

EXPLORING THE CURRENT ABET QUALIFICATIONS LANDSCAPE

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Role of the South African Qualifications Authority

- **SAQA's Vision:**
A world class NQF for South Africa
- **SAQA's Mission**
To ensure the development and implementation of a NQF which contributes to the full personal development of each learner and to the social and economic development of the nation at large

Objectives of the NQF

- ▶ Create an integrated national framework for learning achievements;
- ▶ Facilitate access to, mobility and progression within education, training and career paths;
- ▶ Enhance the quality of education and training;
- ▶ Accelerate the redress of past unfair discrimination in education, training and employment opportunities, and thereby,
- ▶ Contribute to the full personal development of each learner and the social and economic development of the nation at large.

Registered GETC: ABET Qualification

Title: General Education and Training
Certificate: Adult Basic Education and
Training

ID Number: 24153

NQF Level: 1

Organising Field: 04 Communication Studies
and Language

Registered Qualification-

GETC: ABET



➤ Three components:

- **Fundamental**
- **Core**
- **Elective**

Fundamental Component comprises:

- Communication Unit Standards (USs)
- Mathematical Literacy USs

Core Component comprises:

- Economic & Management Science USs
- Human & Social Science USs
- Life Orientation USs
- Natural Science USs

Registered GETC: ABET Qualification

Elective Component comprises:

- SMME USs
- Health & Social Services USs (Occupation specific)
- Travel & Tourism USs (Occupation specific)

Background to GETC: ABET Qualification



- Registered 5 December 2001.
- Constituent ABET Unit Standards registered in respective Organising Fields.
- Qualification re-registered on 13 September 2005
- Qualification expires 13 September 2008.
- Some constituent Unit Standards have been reviewed separate from the Qualification and replacement USs have been registered e.g Human & Social Sciences (HSS), Life Orientation (LO), Mathematical Literacy (ML), Language, Literacy & Communication (LLC).
- Other constituent Unit Standards have been registered separate from the Qualification and are not included in the matrix, including Agriculture, Arts and Culture and Technology

ABET Practitioner Qualifications



Four ABET Practitioner qualifications registered:

- National Certificate: ABET Practice, Level 4 (ID 20838)
- National Higher Certificate: ABET Practice, Level 5 (ID 20483)
- National Diploma: ABET Practice, Level 5 (ID 20159)
- National First Degree: ABET Practice, Level 6 (ID 20485)

Background to ABET Practice Qualifications

- The four Qualifications were registered on 11 October 2000.
- Three qualifications, namely, National Certificate: ABET Practice, Level 4, National Higher Certificate: ABET Practice, Level 5, and National First Degree: ABET Practice, Level 6 expire on 7 November 2009.
- The fourth qualification, namely, National Diploma expires 23 January 2010.

Why review the GETC: ABET Qualification?



- SAQA NSB Regulation directs that Qualifications and Unit standards should be reviewed every three years to determine if they need to be re-registered, replaced or allowed to expire.
- Currently there are 40 GETC Qualifications registered on the NQF.
- Overlaps exist with Occupational Level 1 GETC Qualifications.
- The current GETC: ABET qualification is designed based on learning areas in line with the schooling curriculum.

Why review the GETC: ABET Qualification?

- Need to develop a quality foundational qualification to equip adult learners with competencies for progression into further learning.
- Need to create a platform to recognise non-formal Adult learning as complementary to formal learning.
- Need to ensure synergy and harmonisation between ABET Levels 1-4, Qualification design and curriculum development.
- Need to rationalise GETC Qualifications and Unit Standards on the NQF suitable for different sectors.
- National priority to reduce illiteracy by 2014.

Why review the ABET Practice Qualifications?

- The current Qualifications were designed with the specific purpose of facilitating only the GETC: ABET.
- Need to ensure that the Qualifications are revised and meet the needs of the current context, for example, adult practitioners/educators should be able to facilitate learning in a variety of contexts.
- Need to ensure articulation and progression with other Facilitator qualifications such as Occupationally Directed Education & Training Practice and Community Development.
- Need to ensure that Adult Education is professionalised and ABET Practitioners are adequately trained.

What must be considered when reviewing?

- The process of review should consider:
 - Accuracy and currency of the data regarding learners who have successfully completed the Qualification/s or the respective Unit Standards.
 - Feedback from providers, DoE, ETQAs and interested stakeholders.
 - Changing context of the Adult Education and Training landscape.
 - Current priorities and needs of the country in terms of skills and competencies.
 - International trends and comparisons.
 - What is working and what needs to change.

Challenges in the design of GETC ABET Qualification

- SAQA GETC Policy specifies that an GETC ABET should include:
 - Fundamental learning which comprises a total of 36 credits in LLC and Mathematics (M) and ML.
 - Core learning which comprises a total of 54 credits spread across a minimum of four of the remaining six Learning Areas
 - Elective learning which comprises a total 30 credits from any USs across the 12 Organising Fields.
- Currently there is a choice in the Core of the Qualification. This creates difficulty because the Unit Standards for each of the Learning Areas are not a neat fit with each Learning Area.
- Need to determine and confirm compulsory Core component of the Qualification to ensure credibility and consistency.

Challenges in the design of GETC ABET Qualification



- Should multilingualism be addressed in the Qualification? What are the implications for the qualifications at Levels 2, 3 and 4?
- Should there be a choice for learners between Mathematics and Mathematical Literacy?
- Is Life Orientation an appropriate Learning Area for adult learners? Should it be Life Skills?
- Coordination, collaboration & harmonisation amongst all role players.

What is the emerging landscape for Level 1 Qualifications

- Draft General Education Certificate (GEC) qualification has been submitted to SAQA for registration.
- A separate learning pathway for Adult learners from Level 1-4?
- Possibility of sector based GETC Occupational qualifications at Level 1 e.g Manufacturing and Engineering, Community Development, Business Practice, Agriculture, Services?
- Proposed establishment of Quality Councils (Umalusi and QCTO)
- Recognising Informal and Non-formal learning.

Proposal for review of GETC: ABET



- A Task Team comprising representatives from DoE, DoL, SAQA, Umalusi, IEB and SGB have met to scope and analyse the GETC: ABET Qualification.
- There is a need to determine short term, medium term and long term proposals/options.
- The Task Team considered the following changes as short term measures since the Qualification is expiring on 13 September 2008:
 - Include appropriate Exit Level Outcomes and Associated Assessment Criteria, International Comparability, Qualification Rules in order to make it compliant.

Proposal for review of GETC: ABET

- Identify 4-5 Learning Areas which are compulsory.
- Task Teams to review all Unit Standards and determine which should be included as Fundamental, Core and Elective components.
- Determine additional Elective vocational specialisations
- Revise Unit Standards and include modifiers to assessment criteria where necessary.
- Consider articulation with other Qualifications at Levels 1 & 2.
- Consider learning pathway options open to learners.
- Consider changes made in relation to practitioner/educator qualifications.

Proposal for review of ABET Practice Qualifications

- The SGB have reviewed the FETC: ABET Practitioner Qualification and proposed that it needs to have a more generic Core component relevant to Adult Education. Additional Elective specialisations should be included not only specific to the GETC ABET.
- Levels 5-6 ABET Practitioner Qualifications need to be reviewed and amended in line with proposed changes to the GETC ABET Qualification.
- The titles of the ABET Practice Qualifications should be amended to Adult Education.
- The generation of the new Adult Education Qualifications for practitioners and educators needs to be completed as a matter of urgency.

Way Forward: Ensure Quality ABET Qualifications



Short Term:

- Liaison with the ABET Ministerial Task Team.
- Establishment of a broad-based Task Team to revise the qualifications based on review recommendations
- Ensuring all ABET learner achievement data are accurately captured and available on the NLRD

Medium Term:

- Establish and sustain an ABET Community of Practice
- Develop an ABET Advocacy strategy
- Engage with the three Quality Councils (QCs) in developing policy and criteria for the generation and registration of ABET qualifications.

Long Term:

- Development of an ABET monitoring and evaluation strategy to explore the impact of ABET on the system.

THANK YOU!

A large, light blue watermark of the SAQA logo is centered on the page. It consists of a stylized 'Q' shape above the letters 'SAQA' in a serif font.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY