



# OCCUPATIONAL QUALIFICATIONS CREDITS AND NOTIONAL HOURS

*DR FLORUS PRINSLOO*

*SYNAPSES SOLUTION STRATEGIES*

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With acknowledgment to:

Elsie Harmse

Claudia Rudolph

Willy Matthiae

Chris Vorwerk

# WHY EVEN DISCUSS THIS ?

<https://www.forbes.com/sites/brandonbusteed/2019/04/30/this-will-be-the-biggest-disruption-in-higher-education/#5f6d4b08608a>

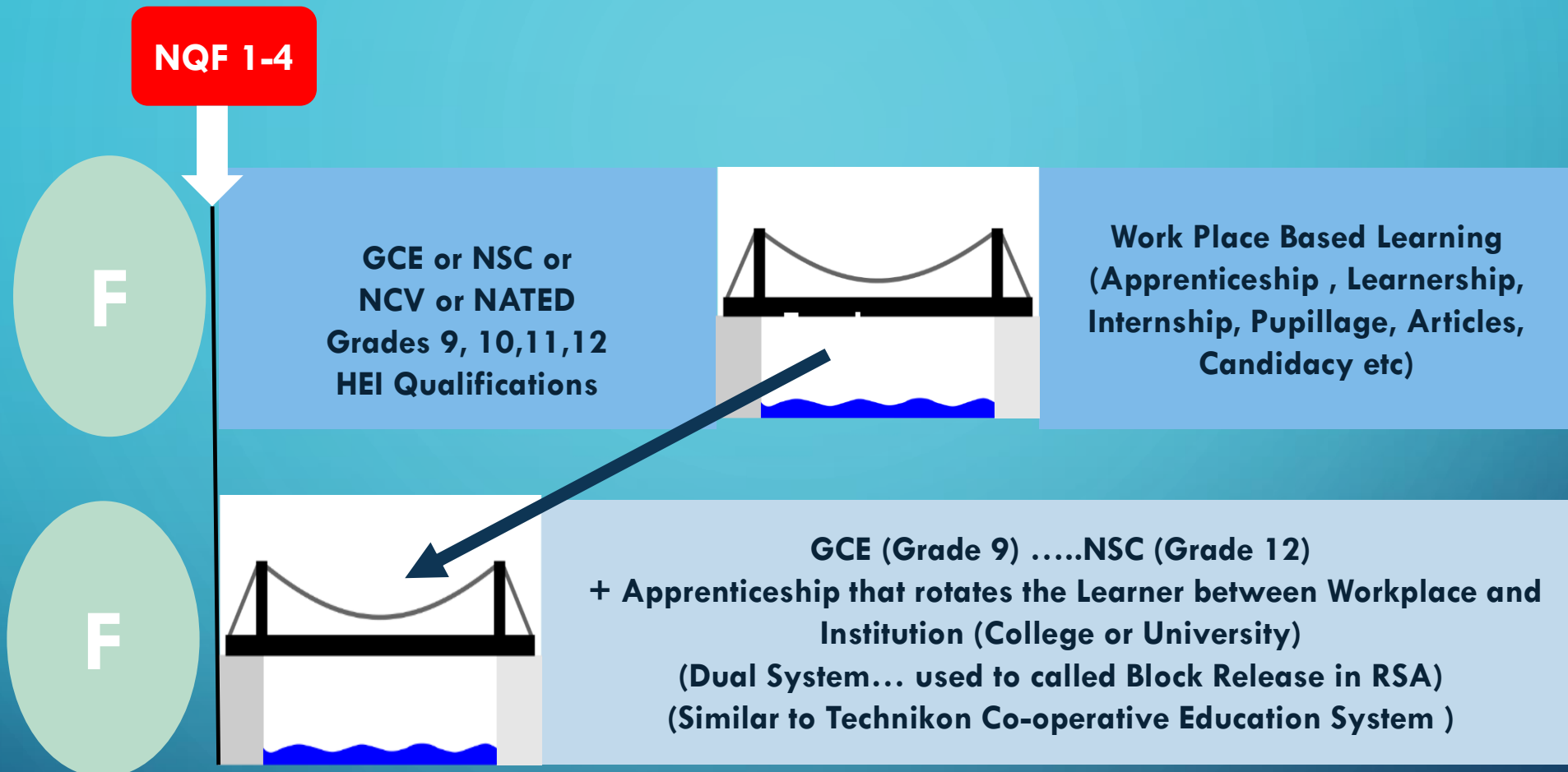
## This Will Be the Biggest Disruption in Higher Education

**Brandon Busteed** - Contributor

President of Kaplan University Partners and former Executive Director of Education & Workforce Development at Gallup.

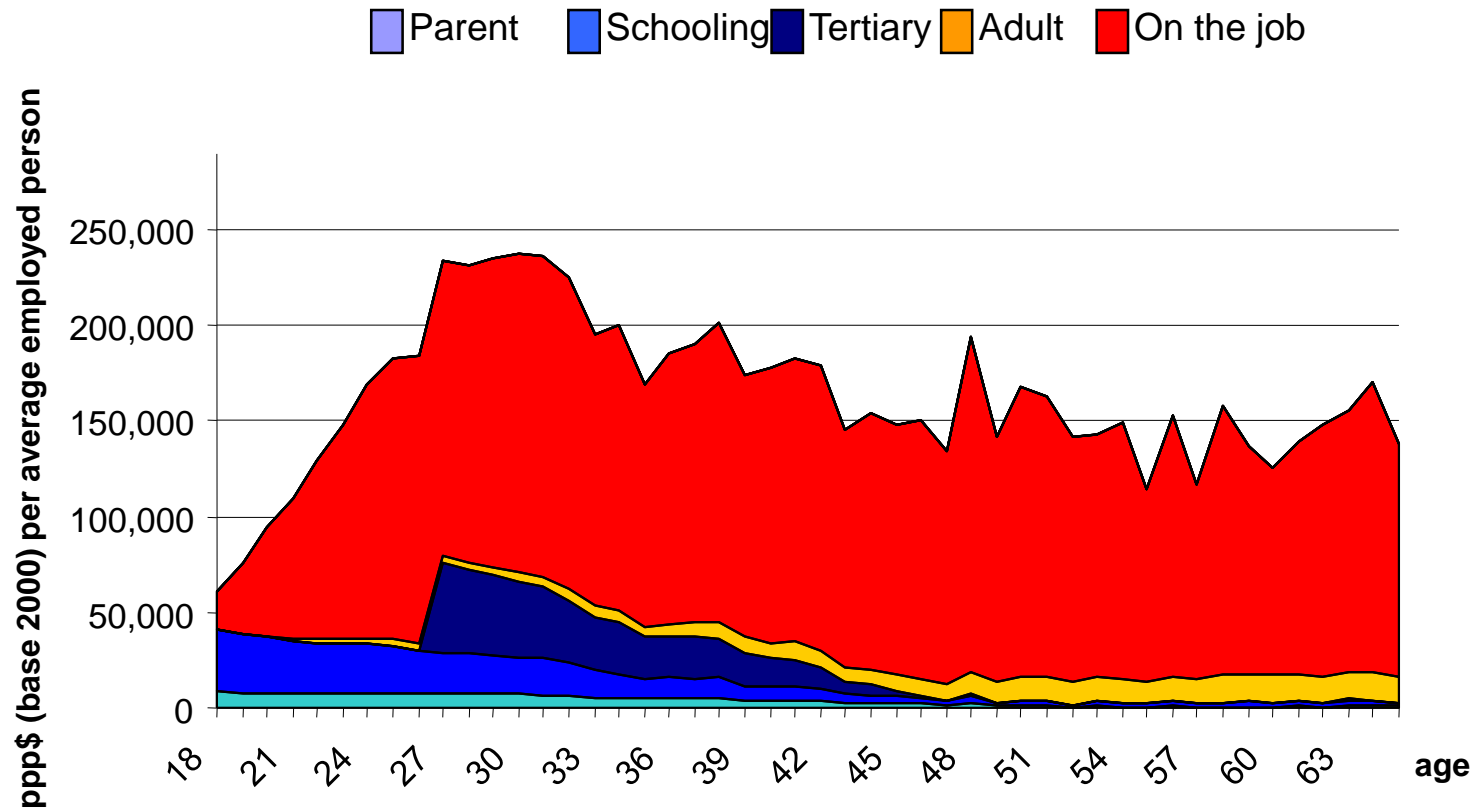
Driven by several converging forces, we will see a talent acceleration shift from "going to college to get a job" to "going to a job to get a college degree." Instead of *going to college to get a job*, students will increasingly be *going to a job to get a college degree*. What does this mean exactly? Today, the #1 reason why Americans value and pursue higher education is "to get a good job." The path has always been assumed as linear: first, go to college and then, get a good job. But what if there was a path to get a good job first – a job that comes with a college degree? In the near future, a substantial number of students (including many of the most talented) will go straight to work for employers that offer a good job along with a college degree and ultimately a path to a great career.

# SOUTH AFRICAN EMPLOYER REPOSITIONING IS THE “KEY”



This project addresses the ‘a fairer future’ theme of the Commonwealth Summit with emphasis on promoting the interests of the 60% of the Commonwealth’s population who are under 25. The objective of the project is to improve the employment prospects of young people, including those from disadvantaged backgrounds, by piloting and introducing new approaches to employer led skills development.

Pursuing a pathway: Black South African with university education in a managerial position  
n=226.000



Assessing human capital and skills  
for long-term economic growth prospects  
Peer Ederer, PhD  
Director, human capital project, Lisbon  
Council  
7th Qualification Africa Conference  
Midrand, 23 November 2007

# ORIGINS

Government Gazette  
Vol. 393, Pretoria 28 March 1998, No. 18787  
(Regulation Gazette No. 6140)

Requirements for the registration of qualifications

8.

(2) A total of 120 (one hundred and twenty) or more credits shall be required for registration of a qualification at levels 1 to 8, with a minimum of 72 (seventy-two) credits being obtained at or above the level at which the qualification is registered, and the number and levels of credits constituting the balance (of forty-eight) shall be specified: Provided that a qualification consisting of less than 120 credits may be considered if it meets the requirements in regulation 8(1) and complies with the objectives of the National Qualifications Framework contained in section 2 of the Act.

(3) The Authority shall register a qualification according to the type and level which shall be determined on the basis of the total number and levels of credits required in accordance with the following criteria:

- i. The Authority shall register a qualification as a National Certificate at levels 1 to 8 where it has 120 (one hundred and twenty) or more credits with 72 (seventy-two) credits at or above the level at which the certificate is registered: Provided that where the Authority has considered and found that a qualification consisting of less than the minimum number of credits has met the requirements in regulation 8(1), the foregoing requirement is waived and the qualification registered as a National Certificate.
- j. The Authority shall register a qualification as a National Diploma where it has a minimum of 240 (two hundred and forty) credits, of which at least 72 (seventy-two) credits shall be at level 5 or above.
- k. The Authority shall register a qualification as a National First Degree where it has a minimum of 360 (three hundred and sixty) credits of which at least 72 (seventy-two) credits shall be at level 6 or above.

# NAMB

## “CHAPTER 6A ARTISAN DEVELOPMENT

### National artisan moderation body

#### 26A. (1) The Director-General must—

- (a) establish a national artisan moderation body in the Department; and
- (b) provide the body contemplated in paragraph (a) with the personnel and financial resources that are necessary to coordinate artisan development in the Republic.

Quality Council for Trades and Occupations  
123 Francis Baard Street  
PRETORIA  
0002

Attention Chief Executive Officer  
Ms Joyce Mashabela

### Occupational Qualifications for Listed Artisan Trades

The National Artisan Moderation Body (NAMB) was established by the Minister of Higher Education and Training on 30 November 2010 as a unit within the Department of Higher Education and Training (DHET). The NAMB has the statutory mandate to coordinate artisans development in South Africa as contemplated in Section 26A (1) (b) of the Skills Development Act, Act 97 of 1998.

To give effect to its legislative mandate, the NAMB consults with a wide range of relevant role players through both stakeholder and technical forums. One such forum is the National Artisan Moderation Forum (NAMF) established as a sub-committee of the Development Quality Partner Forum of the Quality Council of Trades and Occupations (QCTO) at a meeting of the Development Quality Partner Forum held on 4<sup>th</sup> October 2012. However since its establishment the NAMF has not been afforded an opportunity to report back to the Development Quality Partner Forum and would request such an opportunity be allowed at the next Development Quality Partner Forum meeting.

Yours sincerely



Dr. Florus Prinsloo

Acting Chief Director: INDLELA

Technical Advisor: National Artisan Moderation Body

Date:

4/6/2013

# NAMB

## 2. Credit Allocation for Artisan Trade Qualifications

As artisan trade occupational qualifications are developed, a serious difficulty has emerged with the current SAQA/NQF based national qualification credit system policy that is based on:

- 1 credit = 10 notional hours of learning.
- 1 Year of learning = 1200 notional hours of learning
- Therefore: 120 credits = 1 year of learning

The above SAQA/NQF policy is based 30 weeks of learning per year in an educational institution. However artisan trade learning is based on workplace based learning, not institutional learning. Typically this means an artisan learner is engaged in learning for the full calendar year not an academic year. This results in a larger number of notional hours per annum for an artisan learner.

# NAMB

In the following table the 52 weeks in the year are reduced to what could be regarded as a balanced number of notional hours in a working year. The credits per week are based on a nominal 40 working hours per week, resulting in 4 credits.

	Weeks	Weeks per Annum Balance	Credits
<b>Year</b>		52	208
<b>less Leave</b>	3	49	196
<b>less Public holidays</b>	1,71	47*	188
<b>less estimated incidental non-productive time</b>	2	45	<b>180</b>

\*1.71 weeks rounded up to 2 weeks

# NAMB

This amounts to 45 weeks of learning **in a single year**. Therefore, we can conclude that at 8 hours a day, five days a week for 45 weeks, a learning year in the workplace amounts to 180 credits. For multi-year occupational qualifications this then results in the following credit accumulation for qualifications with varying durations:

Year	Weeks per Annum	Credits
1	45	180
2	90	360
3	135	540
4	180	720
5	225	900

The criteria that is utilized by NAMB to classify occupations as trades as published in Gazette 35625 dated 31 August 2012 states that a trade should have a “cumulative learning period covering knowledge, practical and work experience that is equivalent to three or more years”. A three-year qualification (which is not an exception, but a fairly common situation even internationally for trades) then equals 540 credits, not 360 credits as in the education world as outlined above.

# NAMB

**Recommendation:** The QCTO formally requests SAQA to amend the national qualification credit system policy to allow for separate and distinct institutional and artisan trade occupational based credit calculation processes as per table above. The above artisan trade occupational based credit calculation may be applicable for all occupationally based qualification calculations, but NAMB is not in a position to comment on non-artisan trade occupations.

It seems.... Not necessary  
Delegated in March 2013 !

# ADJUSTMENT

THE SOUTH AFRICAN QUALIFICATIONS AUTHORITY

*Policy and Criteria for the Registration of  
Qualifications and Part-qualifications on the  
National Qualifications Framework*

**Publication date:** March 2013

**Reprinted:** May 2016

**ISBN:** 978-1-920649-03-6



## Credits

The credits must be calculated on the basis of one (1) credit is equal to ten (10) notional hours of learning. The minimum credit allocation for a qualification must comply with the requirements for the qualification type as determined within the relevant Sub-framework of the NQF

“Notional hours of learning” comprise the total amount of time it would take an average learner to meet the outcomes defined in a learning experience and include, inter alia, face-to face contact time, time spent in structured learning in the workplace, time for completing assignments and research, and time spent in assessment processes.

## 6.2.1.5 Step C1.5: Determine learning contract time and allocate a credit value to the work experience module

During step C1.5 the learning contract time is determined. The learning contract time constitutes the total amount of time during which the learner needs to have access to the workplace and workplace supervisors and coaches to enable him or her to experience the range of work activities and acquire the knowledge and understanding specified. It includes time required to gain the specified exposure and for completing the activities, assignments and research (if any), as well as the time required to acquire the contextual knowledge. The learning contract time can be specified in days, hours or weeks.

One credit equals ten notional hours of learning and each learning contract day constitutes eight hours of learning. To calculate the credits, each day is multiplied by 0.8 to reflect notional hours of learning.

Hours	Days	Weeks	Actual Credit value	Credit value to be assigned
8	1		0.8	1
	2		1,6	1,5
	3		2,4	2,5
	4		3,20	3
	5	1	4	4

56

### Construction rules

- Capture the learning contract time for the module in hours, days or weeks.
- Capture the associated credit value based on the principle that 10 notional hours of learning is equivalent to 1 credit.

### Process Questions

Review each of the work experiences and ask:

- “How many hours/ days/weeks must be allocated for the learner to complete the full scope of work activities described in the module?”

## 6.2.2.5 Step C2.5: Determine learning contract time and allocate a credit value to the practical skill module

During step C2.5 the learning contract time is determined. The learning contract time constitutes the total amount of time that the learner needs to have access to the trainer (if required) to enable him or her to develop the range of practical skills, applied knowledge and understanding specified and includes time required to complete the activities, assignments, research, and internal assessments as well as the time required to acquire the applied knowledge. The learning contract time can be specified in days, hours or weeks.

One credit equals ten notional hours of learning and each learning contract day constitutes eight hours of learning. To calculate the credits, each day is multiplied by 0.8 to reflect notional hours of learning.

Hours	Days	Weeks	Actual Credit value	Credit value to be assigned
8	1		0.8	1
	2		1,6	1,5
	3		2,4	2,5
	4		3,20	3
	5	1	4	4

72

### Construction rules

- Capture the learning contract time for the module in hours, days or weeks.
- Capture the associated credit value based on the principle that 10 notional hours of learning is equivalent to 1 credit.

### Process Questions

With reference to each of the practical skills, ask:

- “How many hours/ days/weeks must be allocated for the learner to complete the full scope of practical skills described in the module?”

## 6.2.3.5 Step C3.5: Determine learning contract time and allocate a credit value to the knowledge module

During step C3.5 the learning contract time is determined. The learning contract time constitutes the total amount of time it would require to enable an average learner to complete the learning defined in the knowledge module. It constitutes the total amount of time that the learner needs to have access to the provider to enable him or her to acquire the required knowledge and develop the understanding specified in the module and includes time spent in the structured learning environment, time required for completing assignments and research, time spent on self-study and time spent preparing for and participating in internal assessment processes. The learning contract time can be specified in days, hours or weeks.

One credit equals ten notional hours of learning and each learning contract day constitutes eight hours of learning. To calculate the credits, each day is multiplied by 0.8 to reflect notional hours of learning.

Hours	Days	Weeks	Actual Credit value	Credit value to be assigned
8	1		0.8	1
	2		1,6	1,5
	3		2,4	2,5
	4		3,20	3
	5	1	4	4

### Process Question

With reference to all the topics and topic elements identified, the module purpose and the CCFO's, ask:

- "How many hours/ days/weeks must be allocated for the learner to learn and understand all the elements described in the module?"

### Construction Rules

- Capture the learning contract time for the module in hours, days or weeks.
- Capture the associated credit value based

# PLF...

## Answer:

8 notional hours a day = 0,8 credits a day

40 notional hours a week = 4 credits

1, 800 notional hours a year = 180 Credits

**Topic:** *How are credits and notional hours being conceptualised in the OQSF? For example, are credits awarded for work-integrated learning different to credits awarded for academic study? What is the role played by learning outcomes in this determination?*

No



# NOT QCTO.. PROVIDER

**Credit link to Outcomes:  
A learning programme design QA check**

Occupational Certificate: Occupational Trainer		
SAQA QUAL ID	QUALIFICATION TITLE	
97154	Occupational Certificate: Occupational Trainer	
MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL
124	Not Applicable	NQF Level 04

		EXIT LEVEL OUTCOMES (ELOs)			
No	Learning Area / Work Situations	1. Establish the profile, special needs and barriers to learning of learners within the specified requirements of the training programme	2. Prepare, adapt and align learning materials and resources for a training intervention in the workplace	3. Deliver training, evaluate and report on a learning intervention in the workplace.	4. Gather evidence and make assessment decisions using given assessment tools.
1	Introduction to occupational training	15,90	15,90	15,90	15,90
2	Establish special needs and barriers to learning within the training programme	34,50	-	-	-
3	Prepare, adapt and align learning materials and resources	-	41,90	-	-
4	Training delivery, evaluation and reporting	-	-	57,10	-
5	Gather evidence and conduct assessments	-	-	-	39,60
Total Credits per ELO		50,40	57,80	73,00	55,50
<b>Often... Repetition for Competence is Critical</b>		Total Credits for ACTUAL Learning Process			<b>236,70</b>

# IN CLOSING

## 2 SHIFT HAPPENS

And, finally, the future ecosystem will depend heavily on online and technology-enabled strategies and solutions. The working learner will turn away from those stringent solutions that require seat time and offer little flexibility. They will drive the market hard for innovations that will lead to consumer-facing marketplaces that allow them a “one-stop shop” approach for working, learning, and living.

The massive market of the working learner/the learning worker is here to stay. The future is that learner. Credentials and assessment will find their own strong footing to help successfully meet both the learners’ needs and the employers’ needs. We applaud this SHIFT. For, it will be an ecosystem that services many more learners than today’s education to employment system serves.

“Source: *SHIFT HAPPENS 2*, 2019”  
[www.innovate-educate.org](http://www.innovate-educate.org).

# THANK YOU