and for the sector also.
10. By amending the delivery options, and by separating the assessment reporting for the theoretical component and the practical components, the NC(V) should be able to serve the need of all students, regardless of method or mode of delivery implemented by TVET colleges (full-time, part-time, distance education or using blended methods). If offered in schools, the only option will be full-time delivery.
11. The NC(V) is one of the five pathways identified by the Chief Directorate: National Artisan Development for vocational learning leading to artisan status. This review should strengthen the capacity of the qualification to develop students with a sound skills base for entry into artisanal occupations.

### **3. Purpose of the National Certificate (Vocational): A qualification at Level 4 on the NQF**

1. The purpose of the reviewed qualification is to:
  - a. More fully meet the needs of target groups which have not been well served by the NSC because their aptitudes and interests are not fully recognised nor developed in that qualification;
  - b. Simultaneously prepare students for meaningful entry into the economy with a strong skills set in - and knowledge of - a field of learning and work, and with sound language, some form of mathematical reasoning, life skills and computer fundamentals in place;
  - c. Allow students not able to access the qualification full-time nevertheless to be able to enrol for study and to progress accordingly;
  - d. Allow students to access the qualification in an institution of their choice, and
  - e. Encourage students to value learning sufficiently to become life-long students.

2. The development of vocational capabilities and commitment to a field of work lies at the heart of the purpose of the NC(V).
3. Through a more flexible delivery structure, the NC(V) is intended to enable young people – and people already in employment – to acquire the necessary knowledge/ theory and practical skills required to access employment and/or career growth within a particular vocation or to gain entrance into higher education. It is, however, also suited to a technical school environment, where the qualification can be offered as a three-year programme in the last phase of schooling (FET Phase).
4. The inclusion of language, some form of mathematical reasoning, life skills and computer skills is an integral part of the proper development of vocational capabilities, and central to all qualifications on the GFETQSF.
5. The qualification is now designed as a three-year qualification where the subject curricula ensure student progression towards the demonstration - both of understanding progressively more complex theory, and of practice. The development of a student's thinking to include creative analysis, synthesis and problem-solving within the vocational context forms part of the approach embraced by the qualification. This approach is strengthened by the centrality of the critical cross-field and the developmental outcomes. Furthermore, skills development presupposes mastery of identified skills in the practical environment.
6. While the purpose of the qualification is to serve the educational needs of a large cohort of students, the NC(V) must simultaneously be aligned to the needs of the economy. To this end, the NC(V) is conceived as an opportunity to strengthen partnerships between industry and the institutions offering the NC(V): such co-operative relationships will ensure the possibility of experiential learning in the workplace during the time of study, and will help employers to identify talent for future inclusion into their business.
7. Workplace learning does not constitute a formal qualification requirement. It is however open to the delivery of the practical component for those students already in a relevant work environment (and where ongoing assessment may be supervised by an appointed supervisor and recorded in a log). In addition, colleges will be required to find short-term openings for students to experience their chosen field in the workplace. (However, as schools and colleges become more proficient and develop long-term relationships with local industries, the inclusion of a formal workplace learning component may become a regulated part of the three-year programme.)
8. This reviewed qualification is intended to strengthen public perception as to the value and usefulness of career paths in the vocational/technical environment, which means that students entering study and the

world of work will feel proud of their achievement, and see that others recognize its worth also.

9. Finally, the purpose of the qualification should be to instill in students a sense of their own capability and the beginnings of a formal professional identity; remind them of their rights and responsibilities in respect of their fellow citizens and society, and encourage them to find pleasure and satisfaction in both study and work.

#### **4. Exit Level Outcomes and Associated Assessment Criteria**

1. In terms of the exit level outcomes for the NC(V), students will be able, within the context of their chosen programme, to:
  - a. Demonstrate a good grounding in a language, such as English, which will prepare them to learn and study the programme of their choice, including understanding and being able to efficiently use the discourse of the particular vocational area of their choice;
  - b. Demonstrate a good grounding in mathematical reasoning, particularly in respect of how it is applied in the vocational area of their choice;
  - c. Demonstrate an ability to apply the skills and knowledge acquired to deal with problems – practical, social and ethical – in the workplace and in their personal lives;
  - d. Demonstrate an ability to use information technology in support of their study and for personal purposes; and
  - e. Demonstrate a sound practical and theoretical grounding in the vocational area of choice, which is actively reflected in productive thinking and mastery of the needed skills.
2. Such outcomes must be framed in terms of the holistic development of the individual student, preparing him or her for entry into the workplace and/or further technical and vocational study.
3. The following assessment criteria are associate with the exit level outcomes identified in paragraph 1, above. The student will be able to:
  - a. Use the language to communicate orally, in writing and through formal presentations, assignments and reports;
  - b. Use mathematical reasoning to be creative thinkers and provide solutions to problems in their personal life and in work situations; through analytical thinking, calculation, reasoning and sense-making;

- c. Use knowledge and skills acquired through learning to think logically and behave appropriately in a variety of contexts;
  - d. Use information technology to provide technical solutions required in the work environment and to use computer and telecommunication systems to access, store and retrieve information and data to enhance their personal lives; and
  - e. Use knowledge of theory and practice acquired in vocational learning and training to demonstrate the effective acquisition of the skills associated with the programme of their choice, and to make choices and decisions that would impact positively and productively on their personal and professional lives.
4. The award of the NC(V) confirms that a successful student is regarded as competent – through the assessment of the required combination of subjects – in the capabilities expressed in the exit-level outcomes, and is consequently granted a nationally recognized Level 4 qualification.

## **5. The identity of the particular target group for the National Certificate (Vocational)**

1. The NC(V) is regarded as sufficiently flexible to be offered in a number of ways which can be adapted to the target group, and in turn to the institutions offering one of more of the NC(V) programmes.
2. The target audience for the NC(V) in TVET colleges is those wishing to study either full-time or part time in a vocational direction.
3. Young people who may already be in employment, should be able to access the NC(V) on a part-time basis or through distance education and/or open/lifelong learning. Such students may, for example, select only to do the theoretical component of the NC(V) at the college, especially if the practical side of the qualification is primarily undertaken during work-time.
4. Students in the FET Phase (typically in the 16 -19 age group) are equally a target group for the NC(V) which should be offered in suitably equipped and resourced schools.

## **6. Entrance requirements**

The minimum entrance requirements for the National Certificate (Vocational) are:

- a) A Grade 9 school report which indicates a pass at Grade 9; or
- b) An Adult Education and Training (AET) NQF Level 1 Certificate; or
- c) A recognised equivalent qualification obtained at NQF Level 1 which includes at least one language; or
- d) Evidence of having passed an approved bridging programme designed for the specific purpose of access to NQF Level 2; or
- e) A Recognition of Prior Learning (RPL) assessment programme, which meets the basic requirements for access to NQF Level 2.
- f) Over and above the requirements in (a) – (e) of this paragraph, competence for access into the NC(V) will have to be determined through a compulsory readiness test/placement assessment. Such a test will be used to direct potential students to the most appropriate forms of study given their current academic proficiency and natural aptitude(s).

## **7. Duration and general requirements of the National Certificate (Vocational)**

1. The minimum duration for the NC(V) is three years.
2. For students to be issued with the NC(V), they must have fulfilled the assessment requirements for each of the first two years of the qualification; have achieved the distinct learning outcomes for each subject and attained the associated assessment standards of the qualification.
3. For students to be issued with a NC(V), they must have complied with both the attendance and the internal assessment requirements for all the required subjects as well as the Integrated Summative Assessment Tasks (ISATs) for all the vocational subjects of the qualification. Further, they must fulfil the external examination requirements of NC(V) Level 4, as contemplated in curricula of the various subjects underpinning the qualification, and listed in Annexure C of this document.
4. A NC(V) will be issued to both full- and part-time students once they have successfully met all the requirements set out in paragraphs 11 – 15 of this qualification policy.

## 8. Articulation

1. Students who have successfully completed the NC(V) will be able to access opportunities for further study and be considered for access to qualifications beyond NQF Level 4, subject to their having met the entry requirements of those qualifications at the given institutions (e.g. Universities of Technology).
2. The qualification is designed to enable articulation with other qualifications on GFETQSF, the Occupational Qualifications Sub-framework of the NQF and the Higher Education Qualifications Sub-framework of the NQF.
3. In collaboration with the QCTO, certain components achieved in the NC(V) will, through a co-operative process of research, be recognised towards an occupational award, and conversely, components achieved towards an occupational qualification in employment may be recognised for NC(V) qualification purposes. This process is dependent on a co-operative review and development of the relevant programme descriptions and curricula.
4. Students who have successfully completed a NC(V) learning programme will be considered ready to take up entry-level employment in the particular vocational field in which they have studied.
5. Students exiting before the completion of the full NC(V) are entitled to a transcript which will reflect such learning as has been completed, and the achievements to date. The transcript will be the joint responsibility of the assessment body and institution involved.

## CHAPTER 2

### STRUCTURE AND DESIGN OF THE NATIONAL CERTIFICATE (VOCATIONAL)

#### 9. The structure of the National Certificate (Vocational)

1. The NC(V) is registered as a 420-credit qualification at NQF Level 4. It comprises both a *fundamental* and a *vocational* component. The fundamental component, comprising three subjects is assigned a credit value of 60 per NC(V) level/year. The remaining 80 credits per NC(V) level/year are assigned to the subjects identified in the vocational component.
2. The *fundamental learning component* is an essential part of the structure of the qualification, and strengthens the basis for all other learning in the NC(V). It comprises the following three subjects, selected from Annexure D:
  - a. 20 credits at each of Levels 2, 3 and 4 in the language (for academic purposes) which is the language of learning and teaching (LOLT) at the institution of study.
  - b. 20 credits for the appropriate Mathematics subject (determined by the programme selected) at each of the 3 levels of the NC(V).
  - c. 20 credits for Life Orientation at each of the three levels of the NC(V). Ten of these credits in each year are allocated to the development of computer-use skills.
3. The subjects for the vocational component constitute 240 credits across the three years of study. These 80 credits per year will include:
  - a. where relevant, a science subject which is determined by the demands of the vocational programme. For example, Preventative Health would be regarded as essential to any NC(V) in the Organising Field, *Health Sciences and Social Services*; and Physical Science may be regarded as essential for all/some

programmes located in the organising field, *Manufacturing, Engineering and Technology* (Organising Field 6) and *Physical Planning and Construction* (Organising Field 12). These subjects may be of 1, 2, or 3-year duration, depending on the demands of the programme, and will be determined at the programme level.

- b. 1 subject of specialisation, which represents the critical vocational/occupational area for the particular programme, and which is taken across all three years of the qualification. This subject includes the acquisition of the relevant contextual knowledge required to function safely and efficiently in the working environment (both simulated and actual). This subject focuses on the development, strengthening and mastery of skills required in the vocational/occupational area. This subject embraces the workplace experience that is built in to the programme. In addition, this subject assists in the formation of some form of professional identity associated with the area of specialization.
  - c. Up to a maximum of three additional subjects identified as necessary to the holistic development of the student entering the field of specialization selected. So, for example, in Tourism, while the specialization subject allows for developing the skills required to work in various capacities in a guest house or hotel and/or for working in a travel agency, it may be important for there to be a separate subject focused on Geography, with a specific focus on the needs of students going into the Tourism industry.
  - d. The allocation of credits among the subjects is likely to differ; and may also differ across the three years, as for example, the focus on problem-solving and innovation intensifies, and as opportunities in the workplace become longer in the last year. The allocation of credits is identified and explained per programme in the relevant programme description.
  - e. In effect, Sections 9 and 10 of this policy allow the curriculum developers scope to optimize the learning time available in terms of the requirements of inducting students into the vocational area of choice.
4. The three fundamental learning subjects, described in Paragraph 9.2, above, and the mix of vocational subjects selected per programme as outlined in in paragraph 9.3, above, together make up the NC(V).

5. It is not permissible to 'mix and match' subjects from different programmes.
6. The fundamental subjects, the subject of specialization and the additional subjects identified per programme must all be passed in order to fulfill the final certification requirements.
7. Where applicable, workplace-based experience should be effected as per the recommendations in the programme description, taking into account the document, *Implementation Guidelines for Work Integrated Learning in colleges*.

## 10. The design of the National Certificate (Vocational)

1. The purpose of each vocational programme locates it within one of the organising fields (Annexure C).
2. The purpose of the programme, together with the Exit-Level Outcomes for the qualification and the Critical Cross-field and Developmental Outcomes, provides the framework for curriculum development. Responsibility for the management of the development of the curricula lies primarily with the Department of Higher Education and Training, as contemplated in the *Guideline document on the development of subjects and learning programmes*.
3. However, curriculum development must always be a co-operative, multi-stakeholder undertaking which includes expertise from the DHET, the DBE, higher education institutions (individually and through USAf), the relevant QCs, the relevant industry/-ies and experienced, qualified staff from the institutions teaching the programme.
4. After due consultation with the relevant stakeholders, the new programmes are approved by the Minister(s) of Education and regulated.
5. Should the need for a new vocational programme be identified, the Departments should develop the new programme together in the manner outlined in Paragraph 10.3 above.
6. Private providers may amend curricula provided that their provision meets or exceeds the minimum norms and standards set by the Minister.

## 11. Qualification requirements including rules of combination

1. Subject to Section 7, a NC(V) is issued to a student who has complied with the programme requirements of the qualification at Level 4, by having

taken all the NC(V) Level 4 subjects identified in the programme, and written examinations in:

- a. Three Fundamental subjects selected as follows:
    - I. A language that is chosen is the language of learning and teaching (LOLT) of the institution, from among the languages listed at Table D1 at Annexure D.
    - II. One of the mathematics subjects listed in Table D2 at Annexure D, and which accords with the programme-specific requirements where relevant.
    - III. Life Orientation listed in Table D3 at Annexure D.
  - b. The vocational subjects determined for the entire programme, as described in paragraph 9.3, in accordance with the relevant requirements stipulated in the specific vocational programme.
  - c. The assessment of subjects may be offered on a modular basis within a semester; the module preceding must be completed and passed before the subsequent module can be *recognized* as passed. However, a student may carry a maximum of two modules for a single semester and re-write the examinations at the end of that semester. Should the student fail the module a second time, he/she will need to re-register for the module and undertake the assessments once more.
2. Registration for students enrolling for a year-long NC(V) programme will occur at the beginning of the academic year; registration for a semesterized NC(V) will take place at the start of every semester.

## 12. Provisos

A student may not take two kinds of mathematics subjects nor offer two kinds of science subjects.

## 13. Certification Requirements

1. Students may only register for and enter the NC(V) final examinations at Level 4 if they have fulfilled all the promotion requirements for the first two years of the qualification, including the course work, practical assignments, projects, tests and examinations associated with those

years.

2. Students will only be allowed to enter the examinations if they have achieved the required pass for internal assessment. This requirement is applicable to full-time and part-time students alike.
3. Students must have passed both the theory and practical components for each of the vocational subjects in order to enter and write the final set of examinations. Should a student not have passed either one of the two components at the point of the final examination, the final examination must be deferred until the student has fulfilled all the necessary requirements for entry into the examination.
4. Before certification, a students must pass a final practical examination, the Integrated Summative Assessment Task (ISAT) externally set and moderated per programme. This assessment can be done concurrently or upon completion of the NC(V) Level 4 examinations per subject.
5. 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) as amended, and subject to Sections 11 and 12 of this policy document, a NC(V) at NQF Level 4 shall be issued to a student who has complied with the following promotion requirements:
  - a. Obtained at least 40% in the required official language as contemplated in paragraph 11.1 a (i) above.
  - b. Obtained at least 30% in the pre-requisite form of Mathematics or Mathematical Literacy as contemplated in paragraph 11.1 a (ii) above.
  - c. Obtained at least 40% in Life Orientation as contemplated in paragraph 11.1 a (iii) above. The students must, however, also pass the computer skills component of the subject with at least 40%. This component will be reported separately on the final certificate, thus providing potential employers with an indication of the student's computer capabilities.
  - d. Obtained at least 50% in each of the vocational component subjects as described in the relevant programme description, as outlined in paragraph 11.1 b. Students must achieve at least 40% in the theoretical component, and at least 60% in the practical component in order to pass a vocational subject. These components are reported on separately at reporting and certification.
  - e. The possibility of condonation is only considered in the final year of the qualification, at the point when the award of the qualification is considered.
  - f. Only one condonation may be applied to a single subject and only if the condonation is required for the students to achieve the full qualification or to improve its status in terms of admission to

higher education. It may be applied either in terms of a fundamental subject or in terms of one of the vocational subjects.

- g. A condonation of a maximum of one fundamental subject will be applied as follows:

If a student obtains 38% in either the language subject or Life Orientation, or 28% in Mathematics or Mathematical Literacy, his or her result may be condoned by a maximum of 2% to the required promotion requirement.

- h. In the event that a condonation is required for a student to pass a vocational subject and thereby the qualification, a maximum of 2% may be added to the final *combined* theory and practical mark to achieve the minimum 50%. The condonation will be reflected as having been added to either the practical or the theory, and marked with a C, indicating its condoned status.
- i. When a condonation is reflected on a statement of results, its conditional nature must be apparent to the students. Should the students re-write one or more of the subjects that have been failed, the condonation is re-evaluated at the point of certification, and may no longer need to be applied. This point must be made clear in the communication of results to students.
- j. Students who do not enrol for any subsequent examinations to improve their marks are understood to have accepted the condonation, which will be awarded on the final certificate.

6. It should be noted that the value of the students' logbooks be foreground as a record of attested achievement. This value needs to be publicized during the advocacy of the qualification. It forms an adjunct to the certificate or subject statement issued in the student's name.

#### 14. Concessions

1. An immigrant student is:
- (a) a child or a dependent of a diplomatic representative of a foreign government accredited in South Africa; or
  - (b) a person who:
    - (i) first entered a South African school in Grade 7 or a more senior grade (that is, enrolled in and attended a South African school), or

- (ii) having begun his or her schooling at a school in South Africa, has attended school outside South Africa for two or more consecutive years after Grade 6 or its equivalent.
  - (c) To be classified as an immigrant student, such a student must be in possession of:
    - (i) The relevant official documentation issued by the Department of Home Affairs; and
    - (ii) The relevant official documentation issued by the school where the student entered the South African school system for the first time.
- 2. Concessions may be applied to students who experience barriers related to aural impairment, aphasia and dyslexia:
  - (a) In certain programmes, students suffering from dyscalculia may be exempted from the offering of Mathematical Literacy or Mathematics, provided that another subject is offered in lieu of Mathematical Literacy or Mathematics. However, certain programmes may have a compulsory mathematical requirement for the vocational programme, in which case, the students cannot take advantage of this concession. The institution must work closely with the national examinations and assessment unit to register such students, where the concession is applied.
  - (b) Visually impaired and blind students may not be able to be accommodated in all vocational programmes because of the nature of the work. Where such students can and are admitted to a programme, they must be fully supported by the institution concerned to enable them to make the most of their study. The concessions at assessment may include, among others, enlarged format papers, Braille papers, a reader and/or amanuensis.
  - (c) *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System*, released by the Ministry in 2001, guides policies related to students experiencing barriers to learning.

## 15. Minimum requirements for admission to Higher Education

### Higher Certificate

1. Subject to institutional admission requirements, the minimum admission requirements to a Higher Certificate programme are (a) a National Certificate (Vocational) NQF Level 4, and (b) compliance with the requirements for the language of learning and teaching (LOLT) in the higher education institution.

### Diploma

2. Subject to institutional admission requirements, the minimum admission requirements is a National Certificate (Vocational), NQF Level 4 issued by the Council for General and Further Education and Training.
3. In addition, a student must (a) achieve at least 50% in the language of learning and teaching in the higher education institution, (b) achieve at least 60% in three vocational subjects, including the specialization.

### Bachelor's Degree

4. Subject to institutional admission requirements, the minimum admission requirements is a National Certificate (Vocational), NQF Level 4, issued by the Council for General and Further Education and Training.
5. In addition, a student must achieve (a) at least 50% in the language of learning and teaching and Life Orientation; (b) at least 40% in Mathematics or Mathematical Literacy and (c) at least 60% in three vocational subjects, including the specialization.

## CHAPTER 3

### PLANNING FOR AND THE IMPLEMENTATION OF THE THE NATIONAL CERTIFICATE (VOCATIONAL)

#### 16. The curriculum overview

1. The NC(V) is underpinned by:
  - a. this qualification policy
  - b. a programme description for each of the vocational programmes
  - c. the national subject curricula
  - d. ICASS guideline
  - e. ISAT guideline
  - f. the regulations governing the *Conduct and Administration of the NC(V) examinations*, and
  - g. the relevant policies and directives for quality assurance, accreditation and certification developed by Umalusi.
2. The programme and regulated curricula must provide guidance for the teaching and assessment of the subjects, including continuous assessment, and where relevant, integrated final assessments, while conforming to the necessary curriculum dimensions.
3. The programme description (one per vocational area/specialization) includes any entry requirements associated with the particular vocational field; the requirements for an Institution to be approved/accredited to offer the programme and any other information specific to that vocational programme. This description will also indicate which concessions may – and may not – be applied for the programme.
4. The curriculum underpinning the NC(V) must align with the purpose and outcomes/objectives of the qualification, the vocational requirements in the particular vocational field and the needs of the target group(s) identified. It must also ensure the systematic development of the Critical Cross-field Outcomes across all three years (Annexure B).
5. The Department of Higher Education and Training, in consultation with the relevant stakeholders including the DBE and Umalusi, is responsible for the development and review of the programme descriptions

(including the criteria for approval/accreditation to offer) and the curriculum.

### **17 Selection of appropriate NC(V) Programmes**

1. Institutions must select NC(V) programmes that are responsive to the regional economic indicators within their particular region. These institutions must plan to offer programmes, and the numbers to be enrolled within them, accordingly.
2. Institutions must therefore offer NC(V) programmes that are sustainable in terms of the immediate geographical location. Students must have a reasonable likelihood of opportunities for placement in employment. The planning for the implementation of NC(V) programmes must also take into account the necessary resources needed to successfully implement them. These resources include suitable staff (leadership, teaching and administrative staff), facilities, expertise within the lecturing staff and workplace-based learning opportunities.
3. Programme approval for institutions to offer the NC(V) will only be granted based on the ability of an institution to meet the necessary criteria for successful programme delivery i.e. institutional infrastructure; human resources for teaching and assessment; learning and teaching support materials (LTSMs) as well as the consumables and any programme specific resources. Institutions will be monitored for the quality of delivery of the programmes and those performing well will be identified as Centres of Specialization. Such institutions will jointly and cooperatively be supported and monitored by the relevant assessment body and Umalusi.
4. Work place experience (WPBL) must be planned for both staff and students to ensure that the NC(V) qualification remains relevant to the needs of industry.

### **18. Requirements for teaching and learning**

1. The Critical Cross-field and Developmental Outcomes, the qualification exit-level outcomes and the attainment levels associated with each programme must underpin the development of the curriculum for each subject since the purpose of the subject is to contribute to the holistic development of the student through the teaching, learning and assess-

ment processes. These same sets of outcomes must inform the development of all teaching and learning materials, including log books used for monitoring the development and mastery of skills.

2. All teaching and learning in the NC(V) should be directed towards the development of competence in the skills associated with the subject and confidence in the knowledge that the student knows the theory and can apply it in relevant situations.
3. The idea of mastery of skills is intrinsic to the subjects with practical components. Students will be evaluated accordingly by the assessment body involved, whether these assessments take place at a school, college and/or in a workplace.
4. The approach to formative/continuous assessment is intended to inform the students, challenge them and help them to raise the level of their own performance, whether this is through successful achievement or a meaningful failure to match the challenge provided in the learning tasks. All assessment must be seen to be intrinsic to the teaching and learning process and should conform to the notion that it provides evidence of competent performance. Final assessments should not differ from the approach taken to ongoing assessment within the programme.
5. A criterion-referenced approach to assessment is required.

## **19. Modes of delivering vocational programmes**

1. The intended mode of delivery for the vocational programmes is full-time. However alternative modes of delivery can be considered which include open/lifelong learning in which instances a separate institutional policy needs to be developed to ensure the smooth implementation and that standards are maintained as required in the full time delivery mode.

## CHAPTER 4

### ASSESSMENT

#### 20. Assessment Structure

1. Assessment of learning for certification in the NC(V) consists of two components of assessment, namely; a portfolio of evidence of achievement gathered during the process of study (and workplace-based learning), and some form of external assessment. This is a requirement for each of the three years of the qualification.

##### **Assessment in the first two years of the qualification**

2. Assessment of learning for progression to the following year/level in the National Certificate (Vocational) consists of two components:
  - a. internal continuous assessment (written and practical components) and
  - b. Final assessment (written and practical components).
3. The portfolio of evidence and the external assessment are specified in the related policy documents. Internal continuous assessment cannot also function as part of the external assessment, but forms part of the final mark for resulting purposes. (For example, oral marks awarded as part of an ICASS mark cannot be used a second time as part of the external assessment marks.)
4. The purpose of the portfolio of evidence is to provide evidence of the meaningful learning opportunities given for student development. Its intention is thus largely formative. It includes the internal continuous assessment (ICASS) tasks completed, both as written tasks and practical assignments, and the evidence of achievement gathered during the process of study. This combined mark serves as the year mark for the student.
5. The final – and summative – assessment in the first two years of the programme consist of a written examination component, and a practical, undertaken under examination conditions. For these two NC(V) levels, the written examination is set by two or more institutions and

moderated by a separate college/school also offering the same programme. The marking will be undertaken at college/school level. A similar approach applies to the practical examination. Inter-college/school moderation will be required, and will be verified by the assessment body while Umalusi will verify only the sampling process undertaken by the assessment body involved.

### **Assessment for certification in the final year of the NC(V)**

6. The final external assessment consists of written and practical assessment components that are externally set and marked by one of the Departments of Education or an accredited assessment body, and is externally moderated by Umalusi.
7. The external assessment function for the vocational parts of the qualification, specifically the practical, may be shared with or possibly delegated to the QCTO through a Memorandum of Agreement by Umalusi Council, in terms of section 28(2) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001) as amended.
8. The final summative assessment in NC(V) Level 4 consists of a written examination component and a practical (integrated summative assessment task), undertaken under examination conditions. The examinations will be set by the relevant assessment body/ies and externally moderated by Umalusi.
9. The final mark per subject is a combination of the ICASS/year mark and the final assessment marks as determined by the relevant curriculum and policy documents.

### **The weighting of the assessment components**

10. The weighting of the various assessment components for the subjects is as follows:
  - a. The portfolio of evidence mark for each of the **three (3) fundamental subjects**, as contemplated in paragraph 11(1)(a), will be 25%, and the external assessment mark, 75% of the total mark.
  - b. The portfolio of evidence mark for each of the **four (4) subjects in the vocational component**, as contemplated in paragraph 11(1)(b), accounts for 50% of the total mark, and the external assessment for the remaining 50% of the total mark.
  - c. The practical assessment of the vocational subjects must be subjected to an external moderation verification process conducted by Umalusi and/or by the QCTO through a

Memorandum of Agreement set up in terms of section 28(2) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001) as amended.

## 21. Recording and reporting of student achievement

1. Seven levels of competence have been established. These descriptions are intended to assist lecturers to assess students and place them at the correct level. The various achievement levels and their corresponding percentage bands are as shown in the table below.
2. In the first two years of the qualification, the institution issues a progress report at the end of each semester. Such a report indicates the student's performance in terms of the subjects undertaken, both in terms of the theory and practical components, and indicates also the student's attendance status (duly performed) for the semester. In the case of students following a modularized programme, the report should indicate which modules the student should undertake in the following semester.
3. In the vocational subjects, the performance on the theory and practical components will be reported on separately, in a ratio of 40:60.

## 22. Rating scale

The rating codes will be translated into attainment levels for each subject in the NC(V). This forms part of the programme description and curriculum development process.

**TABLE 1: SCALE OF ACHIEVEMENT**

RATING CODE	MARKS %
7	80 – 100
6	70 – 79
5	60 – 69
4	50 – 59
3	40 – 49
2	30 – 39
1	0 – 29

### **23. NC(V) Level 4 examination cycles**

1. *In colleges, examinations are offered twice a year – in October/ November and again in May/June for the NC(V). There is no supplementary examination offered in February. Students who fail a subject(s) in one of the semesters will be allowed to re-write up to a maximum of two (2) subjects during the following semester examination cycle.*
2. *The examinations in both cycles will form a complete set of examinations per subject, including both the theoretical and practical final assessments. Both examination cycles will be subjected to the standard quality assurance processes as prescribed by Umalusi.*
3. *In colleges, all subjects in a programme are divided into semester-long modules; all subjects can be offered in both semesters. Students may move on to the next module in the subject if the previous semester's work has been passed. Students may be allowed to carry up to a maximum of two (2) failed subjects per semester. Students will not be allowed to move to the next NC(V) level with outstanding subjects.*
4. *A student may not register for a subject at Levels 3 of 4 without having passed the subject at the preceding level.*
5. *In schools, however, the teaching and learning process proceeds as an annual cycle. The Level 4 examination cycle at schools will also function on an annual basis.*
6. *In colleges, the subjects for the first two years of the NC(V) require local external assessments for both semesters. However, the subjects for the final year of the NC(V) (NQF Level 4) require formal, national external assessments for both semesters.*
7. *If a NC(V) student has not met the minimum promotion requirements for 2 subjects in a particular examination cycle, as contemplated in paragraph 20(1), he or she must re-register for those two subjects in the next examination cycle. (i.e. if a student fails a subject, the student can re-write the subject in the next semester. If the student then fails the re-write, the student must re-register for the subject *and* redo the subject and all assessments by attending all classes during the semester.)*
8. *A student who wishes to improve his or her performance in one examination cycle may register for the next examination cycle in a maximum of two subjects.*
9. *In the case of a death in the immediate family or other special reasons for absence, such as illness, admission to the next examination cycle is at the discretion of the head of the TVET College or the provincial head of examinations or the CEO of a private assessment body.*

## CHAPTER 5

### ACCREDITATION

#### 24. Accreditation

1. A private assessment body that has an interest in conducting the external examinations of the NC(V) must meet all the accreditation requirements as set out in Umalusi's accreditation policy for assessment bodies, and be accredited by Umalusi to offer the NC(V) examinations.
2. Public and private learning institutions that have an interest in delivering the programmes of the NC(V) must meet all the accreditation requirements as set out in Umalusi's accreditation policy and be approved / accredited by Umalusi to offer the qualification.
3. Private examination centres examining the NC(V) must be registered as examination centers with the Department of Higher Education and Training or with a private assessment body that has been accredited by Umalusi to examine the NC(V).

## CHAPTER 6

### TRANSITIONAL ARRANGEMENTS

#### 25. Repeal of policy

1. This policy replaces the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificate (Vocational): Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*, as published in Government Gazette No 28 677 of 29 March 2006, and the *National Policy Regarding Further Education and Training Programmes: Approval of Amendments to the Certification Requirements of the National Certificate (Vocational)* as published in Government Gazette No 30 266 of 7 September 2007, at a date to be determined by the Minister: DHET in a Government Gazette.

#### 26. Transitional arrangements

1. Transitional arrangements must ensure an orderly phasing out of existing NC(V) qualifications and the phasing in of the new, three-year NC(V).
2. From a date determined by the Minister, no new enrolments of full-time or part-time students will be registered on the NC (V) Level 2 programmes as contained in the policy document mentioned in Section 25 above. At the beginning of the following year, no further NC (V) Level 3 students will be enrolled. At the beginning of the third year from the date determined by the Minister, no further NC (V) Level 4 students will be registered. That is, no new enrolments of students will be registered on existing NC (V) programmes where a revised programme has been developed and is ready for implementation in institutions.
3. Unsuccessful full-time students in the final (Level 4) examination for the programmes listed in the policy document mentioned in Section 25 as well as part-time students already enrolled for these programmes, will be given an opportunity to write the examination in the following semester/year. If such students are still not successful, they will be given an opportunity to re-register for the National Certificate (Vocational): A

qualification at Level 4 of the NQF, at the level in which they wrote the examination and were not successful.

4. The Minister of Basic Education may, if it is considered necessary, in terms of Sections 3(4)(l) and 7 of the National Education Policy Act, 1996 (Act No. 27 of 1996) promulgate such regulations as are suited to the schooling sector in terms of the applicable legislation.

## **27. Commencement and date of implementation**

1. This policy for the National Certificate (Vocational): A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF, will commence on the day of its promulgation in a Government Gazette and becomes effective on a date determined by the Minister.
2. The short title for this policy is *The National Certificate (Vocational)*.

## ANNEXURE A

### NQF Level Four: SAQA Level Descriptors

- 1 Scope of knowledge, in respect of which a student is able to demonstrate a fundamental knowledge base of the most important areas of one or more fields or disciplines, in addition to the fundamental areas of study, and a fundamental understanding of the key terms, rules, concepts, established principles and theories in one or more fields or disciplines.
- 2 Knowledge literacy, in respect of which a student is able to demonstrate an understanding that knowledge in one field can be applied to related fields.
- 3 Method and procedure, in respect of which a student is able to demonstrate the ability to apply essential methods, procedures and techniques of the field or discipline to a given familiar context, and the ability to motivate a change using relevant evidence.
- 4 Problem solving, in respect of which a student is able to demonstrate the ability to use own knowledge to solve common problems within a familiar context, and the ability to adjust an application of a common solution within relevant parameters to meet the needs of small changes in the problem or operating context with an understanding of the consequences of related actions.
- 5 Ethics and professional practice, in respect of which a student is able to demonstrate the ability to adhere to organisational ethics and a code of conduct, and the ability to understand societal values and ethics.
- 6 Accessing, processing and managing information, in respect of which a student is able to demonstrate a basic ability in gathering relevant information, analysis and evaluation skills, and the ability to apply and carry out actions by interpreting information from text and operational symbols or representations.
- 7 Producing and communicating information, in respect of which a student is able to demonstrate the ability to communicate and present information reliably and accurately in written and in oral or signed form.
- 8 Context and systems, in respect of which a student is able to demonstrate an understanding of the organisation or operating environment as a system within a wider context.
- 9 Management of learning, in respect of which a student is able to demonstrate the capacity to take responsibility for own learning within a supervised environment, and the capacity to evaluate own performance against given criteria.

- 10 Accountability, in respect of which a student is able to demonstrate the capacity to take decisions about and responsibility for actions, and the capacity to take the initiative to address any shortcomings found.

## **ANNEXURE B**

### **B.1 CRITICAL CROSS-FIELD OUTCOMES**

- 1 Identify and solve problems and make decisions using critical and creative thinking.
- 2 Work effectively with others as members of a team, group, organisation and community.
- 3 Organise and manage themselves and their activities responsibly and effectively.
- 4 Collect, analyse, organise and critically evaluate information.
- 5 Communicate effectively using visual, symbolic and/or language skills in various modes.
- 6 Use science and technology effectively and critically showing responsibility towards the environment and the health of others.
- 7 Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

### **B.2 THE DEVELOPMENTAL OUTCOMES**

- 1 Reflect on and explore a variety of strategies to learn more effectively.
- 2 Participate as responsible citizens in the life of local, national, and global communities.
- 3 Be culturally and aesthetically sensitive across a range of social contexts.
- 4 Explore education and career opportunities.
- 5 Develop entrepreneurial opportunities.

## ANNEXURE C

### THE NATIONAL CERTIFICATE (VOCATIONAL) PROGRAMMES ARRANGED IN TERMS OF THE NQF ORGANISING FIELDS

No	Organising fields	No.	NC(V) Programmes
1.	Agriculture and Nature Conservation	1.	Primary Agriculture
2.	Culture and Arts		
3.	Business, Commerce and Management Studies	2.	Finance, Economics and Accounting
		3.	Management
		4.	Marketing
		5.	Office Administration
4.	Communication Studies and Language		
5	Education, Training and Development	6.	Early Childhood Development
6.	Manufacturing, Engineering and Technology	7.	Engineering and Related Design
		8.	Electrical Infrastructure Construction
		9.	Mechatronics
		10.	Process instrumentation
		11.	Process Plant Operations
7.	Human and Social Studies		
8.	Law, Military Science and Security	12.	Safety in Society
9.	Health Sciences and Social Services	13.	Primary Health
10.	Physical, Mathematical, Computer and Life Sciences	14.	Information Technology and Computer Sciences

11.	Services	15.	Tourism
		16.	Hospitality
		17.	Transport and Logistics
12.	Physical Planning and Construction	18.	Drawing Office Practice
		19.	Civil Engineering and Building Construction

**ANNEXURE D****NATIONALLY APPROVED SUBJECTS THAT COMPLY WITH  
THE FUNDAMENTAL PROGRAMME REQUIREMENTS OF THE  
NATIONAL CERTIFICATE (VOCATIONAL)****TABLE D1: OFFICIAL LANGUAGES FOR ACADEMIC PURPOSES**

SUBJECT	SUBJECT NUMBER		
	NQF Level 2	NQF Level 3	NQF Level 4
Afrikaans	04100012	04100023	04100034
English	04100072	04100083	04100094
IsiNdebele	04100132	04100143	04100154
IsiXhosa	04100192	04100203	04100214
IsiZulu	04100252	04100263	04100274
Sepedi	04100312	04100323	04100334
Sesotho	04100372	04100383	04100394
Setswana	04100432	04100443	04100454
SiSwati	04010492	04100503	04100514
Tshivenda	04100552	04100563	04100574
Xitsonga	04100612	04100623	04100634

**TABLE D2: MATHEMATICAL SCIENCES**

SUBJECT	SUBJECT NUMBER		
	NQF Level 2	NQF Level 3	NQF Level 4
Mathematical Literacy	10400012	10400023	10400034
Mathematics	10500042	10500053	10500064

**TABLE D3: HUMAN AND SOCIAL SCIENCES**

<b>SUBJECT</b>	<b>SUBJECT NUMBER</b>		
	<b>NQF Level 2</b>	<b>NQF Level 3</b>	<b>NQF Level 4</b>
Life Orientation	07600012	07600023	07600034

**VOCATIONAL SUBJECTS**

The individual subjects identified per vocational programme will be identified at the programme description stage and subject codes allocated thereafter.

## ANNEXURE E

### NC(V) PROGRAMME AND SUBJECT CODING FOR RECORDING PURPOSES

#### Programmes

- 1 The programme codes consist of 8 digits, which have the following meaning:
  - first and second digits: organising field (up to two digits) (Table D.1)
  - third and fourth digit: type of programme or sub-field;
  - fifth, sixth and seventh digits: unique programme codes; and
  - eighth digit: level of the programme.
  
- 2 The subject codes consist of 8 digits, which have the following meaning:
  - first and second digits: organising field (up to two digits) (Table D.1);
  - third and fourth digits: the subject groupings or sub-fields, as defined in Annexure A and (Table D.2);
  - fifth, sixth and seventh digits: unique subject codes within each organising field; and
  - eighth digit: NQF level of the subject.

**Table E.1 Organising fields as they relate to the fields and sub-fields, and subject coding system**

<b>DIGIT</b>	<b>ORGANISING FIELD</b>
01	Agriculture and Nature Conservation
02	Arts and Culture
03	Business, Commerce and Management Studies
04	Communication and Language Studies
05	Education, Training and Development
06	Manufacturing, Engineering and Technology
07	Human and Social Studies
08	Law, Military Science and Security
09	Health Science and Social Services
10	Physical, Mathematical, Computer and Life Sciences
11	Services
12	Physical Planning and Construction

**Table E.2 Subject Groupings**

<b>DIGIT</b>	<b>SUBJECT GROUP</b>
10	Official Languages
20	NOT USED
30	NOT USED
40	Mathematical Literacy
50	Mathematics
60	Life Orientation