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GOVERNMENT NOTICE

DEPARTMENT OF EDUCATION

No. 302

29 March 2006

**NATIONAL EDUCATION POLICY ACT, 1996 (ACT NO. 27 OF 1996) AND
FURTHER EDUCATION AND TRAINING ACT, 1998 (ACT NO. 98 OF 1998)**

**NATIONAL POLICY REGARDING FURTHER EDUCATION AND
TRAINING PROGRAMMES: APPROVAL OF THE DOCUMENTS, POLICY
FOR THE NATIONAL CERTIFICATES (VOCATIONAL):
QUALIFICATIONS AT LEVELS 2 TO 4 ON THE NATIONAL
QUALIFICATIONS FRAMEWORK (NQF)**

1. BACKGROUND

On 26 August 2005 I, Grace Naledi Mandisa Pandor, Minister of Education, by means of a *Government Notice, No 1633*, published in the *Government Gazette Vol.482, No. 27963*, called for public comments on the document, Further Education and Training Certificate (FETC) (Vocational).

The closing date for public comments was 23 September 2005 and comments were received from a variety of stakeholder organisations, State Departments, Organised Business and Labour, industry, provincial departments of education, national teacher unions, individual Further Education and Training (FET) colleges, individuals in their private capacity, statutory bodies, Higher Education South Africa (HESA) and other organisations and institutions.

All comments have been considered and where applicable duly accommodated.

The comments received proposed three different policy documents for the three year duration of the qualification, namely at NQF Levels 2, 3 and 4.

It was subsequently decided to sub-divide the initial document, *Policy for the Further Education and Training Certificate (FETC) (Vocational): A qualification at Level 4 on the National Qualifications Framework (NQF)* into three documents namely:

- (a) *National Certificate (Vocational): A qualification at Level 2 on the NQF;*
- (b) *National Certificate (Vocational): A qualification at Level 3 on the NQF; and*
- (c) *National Certificate (Vocational): A qualification at Level 4 on the NQF.*

2. DECLARATION OF NATIONAL EDUCATION POLICY

I, Grace Naledi Mandisa Pandor, Minister of Education, hereby, in terms of Sections 3(4)(l) and 7 of the *National Education Policy Act, 1996 (Act No. 27 of 1996)* and Section 11(1)(c) of the *Further Education and Training Act, 1998 (Act No. 98 of 1998)*, approve the following documents, as set out in the Schedule, as national education policy:

- (a) *National Certificate (Vocational): A qualification at Level 2 on the NQF;*
- (b) *National Certificate (Vocational): A qualification at Level 3 on the NQF; and*
- (c) *National Certificate (Vocational): A qualification at Level 4 on the NQF.*

GNM Pandor, MP
Minister of Education

SCHEDULE



education

Department of Education
REPUBLIC OF SOUTH AFRICA

**DRAFT POLICY FOR THE NATIONAL
CERTIFICATE (VOCATIONAL): A
QUALIFICATION AT LEVEL 2 ON
THE NATIONAL QUALIFICATIONS
FRAMEWORK (NQF)**

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ACRONYMS

| | |
|---------|--|
| ABET | Adult Basic Education and Training |
| CASS | Continuous Assessment |
| ETQA | Education and Training Quality Assurance Body |
| FET | Further Education and Training |
| HE | Higher Education |
| LOLT | Language of Learning and Teaching |
| NQF | National Qualifications Framework |
| OBE | Outcomes-Based Education |
| RPL | Recognition of Prior Learning |
| SAQA | South African Qualifications Authority |
| Umalusi | Council for General and Further Education and Training Quality Assurance |

CHAPTER 1

INTRODUCING THE POLICY FOR THE NATIONAL CERTIFICATE (VOCATIONAL): A QUALIFICATION AT LEVEL 2 ON THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

1. Purpose of the National Certificate (Vocational): A qualification at Level 2 on the NQF

- (1) This policy describes the regulations, rules and provisos for the award of the National Certificate (Vocational) at Level 2 on the National Qualifications Framework (NQF).
- (2) The National Certificate (Vocational) is aimed at students at NQF Level 2 in Further Education and Training (FET) public and private colleges, as well as other institutions offering FET vocational programmes.
- (3) The National Certificate (Vocational) at Level 2 of the NQF enables students to acquire the necessary knowledge, practical skills, applied competence and understanding required for employment at an elementary level of a particular occupation or trade, or class of occupations or trades. The National Certificate (Vocational) at Level 2 on the NQF will provide learning experiences in situations contextually relevant to the particular vocational area in which the programme is situated. The National Certificate (Vocational) at Level 2 on the NQF will offer programmes in the form of subjects that will consist of academic knowledge and theory integrated with the practical skills and values specific to each vocational area.

- (4) This policy is set on norms and standards to which all FET colleges and relevant assessment bodies in terms of *Sections 3(4)(l) and 7 of the National Education Policy Act, 1996 (Act No. 27 of 1996)* and, *Section 11(1)(c) of the Further Education and Training Act, 1998 (Act No. 98 of 1998)* must give effect.
- (5) This document is also supported by the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)* which clearly defines the function of the Umalusi Council, namely meeting the criteria for accreditation and performing the functions of an Education and Training Quality Assurance Body for the Further Education and Training band of the NQF.
- (6) The following policy and guideline documents supplement this document and must be read in conjunction with it:
 - (a) *National Educational Policy: Formal Further Education and Training College Programmes* in which all the nationally approved programmes offered by FET colleges are listed;
 - (b) *National policy on the programme and promotion requirements of National Certificates and Non-formal Programmes offered in Further Education and Training (FET) colleges;*
 - (c) *National policy on the conduct, administration and management of the assessment of the National Certificates (Vocational); and*
 - (d) *A guideline document on the development of subjects and learning programmes for FET colleges.*

2. Type of qualification

- (1) In terms of *Section 8(1) of the Regulations under the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)* as published in the *Government Gazette, Vol. 393, No. 18787* of 28 March 1998, the National Certificate (Vocational) qualification at NQF Level 2 must:
- (a) represent a planned combination of Learning Outcomes that has a defined purpose or purposes, and which is intended to provide qualifying students with applied competence and a basis for further learning;
 - (b) add value to the qualifying student in terms of enrichment of the person;
 - (c) provide benefits to society and the economy;
 - (d) comply with the objectives of the NQF;
 - (e) have both specific and critical cross-field outcomes, which promote lifelong learning;
 - (f) where applicable, be internationally comparable;
 - (g) incorporate integrated assessment; and
 - (h) indicate the rules governing the award of the qualification.

3. Entrance requirements

- (1) The minimum entrance requirements for the National Certificate (Vocational) at Level 2 on the NQF are:
- (a) A Grade 9 Certificate; or
 - (b) An Adult Education and Training (ABET) NQF Level 1 Certificate; or
 - (c) A recognised equivalent qualification obtained at NQF Level 1; or
 - (d) 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.

4. Duration and general requirements of the National Certificate (Vocational) at Level 2 on the NQF

- (1) The duration of the National Certificate (Vocational) at Level 2 on the NQF for full-time students is a minimum period of one (1) year. Part-time students may spread their programme over a longer period than one year. A maximum period of three (3) years is allowed for the completion of part-time programmes.
- (2) A National Certificate (Vocational) at Level 2 on the NQF will be issued to both full- and part-time students once they have complied with the requirements of the National Certificate (Vocational) at Level 2 as contemplated in *paragraph 9* of this document.

CHAPTER 2

STRUCTURE AND DESIGN OF THE NATIONAL CERTIFICATE (VOCATIONAL) AT LEVEL 2 ON THE NQF

5. The structure of the National Certificate (Vocational) at Level 2 on the NQF

- (1) The *Regulations under the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)* as published in the *Government Gazette, Vol. 393, No. 18787* of 28 March 1998, stipulate that a minimum of 120 or more credits shall be required for registration of a qualification at NQF Levels 2 to 4.
- (2) The National Certificate (Vocational) at Level 2 on the NQF will be registered as a 130-credit qualification. It comprises two components, namely a fundamental learning component and a vocational component.
 - (a) The fundamental learning component is essential for the qualification and forms the basis for all other learning at that level. It comprises the following three (3) subjects, selected from Annexure B that will contribute 50 credits to the qualification:
 - (i) 20 credits in a language at NQF Level 2 obtained in one of the eleven official languages provided for by the *South African Constitution, 1996 (Act No. 108 of 1996)*, provided that the official language chosen, is offered on Home Language level, or on at least First Additional Language level, provided further that the language is the

- language of learning and teaching (LOLT) of the FET college.
- (ii) 20 credits for Mathematical Literacy or Mathematics at the level of certification.
 - (iii) 10 credits for Life Orientation at the level of certification.
- (b) The vocational component defines the qualification as being of a specific type. It involves learning experiences in situations contextually relevant to the particular vocational field and it also provides for the attainment of specific learning required for depth and specialisation within a particular programme. The vocational component will therefore indicate the specialisation of the programme. A credit value of at least 80 credits at the level of certification must be obtained in the vocational component, comprising four (4) subjects of 20 credits each, selected from the approved subjects listed in the policy document, *National policy on the programme and promotion requirements of National Certificates and Non-formal Programmes offered in Further Education and Training (FET) colleges*.
- (c) The three fundamental learning subjects, contemplated in *paragraph 5(2)(a)*, and the four (4) vocational subjects, contemplated in *paragraph 5(2)(b)*, make up the National Certificate (Vocational) at Level 2 of the NQF. The learning at this level is distinctive and there is no carry-over of credits to the next level.

6. The design of the National Certificate (Vocational) at Level 2 of the NQF

- (1) The vocational component of the National Certificate (Vocational) at Level 2 of the NQF will be designed in terms of programmes comprising a minimum of four (4) subjects of 20 credits each.
- (2) The purpose of the programme will determine the organising field and in cases of finer specialisation, the relevant sub-field as listed in Annexure A.
- (3) These programmes will provide the framework for curriculum development, that is, the development of the appropriate subjects under the auspices of the Department of Education, as contemplated in the *Guideline document on the development of subjects and learning programmes*.
- (4) Programmes to be taken up in the document, *National Educational Policy: Formal Further Education and Training College Programmes*, as well as the appropriate subjects, will after due consultation be approved by the Minister of Education as national policy.

CHAPTER 3

PROGRAMME AND CERTIFICATION REQUIREMENTS OF THE NATIONAL CERTIFICATE (VOCATIONAL) AT LEVEL 2 OF THE NQF

7. Rules of combination

(1) Subject to *paragraph 5*, a National Certificate (Vocational) at Level 2 of the NQF shall be issued to a candidate who has complied with the following programme requirements:

(a) Offered and wrote examinations in not fewer than seven (7) subjects (20 credits each, except for Life Orientation that will be 10 credits) at NQF Level 2:

(i) Three (3) subjects selected as follows:

(aa) A language (20 credits) obtained in one (1) of the eleven official languages listed at Table B1 at Annexure B, provided that the language is offered on at least First Additional Language level, provided further that the language chosen is a language of learning and teaching (LOLT) of the institution.

(bb) Mathematics (20 credits) or Mathematical Literacy (20 credits) listed in Table B2 at Annexure B.

(cc) Life Orientation (10 credits) listed in Table B3 at Annexure B.

- (ii) Four (4) subjects (20 credits each) as contemplated in *paragraph 6*, provided that at least three (3) of the four (4) subjects are selected from one (1) sub-field at Annexure A, and provided further that the remaining subject may be chosen either from subfields in this organising field, or from any other organising field listed in Annexure A.
 - (iii) Learners opting for a second language (20 credits) must offer the language on at least First Additional Language level, selected as follows:
 - (aa) One (1) of the eleven official languages listed at Table B1 at Annexure B, provided that the language offered in terms of *paragraph 7(1)(a)(i)(aa)* is not offered, or
 - (bb) One non-official language listed in the policy document, *National Educational Policy: Formal Further Education and Training College Programmes*.
 - (cc) The second language will be offered in lieu of the fourth vocational subject as contemplated in *paragraph 7(1)(a)(ii)*.
 - (iv) The examination in the subjects as contemplated in *paragraphs 7(1)(a)(i)* and *(ii)* need not necessarily be at the same sitting but must be completed within three years.
- (2) The Umalusi Council may, in terms of *section 28(2)* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*, delegate the quality assurance of subjects assessed by other

accredited assessment bodies to appropriate Education and Training Quality Assurance bodies (ETQAs).

8. Provisos

- (1) A candidate may not offer both Mathematics and Mathematical Literacy as part of the National Certificate (Vocational) at Level 2 of the NQF.

9. Requirements for certification

- (1) 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 National Certificate (Vocational) at Level 2 of the NQF shall be issued to a candidate who has complied with the following requirements:
- (a) Obtained at least 40% in the required official language as contemplated in *paragraph 7(1)(a)(i)(aa)* above.
 - (b) Obtained at least 30% in Mathematical Literacy or Mathematics as contemplated in *paragraph 7(1)(a)(i)(bb)* above.
 - (c) Obtained at least 40% in Life Orientation as contemplated in *paragraph 7(1)(a)(i)(cc)* above.
 - (d) Obtained at least 70% in each of the four (4) vocational component subjects as contemplated in *paragraph 7(2)(a)(ii)*, provided that the student has obtained the minimum as contemplated in *paragraph 11(2)(c)*.
 - (e) A condonation of a maximum of one (1) fundamental subject will be applied as follows:

- (i) If a student obtains less than 40% in the language subject or Life Orientation, his or her result may be condoned by a maximum of 5% to the required promotion requirement of 40% in that language subject or Life Orientation.
- (ii) If a student obtains less than 30% in Mathematics or Mathematical Literacy, his or her result may be condoned by a maximum of 5% to the required promotion requirement of 30% in Mathematics or Mathematical Literacy.

10. Concessions

(1) An immigrant candidate 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) An immigrant candidate as contemplated in *paragraphs 10(1)(a) and (b)* above, may offer the required official language

on at least Second Additional Language Level, provided that the immigrant candidate complies with the promotion requirements of that language at Second Additional Language Level, namely a rating of 30% at Elementary Level.

- (d) To be classified as an immigrant candidate, such a candidate 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 in respect of Languages may be applied to candidates who experience barriers related to aural impairment, aphasia and dyslexia:
 - (a) In cases of student with aural impairment, whose language of instruction is not their home language, the language referred to in *paragraph 7(I)(a)(i)(aa)* above may be offered at Second Additional Level.
 - (b) 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.
 - (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.

CHAPTER 4

ASSESSMENT

11. Assessment structure

- (1) Assessment of learning for certification in the National Certificate(Vocational) consists of two components of assessment, namely a portfolio of evidence of achievement gathered during the college year, and external assessment.
- (2) The weighting of the assessment components:
 - (a) The portfolio of evidence mark for each of the three (3) fundamental learning component subjects, as contemplated in *paragraph 7(1)(a)(i)*, will be 25%, and the external assessment mark, 75% of the total mark.
 - (b) Students offering a second language must also submit a portfolio of evidence, as contemplated in *paragraph 11(2)*. The portfolio of evidence will be 25%, and the external assessment mark, 75% of the total mark.
 - (c) The portfolio of evidence mark for each of the four (4) subjects in the vocational component, as contemplated in *paragraph 7(1)(a)(ii)*, will be 50%, and the external assessment mark, 50% of the total mark.
 - (d) The portfolio of evidence and the external assessment will consist of a combination of theory and practical components as specified in the policy document, *National Educational Policy: Formal Further Education and Training College Programmes*.

- (e) The practical assessment, where necessary, of the vocational subjects must be subjected to an external moderation process conducted by Umalusi or any appropriate ETQA, delegated by the Umalusi Council for this purpose in terms of *section 28(2) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.
- (3) The external assessment consists of written and practical assessment components that are externally set and marked by the Department of Education and externally moderated by Umalusi and/or an appropriate ETQA. The functions of the external assessment body is delegated by the Umalusi Council for this purpose in terms of *section 28(2) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

12. Recording and reporting

Seven levels of competence have been described for each subject in the fundamental learning component (Table 1), and four levels of competence have been described for each subject in the vocational component (Table 2). These descriptions will 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 Tables 1 and 2 below.

**TABLE 1: SCALE OF ACHIEVEMENT FOR THE FUNDAMENTAL
LEARNING COMPONENT**

| RATING CODE | RATING | MARKS % |
|--------------------|---------------|-------------------|
| 7 | Outstanding | 80 – 100 |
| 6 | Meritorious | 70 – 79 |
| 5 | Substantial | 60 – 69 |
| 4 | Adequate | 50 – 59 |
| 3 | Moderate | 40 – 49 |
| 2 | Elementary | 30 – 39 |
| 1 | Not achieved | 0 – 29 |

**TABLE 2: SCALE OF ACHIEVEMENT FOR THE VOCATIONAL
COMPONENT**

| RATING CODE | RATING | MARKS % |
|--------------------|-------------------|-------------------|
| 4 | Outstanding | 80 – 100 |
| 3 | Competent | 70 – 79 |
| 2 | Not yet competent | 60 – 69 |
| 1 | Not achieved | 0 – 59 |

13. Re-assessment

(1) Supplementary examination

(a) A supplementary examination will be granted under the following conditions:

- (i) In exceptional cases candidates, who are medically unfit or absent for other valid reasons, may have the

supplementary assessment regarded as part of the same sitting.

- (ii) In the case of a death in the immediate family or other special reasons for absence, such as illness, admission to the supplementary examination is at the discretion of the Head of the FET College.
- (2) A student who has not satisfied all the requirements of the National Certificate at NQF Level 2, will be issued a Statement of Results by the institution, as contemplated in the policy document, *National policy on the programme and promotion requirements of National Certificates and Non-formal Programmes offered in Further Education and Training (FET) colleges*.

CHAPTER 5

REPEAL OF POLICY AND TRANSITIONAL ARRANGEMENTS

14. Repeal of policy

- (1) From January 2007 the National Certificates (Vocational) at Level 2 on the NQF will replace the following FET College programmes in a phase-in and phase-out process:

- National N Certificates: NC(OR), N1;
- National Integrated Certificates;
- National Intermediate Certificate.

- (2) The policy documents, *Norms and standards for instructional programmes and the examination and certification thereof in technical college education*, Report 190 (92/04) and *Formal technical college instructional programmes in the RSA*, Report 191 (97/07), containing the programme requirements for the programmes listed in 14(1), are repealed.

15. Transitional arrangements

- (1) No new enrolments of full-time or part-time students will be accepted on the programmes listed at 14(1) from January 2007.
- (2) Unsuccessful full-time candidates in the 2006 examination for the programmes listed at 14(1) as well as part-time students already enrolled for these programmes, will be given an opportunity until August 2008 to sit the examinations in these programmes:

- (3) The Minister may, if deemed necessary, in terms of *Sections 3(4)(l) and 7 of the National Education Policy Act, 1996 (Act No. 27 of 1996)* amend the transitional arrangements as contemplated in *paragraph 15*. Should the Minister regard it as essential that such amendments to the transitional arrangements be regulated, she may promulgate such regulations in terms of *Section 47 of the Further Education and Training Act, 1998 (Act No. 98 of 1998)*.

16. Commencement and date of implementation

This policy will commence on the day of its promulgation in the Government Gazette and becomes effective from January 2007 for the National Certificate (Vocational) at Level 2 on the NQF.

GLOSSARY

applied competence - the ability to put into practice in the relevant context the exit-level Learning Outcomes and Assessment Standards required for obtaining the qualification

articulation - the movement of students, on successful completion of prerequisites, between different pathways of the education and training delivery system

assessment body - a department of education or any other body accredited by Umalusi, the Council for General and Further Education and Training Quality Assurance as a body responsible for conducting external assessment.

condonation - the limited relaxation of promotion requirements in the case of a student who comes very close to meeting such requirements

Education and Training Quality Assurance body (ETQA) - means a body accredited in terms of *section 5(1)(a)(ii) of the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)*. The body is responsible for monitoring and auditing of achievements in terms of national standards and qualifications and to which specific functions relating to the monitoring and auditing of national standards and qualifications have been assigned in terms of *section 5(1)(b) (i) of the said SAQA Act*.

examination - is a component of the assessment process and refers to the culmination of the summative assessment process when students are subjected to a final sitting at the end of the year.

external assessment – an assessment conducted by a body accredited by Umalusi and approved by the Minister of Education to conduct such assessment of all, or some of the subjects for the National Certificate (Vocational) at Levels 2, 3 and 4 on the NQF.

full-time candidate - is a student who has enrolled for tuition and who offers a National (Vocational) programme in a full-time capacity at a public FET institution.

Head of Department - refers to the Head of an education department.

Head of the Institution - refers to the educator appointed as Principal or acting as principal of a FET institution or the head of any other registered learning institution.

internal assessment - means any assessment conducted by the provider, 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.

Learning programme – means a plan of sequenced learning, teaching, assessment criteria and specific content to ensure that all learning outcomes in a subject are achieved.

National Certificate (Vocational) at Level 2 on the NQF - is a certificate that will be awarded as a final exit qualification at the end of NQF Level 2 to candidates who have complied with national education policy as stipulated in this document.

part-time candidate - is a person who does not receive full-time tuition.

practical competence - the ability to consider a range of possibilities for action, to make considered decisions about which possibility to follow, and to perform the chosen action.

primary focus – that activity or objective within the sector upon which an organization or body concentrates its efforts

programme – a planned combination of fundamental and vocational subjects leading to a qualification.

qualification - a planned combination of exit-level Learning Outcomes and Assessment Standards, which has a defined purpose and that is intended to provide a student 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.

student - refers to any person, including part-time students, receiving education at a public or independent FET college.

Umalusi - Umalusi, the Council for General and Further Education and Training Quality Assurance established in terms of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

ANNEXURE A

NATIONALLY APPROVED ORGANISING FIELDS AND SUB-FIELDS THAT COMPLY WITH THE REQUIREMENTS OF THE NATIONAL CERTIFICATE (VOCATIONAL) AT LEVEL 2 ON THE NQF

| No | Organising fields | No. | Sub-fields |
|----|---|-----|-----------------------------------|
| 1. | Agriculture and Nature Conservation | 1. | Primary Agriculture |
| | | 2. | Secondary Agriculture |
| | | 3. | Nature Conservation |
| | | 4. | Forestry and Wood Technology |
| | | 5. | Horticulture |
| 2. | Culture and Arts | 1. | Design Studies |
| | | 2. | Visual Arts |
| | | 3. | Performing Arts |
| | | 4. | Cultural Studies |
| | | 5. | Music |
| | | 6. | Sport |
| | | 7. | Film, Television and Video. |
| 3. | Business, Commerce and Management Studies | 1. | Finance, Economics and Accounting |
| | | 2. | Generic Management |
| | | 3. | Human Resources |
| | | 4. | Marketing |
| | | 5. | Procurement |
| | | 6. | Office Administration |
| | | 7. | Public Administration |
| | | 8. | Project Management |
| | | 9. | Public Relations |

| No | Organising fields | No. | Sub-fields |
|----|---|--|--|
| 4. | Communication Studies and Language | 1. 2. 3. 4. | Communication Studies Information Studies Language Literature |
| 5 | Education, Training and Development | 1. 2. 3. 4. 5. | Schooling Higher Education and Training Early Childhood Development Adult Learning Occupationally Directed ETD Practice |
| 6. | Manufacturing, Engineering and Technology | 1. 2. 3. | Engineering and Related Design, Manufacturing and Assembly Fabrication and Extraction |
| 7. | Human and Social Studies | 1. 2. 3. 4. 5. 6. 7. 8. 9. | Environmental Relations General Social Science Industrial and Organizational Governance and Human Resource Development People/Human-centred Development Public Policy, Politics and Democratic Citizenship Religious and Ethical Foundations of Society Rural and Agrarian Studies Traditions, History and Legacies Urban and Regional Studies |
| 8. | Law, Military Science and Security | 1. 2. 3. | Safety in Society Justice in Society Sovereignty of the State |

| No | Organising fields | No. | Sub-fields |
|-----|--|-----|--|
| 9. | Health Sciences and Social Services | 1. | Preventive Health |
| | | 2. | Promotive Health and Developmental Services |
| | | 3. | Curative Health |
| | | 4. | Rehabilitative Health/Services |
| 10. | Physical, Mathematical, Computer and Life Sciences | 1. | Mathematical Sciences |
| | | 2. | Physical Sciences |
| | | 3. | Life Sciences |
| | | 4. | Information Technology and Computer Sciences |
| | | 5. | Earth and Space Sciences |
| | | 6. | Environmental Sciences |
| 11. | Services | 1. | Hospitality, Tourism, Travel, Gaming and Leisure |
| | | 2. | Transport, Operations and Logistics |
| | | 3. | Personal Care |
| | | 4. | Wholesale and Retail |
| | | 5. | Consumer Services |
| | | 6. | Cleaning, Domestic, Hiring, Protecting and Rescue Services |
| 12. | Physical Planning and Construction | 1. | Physical Planning, Design and Management |
| | | 2. | Building Construction |
| | | 3. | Civil Engineering Construction |
| | | 4. | Electrical Infrastructure Construction |

ANNEXURE B

NATIONALLY APPROVED SUBJECTS THAT COMPLY WITH THE FUNDAMENTAL PROGRAMME REQUIREMENTS OF THE NATIONAL CERTIFICATE (VOCATIONAL) AT LEVEL 2 ON THE NQF

**TABLE B1: OFFICIAL LANGUAGES AT HOME AND FIRST
ADDITIONAL LEVEL**

| SUBJECT | SUBJECT NUMBER | | |
|--------------------------------------|----------------|----------------|----------------|
| | NQF Level 2 | NQF Level 3 | NQF Level 4 |
| Afrikaans Home Language | 04100012 | 04100023 | 04100034 |
| Afrikaans First Additional Language | 04200042 | 04200053 | 04200064 |
| English Home Language | 04100072 | 04100083 | 04100094 |
| English First Additional Language | 04200102 | 04200113 | 0420124 |
| IsiNdebele Home Language | 04100132 | 04100143 | 04100154 |
| IsiNdebele First Additional Language | 04200162 | 04200173 | 04200184 |
| IsiXhosa Home Language | 04100192 | 04100203 | 04100214 |
| IsiXhosa First Additional Language | 04200222 | 04200233 | 04200244 |
| IsiZulu Home Language | 04100252 | 04100263 | 04100274 |
| IsiZulu First Additional Language | 04200282 | 04200293 | 04200304 |
| Sepedi Home Language | 04100312 | 04100323 | 04100334 |
| Sepedi First Additional Language | 04200342 | 04200353 | 04200364 |
| Sesotho Home Language | 04100372 | 04100383 | 04100394 |
| Sesotho First Additional Language | 04200402 | 04200413 | 04200424 |
| Setswana Home Language | 04100432 | 04100443 | 04100454 |
| Setswana First Additional Language | 04200462 | 04200473 | 04200484 |
| SiSwati Home Language | 04010492 | 04100503 | 04100514 |
| SiSwati First Additional Language | 04200522 | 04200533 | 04200544 |

TABLE B1: OFFICIAL LANGUAGES AT HOME AND FIRST ADDITIONAL LEVEL (CONT.)

| SUBJECT | SUBJECT NUMBER | | |
|-------------------------------------|----------------|----------------|----------------|
| | NQF Level 2 | NQF Level 3 | NQF Level 4 |
| Tshivenda Home Language | 04100552 | 04100563 | 04100574 |
| Tshivenda First Additional Language | 04200582 | 04200593 | 04200604 |
| Xitsonga Home Language | 04100612 | 04100623 | 04100634 |
| Xitsonga First Additional Language | 04200642 | 04200653 | 04200664 |

TABLE B2: MATHEMATICAL SCIENCES

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

TABLE B3: HUMAN AND SOCIAL SCIENCES

| SUBJECT | SUBJECT NUMBER | | |
|------------------|----------------|----------------|----------------|
| | NQF Level 2 | NQF Level 3 | NQF Level 4 |
| Life Orientation | 07600012 | 07600023 | 07600034 |

**TABLE B4: OFFICIAL LANGUAGES AT SECOND
ADDITIONAL LEVEL AND NON-OFFICIAL LANGUAGES**

| SUBJECT | SUBJECT NUMBER | | |
|--|----------------|----------------|----------------|
| | NQF Level 2 | NQF Level 3 | NQF Level 4 |
| Afrikaans Second Additional Language | 04300072 | 04300083 | 04300094 |
| English Second Additional Language | 04300162 | 04300173 | 04300184 |
| IsiNdebele Second Additional Language | 04300252 | 04300263 | 04300274 |
| IsiXhosa Second Additional Language | 04300342 | 04300353 | 04300364 |
| IsiZulu Second Additional Language | 04300432 | 04300443 | 04300454 |
| Sepedi Second Additional Language | 04300522 | 04300533 | 04300544 |
| Sesotho Second Additional Language | 04060612 | 04060623 | 04060634 |
| Setswana Second Additional Language | 04300702 | 04300713 | 04300724 |
| SiSwati Second Additional Language | 04060792 | 04060803 | 04060814 |
| Tshivenda Second Additional Language | 04300882 | 04300893 | 04300904 |
| Xitsonga Second Additional Language | 04300972 | 04300983 | 0430994 |

ANNEXURE C

PROGRAMME AND SUBJECT CODING FOR ASSESSMENT PURPOSES

C.1 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 C.1);
 - third and fourth digits: 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 C.1);
 - third and fourth digits: the subject grouping or sub-fields, as defined below in Annexure A and (Table C.2);
 - fifth, sixth and seventh digits: unique subject codes within each organising field; and
 - eighth digit: NQF level of the subject.

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

| DIGIT | ORGANISING FIELD |
|--------------|--|
| 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 C.2 Subject Groupings

| DIGIT | SUBJECT GROUP |
|--------------|--|
| 10 | Official Languages at Home Language level |
| 20 | Official Languages at First Additional Language level |
| 30 | Official Languages at Second Additional Language level |
| 40 | Mathematical Literacy |
| 50 | Mathematics |
| 60 | Life Orientation |



education

Department of Education
REPUBLIC OF SOUTH AFRICA

**DRAFT POLICY FOR THE NATIONAL
CERTIFICATE (VOCATIONAL): A
QUALIFICATION AT LEVEL 3 ON
THE NATIONAL QUALIFICATIONS
FRAMEWORK (NQF)**

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ACRONYMS

| | |
|---------|--|
| ABET | Adult Basic Education and Training |
| CASS | Continuous Assessment |
| ETQA | Education and Training Quality Assurance Body |
| FET | Further Education and Training |
| HE | Higher Education |
| LOLT | Language of Learning and Teaching |
| NQF | National Qualifications Framework |
| OBE | Outcomes-Based Education |
| RPL | Recognition of Prior Learning |
| SAQA | South African Qualifications Authority |
| Umalusi | Council for General and Further Education and Training Quality Assurance |

CHAPTER 1

INTRODUCING THE POLICY FOR THE NATIONAL CERTIFICATE (VOCATIONAL): A QUALIFICATION AT LEVEL 3 ON THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

- 1. Purpose of the National Certificate (Vocational): A qualification at Level 3 on the NQF**
 - (1) This policy describes the regulations, rules and provisos for the award of the National Certificate (Vocational) at Level 3 of the National Qualifications Framework (NQF).
 - (2) The National Certificate (Vocational) at Level 3 on the NQF is aimed at students at NQF Level 3 in Further Education and Training (FET) public and private colleges, as well as other institutions offering FET vocational programmes.
 - (3) The National Certificate (Vocational) at Level 3 of the NQF enables students to acquire the necessary knowledge, practical skills, applied competence and understanding required for employment at an intermediate level of a particular occupation or trade, or class or trades. The National Certificate (Vocational) at Level 3 on the NQF will provide learning experiences in situations contextually relevant to the particular vocational area in which the programme is situated. The National Certificate (Vocational) at Level 3 on the NQF will offer programmes in the form of subjects that will consist of academic knowledge and theory integrated with the practical skills and values specific to each vocational area.

- (4) This policy is set on norms and standards to which all FET colleges and relevant assessment bodies in terms of *Sections 3(4)(l) and 7 of the National Education Policy Act, 1996 (Act No. 27 of 1996)* and, *Section 11(1)(c) of the Further Education and Training Act, 1998 (Act No. 98 of 1998)* must give effect.
- (5) This document is also supported by the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)* which clearly defines the function of the Umalusi Council, namely meeting the criteria for accreditation and performing the functions of an Education and Training Quality Assurance Body for the Further Education and Training band of the NQF.
- (6) The following policy and guideline documents supplement this document and must be read in conjunction with it:
 - (a) *National Educational Policy: Formal Further Education and Training College Programmes* in which all the nationally approved programmes offered by FET colleges are listed;
 - (b) *National policy on the programme and promotion requirements of National Certificates and Non-formal Programmes offered in Further Education and Training (FET) colleges;*
 - (c) *National policy on the conduct, administration and management of the assessment of the National Certificates (Vocational); and*
 - (d) *A guideline document on the development of subjects and learning programmes for FET colleges.*

2. Type of qualification

- (1) In terms of *Section 8(1) of the Regulations under the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)* as published in the *Government Gazette, Vol. 393, No. 18787* of 28 March 1998, the National Certificate (Vocational) qualification at NQF Level 3 must:
 - (a) represent a planned combination of Learning Outcomes that has a defined purpose or purposes, and which is intended to provide qualifying students with applied competence and a basis for further learning;
 - (b) add value to the qualifying student in terms of enrichment of the person;
 - (c) provide benefits to society and the economy;
 - (d) comply with the objectives of the NQF;
 - (e) have both specific and critical cross-field outcomes, which promote lifelong learning;
 - (f) where applicable, be internationally comparable;
 - (g) incorporate integrated assessment; and
 - (h) indicate the rules governing the award of the qualification.

3. Entrance requirements

- (1) The minimum entrance requirements for the National Certificate (Vocational) at Level 3 on the NQF are:
 - (a) A National Certificate (Vocational) at NQF Level 2; or
 - (b) A recognised equivalent qualification obtained at NQF Level 2;
or
 - (c) An approved bridging programme designed for the specific purpose of access to NQF Level 3; or
 - (d) A Recognition of Prior Learning (RPL) assessment programme,

which meets the basic requirements for access to NQF Level 3.

4. Duration and general requirements of the National Certificate (Vocational) at Level 3 on the NQF

- (1) The duration of the National Certificate (Vocational) at Level 3 on the NQF for full-time students is a minimum period of one (1) year. Part-time students may spread their programme over a longer period than one year. A maximum period of three (3) years is allowed for the completion of part-time programmes.
- (2) A National Certificate (Vocational) at Level 3 on the NQF will be issued to both full- and part-time students once they have complied with the requirements of the National Certificate (Vocational) at Level 3 as contemplated in *paragraph 9* of this document.

CHAPTER 2

STRUCTURE AND DESIGN OF THE NATIONAL CERTIFICATE (VOCATIONAL) AT LEVEL 3 ON THE NQF

5. The structure of the National Certificate (Vocational) at Level 3 on the NQF

- (1) The *Regulations under the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)* as published in the *Government Gazette, Vol. 393, No. 18787* of 28 March 1998, stipulate that a minimum of 120 or more credits shall be required for registration of a qualification at NQF Levels 2 to 4.
- (2) The National Certificate (Vocational) at Level 3 on the NQF will be registered as a 130-credit qualification. It comprises two components, namely a fundamental learning component and a vocational component.
 - (a) The fundamental learning component is essential for the qualification and forms the basis for all other learning at that level. It comprises the following three (3) subjects, selected from Annexure B that will contribute 50 credits to the qualification:
 - (i) 20 credits in a language at NQF Level 3 obtained in one of the eleven official languages provided for by the *South African Constitution, 1996 (Act No. 108 of 1996)*, provided that the official language chosen, is offered on Home Language level, or on at least First Additional Language level, provided further that the language is the

language of learning and teaching (LOLT) of the FET college.

- (ii) 20 credits for Mathematical Literacy or Mathematics at the level of certification.
 - (iii) 10 credits for Life Orientation at the level of certification.
- (b) The vocational component defines the qualification as being of a specific type. It involves learning experiences in situations contextually relevant to the particular vocational field and it also provides for the attainment of specific learning required for depth and specialisation within a particular programme. The vocational component will therefore indicate the specialisation of the programme. A credit value of at least 80 credits at the level of certification must be obtained in the vocational component, comprising four (4) subjects of 20 credits each, selected from the approved subjects listed in the policy document, *National policy on the programme and promotion requirements of National Certificates and Non-formal Programmes offered in Further Education and Training (FET) colleges*.
- (c) The three fundamental learning subjects, contemplated in *paragraph 5(2)(a)*, and the four (4) vocational subjects, contemplated in *paragraph 5(2)(b)*, make up the National Certificate (Vocational) at Level 3 of the NQF. The learning at this level is distinctive and there is no carry-over of credits to the next level.

6. The design of the National Certificate (Vocational) at Level 3 of the NQF

- (1) The vocational component of the National Certificate (Vocational) at Level 3 of the NQF will be designed in terms of programmes comprising a minimum of four (4) subjects of 20 credits each.
- (2) The purpose of the programme will determine the organising field and in cases of finer specialisation, the relevant sub-field as listed in Annexure A.
- (3) These programmes will provide the framework for curriculum development, that is, the development of the appropriate subjects under the auspices of the Department of Education, as contemplated in the *Guideline document on the development of subjects and learning programmes*.
- (4) Programmes to be taken up in the document, *National Educational Policy: Formal Further Education and Training College Programmes*, as well as the appropriate subjects, will after due consultation be approved by the Minister of Education as national policy.

CHAPTER 3

PROGRAMME AND CERTIFICATION REQUIREMENTS OF THE NATIONAL CERTIFICATE (VOCATIONAL) AT LEVEL 3 OF THE NQF

7. Rules of combination

(1) Subject to *paragraph 5*, a National Certificate (Vocational) at Level 3 of the NQF shall be issued to a candidate who has complied with the following programme requirements:

(a) Offered and wrote examinations in not fewer than seven (7) subjects (20 credits each, except for Life Orientation that will be 10 credits) at NQF Level 3:

(i) Three (3) subjects selected as follows:

(aa) A language (20 credits) obtained in one (1) of the eleven official languages listed at Table B1 at Annexure B, provided that the language is offered on at least First Additional Language level, provided further that the language chosen, is a language of learning and teaching (LOLT) of the institution.

(bb) Mathematics (20 credits) or Mathematical Literacy (20 credits) listed in Table B2 at Annexure B.

(cc) Life Orientation (10 credits) listed in Table B3 at Annexure B.

- (ii) Four (4) subjects (20 credits each) as contemplated in *paragraph 6*, provided that at least three (3) of the four (4) subjects are selected from one (1) sub-field at Annexure A, and provided further that the remaining subject may be chosen either from subfields in this organising field, or from any other organising field listed in Annexure A.
 - (iii) Learners opting to offer a second language (20 credits) must do so on at least First Additional Language level, selected as follows:
 - (aa) One (1) of the eleven official languages listed at Table B1 at Annexure B, provided that the language offered in terms of *paragraph 7(1)(a)(i)(aa)* is not offered, or
 - (bb) One non-official language listed in the policy document, *National Educational Policy: Formal Further Education and Training College Programmes*.
 - (cc) The second language will be offered in lieu of the fourth vocational subject as contemplated in *paragraph 7(1)(a)(ii)*.
 - (iv) The examination in the subjects as contemplated in *paragraphs 7(1)(a)(i)* and *(ii)* need not necessarily be at the same sitting but must be completed within three years.
- (2) The Umalusi Council may, in terms of *section 28(2)* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*, delegate the quality assurance of subjects assessed by other

accredited assessment bodies to appropriate Education and Training Quality Assurance bodies (ETQAs).

8. Provisos

- (1) A candidate may not offer both Mathematics and Mathematical Literacy as part of the National Certificate (Vocational) at Level 3 of the NQF.

9. Requirements for Certification

- (1) 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 National Certificate (Vocational) at Level 3 on the NQF shall be issued to a candidate who has complied with the following requirements:
 - (a) Obtained at least 40% in the required official language as contemplated in *paragraph 7(1)(a)(i)(aa)* above.
 - (b) Obtained at least 30% in Mathematical Literacy or Mathematics as contemplated in *paragraph 7(1)(a)(i)(bb)* above.
 - (c) Obtained at least 40% in Life Orientation as contemplated in *paragraph 7(1)(a)(i)(cc)* above.
 - (d) Obtained at least 70% in each of the four (4) vocational component subjects as contemplated in *paragraph 7(2)(a)(ii)*, provided that the student has obtained the minimum as contemplated in *paragraph 11(2)(c)*.
 - (e) A condonation of a maximum of one (1) fundamental subject will be applied as follows:

- (i) If a student obtains less than 40% in the language subject or Life Orientation, his or her result may be condoned by a maximum of 5% to the required promotion requirement of 40% in that language subject or Life Orientation.
- (ii) If a student obtains less than 30% in Mathematics or Mathematical Literacy, his or her result may be condoned by a maximum of 5% to the required promotion requirement of 30% in Mathematics or Mathematical Literacy.

10. Concessions

- (1) An immigrant candidate 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) An immigrant candidate as contemplated in *paragraphs 10(1)(a) and (b)* above, may offer the required official language on at least Second Additional Language Level, provided that the

immigrant candidate complies with the promotion requirements of that language at Second Additional Language Level, namely a rating of 30% at Elementary Level.

- (d) To be classified as an immigrant candidate, such a candidate 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 in respect of Languages may be applied to candidates who experience barriers related to aural impairment, aphasia and dyslexia:
 - (a) In cases of students with aural impairment, whose language of instruction is not their home language, the language referred to in *paragraph 7(1)(a)(i)(aa)* above may be offered at Second Additional Level.
 - (b) 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.
 - (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.

CHAPTER 4

ASSESSMENT

11. Assessment structure

- (1) Assessment of learning for certification in the National Certificate (Vocational) at Level 3 of the NQF consists of two components of assessment, namely a portfolio of evidence of achievement gathered during the college year, and external assessment.
- (2) The weighting of the assessment components:
 - (a) The portfolio of evidence mark for each of the three (3) fundamental learning component subjects, as contemplated in *paragraph 7(1)(a)(i)*, will be 25%, and the external assessment mark, 75% of the total mark.
 - (b) Students offering a second language must also submit a portfolio of evidence, as contemplated in *paragraph 11(2)*. The portfolio of evidence will be 25%, and the external assessment mark, 75% of the total mark.
 - (c) The portfolio of evidence mark for each of the four (4) subjects in the vocational component, as contemplated in *paragraph 7(1)(a)(ii)*, will be 50%, and the external assessment mark, 50% of the total mark.
 - (d) The portfolio of evidence and the external assessment will consist of a combination of theory and practical components as specified in the policy document, *National Educational Policy: Formal Further Education and Training College Programmes*.

- (e) The practical assessment, where necessary, of the vocational subjects must be subjected to an external moderation process conducted by Umalusi or any appropriate ETQA, delegated by the Umalusi Council for this purpose in terms of *section 28(2) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.
- (3) The external assessment consists of written and practical assessment components that are externally set and marked by the Department of Education and externally moderated by Umalusi and/or an appropriate ETQA. The functions of the external assessment body is delegated by the Umalusi Council for this purpose in terms of *section 28(2) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

12. Recording and reporting

Seven levels of competence have been described for each subject in the fundamental learning component (Table 1), and four levels of competence have been described for each subject in the vocational component (Table 2). These descriptions will 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 Tables 1 and 2 below.

**TABLE 1: SCALE OF ACHIEVEMENT FOR THE FUNDAMENTAL
LEARNING COMPONENT**

| RATING CODE | RATING | MARKS % |
|--------------------|---------------|--------------------|
| 7 | Outstanding | 80 – 100 |
| 6 | Meritorious | 70 – 79 |
| 5 | Substantial | 60 – 69 |
| 4 | Adequate | 50 – 59 |
| 3 | Moderate | 40 – 49 |
| 2 | Elementary | 30 – 39 |
| 1 | Not achieved | 0 – 29 |

**TABLE 2: SCALE OF ACHIEVEMENT FOR THE VOCATIONAL
COMPONENT**

| RATING CODE | RATING | MARKS % |
|--------------------|-------------------|--------------------|
| 4 | Outstanding | 80 – 100 |
| 3 | Competent | 70 – 79 |
| 2 | Not yet competent | 60 – 69 |
| 1 | Not achieved | 0 – 59 |

13. Re-assessment

(1) Supplementary examination

(a) A supplementary examination will be granted under the following conditions:

- (i) In exceptional cases candidates, who are medically unfit or absent for other valid reasons, may have the

supplementary assessment regarded as part of the same sitting.

- (ii) In the case of a death in the immediate family or other special reasons for absence, such as illness, admission to the supplementary examination is at the discretion of the Head of the FET College.
- (2) A student who has not satisfied all the requirements of National Certificate (Vocational) at NQF Level 3 will be issued a Statement of Results by the institution, as contemplated in the policy document, *National policy on the programme and promotion requirements of National Certificates and Non-formal Programmes offered in Further Education and Training (FET) colleges.*

CHAPTER 5

REPEAL OF POLICY AND TRANSITIONAL ARRANGEMENTS

14. Repeal of policy

- (1) From January 2008 the National Certificates (Vocational) at Level 3 on the NQF will replace the following FET College programmes in a phase-in and phase-out process:
 - National N Certificates: N2;
 - National Integrated Certificates;
 - National Intermediate Certificate.
- (2) The policy documents, *Norms and standards for instructional programmes and the examination and certification thereof in technical college education*, Report 190 (92/04) and *Formal technical college instructional programmes in the RSA*, Report 191 (97/07), containing the requirements for the programmes listed in 14(1) are repealed.

15. Transitional arrangements

- (1) No new enrolments of full-time or part-time students will be accepted on the programmes listed at 14(1) from January 2008.
- (2) Unsuccessful full-time candidates in the 2007 examination for the programmes listed at 14(1) as well as part-time students already enrolled for these programmes, will be given an opportunity until August 2009 to sit the examinations in these programmes.

- (3) The Minister may, if deemed necessary, in terms of *Sections 3(4)(l) and 7 of the National Education Policy Act, 1996 (Act No. 27 of 1996)* amend the transitional arrangements as contemplated in *paragraph 15*. Should the Minister regard it as essential that such amendments to the transitional arrangements be regulated, she may promulgate such regulations in terms of *Section 47 of the Further Education and Training Act, 1998 (Act No. 98 of 1998)*.

16. Commencement and date of implementation

This policy will commence on the day of its promulgation in the Government Gazette and becomes effective from January 2008 for the National Certificate (Vocational) at Level 3 on the NQF.

GLOSSARY

applied competence - the ability to put into practice in the relevant context the exit-level Learning Outcomes and Assessment Standards required for obtaining the qualification

articulation - the movement of students, on successful completion of prerequisites, between different pathways of the education and training delivery system

assessment body - a department of education or any other body accredited by Umalusi, the Council for General and Further Education and Training Quality Assurance as a body responsible for conducting external assessment.

condonation - the limited relaxation of promotion requirements in the case of a student who comes very close to meeting such requirements

Education and Training Quality Assurance body (ETQA) - means a body accredited in terms of *section 5(1)(a)(ii)* of the *South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)*. The body is responsible for monitoring and auditing of achievements in terms of national standards and qualifications and to which specific functions relating to the monitoring and auditing of national standards and qualifications have been assigned in terms of *section 5(1)(b) (i)* of the said *SAQA Act*.

examination - is a component of the assessment process and refers to the culmination of the summative assessment process when students are subjected to a final sitting at the end of the year.

external assessment – an assessment conducted by a body accredited by Umalusi and approved by the Minister of Education to conduct such assessment of all, or some of the subjects for the National Certificate (Vocational) at Levels 2, 3 and 4 on the NQF.

full-time candidate - is a student who has enrolled for tuition and who offers a National (Vocational) programme in a full-time capacity at a public FET institution.

Head of Department - refers to the Head of an education department.

Head of the Institution - refers to the person appointed as Principal or acting as principal of a FET institution or the head of any other registered learning institution.

internal assessment - means any assessment conducted by the provider, 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.

learning programme – means a plan of sequenced learning, teaching, assessment criteria and specific content to ensure that all learning outcomes in a subject are achieved.

National Certificate (Vocational) at Level 3 on the NQF- is a certificate that will be awarded as a final exit qualification at the end of NQF Level 3 to candidates who have complied with national education policy as stipulated in this document.

part-time candidate - is a person who does not receive full-time tuition.

practical competence - the ability to consider a range of possibilities for action, to make considered decisions about which possibility to follow, and to perform the chosen action.

primary focus – that activity or objective within the sector upon which an organization or body concentrates its efforts

programme – a planned combination of fundamental and vocational subjects leading to a qualification.

qualification - a planned combination of exit-level Learning Outcomes, which has a defined purpose and that is intended to provide a student 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.

student - refers to any person, including part-time students, receiving education at a public or independent FET college.

Umalusi - Umalusi, the Council for General and Further Education and Training Quality Assurance established in terms of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

ANNEXURE A

NATIONALLY APPROVED ORGANISING FIELDS AND SUB-FIELDS THAT COMPLY WITH THE REQUIREMENTS OF THE NATIONAL CERTIFICATE (VOCATIONAL) AT LEVEL 3 ON THE NQF

| No | Organising fields | No. | Sub-fields |
|----|---|-----|-----------------------------------|
| 1. | Agriculture and Nature Conservation | 1. | Primary Agriculture |
| | | 2. | Secondary Agriculture |
| | | 3. | Nature Conservation |
| | | 4. | Forestry and Wood Technology |
| | | 5. | Horticulture |
| 2. | Culture and Arts | 1. | Design Studies |
| | | 2. | Visual Arts |
| | | 3. | Performing Arts |
| | | 4. | Cultural Studies |
| | | 5. | Music |
| | | 6. | Sport |
| | | 7. | Film, Television and Video. |
| 3. | Business, Commerce and Management Studies | 1. | Finance, Economics and Accounting |
| | | 2. | Generic Management |
| | | 3. | Human Resources |
| | | 4. | Marketing |
| | | 5. | Procurement |
| | | 6. | Office Administration |
| | | 7. | Public Administration |
| | | 8. | Project Management |
| | | 9. | Public Relations |

| No | Organising fields | No. | Sub-fields |
|----|---|--|--|
| 4. | Communication Studies and Language | 1. 2. 3. 4. | Communication Studies Information Studies Language Literature |
| 5 | Education, Training and Development | 1. 2. 3. 4. 5. | Schooling Higher Education and Training Early Childhood Development Adult Learning Occupationally Directed ETD Practice |
| 6. | Manufacturing, Engineering and Technology | 1. 2. 3. | Engineering and Related Design, Manufacturing and Assembly Fabrication and Extraction |
| 7. | Human and Social Studies | 1. 2. 3. 4. 5. 6. 7. 8. 9. | Environmental Relations General Social Science Industrial and Organizational Governance and Human Resource Development People/Human-centred Development Public Policy, Politics and Democratic Citizenship Religious and Ethical Foundations of Society Rural and Agrarian Studies Traditions, History and Legacies Urban and Regional Studies |
| 8. | Law, Military Science and Security | 1. 2. 3. | Safety in Society Justice in Society Sovereignty of the State |

| No | Organising fields | No. | Sub-fields |
|-----|--|-----|--|
| 9. | Health Sciences and Social Services | 1. | Preventive Health |
| | | 2. | Promotive Health and Developmental Services |
| | | 3. | Curative Health |
| | | 4. | Rehabilitative Health/Services |
| 10. | Physical, Mathematical, Computer and Life Sciences | 1. | Mathematical Sciences |
| | | 2. | Physical Sciences |
| | | 3. | Life Sciences |
| | | 4. | Information Technology and Computer Sciences |
| | | 5. | Earth and Space Sciences |
| | | 6. | Environmental Sciences |
| 11. | Services | 1. | Hospitality, Tourism, Travel, Gaming and Leisure |
| | | 2. | Transport, Operations and Logistics |
| | | 3. | Personal Care |
| | | 4. | Wholesale and Retail |
| | | 5. | Consumer Services |
| | | 6. | Cleaning, Domestic, Hiring, Protecting and Rescue Services |
| 12. | Physical Planning and Construction | 1. | Physical Planning, Design and Management |
| | | 2. | Building Construction |
| | | 3. | Civil Engineering Construction |
| | | 4. | Electrical Infrastructure Construction |

ANNEXURE B

NATIONALLY APPROVED SUBJECTS THAT COMPLY WITH THE FUNDAMENTAL PROGRAMME REQUIREMENTS OF THE NATIONAL CERTIFICATE (VOCATIONAL) AT LEVEL 3 ON THE NQF

**TABLE B1: OFFICIAL LANGUAGES AT HOME AND FIRST
ADDITIONAL LEVEL**

| SUBJECT | SUBJECT NUMBER | | |
|--------------------------------------|----------------|----------------|----------------|
| | NQF Level 2 | NQF Level 3 | NQF Level 4 |
| Afrikaans Home Language | 04100012 | 04100023 | 04100034 |
| Afrikaans First Additional Language | 04200042 | 04200053 | 04200064 |
| English Home Language | 04100072 | 04100083 | 04100094 |
| English First Additional Language | 04200102 | 04200113 | 0420124 |
| IsiNdebele Home Language | 04100132 | 04100143 | 04100154 |
| IsiNdebele First Additional Language | 04200162 | 04200173 | 04200184 |
| IsiXhosa Home Language | 04100192 | 04100203 | 04100214 |
| IsiXhosa First Additional Language | 04200222 | 04200233 | 04200244 |
| IsiZulu Home Language | 04100252 | 04100263 | 04100274 |
| IsiZulu First Additional Language | 04200282 | 04200293 | 04200304 |
| Sepedi Home Language | 04100312 | 04100323 | 04100334 |
| Sepedi First Additional Language | 04200342 | 04200353 | 04200364 |
| Sesotho Home Language | 04100372 | 04100383 | 04100394 |
| Sesotho First Additional Language | 04200402 | 04200413 | 04200424 |
| Setswana Home Language | 04100432 | 04100443 | 04100454 |
| Setswana First Additional Language | 04200462 | 04200473 | 04200484 |
| SiSwati Home Language | 04010492 | 04100503 | 04100514 |
| SiSwati First Additional Language | 04200522 | 04200533 | 04200544 |

**TABLE B1: OFFICIAL LANGUAGES AT HOME AND FIRST
ADDITIONAL LEVEL (CONT.)**

| SUBJECT | SUBJECT NUMBER | | |
|-------------------------------------|----------------|----------------|----------------|
| | NQF Level 2 | NQF Level 3 | NQF Level 4 |
| Tshivenda Home Language | 04100552 | 04100563 | 04100574 |
| Tshivenda First Additional Language | 04200582 | 04200593 | 04200604 |
| Xitsonga Home Language | 04100612 | 04100623 | 04100634 |
| Xitsonga First Additional Language | 04200642 | 04200653 | 04200664 |

TABLE B2: MATHEMATICAL SCIENCES

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

TABLE B3: HUMAN AND SOCIAL SCIENCES

| SUBJECT | SUBJECT NUMBER | | |
|------------------|----------------|----------------|----------------|
| | NQF Level 2 | NQF Level 3 | NQF Level 4 |
| Life Orientation | 07600012 | 07600023 | 07600034 |

**TABLE B4: OFFICIAL LANGUAGES AT SECOND
ADDITIONAL LEVEL AND NON-OFFICIAL LANGUAGES**

| SUBJECT | SUBJECT NUMBER | | |
|--|----------------|----------------|----------------|
| | NQF Level 2 | NQF Level 3 | NQF Level 4 |
| Afrikaans Second Additional Language | 04300072 | 04300083 | 04300094 |
| English Second Additional Language | 04300162 | 04300173 | 04300184 |
| IsiNdebele Second Additional Language | 04300252 | 04300263 | 04300274 |
| IsiXhosa Second Additional Language | 04300342 | 04300353 | 04300364 |
| IsiZulu Second Additional Language | 04300432 | 04300443 | 04300454 |
| Sepedi Second Additional Language | 04300522 | 04300533 | 04300544 |
| Sesotho Second Additional Language | 04060612 | 04060623 | 04060634 |
| Setswana Second Additional Language | 04300702 | 04300713 | 04300724 |
| SiSwati Second Additional Language | 04060792 | 04060803 | 04060814 |
| Tshivenda Second Additional Language | 04300882 | 04300893 | 04300904 |
| Xitsonga Second Additional Language | 04300972 | 04300983 | 0430994 |

ANNEXURE C

PROGRAMME AND SUBJECT CODING FOR ASSESSMENT PURPOSES

C.1 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 C.1);
- third and fourth digits: 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 C.1);
- third and fourth digits: the subject groupings or sub-fields, as defined in Annexure A and (Table C.2);
- fifth, sixth and seventh digits: unique subject codes within each organising field; and
- eighth digit: NQF level of the subject.

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

| DIGIT | ORGANISING FIELD |
|--------------|--|
| 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 C.2 Subject Groupings

| DIGIT | SUBJECT GROUP |
|--------------|--|
| 10 | Official Languages at Home Language level |
| 20 | Official Languages at First Additional Language level |
| 30 | Official Languages at Second Additional Language level |
| 40 | Mathematical Literacy |
| 50 | Mathematics |
| 60 | Life Orientation |



education

Department of Education
REPUBLIC OF SOUTH AFRICA

**DRAFT POLICY FOR THE NATIONAL
CERTIFICATE: A QUALIFICATION AT LEVEL 4
ON THE NATIONAL QUALIFICATIONS
FRAMEWORK (NQF)**

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ACRONYMS

| | |
|---------|--|
| ABET | Adult Basic Education and Training |
| CASS | Continuous Assessment |
| ETQA | Education and Training Quality Assurance Body |
| FET | Further Education and Training |
| HE | Higher Education |
| LOLT | Language of Learning and Teaching |
| NQF | National Qualifications Framework |
| OBE | Outcomes-Based Education |
| RPL | Recognition of Prior Learning |
| SAQA | South African Qualifications Authority |
| Umalusi | Council for General and Further Education and Training Quality Assurance |

CHAPTER 1

INTRODUCING THE POLICY FOR THE NATIONAL CERTIFICATE (VOCATIONAL): A QUALIFICATION AT LEVEL 4 ON THE NQF

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

- (1) This policy describes the regulations, rules and provisos for the award of the National Certificate (Vocational) at Level 4 on the NQF.
- (2) The National Certificate (Vocational) at Level 4 on the NQF is aimed at students at NQF Level 4 in Further Education and Training (FET) public and private colleges, as well as other institutions offering FET vocational programmes.
- (3) The National Certificate (Vocational) at Level 4 on the NQF enables students to acquire the necessary knowledge, practical skills, applied competence and understanding required for employment in a particular occupation or trade, or class of occupations or trades, or entrance into Higher Education. The National Certificate (Vocational) at Level 4 on the NQF will provide learning experiences in situations contextually relevant to the particular vocational area in which the programme is situated. The National Certificate (Vocational) at Level 4 on the NQF will offer programmes in the form of subjects that will consist of academic knowledge and theory integrated with the practical skills and values specific to each vocational area.

- (4) This policy is set on norms and standards to which all FET colleges and relevant assessment bodies in terms of *Sections 3(4)(l) and 7 of the National Education Policy Act, 1996 (Act No. 27 of 1996)* and, *Section 11(1)(c) of the Further Education and Training Act, 1998 (Act No. 98 of 1998)* must give effect.
- (5) This document is also supported by the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)* which clearly defines the function of the Umalusi Council, namely meeting the criteria for accreditation and performing the functions of an Education and Training Quality Assurance Body for the Further Education and Training band of the NQF.
- (6) The following policy and guideline documents supplement this document and must be read in conjunction with it:
 - (a) *National Educational Policy: Formal Further Education and Training College Programmes* in which all the nationally approved programmes offered by FET colleges are listed;
 - (b) *National policy on the programme and promotion requirements of National Certificates and Non-formal Programmes offered in Further Education and Training (FET) colleges;*
 - (c) *National policy on the conduct, administration and management of the assessment of the National Certificates (Vocational); and*
 - (d) *A guideline document on the development of subjects and learning programmes for FET colleges.*

2. Type of qualification

- (1) In terms of *Section 8(1) of the Regulations under the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)* as published in the *Government Gazette, Vol. 393, No. 18787 of 28 March 1998*, the National Certificate (Vocational) at Level 4 on the NQF must:

- (a) represent a planned combination of Learning Outcomes that has a defined purpose or purposes, and which is intended to provide qualifying students with applied competence and a basis for further learning;
- (b) add value to the qualifying student in terms of enrichment of the person;
- (c) provide benefits to society and the economy;
- (d) comply with the objectives of the NQF;
- (e) have both specific and critical cross-field outcomes, which promote lifelong learning;
- (f) where applicable, be internationally comparable;
- (g) incorporate integrated assessment; and
- (h) indicate the rules governing the award of the qualification.

3. Entrance requirements

- (1) The minimum entrance requirements for the National Certificate (Vocational) at Level 4 on the NQF are:
- (a) A NQF Level 3 National Certificate (Vocational) issued by a FET college indicating that the student has met the minimum subject requirements at Level 3; or
 - (b) An appropriate registered equivalent qualification obtained at NQF Level 3; or
 - (c) A bridging programme designed for the specific purpose of

access to NQF Level 4: or

- (d) A Recognition of Prior Learning (RPL) assessment for Grades 11 or 12 learners which meets the basic requirements for access to NQF Level 4 and for students not part of the South African school system.

4. Duration and general requirements of the National Certificate (Vocational) at Level 4 on the NQF

- (1) The duration of the National Certificate (Vocational) at Level 4 on the NQF programmes for full-time students is a minimum period of one (1) year. Part-time students may spread their programme over a longer period than one year. A maximum period of three (3) years is allowed for the completion of part-time programmes.
- (2) A National Certificate (Vocational) at Level 4 on the NQF will be issued to both full- and part-time students once they have complied with the requirements contemplated in *paragraph 9* of this document.

CHAPTER 2

STRUCTURE AND DESIGN OF THE NATIONAL CERTIFICATE (VOCATIONAL) AT LEVEL 4 ON THE NQF

5. The structure of the National Certificate (Vocational) at Level 4 on the NQF

- (1) The *Regulations under the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)* as published in the *Government Gazette, Vol. 393, No. 18787* of 28 March 1998, stipulate that a minimum of 120 or more credits shall be required for registration of a qualification at NQF Levels 2 to 4.
- (2) The National Certificate (Vocational) at Level 4 on the NQF will be registered as a 130-credit qualification. It comprises two components, namely a fundamental learning component and a vocational component.
 - (a) The fundamental learning component is essential for the qualification and forms the basis for all other learning at that level. It comprises the following three (3) subjects, selected from Annexure B that will contribute 50 credits to the qualification:
 - (i) 20 credits in a language at NQF Level 4 obtained in one of the eleven official languages provided for by the *South African Constitution, 1996 (Act No. 108 of 1996)*, provided that the official language chosen, is offered on Home Language level, or on at least First Additional Language level, provided further that the language is a

language of learning and teaching (LOLT) of the FET college.

- (ii) 20 credits for Mathematical Literacy or Mathematics at the level of certification.
 - (iii) 10 credits for Life Orientation at the level of certification.
- (b) The vocational component defines the qualification as being of a specific type. It involves learning experiences in situations contextually relevant to the particular vocational field and it also provides for the attainment of specific learning required for depth and specialisation within a particular programme. The vocational component will therefore indicate the specialisation of the programme. A credit value of at least 80 credits at the level of certification must be obtained in the vocational component, comprising four (4) subjects of 20 credits each, selected from the approved subjects listed in the policy document, *National policy on the programme and promotion requirements of National Certificates and Non-formal Programmes offered in Further Education and Training (FET) colleges*.
- (c) The three fundamental learning subjects, contemplated in *paragraph 5(2)(a)*, and the four (4) vocational subjects, contemplated in *paragraph 5(2)(b)*, making up the National Certificate (Vocational) at Level 4 on the NQF are a successive continuation of the learning done at NQF Levels 2 and 3. The learning in each level, however, is distinctive. There is no carry-over of credits from one level to the next.

6. The design of the National Certificate (Vocational) at Level 4 on the NQF

- (1) The vocational component of the National Certificate (Vocational) at Level 4 on the NQF will be designed in terms of programmes comprising a minimum of four (4) subjects of 20 credits each.
- (2) The purpose of the programme will determine the organising field and in cases of finer specialisation, the relevant sub-field as listed in Annexure A.
- (3) These programmes will provide the framework for curriculum development, that is, the development of the appropriate subjects under the auspices of the Department of Education, as contemplated in the *Guideline document on the development of subjects and learning programmes*.
- (4) Programmes to be taken up in the document, *National Educational Policy: Formal Further Education and Training College Programmes*, as well as the appropriate subjects, will after due consultation be approved by the Minister of Education as national policy.

CHAPTER 3

PROGRAMME AND CERTIFICATION REQUIREMENTS OF THE NATIONAL CERTIFICATE (VOCATIONAL): A QUALIFICATION AT LEVEL 4 ON THE NQF

7. Rules of combination

- (1) Subject to *paragraph 5*, a National Certificate (Vocational) at Level 4 on the NQF shall be issued to a candidate who has complied with the following programme requirements of NQF Level 4:
 - (a) Offered and wrote examinations in not fewer than seven (7) subjects (20 credits each, except for Life Orientation that will be 10 credits) at NQF Level 4:
 - (i) Three (3) subjects selected as follows:
 - (aa) A language (20 credits) obtained in one (1) of the eleven official languages listed at Table B1 at Annexure B, provided that the language is offered on at least First Additional Language level, provided further that the language chosen, is a language of learning and teaching (LOLT) of the institution.
 - (bb) Mathematics (20 credits) or Mathematical Literacy (20 credits) listed in Table B2 at Annexure B.
 - (cc) Life Orientation (10 credits) listed in Table B3 at Annexure B.

- (ii) Four (4) subjects (20 credits each) as contemplated in *paragraph 6*, provided that at least three (3) of the four (4) subjects are selected from one (1) sub-field at Annexure A, and provided further that the remaining subject are chosen either from subfields in this organising field, or from any other organising field listed in Annexure A.
 - (iii) Learners opting to offer a second language (20 credits) must do so on at least First Additional Language level, selected as follows:
 - (aa) One (1) of the eleven official languages listed at Table B1 at Annexure B, provided that the language offered in terms of *paragraph 7(1)(a)(ii)(aa)* is not offered, or
 - (bb) One non-official language listed in the policy document, *National Educational Policy: Formal Further Education and Training College Programmes*.
 - (cc) The second language will be offered in lieu of the fourth vocational subject as contemplated in *paragraph 7(1)(a)(ii)*.
 - (iv) The examination in the subjects as contemplated in *paragraphs 7(1)(a)(i) and (ii)* need not necessarily be at the same sitting but must be completed within three years.
- (2) The Umalusi Council may, in terms of *section 28(2)* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*, delegate the quality assurance of subjects assessed by other

accredited assessment bodies to appropriate Education and Training Quality Assurance bodies (ETQAs).

8. Provisos

- (1) A candidate may not offer both Mathematics and Mathematical Literacy as part of the National Certificate (Vocational) at Level 4 on the NQF.

9. Requirements for Certification

- (1) 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 National Certificate (Vocational) at Level 4 on the NQF shall be issued to a candidate who has complied with the following promotion requirements:
 - (a) Obtained at least 40% in the required official language as contemplated in *paragraph 7(1)(a)(i)(aa)* above.
 - (b) Obtained at east 30% in Mathematics or Mathematical Literacy as contemplated in *paragraph 7(1)(a)(i)(bb)* above.
 - (c) Obtained at least 40% in Life Orientation as contemplated in *paragraph 7(1)(a)(i)(cc)* above.
 - (d) Obtained at least 70% in each of the four (4) vocational component subjects as contemplated in *paragraph 7(2)(a)(ii)*, provided that the student has obtained the minimum as contemplated in *paragraph 11(2)(c)*.

- (e) A condonation of a maximum of one (1) fundamental subject will be applied as follows:
 - (i) If a student obtains less than 40% in the language subject or Life Orientation, his or her result may be condoned by a maximum of 5% to the required promotion requirement of 40% in that language subject or Life Orientation.
 - (ii) If a student obtains less than 30% in Mathematics or Mathematical Literacy, his or her result may be condoned by a maximum of 5% to the required promotion requirement of 30% in Mathematics or Mathematical Literacy.

10. Concessions

- (1) An immigrant candidate 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) An immigrant candidate as contemplated in *paragraphs 10(1)(a) and (b)* above, may offer the required official language on at least Second Additional Language Level, provided that the immigrant candidate complies with the promotion requirements of that language at Second Additional Language Level, namely a rating of 30% at Elementary Level.
- (d) To be classified as an immigrant candidate, such a candidate 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 in respect of Languages may be applied to candidates who experience barriers related to aural impairment, aphasia and dyslexia:
 - (a) In cases of students with aural impairment, whose language of instruction is not their home language, the language referred to in *paragraph 7(1)(a)(i)(aa)* above may be offered at Second Additional Level.
 - (b) 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.
 - (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.

CHAPTER 4

ASSESSMENT

11. Assessment structure

- (1) Assessment of learning for certification in the National Certificate (Vocational) at Level 4 on the NQF consists of two components of assessment, namely a portfolio of evidence of achievement gathered during the college year, and external assessment.
- (2) The weighting of the assessment components:
 - (a) The portfolio of evidence mark for each of the three (3) fundamental learning component subjects, as contemplated in *paragraph 7(1)(a)(i)*, will be 25%, and the external assessment mark, 75% of the total mark.
 - (b) Students offering a second language must also submit a portfolio of evidence, as contemplated in *paragraph 11(2)*. The portfolio of evidence will be 25%, and the external assessment mark, 75% of the total mark.
 - (c) The portfolio of evidence mark for each of the four (4) subjects in the vocational component, as contemplated in *paragraph 7(1)(a)(ii)*, will be 50%, and the external assessment mark, 50% of the total mark.
 - (d) The portfolio of evidence and the external assessment will consist of a combination of theory and practical components as specified in the policy document, *National Educational Policy: Formal Further Education and Training College Programmes*.

- (e) The practical assessment, where necessary, of the vocational subjects must be subjected to an external moderation process conducted by Umalusi or any appropriate ETQA, delegated by the Umalusi Council for this purpose in terms of *section 28(2) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.
- (3) The external assessment consists of written and practical assessment components that are externally set and marked by the Department of Education and externally moderated by Umalusi and/or an appropriate ETQA. The functions of the external assessment body is delegated by the Umalusi Council for this purpose in terms of *section 28(2) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

12. Recording and reporting

Seven levels of competence have been described for each subject in the fundamental learning component (Table 1), and four levels of competence have been described for each subject in the vocational component (Table 2). These descriptions will 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 Tables 1 and 2 below.

**TABLE 1: SCALE OF ACHIEVEMENT FOR THE FUNDAMENTAL
LEARNING COMPONENT**

| RATING CODE | RATING | MARKS % |
|--------------------|---------------|-------------------|
| 7 | Outstanding | 80 – 100 |
| 6 | Meritorious | 70 – 79 |
| 5 | Substantial | 60 – 69 |
| 4 | Adequate | 50 – 59 |
| 3 | Moderate | 40 – 49 |
| 2 | Elementary | 30 – 39 |
| 1 | Not achieved | 0 – 29 |

**TABLE 2: SCALE OF ACHIEVEMENT FOR THE VOCATIONAL
COMPONENT**

| RATING CODE | RATING | MARKS % |
|--------------------|-------------------|-------------------|
| 4 | Outstanding | 80 – 100 |
| 3 | Competent | 70 – 79 |
| 2 | Not yet competent | 60 – 69 |
| 1 | Not achieved | 0 – 59 |

13. Re-assessment

(1) Supplementary examination

(a) A supplementary examination will be granted under the following conditions:

- (i) If a NQF Level 4 candidate has not met the minimum promotion requirements in the final external examination, as contemplated in *paragraphs 9 and 10*,

but requires one subject to obtain certification, he or she may register for a maximum of two subjects in the supplementary examinations in the year following the final external examination.

- (ii) In exceptional cases candidates, who are medically unfit or absent for other valid reasons, may have the supplementary assessment regarded as part of the same sitting.
 - (iii) A candidate who wishes to improve his/her performance in the end-of-year examinations may register for supplementary examinations in a maximum of two subjects.
 - (iv) In the case of a death in the immediate family or other special reasons for absence, such as illness, admission to the supplementary examination is at the discretion of the Head of the FET College.
- (2) A student who has not satisfied all the requirements of the National Certificate (Vocational) at NQF Level 4, will be issued a Statement of Results by the institution, as contemplated in the policy document, *National policy on the programme and promotion requirements of National Certificates and Non-formal Programmes offered in Further Education and Training (FET) colleges.*

CHAPTER 5

REPEAL OF POLICY AND TRANSITIONAL ARRANGEMENTS

14. Repeal of policy

- (1) From January 2009 the National Certificates (Vocational) at Level 4 on the NQF will replace the following FET College programmes in a phase-in and phase-out process:
 - National N Certificates: N3;
 - National Senior Certificate.
- (2) The policy documents, *Norms and standards for instructional programmes and the examination and certification thereof in technical college education*, Report 190 (92/04) and *Formal technical college instructional programmes in the RSA*, Report 191 (97/07), containing the requirements for the programmes listed in 14(1) are repealed.

15. Transitional arrangements

- (1) No new enrolments of full-time or part-time students will be accepted on the programmes listed at 14(1) from January 2009.
- (2) Unsuccessful full-time candidates in the 2008 examination for the programmes listed at 14(1) as well as part-time students already enrolled for these programmes, will be given an opportunity until August 2009 to sit the examinations in these programmes.
- (3) The Minister may, if deemed necessary, in terms of *Sections 3(4)(l) and 7 of the National Education Policy Act, 1996 (Act No. 27 of 1996)*,

amend the transitional arrangements as contemplated in *paragraph 15*. Should the Minister regard it as essential that such amendments to the transitional arrangements be regulated, she may promulgate such regulations in terms of *Section 47* of the Further Education and Training Act, 1998 (*Act No.98 of 1998*).

16. Commencement and date of implementation

This policy will commence on the day of its promulgation in the Government Gazette and becomes effective from January 2009 for the National Certificate (Vocational) at Level 4 on the NQF.

GLOSSARY

applied competence - the ability to put into practice in the relevant context the exit-level Learning Outcomes and Assessment Standards required for obtaining the qualification

articulation - the movement of students, on successful completion of prerequisites, between different pathways of the education and training delivery system

assessment body - a department of education or any other body accredited by Umalusi, the Council for General and Further Education and Training Quality Assurance as a body responsible for conducting external assessment.

condonation - the limited relaxation of promotion requirements in the case of a student who comes very close to meeting such requirements

Education and Training Quality Assurance body (ETQA) - means a body accredited in terms of *section 5(1)(a)(ii)* of the *South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)*. The body is responsible for monitoring and auditing of achievements in terms of national standards and qualifications and to which specific functions relating to the monitoring and auditing of national standards and qualifications have been assigned in terms of *section 5(1)(b) (i)* of the said *SAQA Act*.

examination - is a component of the assessment process and refers to the culmination of the summative assessment process when students are subjected to a final sitting at the end of the year.

external assessment – an assessment conducted by a body accredited by Umalusi and approved by the Minister of Education to conduct such assessment of all, or some of the subjects for the National Certificate (Vocational) at Levels 2, 3 and 4.

full-time candidate - is a student who has enrolled for tuition and who offers a National Certificate (Vocational) programme in a full-time capacity at a public FET institution.

Head of Department - refers to the Head of an education department.

Head of the Institution - refers to the person appointed as Principal or acting as principal of a FET institution or the head of any other registered learning institution.

internal assessment - means any assessment conducted by the provider, 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.

learning programme – means a plan of sequenced learning, teaching, assessment criteria and specific content to ensure that all learning outcomes in a subject are achieved.

National Certificate (Vocational) at Level 4 on the NQF - is a certificate that will be awarded not before 2009 as an final exit qualification at the end of NQF Level 4 to candidates who have complied with national education policy as stipulated in this document.

part-time candidate - is a person who does not receive full-time tuition.

practical competence - the ability to consider a range of possibilities for action, to make considered decisions about which possibility to follow, and to perform the chosen action.

primary focus – that activity or objective within the sector upon which an organization or body concentrates its efforts

programme – a planned combination of fundamental and vocational subjects leading to a qualification.

qualification - a planned combination of exit-level Learning Outcomes, which has a defined purpose and that is intended to provide a student 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.

student - refers to any person, including part-time students, receiving education at a public or independent FET college.

Umalusi - Umalusi, the Council for General and Further Education and Training Quality Assurance established in terms of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

ANNEXURE A

NATIONALLY APPROVED ORGANISING FIELDS AND SUB-FIELDS THAT COMPLY WITH THE REQUIREMENTS OF THE NATIONAL CERTIFICATE (VOCATIONAL) AT LEVEL 4 ON THE NQF

| No | Organising fields | No. | Sub-fields |
|----|---|-----|-----------------------------------|
| 1. | Agriculture and Nature Conservation | 1. | Primary Agriculture |
| | | 2. | Secondary Agriculture |
| | | 3. | Nature Conservation |
| | | 4. | Forestry and Wood Technology |
| | | 5. | Horticulture |
| 2. | Culture and Arts | 1. | Design Studies |
| | | 2. | Visual Arts |
| | | 3. | Performing Arts |
| | | 4. | Cultural Studies |
| | | 5. | Music |
| | | 6. | Sport |
| | | 7. | Film, Television and Video. |
| 3. | Business, Commerce and Management Studies | 1. | Finance, Economics and Accounting |
| | | 2. | Generic Management |
| | | 3. | Human Resources |
| | | 4. | Marketing |
| | | 5. | Procurement |
| | | 6. | Office Administration |
| | | 7. | Public Administration |
| | | 8. | Project Management |
| | | 9. | Public Relations |

| No | Organising fields | No. | Sub-fields |
|----|---|--|--|
| 4. | Communication Studies and Language | 1. 2. 3. 4. | Communication Studies Information Studies Language Literature |
| 5 | Education, Training and Development | 1. 2. 3. 4. 5. | Schooling Higher Education and Training Early Childhood Development Adult Learning Occupationally Directed ETD Practice |
| 6. | Manufacturing, Engineering and Technology | 1. 2. 3. | Engineering and Related Design, Manufacturing and Assembly Fabrication and Extraction |
| 7. | Human and Social Studies | 1. 2. 3. 4. 5. 6. 7. 8. 9. | Environmental Relations General Social Science Industrial and Organizational Governance and Human Resource Development People/Human-centred Development Public Policy, Politics and Democratic Citizenship Religious and Ethical Foundations of Society Rural and Agrarian Studies Traditions, History and Legacies Urban and Regional Studies |
| 8. | Law, Military Science and Security | 1. 2. 3. | Safety in Society Justice in Society Sovereignty of the State |

| No | Organising fields | No. | Sub-fields |
|-----|--|-----|--|
| 9. | Health Sciences and Social Services | 1. | Preventive Health |
| | | 2. | Promotive Health and Developmental Services |
| | | 3. | Curative Health |
| | | 4. | Rehabilitative Health/Services |
| 10. | Physical, Mathematical, Computer and Life Sciences | 1. | Mathematical Sciences |
| | | 2. | Physical Sciences |
| | | 3. | Life Sciences |
| | | 4. | Information Technology and Computer Sciences |
| | | 5. | Earth and Space Sciences |
| | | 6. | Environmental Sciences |
| 11. | Services | 1. | Hospitality, Tourism, Travel, Gaming and Leisure |
| | | 2. | Transport, Operations and Logistics |
| | | 3. | Personal Care |
| | | 4. | Wholesale and Retail |
| | | 5. | Consumer Services |
| | | 6. | Cleaning, Domestic, Hiring, Protecting and Rescue Services |
| 12. | Physical Planning and Construction | 1. | Physical Planning, Design and Management |
| | | 2. | Building Construction |
| | | 3. | Civil Engineering Construction |
| | | 4. | Electrical Infrastructure Construction |

ANNEXURE B

NATIONALLY APPROVED SUBJECTS THAT COMPLY WITH THE FUNDAMENTAL PROGRAMME REQUIREMENTS OF THE NATIONAL CERTIFICATE (VOCATIONAL) AT LEVEL 4 ON THE NQF

**TABLE B1: OFFICIAL LANGUAGES AT HOME AND FIRST
ADDITIONAL LEVEL**

| SUBJECT | SUBJECT NUMBER | | |
|--------------------------------------|----------------|----------------|----------------|
| | NQF Level 2 | NQF Level 3 | NQF Level 4 |
| Afrikaans Home Language | 04100012 | 04100023 | 04100034 |
| Afrikaans First Additional Language | 04200042 | 04200053 | 04200064 |
| English Home Language | 04100072 | 04100083 | 04100094 |
| English First Additional Language | 04200102 | 04200113 | 0420124 |
| IsiNdebele Home Language | 04100132 | 04100143 | 04100154 |
| IsiNdebele First Additional Language | 04200162 | 04200173 | 04200184 |
| IsiXhosa Home Language | 04100192 | 04100203 | 04100214 |
| IsiXhosa First Additional Language | 04200222 | 04200233 | 04200244 |
| IsiZulu Home Language | 04100252 | 04100263 | 04100274 |
| IsiZulu First Additional Language | 04200282 | 04200293 | 04200304 |
| Sepedi Home Language | 04100312 | 04100323 | 04100334 |
| Sepedi First Additional Language | 04200342 | 04200353 | 04200364 |
| Sesotho Home Language | 04100372 | 04100383 | 04100394 |
| Sesotho First Additional Language | 04200402 | 04200413 | 04200424 |
| Setswana Home Language | 04100432 | 04100443 | 04100454 |
| Setswana First Additional Language | 04200462 | 04200473 | 04200484 |
| SiSwati Home Language | 04010492 | 04100503 | 04100514 |
| SiSwati First Additional Language | 04200522 | 04200533 | 04200544 |

TABLE B1: OFFICIAL LANGUAGES AT HOME AND FIRST ADDITIONAL LEVEL (CONT.)

| SUBJECT | SUBJECT NUMBER | | |
|-------------------------------------|----------------|----------------|----------------|
| | NQF Level 2 | NQF Level 3 | NQF Level 4 |
| Tshivenda Home Language | 04100552 | 04100563 | 04100574 |
| Tshivenda First Additional Language | 04200582 | 04200593 | 04200604 |
| Xitsonga Home Language | 04100612 | 04100623 | 04100634 |
| Xitsonga First Additional Language | 04200642 | 04200653 | 04200664 |

TABLE B2: MATHEMATICAL SCIENCES

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

TABLE B3: HUMAN AND SOCIAL SCIENCES

| SUBJECT | SUBJECT NUMBER | | |
|------------------|----------------|----------------|----------------|
| | NQF Level 2 | NQF Level 3 | NQF Level 4 |
| Life Orientation | 07600012 | 07600023 | 07600034 |

**TABLE B4: OFFICIAL LANGUAGES AT SECOND
ADDITIONAL LEVEL AND NON-OFFICIAL LANGUAGES**

| SUBJECT | SUBJECT NUMBER | | |
|--|----------------|----------------|----------------|
| | NQF Level 2 | NQF Level 3 | NQF Level 4 |
| Afrikaans Second Additional Language | 04300072 | 04300083 | 04300094 |
| English Second Additional Language | 04300162 | 04300173 | 04300184 |
| IsiNdebele Second Additional Language | 04300252 | 04300263 | 04300274 |
| IsiXhosa Second Additional Language | 04300342 | 04300353 | 04300364 |
| IsiZulu Second Additional Language | 04300432 | 04300443 | 04300454 |
| Sepedi Second Additional Language | 04300522 | 04300533 | 04300544 |
| Sesotho Second Additional Language | 04060612 | 04060623 | 04060634 |
| Setswana Second Additional Language | 04300702 | 04300713 | 04300724 |
| SiSwati Second Additional Language | 04060792 | 04060803 | 04060814 |
| Tshivenda Second Additional Language | 04300882 | 04300893 | 04300904 |
| Xitsonga Second Additional Language | 04300972 | 04300983 | 0430994 |

ANNEXURE C

PROGRAMME AND SUBJECT CODING FOR ASSESSMENT PURPOSES

C.1 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 C.1);
 - third and fourth digits: 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 C.1);
 - third and fourth digits: the subject groupings or sub-fields, as defined in Annexure A and (Table C.2);
 - fifth, sixth and seventh digits: unique subject codes within each organising field; and
 - eighth digit: NQF level of the subject.

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

| DIGIT | ORGANISING FIELD |
|--------------|--|
| 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 C.2 Subject Groupings

| DIGIT | SUBJECT GROUP |
|--------------|--|
| 10 | Official Languages at Home Language level |
| 20 | Official Languages at First Additional Language level |
| 30 | Official Languages at Second Additional Language level |
| 40 | Mathematical Literacy |
| 50 | Mathematics |
| 60 | Life Orientation |