Foreword by the Minister of Education

The South African Qualifications Authority, (SAQA), through the development and implementation of the National Qualifications Framework (NQF), continues to make a valuable contribution to the transformation of education and training in South Africa. By building a system that ensures that all South Africans have the necessary knowledge, skills and values to deal with the challenges of the 21st century, we can in turn build a proud and productive society that reflects the social, economic and educational values of equity, transparency, quality and accountability.

The NQF is a bold approach to education and training. It represents an important step forward in our vision for the restructuring of our education and training system. It creates a framework for learning achievements, and once fully implemented, will enhance access and mobility through the creation of appropriate career paths. Most importantly it will enhance quality in education and training provision and assessment. In doing so, it will open the doors of opportunity for people whose academic or career paths have been needlessly blocked because of our apartheid past. The very real opportunity exists for prior knowledge and skills, acquired informally or through work experience, to be recognised for admission to further learning, or for employment opportunities as well as for certification.

As a consequence of the importance of the NQF to our learning revolution and reconstruction efforts, the first post-apartheid legislation passed by Parliament was the South African Qualifications Authority Act, No. 58 of 1995. SAQA has made significant progress in ensuring the development and implementation of the National Qualifications Framework as this Annual Report indicates.

The economic pressures on our society make it imperative that learning must lead to employment if we as a country are to achieve a better life for all our citizens. The economic future of our country relies on the steps we take at this point in time to make our education and training systems fit for the 21st century. Of course, it is not enough just to equip our citizens with knowledge, skills and values that prepare them for the world of work. We need to equip our citizens to deal with life by enabling them to participate fully in society. As Government we need to work in close co-operation with the private sector, the labour movement and civil society to ensure that job creation is a reality. Initiatives that ensure the active participation of all our citizens in the economic life of the country must be supported to ensure that unemployment levels decrease.

SAQA has a pivotal role in the human resource development strategy of our new democracy. It has a central role to play in making South Africa a learning nation, by

promoting lifelong learning among our citizens and improving the quality of education and training in South Africa. This it will do through the establishment of credible and valid qualifications and standards as well as through ensuring quality in the provision of lifelong learning.

I would like to thank the Chairperson, Dr Mokubung Nkomo, and the appointed members of SAQA as well as the Executive Officer and his staff for their hard work, which is reflected in the achievements of 1999/2000 outlined in the report.

PROFESSOR KADER ASMAL, MP
Minister of Education

Foreword by the Minister of Labour

South Africa's National Qualifications Framework has been through a multi-year gestation period. This gestation has not just consisted of the finalisation of regulations and procedures and information technology infrastructure. It has also been the time when leaders from an extremely wide range of constituencies have woven their needs together into a commonly useful implementation machine. Implementation itself has also been held back by the need for other agencies to catch up – agencies such as the twenty-five Sector Education and Training Authorities (SETAs) which I established in March 2000. This time has no doubt been frustrating for those hungry for its promised benefits – the learners and workers across our land. But I believe the waiting is over and the benefits are about to flow.

My optimism derives from the work of the frontrunners:

- The SETA for the mining industry, the Mining Qualifications Authority, is already SAQA-accredited to quality-assure listed qualifications in the mining industry and this capability will, no doubt, enable it to quality-assure new programmes linked to the learning undertakings made at the Mining Summit – both for mineworkers in the industry as well as for retrenched miners and their families in rural areas across our land.

- The Tourism and Hospitality Education and Training Authority (THETA), in partnership with the Business Trust and my Department, has embarked on a programme of standards setting for learnerships to benefit ten thousand new and existing workers across three provinces in the tourism sector.

- The range of other SETAs engaged in developing new standards for a wide range of learnerships in the information technology (IT), automotive, electrical, plastics, construction and other sectors are well under way and learners will be recruited shortly.

When rural people achieve nationally recognised qualifications that underpin sustainable livelihoods, when more people find work in the tourist industry and provide quality service to our visitors, when workers find that increased skills bring improved quality of work as well as rising incomes from rising productivity and employers enjoy rising profits and competitiveness from the rising quality of work done, when youngsters can earn respect and incomes from work in a range of economic sectors because of high quality and well targeted training programmes – then the years of preparation will have been worthwhile and SAQA will be a full partner in the economic and employment growth and social development of our country. I am confident that this time is at hand.

I would like to congratulate the thousands of people, including the Chief Executive Officer and staff of SAQA, who have worked tirelessly to make this progress to date possible. And I would like to urge tens of thousands more to follow their lead – so that this time next year we can count the beneficiaries and have the infrastructure to anticipate an exponential explosion in high quality learning infused into every aspect of the work of building our beautiful land.

MMS MDLADLANA, MP
Minister of Labour

Chairperson's Foreword

It gives me great pleasure to place before you the SAQA Annual Report for 1999/2000 – recording our progress and achievement towards implementing South Africa's National Qualifications Framework.

The trust, support and co-operation of South Africa's social partners are key to a transformed education and training system. Government and an array of community representatives, as well as business, labour, education and training providers, have come together on behalf of the citizens of South Africa to assist SAQA in building an education and training system that meets international standards, that assures learners of consistent quality, and that provides greater access to learning and the job opportunities that are needed by a vast majority of South Africans.

In this report we reflect on our achievements in reaching the goals of greater access to learning for all our citizens, redress for those to whom access was denied, and educational quality comparable to the best that is available in the world.

It is not easy to learn to speak to one another, to listen to one another, to discuss, debate and achieve consensus around these transformational issues, when for so many years so many South Africans have been prevented from doing so. However, I am proud to say – on behalf of the members of the Qualifications Authority – that we have made great progress in achieving consensus around our transformational agenda. We are therefore pursuing it with vigour so that illiteracy may be conquered and the burden of poverty lightened, and so that the rewards of our freedom and democracy may be there for all.

Thank you for remaining committed to our collective quest for a better life for all the citizens of our country.

DR MOKUBUNG NKOMO
Chairperson

Introduction

Human resource development is an essential component of social and economic transformation and the pursuit of social justice. Without it, the new democratic society in South Africa cannot ensure a better life for all its citizens.

The legislation, regulations and primary policy documents governing the development of the NQF and the work of SAQA are in place. Since 1996, SAQA has established a policy direction and has developed the infrastructure required to implement its policies. The infrastructure for the national standards setting system is in place, as is the basic infrastructure for establishing quality assurance systems. The basic design of the National Learners' Records Database (NLRD) is complete and the processes required to populate the database are up and running. For the first time in its history, South Africa will have a national database of learners' achievements.

These systems, policies and structures have all been established in consultation and participation with the national stakeholders in education and training.

Achievements to date

The purpose of the National Qualifications Framework (NQF) is to guarantee all South Africans quality education and training, ensuring that SAQA-registered qualifications have credibility in the work place and contribute to career development. The role of SAQA is to ensure the development and implementation of an NQF that contributes to the full development of each learner and to the social and economic development of the nation at large. In this respect, SAQA has three infrastructural deliverables:

- the registration of qualifications and standards on the NQF (standards setting);
- the establishment of a system-wide quality assurance system (quality assurance), and
- the establishment of a National Learners' Records Database (electronic management information system).

The primary elements of each of these three deliverables are in place.

Standards Setting

Twelve National Standards Bodies (NSBs) are fully operational. Thirty Standards Generating Bodies (SGBs) have been registered and are beginning their work; 82 are in the process of formation. The first phase of interim registration of qualifications is complete and preparations are in place for the second phase, due to begin on 30 June 2000.

Adult Basic Education and Training (ABET) standards in Communication and Mathematical Sciences (Numeracy) have already been registered on the NQF and a variety of other standards are at various stages in the registration process; some are already at the public comment phase.

Quality Assurance

Two Education and Training Quality Assurance bodies (ETQAs) have been accredited: the Mining Qualifications Authority or MQA and the South African Institute of Chartered Accountants or SAICA. Forty-five applications are being processed, including that of the Council on Higher Education. In addition, a number of Private Higher Education Institutions (PHEIs) have been through an accreditation process. This has had the effect of raising awareness in our society that, unless attention is given to issues of quality provision in education and training, providers will find the scope of their operations curtailed.

The National Learners' Records Database

The National Learners' Records Database (NLRD) was launched in December 1999 and is regularly upgraded and expanded as further releases allow for the inclusion of more and more functions.

Organisational Realignment

SAQA's implementation structure has been changed. The directorates of Framework Implementation and Framework Development have been replaced by two new directorates. These are the Directorate: Standards Setting and Development and the Directorate: Quality Assurance and Development.

The function of the Directorate: Standards Setting and Development is to develop and implement the standards setting system as a key aspect of the NQF. The Directorate has set up a logistics division to provide logistical and secretarial support for NSB plenary and sub-committee meetings and for a number of SGBs. Staff in the Directorate have been increased to ensure a better service.

The human resource capacity of the Directorate: Quality Assurance and Development was increased in 1999. Formerly a sub-directorate headed by a deputy director, it was upgraded to directorate level and is now headed by a director. An additional deputy director, two assistant directors and an administrative assistant were appointed. At present, the bulk of the additional capacity is focused on the completion of the accreditation of PHEIs. By July 2000, however, all staff will focus on the establishment of SAQA's quality management and assurance system, the primary work of the Directorate.

The work will involve: the accreditation of ETQAs and, through them, the accreditation of providers; the provision of support for the SETAs, and the strengthening of implementation strategies for the quality assurance of providers, particularly where that function falls within the ambit of the Department of Education and the Department of Labour.

One of the motives behind the above realignment was to enable SAQA staff to become reflective practitioners, allowing standards setting and quality assurance staff to implement their work and conduct research. The office of the SAQA Executive Officer will co-ordinate standards setting and quality assurance activities.

The Centre for the Evaluation of Education Qualifications (CEEQ) was transferred to SAQA from the Human Sciences Research Council and continues to evaluate the credentials of foreign qualifications, as well as those of some national qualifications

with industry-based accreditation in the non-formal sector. It is envisaged that the unit will be fully integrated into SAQA in the coming year (2000).

Three new directorates – Information Technology, Finance and Administration and Strategic Support – were also established.

Implementation

Standards Setting and Development

The Directorate: Standards Setting and Development (DSSD) oversees and formulates policies in respect of setting standards and to ensure the maintenance of links between the Authority, SAQA Management and the other directorates and divisions in respect of their work.

It also:

- manages the internal and external information flow in respect of NSB and SGB standards-setting processes;
- builds capacity through the recruitment, appointment and development of appropriate staff;
- provides a professional secretarial service to standards-setting bodies;
- ensures the establishment and recognition of SGBs;
- prepares and records existing and new qualifications and standards;
- investigates and develops appropriate internal models and links for DSSD;
- sets up and maintains structures for standards generation, and
- establishes processes and procedures for standards generation and evaluation.

Milestones

Noteworthy amongst the activities of the 1998/1999 reporting year was the legal registration of NSBs and, since then, NSBs have shown remarkable progress. In the current reporting year, the formation of SGBs is a significant feature. During the year, 105 SGBs have been established, an increase of more than 100% over the previous year. This can be attributed to:

- the development of the capacity of NSBs to register SGBs;
- the stimulating effects of information meetings and the setting up of steering committees;
- a concerted effort by industry to put standards and qualifications in place before the implementation of the Skills Development Levies Act on 1 April 2000;

- the development of a regulatory framework for the standards setting system;
- the setting up and implementation of the NSB/SGB system, and
- the stimulation of the formation and registration of SGBs.

During 1999, SAQA staff – in consultation with the NSBs – developed the Criteria and Guidelines for the Registration of SGBs, an application package for the registration of SGBs, and a Framework of Initial Sub-Fields. Each NSB set up an SGB subcommittee, which used these criteria to screen applications and recommend registration at the NSB plenary meeting.

The NSBs developed three-year business plans in order to provide a strategic and financial framework for their work. The administrative and management processes of NSBs were strengthened through the development and production of the NSB manual, which was made available to each NSB member.

Quality Assurance and Development

The Directorate: Quality Assurance and Development oversees the development and implementation of the quality assurance aspect of the NQF. Its functions include:

- the formulation of policies and criteria for the accreditation of bodies responsible for monitoring and auditing achievements in terms of standards registered on the NQF – that is ETQAs, international benchmarking of standards and qualifications and assigning functions to accredited bodies;

- the formulation of strategies to ensure the relevant impact of the NQF processes on the education and training system and on learners' achievements in particular;
- conducting research and development on models of quality management and quality assurance systems.

Milestones

Policies and procedures for the evaluation of applications from ETQA bodies were developed and are at different stages of the Authority approval process.

SAQA acts as an interim ETQA for the Council of Higher Education (CHE), until the CHE is in a position to assume this role as a fully fledged ETQA.

The Authority adopted a working document, Criteria and Guidelines for ETQAs, to enable the Directorate and the Authority to consider ETQA applications. The

document is open to review and adaptation as implementation unfolds and issues, problems and challenges that are not immediately apparent emerge.

Other related documents approved by the Authority for public comment are Criteria and Guidelines for Providers and Guidelines for the Assessment of NQF Registered Unit Standards and Qualifications.

The process towards the development of criteria for the registration of assessors has begun. As a first step, a workshop was held to discuss issues contained in the Guidelines for the Assessment of NQF Registered Unit Standards and Qualifications that have implications for the nature and type of criteria that need to be developed.

Accreditation of Education and Training Quality Assurance Bodies (ETQAs)

During 1999, thirty-one applications were received from bodies wishing to be accredited as ETQAs. Most of these were letters of intention to apply for ETQA status.

The Authority approved two bodies for ETQA accreditation. These were the South African Institute for Chartered Accountants (SAICA) – for the qualifications Chartered Accountant, Associate General Accountant and Technician – and the Mining Qualifications Authority (MQA) – for the qualifications Mine Overseer's Certificate of Competency, Blasting Certificate of Competency, Onsetter's Certificate, Lampman's Certificate and Winding Engine Driver Certificate.

Also included were:

- applications from bodies that have become SETAs or were included in SETAs when SETAs were registered by the Department of Labour on 20 March 2000;
- applications from statutory or professional councils;
- applications from professional bodies of the type not governed by legislative or regulatory frameworks, such as professional institutes, and
- an application from the Council on Higher Education(CHE).

The processing of applications for SETAs will begin on 1 April 2000. The professional statutory councils, the CHE and the professional bodies have yet to submit full applications. SAQA holds regular consultative meetings with these bodies to assist them in making full submissions for their applications.

The Department of Education (DoE) has begun the process of establishing an ETQA for General and Further Education and Training. An amendment to the South African Certification Council (SAFCERT) Act is being considered, with a view to establishing

a General and Further Education and Training Quality Assurance Council that will also fulfil the functions of an ETQA. SAQA is actively involved in advising and supporting SAFCERT and the DoE to ensure the establishment of the General Council for Further Education and Training (GEN-FET) Quality Assurance Council, which will, thereafter, apply to SAQA for accreditation as an ETQA.

In addition to its work with the DoE and CHE in the higher education sector, Directorate staff participated actively in the task team that developed the draft Guidelines for the Registration of Private Further Education Institutions. As this document has not yet gone through the management structures of the DoE, its status remains that of a task team report.

The Department of Labour and the National Skills Authority are engaged in an overall skills development capacity building project. Directorate staff members have actively participated in working groups related to Project 7: ETQAs, under the management of Department of Labour staff at Indlela. Directorate staff members have also participated in a number of project development workshops with project members, the Department of Labour and National Skills Authority staff. In the process, a greater convergence of operational policy and time frames has emerged and positive working relationships between this branch of the Department of Labour and SAQA have been established.

In respect of the establishment and registration of SETAs, Directorate staff members have provided a direct technical service at many of the sectoral meetings held prior to applications for registration. This engagement has resulted in enhanced clarity on different models for ETQA accreditation, possible relationships within and across ETQAs and their implications. In addition to providing technical assistance, SAQA has accepted an observer-technical assistance position on the steering committee for the ETD Practices SETA and the Local Government SETA.

In respect of less easily identifiable successes, members of the Directorate have represented SAQA at a range of sector-specific NQF-related events, workshops, meetings and conferences. There is an increasing understanding of the implications of the explicit quality assurance requirements of the future system and of mechanisms that may need to be put in place for the first phase of ETQA and provider accreditation.

While tensions between possible ETQA bodies continue, a visible coherence is emerging in some sectors in respect of the structures and processes required for accreditation. Even where these tensions arise from different sets of ETQA objectives and statutory responsibilities, an appreciation of the magnitude of the task ahead appears to be driving agreement between bodies. For example, SAQA has been

commended for its professional assistance in reaching an acceptable resolution to the problems confronting private higher education institutions during the preliminary accreditation and/ or conditional registration period.

Furthermore, SAQA is actively facilitating the implementation of the partnership model for potential ETQAs. The partnership model calls for ETQAs operating in the same band to co-operate and collaborate in order to minimise duplication and maximise coherence. It also aims to ensure that all existing resources and capacity are brought to bear on the quality assurance and management of education and training so that learners get maximum benefit from all the quality practices available.

A process to put interim procedures in place for the quality assurance of Mathematics and Language and Communication Studies standards at ABET levels 1-3 has been initiated. Furthermore, a research project aimed at ABET has been tendered. It is envisaged that this process will enhance the quality of provision and assessment of ABET learners, thereby providing learners with national recognition of their achievements.

Accreditation of Private Higher Education Institutions (PHEIs)

The Higher Education Act (1997) requires that private higher education institutions be registered by the Department of Education. Such registration includes accreditation of the learning provision in terms of the SAQA Act. The Council on Higher Education is required to apply for accreditation by SAQA as the ETQA responsible for the quality assurance and management of institutions in the Higher Education and Training Band. A Higher Education Quality Committee (HEQC) has been set up for this purpose.

Until such time as this committee is fully operational, SAQA has been requested to perform its functions so that applications for registration by private higher education institutions may proceed. SAQA will hold this function until 30 June 2000 when the CHE-HEQC should be in a position to take over.

Institutions were invited to apply to SAQA for accreditation and to the DoE for registration. The deadline by which all private institutions were required to have registered was 1 January 2000. By 30 November 1999, 119 Institutions had applied to both bodies. Accreditation decisions on 102 institutions have been taken and 71 institutions have been granted preliminary accreditation status.

The DoE announced on 31 January 2000 that it had made the following decisions on registration. Four institutions were granted conditional registration; twenty-nine were offered conditional registration and seventy-three institutions were not registered. One hundred and three institutions were offered an extension to operate until 30 June 2000

(as they had applied to SAQA and the DoE by 30 November 1999). Their applications are being processed.

The applications of institutions on the DoE extension list are being processed as a matter of priority. A number of appeals and re-submissions have been lodged and these are also receiving priority attention. It is intended that the applications on the extension list be completed by June 2000 and, from July 2000, the CHE will take over this function. A further 158 applications were received by SAQA. Although most of these have not applied to the DoE for registration, they too will be processed by June 2000.

Strategic Support

The Directorate: Strategic Support was established on 1 December 2000 to provide support to the Executive Office and other directorates. This involves the planning and management of strategic projects to facilitate the achievement of SAQA's three chief deliverables. The Directorate incorporates the SAQA secretariat, which provides administrative and secretarial support to the Authority and its six sub-committees.

The Directorate also includes a communications section, responsible for raising awareness about SAQA and the NQF through campaigns, media liaison and a marketing strategy. A communications officer was appointed on 1 April 2000.

The Directorate also includes the Resource Centre, which is responsible for:

- acquiring information and resources in order to provide research support to SAQA staff;
- developing and maintaining a collection of resource materials (including hard copies, CD-ROMs, microfiche, online database, journals and so on).
- developing and offering Internet training and advanced research skills instruction to SAQA staff;
- maintaining resource-sharing agreements with other libraries and resource centres;
- managing the SAQA website;
- responding to enquiries from visitors to the SAQA website.

Milestones

The SAQA website is being redesigned and will be on-line in August 2000. Procedures have been put in place to manage information posted on the website, so that it can be updated regularly and documents that are no longer current are archived.

The Directorate facilitated a process aimed at the development of key generic qualifications – Further Education and Training Certificate (FETC) and the General Education and Training Certificate (GETC). It also facilitated close co-operation with key partners, such as CHE, with a view to promoting areas of mutual interest.

The communications office, established with the assistance of funding from Canada, has improved SAQA's media coverage, promoting the visibility of service delivery and good governance. The objectives of the NQF are becoming more broadly known and appreciated in our society.

Immediate plans for the Resource Centre include publishing the catalogue on the Intranet – accessible to staff members from their terminals – and drawing up its own marketing strategy. Thus far, the Centre has expanded its services to include answering general enquiries about the NQF and SAQA processes. It plans to collect and make available material on SAQA and the NQF, as well as information on international qualifications frameworks such as the Scottish and New Zealand qualifications authorities.

The following key SAQA publications were made available:

- The NQF: An Overview
- The SAQA pamphlet
- The NQF and National Learners' Records Database (NLRD) pamphlet
- The NQF and SETAs pamphlet

Information Technology

The Directorate: Information Technology develops and maintains SAQA's information technology (IT) strategy. This involves both the information systems and infrastructure to support the organisation, including the NLRD. Other services include:

- business analysis to ensure that business processes and workflow are mapped and the appropriate system solutions are defined and implemented;
- IT system administration to ensure that the current systems and IT infrastructure operate effectively and efficiently;
- a helpdesk service for all IT related problems experienced by the SAQA system users;
- training for system users in the use of the different systems and technology;
- aligning IT strategy to business strategy;
- conducting feasibility studies in the application of new IT solutions, and
- project management for system solution implementation.

<u>Milestones</u>

The most significant achievement was the launch of the NLRD on 1 December 1999. A sophisticated electronic management information system, the NLRD will allow SAQA to manage the NQF effectively as well as providing a national record of learner achievements.

The NLRD is funded by Canadian International Development Agency (CIDA) and is being developed by PricewaterhouseCoopers, Canada. A management system for the NQF, it records information on all its structures, ranging from qualifications and standards to specific learner achievements. Currently the NLRD contains all interimly registered qualifications and provider information. The second release of the system was installed at the end of March 2000. This enables the NLRD to manage work in progress and caters for batch loading of learner achievement records.

Directorate: Finance and Administration

The Directorate: Finance and Administration executes the following functions:

- strategic support on financial matters;
- accounting and financial management;
- payments and payroll administration;
- procurement and consumable supplies;
- logistical services and building maintenance;
- registry services;
- donor funds administration and reporting, and
- human resources management.

Challenges of the Year

The key challenge for the year was the registration of a significant number of new quality qualifications and standards on all levels of the NQF, with a view to providing learners and providers with access to accredited learning programmes.

The launch of the NSBs signified the Standards Setting System as one of SAQA's key infrastructural deliverables. In addition, SAQA had to fine-tune the work of the NSBs to ensure their effective functioning.

Other challenges included deepening the work of the various structures set up over the last two years and speeding up the processes of delivering qualifications and standards. The work includes:

- continuing to build the capacity to implement the system in creative ways (e.g. the development of level descriptors for all NQF levels);
- developing strategic joint implementation plans to allow for coherent policy implementation;
- developing a quality management system for SAQA;
- developing a quality audit system for accredited ETQAs;
- developing procedures for managing interim arrangements to avoid gaps in the system, while at the same time enabling the development and implementation of the new system;
- developing the requirements for a broad advocacy campaign for SAQA.

A further challenge is to identify precisely and acquire the data for the NLRD. ETQAs will be the primary source of data. SETAs, which constitute the bulk of ETQAs, are at different phases of development. At the same time, the business rules and requirements of SAQA needed to be effectively implemented by the NLRD in order to service SAQA's information needs optimally.

The major challenge for Strategic Support is an effective strategy for communication and advocacy.

Finance and Administration Services needs to develop and implement a full range of relevant human resources policies. Effective administration and an integrated budgeting and financial reporting system are essential for SAQA's effective functioning. The Directorate is also investigating a viable income generation strategy, and the implementation of an electronic document management system.

Interaction with Stakeholders

A number of different methods were used to interact with stakeholders and the public at large. Approximately 1000 copies of the monthly newsletter, SAQA Update, are distributed to 80 different stakeholders. SAQA has also managed the printing and distribution of policy documents, pamphlets and booklets and regularly upgrades its website. Copies of appropriate Government Gazettes are made available to Authority members and staff. SAQA has also established a help line and has stimulated public engagement through seminars, workshops, and conferences.

SAQA Update

SAQA Update is a monthly newsletter that provides up to date information about developments in standards setting and quality assurance. Copies are sent to NSB members, Authority members and members of the public on our mailing list, by post, fax, or e-mail.

Other documents

Documents for public comment include:

- Criteria and Guidelines for the Application of Standards Generating Bodies
- Criteria and Guidelines for the Evaluation and Generation of Qualifications and Standards
- Criteria and Procedure for the Funding of Standards Generating Bodies
- National Standards Bodies Manual
- Position Paper on the formation of SGBs

Draft documents include:

- Standards Generating Bodies Manual (first draft)
- Standards Generating Bodies Application Pack (first draft)
- Level Descriptors

SAQA Website

The SAQA Website is updated regularly. It contains information on all NSBs, SGBs, standards and qualifications, accredited ETQAs as well as policy documents and other information documents. SAQA plans to redesign the website in a way that makes it more user-friendly and better organised.

Government Gazette

Copies of Government Gazettes that include information about SAQA are sent to SAQA members and to stakeholders represented on all NSBs. Mailing lists are also updated on a regular basis to keep stakeholders informed.

Help-line

Five staff members from the directorates of Standards Setting and Quality Assurance have been assigned to provide a Help-line service. The aim is to assist the public with general inquiries regarding SAQA. A SAQA document, entitled SAQA Help-line:

Questions and Ways to Respond, has been drafted to assist Help-line staff to deal with public enquiries. It includes responses to frequently asked questions. On average two hundred calls were received on a monthly basis.

Public engagements

Over the past year, Standards Setting staff members have addressed more than 204 conferences, seminars and workshops, in order to inform stakeholders and the general public about the NQF and its implementation. Quality Assurance staff have engaged in similar activities.

Overview of Activities – Highlights

National Learners' Records Database launch

The National Learners' Records Database (NLRD) was launched on 1 December 1999 as a management system for the NQF. As mentioned above, the NLRD records information on all the structures of the NQF, ranging from qualifications and standards to specific learner achievements. Currently, the NLRD is populated with all interimly registered qualifications and provider information. The second release of the system was installed at the end of March 2000, which will give the NLRD the functionality to manage work in progress and will cater for batch loading of learner achievement records. The NLRD is funded by CIDA.

National Standard Bodies launch

The work of the National Standard Bodies (NSBs) was successfully launched at Caesars in Gauteng (old World Trade Centre) on 21 October 1999 with the theme "Acknowledge, Celebrate and Advance the work of the NSBs''.

Over 300 NSB members, stakeholders, donors, and SAQA staff attended the event and certificates of registration were handed to the twelve NSB chairpersons. The launch was sponsored by USAID.

National and International Activities

National

SAQA has participated in all national initiatives related to education and training, including the National Skills Authority (NSA), Council on Higher Education (CHE) and the National Board for Further Education and Training (NBFET).

An IT Advisory Committee meets on a monthly basis, to inform our local external partners on the progress of the NLRD and to be advised on any issues that may arise.

International

SAQA was represented at the:

- 1999/2000 meetings of the Southern African Development Community (SADC)'s Technical Committee for Accreditation and Certification
- 17th Annual Conference of the Association for Educational Assessment in Africa – Lusaka, Zambia on 27 September –1 October 1999.
- 11th Annual Conference of the European Association for International Education (EAIE) in Maastricht Netherlands on 1 – 3 December 1999. SAQA's participation was made possible by the full sponsorship of the Netherlands Organisation for International Co-operation in Higher Education (NUFFIC).
- A study tour by members of staff of the EAIE at the NUFFIC Credential Evaluation Centre and the Scottish Qualifications Authority on 29 – 30 November 1999, followed by a visit to NUFFIC by SAQA Staff on 1 December 1999. The exchange of ideas between SAQA and these organisations continues.

A number of staff members have visited international organisations working with qualifications frameworks in order to learn from their experiences.

Funding

SAQA has received funding from a number of sources. The South African Government provides 20% of SAQA's funding. USAID provided funding for NSB activities from May 1999 until August 1999. The Office of German Technical Assistance (GTZ) funded the Education, Training and Development National Standards Body. The Danish International Development Agency (DANIDA) provided funding for up to seven SGBs within the organising field of education, training and development. Since September 1999, most of the funding for standards setting activities has been provided by the European Union. The NLRD is funded by CIDA and PricewaterhouseCoopers team in Canada is responsible for developing the system.

The resources made available by the various donors cover expenses related to operational policy and document develop-ment activities. It is envisaged that workshop participants will be required to pay a nominal registration fee to cover the costs of printing and distributing documentation. This practice has already been implemented in some cases.

Currently, the administrative fee that SAQA takes for processing PHEI applications is sufficient to cover some of the additional costs incurred by SAQA in this process.

There are presently no fees attached to the accreditation of ETQAs and costs are covered by the SAQA budget. The Directorate: Quality Assurance and Development is considering the possibility of charging a fee for the processing of ETQA applications in an effort to reduce SAQA's reliance on external funding. SAQA has embarked upon an investigation into an income generation strategy to ensure that it becomes self-sufficient.

Budget

The estimated budget for the 2000/2001 year is approximately R40 m, R15 m higher than the budget approved in the initial five-year business plan. This is the result of a backlog of activities carried forward due to insufficient funding in the previous year.

This year's budget consists of funds from:

- the European Union (EU)
- the national government (Department of Education)
- the Canadian International Development Agency (CIDA)
- Danish International Development Agency (DANIDA)

Concluding Remarks

The development and implementation of the NQF has gained considerable momentum over the last year, guided by principles of democratic participation and intellectual scrutiny. There has been full participation by stakeholders and involvement at NSB level. Representation has included 33 per cent women and 57 per cent black people, marking a significant movement towards including previously marginalised sectors of our community in important decision-making structures. Their experience and expertise has enhanced the level of debate and is adding value to standards setting decisions and processes.

As mentioned above, a number of guidelines and information documents have been produced in order to clarify difficult issues, while SAQA bulletins have stimulated debate in crucial areas. The documents aim to engage the broader public in issues surrounding the development and implementation of the NQF.

SAQA has the infrastructure to ensure the delivery of a national standards setting system; the establishment of a process for ensuring a national quality assurance system, and the development of a national electronic management information system, the National Learners' Records Database. The need to establish a human resources base capable of driving the successful development and implementation of the NQF remains a challenge. An even greater challenge is to action information and communication strategies that will establish a sound understanding of the NQF, its intentions and process among the education and training community in South Africa.

The need to ensure coherent policy implementation and prevent fragmentation of the existing education and training system remains a priority. The development of joint implementation plans between SAQA and its strategic partners in education and training has begun. The results of these endeavours will soon begin to impact on learners within the system, ensuring that they benefit from quality lifelong learning provision.

Report of the Auditor-Generalon the Financial Statements

of the South African Qualifications Authority for the year ended 31 March 2000

1. Audit assignment

The financial statements as set out on pages 19 to 22, for the year ended 31 March 2000 have been audited in terms of section 188 of the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), read with sections 3 and 5 of the Auditor-General Act, 1995 (Act No. 12 of 1995) and section 13 of the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995). These financial statements, the maintenance of effective control measures and compliance with relevant laws and regulations are the responsibility of the Executive Officer. My responsibility is to express an opinion on these financial statements and compliance with relevant laws and regulations, applicable to financial matters, based on the audit.

2. Regularity Audit

2.1 Nature and scope

2.1.1 Financial Audit

The audit was conducted in accordance with generally accepted government auditing standards which incorporate generally accepted auditing standards. These standards require the audit to be planned and performed to obtain reasonable assurance that the financial statements are free of material misstatement. An audit includes:

- examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements,
- assessing the accounting principles used and significant estimates made by management, and
- evaluating the overall financial statement presentation.

I believe that the audit provides a reasonable basis for my opinion.

2.1.2 Compliance audit

Furthermore, an audit includes an examination, on a test basis, of evidence supporting compliance in all material respects with the relevant laws and regulations applicable to financial matters. I believe that the audit provides a reasonable basis for my opinion.

2.2 Audit opinion

2.2.1 Financial audit

In my opinion, the financial statements fairly present, in all

material respects, the financial position of the South African Qualifications Authority as at 31 March 2000 and the results of its operations and cash flows for the year then ended in accordance with prescribed accounting practice and in the manner required by the Act.

2.2.2 Compliance audit

The transactions of the South African Qualifications

Authority that I have examined during the course of the audit were in my opinion, in all material respects, made in accordance with the relevant laws and regulations, applicable to financial matters.

3. **Appreciation**

The assistance rendered by the staff of the South African Qualifications Authority during the audit is sincerely appreciated.

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For Auditor-General
Pretoria, 12 / 06 / 2000

Income Statement

of the South African Qualifications Authority for the year ended 31 March 2000

	Notes	1999/2000 R	1998/1999 R
Revenue for the year	2	23,903,808	9,457,960
Less: Operating expenses for the year	3	15,747,036	8,655,353
Surplus for the year		8,156,772	802,607
Accumulated surplus at the beginning of the year		3,642,753	2,840,146
Accumulated surplus at the end of the year		11,799,525	3,642,753

Balance Sheet

of the South African Qualifications Authority as at 31 March 2000

Assets	Notes	31 March 2000 R	31 March 1999 R
NON-CURRENT ASSETS		2,385,785	1,817,862
– Office furniture & equipment		1,099,464	916,840
– Computer equipment		1,079,783	699,148
– Motor vehicles		68,516	89,597
	4	2,247,763	1,705,585
– Leasehold improvements	5	138,022	112,277
CURRENT ASSETS		12,086,677	2,259,337
– Prepaid expenses	6	987,777	1,156,712
– Consumables stock		32,139	

– Receiver of Revenue: VAT		273,863	326,661
– Bank and cash	8	10,792,898	775,964
Total Assets		**14,472,462**	**4,077,199**
Equity and Liabilities			
EQUITY		11,799,525	3,642,753
– Accumulated surplus		11,799,525	3,642,753
CURRENT LIABILITIES		2,672,937	434,446
– Accounts payable		2,577,769	383,228
– Payroll creditors		95,168	51,218
Total Equity and Liabilities		**14,472,462**	**4,077,199**

Cash Flow Statement

of the South African Qualifications Authority for the year ended 31 March 2000

	Notes	1999/2000 R	1998/1999 R
Cash flow: Operating activities	7	11,249,524	1,749,356
Government grant received		6,000,000	5,800,000
Cash receipts from customers		3,148,003	760,279
Cash payments to suppliers and employees		(12,654,284)	(8,199,855)
Net cash flow utilised by activities		(3,506,281)	(1,639,576)
Interest received		143,338	151,723
Other income: Donor funding		14,612,467	3,237,209
Cash flow: Investing activities		(1,232,590)	(1,977,786)
Acquisition of assets		(1,232,590)	(1,977,786)
– Additions		(1,232,590)	(1,977,786)
Net increase/(decrease) in cash and cash equivalents		10,016,934	(228,430)
Cash and cash equivalents at the beginning of the year		775,964	1,004,394
Cash and cash equivalents at the end of the year	8	**10,792,898**	**775,964**

Notes to the Annual Financial Statements

of the South African Qualifications Authority for the year ended 31 March 2000

1. Accounting policy

1.1 Revenue

Revenue is recognised in the income statement when received.
The government grant is paid to the Authority on a quarterly basis. Donor funding is recognised when payment is effectedby a donor.

1.2 Depreciation

Depreciation on assets is written off using the straight-line method over the estimated useful life of the asset.

– Office furniture & equipment 10%
– Computer equipment 33%
– Motor vehicles 20%

Assets with a purchase price of less than R1 000 are written off to the income statement on purchase.

	1998/1999 R	1999/2000 R
2. Revenue for the year		
– Government grant	6,000,000	5,800,000
– Donor funding	14,612,467	3,237,209
– Licensing fees	2,749,922	253,131
– Evaluation fees	386,295	–
– Interest received	143,338	151,723
– Sundry income	11,786	15,897
	23,903,808	9,457,960
3. Operating expenses for the year		
Operating expenses for the year is shown after taking into account the following:		
– Depreciation	594,388	444,956
Office furniture and equipment	245,143	164,877
Computer equipment	328,163	264,268
Motor vehicles	21,082	15,811
– Personnel costs	6,043,405	4,455,170

4. Non–current assets

	TOTAL	Office furniture and equipment	Computer equipment	Motor vehicles
1999/2000				
Carrying value at the beginning of the year	1,705,585	916,841	699,147	89,597
– Gross carrying value	2,158,048	1,082,294	970,346	105,408
– Accumulated depreciation	(452,463)	(165,453)	(271,199)	(15,811)
Acquisitions	1,136,566	427,767	708,799	–
Depreciation	(594,388)	(245,143)	(328,163)	(21,082)
Carrying value at the end of the year	2,247,763	1,099,465	1,079,783	68,515
– Gross carrying value	3,294,614	1,510,061	1,679,145	105,408
– Accumulated depreciation	(1,046,851)	(410,596)	(599,362)	(36,893)
1998/1999				
Carrying value at the beginning of the year	285,032	32,097	252,935	–
– Gross carrying value	292,539	32,673	259,866	–
– Accumulated depreciation	(7,507)	(576)	(6,931)	–
Acquisitions	1,865,509	1,049,621	710,480	105,408
Depreciation	(444,956)	(164,877)	(264,268)	(15,811)
Carrying value at the end of the year	1,705,585	916,841	699,147	89,597
– Gross carrying value	2,158,048	1,082,294	970,346	105,408
– Accumulated depreciation	(452,463)	(165,453)	(271,199)	(15,811)

5. Capitalised leased assets

Carrying value at the beginning of the year	112,277	–
Leasehold improvements	96,023	151,356
Amount amortised	(70,278)	(39,079)
	112,277	138,022

Improvements were effected to the leased premises which are leased for 60 months from May 1998.

6. Prepaid expenses

Balance at the beginning of the year	1,156,712	1,813,712
– Lease rentals for 36 months: May 1998 to April 2001	1,156,712	1,800,000
– Insurance: April 1998 to March 1999	–	13,712
Amounts paid during the year	384,932	–
– Lease rentals	–	–
– Maintenance contracts	333,616	–
– Insurance	51,316	–
Amounts amortised during the year	(553,867)	(657,000)
– Lease rentals	(480,699)	(643,288)
– Maintenance contracts	(27,801)	–
– Insurance	(45,367)	(13,712)
Balance at the end of the year	987,777	1,156,712
– Lease rentals for 13 months: April 2000 to July 2001	676,013	1,156,712
– Maintenance contracts: April 2000 to Oct 2003	305,815	–
– Insurance: April 2000	5,949	–

7. Reconciliation of surplus and Cash flow : Operating activities

Surplus per income statement	8,156,772	802,607
Decrease in current assets	189,595	491,251
Increase in current liabilities	2,238,491	10,542
Non-cash items: depreciation and amortisation	664,666	444,956
Cash flow: Operating activities	11,249,524	1,749,356

8. Cash and cash equivalents

Balance per bank statement	551,086	573,759
Uncleared payments	(795,140)	(341,854)
Bank overdraft/Cashbook balance	(244,054)	231,905
Petty cash	500	500
European Union bank and cashbook balance	8,034,649	–
DANIDA bank and cashbooks balances	3,001,803	543,559
Cash and cash equivalents	10,792,898	775,964

SAQA Authority Members

as at 31 March 2000

MEMBER	POSITION	CONSTITUENCY

Mr David Adler	National Director IEB	Discretionary appointment by the Minister
Ms Adrienne Bird	Chief Director, Department of Labour	Department of Labour
Dr AndrÈ Dippenaar	Education and Training adviser : Chamber of Mines	Organised Business
Prof Wieland Gevers	Senior Deputy, Vice-Chancellor UCT	South African Universities' Vice-Chancellors' Association (SAUVCA)
Mr Dennis George	Assistant General Secretary FEDUSA	Organised Labour
Mrs Glenda Henning	Owner/manager, Palesa Training Consultants	Organised Business
Mr Samuel B A Isaacs	Executive Officer, SAQA	Ex officio
Prof Nick Kok	Vice-Rector, Cape Technikon	Committee of Technikon Principals
Mr Jimmy Komana	Rector, Dr CN Phatudi College of Education	Committee of Colleges of Education Rectors of SA (CCERSA)
Dr Peliwe Lolwana	Executive Officer, South African Certification Council (SAFCERT)	Discretionary appointment by the Minister
Ms Carmel Marock	National Education and Training Coordinator: COSATU	Organised Labour
Mr Aubrey Matlole	Director, National Education SADTU	Organised teaching profession
Ms S Matsebula	Deputy Director, Office of the Status of Disabled Persons	Special Education Needs sector (ELSEN)
Mr Kenneth Mockler	Chief Executive, SA Institute of Chartered Accountants	Discretionary appointment by the Minister
Mr Mokaba Mokgatle	Executive Director, NICE	TrustColleges other than Teachers' and Technical Colleges
Mr Sam Morotoba	Director, Department of Labour	National Skills Authority (NSA)
Ms Sue Müller	Deputy Director, NAPTOSA	Organised teaching profession
Dr Mokubung	Interim President: HSRC	Chairperson appointed by the

Nkomo		Minister
Mr Brian O'Connell	Superintendent-General Western Cape Education Department	HEDCOM
Ms Rahmat Omar	Research Officer, Sociology of Work Unit, Wits	Distance Education
Mr Shakeel Ori	Dean, Faculty of Science Higher Education Employees Federation	Organisations representing lecturers
Dr Ihron Rensburg	Deputy Director-General, General and Further Education and Training, Department of Education	Department of Education
Dr Mala Singh	Executive Director: National Research Foundation (NRF)	Discretionary appointment by the Minister
Mrs Shirley Steenkamp	Director, Vocational, Education and Development Company	Committee of Technical College Principals
Ms Palesa Tyobeka	Chief director, Human Resource Development and Equity	Discretionary appointment by the Minister
Ms Marietta Van Rooyen	Managing Director, Development and Equity College of SA (APPETD)	Organisations representing trainers
Mr Spha Xulu	Chief Executive Officer, Transnet Training	Discretionary appointment by the Minister
Mr Manelise Zibi	Project Manager, Project Literacy/USAID, Eastern Cape	Adult Basic Education and Training (ABET)
Ms Oumie Zungu	Head of Training at Woz'obona/Early Childhood Development (ECD)	Early Childhood Development