

# 2010

annual report



work and learning





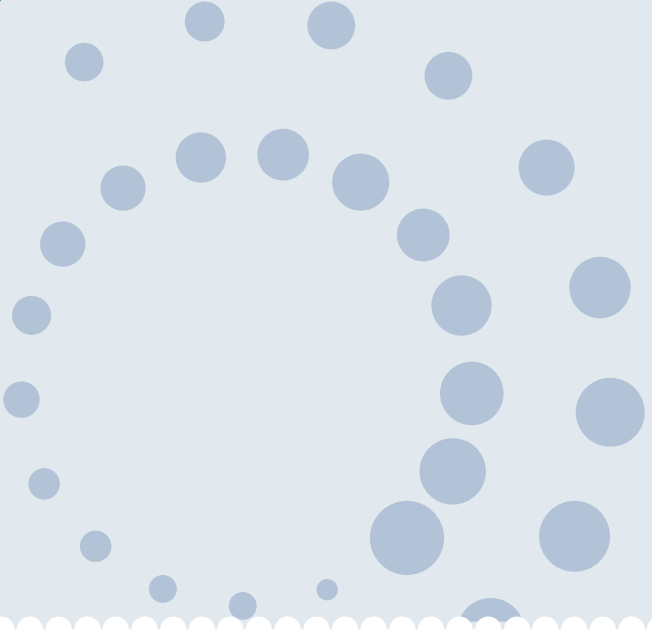


# vision

A world-class National Qualifications Framework for South Africa

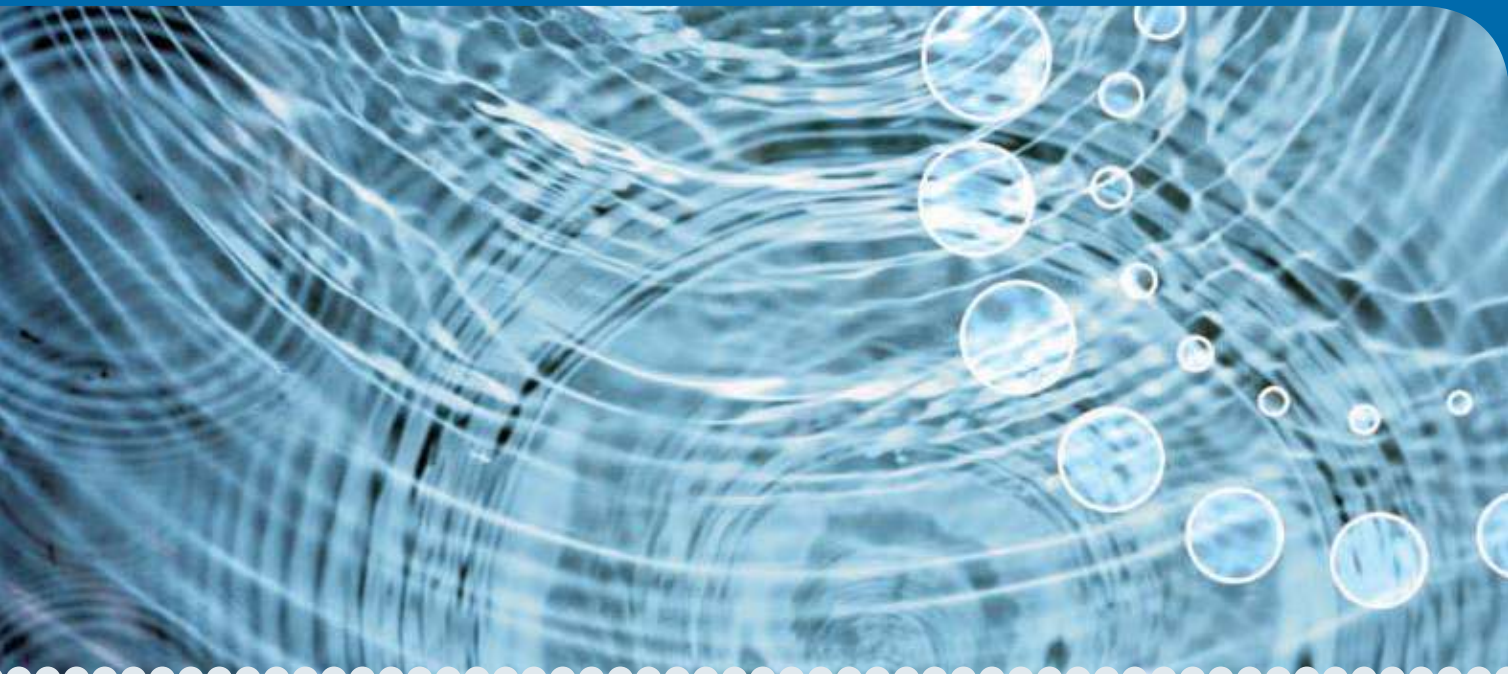
# mission

To ensure the development and implementation of a National Qualifications Framework that contributes to the full development of each learner and to the social and economic development of the nation at large.



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# foreword

by the chairperson of saqa

“SAQA embraces diversity,  
environmental sustainability  
and social justice...”



Prof Shirley Walters  
Chairperson of SAQA

The South African Qualifications Authority (SAQA) embraces diversity, environmental sustainability and social justice in its approach to the implementation of the National Qualifications Framework (NQF).

The NQF objectives include the abovementioned values. In addition, we have come to understand the essential role of the NQF as being a key mechanism in society to enable communication, coordination and collaboration across education, training, work and development. The theme of this Annual Report, 'Work and Learning', is therefore highly appropriate.

The NQF Act positions SAQA as the oversight body of the NQF and the custodian of its values. This enables SAQA to engage with high-level strategic issues that enhance the coherent implementation of the NQF.

In this oversight role, SAQA is turning its focus to two key issues that require attention for the system to work coherently. One is the development of navigational tools to help citizens find their way through the system and the other is to create a nodal point at SAQA to assist in accelerating the overall strategy for the recognition of prior learning (RPL), which needs substantial injection of energies for it to reach its potential as a service to learners. SAQA will also continue to emphasise our new approach to research, working with various partners to take research into work and learning to a much deeper and more sustained level and ensuring research outcomes impact both policy and practice. Considerable progress has already been made with regard to understanding RPL challenges and

the relationship between work and learning, through these research projects.

The positive approach of both SAQA and its key NQF partners towards the transition and implementation of the new NQF landscape has established a solid foundation for the advancement of the NQF in the years to come, and I thank the current SAQA Board for its considerable role in making this possible.

The appointment of the new SAQA Board is anticipated to take place later in 2010 and I would like to use this opportunity to wish the new Board every success.

Finally, thank you to Samuel Isaacs, Chief Executive Officer, Joe Samuels, Deputy Executive Officer, SAQA management and staff, and all NQF partners, for your contributions to the implementation of the NQF and building education, training and development in South Africa. I have learnt a great deal from many of you about the painstaking development of a lifelong learning national system during my two terms as Chairperson. I am grateful for the opportunity.

*Shirley Walters*

Prof. Shirley Walters  
Chairperson: SAQA





# foreword

by the minister of higher education and training

“...a truly integrated post-school education and training system will be another key focus area...”



Dr B Nzimande  
Minister of Higher Education and Training

The year under report was a watershed year for education, training and development in South Africa, with the splitting of the Department of Education into a Department of Basic Education (DBE), on the one hand, and a Department of Higher Education and Training (DHET) on the other.

The bringing together of higher education institutions, further education and training (FET) colleges, adult education and training and the skills development sector into a single Department of Higher Education and Training provides a powerful basis for addressing education and training in an integrated way. This integration of all elements of the education and training system is in alignment with the guiding philosophy of the NQF. Having a single, integrated NQF will enable learners to progress to higher levels from any starting point; it will also facilitate the transfer of credits from one part of the system to another; facilitate assessment and recognition of prior learning and skills acquired through experience; and enable curricula to cut across traditional divisions of skills and knowledge.

One of the objectives of the NQF closest to my own heart is that of access. While we have made significant progress in terms of opening the doors of learning to previously disadvantaged students through increased access to the whole education system, the challenges remain immense, particularly regarding post-school education. The development and implementation of a truly integrated post-school education and training system will be another key focus area for my Department, and one which is supported by SAQA and the NQF in a number of ways.

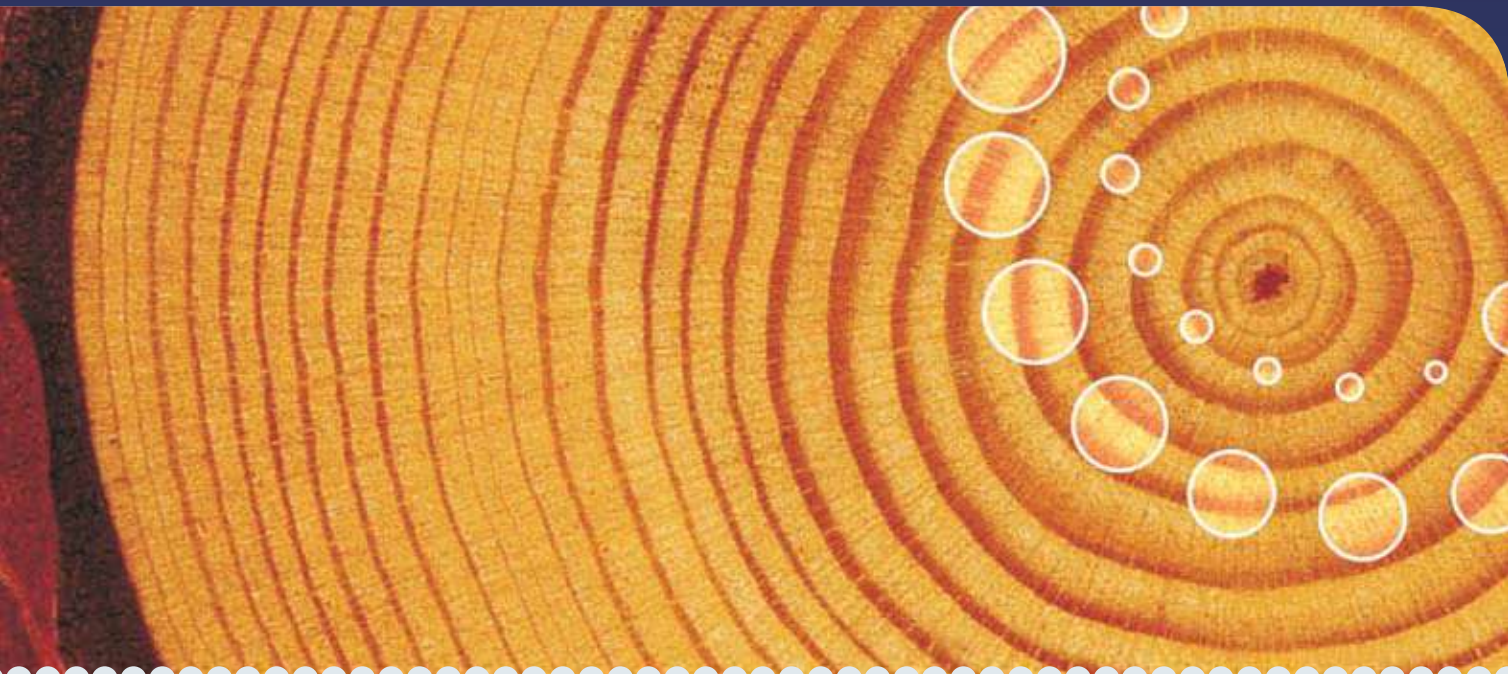
SAQA has in the year under report made excellent progress in developing navigational tools, one of which is a comprehensive national career advice service, which will assist learners to navigate their way through the system. Substantial progress was also made regarding the development of a national RPL strategy. SAQA has also entered into a number of research partnerships with universities, with the key focus of its research agenda being work and learning. This will enable informed decision-making where it matters most.

I would like to recognise Professor Shirley Walters, Chairperson of SAQA, for her strong leadership, and the Board and staff of SAQA for their positive approach and active engagement with SAQA's role in the new NQF landscape.

I am confident that SAQA, under the leadership of its new Board - which will be announced towards the end of 2010 - will embrace its oversight role, continue to educate the public on the objectives and benefits of the NQF and partner with my Department and the three Quality Councils (QCs) to implement the NQF.

Dr B Nzimande  
Minister of Higher Education and Training





# report

of the chief executive officer

“SAQA remains committed to the original ideals of the NQF..”



Samuel B A Isaacs  
Chief Executive Officer

Although the NQF Act of 2008 and associated legislative amendments brought sweeping changes to the organisational structures of the NQF, its objectives remain the integration of South Africa's education and training system as well as mobility and progression for personal empowerment and economic development and social justice.

SAQA's new role in terms of the NQF Act includes the flow of information throughout the education, training and development system. This responsibility is about recognising tension points and differences in the system, and navigating the ensuing boundaries with sensitivity. SAQA's work is evidenced in the strengthened foundations, scaffolding and connecting tissue in the system.

With this in mind, SAQA has commenced with the implementation of the NQF Act, including the development of policy as set out in the Act, in partnership with the DHET and the QCs, managing the transition to the advantage of learners. For this purpose, SAQA has established a national career advice helpline to guide learners through the system.

SAQA has also worked tirelessly with its key partners towards the implementation of a comprehensive NQF advocacy strategy, aimed at making the NQF a household name.

During the year under review, we continued to build our research capacity and partnerships with universities and other research institutions, with a view to enabling informed decision-making and leading policy, legislative and conceptual debates, especially in the field of work and learning.

Other key projects aimed at advancing lifelong learning include intensive research work on current RPL practices, the development of a national strategy, and the establishing of a nodal point for RPL.

We have also continued to develop and maintain key international NQF linkages.

SAQA's key focus areas for the next financial year will be the continued careful management of the transition to the new NQF landscape; the building of research and development capacity; advancing lifelong learning through the NQF and mechanisms such as RPL; and creating the climate and conditions for effectiveness through advocacy and excellent service delivery.

SAQA remains committed to the original ideals of the NQF and to the implementation of the South African NQF as a framework for communication, coordination and collaboration across education, training, development and work, thereby ensuring quality, genuine qualifications leading to a better life for all.

Samuel BA Isaacs  
Chief Executive Officer





report  
of the deputy executive officer





Joe Samuels  
Deputy Executive Officer

While the Chief Executive Officer in his report focused on the strategic imperatives and direction of SAQA in the new NQF era, this report will highlight some of the operational achievements and show how SAQA has continued to implement its historical mandate successfully, whilst also implementing the changes brought about by the new NQF Act.

During the year under review, our achievements included:

- Further enhancing SAQA's excellent corporate governance processes and ensuring full compliance with the King III report, in as far as it is relevant to a statutory body.
- Achieving SAQA's 13th successive unqualified audit report from the Auditor-General.
- Maintaining an effective performance development and management system for all staff, including the continued implementation of broadbanding for staff at all levels. The broadbanding system provides opportunities for growth and career development within employees' current positions and contributes to the successful retention of key staff members.
- Instituting a number of measures to ensure a safe and healthy working environment and increased environmental awareness amongst staff. A number of measures aimed at managing scarce resources, including a comprehensive recycling programme and energy-efficient initiatives, were implemented.

- Establishing the required information technology (IT) infrastructure to deliver the NQF helpline and career advice service, and continuing to deliver excellent IT services both to SAQA staff as well as SAQA clients, including access to the qualifications and standards registered on the NQF.
- Completion and submission of a Functional Subject File Plan, in line with National Archives requirements, to the National Archives for approval.
- Celebrating the 10th anniversary of the National Learners' Records Database (NLRD) - noting that it is still the only system of its kind in the world – an integrated system that tracks all aspects of NQF implementation in South Africa, notably registered qualifications and part-qualifications, accreditation information, and learner achievements of both registered and provider qualifications.
- Entering into an agreement with the Department of Public Service and Administration (DPSA) to become the only service provider to do verifications of qualifications for the public service, and implementing this agreement.
- Conducting international benchmarking in terms of the evaluation of foreign qualifications and redesigning the structure of the directorate that delivers this service, to enhance its intellectual products and service delivery.
- Continuing the partnership approach to research, building on existing research partnerships and establishing further partnerships with universities and research institutes.
- Ongoing communication of SAQA initiatives, building positive perceptions about SAQA and its achievements.
- Building and maintaining excellent international relationships and working with international partners.

Through the above actions, SAQA has shown its commitment to the implementation of the NQF and to the 'skills revolution' in South Africa. It has also shown active efforts to further enhance effectiveness and efficiency in all of its functions.

Joe Samuels  
Deputy Executive Officer



## standards setting



## Standards Setting

SAQA has, in its execution of the standards-setting function, ensured that the NQF remains focused on work and learning by registering qualifications that prepare learners for the world of work and enable their continuous professional development, thus giving substance to the concept of work and learning in a very practical way.

The NQF Act, which was implemented with effect from 1 June 2009, assigns the responsibility for generating qualifications and part-qualifications to the QCs. During the year under review, SAQA continued to execute its mandate under the SAQA Act where required, and also prepared for its new role – SAQA will remain responsible for the registration of qualifications and part-qualifications on the NQF and as such, retains ultimate responsibility for the quality of qualifications.

### Managing the transition

The Level Descriptors for Levels 5 to 10, which had been developed previously and the existing Level Descriptors for Levels 1 to 4, are ready for consultation with the three QCs and that process should commence early in the new financial year.

SAQA has also developed an approach and action plan for the development of a policy, criteria and guidelines for the recognition of professional bodies and registration of professional designations on the NQF. The SAQA Board has approved this roll-out plan, which includes the establishment of a reference group to assist with the finalisation of the policy and criteria, and work has commenced.

SAQA continued to work closely with the QCs in both the standards-setting and quality assurance arenas:

Following the issuing of two joint communiqués on the transitional arrangements pertaining to standards setting for higher education with the Council on Higher Education (CHE) in the previous financial year, a third, much more comprehensive joint communiqué was issued. This document outlined the procedures and guidelines for academic programme applications in the 2009/10 period in detail. The arrangements stipulated in this agreement are already being implemented.

SAQA has also worked constructively with Umalusi with specific reference to the development of new qualification types in line with Umalusi's document titled 'A vision for post-literacy, post-compulsory schooling and post-school system', published in November 2009. In terms of the establishment of the QCTO, SAQA has worked closely with the DHET's Sector Education and Training Authority (SETA) Support Unit as part of managing the transition to the new NQF landscape. Specific assistance included the drafting of interim arrangements for the development of qualifications and the quality assurance of provision. SAQA and the QCs continued to work together to improve mutual understanding of each other's systems.

## Continued execution of SAQA's historical mandate

In addition to the preparations for the transition cited above, SAQA continued with the development of those qualifications and unit standards already in the development pipeline and those regarded as key in terms of national priorities, as outlined below. SAQA also continued to fulfil the standards-setting and quality assurance mandate of the newly established QCTO. SAQA will continue with this work upon delegation from the QCTO.

### Registration of qualifications and unit standards on the NQF

SAQA has, during this reporting period, focused exclusively on the registration of qualifications and unit standards already in the development pipeline and those that are responsive to key national needs. A total of 104 new qualifications and 1 052 new unit standards were registered during the year under review, including but not limited to qualifications in the mining, health, manufacturing and IT sectors. These were done within an average turnaround time of three months from the receipt of the qualifications by SAQA, to their registration on the NQF.

SAQA has also extended the registration of all existing qualifications and unit standards for a three-year period from 1 July 2009 to 30 June 2012, to give the QCs adequate time to introduce their new qualifications models, before the review of these qualifications is required.

The registration of qualifications and unit standards on the NQF is being dealt with in terms of both the new and old mandates. With regard to higher education, agreements have been reached with the CHE to link qualification registrations with their accreditation processes as well as the DHET's approval system.

### Commitment to partnerships

SAQA recognises that partnerships are essential for the effective execution of its mandate in ensuring that it remains responsive to national needs.

SAQA entered into new joint implementation plans (JIPs) with seven partners in 2009/10. These range from SETAs and parastatal institutions to government departments. JIPs for the development of qualifications and unit standards entered into or amended during the current financial year are:

- Forest Industries Education and Training Authority (FIETA)
- Dept of Social Development
- Information Systems, Electronics and Telecommunication Technologies Education and Training Authority (ISETT)
- Services SETA (SSETA 6)
- Construction Education and Training Authority (CETA)

- Sacplan
- Palama

JIPs signed prior to 2009/2010, which have been or are being concluded in the 2009/10 financial year, or may continue into the 2010/11 financial year:

- Transport Education and Training Authority (TETA)
- City & Guilds
- Local Government Sector Education and Training Authority (LG SETA)
- Health and Welfare Sector Education and Training Authority (HWSETA)
- Association of Public Accounts Committees (APAC)
- Education, Training and Development Practices (ETDP) SETA
- Safety and Security Sector Education and Training Authority (SASSETA)
- Insurance Sector Education and Training Authority ( INSETA)
- Dept of Home Affairs
- Dept of Sports & Recreation
- Public Service Education and Training Authority (PSETA)
- Chemical Industries Sector Education and Training Authority (CHIETA)
- Forest Industries Education and Training Authority (FIETA)  
JIP 1
- Construction Education and Training Authority (CETA) JIP

#### **International comparability**

International comparability remains a key component of the qualifications and unit standards registered on the NQF. Rigorous comparisons are made with international leading practice, international accords and agreements, and respected education and training offered internationally. This includes not only countries where outcomes-based education is offered, but those known for leading practice in a specific field.



Dugmore Mputhing  
Acting Director: Standard Setting and Quality Assurance



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## quality assurance





## Quality Assurance

The quality of qualifications registered on the NQF and the delivery thereof are of utmost importance to enable learners to function effectively in the world of work.

SAQA has continued with its quality assurance functions in the financial year under report, with due cognisance of the new NQF landscape, in which SAQA will no longer have a direct quality assurance role, as the new NQF Act stipulates that this function will in future be fulfilled by the QCs. SAQA is however still mandated, in terms of the new legislation, to conduct or commission investigations on issues of importance to the development and implementation of the NQF, including periodic studies on the impact of the NQF. This will include issues of quality. SAQA will also continue to fulfil the quality assurance role of the QCTO, upon delegation from the QCTO until such time as it is ready to take over its responsibilities in this regard.

### Monitoring of Education and Training Quality Assurance bodies (ETQAs)

Following the completion of the first full round of performance auditing of ETQAs in the previous financial year, all 31 ETQAs were re-accredited. Those performing at a satisfactory level were accredited for another three years or until the implementation of the proposed new QC system and its regulations, whichever comes first. Nine ETQAs were however found to be at 'compliance' level and were re-accredited for one year only, during which they had the opportunity to address areas of under-performance. This one-year provisional accreditation lapsed on 26 September 2009.

SAQA has required ETQAs to submit development plans indicating the actions planned to address under-performance against set timelines and has closely monitored their progress in this regard. SAQA found that although good progress was made, none of the nine ETQAs made sufficient progress in addressing the areas of under-performance to warrant full accreditation, and decided to extend the provisional accreditation by six months, giving them a further opportunity to address the areas requiring attention.

SAQA wrote to the Boards of the relevant SETAs and also to the relevant Ministers to bring the situation to their attention and to request senior-level interventions where required, in the interest of quality education and training for the country. In addition, SAQA instituted a further monitoring regime to support the SETA ETQAs in achieving their performance targets as set out in agreed-upon action plans within the stipulated six-month period.

SAQA subsequently took a decision to grant full accreditation to seven of the ETQAs and provisional accreditation for a fixed period of six months to one, pending satisfactory performance. One of these ETQAs is deemed to be an ETQA in terms of its Act and SAQA has taken the issues regarding its performance up with the relevant Cabinet Minister.

## Extension of accreditation

SAQA continued to process applications for the extension of accreditation of ETQAs for newly registered qualifications during the reporting period. As new qualifications and unit standards are registered, ETQAs are required to apply for accreditation and to assure the quality of delivery of the qualifications and unit standards that fall within their scope. This process is properly tracked to ensure the uptake of qualifications by ETQAs for quality assurance purposes.

## Uptake of qualifications and unit standards

Research conducted regarding the uptake of qualifications showed that there is high uptake of parts of qualifications (skills programmes) in many fields. This is due to the nature of certain sectors, where skills programmes and continued education programmes based on unit standards - which are parts of qualifications - are appropriate and serve the needs and demands of the employers and their related industries.

## Quality promotion

The ETQA Forum meetings continued to add value to the system by offering a common platform for ETQAs and SAQA to share information and experiences, and keep ETQAs updated on progress regarding the new legislation and transformation process.

Two of these meetings were held in the financial year, and these were used to discuss important strategic issues and also to ensure that SAQA remained open to criticism and to increase responsiveness to clients' needs.

## Kha Ri Gude

SAQA was approached by the Kha Ri Gude Mass Literacy Campaign to continue with its work on the moderation of the portfolios of evidence of a sample of learners to satisfy itself that the levels of the course materials were satisfactory and that the portfolios had been assessed appropriately.



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## foreign qualifications evaluation and advisory services

## Foreign Qualifications

SAQA's mandate to render evaluation and advisory services with regard to foreign qualifications was re-confirmed by the new NQF Act, which was implemented from 1 June 2009.

In addition to the ongoing evaluation of foreign qualifications, the key focus areas in the year under report were the international benchmarking and alignment to international leading practice of this service, and the national project with the DPSA on the verification of public servants' qualifications. This project spanned both local and international qualifications – the verification of local qualifications is reported on in more detail under the NLRD, whilst this part of the report will focus on the international aspect.

During the year under review, SAQA has also put additional measures in place to improve the effectiveness of its controls to prevent any possibility of fraudulent activities related to the evaluation of foreign qualifications.

### International benchmarking

SAQA reviewed international leading practice in a number of peer organisations. This included a visit to the National Recognition and Information Centre (NARIC) in the United Kingdom in September 2009. Following this exercise, SAQA decided to implement a number of actions in line with international leading practice, with due regard to the South African context.

As such, SAQA has implemented a change in the structure of the evaluation teams, which is aimed at the consolidation of intellectual capacity and developing intellectual products. SAQA also committed to the full implementation of its electronic workflow system, to ensure its optimal use. This includes an intensive data-cleaning project which commenced in October 2009. It further includes the activation of the on-line application module, which enables clients to apply for evaluations on-line. This will be fully implemented in the 2010/11 financial year.

SAQA was also represented at the 21st International Conference of the European Association for International Education (EAIE).

SAQA has not only learned from peer organisations but also shared the South African experiences and expertise with delegations from qualifications authorities in Namibia, Ghana and Angola.

### Verification service

SAQA has entered into a formal agreement with the DPSA to assist with the verification of public servants' qualifications. The evaluation of foreign qualifications forms part of this project as a substantial number of public servants have foreign qualifications.

SAQA has participated in a series of workshops with national and provincial departments, aimed at informing public service officials about the project and processes.

Following a DPSA request, SAQA has also developed the capacity to verify the authenticity of foreign qualifications in respect of high-level appointments in the public service, since January 2010.

### Evaluation of foreign qualifications

In the past year, SAQA received a total of 25 219 applications. Of these, 21 848 were new applications and 3 371 reactivated. Figure 1 shows the trend since the amendment of immigration policy in 2005.

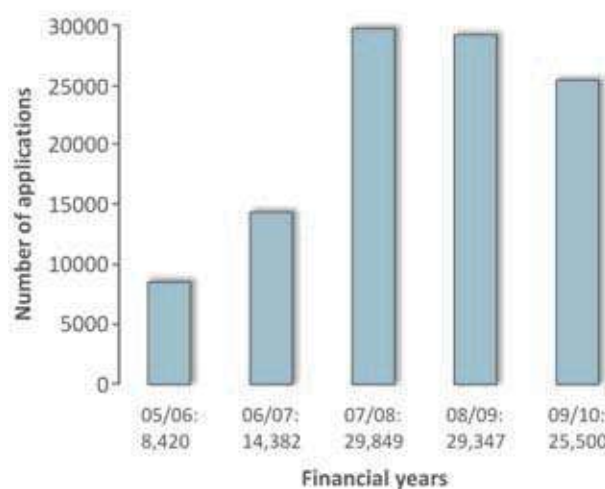


Figure 1: Application trend: 2005/2006 to 2009/2010

The 21 848 new applications for evaluation were in respect of the qualifications of people in the following age range, with most qualification holders in the age group 20 to 29, followed by those between 30 to 39 years of age.

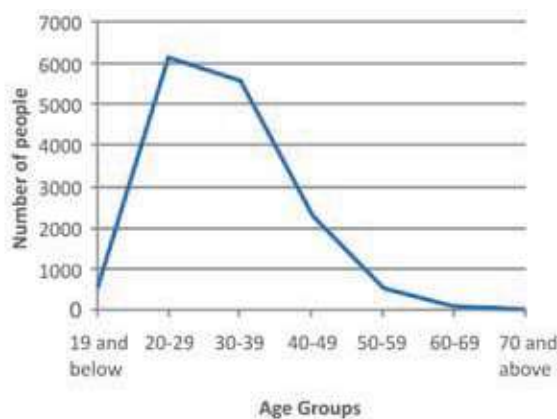


Figure 2: Ages of foreign qualification holders: new applications received in 2009/2010

A further trends analysis in respect of new applications showed a distribution of qualifications across countries of origin, organising fields, type and NQF Levels at which they were evaluated, as follows:

### Origin of qualifications

- Most qualifications (42.0%) were of Zimbabwean origin. This is a marked decrease from 57.1% the previous year.
- Distribution across other countries is reflected in the chart below. Other countries in the top ten list are India, the United Kingdom, Nigeria, the Democratic Republic of the Congo, the United States of America, Lesotho, Pakistan (which did not feature in this group before), Cameroon and Swaziland. Qualifications from the top ten countries represent more than 75% of all qualifications evaluated.
- A total of 57.4% of qualifications evaluated originated from SADC countries. The decrease (from 68% in 2008/2009) once again is attributed to a smaller influx from Zimbabwe.

### Organising fields

- Just below 20% of all qualifications could not be placed into any specific organising field. This corresponds with the number of NQF Level 4 qualifications, including academic school qualifications, which are normally not linked to an organising field.
- Most other qualifications, spanning various NQF levels, fell into Education, Training and Development Studies (17.5%), Business, Commerce and Management Studies (15.2%), Manufacturing, Engineering and Technology (13.2%) and Physical, Mathematical, Computer and Life Sciences (10.6%).

### Types

The various types of qualifications and the proportion of each are reflected in figure 5 below:

- Most qualifications were of an academic nature, with 29.3% of the total obtained at universities and 20.7% in academic schools.
- Dual academic / vocational qualifications comprised 1.1% and vocational training per se (including artisan training; NQF level 4 and below) 9.1% of the total. This number increases when supplemented with advanced vocational / lower career oriented type qualifications (typically NQF level 5) (5.3% of the total) added to the grouping.
- Nursing and teaching qualifications other than university degrees made up 2.9% and 12.1% of the total, respectively.

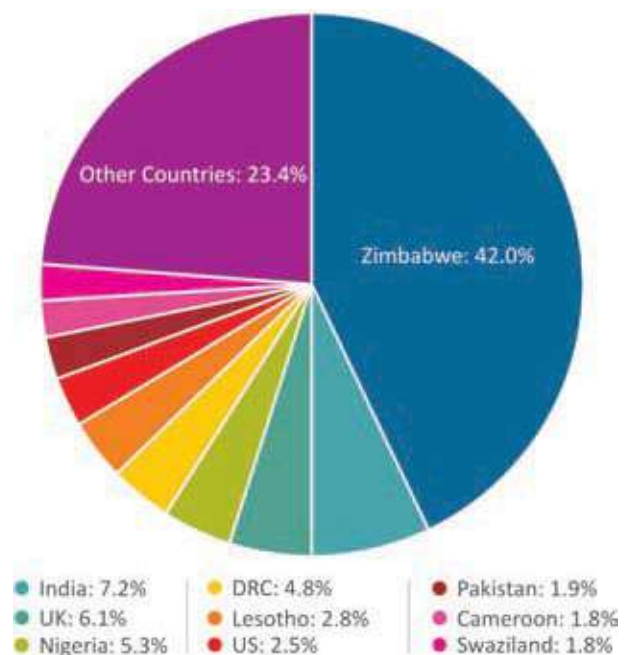


Figure 3: Distribution of foreign qualifications across countries of origin

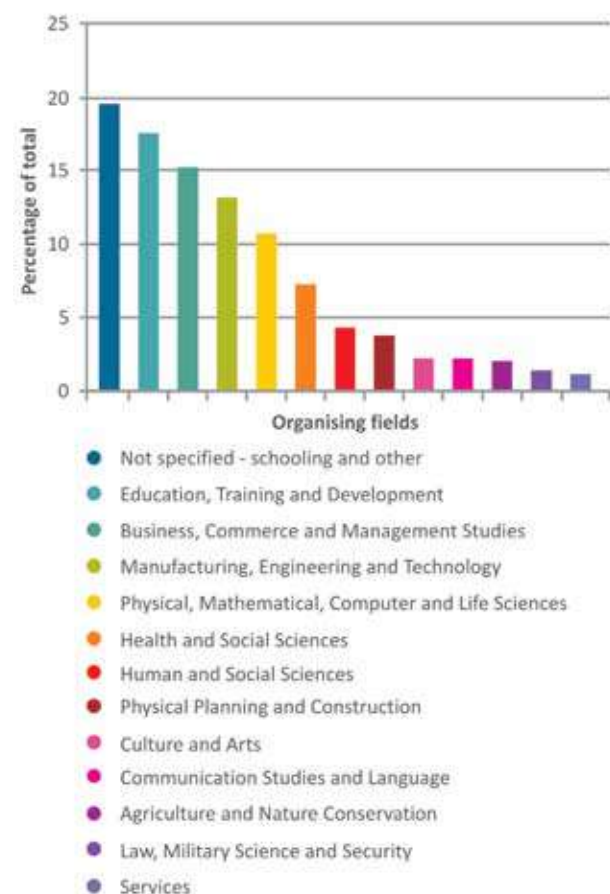


Figure 4: Distribution of foreign qualifications across organising fields



Nadina Coetzee  
Director: Foreign Qualifications Evaluation  
and Advisory Services

- Qualifications obtained at universities of technology or polytechnic institutions were categorised as career oriented qualifications. These made up a fairly significant portion of the total, namely 11.5%.
- Professional qualifications were divided into those coupled with academic university education (7.6%) and other (0.4%).

#### NQF Levels <sup>1</sup>

- The outcome of the analysis indicates continued skills importation at a high level, with 67.3% of all qualifications in higher education and training.
- Most qualifications (25.6%) were evaluated at NQF level 6 and a further 22% at levels 7 and 8.
- Masters and doctoral qualifications made up 7.2% of the total.

#### Preventing fraud

Following the issuing of a false ‘true copy’ of a certificate of evaluation, SAQA commissioned a detailed investigation and disciplinary process. The perpetrator was found guilty by an independent chairperson and was subsequently dismissed. SAQA has also instituted every possible additional measure to ensure that fraud of this nature will not occur again and is following a strict ‘zero tolerance’ approach in this regard.

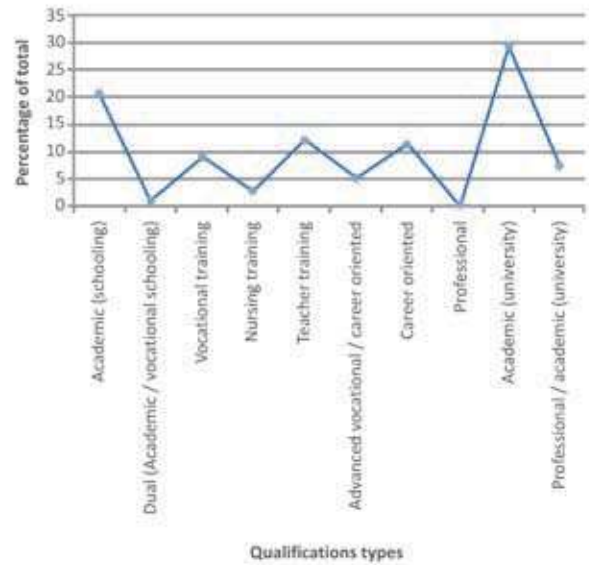


Figure 5: Distribution of foreign qualifications according to type

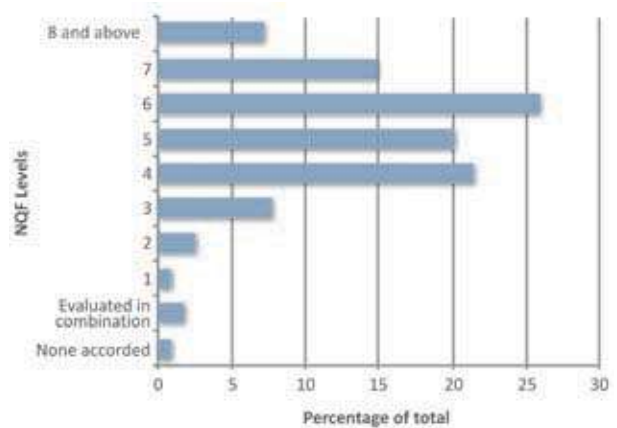


Figure 6: Distribution of foreign qualifications across NQF Levels

<sup>1</sup> These refer to the eight-level framework, as the new level assignment is still pending in respect of many qualifications.



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## national learners' records database



## National Learners' Records Database (NLRD)

In November 2009, the NLRD celebrated its 10th anniversary, looking back at its significant achievements over the years and noting that it is still the only system of its kind in the world – an integrated system that tracks all aspects of NQF implementation in South Africa, notably registered qualifications and part-qualifications, accreditation information, and learner achievements of both registered and 'legacy' qualifications. The NLRD is a key catalyst for linkages between the worlds of work and learning.

### Populating the NLRD

By February 2010, 28 out of the possible 31 ETQAs proved that they were able to comply with the requirements for submitting data to the NLRD. In terms of those ETQAs submitting data that illustrate learners' uptake of qualifications and unit standards, 17 out of a possible 29 ETQAs achieved 'green' status (highest possible rating) – up from 11 during January-February 2009.

SAQA continued to address the key challenge of assisting its data suppliers to understand the requirements of the system and to submit robust data. The solutions developed over the years continued to be disseminated to and used by the ETQAs. In addition, the Joint Initiative on Priority Skills Acquisition (JIPSA) funding grant enabled SAQA to commission a consultant to visit one-third of the ETQAs to assess whether each has further data that should be submitted to the NLRD. The consultant has

made a number of recommendations, which will be considered carefully and implemented as appropriate.

The second year of the three-year Higher Education Quality Committee Information System (HEQCIS) project was completed. This project assists the CHE's Higher Education Quality Committee to gather private higher education information in an information system (such as those of other ETQAs) and load it onto the NLRD. Workshops on the technical aspects of submitting data were run in Gauteng in September and Cape Town in October 2009. All of these interventions have brought about significant progress in terms of the improvement of both the currency and the comprehensiveness of data. A total of 84 providers have signed up as users, and 35 of these have commenced submitting the completed templates of the qualifications they offer. Thirty institutions have already submitted at least one full data load each.

### Information that supports understanding of learning and work

The 2008 Adult Basic Education and Training (ABET) data from Kha Ri Gude (loaded onto the NLRD in April 2009) showed that 365 655 people had completed portfolios during the first year of the Kha Ri Gude project, three-quarters of them women. The majority (32%) were in the Eastern Cape, followed by KwaZulu-Natal (18%). The breakdown of those who had completed portfolios of evidence is as follows:

Province	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape	South Africa National	Undefined	Total
Achievements	60175	4670	15772	38157	23841	15205	9801	392	1531	33	1062	<b>170639</b>
Enrolments	56706	13975	25597	29168	21789	17202	20688	2574	5707	50	1560	<b>195016</b>
<b>Total</b>	<b>116881</b>	<b>18645</b>	<b>41369</b>	<b>67325</b>	<b>45630</b>	<b>32407</b>	<b>30489</b>	<b>2966</b>	<b>7238</b>	<b>83</b>	<b>2622</b>	<b>365655</b>

Age	<20	>=20 and <30	>=30 and <40	>=40 and <50	>=50 and <60	>=60 and <70	>=70	Unknown	Total
Achievements	758	12336	20862	32917	34461	26060	19594	23651	<b>170639</b>
Enrolments	1043	15677	22111	30203	30231	22479	17698	55574	<b>195016</b>
<b>Total</b>	<b>1801</b>	<b>28013</b>	<b>42973</b>	<b>63120</b>	<b>64692</b>	<b>48539</b>	<b>37292</b>	<b>79225</b>	<b>365655</b>

Pop Gp	African		Coloured		Indian		White		Unknown			Total
Gender	F	M	F	M	F	M	F	M	F	M	U	
Achievements	284	377	1	2			9	7	118278	28249	23432	<b>170639</b>
Enrolments	425	484	2	3			6	4	105804	33023	55265	<b>195016</b>
<b>Total</b>	<b>709</b>	<b>861</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>11</b>	<b>224082</b>	<b>61272</b>	<b>78697</b>	<b>365655</b>

Achievements: Number of people who have completed their ABET portfolios

Enrolments: Number of people who are still busy with their portfolios

## Recognition as source of official national statistics

SAQA has been working with Statistics South Africa to pilot a method for declaring national data systems, including the NLRD, as official statistics, in terms of the South African Statistics Quality Assurance Framework (SASQAF). Good progress on this project was made during the year under review - several representatives from Statistics South Africa met with SAQA and agreed on the next steps towards bringing the NLRD to the point where it could be declared official statistics.

## Accommodating the new 10-Level NQF

During the year under review, the capability of the NLRD was enhanced to enable it to display qualifications and unit standards in terms of both the old 8-Level NQF as per the SAQA Act, and the new 10-Level NQF in terms of the NQF Act.

## Informing SAQA's clients about qualifications and unit standards

SAQA continued to receive and deal with queries about information held in the NLRD. The majority of queries related to qualifications and unit standards: availability on the SAQA website, re-registrations, replacements, approval, content, NQF Levels, discrepancies (real or perceived), unit standards linked to qualifications, the qualifications that ETQAs are accredited to quality assure, and those that providers are accredited to offer.

The average number of visits per month to the searchable databases during the reporting period was 184 677.

The turnaround time for indicating that qualifications and unit standards had been registered or re-registered on the NQF, was maintained at approximately 24 hours.

## Verification of learner achievements

A Cabinet decision that the verification of the qualifications of all public service employees (national and provincial; existing and applicants) must be done by SAQA, was taken and confirmed through a directive from the Minister of Public Service and Administration.

The parameters of the verification service, its pricing structure and related agreement with clients were adjusted accordingly. Fulfilling these new requirements was a challenge, and further resources were allocated. SAQA and the DPSA participated in a series of workshops with national and provincial departments, communicating about the project and related processes.

During the reporting period, 1 667 individuals verified their own transcripts of results, and 137 clients (96 of them public entities) verified the achievements of 12 779 people (12 402 of them for the public-entity clients). This included the verification of the qualifications of a total of 71 people, by 22

SETA-ETQA	Number of learners for provider-based qualifications	Number of learners for new qualifications	Number of learners for Unit Standards
AgriSETA		9 324	666
BANKSETA	91	2 531	1 673
CETA		4 748	2 533
CHIETA	21 474	4 583	2 610
CTFL SETA		5 686	796
ESETA	2	8 104	1 191
ETDP SETA	3 108	26 284	74 838
FASSET	2 634	247	596
FIETA	50	2 590	642
FOODBEV	132	12 538	13 914
HW SETA		12 064	889
INSETA	4 462	5 643	4 258
ISETT	675	4 395	1 809
LG SETA	5 071	1 449	480
MAPPP	2 074	4 437	2 403
MERSETA	48 026	27 920	10 161
MQA		29 613	196 446
PSETA		481	304
SAS SETA	75	37 770	341 353
SERVICES	25 816	57 875	25 808
TETA	1 799	7 754	4 204
THETA	2 367	18 587	14 143
W&RSETA		15 950	3 897
<b>Total</b>	<b>117 856</b>	<b>300 573</b>	<b>705 614</b>





Yvonne Shapiro  
Director: NLRD

public-entity clients, for high-level positions such as Director-General, in line with the above Cabinet decision.

#### Support to other organisations

Ditsela invited SAQA to evaluate its information system that holds records of training of union officials, and a report with recommendations was produced for them.

SAQA continued to provide support to the former DoE's Education Information Standards Committee, which has registered data standards (also known as 'requirements').

The contracted service to the Department of Labour continued, with SAQA supporting their Employment Services of South Africa (ESSA) project by providing acknowledgement from SAQA for all the ESSA records also found on the NLRD.

#### Maintenance and development

SAQA's database administration continued to be of the highest quality, with enhancements and developments correctly specified and implemented. Disaster recovery measures are in place and the NLRD system continued to function robustly and to the highest standards.

#### Raising awareness of the NLRD

During the year under review, a detailed presentation on the NLRD was made to the Portfolio Committee on Higher Education and Training. The presentation covered the NLRD in the context of the national Human Resource Development Strategy; what the NLRD is and does; managing information on qualifications and unit standards, and on learners and their achievements; items being phased in under the NQF Act (credit accumulation and transfer, RPL and professional bodies and designations); workflow, functionality and system protocols; and national and international cooperation.

#### Summary of information held on the NLRD as at 31 March 2010

##### **Learners: 9 944 700**

- Qualification enrolments and achievements of these learners: 10 845 165
- Unit Standard enrolments and achievements of these learners, submitted by the SETA-ETQAs: 43 529 159 (many unit standards per learner)

##### **Assessors: 85 762**

**A total of 5 204 Assessors are currently registered to assess 708 qualifications.**

The registrations of the rest of the Assessors have passed their end dates.

##### **Qualifications:**

**Qualifications that have been through the entire NQF process ("New" Qualifications):**

- Currently registered: 928
- Increase in "new" qualifications during this reporting period: 104

**Currently registered provider-based qualifications and learning programmes: 7286**

##### **Unit Standards:**

- Currently registered: 10 900
- Increase in current registrations during this reporting period: 1 052

**Education and Training Quality Assurance Bodies: 31 ETQA Accreditations to quality-assure qualifications: 10 432** (new qualifications and Provider-based qualifications and learning programmes, mostly Higher Education linked to CHE)

##### **Provider Accreditations**

**7 779 Providers accredited to offer 9 705 qualifications** (new qualifications and Provider-based qualifications and learning programmes, mostly Higher Education linked to CHE)

**6 450 Providers accredited to offer 6 032 unit standards**



## Research

The overarching purpose of SAQA's research agenda goes beyond its previous focus on improving understanding of the nature of learning-in-work and of work-in-learning. The NQF Act requires SAQA to advise the Minister on all matters relating to the NQF. Much research is conducted and commissioned towards this end, and towards ongoing study of the capacity and quality within, and the efficiency, effectiveness, responsiveness, and overall impact of, NQF interventions.

In addition to this work, SAQA aims to develop the coordination and articulation of NQF-related research and seeks to lead policy, legislative and critical conceptual debates in collaborative ways.

A research partnership model is utilised in the furthering of SAQA's research agenda. It has established partnerships with several major universities and research institutions around the country, with a view to building long-term communities of practice with the partners, towards collaborative capacity-building in the system. A careful balance is maintained between these longer-term projects and the need for quick responses in some areas.

Each of the current partners addresses issues key to the successful implementation and development of the NQF: the various studies and other projects are detailed below. Each project is firmly theoretically grounded, and includes mechanisms for comprehensive and triangulated data collection and fine-grained analysis.

### **SAQA-University of the Western Cape (UWC) Partnership Research**

#### ***Specialised pedagogy: a comparative study of RPL practices within the changing landscape of the NQF in South Africa***

This project acknowledges the three roles of RPL: facilitating redress for past injustices; accreditation or recognition; and progression through an integrated education and training system. It considers all forms of learning and has relevance for the development of a national credit accumulation and transfer (CAT) scheme. It builds on work already done towards access to higher education, and focuses also on applications in vocational education and training (VET), and workforce development. It analyses and synthesises national and international findings to date from work done in all of these sectors, and is a collaborative exploration of RPL practices and going-to-scale within and across the boundaries of these sectors.

This study potentially facilitates working with a comprehensive RPL framework to develop practices at the sites studied, and beyond. It has potential to enhance the articulation of different learning achievements within and across differing domains.



Heidi Bolton  
Senior Researcher

### **SAQA-University of KwaZulu-Natal (UKZN) Partnership Research**

#### ***FET college lecturers: biography, knowledge, and pedagogy***

FET colleges are at the centre of a number of strategies to deal with skills shortages, youth unemployment and economic development in South Africa. They have experienced extensive reforms, including those affecting new employer-employee relations, new positioning in the education and training system, and new qualifications.

Lecturers in FET colleges needed to rise to the challenges associated with all of these changes. Yet very little is known about these lecturers: who are they? Which education and training pathways have they followed? What are their knowledge bases? It is known that FET college qualifications draw on both theoretical and practical knowledge, and it is widely asserted that in addition, workplace experience is critical for training. What expertise do FET college lecturers have in these areas? How do they teach? What comprises FET college curricula? These are some of the central questions of this study, which is aimed at informing policy makers and enabling informed decision-making.

### **SAQA-Rhodes University Partnership Research**

#### ***Change-oriented learning and sustainability practices***

This project focuses on researching change-oriented workplace learning and sustainable development practices in various workplaces across differing NQF fields and courses. The purpose of the study is to develop in-depth understandings of change-oriented workplace learning and how it can contribute

to sustainable development and employment in our society. Its findings are important for standard-setting within and across different qualifications in ways that take the workplace learning process into account.

The study is supported by the Department of Environmental Affairs, and is linked to the Global Change Research Programme of the Department of Science and Technology. It seeks to provide information on skills development needs for green (environmentally friendly) jobs. It also aims to provide insight into critical skills development issues such as quality in the provisioning of workplace education and training; workplace skills planning; development and implementation of workplace-related programmes such as those in the Expanded Public Works Programme; and important workplace-learning processes such as mentoring and alignment of skills with human resources.

**SAQA-University of the Witwatersrand Partnership Research**  
*Specialised communities of practice: understanding the relationship between theoretical and practical knowledge in the workplace and selected vocational training contexts*

In recent South African NQF review processes it is recognised that in vocational education and training (VET), the balance between theoretical and practical knowledge has not been represented adequately in the formulations of knowledge, skills and standards making up the qualifications framework. This partnership project attempts to understand the balance within various vocational training contexts and work-spaces, so as to inform future qualification development. Two studies are currently underway within this partnership.

The first project examines the experiences of the School of Tourism and Hospitality at the University of Johannesburg (UJ) in a case study of the integration of vocational and academic knowledge. It tackles fundamental epistemological questions. It pays careful attention to the practices concerning the articulation of knowledge and skills, and progression of students, in complex contexts involving both theoretical and practical training.

A second project seeks to better understand the basis of assessment expertise in particular communities of practice in vocational contexts. This research aims to contribute to the understanding and recognition of tacit knowledge and skills, with a view to informing future NQF developments. It is especially relevant given the present context of the three differentiated sub-frameworks making up the new NQF.

**SAQA-JET Partnership Research**  
*Towards an impact evaluation of the NQF: descriptive and statistical analyses of responses to the new NQF Act (2008) and related legislation, by SAQA and the QCs*

SAQA is working in partnership with JET Education Services to undertake a preparatory phase of an impact evaluation over the period October 2009 to June 2010. The preparatory phase is an orienting exercise, given the extent of change following

promulgation of the new NQF legislation, and the establishment of the new Ministries of Higher Education and Training, and Basic Education. It is intended that this phase will culminate in a proposal for the baseline phase of the evaluation which will have the support of the eight institutions responsible for implementing the NQF, and of relevant stakeholder bodies.

The main outputs from this phase will be the formulation of research questions, the derivation of appropriate indicators for assessing impact, a description of the methodology to be applied in the baseline study, and the identification of data sources relevant to the indicators. Subsequent phases of the impact study will measure progress in the system in relation to baseline study data.

**Supporting the use of research in policy-making**

*SAQA as a research-driven organisation*

SAQA aims to develop a reflexive approach and to adopt research-driven internal policies and procedures. Internal research symposiums and other mechanisms are utilised for this purpose.

*Coordinating NQF research and work*

SAQA engaged with the work of the QCs – Umalusi, the CHE, and the QCTO – the Ministry of Higher Education and Training and other NQF institutions for addressing transversal NQF issues. This year included the formation of the National RPL Task Team, and participation in processes leading to the white paper on VET. Several position papers were generated for the Minister of Higher Education and Training, on these and other issues. SAQA staff participated in key workshops, colloquia, and conferences such as the Umalusi Provider's Forum; the FET Institute's Symposium on FET College Lecturer Qualifications; several Wits VET seminars; the FET Colloquium hosted by the Ministry of Higher Education and Training, the 16th Artisan Development Conference, and others.

SAQA has taken the lead in several public and other collaborative events designed to coordinate NQF work and facilitate dialogue and collaboration between institutions of the NQF. The year included joint meetings between SAQA research partners from different universities; an NQF Colloquium at which NQF stakeholders met to work towards a national RPL strategy and change-oriented learning for sustainability practices, as well as addressing theoretical concerns; and a Research Day at which NQF institutions presented their research. The Research Day was used to generate a book featuring synopses of key NQF-related research in the country. It is hoped that this book will facilitate further collaboration in research and help to identify gaps not yet addressed.

SAQA also hosted the first Annual Ben Parker Memorial Lecture, at which Mary Metcalfe, Director-General of Higher Education and Training spoke on 'Education and training in South Africa: progress and challenges'. A booklet containing details of SAQA's research partnership work and the late Professor Parker's contribution to the development of the partnership model and research was distributed at the lecture.

Further, SAQA hosted a series of seminars on the theme 'Transversal NQF concerns'. The series commenced with 'Change-oriented learning and sustainability practices', at which learning for change and sustainable development and employment were discussed. The second and third seminars addressed 'RPL and progression', and 'FET college educators: biography, knowledge, and pedagogy'. A further three seminars are planned in the series. Booklets and other handouts were distributed on the seminar topics and on lessons learned through the research on which the seminars are based.

*Participation in international research events and initiatives*  
SAQA and three of its research partners were represented at the Sixth Researching Work and Learning Conference in Denmark in August 2009. Four papers on SAQA's research were presented.

*Peer-reviewed papers*

The South African Journal of Education accepted a paper by Dr Heidi Bolton: Senior Researcher, entitled 'What really matters: aspects of pedagogy linked to access to and achievement in specialised knowledge for learners in differing social class contexts', for publication. The paper outlines a detailed look at the act of teaching and learning, and finds that over and above needing specialised knowledge and skills, teachers, educators, and instructors need to follow specific pedagogic principles if learners are to have access to the specialised knowledge and skills concerned. The findings have relevance for all education and training sectors and levels.

*Other articles towards decision-making*

SAQA produced an analysis of FET college results, which was submitted to key roleplayers in the sector. It also produced motivations and details towards a national strategy for RPL, and documents summarising key findings and actions emerging from a series of FET college workshops, colloquia, and conferences towards a white paper on VET.

*e-information*

Descriptions of the partnership projects and electronic versions of all handouts, booklets, and reports generated in the year under report can be viewed on the Research and Publications links on [www.saqqa.org.za](http://www.saqqa.org.za).



SAQA Research Partners (from left to right): Dr N Taylor (JET), Dr H Bolton (Senior Researcher, SAQA), Prof I Moll (Wits), Mr J Samuels (Deputy EO, SAQA), Dr N Carrim (Wits), Prof S Walters (Chairperson, SAQA Board), Mr A Ralphs (UWC), Ms A Taylor (UJ), Mr S Isaacs (CEO, SAQA)



Ms M Metcalfe at the Ben Parker Memorial Lecture



# communication, information services & advocacy

## Communication, Information Services and Advocacy

In the year under review SAQA has continued to communicate with its key stakeholders to ensure that latest trends, insights and developments are brought to their attention in the most appropriate manner. Ultimately the intention is to ensure a well informed community of practice and public as this will lead to SAQA, and consequently the NQF, most effectively delivering on its mandate and thus enabling learning and work to happen in the most effective and efficient way possible. In this regard, a range of communication strategies and models is pursued.

### SAQA communication interventions

Some of the more significant SAQA communication interventions and service improvements that occurred during the year under review are detailed in the following pages.

### Media relations

Articles and advertisements on SAQA and the NQF appeared in a number of publications, including the *Business Brief*, *Business Times*, *Succeed*, *Post Matric*, *Top Performing Companies*, *Achiever*, *The Teacher*, *Independent Education*, *The Citizen*, *Achiever*, *Independent Newspapers*, and *Education Southern Africa*. This was part of SAQA's comprehensive advocacy and communication strategy. Many of these articles focused on the new NQF landscape, and served to inform stakeholders and the public about the Act and its implications.

SAQA also featured in broadcasts on radio and TV. The Chairperson and the Chief Executive Officer were interviewed on SABC radio stations on skills shortages and on SAQA's role in the changing education and training environment, respectively. The Deputy Executive Officer was interviewed on Kaya FM and on a community radio station in the Eastern Cape, Links FM. SAQA also featured on a programme on SABC TV that dealt with unscrupulous providers.

### Ben Parker Memorial Lecture

The first Ben Parker Memorial Lecture was held on 20 October 2009. This lecture was instituted in memory of Professor Ben Parker, who passed away in 2008 while employed by SAQA as Research Director. This event is reported on under Research.

### Chairperson's Lecture

SAQA held its 9th Chairperson's Lecture on 2 December 2009 in Pretoria. The theme of the lecture was 'Skills shortage: whose skills and for what purposes? The case for researching work and learning'. The lecture aimed to encourage serious dialogue on the meaning of skills shortages, what skills and knowledge our society needs and what skills and knowledge should be valued. The speakers were the Chairperson of the SAQA Board Professor Shirley Walters, Professor Linda Cooper, a senior lecturer in the Higher and Adult Education Studies Development Unit, in the Centre for Higher Education



Ntsiki Gumbe  
Director: Strategic Support

Development at the University of Cape Town (UCT), and Mr Moeketsi Letseka, a Senior lecturer at UNISA's Department of Educational Studies. The lecture was attended by delegates from the SETAs, government departments, labour unions, public and private higher education institutions and NGOs.

### Career guidance forum

SAQA continued with its initiative of placing career guidance at centre stage by facilitating explorations and discussions about the state of career guidance in the country.

A career guidance consultative meeting was held in May 2009. This was a follow-up on the first meeting that took place in September 2008. The purpose of the meeting was to update members on steps taken since the last meeting, build consensus and provide strategic leadership, and identify next steps including the proposal for a full-scale career advisory service to serve all South Africans, especially the poor and those in rural communities. The meeting was attended by representatives from the provincial and national departments of education and labour, and organisations in the public and private sectors that deal with career guidance.

### SAQA publication: 'Learning @ Work'

This significant publication intends to stimulate debate and to create a platform for future discussion in the field of workplace learning and skills development. This publication was distributed to a broad audience, including CEOs of corporations and SETAs, HR managers in both public and private sectors, education institutions, government departments and researchers.

### SAQA publication: 'Women, work and learning: the impact of violence on learning'

The objective of this publication is to get people to think deeply about and recognise the impact of violence on every aspect of our lives, including learning. It is also intended to be a catalyst for far-reaching change which supports more effective learning in workplaces, training sites and in education in general. The primary target audience included executive and senior personnel in organisations such as teachers' unions, counselling and trauma centres, HIV and AIDS NGOs, women's organisations, organisations involved with early childhood development, national departments including the newly formed Department of Women, Youth, Children and People with Disabilities, counselling units at universities, universities of technology, and FET colleges.

### Research publications

In addition to a booklet covering SAQA's research agenda, also produced as a tribute to the late Professor Ben Parker, the following research reports were published:

- 'Recognition of non-formal and informal learning: country note for South Africa'. It reports on the findings of an Organisation for Economic Cooperation and Development (OECD) team, which included SAQA staff, on an investigation of processes for the recognition of non-formal and informal learning in South Africa.
- 'Graduate attributes: a baseline study on South African graduates from the perspective of employers'. SAQA co-produced this publication with Higher Education South Africa. It engages with the outcomes of a study to take stock of the views and expectations of employers and their evaluation of the quality of graduates produced by South Africa's higher education institutions.

### Recognition of teacher qualifications in the Commonwealth

SAQA developed this report for the Commonwealth Secretariat. The detail of this work is reported on under International Liaison.

### SAQA website

The SAQA website continues to communicate effectively electronically with its stakeholders and the general public. The SAQA email alerts linked to the website database have also proved to be an effective tool in communicating. The total number of new subscribers is now 1 449.

### Exhibitions

During the year under review, SAQA successfully exhibited at Shercon, Umalusi Expo, Osizweni National Science Week,



NQF Helpdesk staff  
(standing from left to right) Palesa Rakometsi, Eric Khotsa, Caroline Eva, Poloko Masuelele and (seated) Khosi Molala

and careers exhibitions hosted by the SABC, Human Resource Development Africa (HRDA) and YmaD.

### International visits

SAQA hosted visitors from Eritrea, Namibia, Swaziland, Ghana, Saudi Arabia, Mozambique, Nigeria and Angola.

### The NQF Support Link

The NQF Support Link is a seven-module learning programme that provides comprehensive and accessible information about the NQF. During the 2009/10 financial year there has been a roll-out of the NQF Support Link to the SETAs, government departments, FET colleges and corporate organisations, following an ongoing process of high-level marketing to the above organisations.

The content of Modules 1, 4 and 5 has been reviewed to ensure that it is in line with the new NQF Act 67 of 2008.

### SAQA Community Gateway

The SAQA Community Gateway is an internal portal, used to communicate with SAQA staff members. News on the NQF as well as news on current affairs is posted on this portal for staff members to engage with. The Community Gateway is also a one-stop shop where staff members can access internal and external documents, presentations, staff forms and templates. Important speeches such as the State of the Nation Address and the Budget Speech are also posted on the portal to read. There are pages dedicated to Customer Service, the Resource Centre and Human Resources.



## Resource and Information Centre

The Resource and Information Centre continues to provide support to the NQF-focused work of SAQA through the collection, management and dissemination of information resources and services. The latest publications on relevant subjects are acquired and information sources such as online databases and newspapers are also made available to staff to keep them abreast of current developments.

## Records management project

Following the development and approval of a Records Management Policy and the organisation-wide information audit in the previous financial year, SAQA has continued with its records management project, ensuring proper management of its information resources in terms of the National Archives and Records Service of South Africa Act (No 43 of 1996) and its regulations. Each directorate nominated a representative to serve on the Records Management Task Team. Team members were trained and then drafted Functional Subject File Plans for their directorates.

The first draft of the organisational Functional Subject File Plan has been completed and was submitted to the National Archives for approval in February 2010. Once approval has been granted the plan will be implemented.

## NQF Advocacy initiative

The new NQF legislation mandates SAQA, in addition to its more traditional SAQA-related communication functions, to inform the wider South African public about the NQF, its benefits and how it functions. SAQA, in collaboration with the three QCs and the DHET, has responded by establishing an NQF Advocacy project team to ensure that due attention is given to the advocacy of the NQF to the broad public and key participants in education, training and the world of work.

The need for a focused NQF Advocacy project was identified as a key deliverable of the new NQF Act. This project is seen as a joint initiative of SAQA, UMALUSI, the CHE and the QCTO and is fully supported by the DHET. This initiative gained momentum during 2009. During the first half of the year under review the project team developed and finalised the NQF brand architecture, developed a traditional media campaign to raise public awareness of the vital importance of ensuring that qualifications under consideration were NQF-accredited, and introduced the NQF Advocacy concept to senior NQF leaders as well as the staff of SAQA and the QCs.

To ensure appropriate internal readiness to respond to the campaign, a series of NQF Ambassador Workshops were run



John Arnesen  
Project Director: NQF Advocacy Campaign



SAQA, CHE, Umalusi, QCTO staff members at a  
NQF brand ambassador workshop

for staff from SAQA and the three QCs. Taking this one step further, a NQF Helpdesk was established. The NQF Helpdesk has dealt with over 2 500 cases since its inception on 1 November 2009. To support the NQF Helpdesk advisors and to provide a self-service option to the public, the NQF website [www.nqf.org.za](http://www.nqf.org.za) was also created. The latter two interventions are also seen as the precursor to the greater career advisory service initiative, which is planned for implementation in the next financial year.



# international liaison



## International Liaison

International liaison at SAQA has as its key objective the development of a world-class NQF for South Africa through collaboration with international partners on matters concerning qualifications frameworks. In particular this includes:

- Advancing the development and implementation of the South African NQF by actively participating in, and contributing to, leading international practice related to qualifications frameworks
- Informing SAQA, the QCs, and other interested parties about international practice in the development and management of qualifications frameworks, including quality assurance and standards setting
- Identifying and contributing to new and critical thinking related to qualifications frameworks
- Collaboration with countries and regions requesting assistance in developing qualifications frameworks.

Specific projects undertaken in the financial year under review have included:

### Southern African Development Community (SADC)

SAQA, represented by the SAQA Deputy Executive Officer, has served on the SADC Technical Committee on Certification and Accreditation and has continued to promote the development of the proposed SADC regional qualifications framework. A key development in this area has been the identification of the initiative of a SADC portal with support from Microsoft South Africa and other social partners. The SADC portal is envisioned as an integrated system that will be able to channel information on qualifications, learners and education and training providers from various sources in SADC member states into a seamless interface that will allow different levels of access to governments, education and training providers, and also individual learners.

### Regional qualifications frameworks

SAQA was contracted by the European Training Foundation to conduct research into regional qualifications frameworks. The research is based on a background case study of the European Qualifications Framework (EQF) and four case studies of regional qualifications frameworks across the globe: the SADC Qualifications Framework; the Transnational Qualifications Framework being developed by the Commonwealth of Learning for small states of the Commonwealth participating in the Virtual University of Small States in the Commonwealth initiative; the Technical and Vocational Education and Training qualifications framework being developed by the Caribbean Community, and a framework arrangement for the mutual recognition of surveying qualifications overseen by the Association of South East Asian Nations. The findings of the research will be published by the European Training Foundation in 2010 and presented at the international conference on the EQF that will take place in Europe in 2011.

### Commonwealth

SAQA completed research into the comparability of teacher qualifications in 35 Commonwealth countries in 2009. The research was undertaken by SAQA in collaboration with Professor Jonathan Jansen. The research report has been published by the Commonwealth Secretariat with the following pre-publication review suggesting that the report is very timely:



James Keevy

Director: International Liaison

The publication offers a rich one-stop resource point for a wide range of data that policy makers in the participating Commonwealth nations can tap to formulate or improve policies that deal with teacher qualifications. As the authors readily concede, any attempt at comparing teacher qualifications across different contexts with varying populations, resources, and even priorities is not only very difficult, it carries potential dangers. This publication makes a valiant effort of balancing these considerations, drawing the parameters of what comparability is in relation to transparency and recognition. This publication is very timely, and contributes much to the global conversation about the missing link in school quality debates, that is how to develop and support high quality teachers. In this age of global labour migration, the Teacher Qualifications Comparability study offers a new and useful look at teacher preparation and development for policymakers and education Ministry officials, and hopefully will become a primary source for an expanded debate on teacher development among Commonwealth nations.

### Organisation for Economic Cooperation and Development (OECD)

Since 2006 SAQA has overseen South Africa's participation in an OECD initiative that has investigated the recognition of non-formal and informal learning across 22 countries and five continents. Better known as RPL in South Africa, this important international comparative study has given South Africa the opportunity to benchmark its practices against countries as far afield as Australia, Canada, Denmark, the United Kingdom, Mexico and Austria, to mention but a few. Following the completion of an initial South African Country Background Report by SAQA in 2007, a research team from the OECD visited South Africa in February 2008. The report of this visit presents South Africa with a range of important findings that can inform the development of a consolidated RPL policy within the new NQF. The report published by SAQA in September 2009 presents strong evidence that RPL in South Africa contains pockets of excellent practice, but that there are also inhibiting factors.

## South Pacific

SAQA took part in a regional consultation on the proposed Pacific Qualifications Register held in Fiji from 28 September to 2 October 2009. This regional consultation was arranged by the South Pacific Board of Educational Assessment (SPBEA) to discuss and finalise a draft template for the Register. The consultation was attended by 14 member states and representatives from agencies affiliated to the Council of Regional Organizations in the Pacific. Resource persons from the Caribbean, South Africa, New Zealand, the Pacific Islands and Australia were also invited to share their experiences and contribute to the deliberations.

By the end of the consultation the participants agreed that the Pacific Qualifications Register will include quality-assured qualifications offered in member states through the national qualifications authorities and relevant ministries (in some cases in partnership with the New Zealand Qualifications Authority or the Western Association of Schools and Colleges), traditional indigenous knowledges and skills, as well as professional and occupational standards. Participants further agreed that in order to facilitate the development of the Pacific Qualifications Register a pilot project including a selection of qualifications from Tonga, Fiji, Vanuatu, a country from the Northern Pacific, and Samoa, will be undertaken by the SPBEA to refine the draft-level qualifications descriptors. An initial online version of the Pacific Qualifications Register will also be developed and trialled, after which it will be presented to member states by mid-2011.

### Study visits

During the year under review a number of countries visited SAQA to learn more about the South African NQF. These countries included Ghana, Eritrea, Mozambique, Angola and Ethiopia. A cost recovery model was implemented during the period to cover SAQA's expenses when hosting longer study visits.

### Conferences

At the 21st annual conference of the European Association for International Education in Madrid, Spain, SAQA gave a presentation on the NLRD, and served on the panel of a day-long workshop entitled 'Empowering student mobility: digital student data portability'. The other presenters were Tom Black, Registrar of Stanford University (California, USA) and Elizabeth Jones, CEO of the Queensland Tertiary Admissions Centre, QTAC (Australia). It was clear during the workshop that the NLRD is still the only system of its kind in the world, and that the possibility of assisting the planned EQF should be pursued. It was, however, also clear that there is not yet a widespread understanding, even in Europe, of what the EQF will entail.

Other international conferences and events in which SAQA participated are detailed below.

- SAQA participated in the UNESCO-organised 6th International Adult Education Conference in Brazil. As an outcome of the conference the Belem Framework for Action was adopted, which included an emphasis on the need for closer links between NQFs and the recognition of non-formal and informal education in both northern and southern countries.
- SAQA visited the Mauritius Qualifications Authority during June 2009, and again during July 2009, to assist with the development of requirements for a proposed information system, and to write the full technical specifications.
- At the 17th Conference of Commonwealth Education Ministers in Malaysia, SAQA presented the findings of the study on the comparability of teacher qualifications to Ministers and senior officials and participated in the Teachers' Forum.
- SAQA attended the launch of the national project on RPL in Mauritius.
- SAQA attended a workshop in Vancouver on the proposed Transnational Qualifications Framework being developed by the Commonwealth of Learning. At the workshop the inclusion of SADC countries in the development of a proposed qualifications portal was discussed.
- The Director: International Liaison, together with Vincent McBride of the European Training Foundation, completed a paper entitled 'Is the NQF promise a broken promise?'. The paper was published in the European Journal of Educational Change.
- SAQA hosted the 5th Commonwealth Teacher Research Symposium at the University of the Free State (UFS) in March 2010. The event was co-hosted by the UFS and included participants from across the Commonwealth and the United States.
- SAQA presented a joint symposium with representatives from the Commonwealth Secretariat and UNESCO at the World Assembly of the International Council on Education for Teaching, held in Oman in December 2009.
- The SAQA CEO led a delegation of the Services SETA to the Career Advice Services centre in Leicester in July 2009. This was followed by SAQA's participation, together with delegations from the Services SETA and MERSETA, in the International Career Development Symposium and Conference held in Wellington, New Zealand in November 2009.
- The SAQA CEO participated in the Lumina Foundation for Education's meeting in Washington, which explored qualifications frameworks in the US context.
- The SAQA CEO also participated in qualifications framework conferences in the United Arab Emirates and Norway in the period under review.
- SAQA acted as an international expert for the referencing of the Maltese NQF to the EQF.
- The SAQA CEO participated in a workshop hosted in Hamburg by the UNESCO Institute for Lifelong Learning on the linkages between NQFs and the recognition of non-formal learning.
- A meeting of the SADC Technical Committee on Certification and Accreditation was attended by SAQA (as vice-chair) in December 2009 in Botswana.
- A meeting of the SADC Task Team responsible for the development of the SADC qualifications portal took place in March 2010 at the SAQA offices in Pretoria.



human resource management



## Human Resource Management

SAQA's key focus in terms of managing its human resources in the year under review was that of driving a culture of performance and recognition, recruitment and retention of suitably qualified staff, and ensuring meaningful development of staff.

### Performance and recognition

Each staff member has a performance management contract which includes a personal development plan. These are closely aligned with their agreed individual career paths. Staff development was monitored through the quarterly feedback sessions that form part of the performance management system. The Human Resources Directorate coordinated this effort and ensured support to line managers, through training on the handling of performance feedback.

Performance management is the hub around which performance, feedback, recognition, growth and development are linked for each individual.

The broadbanning system, which was implemented in the previous financial year, went through a bedding-down period with managers receiving coaching to ensure consistency in interpretation and implementation. This system, which enables career-pathing and level progression based on individual growth without formal promotion to the next job grade, was maintained and 17 staff members successfully progressed to the next level in terms of this system.

SAQA's success in retaining the full Investors in People (IIP) Standard for a three-year period from November 2008, is ascribed to the consistent application of this system across the organisation, coupled with regular and effective communication.

### Recruitment and retention

Staff retention in areas where SAQA has to compete in the open skills market meant that SAQA had to consider recruiting scarce and critical skills at a slight premium. Staff development to provide continuity and succession was therefore another important focus area. The broadbanning system is also an important aspect for the purposes of staff retention.

### Learning and development

SAQA is committed to form part of the 'skills revolution' and has proved this by its active efforts to train and develop staff. The organisational core competencies were defined and all personal development plans were aligned to reflect these. All training and development took place in line with these plans, ensuring most efficient use of resources.

Managing and holding individuals and teams accountable for performance are key tenets of a performance culture. The skills of senior managers to manage discipline and dismissals were honed through focused training interventions for all directors and deputy directors.



Victor Booysen  
Director: Human Resources



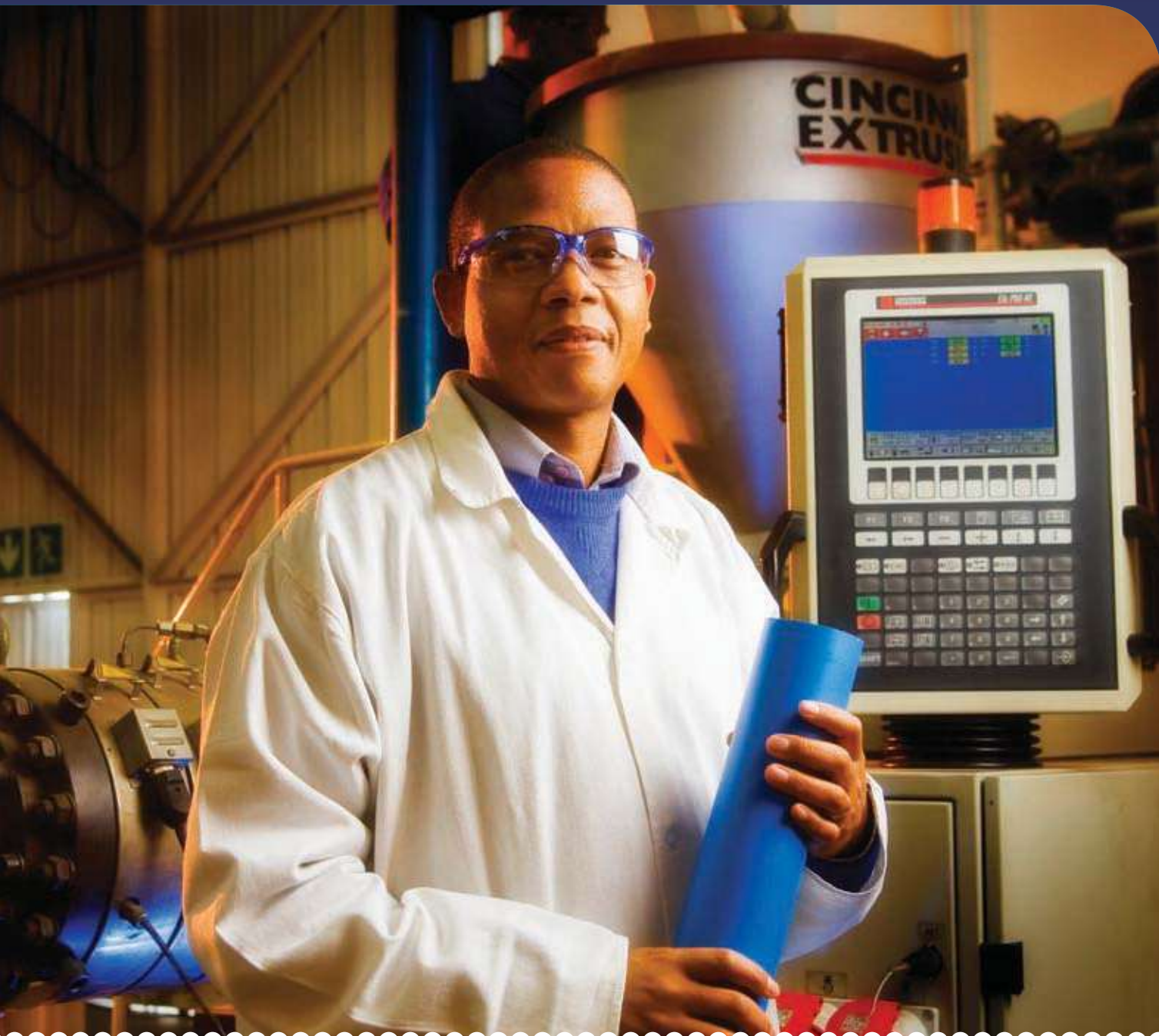
Mr V Booysen reading to a child at a home for abandoned children on Nelson Mandela Day

### Learnership

The six learners of the fourth intake of the Information Administrator learnership, hosted by the NLRD at SAQA and funded by the ETDP SETA, settled in well. Four learners completed their one-year Business Administration (NQF Level 4) learnership and two others completed their National Certificate in Contact Centre Support (NQF Level 2).

### Nelson Mandela Day

SAQA staff celebrated Nelson Mandela Day by promoting literacy and thus encouraging lifelong learning. They collected 334 books for children in orphanages and homes for abandoned and street children in Pretoria. Volunteers delivered these books to four homes and spent at least 67 minutes reading to and with the children, in recognition of the 67 years Nelson Mandela spent fighting against the evils of apartheid.



information technology



## Information Technology

SAQA's three strategic objectives in terms of IT for the past financial year were:

- Providing a robust, sustainable, secure and responsive technology environment that supports SAQA's mission and objectives
- The acquisition, building and integration of systems that support the core business and integrate into existing technology
- Building service delivery capacity to ensure that the IT infrastructure meets operation level agreements in terms of availability, capacity and service delivery.

### **Providing a robust, sustainable, secure and responsive technology environment that supports SAQA's mission and objectives**

SAQA's Business Continuity Plans for each of its directorates were reviewed and an overall Business Continuity Plan was drafted. A Disaster Recovery Site was acquired and implemented.

All SAQA's servers were up above 99% of the time, and full weekly back-ups and daily incremental back-ups were made. Monthly health checks were conducted throughout the year and regular upgrades were made to SAQA's antivirus and anti-spam systems.

All hardware older than three years was replaced in accordance with SAQA's rolling hardware replacement plan.

SAQA has commenced with a detailed review of its IT architectural framework, which should be completed in the next financial year.

### **Acquisition, building and integration of systems that support the core business and integrate into existing technology**

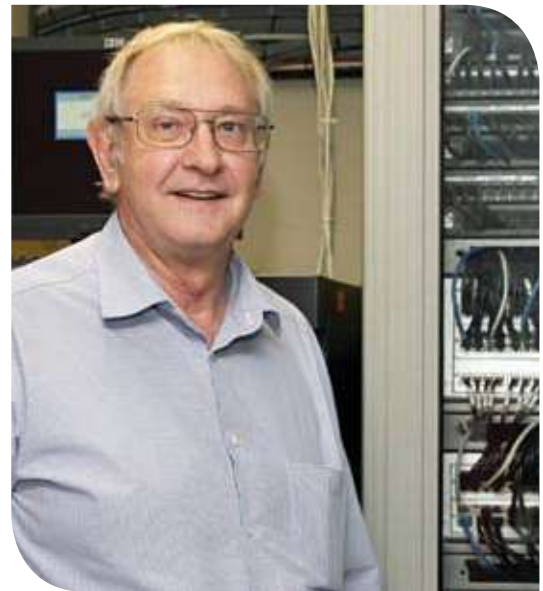
All software licenses and maintenance contracts were renewed. SAQA has been using Open Source software wherever feasible, in line with Government's initiative in this regard.

SAQA's PABX (telephone) system was upgraded to enhance security and functionality, following a case of hacking by an unknown person, into SAQA's telephone system.

### **Building service delivery capacity to ensure that the IT infrastructure meets operation level agreements in terms of availability, capacity and service delivery**

All support contracts with contracted service providers were reviewed and where necessary, penalty clauses were added, to ensure that SAQA's IT function could meet its service level agreements in terms of availability, capacity and service delivery.

Monthly reports were submitted to SAQA's Executive Management Meetings on all IT services rendered to SAQA staff, including performance on helpdesk calls, internet availability, server availability, printing and security.



Herman Ohlhoff  
Director: Information Technology







finance & administration

41



## Finance and administration

As stated elsewhere in this Annual Report, SAQA is committed to good corporate governance and has achieved unqualified audit reports since its inception. SAQA has also engaged with the requirements of the King III Report that was issued during the year under review, and has taken a number of steps to ensure that it applies the Code as far as it is applicable to a public entity. The Code raises issues about sustainability and the contribution of the organisation in this regard, and that is therefore included in this report.

### Environmental sustainability

SAQA has taken a number of initiatives in the year under review regarding the creation of a sustainable environment – this includes the introduction of a comprehensive recycling programme, which entails not only paper recycling, but also other materials, including glass. SAQA has installed a rainwater tank on the roof of SAQA House and has also installed water purifiers on kitchen taps throughout the building, to ensure a clean and healthy water supply. It has also engaged an external expert to conduct an energy efficiency survey in the building and has drawn up a systematic implementation plan, which includes the replacement of light bulbs with energy efficient alternatives, over a period. An airflow analysis was also conducted and plants have been placed in areas where the oxygen levels were not satisfactory. In addition, an internal sustainable development awareness campaign was run, including special focus on scarce resources such as water.

### Health and safety

The operating processes and responsibilities include appropriate measures to ensure the health and safety of employees, tenants and visitors to SAQA House. These are consistent with the requirements of the Occupational Health and Safety Act and appropriate to the size and circumstances of SAQA.

### Financial management

Taking into account the current financial climate and the fact that the country is recovering from a world-wide recession, SAQA has managed its business costs very carefully and has effected a number of efficiency savings. This enabled SAQA to maintain a healthy cashflow and to meet all its financial obligations timeously.

SAQA is primarily funded by government and received R39,080 million from the Department of Education during the financial year under review. SAQA raised a further R8,1 million through income generated through JIPs, the rental of office space in SAQA House, interest income and payment for certain NLRD services. SAQA also charges fees for the



Mark Albertyn  
Director: Finance and Administration

evaluation of foreign qualifications on a cost-recovery basis. During the year R13,8 million revenue was generated by this evaluation service. SAQA furthermore received approval to use R16,2 million of excess funds carried forward from prior financial years, during the 2009/10 financial year.

The income derived from the above sources was included in the budget submitted to and approved by the then Minister of Education along with an approved budget expenditure of R74,590 million for the year.

The Finance Directorate produces monthly management accounts, as well as quarterly reports to the DHET, which enables SAQA to manage its funds responsibly and in line with its approved budget.

The Supply Chain Management office also forms part of SAQA's financial directorate and continues to ensure proper procedure is followed in the acquisition of goods and services. A total number of 6 tenders over the amount of R200 000 were dealt with, and support was also given to individual directorates, to ensure the efficient and effective procurement of goods and services in terms of SAQA's Supply Chain Management Policy and Procedures.

A number of financial policies were reviewed as part of SAQA's policy review project, ensuring that SAQA's policies are relevant and in line with legislation and the organisation's requirements.



# corporate governance

"SAQA therefore continuously works towards the further enhancement of its excellent governance processes"

## Corporate Governance

While the management structure of SAQA is somewhat different from that of a private corporation, the SAQA Board is committed to the principles of openness, integrity and accountability reflected in the King Code of Governance Principles 2009 (King III).

SAQA therefore continuously works towards the further enhancement of its excellent governance processes. Progress in this regard is actively monitored by the Audit Committee through regular reporting of SAQA's governance processes schedule.

All policies are reviewed in a three-year cycle, thereby ensuring that the policies remain relevant, effective and efficient.

The booklet titled 'Governance Matters', which was issued to the members of the SAQA Board and its committees in the previous financial year, contains matters of importance such as the rules of procedure, terms of reference of committees and the Charter of Ethics and Values and continued to provide useful guidance to members of the Board and its committees, in the year under review.

### Composition of the SAQA Board

The Minister of Education in consultation with the Minister of Labour, appointed the Fourth Authority for the period 19 November 2007 until 18 November 2010 under the SAQA Act. The NQF Act, which was implemented from 1 June 2009, stipulates that the SAQA Board in place at the time of the promulgation of the new legislation will remain intact until such time as the Minister makes an announcement regarding the appointment of a new Board. This will ensure continuity and proper handover. The Minister did not make such an announcement during the financial year under review, and as such the Fourth Authority composition remained unchanged.

At the end of the 2009/10 financial year, the SAQA Board consisted of 18 members, of whom national stakeholders in education and training nominated 15 members, while one member was co-opted by SAQA with the approval of the relevant Ministers.

### Functions of the SAQA Board

In terms of the NQF Act (Act No.67 of 2008), which came into effect on 1 June 2009, the functions of the Board are set out at sections 5(3) and 13 of the Act. In summary the Board must:

- Advise the relevant Ministers and decision-makers on NQF matters
- Oversee the implementation of the NQF in accordance with a framework which it must prepare
- Develop the content of level descriptors

- Develop and implement policy and criteria for the development and registration of qualifications
- Develop policy and criteria for assessment, recognition of prior learning and credit accumulation and transfer
- Develop and implement policy and criteria for recognising a professional body and registering a professional designation
- Be responsible for collaborating with international counterparts
- Conduct or commission research into NQF-related matters
- Maintain an NLRD
- Provide an evaluation and advisory service with respect to foreign qualifications
- Ensure that South African qualifications are of an acceptable quality.

In addition to its responsibilities as set out above, the Board also fulfils the role of the accounting authority in terms of section 49 of the PFMA.

As the accounting authority the Board acts in a fiduciary capacity and is responsible for ensuring that:

- Effective, efficient and transparent systems of financial and risk management and internal control, internal audit and procurement are in place
- Effective and appropriate steps are taken to collect revenue due, prevent irregular, fruitless and wasteful expenditure, losses from criminal conduct and expenditure as a result of non-compliance with operational policies
- Effective and efficient management is in place which will include ensuring the safeguarding of the assets of SAQA and controlling its liabilities, revenues and expenditures
- Applicable legislation and regulations are complied with
- An effective and appropriate disciplinary system is in place to deal with failures to comply with the PFMA and the internal control system
- Budgets, major contracts and other commitments are approved
- The finances are properly controlled
- SAQA operates as an ethical organisation
- Committees operate effectively.

## Activities of the SAQA Board

During the year under review the SAQA Board met four times. With the exception of the Chief Executive Officer, the SAQA Board had concluded, after an assessment, that all members were independent non-executives of the Board.

In addition to the members, meetings of the Board were attended by the Deputy Executive Officer and all Directors. The Deputy Executive Officer and relevant Directors also attended relevant committee meetings and participated actively in these meetings.

Attendance of SAQA Board and committee meetings other than that of the Audit Committee, which is reported on separately, was as follows:

Title	Surname	Initials	Appeals	ETQA	Q & S	I & IT	Research	Remunerations	Finance	EXCO	Board
Prof	Ankiewicz	P.J.			1 / 8						4 / 6
Mr	Arnesen <sup>1</sup>	J.							1 / 1	1 / 1	0 / 0
Mr	Baatjes <sup>2</sup>	I.					1 / 3				0 / 3
Mr	Brown	M.J.						1 / 2	6 / 6	4 / 5	6 / 6
Mr	De Klerk	E.W.	1 / 1	0 / 6	3 / 8			1 / 2		0 / 4	4 / 6
Prof	Du Pré	R.H.					0 / 4				4 / 6
Mr	Isaacs	S.B.A.	1 / 1			3 / 4	4 / 4		5 / 6	4 / 5	5 / 6
Mr	Mabena	A.V.R.			3 / 8			1 / 2		4 / 5	3 / 6
Ms	Maboye	M.M.			3 / 8					1 / 5	4 / 6
Ms	Magnus	G.Y.	0 / 1	4 / 6			3 / 4				6 / 6
Ms	Makhubu	R.L.									3 / 6
Ms	Moodley <sup>3</sup>	N.D.									4 / 5
Mr	Nkosi	D.L.	1 / 1	2 / 6				0 / 2		1 / 5	3 / 6
Prof	Ogude	N.A.									1 / 6
Dr	Qhobela <sup>4</sup>	M.								0 / 4	0 / 6
Ms	Rajab	R.		3 / 6							6 / 6
Mr	Shutte	D.									5 / 6
Ms	Thobejane	E.P								0 / 5	1 / 6
Mr	Toni	M.M.				0 / 4					3 / 6
Prof	Walters	S.					4 / 4	2 / 2		5 / 5	6 / 6
Mr	Williams	E.A.B.									4 / 6

<sup>1</sup> Mr Arnesen resigned as Board member with effect from 1 May 2009

<sup>2</sup> Mr Baatjes resigned with effect from 1 November 2009

<sup>3</sup> Ms Moodley was appointed with effect from 29 May 2009

<sup>4</sup> Dr Qhobela resigned with effect from 31 December 2009

Dr M S Rakometsi (CEO of Umalusi) and Prof. C de la Rey (CEO of the CHE) participated in Board meetings in anticipation of the appointment of the new Board in terms of the NQF Act.

Attendance of co-opted members of the committees was as follows:

Title	Surname	Initials	ETQA	Q & S	I & IT	Research	Finance
Mr	Adler	D.	4 / 6	5 / 8			
Mr	Bhengu <sup>5</sup>	T.N.	1 / 3				
Prof	Clayton	P.B.			2 / 4		
Prof	Cooke <sup>7</sup>	J.A.		5 / 8		1 / 3	
Mr	Hall	K.	1 / 6		3 / 4		2 / 6
Mr	Mockler	K.	5 / 6	7 / 8	3 / 4		
Ms	Müller	C.S.		6 / 8			
Mr	Naidoo	V.			3 / 4		
Mr	Oosthuizen <sup>6</sup>	M.J.			3 / 3		
Mr	Ori	S.		6 / 8			
Prof	Pendlebury	S.				4 / 4	
Prof	Potgieter	C.				3 / 4	
Dr	Pretorius	J.A.			2 / 4		
Mr	Samuels <sup>8</sup>	J.					2 / 2
Prof	Sehoole	M.T.				1 / 4	
Mr	Urban	B.C.					5 / 6
Ms	Vieira	A.					3 / 6

<sup>5</sup>Mr Bhengu resigned with effect from 1 October 2009

<sup>6</sup>Mr Oosthuizen was appointed with effect from 29 July 2009

<sup>7</sup>Prof Cooke resigned from the Research Committee with effect from 1 January 2010

<sup>8</sup>Mr Samuels was appointed to the Finance Committee with effect from 17 September 2009

The representivity of the Fourth SAQA Board as at 31 March 2010 was as follows:

Race		Gender	%	%
White	Male			23.8
	Female			9.5
Black	Male			38.1
	Female			23.8
African	Male		23.8	
	Female		9.5	
Coloured	Male		9.5	
	Female		4.8	
Indian	Male		4.8	
	Female		9.5	
One member chose not to declare race				4.8
				100

## Committees

The SAQA Board has established various committees which assist and report back to the Board on matters pertaining to compliance and processes (King III 6.1.8.). The SAQA Board has the following committees:

Committee	Chaired By:
Executive	Prof S Walters
Audit	Mr K Mockler
Education and Training Quality Assurance	Mr DL Nkosi
Education and Training Quality Assurance Appeals	Mr DL Nkosi
Finance	Mr MJ Brown
Information and Information Technology	Mr K Hall (Acting)
Qualifications and Standards	Mr EW de Klerk
Remuneration	Prof S Walters
Research	Prof S Walters

## Executive Committee

The summarised terms of reference of the Executive Committee are as follows:

- Approve changes to the staff complement
- Recommend policy decisions to the SAQA Board
- Approve sole sourcing or restricted process for procurement in excess of R500 000
- Approve the registration of qualifications and unit standards
- Monitor the performance of the Chairperson of the SAQA Board, its committees and management
- Monitor the development and implementation of the programme to achieve the strategic plan.



SAQA Board and Staff: Front row left to right: Ms Y Shapiro (Director: NLRD), Mr EAB Williams, Ms R Rajab, Prof S Walters (Chairperson), Ms N Gumbe (Director: SSSU), Ms C Stoltz-Urban (Deputy Director: Secretariat), Ms N Coetzee (Director: DFQERAS), Mr D Shutte. Middle row left to right: Dr H Bolton (Senior Researcher), Ms MM Maboye, Ms M Magnus, Mr AVR Mabena, Mr SBA Isaacs (CEO), Mr D Mphuthing (Acting Director: DSSD), Mr EW de Klerk, Mr V Booysen (Director: HR), Mr G Sticklells (Assistant Director: Secretariat). Back row left to right: Dr H Ohlhoff (Director: IT), Mr J Arnesen (Project Director: NQF Advocacy), Dr J Keevy (Director: International Liaison), Mr M Brown.  
Absent Board Members: Prof PJ Ankiwicz, Prof RH du Pré, Ms SL Makubu, Ms ND Moodley, Mr D Nkosi, Prof NA Ogude, Ms EP Thobejane, Mr MM Toni.  
Absent SAQA Staff: Mr J Samuels (Deputy EO), Mr M Albertyn (Director: Finance and Administration)



SAQA Executive Committee: Mr AVR Mabena, Mr SBA Isaacs, Ms MM Maboqe, Mr M Brown, Prof S Walters, Mr EW De Klerk

### Audit Committee

The summarised terms of reference of the Audit Committee are as follows:

- Assist the SAQA Board in fulfilling its oversight responsibilities including those for risk management
- Review the following:
  - Financial reporting process
  - System of internal control
  - System to manage risks
  - Governance processes
  - Fraud prevention, detection and reporting policies and procedures
  - Internal and external audit processes
  - Process for monitoring compliance with laws, regulations and the Code of Ethics
  - Annual Report, which includes the Annual Financial Statements.

The committee comprises of non-executive members, two being members of the SAQA Board. Contrary to the recommendation of King III, the chairperson and four other members of the committee are not board members. The Board is of the view that the non-Board members add significant relevant expertise and experience to the committee, which complements the attributes of the Board members on the committee and is not available amongst the other members of the Board.

The Audit Committee is actively involved in the appointment of the internal auditors, an outsourced function. The external audit function is however performed by the Office of the Auditor-General.

The Chief Executive Officer and representatives of the external and internal auditors also attend meetings by invitation. The external and internal auditors meet, separately, with the committee regularly, without the presence of management. Management also meets with the committee regularly, without the presence of the auditors.

Both auditors have unrestricted access to the committee and its chairperson.

During the year under review the Audit Committee met four times. Attendance by members of the Audit Committee was as follows:

Title	Surname	Initials	Attendance
Mr	Adler	D.	4 / 4
Mr	Baatjes <sup>1</sup>	I.	2 / 3
Mr	Brown	M.	3 / 4
Mr	Mockler	K	4 / 4
Ms	Molalekoa	N.	3 / 4
Mr	Nepfumbada	M.	3 / 4
Ms	Vieira	A.	3 / 4

<sup>1</sup> Mr Baatjes resigned with effect from 1 November 2009

The summarised terms of reference of the remaining committees are as follows:

#### • Education and Training Quality Assurance

- Review the ETQA landscape and recommend strategies to ensure that providers can be accredited
- Ensure that the policy and guidance documents produced are in accordance with SAQA policy
- Monitor applications for ETQA accreditation
- Review the quality assurance model that is implicit in the ETQA regulations and make recommendations on quality management systems
- Monitor and audit the performance of ETQAs
- Recommend the deregistration of an ETQA if it is not compliant with the ETQA regulations.

#### • Education and Training Quality Assurance Appeals

- Rule whether the Appeals Committee has the jurisdiction to hear an appeal
- Monitor the management of the appeals process
- Rule on appeals and communicate these rulings to the parties involved.

#### • Finance

- Recommend financial policies and procedures to the SAQA Board
- Review financial performance against budgets
- Recommend the approval of proposed budgets to the SAQA Board



- Approve virements over R250 000 and expenditures over R500 000.

- **Information and Information Technology**

- Review all of SAQA's Information and IT policies and procedures, especially in the area of data security and disaster recovery, for audit compliance, effectiveness and efficiency
- Develop and maintain a financial model for the long-term sustainability of the NQF databases
- Moderate any research into the commercial options for the NLRD and other information of which SAQA is the custodian, and ensure that ongoing advocacy for the NLRD is undertaken
- Ensure that SAQA complies with the Promotion of Access to Information Act, the Protection of Privacy Act and the Electronic Communications and Transactions Act
- Review the I & IT management landscape, in order to advise SAQA about its IT architecture, future planning, purchases and tenders relating to information and IT, as well as about I & IT staffing and capacity issues
- Ensure the effective and efficient use and compatibility of the NQF's information resources.

- **Qualifications and Standards**

- Monitor all qualifications and standards to ensure that:
  - They meet the objectives of the NQF
  - Strategic areas are covered and gaps identified with particular reference to national strategies for human resources and skills development.

- **Remuneration**

- Appoint the Deputy Executive Officer and Heads of Directorates and determine their remuneration
- Make recommendations to the SAQA Board on the appointment and conditions of service of the Chief Executive Officer.

- **Research**

- Provide guidance for the research agenda within the organisation
- Interrogate and recommend the research agenda, including the research focus for a particular cycle or financial year
- Clarify the purpose of research within the organisation and make recommendations to the SAQA Board in this regard
- Monitor and evaluate research activities
- Review and recommend policy governing research activities
- Monitor studies of a strategic nature

- Review and make recommendations in regard to the appropriate allocation of the research budget
- Engage with research reports.

### Evaluation of the performance of committees

The SAQA Board assesses the duties of all committees and evaluates their performance annually. The Chairpersons of the SAQA Board and the committees also evaluate each individual member's performance annually.

### Management committees

Management operates through an Executive Management Committee, as well as a Management Committee.

- The Executive Management Committee comprises the Chief Executive Officer (on request or when he or she wishes to attend), the Deputy Executive Officer, the heads of the directorates and the Deputy Director: Secretariat.
- The Management Committee consists of members of the Executive Management Committee and the remaining Deputy Directors.

The Management Committee formulates strategy and develops policy for consideration by the SAQA Board and ensures that appropriate internal policies, procedures and financial controls are developed and maintained. The Executive Management Committee is responsible for implementation and the day-to-day operations of the organisation. It also ensures adherence to legislation, regulations and procedures.

### Internal audit

Owing to the nature and size of the staff complement, the SAQA Board considers it inappropriate to establish an in-house internal audit function. However, the Audit Committee continuously monitors the need for the establishment of such a function and also reviews the present function. The internal audit function is currently outsourced to Deloitte & Touche.

### Professional advice

Members of the SAQA Board are entitled to seek professional advice about the affairs of the Board at the expense of SAQA, provided they follow the procedures laid down by the Board.

### Equity development and employee participation

The SAQA Board is committed to an equity development policy, which is an integral component of its strategic plan. Members of staff at all levels are encouraged to participate in education and training programmes in order to develop them to achieve their highest potential.

The SAQA Board believes that the equity development policy and education and training initiatives will, together, enable individuals of ability and application to pursue rewarding careers at SAQA, regardless of race, gender, religious persuasion or extent of disablement.

The policies and procedures developed at SAQA undergo an extensive consultation process with staff as well as with the recognised organised labour organisations at SAQA, i.e. the South African Democratic Teachers Union (SADTU) and the SAQA Staff Association.

### **Code of Ethics**

The SAQA Board has adopted a Charter of Ethics and Values, which is applicable to members of the SAQA Board, persons serving on Board structures and staff members, and enforced through a formal disciplinary process, where required.

This Charter is made available to all employees and Board members who are required to confirm in writing that they have read it and agree to abide by it.

Staff have unrestricted access to the Chief Executive Officer and the Chairperson, should any ethical dilemma arise.

The Board believes that the ethical standards are being met, and the systems and procedures implemented to promote ethical standards and prevent irregular activities are adequate.

### **Recruitment and remuneration**

The remuneration philosophy of SAQA is to employ persons who have the appropriate ethical attitude and the skills required, or who can acquire them reasonably quickly. They are paid market-related remuneration, pitched at the 50th percentile.

During the year under review, surveys and benchmarks were frequently conducted to align the organisation with the market as well as the public service to ensure competitiveness and skills retention.

SAQA has during the reporting period implemented a staff incentive scheme (broadbanding system) for the recognition of exceptional individual work and to encourage the retention of skills.

### **Sustainability**

Management policies and practices are designed to ensure appropriate dealing with social, transformation, ethical, safety, health and environmental issues. The SAQA Board ensures that these issues are given due weight in the standards and qualifications it registers on the National Qualifications Framework. Through the SAQA Board's quality assurance

activities, it ensures that providers of education and training are delivering according to those standards.

The SAQA Board has adopted an HIV and Aids Policy to address and manage the impact, actual and potential, of the disease on SAQA.

Formal procurement policies that take into account the need for black economic empowerment are applied.

The Auditor-General carried out an independent external assessment of the effectiveness of SAQA's ethics performance, as part of the external audit for the 2009/10 financial year and their report indicates the outcome of this assessment.

A report on specific actions taken to enhance environmental sustainability is included under Finance and Administration.

### **Compliance framework**

The Quality Management System is currently being revised and updated. Once this is completed, a comprehensive record of all the laws and regulations which have to be complied with and all the rules, codes and standards identified by the Board for compliance, detailing which director is responsible for ensuring compliance, will be available. Confirmation that compliance is being monitored will be furnished to the Audit Committee.

### **Materiality and significance framework**

As required by the Treasury Regulations, the Board has agreed with the Minister of Higher Education on a framework appropriate to its size and circumstances.

### **Employment Equity**

The employment equity profile, as at 31 March 2010, is shown on the following page.

### **Preparation, implementation and monitoring of Employment Equity Plans**

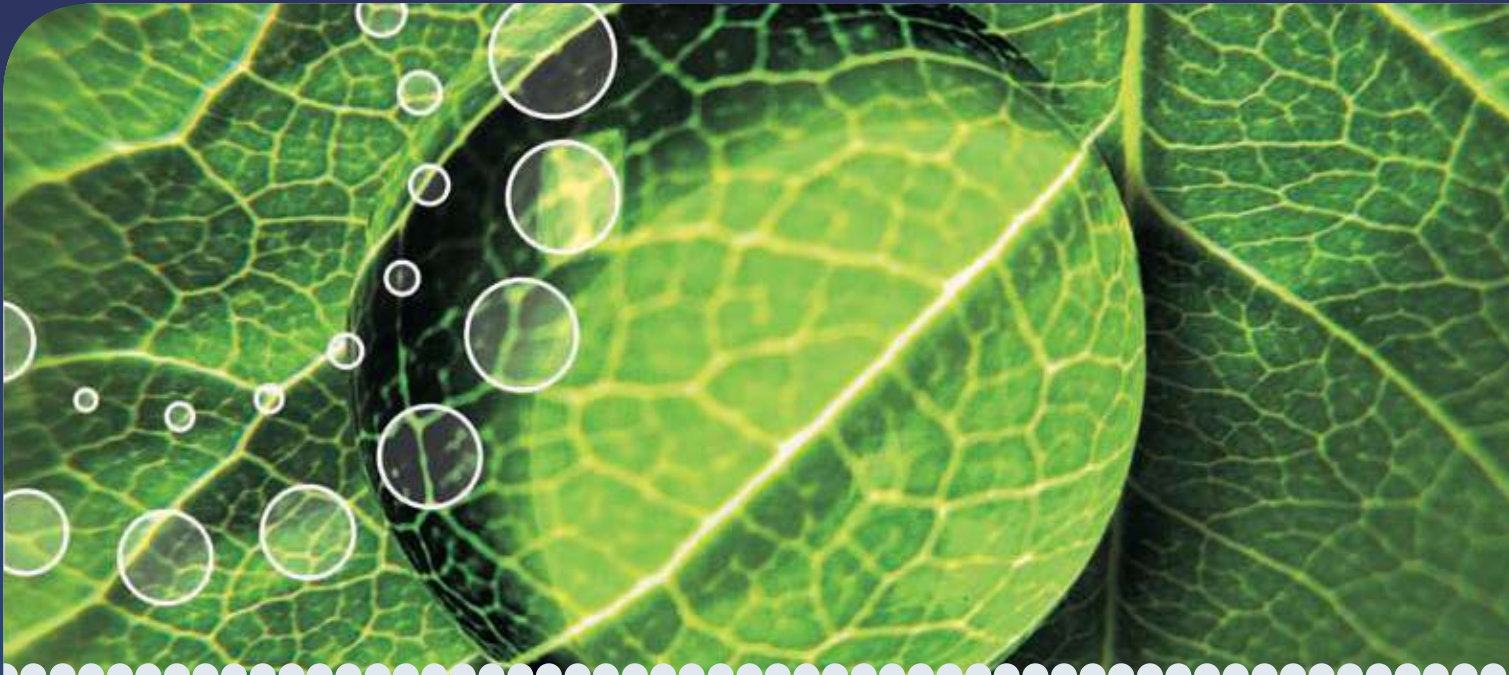
This table represents the composition of staff by race, gender and job level, and indicates the progress made towards achieving SAQA's employment equity target by the end of March 2010. This target is based on paragraph 8.4.2 of the Code of Good Practice: Employment Equity Act (Act No. 55 of 1998), which suggests that, amongst others, the following factors should be considered when developing numerical goals:

- Under-representation of employees, i.e. current staffing
- The pool of suitably qualified persons, i.e. those who have a level of education at secondary and higher
- The expected turnover of employees.

The goals take into account:

- The inclusion of factors as suggested in the Employment Equity Act
- The equal weighting of each of these factors
- The flexibility and organisational interpretation catered for in the Employment Equity Act.

	ADMIN CLERK	SECRETARIES	ADMIN OFFICERS	PERSONAL ASSISTANTS	ASSISTANT DIRECTORS	DEPUTY DIRECTORS	DIRECTORS	DEPUTY EXECUTIVE OFFICER	EXECUTIVE OFFICER	TOTAL	PERSONS WITH DISABILITIES	PERCENTAGE	VARIANCE	TARGET
NUMBER OF STAFF	23	7	10	1	39	13	9	1	1	104	2			
AFRICAN MALE	10	0	2	0	10	5	0	1	0	28	0	28.3%	-0.1%	28.2%
AFRICAN FEMALE	13	7	5	0	15	1	1	0	0	42	1 x AD	42.4%	-11.2%	31.2%
COLOURED MALE	0	0	0	0	1	0	1	0	1	3	0	3.0%	0.8%	3.8%
COLOURED FEMALE	0	0	0	0	0	1	0	0	0	1	0	1.0%	3.1%	4.1%
INDIAN MALE	0	0	0	0	0	1	0	0	0	1	0	1.0%	1.8%	2.8%
INDIAN FEMALE	0	0	0	0	0	1	0	0	0	1	0	1.0%	1.5%	2.5%
WHITE MALE	0	0	1	0	6	1	4	0	0	12	1 x AD	12.1%	1.4%	13.5%
WHITE FEMALE	0	0	2	1	7	3	3	0	0	16	0	16.2%	-2.2%	14.0%
VACANCIES	4	3	0	1	-11	7	1	0	0	5				
STAFF COMPLEMENT	27	10	10	2	28	20	10	1	1	109	4			



# responsibility statement

## Introduction

The SAQA Board sets strategy and policy. Management formulates strategy and makes policy proposals for consideration by the SAQA Board. Management also implements the decisions made by the SAQA Board and maintains systems of internal control as well as accounting and information systems. The SAQA Board monitors the performance of management.

## Financial statements

The SAQA Board is confident that the Annual Report, which includes the Annual Financial Statements, fairly presents the state of affairs of SAQA, its business, its financial results, its performance against its predetermined objectives and its financial position as at the end of the financial year, in the manner required by the Public Finance Management Act 1999 (Act No. 1 of 1999) (PFMA).

In so doing, the SAQA Board ensured that the financial statements were prepared on the basis of appropriate accounting policies consistently applied and supported by reasonable and prudent judgments and estimates.

The Financial Statements set out on pages 58 to 83 meet the above criteria and were approved by the SAQA Board on date and signed on its behalf by the Chairperson and the Chief Executive Officer.

## Accounting records and internal control

The SAQA Board is confident that adequate accounting records, information systems and an effective system of internal control are maintained and implemented by management. The internal financial controls are designed to provide reasonable, but not absolute, assurance that assets are safeguarded, that the risks of error, fraud and loss are reduced in a cost-effective manner, and that transactions are executed and recorded in accordance with the SAQA Board's policies and procedures. These controls are implemented by trained, skilled staff with clearly defined lines of accountability and appropriate segregation of duties. The controls include a comprehensive budgeting and reporting system, operating within strict deadlines and an appropriate control framework.

## Risk management

The SAQA Board is responsible for the process of risk management and for establishing risk and control policies and communicating them throughout the organisation.

The SAQA Board, through the Audit Committee, using the internal auditors, ensures that there is an ongoing process for identifying, evaluating and managing the significant risks facing the organisation. The Audit Committee is delegated to function as the Risk Committee.

The SAQA Board is confident that there was no undue, unexpected or unusual risk over the reporting period. In addition, it is confirmed that an effective system was in place to ensure that risks are managed in a way that provides reasonable, but not absolute, assurance that they are mitigated to the extent considered acceptable.

This process was in place and was effective for the year under review and up to the date of the approval of the Annual Report and financial statements.

## Disaster management

The SAQA Board is confident that there is an adequate process in place that will allow the organisation to continue its critical business processes in the event of a disaster impacting on its activities.

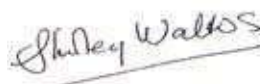
## Internal audit

The SAQA Board is responsible for ensuring that an internal audit function is in operation. This function operates unimpeded and independently from operational management and has unrestricted access to the Audit Committee. It appraises, evaluates and, when necessary, recommends improvements in the system of internal control and accounting practices. Its work includes conducting operational, financial and specific audits and liaising with the external auditors.

## Access to information

There were no refusals of access to information in terms of the Promotion of Access to Information Act, during the reporting period.

Signed



SAQA Chairperson



Chief Executive Officer



# report

of the audit committee members

## **Introduction**

The Audit Committee comprises non-executive members, two of whom are members of the Board. The Chief Executive Officer and representatives of the external and internal auditors also attend meetings by invitation. The external and internal auditors hold regular meetings separately with the Audit Committee, without the presence of management. The representatives of both the internal and external auditors have unrestricted access to the Audit Committee and its Chairperson.

## **Audit Committee's responsibility**

The Audit Committee reports that it has complied with its responsibilities arising from section Section 51 (1)(a)(ii) and 76(4)(d) and Treasury Regulation 27 (1). The Audit Committee also reports that it has adopted appropriate formal terms of reference in accordance with the Audit Committee Charter, regulated its affairs in compliance with this charter and discharged all its responsibilities as contained therein.

The main responsibilities of the committee are set out on page 48. In addition, the Audit Committee performs the role of Risk Management Committee. It monitors compliance with the risk management strategy through periodic risk reports by management. The minutes of the committee meetings are made available to all members of the Board.

## **The effectiveness of internal control**

The Committee is satisfied that the system of internal control is adequate and has been effective during the year. The various reports of the internal auditors, the audit report on the Annual Financial Statements and the management letter of the Auditor-General have not reported any significant or material non-compliance with prescribed policies and procedures. The risk assessment for the Board was revised during the year under review and SAQA's governance processes were reviewed.

## **Management quarterly reports**

The committee is satisfied with the content and quality of the quarterly reports prepared and issued by the Accounting Officer on behalf of the Board during the year under review, as required by the PFMA.

## **Evaluation of financial statements**

The Audit Committee acted as follows:

1. Reviewed and discussed with the Auditor-General and the Accounting Officer the audited Annual Financial Statements to be included in the Annual Report
2. Reviewed the Auditor-General's management letter and management's response
3. Reviewed changes in accounting policies and practices
4. Confirmed that there were no significant adjustments resulting from the audit
5. Evaluated the Annual Financial Statements and recommended that they be adopted
6. Reviewed the effectiveness of the financial function and satisfied itself that the expertise, resources and experience of this function were satisfactory. The Chairperson of SAQA was duly informed of the outcome of this review.



Mr K G Mockler  
25 May 2010  
Chairperson: Audit Committee  
Pretoria



# report

of the auditor-general



**REPORT OF THE AUDITOR-GENERAL TO PARLIAMENT ON THE FINANCIAL STATEMENTS OF THE SOUTH AFRICAN QUALIFICATIONS AUTHORITY FOR THE YEAR ENDED 31 MARCH 2010**

**REPORT ON THE FINANCIAL STATEMENTS**

**Introduction**

I have audited the accompanying financial statements, which comprise the statement of financial position as at 31 March 2010, and the statement of financial performance, statement of changes in net assets and cash flow statement for the year then ended, and a summary of significant accounting policies and other explanatory information, and the accounting authority's report as set out on pages 58 to 83.

**Accounting Authority's responsibility for the financial statements**

The accounting authority is responsible for the preparation and fair presentation of these financial statements in accordance with applicable financial reporting framework and in the manner required by the Public Finance Management Act, 1999(Act No. 1 of 1999) (PFMA). This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

**Auditor-General's responsibility**

As required by section 188 of the Constitution of South Africa and section 4 of the Public Audit Act of South Africa, my responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with International Standards on Auditing and *General Notice 1570 of 2009* issued in *Government Gazette 32758 of 27 November 2009*. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

**Opinion**

In my opinion, the financial statements present fairly, in all material respects, the financial position of the South African Qualifications Authority for the year ended 31 March 2010, and its financial performance and its cash flows for the year then ended, in all material respects, in accordance with the applicable financial reporting framework described in note 1.1 to the financial statements and in the manner required by the PFMA.

**REPORT ON OTHER LEGAL AND REGULATORY REQUIREMENTS**

In terms of the PAA of South Africa and General notice 1570 of 2009, issued in Government Gazette No. 32758 of 27 November 2009 I include below my findings on the report on predetermined objectives, compliance with the PFMA and Companies Act and financial management (internal control).

**Findings**

**Predetermined objectives**

No matters to report.

**Compliance with laws and regulations**

No matters to report.

**INTERNAL CONTROL**

I considered internal control relevant to my audit of the financial statements and the report on predetermined objectives and compliance with the PFMA and Companies Act, but not for the purposes of expressing an opinion on the effectiveness of internal control. The matters reported are limited to the deficiencies identified during the audit.

No matters to report.

*Auditor - General*

Pretoria

24 June 2010



**AUDITOR - GENERAL  
SOUTH AFRICA**

*Auditing to build public confidence*



# accounting authority report

58

SAQA is a statutory body established by an Act of Parliament. The Act which established it is The South African Qualifications Act No 58 of 1995. In terms of the Public Finance Management Act (PFMA) SAQA is a schedule 3A National Public Entity and is listed under that Schedule to the Act. SAQA is the accounting authority for the activities of the entity. The NQF Act No 67 of 2008 was gazetted on 19 February 2009 and repealed the SAQA Act on the implementation date of 01 June 2009. SAQA continues to operate in terms of the NQF Act as the Statutory Body overseeing the implementation and further development of the NQF.

**Nature of entity**

The Authority is a public entity domiciled in South Africa.

**Nature of entity's operations**

The nature of the entity's operations is set out in The NQF Act No. 67 of 2008, and is to oversee the development and implementation of the National Qualifications Framework.

**Principal activities**

- Provide leadership and professional expertise to ensure that high-quality, nationally relevant and internationally comparable unit standards and qualifications are registered on the NQF.
- Provide leadership through systematic monitoring and evaluation for continuous quality improvement of education and training.
- Maintain the National Learners' Records Database (NLRD) as the key national source of information for human resource development in South Africa.
- Maintain and develop SAQA's Directorate Foreign Qualifications Evaluation and Advisory Services as the national recognition information centre for foreign and domestic learning and qualifications.
- Research of education and training systems.
- Advocacy of the National Qualifications Framework (NQF).
- NQF Career Advice Services.

**Projects**

Project support continued to play a role in the realisation of SAQA's objectives. The members are grateful for the contributions to the Authority by the project partners for the year.

	Deferred Income - Revenue Items			
	1 April 2009	Current Year	Current Year	31 March 2010
	Opening Balance	Income	Expenditure / Release	Balance
	R	R	R	R
<b>Projects</b>				
Council on Higher Education	520,630	1,495,000	(948,669)	1,066,961
Services SETA	1,463,921	0	(1,114,614)	349,307
SASSETA	0	33,000	(33,000)	0
ISETT SETA	4,702	469,000	(25,384)	448,318
SACPLAN	0	273,600	(97 965)	175,635
TETA	290,308	300,000	(290 308)	300,000
LG SETA	234,793	0	(144 962)	89,831
INSETA	150,753	0	(150,753)	0
PALAMA	0	94,071	(94,071)	0
CHIETA	29,345	0	(29,345)	0
Construction SETA	771,360	134,644	(906,004)	0
FIETA	536,599	100,000	(448,371)	188,228
Department of Sports & Recreation	168,288	0	(168,288)	0
Department of Public Service & Administration	0	100,000	(38,842)	61,158
Department of Social Development	423,083	0	(34,789)	388,294
Department of Home Affairs	125,834	30,000	(112,068)	43,766
Department of Higher Education and Training	200,000	0	(200,000)	0
Public Association of Accounts Professionals	9,760	100,000	(45,089)	64,672
City & Guilds	390,001	0	(283,372)	106,629
	5,319,377	3,129,315	(5,165,893)	3,282,799

## Going concern

The Authority believes that SAQA will continue to be a going concern for the financial year ahead. Accordingly, it continues to adopt the going concern basis in preparing the financial statements. In arriving at this view, the Authority took into account the current sound financial position and the ongoing commitment of the Minister of Higher Education and Training to fund the Authority's activities.

## Events after the reporting period

No adjusting events, or non-adjusting events requiring disclosure, occurred after the reporting period.

## Property, plant and equipment

There were no changes in the nature of property, plant and equipment or in the policy regarding their use during the year.

The estimated useful life of the building and parking garage was changed from 20 years to 50 years from the date of original purchase, in the 2010 financial year. This change in accounting estimate was made to more accurately reflect the actual economic life of the building and parking garage. The prior year figures for 2009 were not amended. The net effect in the current financial year was that the depreciation on the building and parking garage was R252 179, instead of R678 127 should the assets have been depreciated over 20 years.

The estimated useful life of new computer file servers was changed from three years to four years in the 2010 financial year. The estimated useful life of the new storage area network was changed from three years to five years in the 2010 financial year. The changes were made to better reflect the economic useful lifetimes based on prior history of similar items in use at SAQA in the past. The net effect of the change in accounting estimate in the current year was that depreciation on the new file servers was R30 233 instead of R40 310 if the new file servers had been depreciated over three years.

Capital expenditure on property, plant and equipment and intangible assets for the year amounted to R 3,165,565 (2009: R 2,867,144)

Details are contained in Notes 4 and 5 to the financial statements.

## Intangible assets

The NLRD software reflected as part of intangible assets was previously reflected under property, plant and equipment in Note 4 of the financial statements. The reason for the re-allocation to intangible assets is to better reflect the nature of the asset, being software that relates to a database and is thus an intangible rather than a tangible asset.

The estimated useful life of the NLRD software was changed from two years to four years during 2007. The remaining estimated useful life of the NLRD software as at 31 March 2009 was two years. The Authority re-assessed the residual value of the NLRD at 1 April 2009 and found that the residual value of the NLRD software exceeded that of its carrying value. No further depreciation has therefore been written off in the current financial year.

## Remuneration

The remuneration of the Chairperson is determined by the Minister of Higher Education and Training, with the concurrence of the Minister of Finance.

A portion of the remuneration of Professor Shirley Walters is paid to her employer, the University of the Western Cape.

Allowances paid to other non-executive members of the Authority are determined by the Authority.

Remuneration and allowances paid to members of the Authority for the year under review were as follows:

	Attendance Fees	Other Services		Travel Costs	TOTAL
		<i>Paid to employer</i>	<i>Paid to Member</i>	<i>Paid to Member</i>	
<b>Executive</b>					
Mr S Isaacs (See Note 3 of AFS for Split)			1,136,738		1,136,738
<b>Non-Executive</b>					
Prof S Walters - Chairperson		39,903	199,537	5,985	245,425
<b>Authority Members</b>					
Prof PJ Ankiewics				4,926	4,926
Mr J Arnesen				1,170	1,170
Mr I Baatjes				179	179
Mr M Brown	47,271			1,385	48,656
Mr E de Klerk				2,485	2,485
Mr V Mabena				3,993	3,993
Ms N Moodley				1,172	1,172
Mr DL Nkosi				4,453	4,453
Ms R Rajab	18,398			4,082	22,480
	65,669	39,903	1,336,275	29,830	1,471,676

### Financial statements

The financial statements are prepared in accordance with accounting standards as set out in Note 1.1 to the financial statements on page 66 thereof.

### Auditors

The Auditor-General will continue in office as External Auditor in accordance with section 13 of the South African Qualifications Authority Act.

The Auditor-General expresses an opinion on the financial statements. The audit has been performed in terms of section 188 of the Constitution of the Republic of South Africa Act 1996, read with section 4 of the Public Audit Act, 2004 (Act No 25 of 2004) and section 13 of the South African Qualifications Authority Act 1995 (Act no 58 of 1995). The audit is conducted in accordance with international standards on auditing.

### Fair presentation

The financial statements fairly present the state of affairs of SAQA at 31 March 2010, the results of its operations and cash flow information for the year then ended. These were signed by the Chairperson and the Executive Officer on behalf of the Authority on 2 June 2010.



# statement of financial performance

for the year ended 31 march 2010

		<u>2010</u>	<u>2009</u>
	<u>Notes</u>	<u>R</u>	<u>R</u>
Revenue	2	60,952,878	63,156,615
Less: Operating expenses	3	62,280,019	68,470,008
		(1,327,142)	(5,313,392)
Financial Income - Interest		2,296,398	3,526,463
Surplus / (Deficit) for the year		969,256	(1,786,929)



# statement of financial position

as at 31 march 2010

	<u>Notes</u>	<u>2010</u>	<u>2009</u>
		<u>R</u>	<u>R</u>
<b>ASSETS</b>			
NON-CURRENT ASSETS		21,520,637	21,012,823
Property, plant and equipment	4	15,709,782	14,519,437
Intangible assets	5	5,726,486	6,398,399
Operating lease receivable	12	84,369	94,987
CURRENT ASSETS		30,057,711	30,912,414
Inventories	6	129,844	112,106
Trade and other receivables	7	1,712,245	1,349,350
Prepaid expenses		348,394	316,246
Cash and cash equivalents	8	27,867,229	29,134,712
<b>TOTAL ASSETS</b>		<b>51,578,348</b>	<b>51,925,237</b>
ACCUMULATED SURPLUS		38,448,965	37,479,710
CURRENT LIABILITIES		13,129,383	14,445,527
Trade and other payables	10	9,138,744	7,853,190
Deferred income	9	3,990,639	6,592,337
<b>TOTAL NET ASSETS AND LIABILITIES</b>		<b>51,578,348</b>	<b>51,925,237</b>



# statement of changes in net assets

for the year ended 31 march 2010

	<u>Notes</u>	<u>Accumulated Surplus</u>
		<u>R</u>
<b>Balance at 31 March 2008 as restated</b>		39,266,638
Balance as previously reported		21,940,695
Change in accounting policy	<b>23</b>	17,325,943
Deficit for the 2009 year - restated		<u>(1,786,929)</u>
<b>Balance at 31 March 2009 as restated</b>		37,479,709
Balance as previously reported		23,886,665
Change in accounting policy	<b>23</b>	13,593,044
Surplus for the year		969,256
<b>Balance at 31 March 2010</b>		<u>38,448,965</u>



# cash flow statement

for the year ended 31 march 2010

	<u>Notes</u>	<u>2010</u>	<u>2009</u>
		<u>R</u>	<u>R</u>
<b>Cash flow from operating activities</b>	<b>11</b>	1,898,081	2,127,357
Cash outflow from operations		(398,316)	(1,399,107)
Government grant received		39,080,000	37,566,000
Project funding received		3,129,315	5,625,000
Cash receipts from customers		16,271,413	17,641,082
Cash paid to suppliers and employees		(58,879,044)	(62,231,189)
Interest received		2,296,398	3,526,463
<b>Cash outflow from investing activities</b>		(3,165,565)	(2,841,478)
Proceeds on disposal of property, plant and equipment		0	25,666
Acquisition of property, plant and equipment	<b>4</b>	(3,165,565)	(1,699,253)
Acquisition of intangible assets	<b>5</b>	0	(1,167,891)
Net (decrease) in cash and cash equivalents		(1,267,483)	(714,121)
Cash and cash equivalents at 1 April		29,134,712	29,848,833
Cash and cash equivalents at 31 March	<b>8</b>	27,867,229	29,134,712

# notes

## to the financial statements

for the year ended 31 march 2010

### 1. Accounting policies

#### 1.1 Basis of preparation

The financial statements have been prepared in accordance with the effective Standards of Generally Recognised Accounting Practices (GRAP) including any interpretations, guidelines and directives issued by the Accounting Standards Board.

The accounting policies set out below have been applied consistently to all periods presented in these financial statements, except for the policy that has changed as disclosed in Note 23.

The financial statements have been prepared on the historical cost basis except for financial instruments at fair value as disclosed in the notes below. The financial statements are presented in South African Rands.

#### 1.2 Property, plant and equipment

Items of property, plant and equipment are stated at cost less accumulated depreciation and impairment losses. Where parts of an item of property, plant and equipment have different useful lives, they are accounted for as separate items of property, plant and equipment.

Costs include expenditure that is directly attributable to the acquisition of the assets.

SAQA recognises in the carrying amount of property, plant and equipment the cost of replacing part of such an item when the cost is incurred if it is probable that the future economic benefit embodied within the item will flow to SAQA and the cost can be measured reliably. All other costs are recognised in the statement of financial performance when incurred.

Where property, plant and equipment is acquired through a non-exchange transaction, its cost is its fair value as at the date of acquisition.

The Authority regularly maintains the property, plant and equipment in such a way that it does not incur any further costs for restoration expenses.

Depreciation is charged to the statement of financial performance on a straight-line basis over the estimated useful lives of each part of an item of property, plant and equipment. Land is not depreciated. The estimated useful lives are as follows:

Buildings	50 years
Central airconditioning system	10 years
Security and CCTV System	20 years
Parking garage	50 years
Computer equipment	3 years
New computer file servers	4 years
Storage Area Network	5 years
Motor vehicles	5 years
Office furniture & equipment	5 years

Depreciation methods, estimated useful lives and residual values are assessed annually.

### 1.3 Intangible assets

An intangible asset is recognised at cost if it is probable that future economic benefits will flow to the Authority. Amortisation is charged on a systematic basis over the estimated useful lives of the intangible assets.

The estimated useful life of intangible assets in respect of the CEEQ Workflow system software developed is five years.

The estimated useful life of intangible assets in respect of the National Learners' Records Database software developed is seven years.

Subsequent expenditure on capitalised intangible assets is capitalised only if it increases the future benefits embodied in the specific asset to which it relates. The carrying amounts are reviewed at financial position date to determine whether there is any indication of impairment. The estimated useful lives and residual values are reassessed annually.

### 1.4 Inventories

Inventories which consist of stationery are carried at the lower of cost and net realisable value. The cost of inventories comprises all costs of purchase and other costs incurred in bringing the inventories to their existing location and condition, and is determined using the first-in, first-out method. Obsolete, redundant and slow-moving inventory is identified on a regular basis and written down to its estimated net realisable value.

### 1.5 Trade and other receivables

Trade and other receivables are stated at their amortised cost using the effective interest rate method less impairment losses.

### 1.6 Cash and cash equivalents

Cash and cash equivalents consist of the balance on the current and call investment accounts and the cash on hand.

### 1.7 Provisions

Provisions are recognised in the statement of financial position when SAQA has a present legal or constructive obligation as a result of a past event and it is probable that an outflow of economic benefits will be required to settle the obligation. If the effect is material, provisions are determined by discounting the expected future cash flows at a rate which reflects current market assessments of the time value of money and, where appropriate, the risks specific to the liability. Provision for onerous contracts is recognised when the expected benefits to be derived from the contracts are lower than the unavoidable cost of meeting the obligation under the contracts.

A provision is measured at the present value of the lower of the expected cost of terminating the contract and the expected net cost of continuing with the contract. Before a provision is established, SAQA recognises any impairment loss on the asset associated with the contract.

### 1.8 Trade and other payables

Trade and other payables are stated at amortised cost using the effective interest rate method.

### 1.9 Employee benefits

#### Short-term employee benefits

The cost of all short-term employee benefits is recognised during the period in which the employee renders the related service.

The provisions for employee entitlements to wages, salaries and annual leave represent the amount that SAQA has a present obligation to pay as a result of employees' services provided to the statement of financial position date. The provisions have been calculated at undiscounted amounts on current wage and salary rates.

#### Defined contribution plans

Contributions are charged against income as incurred.

## 1.10 Revenue

### **NLRD Services**

Verification fees of learner achievements is recognised once the service has been rendered and they become due and payable.

Commissioned data analyses fee income is recognised upon the completion of the analysis.

Support for the Information Administrator Learnerships is recognised in the period during which the learnerships are undertaken.

Sales of books and CDs with published information are recognised on date of sale.

### **Evaluation fees**

Evaluation fees are recognised when the evaluation reports are delivered.

### **Government, donor and project grants**

Any government and international donor grant is recognised in the statement of financial position initially as deferred revenue when there is reasonable assurance that the conditions attached to it will be complied with and that the grant will be received.

Subsequent to initial recognition :

Grants for the purpose of giving immediate financial support with no future related costs are recognised in the statement of financial performance in the period in which they become receivable.

Grants that compensate the entity for expenses or losses incurred are recognised as revenue in the statement of financial performance on a systematic basis in the same periods in which the expenses or losses are incurred.

Grants received that carry any restrictions or conditions as to the use thereof are held in a deferred revenue account until such time as the conditions or stipulations related thereto have been fulfilled or a repayment has been made. Effectively each grant is assessed to determine if any liability exists and if so, the grant is recorded as deferred revenue until such time as there is no longer any liability by the entity that relates to that grant.

### **Rental income**

Rental income is recognised in the statement of financial performance on a straight-line basis over the period of the lease. Lease incentives granted are recognised as an integral part of the total rental income.

## 1.11 Finance income

Interest is recognised on a time proportion basis, taking account of the principal outstanding and the effective rate over the period to maturity, when it is determined that such income will accrue to the entity.

## 1.12 Expenses

Payments made under operating leases are recognised in the statement of financial performance on a straight-line basis over the term of the leases. Lease incentives received are recognised in the statement of financial performance as an integral part of the total lease expense.

## 1.13 Financial instruments

### **Measurement**

Financial assets and financial liabilities are recognised in SAQA's statement of financial position when SAQA becomes party to the contractual provisions of the instrument. Financial assets and liabilities are recognised initially at fair value. In the case of financial assets or liabilities not classified as at fair value through the statement of financial performance, transaction costs that are directly attributable to the acquisition or issue of the financial instrument are added to the fair value. Financial assets are derecognised if the Authority's contractual rights to the cash flows from the financial assets expire or if SAQA transfers the financial assets to another party without retaining control or substantially all risks and rewards of the asset. Financial liabilities are derecognised if the Authority's obligations specified in the contract expire or are discharged or cancelled.

### **Trade and other receivables**

Trade and other receivables are stated at their amortised cost using the effective interest rate method less impairment losses.

### Cash and cash equivalents

Cash and cash equivalents are measured at fair value, based on the relevant exchange rates at reporting date.

### Financial liabilities

Non-derivative financial liabilities are recognised at amortised cost, comprising original debt less principal payments using the effective interest rate method less any impairment losses and amortisations.

### Gains and losses on subsequent measurement

Gains and losses arising from a change in fair value of financial instruments that are not part of a hedging relationship are included in net surplus or deficit in the period in which the change arises.

### Offset

Financial assets and financial liabilities are offset and the net amount reported in the statement of financial position when SAQA has a legally enforceable right to set off the recognised amounts, and intends either to settle on a net basis, or to realise the asset and settle the liability simultaneously.

### Foreign currency transactions and balances

Transactions denominated in foreign currencies are translated at the rate of exchange ruling at the transaction date. Monetary items denominated in foreign currencies are translated at the rate of exchange ruling at the financial position date. Gains or losses arising on translation are credited to or charged against the statement of financial performance.

## 1.14 Impairment of assets

The carrying amounts of SAQA's assets are reviewed at each statement of financial position date to determine whether there is any indication of impairment. If there is any indication that an asset may be impaired, its recoverable service amount is the higher of its fair value less costs to sell and its value in use.

Value in use is the present value of the asset's remaining service potential. This is determined using the depreciated replacement cost method.

A previously recognised impairment loss is reversed if there has been a change in the estimates used to determine the recoverable amount. An impairment loss is reversed only to the extent that the asset's carrying amount does not exceed the carrying amount that would have been determined, net of depreciation or amortisation, if no impairment loss had been recognised.

## 1.15 Related parties

The Authority operates in an economic environment currently dominated by entities directly or indirectly owned by the South African government. As a result of the constitutional independence of all three spheres of government in South Africa, only parties within the national sphere of government are considered to be related parties.

## 2. Revenue

	<u>2010</u>	<u>2009</u>
	<u>R</u>	<u>R</u>
Grants	43,261,676	43,604,415
- Department of Higher Education and Training - grant revenue	39,080,000	37,566,000
- Extra budgetary institutions - project revenue	4,181,676	6,038,415
Evaluation fees	13,807,515	15,662,960
NLRD services	803,641	754,099
Rent	1,622,655	1,487,085
NQF supportlink royalty income	204,198	163,126
Profit on disposal of fixed assets	-	25,666
Sundry	1,253,192	1,459,264
	<u>60,952,878</u>	<u>63,156,615</u>

### 3. Operating expenses

	<u>2010</u>	<u>2009</u>
	<u>R</u>	<u>R</u>
Audit fee	1,192,869	1,080,719
External Audit	895,555	800,245
Internal Audit	297,314	280,474
Authority Members' remuneration		
Chief Executive Officer	1,136,738	934,618
- remuneration	953,765	752,014
- performance bonus	83,009	99,610
- contribution to retirement plan	99,965	82,994
Non-Executives	334,938	300,973
Chairperson	199,537	159,635
- remuneration to chairperson	199,537	159,635
- remuneration to employer	39,903	31,923
- paid for travel on SAQA business	5,985	9,609
Members	65,669	64,533
- attendance at meetings	65,669	64,533
- travel re-imburement	23,844	35,273
Personnel Expenses (excluding Chief Executive Officer listed above)	32,341,851	29,036,999
Wages and salaries	28,589,650	25,708,046
Compulsory statutory payments and social contributions	542,275	499,011
Contributions to retirement plan	3,209,927	2,829,942
Depreciation	1,975,220	3,104,826
Building	173,289	473,194
Parking garage	78,890	168,630
Central airconditioning system	208,186	208,186
Computer equipment	1,301,604	1,991,376
Office furniture and equipment	213,251	263,440
Amortisation of intangible assets	671,913	2,324,619
(Profit) / Loss on exchange rate differences	(102)	6,401
Professional and consulting fees	11,066,594	14,425,321
Transport, subsistence and accommodation - Non staff	524,864	3,782,499
Printing costs	2,011,868	2,439,423
Other operating expenses	11,023,266	11,033,610
	<u>62,280,019</u>	<u>68,470,008</u>

#### 4. Property, plant & equipment

	<u>2010</u>			<u>2009</u>		
	Cost	Accumulated depreciation	Carrying value	Cost	Accumulated depreciation	Carrying value
	<u>R</u>	<u>R</u>	<u>R</u>	<u>R</u>	<u>R</u>	<u>R</u>
Land	515,455	0	515,455	515,455	0	515,455
Building	9,486,899	2,981,425	6,505,474	9,483,400	2,808,137	6,675,263
Parking garage	4,047,110	247,519	3,799,591	4,047,110	168,630	3,878,480
Central airconditioning system	1,734,908	1,059,792	675,116	1,684,349	851,606	832,743
<b>Sub Total: Land &amp; Building</b>	15,784,373	4,288,736	11,495,636	15,730,314	3,828,372	11,901,942
Computer equipment	12,295,940	8,541,390	3,754,550	9,402,986	7,319,064	2,083,921
Motor vehicles	105,409	105,409	0	105,409	105,409	0
Office furniture and equipment	2,947,536	2,487,940	459,596	2,808,263	2,274,689	533,574
	<u>31,133,257</u>	<u>15,423,475</u>	<u>15,709,782</u>	<u>28,046,971</u>	<u>13,527,533</u>	<u>14,519,437</u>

The estimated useful life of the building and parking garage was changed from 20 years to 50 years from the date of original purchase, in the 2010 financial year. This change in accounting estimate was made to more accurately reflect the actual economic life of the building and parking garage. The prior year figures for 2009 were not amended. The net effect in the current financial year was that the depreciation on the building and parking garage was R252 179, instead of R678 127, had the assets been depreciated over 20 years.

The estimated useful life of new computer file servers was changed from three years to four years in the 2010 financial year. The estimated useful life of the new storage area network was changed from three years to five years in the 2010 financial year. The changes were made to better reflect the economically useful lifetimes based on prior history of similar items in use at SAQA in the past. The net effect of the change in accounting estimate in the current year was that depreciation on the new file servers was R30 233 instead of R40 310 had the new file servers been depreciated over three years.

Reconciliation of the movement of the carrying value of property, plant & equipment.

Current year

	Carrying value 1 April 2009	Additions	Carrying value Disposals	Depreciation	Carrying value 31 March 2010
	R	R	R	R	R
Land	515,455	0	0	0	515,455
Building	6,675,263	3,500	0	173,289	6,505,474
Parking garage	3,878,480	0	0	78,890	3,799,591
Central airconditioning system	832,743	50,559	0	208,186	675,116
<b>Sub Total: Land &amp; Building</b>	<b>11,901,942</b>	<b>54,059</b>	<b>0</b>	<b>460,364</b>	<b>11,495,636</b>
Computer equipment	2,083,921	2,972,232	0	1,301,604	3,754,550
Motor vehicles	0	0	0	0	0
Office furniture and equipment	533,574	139,274	0	213,251	459,596
	<b>14,519,437</b>	<b>3,165,565</b>	<b>0</b>	<b>1,975,220</b>	<b>15,709,782</b>

Previous year

	Carrying value 1 April 2008	Additions	Carrying value Disposals	Depreciation	Carrying value 31 March 2009
	R	R	R	R	R
Land	515,455	0	0	0	515,455
Building	6,978,934	169,523	0	473,194	6,675,263
Parking garage	3,696,778	350,332	0	168,630	3,878,480
Central airconditioning system	1,040,929	0	0	208,186	832,743
<b>Sub Total: Land &amp; Building</b>	<b>12,232,096</b>	<b>519,855</b>	<b>0</b>	<b>850,010</b>	<b>11,901,942</b>
Computer equipment	3,065,473	1,009,824	0	1,991,376	2,083,921
Motor vehicles	0	0	0	0	0
Office furniture and equipment	627,440	169,574	0	263,440	533,574
	<b>15,925,010</b>	<b>1,699,253</b>	<b>0</b>	<b>3,104,826</b>	<b>14,519,437</b>

SAQA acquired the land and building at 1067 Arcadia Street, Hatfield, Pretoria, Erf 637 Hatfield, on 1 October 2002 for R5,400,000. Improvements to the land and building to date amount to R10 384 373 (2009: R10 330 314)

		2010	2009
<b>Cost price</b>		5,400,000	5,400,000
Improvements	2002	551,259	551,259
	2004	5,041,314	5,041,314
	2005	17,222	17,222
	2006	59,530	59,530
	2007	251,754	251,754
	2008	3,889,380	3,889,380
	2009	519,855	519,855
	2010	54,059	0
		<u>15,784,373</u>	<u>15,730,314</u>



## 5. Intangible assets

	<u>2010</u>			<u>2009</u>		
	Cost	Accumulated amortisation	Carrying value	Cost	Accumulated amortisation	Carrying value
	<u>R</u>	<u>R</u>	<u>R</u>	<u>R</u>	<u>R</u>	<u>R</u>
<b>Intangible assets</b>						
CEEQ Workflow software	3,359,566	1,366,717	1,992,849	3,359,566	694,804	2,664,762
NLRD software	26,135,462	22,401,824	3,733,637	26,135,462	22,401,824	3,733,637
	<u>29,495,028</u>	<u>23,768,542</u>	<u>5,726,486</u>	<u>29,495,028</u>	<u>23,096,628</u>	<u>6,398,399</u>

The NLRD software reflected as part of intangible assets was previously reflected under property, plant and equipment in Note 4 above. The reason for the re-allocation to intangible assets is to better reflect the nature of the asset being software that relates to a database and is thus an intangible rather than a tangible asset.

The estimated useful life of the NLRD software was changed from two years to four years during 2007. The remaining estimated useful life of the NLRD software as at 31 March 2009 was two years. The Authority re-assessed the residual value of the NLRD at 1 April 2009 and found that the residual value of the NLRD software exceeded that of its carrying value. No further depreciation has therefore been written off in the current financial year.

### Reconciliation of the movement of the carrying value of intangible assets

#### Current year

	Carrying value 1 April 2009	Additions	Carrying value Disposals	Amortisation	Carrying value 31 March 2010
	<u>R</u>	<u>R</u>	<u>R</u>	<u>R</u>	<u>R</u>
<b>Intangible assets</b>					
CEEQ Workflow software	2,664,762	0	0	671,913	1,992,849
NLRD software	3,733,637	0	0	0	3,733,637
	<u>6,398,399</u>	<u>0</u>	<u>0</u>	<u>671,913</u>	<u>5,726,486</u>

#### Previous year

	Carrying value 1 April 2008	Additions	Carrying value Disposals	Amortisation	Carrying value 31 March 2009
	<u>R</u>	<u>R</u>	<u>R</u>	<u>R</u>	<u>R</u>
<b>Intangible assets</b>					
CEEQ Workflow software	1,954,671	1,167,891	0	457,800	2,664,762
NLRD software	5,600,456	0	0	1,866,819	3,733,637
	<u>7,555,128</u>	<u>1,167,891</u>	<u>0</u>	<u>2,324,619</u>	<u>6,398,399</u>

## 6. Inventories

2010

2009

R

R

The inventory consists of stationery that has been stated at cost

129,844

112,106

## 7. Trade and other receivables

Rent

15,792

6,921

Recoverable expenditure and debtors

1,696,453

1,342,429

1,712,245

1,349,350

### Credit quality of trade and other receivables

The credit quality of trade and other receivables that are neither past due nor impaired was assessed by reference to historical information about counterparty default rates.

### Fair value of trade and other receivables

Trade and other receivables

1,712,245

1,349,350

### Trade and other receivables past due but not impaired

Trade and other receivables which are past due are not considered to be impaired as SAQA is confident that all amounts outstanding will be recovered in full. At 31 March 2010 an amount of R1 712 245 (2009: R 1 349 350) was past due but not impaired.

The ageing of amounts past due but not impaired was as follows:

1 month past due

519,380

87,339

2 months past due

806,880

1,008,630

> 3 months past due

385,985

253,380

1,712,245

1,349,350

The maximum exposure to credit risk at the reporting date is the fair value of each class of receivable mentioned above. The Authority does not hold any collateral as security. The trade receivables have not been discounted as the amount is not material.

## 8. Cash and cash equivalents

Bank account balances

875,550

1,476,230

Petty cash

3,000

3,000

Corporation for Public Deposits

26,988,679

26,697,102

European Union bank balance

-

958,379

27,867,229

29,134,712

The amounts reflected as European Union bank balance held by SAQA are not available for SAQA's use as it is an amount dedicated to specific use specified by the European Union. The amount due to the European Union was repaid to National Treasury during the current financial year.

The average weekly balance of funds held at the Corporation for Public Deposits over the financial year was R31,4million (2009: R32,2 million) and the average interest rate over the same period was 7,29% (2009:10,74%).

**9. Deferred Income**

	<u>2010</u>	<u>2009</u>
	<u>R</u>	<u>R</u>
Directorate Foreign Qualifications Evaluation and Advisory Services	707,840	1,272,960
<b>Joint implementation projects</b>	<b>3,282,799</b>	<b>5,319,377</b>
Council on Higher Education	1,066,961	520,630
Services SETA	349,307	1,463,921
SASSETA	0	0
ISETT SETA	448,318	4,702
SACPLAN	175,635	0
TETA	300,000	290,308
LG SETA	89,831	234,793
INSETA	0	150,753
PALAMA	0	0
CHIETA	0	29,345
Construction SETA	0	771,360
FIETA	188,228	536,599
Department of Sports and Recreation	0	168,288
Department of Public Service and Administration	61,158	0
Department of Social Development	388,294	423,083
Department of Home Affairs	43,766	125,834
Department of Higher Education and Training	0	200,000
Public Association of Accounts Professionals	64,672	9,760
City & Guilds	106,629	390,001
	<b><u>3,990,639</u></b>	<b><u>6,592,337</u></b>

**10. Trade and other payables**

Trade payables	7,282,978	6,017,527
Short-term employee accruals	1,821,595	1,370,546
VAT	34,171	31,678
Other	0	433,439
	<b><u>9,138,744</u></b>	<b><u>7,853,190</u></b>

SAQA pays all its trade and other payables within 30 days in accordance with the terms of the PFMA and Treasury regulations.

## 11. Cash flow from operating activities

	<u>2010</u>	<u>2009</u>
	<u>R</u>	<u>R</u>
<b>Reconciliation of surplus and cash flow generated by operating activities</b>		
Surplus / (Deficit) per statement of financial performance	969,256	(1,786,929)
Increase in trade and other receivables	(362,896)	(338,090)
(Increase) / Decrease in inventories	(17,737)	868
Increase in prepaid expenses	(32,148)	(32,203)
Decrease / (Increase) in operating lease receivable	10,618	(23,462)
Increase / (Decrease) in trade and other payables	1,285,554	(446,416)
Non-cash items: Profit on disposal of property, plant and equipment	0	(25,666)
Non-cash items: depreciation and amortisation	2,647,133	5,429,445
Net movement in deferred income	(2,601,699)	(650,190)
	<u>1,898,081</u>	<u>2,127,357</u>

## 12. Operating leases

### Leases as Lessor

SAQA leases out offices in the Hatfield building under operating leases. The future minimum lease payments under non-cancellable leases are as follows:

Less than one year	989,686	1,231,991
Between one and five years	274,552	1,365,530
More than five years	-	-
	<u>1,264,238</u>	<u>2,597,521</u>
Amount to be recognised in future periods	1,179,869	2,502,534
Operating lease accrual recognised	84,369	94,987
	<u>1,264,238</u>	<u>2,597,521</u>

## 13. Taxation

SAQA is exempt from income tax in terms of section 10 (1) cA of the Income Tax Act.

## 14. Financial instruments

### Risk management

Exposure to credit risk arises in the normal course of SAQA's business. Exposure to currency and interest rate risk is minimal. SAQA has an overall risk management plan that is approved by the Authority and is reviewed by the Audit Committee annually. The Authority has approved written policies covering specific areas such as investment policy and credit risk that SAQA's management adheres to.

### Credit risk

Management has a credit policy in place and the exposure to credit risk is monitored on an ongoing basis. Credit evaluations are performed on all customers requiring credit over a certain amount. Where no credit ratings are available, SAQA assesses the credit quality of the customer, taking into account its financial position, past experience and other factors. Reputable financial institutions are used for investing and cash-handling purposes.

At the statement of financial position date there was no significant concentration of credit risk.

The maximum exposure to credit risk is represented by the carrying amount of each financial asset in the statement of financial position.

**Liquidity risk management**

SAQA manages liquidity risks by monitoring forecasted cash flows and ensuring that the necessary funds are available to meet any commitments which arise. SAQA further manages liquidity risk by only spending according to its approved budget which is fully funded. The budget is reviewed and approved annually by the Authority and by the Minister of Higher Education and Training. Cash which is not needed immediately is invested with the Corporation for Public Deposits. As funds are needed, the necessary cash is transferred to SAQA's operations account. Creditors are paid within 30 days of receipt of invoice.

**Interest rate risk**

SAQA's exposure in terms of interest rate risk relates to the call deposit held with the Corporation for Public Deposits. The interest rate is updated weekly and is linked to the Treasury Bill rate. SAQA reviews the rate at regular intervals and compares the rate received to the rates available in the market from other large commercial banking institutions to ensure that it is receiving competitive rates. In terms of SAQA's budget, the income derived from interest income is conservatively estimated and does not hold any major risks to SAQA. The funds held with the CPD are available on the same day if requested before 12h00.

On an average cash balance of R26,8 million (2009: R27,4 million), a 1% rise or fall in the interest rate would have an effect on income of either increasing income or decreasing it by R268 000 (2009: R274,000), being an effect of 0.42% (2009: 0.41%) of total income.

**Fair values**

The fair values of all financial instruments are substantially identical to carrying amounts reflected in the statement of financial position.

**15. Retirement benefit obligations**

SAQA operates a defined contribution retirement plan covering all qualifying employees. The fund is governed by the Pension Funds Act, 1956 (Act No. 24 of 1956).

The assets of the fund are held in trust under the control of the umbrella Board of Trustees of the Orion Money Purchase Pension Fund (SA). Old Mutual is the fund underwriter. Fund assets consist primarily of monthly contributions paid over to the fund on behalf of the members by the participating employers. The underlying assets are invested in listed shares, fixed income securities, cash and deposits.

The total cost charged to income of R3,309,891 (2009: R2,912,936) represents contributions payable to the scheme by SAQA according to the rates specified in the rules of the scheme.

As at 31 March 2010 all contributions had been paid over to the scheme.

## 16. Related parties

### 16.1 Identity of related parties

The entity has a related party relationship with public entities within the national sphere of government. The ultimate parent of SAQA is the government, represented by the Department of Higher Education and Training. Arms length transactions between related parties have not been reflected as per the exemption in IPSAS 20.27

Transactions with members of SAQA consist of remuneration and are disclosed in Note 3 to the financial statements. The names are detailed in the Accounting Authority Report.

#### 2010

Transactions with SAQA's principal departments and their public entities :	<u>Grant</u>	<u>Funds received for Services to be Rendered</u>	<u>Balance Owing To SAQA by Entity</u>
Department of Higher Education and Training	<u>R 39,080,000</u>	<u>R 50,000</u>	<u>(R50,000)</u>
Council on Higher Education		803,700	
- National Business Initiative / JIPSA		691,300	(212,867)
Services SETA		500,000	(500,000)
SASSETA		33,000	
ISETT SETA		469,000	
SACPLAN		273,600	
TETA		300,000	(300,000)
PALAMA		94,071	
Construction SETA		134,644	
FIETA		100,000	
Department of Public Service and Administration		100,000	
Department of Home Affairs		30,000	
Department of Labour		236,000	(236,000)
Public Association of Accounts Professionals		100,000	
		<u>R 3,915,315</u>	<u>(1,298,867)</u>

16.1 Related parties (continued)

**2009**

Transactions with SAQA's principal departments and their public entities:	<u>Grant</u>	<u>Funds received for Services to be Rendered</u>	<u>Balance Owing To SAQA by Entity</u>
Department of Higher Education and Training	<u>R 37,566 000</u>	<u>R 200,000</u>	
Council on Higher Education		764,000	
Services SETA		760,000	
SASSETA		42,000	
H&W SETA		300,000	
LG SETA		250,000	
INSETA		100,000	
Construction SETA		2,236,500	
FIETA		507,500	(507,500)
ETDP SETA		312,500	
Department of Environmental Affairs & Tourism		50,000	
Department of Sports & Recreation		370,000	
Department of Social Development		479,250	(479,250)
Department of Home Affairs		140,000	
Public Association of Accounts Professionals		<u>100,000</u>	
		<u>R 6,611,750</u>	<u>(R 986,750)</u>

16.2 Transactions with key management consisted of remuneration as detailed below, excluding that of the Chief Executive Officer which is disclosed in Note 3 to the financial statements.

	<u>2010</u>	<u>2009</u>
	<u>R</u>	<u>R</u>
Other executives' remuneration		
Deputy Executive Officer	900,000	763,023
- remuneration	810,318	683,302
- contribution to retirement plan	89,682	79,722
Project Director: NQF Advocacy (appointed 1 May 2009)	663,648	-
- remuneration	592,661	-
- contribution to retirement plan	70,988	-
Director: International liaison (appointed 1 August 2009)	396,422	-
- remuneration	356,216	-
- contribution to retirement plan	40,206	-
Director: Standards setting (resigned 30 September 2008) - Vacant	-	296,388
- remuneration	-	268,906
- contribution to retirement plan	-	27,482
Director: Quality assurance (resigned 28 February 2009)	-	560,020
- remuneration	-	506,240
- contribution to retirement plan	-	53,780
Director: Strategic support (resigned 31 December 2008)	-	471,046
- remuneration	-	423,824
- contribution to retirement plan	-	47,221
Director: Strategic support	575,115	-
- remuneration	506,126	-
- contribution to retirement plan	68,989	-
Director: Research (deceased 23 October 2008) - Vacant	-	368,919
- remuneration	-	335,146
- contribution to retirement plan	-	33,773
Director: Finance and administration	977,635	798,182
- remuneration	881,628	718,544
- contribution to retirement plan	96,006	79,638
Director: Foreign Qualifications Evaluation and Advisory Services (appointed 1 January 2009)	580,620	123,233
- remuneration	511,631	107,626
- contribution to retirement plan	68,989	15,607
Director: Information technology	798,490	721,858
- remuneration	712,877	649,463
- contribution to retirement plan	85,614	72,395
Director: National Learners Records Database	761,074	688,755
- remuneration	673,496	615,741
- contribution to retirement plan	87,578	73,014
Director: Human resources	761,074	688,754
- remuneration	678,129	614,575
- contribution to retirement plan	82,945	74,179
	<u>6,414,080</u>	<u>5,480,178</u>



## 17. Subsequent events

No adjusting events, or non-adjusting events requiring disclosure, occurred after the reporting period.

## 18. Accounting estimates and judgments

After due consideration management believes that the accounting policies used are appropriate and estimates made are reasonable.

## 19. Investment property

The Authority sublets a portion of the SAQA House building but has decided not to treat this property as an investment property as the Authority occupies a significant portion of the building for administration purposes. Accordingly, the leased floor space is treated as an operating lease of property, plant and equipment.

## 20. Contingent liabilities/assets

The Authority is not aware of any contingent liabilities or assets that existed as at 31 March 2010.

## 21. Commitments

### 21.1 Project commitments

The Authority has already committed to the following projects for the coming financial year:

	<u>2010</u>	<u>2009</u>
	<u>R</u>	<u>R</u>
- Joint Implementation Plans	2,215,838	4,798,747
- CHE Database Project	1,066,961	520,630
	<u>3,282,799</u>	<u>5,319,377</u>

### 21.2 Other commitments

The Authority has already committed to the following projects for the coming financial year:

Office renovations to the northern side of the second floor of SAQA House building. The repairs will be funded from the existing budget. Renovations will cost approximately R1 million to complete.

### 21.3 Research proposal commitments

SAQA has entered into research agreements with four institutions. The total commitment into the future is R3,1 million. The commitment for the 2010/11 financial year is R1,6 million, R1 million for the 2011/12 financial year and R0,5 million for the 2012/13 financial year. Should the research partner not perform accordingly in terms of the agreement, then SAQA has the right to cancel the agreement and to withhold any further payments to the institutions.

## 22. Public Finance Management Act

The Authority is not aware of any material losses during the year from any criminal conduct and has not incurred any irregular, unauthorised or fruitless and wasteful expenditure during the financial year. It has therefore not had to carry out any criminal or disciplinary steps in the light thereof.

The Authority has assessed the levels of materiality to be

- any amount which arises from criminal conduct
- R10 000 and above which results from irregular, fruitless or wasteful expenditure caused by gross negligence; or
- R250 000 and above, being approximately 0,5% of gross revenue in respect of irregular, fruitless or wasteful expenditure caused by any other circumstance

During the current financial year, two instances of fraud occurred. The first instance concerned the production of a fraudulent 'True Copy' of a Certificate of Evaluation of a foreign qualification. An investigation took place and a staff member was dismissed for having fraudulently produced such a document. The maximum financial loss to SAQA in this instance was R50. The second instance of fraud occurred when some external party or syndicate 'hacked' into the SAQA telephone system and made telephone calls to the value of R36 555. The matter was taken up with Telkom and SAQA's PABX service provider. Actions were taken to prevent such an occurrence from happening again. Both incidents have been reported to the South African Police Service and have been issued with case numbers.

No fruitless and wasteful expenditure caused by gross negligence above the value of R10 000 occurred during the year.

SAQA received R39 080 000 (2009: R37 566 000) from the government during the year. No financial commitments were made on the government's behalf.

### 23. Change in accounting policy

During the current year under review, the Authority changed its accounting policy on the recognition of government grants received that are used for the acquisition of property, plant and equipment as the Statement of Generally Accepted Accounting Practice AC 134 (IAS 20) - Accounting for Government Grants and Disclosure of Government Assistance, is no longer applicable to SAQA. In anticipation of the Standard of GRAP 23 - Revenue from Non-exchange transactions becoming effective, the Authority has revised its policy on the receipt of government grants.

Previously the Authority accounted for government grants received for the acquisition of property, plant and equipment in the deferred revenue account and recognised this income in the statement of financial performance on a systematic basis over the useful life of the property, plant and equipment purchased according to the depreciation rates used.

The Authority has changed the policy to now record all government grant income received in the statement of financial performance unless there are restrictions or conditions attached to the use thereof or should the Authority have an obligation or potential obligation to refund the grants received. In the latter case the grant will be recorded in a deferred revenue account until such time as the conditions have been fulfilled or a repayment has been made. Effectively each grant will be assessed to determine if any liability exists and if so, the grant will be recorded as deferred revenue until such time as there is no longer any liability for the entity that relates to that grant.

The change in accounting policy has had the following effect on the presentation of the financial statements:

	<u>2010</u>	<u>2009</u>
	<u>R</u>	<u>R</u>
<b>Increase / (Decrease) in Net Revenue for the year</b>		
Government Grant income received	2,632,034	1,083,460
Deferred income - Government Grants on Property, plant and equipment	<u>(1,849,864)</u>	<u>(4,816,359)</u>
	<u>782,170</u>	<u>(3,732,899)</u>
<b>Accumulated Surplus</b>		
Restatement of opening balance in respect of the prior year restatement	<u>13,593,044</u>	<u>17,325,943</u>

### 24. Reconciliation of budget surplus with the surplus in the statement of financial performance

<b>Net surplus as per the statement of financial performance</b>	969,256
Adjusted for:	
Depreciation	1,975,220
Amortisation of intangible assets	671,913
Purchase of property, plant and equipment	<u>(3,165,565)</u>
<b>Net budget surplus for the year</b>	<u>450,824</u>
Shortfall of Income under that budgeted for	(140,623)
Personnel Costs - savings and under-expenditure	5,707,242
Administration costs - savings and under-expenditure	5,249,770
Property, plant and equipment - underspent partly due to equipment ordered but not delivered by 31 March 2010	834,435
Rollover funds from prior years included in approved budget	<u>(11,200,000)</u>
<b>Net budget surplus for the year</b>	<u>450,824</u>

SAQA applied for approval of a revised budget for the 2009/10 financial year after taking into account the surplus funds from prior years. SAQA received written approval of the revised budget in January 2010. SAQA could not commit to certain expenditure prior to having received approval of its revised budget. Taking into account the short time span between the approval of the revised budget and the financial year end, certain activities in the business plan could not be fully implemented before 31 March 2010. Should approval be received for the use of the full surplus in the 2010/11 financial year and should SAQA spend the surplus in the 2010/11 financial year, a deficit on the statement of financial performance for the year ending 31 March 2011 can be expected.

## 25. Accounting standards

	<u>Implementation Date</u>	<u>Applicable to SAQA</u>
The following statements and interpretations are not yet effective in preparing the financial statements of SAQA. Management has taken the initiative of applying some of the principles in the statements below to the current years financial statements as per Directive 5 issued by the Accounting Standards Board. The effect of the changes to the financial statements of SAQA, if any, once implemented, will not be material.		
* GRAP 21 Impairment of Non-cash-generating Assets	No effective date	Yes
* GRAP 23 Revenue from Non-exchange Transactions (Taxes and Transfers)	No effective date	Yes
* GRAP 24 Presentation of Budget Information in Financial Statements	No effective date	Yes
* GRAP 25 Employee Benefits	No effective date	Yes
* GRAP 26 Impairment of Cash-generating assets	No effective date	No
* GRAP 103 Heritage Assets	No effective date	No
* GRAP 104 Financial Instruments	No effective date	Yes

Standards of GRAP that have been issued that entities are not required to apply:

* GRAP 18 Segment Reporting		No
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# glossary

of abbreviations and acronyms

<b>ABET</b>	Adult Basic Education and Training	<b>I &amp; IT</b>	Information and Information Technology
<b>AGRISETA</b>	Agriculture Sector Education and Training Authority	<b>IIP</b>	Investors in People
<b>APAC</b>	Association of Public Accounts Committees	<b>INSETA</b>	Insurance Sector Education and Training Authority
<b>BANKSETA</b>	Banking Sector Education and Training Authority	<b>ISETT SETA</b>	Information Systems, Electronics and Telecommunications Technologies Sector Education and Training Authority
<b>BBBEE</b>	Broad-Based Black Economic Empowerment	<b>JIP</b>	Joint Implementation Plan
<b>CAT</b>	Credit Accumulation and Transfer	<b>JIPSA</b>	Joint Initiative on Priority Skills Acquisition
<b>CETA</b>	Construction Education and Training Authority	<b>LG SETA</b>	Local Government Sector Education and Training Authority
<b>CAS</b>	Careers Advice Service	<b>MAPP</b>	Media, Advertising, Publishing, Printing and Packaging Sector Education and Training Authority
<b>CEO</b>	Chief Executive Officer	<b>MOU</b>	Memorandum of Understanding
<b>CHE</b>	Council on Higher Education	<b>MQA</b>	Mining Qualifications Authority
<b>CHIETA</b>	Chemical Industries Sector Education and Training Authority	<b>NARIC</b>	National Recognition and Information Centre
<b>CIDA</b>	Canadian International Development Agency	<b>NEPAD</b>	New Partnership for Africa's Development
<b>CTFL</b>	Clothing, Textiles, Footwear and Leather Sector Education and Training Authority	<b>NLRD</b>	National Learners' Records Database
<b>DHET</b>	Department of Higher Education and Training	<b>NQF</b>	National Qualifications Framework
<b>DBE</b>	Department of Basic Education	<b>OECD</b>	Organisation for Economic Cooperation and Development
<b>DoE</b>	Department of Education	<b>ESSA</b>	Public Employment Services of South Africa
<b>DOL</b>	Department of Labour	<b>PFMA</b>	Public Finance Management Act
<b>DPSA</b>	Department of Public Service and Administration	<b>PSETA</b>	Public Service Sector Education and Training Authority
<b>DQAD</b>	Directorate: Quality Assurance and Development	<b>QC</b>	Quality Council
<b>DSSD</b>	Directorate: Standards Setting and Development	<b>QCTO</b>	Quality Council for Trade and Occupations
<b>EAIE</b>	European Association for International Education	<b>RPL</b>	Recognition of Prior Learning
<b>EQF</b>	European Qualifications Framework	<b>SADC</b>	Southern African Development Community
<b>ESETA</b>	Energy Sector Education and Training Authority	<b>SADCQF</b>	Southern African Development Community Qualifications Framework
<b>ETDP SETA</b>	Education, Training and Development Practices Sector Education and Training Authority	<b>SADTU</b>	South African Democratic Teachers Union
<b>ETQA</b>	Education and Training Quality Assurance body	<b>SAQA</b>	South African Qualifications Authority
<b>FASSET</b>	Financial and Accounting Services Sector Education and Training Authority	<b>SASQAF</b>	South African Statistics Quality Assurance Framework
<b>FET</b>	Further Education and Training	<b>SASSETA</b>	Safety and Security Sector Education and Training Authority
<b>FIETA</b>	Forest Industries Education and Training Authority	<b>SETA</b>	Sector Education and Training Authority
<b>FOODBEV</b>	Food and Beverages Manufacturing Industry Education and Training Authority	<b>SPBEA</b>	South Pacific Board of Educational Assessment
<b>GET</b>	General Education and Training	<b>TETA</b>	Transport Education and Training Authority
<b>HEQC</b>	Higher Education Quality Committee	<b>THETA</b>	Tourism, Hospitality and Sport Sector Education and Training Authority
<b>HEQCIS</b>	Higher Education Quality Committee Information System	<b>TVET</b>	Technical and Vocational Education and Training
<b>HESA</b>	Higher Education South Africa	<b>UFS</b>	University of the Free State
<b>HR</b>	Human Resources	<b>UKZN</b>	University of KwaZulu-Natal
<b>HRD</b>	Human Resource Development	<b>UNESCO</b>	The United Nations Educational, Scientific and Cultural Organization
<b>HWSETA</b>	Health and Welfare Sector Education and Training Authority	<b>UWC</b>	University of the Western Cape
		<b>W&amp;R SETA</b>	Wholesale and Retail Sector Education and Training Authority
		<b>WITS</b>	University of the Witwatersrand



# annexure a

programme performance

programme purpose and measurable objectives

Programme 1: Administration and Support	
Purpose	This programme covers the activities of the Executive Office and the following Directorates: Research, International Liaison, Finance and Administration, Human Resources, Information and Information Technology, and Strategic Support.
Overall objectives	<ul style="list-style-type: none"> <li>• Coordinate the work of education and training partners to ensure systemic coordination, coherence, articulation and implementation in overseeing the further development of the NQF to the benefit of learners, in line with and responsive to national education and training imperatives.</li> <li>• Advise the Ministers and inform policy-makers and make recommendations on all matters relating to the NQF in South Africa.</li> <li>• Conduct/commission research together with research partners, and publish reports on issues of importance to the development and implementation of the NQF, including periodic studies of the impact of the NQF.</li> <li>• Maintain an effective public NQF communication and advocacy strategy.</li> <li>• Support targeted education, training and development communities to become effective leaders in NQF best practices, through providing client-focused information services in the implementation of the NQF.</li> <li>• Collaborate with SAQA's international counterparts regarding qualifications frameworks and keep the QCs informed.</li> <li>• Ensure effective governance and the aligned development of human, financial and infrastructural resources, to support the achievement of the organisational objectives.</li> </ul>
Programme 2: Standards Setting and Quality Assurance	
Purpose	This programme covers the activities of the former Standards Setting and Quality Assurance directorates.
Measurable objectives	<ul style="list-style-type: none"> <li>• Advise the Ministers and inform policy-makers and make recommendations on all matters relating to the NQF in South Africa.</li> <li>• Coordinate the work of education and training partners to ensure systemic coordination, coherence, articulation and implementation in overseeing the further development of the NQF to the benefit of learners, in line with and responsive to national education and training imperatives.</li> <li>• Register high quality, nationally relevant and internationally comparable qualifications and part-qualifications that meet national criteria and articulate across sub-frameworks.</li> <li>• Recognise professional bodies and register professional designations on the NQF.</li> </ul>
Directorate/ Programme-specific objectives	<ul style="list-style-type: none"> <li>• Provide advice with regard to policy planning and development, including criteria related to level descriptors, development, registration and publication of qualifications or part-qualifications, assessment, recognition of prior learning and credit accumulation and transfer.</li> <li>• Provide an evaluative function for qualifications, part qualifications and professional designations for registration on the NQF.</li> <li>• Ensure that high quality, nationally relevant and internationally comparable qualifications and standards that articulate across sub-frameworks are registered on the NQF.</li> <li>• Support government in implementing the Amended National Skills Development Act in establishing a quality-assuring system for economic sector education and training.</li> <li>• Provide for the recognition of professional bodies and the registration of professional designations.</li> <li>• Ensure smooth transition from the old to the new NQF landscape.</li> </ul>

<b>Programme 3:</b>	<b>National Quality Assurance and Development</b>
Purpose	The activities of this programme were incorporated under Programme 2 above
<b>Programme 4:</b>	<b>National Learners' Records Database (NLRD)</b>
Purpose	This programme covers the activities of the Directorate: National Learners' Records Database and includes SAQA's verification service for South African qualifications.
Specific objectives	<ul style="list-style-type: none"> <li>• Maintain and further develop the NLRD as the key national source of information for human resource and skills development in policy, infrastructure and planning.</li> <li>• Maintain and develop SAQA's role as the national source of advice on foreign and domestic learning and qualifications.</li> </ul>
Programme-specific objectives	<ul style="list-style-type: none"> <li>• Populate the NLRD with all available data, ensure that it is of acceptable quality, and manage it appropriately. Ensure availability of previously inaccessible data.</li> <li>• Ensure that SAQA has the authority to gather this data, and that the lines of data flow are agreed by all NQF partners (SAQA and the QCs).</li> <li>• Maintain, further develop and implement the Higher Education Quality Committee Information System for the Council on Higher Education.</li> <li>• Provide appropriate system and application tools to exploit the research potential of the NLRD, including the development of key reports and services.</li> <li>• Provide a service for the verification of the achievement of registered qualifications by South African learners.</li> <li>• Ensure system support other than OnLineDBA for the NLRD.</li> <li>• Support the NQF as a system, as well as fellow SAQA directorates and SAQA as an organisation.</li> </ul>
<b>Programme 5:</b>	<b>Foreign Qualifications: Evaluation and Advisory Services</b>
Purpose	This programme covers the activities of the Directorate: Foreign Qualifications: Evaluation and Advisory Services.
Specific objectives	Maintain and develop SAQA's role as the national source of advice on foreign and domestic learning and qualifications.
Programme-specific objectives	<ul style="list-style-type: none"> <li>• Nurture and grow the unique expertise of SAQA's evaluation service as a recognised national asset.</li> <li>• Position the directorate as a relevant and value-adding partner in ensuring socio-economic development through mobility of learners and workers.</li> <li>• In addition to the evaluation of foreign qualifications, develop services and products to meet other identified market needs.</li> <li>• Build infrastructure and resources to adequately support delivery of the full range of activities, services and products, with special reference to the evaluation of foreign qualifications.</li> </ul>



summary of budget/expenditure per programme

Programme		Budget for 2009/10	Actual Expenditure for 2009/10	Underspent / (Overspent)
Programme 1	Administration & Support			
	1.1 Executive Office	6 824 548	6 991 107	(166 559)
	1.2 Finance & Administration	11 008 337	9 511 843	1 496 494
	1.3 Human Resources	3 297 584	2 916 401	381 182
	1.4 Information Technology	8 539 006	7 904 597	634 409
	1.5 Strategic Support	9 163 741	6 146 928	3 016 813
	1.6 Research	4 927 228	3 132 651	1 794 577
	1.7 International Liaison	1 095 365	956 962	138 403
Programme 2	National Standards Setting and Development	8 994 107	7 568 860	1 425 247
Programme 3	National Quality Assurance and Development	1 785 040	1 445 875	339 165
Programme 4	National Learners' Records Database	6 193 319	4 926 995	1 266 324
Programme 5	Directorate Foreign Qualifications Evaluation and Advisory Services	12 761 726	11 296 334	1 465 392
<b>Totals</b>		<b>74 590 000</b>	<b>62 798 553</b>	<b>11 791 447</b>

summary of budget/expenditure per programme

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>Executive Office</b>  <b>Research</b>	1. Ensure that a research programme focusing on key priorities is established and maintained.	<ul style="list-style-type: none"> <li>The Research Directorate exists, is functional and adequately resourced.</li> </ul>	<ul style="list-style-type: none"> <li>The Research Directorate was fully staffed within the reporting period, and both conducted and disseminated research, and participated in a range of national and other research events.</li> </ul>
		<ul style="list-style-type: none"> <li>The research agenda is aligned to SAQA's strategic direction. (See Research Directorate for detailed performance indicators)</li> </ul>	<ul style="list-style-type: none"> <li>The research agenda has been aligned to SAQA's strategic direction by the implementation of five research projects focusing on RPL practices, FET college educators, change-orientated learning and sustainable development, specialised communities of practice and impact evaluation of the NQF.</li> </ul>
<b>Relationships</b>	2. Formalise partnerships with key role players to ensure systemic coordination and coherence of the NQF.  3. Encourage and engage key stakeholders in the new NQF landscape, to ensure critical and constructive debate of alternatives that will ensure that the benefits of the NQF are available to all learners in South Africa.  4. Support and engage the strategic partners i.e. the Departments of Education and Labour, to ensure SAQA's support in the delivery of their strategic objectives and prevent unnecessary conflict.  5. Strengthen the NQF through representation on bodies that can build and support SAQA's initiatives effectively.	<ul style="list-style-type: none"> <li>Initiate at least three agreements/ partnerships with key role players, aimed at systemic coordination.</li> <li>Host/participate in at least two events aimed at critical and constructive debate of NQF issues.</li> </ul>	<ul style="list-style-type: none"> <li>Partnerships have been entered into with Services SETA and CETA for the development of a Career Advice Helpline.</li> <li>Agreement was reached with the CHE on a number of issues and Joint Communiques were issued on approach and transitional arrangements.</li> <li>SAQA hosted the first annual Ben Parker Memorial Lecture, where the DG of the DHET delivered the lecture.</li> </ul>
		<ul style="list-style-type: none"> <li>Initiate/participate in at least two interactions with the Departments of Education and/or Labour, to support the delivery of their strategic objectives.</li> </ul>	<ul style="list-style-type: none"> <li>The NQF Forum was established and met in April 2010, to discuss NQF implementation matters. It has also been agreed that the CEOs of SAQA and the three QCs will meet regularly as of April 2010.</li> <li>SAQA attended the Minister of Higher Education and Training Colloquium on 26 and 27 June 2009.</li> </ul>
		<ul style="list-style-type: none"> <li>Represent SAQA on at least three bodies that can build and support SAQA's initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>SAQA is represented on the NSA, CHE, NBFET, NEPAD, JIPSA, CPTD, Umalusi and now the QCTO.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>Support Functions</b>	6. Ensure the aligned development of human, financial and infra-structural resources to support the achievement of the organisational objectives.	<ul style="list-style-type: none"> <li>• Ensure effective structuring of the organisation and that key positions are filled.</li> <li>• Ensure adequate resources through budget prioritisation.</li> <li>• Ensure effective infrastructural resources are in place for optimal functioning.</li> </ul>	<ul style="list-style-type: none"> <li>• Key positions in SAQA have been filled throughout the year.</li> <li>• Resources made available through budget prioritisation have been effectively used.</li> </ul>
	7. Strengthen the NQF through collaboration with international bodies that can build and support SAQA's initiatives effectively.	<ul style="list-style-type: none"> <li>• Increased capacity to conduct international liaison is created, including succession planning, by August 2009.</li> <li>• Appropriate budget is allocated.</li> <li>• SAQA is involved in at least three regional and international qualifications framework activities.</li> <li>• Develop a strategic plan for International Liaison.</li> <li>• Support the development of the SADC regional qualifications framework through representation on the SADC Technical Committee on Certification and Accreditation, bi- and multilateral collaborations and targeted activities on quality assurance, the evaluation of foreign qualifications and information management.</li> <li>• Cooperate with international qualifications agencies to build capacity and share best practice, including at least two study visits per annum.</li> </ul>	<ul style="list-style-type: none"> <li>• SAQA conducted research for the Commonwealth Secretariat into teacher qualifications. The research was presented and distributed at the 17th Commonwealth Conference of Education Ministers in Malaysia in June 2009.</li> <li>• SAQA attended: <ul style="list-style-type: none"> <li>- 4<sup>th</sup> Commonwealth Teachers Research Symposium from 18 to 20 March 2009</li> <li>- 6<sup>th</sup> International Conference on Adult Education from 1 to 4 December 2009</li> <li>- 2009 Gulf Cooperation Council Qualifications Conference and Workshop on 5 and 6 April 2009</li> <li>- Lumina Foundation for Educators in Washington 26 to 28 July 2009</li> <li>- Commonwealth of Learning, Vancouver, from 10 to 13 August 2009 where a proposal was presented on the TQF Portal</li> <li>- European Training Foundation meeting in Italy, 13 and 14 October 2009, where the development of regional frameworks was discussed.</li> </ul> </li> <li>• Delegations visiting SAQA came from: <ul style="list-style-type: none"> <li>- Ethiopia, on 14 April 2009</li> <li>- Eritrea, on 5 May 2009 and 23 October 2009</li> <li>- Swaziland, on 24 and 25 August 2009</li> <li>- Mozambique, on 13 November 2009</li> </ul> </li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>Support Functions</b> (continued)			<ul style="list-style-type: none"> <li>- Angola, on 18 November 2009</li> <li>- United Arab Emirates, on 23 February 2010.</li> </ul>
<b>Governance</b>	8. Facilitate informed decision-making and good governance through the organisation, management and dissemination of high-quality information to the Board.	<ul style="list-style-type: none"> <li>• Strategic and Operational Planning process in place.</li> <li>• High-quality Strategic and Operational Plans prepared and submitted timeously.</li> </ul>	<ul style="list-style-type: none"> <li>• A Strategic Plan and a Revised Strategic Plan for the 2010-13 MTEF period were submitted to the DHET for approval.</li> </ul>
	9. Provide the Board with appropriate documentation, accurate records and logistical support.	<ul style="list-style-type: none"> <li>• Accurate records of all SAQA's meetings and decisions are available.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate records of the SAQA Board and its Committees have been maintained.</li> </ul>
		<ul style="list-style-type: none"> <li>• Adhere to good corporate governance practice in accordance with King II and prepare for alignment with King III.</li> </ul>	<ul style="list-style-type: none"> <li>• King III Code and Report on Good Governance have been analysed and corrective actions are being implemented in the instances of non-compliance.</li> </ul>
<b>Finance and Administration</b>	1. Support strategic decision making through financial scenario planning, budgeting and maintaining effective and efficient financial management.	<ul style="list-style-type: none"> <li>• Generate three budget scenarios for the strategic plan.</li> </ul>	<ul style="list-style-type: none"> <li>• The Revised Budget for 2009/10 was submitted to and approved by the DHET.</li> <li>• The 2010/11 Strategic Plan, which included three financial scenarios, was submitted, with confirmation of receipt, to the DHET.</li> </ul>
		<ul style="list-style-type: none"> <li>• Receive an unqualified audit report.</li> </ul>	<ul style="list-style-type: none"> <li>• Received unqualified audit report from the Auditor-General for the 2009/10 financial year.</li> </ul>
		<ul style="list-style-type: none"> <li>• Produce monthly management accounts.</li> </ul>	<ul style="list-style-type: none"> <li>• Twelve sets of monthly management accounts produced and circulated to Directors.</li> <li>• Quarterly reports were submitted to the SAQA Finance Committee, Executive Committee and the SAQA Board.</li> <li>• Quarterly narrative and financial reports were provided to the DHET.</li> </ul>
		<ul style="list-style-type: none"> <li>• Ensure that finance policies and procedures are in place and reviewed regularly. (Review at least three policies per annum).</li> </ul>	<ul style="list-style-type: none"> <li>• Six financial policies reviewed and approved by designated authority.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>Finance and Administration</b> (continued)	2. Effectively operate a cash management system that ensures adequate cash flow that enables the organisation to meet timeously all commitments in respect of the execution of operations.	<ul style="list-style-type: none"> <li>Maintain a positive cash flow at all times.</li> </ul>	<ul style="list-style-type: none"> <li>The cash management system functioned well as was evident in the internal audits carried out and the healthy cash balance on the Management Accounts, as presented to the Finance Committee.</li> </ul>
		<ul style="list-style-type: none"> <li>Maintain good relationships with donors and departmental finance officials.</li> <li>Additional funding secured for specific projects.</li> <li>Creditors are paid timeously as per National Treasury Regulations.</li> </ul>	<ul style="list-style-type: none"> <li>Meetings were held with the DHET regarding reporting and other key matters. A departmental finance official served on SAQA's Audit Committee.</li> <li>A number of Joint Implementation Plans, funded by partner organisations, have been signed.</li> <li>Payments were made to creditors within 30 days of receiving the invoices.</li> <li>Funds were invested and managed well - interest income was in excess of that budgeted for.</li> <li>Weekly cash reports were produced and made available.</li> </ul>
	3. Effectively monitor and control the procurement operations to ensure that proper authorisation has been obtained and the correct procedure followed in the procurement of goods and services.	<ul style="list-style-type: none"> <li>Procurement policies and procedures are in place and monitored regularly, at least once in every three-year cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Supply Chain Management (SCM) Policy and Procedure was maintained.</li> <li>The SCM Policy and Procedure were presented to the Management Committee to ensure understanding in application.</li> </ul>
		<ul style="list-style-type: none"> <li>CFO is to ensure that all documentation is in place prior to payment of suppliers.</li> <li>Receive unqualified audit reports.</li> </ul>	<ul style="list-style-type: none"> <li>Supply chain management was continually monitored, by the SCM section and the CFO, as evident in the signing off of all briefing notes.</li> <li>A new suppliers database system was procured.</li> <li>An internal audit on internal controls was completed and presented to the SAQA Audit Committee.</li> <li>Unqualified audit report received</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>Finance and Administration</b> (continued)		<ul style="list-style-type: none"> <li>Establish directorate evaluation committees for procurement of goods and services under R200 000 by March 2010.</li> <li>Review major contracts with service providers on an annual basis.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation committees have been established and are functional in two directorates.</li> <li>Commenced with a review of all contracts with SAQA.</li> <li>Training and support on matters such as the preparation of tenders provided to all directorates by SCM division.</li> <li>The SCM division assisted directorates with the preparation of scorecards (where relevant) to identify appropriate suppliers in terms of the SCM Policy &amp; Procedure.</li> </ul>
	<p>4. Facilitate the occupational health and safety of SAQA staff and the SAQA House building.</p> <p>5. Facilities management and safeguarding the staff and assets of SAQA.</p>	<ul style="list-style-type: none"> <li>SAQA meets health and safety requirements.</li> <li>Annually review health and safety issues in the SAQA House building.</li> </ul>	<ul style="list-style-type: none"> <li>SAQA developed the necessary policies and procedures including the appointment of SAQA staff to the Emergency Management Task Team Committee.</li> <li>The emergency alarm system was successfully tested with a mock evacuation of the building.</li> <li>An agreement was entered into for off-site document storage, thus reducing the fire risk.</li> <li>Health and Safety Committee meetings were held as required, during the year under report.</li> <li>Air-conditioner, electrical and fire extinguisher maintenance has been done on a monthly basis.</li> <li>Survey completed and report with proposals obtained on electrical efficiency usage within the building.</li> </ul>
		<ul style="list-style-type: none"> <li>SAQA's assets are secure and operational.</li> </ul>	<ul style="list-style-type: none"> <li>SAQA's assets are secure and operational.</li> <li>Quotes have been received on new front desk access control system.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>Finance and Administration</b> (continued)			<ul style="list-style-type: none"> <li>SAQA maintains an accurate and up-to-date asset register.</li> <li>SAQA's Facilities Management division managed and monitored the outsourced security and cleaning functions of the SAQA House building.</li> </ul>
	6. Maintain an effective and efficient system that ensures accurate recording of financial information and relevant and timeous reporting of the results of operational activities, meeting all legislative requirements and donor relationships.	<ul style="list-style-type: none"> <li>Segregation of duties between capturing and posting of transactions on the accounting system to ensure accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Staff who post transactions check all batches of the preparer for accuracy before posting.</li> </ul>
		<ul style="list-style-type: none"> <li>Outstanding purchase order reports printed and followed up at least quarterly.</li> </ul>	<ul style="list-style-type: none"> <li>Finance Supervisor distributed outstanding purchase order reports to all directorates for scrutiny and follow up.</li> </ul>
		<ul style="list-style-type: none"> <li>Monthly and quarterly financial information and reports are produced and presented.</li> <li>Quarterly reports to JIP-funded projects.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly management reports were provided to the Finance Committee and to the Directors.</li> <li>Four quarterly narrative and financial reports were provided to the Finance Committee and to the Department of Education.</li> <li>The reports of the internal auditors have reflected that SAQA's internal controls are both adequate and effective.</li> <li>Quarterly reports prepared and presented to all JIP partners.</li> </ul>
7. Train and assist staff to understand and use financial systems, information and reports (includes King II & III, PFMA, PPPFA, & Treasury regulations and updates).	<ul style="list-style-type: none"> <li>Senior staff are able to prepare annual budgets and explain budget variances on a monthly basis.</li> </ul>	<ul style="list-style-type: none"> <li>Directors and Deputy Directors were trained in one-on-one meetings and through the Management Committee meetings, to ensure proper understanding of all appropriate financial matters within SAQA.</li> <li>SAQA senior management were coached during one-on-one discussions in the management of their respective management accounts.</li> </ul>	

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>Finance and Administration</b> (continued)		<ul style="list-style-type: none"> <li>Appropriate training for both financial and non-financial staff is conducted at least three times per year.</li> </ul>	<ul style="list-style-type: none"> <li>Supply chain management training was conducted with Directors and Deputy Directors.</li> <li>The senior management of SAQA worked with the CFO in the compilation of their annual budgets. Directors were responsible for managing their respective budgets.</li> </ul>
<b>Information Technology</b>	1. Deliver a robust, sustainable secure and responsive technology environment that supports SAQA's mission and objectives.	Business continuity/security: <ul style="list-style-type: none"> <li>Test, review and update the Business Continuity Plan at least twice per year.</li> <li>Provide a reliable, available and stable technology environment by ensuring that servers are up at least 95% of the time.</li> </ul>	Business continuity/security: <ul style="list-style-type: none"> <li>The Business Continuity Plan was reviewed and updated as planned.</li> <li>A disaster recovery site was acquired and a disaster recovery exercise was successfully conducted at this site in March 2010.</li> <li>All servers were operating 98% of the time and monthly reports to this effect were tabled at the Executive Management Meeting (EMM).</li> </ul>
		<ul style="list-style-type: none"> <li>Ensure that full back-ups are made weekly, that daily incremental back-ups are made and that a full backup is stored off-site on a weekly basis.</li> </ul>	<ul style="list-style-type: none"> <li>Daily incremental back-ups were made. Full weekly back-ups were also made and stored off-site.</li> </ul>
		<ul style="list-style-type: none"> <li>Monitor security systems on a monthly basis to ensure the security and other systems provide a safe environment for IT systems.</li> </ul>	<ul style="list-style-type: none"> <li>Security systems were monitored each month and a new anti-virus strategy was adopted.</li> </ul>
		Asset management: <ul style="list-style-type: none"> <li>Review and implement the asset replacement plan annually.</li> <li>Replace hardware that is older than three years and/or no longer efficient.</li> </ul>	Asset management: <ul style="list-style-type: none"> <li>The asset replacement plan was reviewed and implemented in line with available funds.</li> <li>Ten new desktops and one printer were acquired for the NQF Helpdesk and five desktops, eight laptops and four servers older than three years were replaced. Thirty old monitors were replaced and the memory of all workstations was upgraded.</li> <li>A new storage area network and a voice infrastructure system were acquired.</li> </ul>



Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>Information Technology</b> (continued)			<ul style="list-style-type: none"> <li>• Three new servers were acquired: one will be used for the virtualisation of servers and two will be deployed to host the new SADC qualifications portal.</li> </ul>
		Governance/Policies: <ul style="list-style-type: none"> <li>• Update the IT architectural framework annually to ensure alignment to SAQA's mission and objectives.</li> <li>• Review and update at least four IT policies by March 2010, ensuring that new laws, regulations and rules are not compromised.</li> <li>• Create new policies where appropriate to ensure proper governance.</li> </ul>	Governance/Policies: <ul style="list-style-type: none"> <li>• Preparatory work towards the updating of SAQA's architectural framework was done during the year under review.</li> <li>• The Business Continuity Plans for the individual directorates were reviewed.</li> <li>• The Policy on Business Continuity and the Business Continuity Plan were developed and approved by the Board.</li> </ul>
	2. Acquire, build and integrate modular systems that support the core business and integrate into existing technology.	<ul style="list-style-type: none"> <li>• Renew all software licences and maintenance contracts when due.</li> <li>• Optimise the use of current applications by rolling out new versions and/or patches when these are available and have been proven to be stable.</li> <li>• Commission and oversee the integration, development or purchase of innovative applications that support SAQA in achieving its mission and objectives. (Prioritise at least two interventions).</li> </ul>	<ul style="list-style-type: none"> <li>• Six licences were renewed (IBM, Alteris, Softline VIP, Softline AccPac, Goldmine and Antivirus). Ten new MS Office licences were acquired for the NQF Helpline and two new MS Server 2008 (Enterprise) licences.</li> <li>• All software was upgraded to the latest available versions, thus ensuring maximum productivity, for example VIP, AccPac, Lotus Notes, Oracle and AIX (operating system for the IBM servers).</li> </ul>
3. Build a service delivery capability to ensure that the IT infrastructure meets operation level agreements (OLAs) in terms of availability, capacity and service delivery.	<ul style="list-style-type: none"> <li>• Implement at least two more OLAs with individual directorates during the 2009/10 financial year.</li> <li>• Review and manage all support contracts to ensure agreed service levels have been met, by means of monthly meetings and/or reports.</li> <li>• Report monthly to the EMM on all IT services rendered to SAQA staff, including performance on Helpdesk calls, internet availability, server availability, printing and security.</li> </ul>	<ul style="list-style-type: none"> <li>• No further OLAs entered into as IT handled all directorates according to the standard OLA.</li> <li>• Monthly meetings were held with the following suppliers: Faritac, Praxis and Nashua. Monthly reports were received as well.</li> <li>• Monthly reports were received from Aves, ClickIt, First Technologies and MySolutions. These meetings assisted with the monitoring of support contracts and addressing any problems experienced.</li> <li>• Reporting at EMM took place monthly.</li> </ul>	

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>Human Resources</b>	1. Ensure adequately and appropriately organised training and development for all staff members to ensure the acquisition of the necessary skills, knowledge and attitudes.	<ul style="list-style-type: none"> <li>Achieve a 100% identification of skills gaps through the use of a performance development plan (PDP).</li> </ul>	<ul style="list-style-type: none"> <li>All the skills gaps were identified during PMC contracting (except where structural changes were imminent) and PDPs developed and incorporated into the Workplace Skills Plan.</li> <li>The Workplace Skills Plan was completed and submitted to the ETDP SETA.</li> </ul>
		<ul style="list-style-type: none"> <li>Implement within a single financial year, at least 85% of training and development interventions in line with the organisational needs.</li> </ul>	<ul style="list-style-type: none"> <li>Training and development interventions were planned and implemented in accordance with all individual performance development plans.</li> </ul>
		<ul style="list-style-type: none"> <li>Track and report on the implementation of planned training through the Learner Management System (LMS).</li> </ul>	<ul style="list-style-type: none"> <li>Issues identified during the piloting of the LMS were addressed.</li> </ul>
		<ul style="list-style-type: none"> <li>Ensure that training achieved correlates 85% with planned training.</li> <li>Ensure that at least 85% of PDP planned training links directly with the individual's career path.</li> </ul>	<ul style="list-style-type: none"> <li>All PDPs were monitored to ensure that planned training was aligned with individual career paths.</li> <li>Total cost of interventions: <ul style="list-style-type: none"> <li>Total: 1.6% of staff members cost</li> <li>Study assistance: 0.22% of staff members cost</li> <li>Workshops, courses and seminars: 0.14% of staff members cost</li> </ul> </li> </ul>
	2. Drive a performance and recognition culture.	<ul style="list-style-type: none"> <li>Monitor at least 85% of the Performance Management Development System (PMDS) assessment to ensure that staff members performance targets are met.</li> </ul>	<ul style="list-style-type: none"> <li>All PDMS implementation was closely monitored. PDMC assessment was monitored so as to ensure consistency throughout the organisation.</li> </ul>
		<ul style="list-style-type: none"> <li>Ensure that qualifying staff members are rewarded through the implementation of broadbanding.</li> </ul>	<ul style="list-style-type: none"> <li>The PMC cycle was concluded and a total of 67 staff members were identified for broadbanding.</li> <li>Broadbanding assessments were completed and 17 individuals who met the required performance standards progressed to the next level.</li> </ul>
		<ul style="list-style-type: none"> <li>All managers are provided with adequate guidance to conduct performance reviews effectively.</li> </ul>	<ul style="list-style-type: none"> <li>All managers were provided with adequate guidance to conduct performance reviews effectively.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>Human Resources</b> (continued)	3. Ensure the recruitment and retention of adequately qualified staff.	<ul style="list-style-type: none"> <li>Recruit and appoint suitably qualified personnel for all activated vacancies (100%).</li> </ul>	<ul style="list-style-type: none"> <li>27 staff were recruited and appointed and eight promoted.</li> <li>Timeframes were generally met except in certain cases where scarcity and specialised skills requirements necessitated different approaches to recruitment, e.g. DD: NLRD and Director: Research.</li> </ul>
		<ul style="list-style-type: none"> <li>Introduce interventions that will work towards reducing staff turnover by at least 5% as compared to the 2008/9 year.</li> </ul>	<ul style="list-style-type: none"> <li>The staff turnover was reduced by 7.4 %.</li> </ul>
		<ul style="list-style-type: none"> <li>Ensure that adequate organisational structures are in place to support organisational deliverables.</li> </ul>	<ul style="list-style-type: none"> <li>First draft of new organisational structure developed and ready to begin with consultation.</li> </ul>
		<ul style="list-style-type: none"> <li>Refine the interviewing and selection instruments to improve placement results.</li> </ul>	<ul style="list-style-type: none"> <li>The interviewing and selection procedure was refined so as to allow for scoring of general impression and attitude.</li> </ul>
	4. Provide an effective and efficient support and administration function.	<ul style="list-style-type: none"> <li>Accurate and accessible information is available to staff and managers through the Employee Self Service (ESS) system.</li> </ul>	<ul style="list-style-type: none"> <li>The ESS system has been fully upgraded so that employees can now update their own personal detail, apply for leave and access their salary slips and IRP 5 certificates. Managers can also access management reports through the ESS system.</li> </ul>
		<ul style="list-style-type: none"> <li>Review at least four HR policies and procedures every year to ensure that they are 100% in line with HR best practice and current labour legislation.</li> </ul>	<ul style="list-style-type: none"> <li>Four HR policies have been approved by the Board and six are under review for sign-off by the CEO, as per delegated authority.</li> <li>The VIP Human Resources Module was upgraded to include the ESS system, which provides improved HR functionality in order to, <i>inter alia</i>, better manage the administration of personnel records, leave and access to information.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>Human Resources</b> (continued)			<ul style="list-style-type: none"> <li>Several HR policies and procedures were reviewed to ensure that they are in line with the organisation's Employment Equity strategy and labour legislation. These included the Disciplinary Procedure, Acting Allowance, Grievance Procedure, HIV &amp; AIDS Policy, Leave Policy, Probation Policy, Relocation Policy and Succession Planning.</li> </ul>
	5. Counsel and advise staff and management on the promotion of healthy employer-employee relations, building functional teams and encouraging staff motivation.	<ul style="list-style-type: none"> <li>All line managers are empowered to effectively manage people.</li> </ul>	<ul style="list-style-type: none"> <li>A Management Development Plan has been drafted from the identified gaps in the IIP assessment and a management training intervention has taken place for identified junior managers.</li> <li>Various counselling and leadership coaching interventions for managers took place to enhance the employer-employee relationship, including guidance on conducting feedback sessions for performance reviews, proactively managing non-conformance to expected standards and dealing with discipline.</li> <li>Directors and Deputy Directors were provided with training on disciplinary procedures.</li> </ul>
		<ul style="list-style-type: none"> <li>Bi-monthly meetings are held with organised labour representatives.</li> </ul>	<ul style="list-style-type: none"> <li>Bi-monthly meetings were held with organised labour representatives.</li> </ul>
6. Coordinate employee wellness interventions.	<ul style="list-style-type: none"> <li>Employee wellness policy and strategy will be formulated and implemented by the end of the 2009/10 financial year, in line with the developed model.</li> </ul>	<ul style="list-style-type: none"> <li>A new draft policy and strategy on employee wellness is being developed for approval by the Board.</li> <li>At least two referrals were made for counselling as required.</li> <li>A blood donation service was started at SAQA offices as part of the enhancement of SAQA's caring for staff.</li> </ul>	

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>Human Resources</b> (continued)	7. Maintain and retain IIP Standard.	<ul style="list-style-type: none"> <li>• Draw up a comprehensive leadership development plan for managers.</li> </ul>	<ul style="list-style-type: none"> <li>• A leadership development plan was drawn up.</li> </ul>
		<ul style="list-style-type: none"> <li>• Develop and guide managers in line with the developed plan to ensure consistent application of and follow up on the IIP Action Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent communication between managers and staff, focused on individual development. The quarterly reviews done by staff managers addressed areas identified by the IIP assessment.</li> <li>• A Long Service Award policy was developed and will be implemented in 2009/2010 to further improve employee recognition and reward.</li> <li>• An HR page was developed on the SAQA Community Gateway as well as a plan of how the page will be used effectively to communicate HR-related matters to all SAQA staff. Learning and development was continuously managed through PDPs by all managers.</li> </ul>
		<ul style="list-style-type: none"> <li>• Ensure equality of opportunities for learning and development activities and report on progress annually.</li> </ul>	<ul style="list-style-type: none"> <li>• The Long Service Award has been implemented for service of 10 years and consideration is being given for awards for service of less than 10 years.</li> <li>• Reports on each training intervention were maintained.</li> <li>• SAQA submitted its workplace skills plan and reports against it annually, to the ETDP SETA, in line with the Skills Development Act.</li> <li>• Equity of training opportunities was ensured.</li> </ul>
		<ul style="list-style-type: none"> <li>• Managers report annually on impact of training in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• All managers implemented their training and development plans and reported on their learning and development activities, including equality of opportunity.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>Human Resources</b> (continued)	8. Coordinate the implementation of the Employment Equity (EE) Strategy.	<ul style="list-style-type: none"> <li>Ensure that appointments, promotions, training and development are in line with EE targets in at least 90% of cases.</li> </ul>	<ul style="list-style-type: none"> <li>Of the 27 staff recruited, 25 were in line with EE targets (92.6%).</li> <li>Recruitment of staff is in line with the organisation's EE plan and targets for 2006-2010.</li> <li>Despite following a strategy of back-filling vacancies with temporary and/or fixed-term contacts during the reporting period, the EE trend was according to the plan.</li> </ul>
<b>Strategic Support</b>  <b>Advocacy and Communication</b>  Conduct ongoing strategic advocacy and raise awareness of the NQF.	1. To provide strategic advocacy and communication direction with respect to:  a. the identification and development of key messages  b. the selection of targeted audiences from both the public and the private sector as well as the public at large  c. the re-engineering of SAQA's image and role within the education and training sector and other appropriate target audiences  d. offering client-focused information services to NQF partners, stakeholders and the general public.	<b>NQF Advocacy Strategy</b>  Implement the NQF Advocacy Strategy with strategic partners and key stakeholders through the following:	<ul style="list-style-type: none"> <li>A draft proposal for NQF seminars was developed and will be rolled out in the 2010/11 financial year.</li> <li>The database of stakeholders was reviewed and increased. There are currently 2 917 entries on the database.</li> <li>A client case database has been developed and records are kept of all enquiries dealt with by the NQF helpdesk - as at 31 March 2010, a total of 1 941 cases has been dealt with successfully.</li> <li>The NQF website has been launched and is in operation with all the necessary equipment and systems.</li> <li>Five NQF Helpdesk advisers were appointed and the Project Director: Career Advice Services is being recruited.</li> <li>The communication strategy plan was rolled out. Important documents were circulated to key stakeholders and the following items were produced and disseminated/distributed:               <ul style="list-style-type: none"> <li>1 700 posters</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>Arrange NQF seminars in at least four regions.</li> </ul>	
		<ul style="list-style-type: none"> <li>Develop a key stakeholder database with at least 100 contacts.</li> </ul>	
		<ul style="list-style-type: none"> <li>Develop a website for the NQF.</li> </ul>	
		<ul style="list-style-type: none"> <li>Establish and operate a helpdesk to support the campaign.</li> </ul>	
<ul style="list-style-type: none"> <li>Produce and distribute promotional material.</li> <li>Place at least three adverts and articles in the various print media.</li> </ul>			

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>Strategic Support</b> (continued)			<ul style="list-style-type: none"> <li>- 15 000 flyers on the evaluation of foreign qualifications and on the NLRD Trends Report</li> <li>- 10 000 bookmarks</li> </ul>
		<ul style="list-style-type: none"> <li>• Implement the brand ambassador campaign to raise awareness of the NQF.</li> </ul>	<ul style="list-style-type: none"> <li>• Six NQF brand ambassador workshops have been held with staff of SAQA, CHE and Umalusi.</li> </ul>
		<p>SAQA's Advocacy Strategy</p> <ul style="list-style-type: none"> <li>• Implement SAQA's comprehensive Communications Strategy in line with the NQF Advocacy Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• The Communications Strategy plan was rolled out and various media was used to positively position SAQA and to inform the stakeholders and members of the public about SAQA's role and achievements and the changed NQF landscape. The following items were produced and distributed: <ul style="list-style-type: none"> <li>- Wallets bearing SAQA logos and information on SAQA's roles were generated and were distributed to high-profile stakeholders</li> <li>- Passport-type documents were produced in both hard copies and electronically and will be distributed among key stakeholders</li> </ul> </li> <li>• SAQA featured in broadcasts on radio and television. SAQA personnel, including the Chief Executive Officer, the Deputy Executive Officer and the Board Chairperson, were interviewed on a range of topics, including skills shortage, SAQA's evolving role and unscrupulous training providers.</li> </ul>
		<ul style="list-style-type: none"> <li>• Place four newspaper articles.</li> </ul>	<ul style="list-style-type: none"> <li>• Ten articles and three advertisements were placed in publications that reach SAQA's target audience, including Government Digest, Business Brief, IOL, Succeed, CEO, Achiever, Leadership, Post Matric (Western Cape and KwaZulu-Natal), Education Southern Africa, Top Companies and Top Women.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>Strategic Support</b> (continued)		<ul style="list-style-type: none"> <li>Enhance database of key target audiences.</li> </ul>	<ul style="list-style-type: none"> <li>The SAQA database has been refined to include stakeholders from the corporates, SADC universities and women's organisations.</li> </ul>
		<ul style="list-style-type: none"> <li>Action plan with SABC.</li> </ul>	<ul style="list-style-type: none"> <li>The SAQA-SABC pilot project commenced with radio shows on Ikwekwezi FM.</li> <li>The three-month pilot project covered the following topics:               <ul style="list-style-type: none"> <li>Introduction to SAQA and the NQF focusing on quality learning.</li> <li>How SAQA ensures quality qualifications.</li> <li>Evaluation of foreign qualifications.</li> <li>New qualifications registered on the NQF that support national initiatives.</li> <li>Umalusi as a Quality Council responsible for the implementation of the NQF in the general and further education and training sector.</li> <li>Career guidance and career pathways.</li> <li>Qualifications and careers in the Education and Training Sector (ETDPSETA)</li> <li>The Quality Council on Trades and Occupations and how it relates to the NQF.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>Communicating with prioritised target markets.</li> </ul>	<ul style="list-style-type: none"> <li>Key SAQA publications were distributed to identified stakeholders, depending on the topic covered in the publications. Articles dealing with specific aspects of the NQF, e.g. professional bodies, RPL and the NLRD were placed in trade publications such as Business Brief, Entrepreneur, and the skills development section of the Government Digest. These publications were identified because they reach the target audience.</li> </ul>



Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>Strategic Support</b> (continued)		<ul style="list-style-type: none"> <li>The Helpdesk is enhanced operationally to offer an excellent service.</li> </ul>	<ul style="list-style-type: none"> <li>The Helpdesk is fully operational. Queries from stakeholders were handled professionally. Queries were logged and followed-up when forwarded to other directorates. Monthly statistics reports were generated and presented to SAQA Executive.</li> </ul>
	2. Provide internal advocacy and communication.	<ul style="list-style-type: none"> <li>Implement internal communications strategy through staff meetings, brochures, newsletters, community gateway and Faranani.</li> </ul>	<ul style="list-style-type: none"> <li>Bi-monthly 'Faranani' staff sessions were held. Special Farananis were also held to commemorate ad hoc events such as Women's Day, Nelson Mandela Day, etc..</li> <li>Articles were published on the SAQA Community Gateway following SAQA events such as the Ben Parker Lecture.</li> <li>A writing workshop was held for SAQA staff members to enable them to generate an internal newsletter, which was published in April 2010.</li> </ul>
	3. To produce quality, appropriate and targeted publications that effectively and efficiently enhance understanding and implementation as well as build a positive perception of the NQF and SAQA in accordance with the overall plan.	<ul style="list-style-type: none"> <li>An Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>3 000 copies and 500 CDs of the Annual Report were printed and distributed to stakeholders. The Annual Report was tabled and accepted in Parliament.</li> </ul>
		<ul style="list-style-type: none"> <li>Three SAQA Updates</li> </ul>	<ul style="list-style-type: none"> <li>Two SAQA updates were published (Volume 12 Nos 1 &amp; 2). The third volume could not be produced on time due to limited resources - the post of AD: Communications responsible for publications was vacant for four months and the new person, who started in January 2010, had to be inducted into this role.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>Strategic Support</b> (continued)		<ul style="list-style-type: none"> <li>• Conference proceedings as required</li> <li>• Research publications (at least two)</li> <li>• <i>Ad hoc</i> publications (at least two)</li> </ul>	<ul style="list-style-type: none"> <li>• Two sets of seminar proceedings were published, i.e. 'Learning @ Work', and 'Women, Work and Learning'.</li> <li>• 'Graduate attributes: A baseline study on South African graduates from the perspective of employees' was published as a joint initiative of SAQA and HESA.</li> <li>• The OECD report on RPL entitled 'Recognition of non-formal and informal learning: Country note for South Africa' was published and distributed to the relevant stakeholders.</li> <li>• SAQA also coordinated the printing of the publication 'The recognition of teacher qualifications in the Commonwealth' for the Commonwealth Secretariat.</li> </ul>
		<ul style="list-style-type: none"> <li>• Quality of publications both in terms of editing, content accuracy and appropriateness.</li> <li>• Promotional publications produced to support the overall plan.</li> <li>• Publications produced according to SAQA policy guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• All publications were quality-checked to ensure that they complied with the SAQA formats and were edited for content and accuracy.</li> <li>• The 'Quality qualifications' brochure was re-printed to meet the demand particularly at exhibitions. A SAQA 2010 diary and a year planner were produced and distributed.</li> <li>• All publications were produced in accordance with the SAQA publications guidelines, which aim at generating quality publications for distribution among SAQA stakeholders.</li> </ul>
		<ul style="list-style-type: none"> <li>• Effective distribution of publications.</li> </ul>	<ul style="list-style-type: none"> <li>• A distribution list was compiled for each publication to ensure that the appropriate stakeholders receive these publications. This ensures optimal dissemination of information. All publications also appear as electronic downloads on the SAQA website.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>Strategic Support</b> (continued)	4. Host and participate in strategically selected events and activities that advance the values of the NQF and SAQA.	<ul style="list-style-type: none"> <li>• Host at least three strategic events including conferences/ colloquia on key NQF/SAQA matters.</li> </ul>	<ul style="list-style-type: none"> <li>• SAQA hosted events that provided a platform for debate of NQF-related matters. The Ben Parker Memorial Lecture was on 'Education and Training in South Africa: progress and challenges' and the Chairperson's Lecture was on 'Skills shortage: whose skills and for what purpose?' SAQA also co-hosted the Commonwealth Teacher Symposium with the University of the Free State. A career guidance consultative meeting was held in May 2009 to discuss the way forward in establishing a career advisory service to serve all South Africans, especially those who are historically disadvantaged.</li> </ul>
		<ul style="list-style-type: none"> <li>• Participate in at least eight exhibitions.</li> </ul>	<ul style="list-style-type: none"> <li>• SAQA participated in the following exhibitions: <ul style="list-style-type: none"> <li>- Shercon 20-22 May 2009</li> <li>- Umalusi Conference 16-17 July 2009</li> <li>- HRDA 12-14 August 2009</li> <li>- SABC Career Expo 4-6 August 2009 (Pretoria)</li> <li>- SABC Career Expo 19-20 August 2009 (Bisho, Eastern Cape)</li> <li>- Youth Making a Difference Career Exhibition 18 September 2009</li> <li>- SABC Career Expo 3-5 March 2010 (Polokwane)</li> <li>- Skills &amp; Training Summit 9-10 March 2010 Pretoria</li> <li>- Star Workplace Expo 19-21 March 2010 (Johannesburg).</li> </ul> </li> </ul> <p>The purpose of participating in these exhibitions is to position SAQA as a custodian of the NQF and to showcase SAQA products and achievements. The events also afford SAQA the opportunity to distribute publications and to add new contacts to the existing database.</p>

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>Strategic Support</b> (continued)		<ul style="list-style-type: none"> <li>• Arrange at least two social events including year-end function.</li> </ul>	<ul style="list-style-type: none"> <li>• Three social events were held, i.e. the Nelson Mandela Day, Spar Challenge and the SAQA year-end function. An article appeared in the Pretoria News and the SAQA CEO was interviewed on radio about SAQA's involvement in Nelson Mandela Day.</li> </ul>
<b>NQF Information Services</b>  Support targeted education, training and development communities to become effective leaders in NQF best practices, through providing client-focused information services in the implementation of the NQF.	1. Grow and improve the capacity- building interventions that have been developed to effectively and appropriately facilitate a deep understanding of the NQF and SAQA, in line with the legislation and policy.	<ul style="list-style-type: none"> <li>• Increase the number of learners enrolled for the NQF Support Link learning programmes by at least 300 through market development, penetration and extension as well as learner recruitment and retention.</li> </ul>	<ul style="list-style-type: none"> <li>• A total of 815 learners attended 81 NQF Support Link workshops in Gauteng, Mpumalanga, Limpopo, Free State, Western Cape and Eastern Cape.</li> </ul>
		<ul style="list-style-type: none"> <li>• Offer at least 20 workshops, aimed at supporting learners from targeted audiences (SETAs, FET colleges, and HR practitioners)</li> </ul>	<ul style="list-style-type: none"> <li>• Out of the 81 workshops offered, 52 were for the SETAs, mainly Services SETA and LG SETA. A workshop was also held for Development Bank of Southern Africa HR practitioners and skills development facilitators and for the Capricorn FET College in Limpopo.</li> </ul>
	2. Grow the NQF Gateway as a communication tool for the NQF Advocacy Campaign, the NQF Support Link and other NQF-related matters.	<ul style="list-style-type: none"> <li>• Update the NQF Gateway with current information on the NQF Advocacy Campaign, the NQF Support Link and other NQF- related matters, at least once per month.</li> </ul>	<ul style="list-style-type: none"> <li>• The NQF Gateway homepage has been updated with recent developments including new legislation. Module 1 of the NQF Support Link has been reviewed and updated to reflect the changing education and training landscape.</li> </ul>
		<ul style="list-style-type: none"> <li>• Develop and post new content to address the needs of stakeholders, at least once per month.</li> </ul>	<ul style="list-style-type: none"> <li>• New content such as articles on various qualification frameworks and skills development initiatives around the world were compiled and placed on the Gateway on a monthly basis. Dates for the NQF Support Link workshops and latest developments regarding the NQF were placed on the Gateway on a monthly basis to address the needs of stakeholders.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>NQF Information Services</b> (continued)		<ul style="list-style-type: none"> <li>Increase registered users by at least 1 500 during the financial year.</li> </ul>	<ul style="list-style-type: none"> <li>In order to ensure that SAQA meets its mandate of publicising or advocating the NQF, the NQF Gateway has been replaced by the NQF website - a website built on a more reliable platform and one that will grow with the evolving NQF. The new NQF website went live on 01 November 2009. The number of users registered since it went live is 1 002 up until the end of March 2010.</li> </ul>
	3. Continually maintain and improve the websites used for effective internal and external communication.	<ul style="list-style-type: none"> <li>Increase the number of SAQA users and subscribers to the e-mail alert by at least 2 500 and continue to provide up-to-date and relevant information on SAQA.</li> </ul>	<ul style="list-style-type: none"> <li>The number of new e-mail alert subscribers during the reporting period is 1 449. Despite the target not having been reached, it is evident from the data collected that the alerts go to the relevant audience. 460 of these new users are education and training providers, 149 are learners, 129 are involved in quality assurance, 121 are government department officials, and 76 are from the FET sector. Users of the SAQA website continue to receive relevant and up-to-date information on SAQA by means of the e-mail alerts.</li> </ul>
		<ul style="list-style-type: none"> <li>Increase the use of the SAQA Community Gateway by staff and Board members as an information resource and a communication tool, by 20%.</li> <li>Administrators of directorate-specific pages maintain their pages on the Community Gateway and update content at least once per month and are given the necessary support.</li> </ul>	<ul style="list-style-type: none"> <li>SAQA staff were kept informed via the Community Gateway of developments within the NQF, including the implementation of the NQF Act, the allocations of functions to the Minister of Higher Education and Training, the State-of-the-Nation Address and other relevant information.</li> <li>The current version of the software, Liferay, on which the Community Gateway runs, is unable to record statistics of users. However, each time the Community Gateway is updated with latest information, an alert is sent to all staff with a blurb about the information as well as a link that goes directly to the Community Gateway for more information.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>NQF Information Services</b> (continued)			<ul style="list-style-type: none"> <li>Administrators of directorate-specific pages were given training and tutorials on how to administrate their pages and they continue to maintain and update their pages.</li> </ul>
	4. Effectively support the NQF-focused work of SAQA through the collection, management and dissemination of high-quality information resources and services.	<ul style="list-style-type: none"> <li>Increase the Resource and Information Centre collection by the acquisition of material that covers at least two new NQF-relevant topics.</li> </ul>	<ul style="list-style-type: none"> <li>A total of 68 titles (122 copies) were purchased for the collection in the Resource Centre. Topics covered by these books include two new NQF-related topics, i.e. career guidance and teacher development, as well as lifelong learning, continuing education and research.</li> </ul>
		<ul style="list-style-type: none"> <li>Renew subscriptions to periodicals, databases and newspapers annually.</li> </ul>	<ul style="list-style-type: none"> <li>Subscriptions to 10 daily and week-end newspapers, and to six local and 16 international periodicals as well as to Sabinet online databases, were renewed.</li> </ul>
		<ul style="list-style-type: none"> <li>Keep staff informed about current developments and changes in legislation and policy that affect SAQA and the NQF.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant speeches, documents and presentations to the Portfolio Committees of Education and Labour (now the Portfolio Committee of Higher Education) and media clippings were circulated to staff and placed on the Community Gateway.</li> </ul>
		<ul style="list-style-type: none"> <li>Ensure that a well-organised records management system is in place:               <ul style="list-style-type: none"> <li>Develop a functional subject file plan and submit to National Archives for approval by 31 July 2009.</li> <li>Continue to train and support directorate Records Managers.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A draft functional subject filing system was developed and submitted to National Archives for approval. Staff members were introduced to the records management system.</li> </ul>
5. Offer client-focused information services to NQF partners, stakeholders and the general public.	<ul style="list-style-type: none"> <li>Re-launch and implement the SAQA Client Service Standards.</li> </ul>	<ul style="list-style-type: none"> <li>Client service standards have been promoted within SAQA by creating a client services page on the Community Gateway with information about client service and providing staff members with valuable tips that will help to improve client service in the organisation.</li> </ul>	

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>NQF Information Services</b> (continued)		<ul style="list-style-type: none"> <li>Monitor complaints, and ensure that all complaints are addressed within 48 hours of receipt. This is reported on, on a weekly basis.</li> </ul>	<ul style="list-style-type: none"> <li>109 complaints were recorded on the Goldmine Complaints Registration System, of which 58% were addressed within the allotted time. Those that required detailed responses, and in some cases communication with the complainant to get more details, were addressed within a period of 10 working days, on average. Reports to this effect were provided weekly.</li> </ul>
		<ul style="list-style-type: none"> <li>Ensure that the helpdesk, reception and switchboard are operationally optimised to offer excellent service to NQF partners, stakeholders and the general public.</li> </ul>	<ul style="list-style-type: none"> <li>The Helpdesk system has been programmed to record the number of telephone calls received and dropped which enables effective management of the Helpdesk.</li> </ul>
		<ul style="list-style-type: none"> <li>Staff at Helpdesk and reception are kept up-to-date with latest developments at SAQA and regarding NQF-related legislation.</li> </ul>	<ul style="list-style-type: none"> <li>Staff at the Helpdesk and reception were kept up-to-date with latest developments at SAQA and regarding the NQF through monthly meetings.</li> </ul>
		<ul style="list-style-type: none"> <li>Helpdesk enquiries are responded to within 48 hours of receipt. This service is monitored and reported on, on a monthly basis.</li> </ul>	<ul style="list-style-type: none"> <li>About 60% of the Helpdesk enquiries were handled within 48 hours of receipt. Enquiries requiring information not immediately available, and those referred to other directorates were, on average, responded to within five working days, but the clients were kept informed of the progress. Monthly reports were given at the Executive Management meetings.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<p><b>Research</b></p> <p>Advise the Ministers, inform policy-makers and make recommendations on all matters relating to the NQF and education and training in South Africa.</p> <p>Conduct or commission research together with research partners, and publish reports on issues of importance to the development and implementation of the NQF, including periodic studies on the impact of the NQF.</p>	<p>1. Advise the Ministers, inform policy-makers and make recommendations on all matters relating to the NQF and education and training in South Africa.</p>	<ul style="list-style-type: none"> <li>• Produce analyses and advice (at least two briefing documents, position papers or presentations) on key NQF matters.</li> </ul>	<ul style="list-style-type: none"> <li>• Three briefing documents were completed and submitted during the year under review: <ul style="list-style-type: none"> <li>- An analysis of the FET college results was done and submitted to the Minister and Department of HET.</li> <li>- Presentation and briefing note on RPL submitted to the Portfolio Committee on Higher Education and Training.</li> <li>- In addition to a formal briefing document under signature of the Chairperson of SAQA, the CEO and Deputy EO had a meeting with the Minister, briefing him about progress with the implementation of the NQF Act, and SAQA activities.</li> </ul> </li> </ul>
	<p>2. Conduct/commission research together with research partners, and publish reports on issues of importance to the development and implementation of the NQF, including periodic studies on the impact of the NQF.</p>	<ul style="list-style-type: none"> <li>• Establish research partnerships with universities and other research agencies and produce reports and/or papers (at least four reports/papers) on: <ul style="list-style-type: none"> <li>- Workplace learning and sustainable development practices</li> <li>- Current and improved RPL practices: conceptual framework</li> <li>- Quality and capacity of FET colleges</li> <li>- Assessing the impact and development of the NQF.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Research partnerships were put in place: UWC (for research into RPL), UKZN (for FET college educator research), Rhodes University (for research into change-oriented learning and sustainable development), Witwatersrand University (for research into communities of specialised assessment practice) and the Joint Education Trust Education Services (to research the impact of the NQF).</li> <li>• The following three reports have been published: <ul style="list-style-type: none"> <li>- SAQA-OECD report on Recognition of non-formal and informal learning: Country Note South Africa</li> <li>- Learning @ work: Perspective on skills development in the workplace</li> <li>- Career guidance: Challenges and opportunities.</li> </ul> </li> </ul>



Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
<b>Research</b> (continued)		<ul style="list-style-type: none"> <li>Attend and present four papers, two at local and two at international conferences, research forums or workshops.</li> </ul>	<ul style="list-style-type: none"> <li>Four papers were presented at the RWL Conference in Denmark, by Dr J Mukora (SAQA), Prof I Moll (WITS partner), Mr M Mukute (Rhodes partner) and Mr A Ralphs (UWC partner). One paper was presented at the Umalusi Provider Conference (by Dr H Bolton). One paper was presented at the 16th Annual Artisan Development Conference (Dr J Mukora).</li> </ul>
		<ul style="list-style-type: none"> <li>Publish at least two papers in academic journals.</li> <li>Populate the research page on the SAQA/NQF website.</li> </ul>	<ul style="list-style-type: none"> <li>One paper (What really matters: aspects of pedagogy linked to access to &amp; achievement in specialised knowledge for learners in differing social class contexts - by Dr H Bolton) was published in the SA Journal of Education.</li> <li>Four additional papers have been drafted for submission to peer-reviewed journals: two by Dr N Sebele (SAQA); one by Mr A Ralphs (UWC partner); and one by Prof V Wedekind (UKZN partner).</li> <li>Four reports have been compiled for further SAQA work: two on the integration of academic and vocational knowledge (by Dr N Carrim, WITS partner), one on the uptake of NQF qualifications and unit standards (by Dr E van Zyl), and one on learner achievements (also by Dr E van Zyl).</li> </ul>
	3. Support the development of SAQA as a research-driven organisation.	<ul style="list-style-type: none"> <li>Develop capacity of SAQA staff to carry out functions in a research-informed manner by: <ul style="list-style-type: none"> <li>Providing at least three research capacity-building workshops and/or seminars for SAQA staff, during the financial year.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>One staff seminar regarding change-orientated learning and sustainable development practices was presented by Prof H Lotz-Sisitka (Rhodes). Due to research partner availability, two further NQF seminars took place in April and May 2010. In line with SAQA's new role, these seminars are now attended by staff from the DHET and the QCs, as well as SAQA staff.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 1: Administration and Support</b>			
Research (continued)		<ul style="list-style-type: none"> <li>- Host a collaborative Research Forum with key stakeholders and produce booklet mapping NQF stakeholder research.</li> <li>- Publish a list of NQF-related research.</li> <li>- Host the annual Ben Parker Memorial Lecture.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning for the first NQF Research Conference (collaborative Research Forum) is at an advanced stage; a book with summaries mapping NQF-related research is in the process of being compiled. The conference is to take place from 2-4 June 2010.</li> <li>• The first annual Ben Parker Lecture was held successfully: it was attended by about 200 individuals representing a wide range of education and training structures, institutions, and organisations.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 2: Standard Setting and Quality Assurance</b>			
	1. Provide advice with regard to policy planning and development processes.	<ul style="list-style-type: none"> <li>• Draft level descriptors for a 10-Level NQF and commence with consultation on these.</li> <li>• Draft policy framework and criteria for the development, registration and publication of qualifications and part qualifications.</li> <li>• Draft policy framework for assessment, recognition of prior learning and credit accumulation and transfer.</li> <li>• Draft policy framework and criteria for recognising professional bodies and registering professional designations.</li> </ul>	<ul style="list-style-type: none"> <li>• The process of consultation has been discussed and agreed upon at the Executive Committee. With the formal establishment of the QCTO, SAQA is awaiting its operational readiness for proper consultation with the QCs to proceed.</li> <li>• Draft policy frameworks have been prepared for: <ul style="list-style-type: none"> <li>- the level descriptors for the 10-Level NQF</li> <li>- RPL</li> <li>- recognition of professional bodies and registration of professional designations.</li> </ul> </li> <li>• Preparatory work on a CAT policy has commenced.</li> </ul>
	2. Provide an evaluative function for registering qualifications, part qualifications and professional designations for registration on the NQF.	<ul style="list-style-type: none"> <li>• Develop interim transitional evaluative processes.</li> <li>• Draft evaluation processes.</li> <li>• Draft criteria for the registration of qualifications and professional designations.</li> </ul>	<ul style="list-style-type: none"> <li>• Agreement was reached with the CHE on a number of issues and joint communiques were issued on approach and transitional arrangements.</li> <li>• A policy on the registration of HE qualifications has been coordinated with the CHE and approved by the Board.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 2: Standard Setting and Quality Assurance</b>			
			<ul style="list-style-type: none"> <li>Discussions have taken place with Department of Labour (DoL) (before the transfer of functions), the DHET and the CHE on SAQA's evaluative role.</li> <li>A strategy has been prepared and approved for the development of criteria for the recognition of professional bodies and registration of professional designations.</li> </ul>
	3. Ensure that high-quality, nationally relevant and internationally comparable qualifications and part qualifications that articulate across sub-frameworks are registered on the NQF.	<ul style="list-style-type: none"> <li>Draft level descriptors from Levels 1-10.</li> <li>Report on the status of the proposed level descriptors for Levels 1-10.</li> <li>Draft policy for the development, registration and publication of qualifications and part qualifications.</li> <li>Develop criteria for the registration of qualifications and part qualifications.</li> <li>Register high-quality, nationally relevant and internationally comparable qualifications and part qualifications on NQF.</li> </ul>	<ul style="list-style-type: none"> <li>Draft level descriptors have been developed and are awaiting consultation with QCs.</li> <li>A draft policy has been prepared, and agreed upon with the CHE, for the registration of HE qualifications. Discussions have taken place with the QCTO in terms of developing policy for the registration of trades and occupational qualifications.</li> <li>218 high-quality nationally relevant and internationally comparable qualifications and 1 074 unit standards have been registered during the reporting period.</li> </ul>
	4. Provide for the recognition of professional bodies and the registration of professional designations.	<ul style="list-style-type: none"> <li>Draft policy and criteria for professional bodies to be recognised and registered with SAQA.</li> <li>Draft policy and criteria for the registration of professional designations.</li> <li>Register professional designations on the NQF.</li> <li>Reports on the recognition and registration of professional bodies are developed and submitted to the relevant parties.</li> </ul>	<ul style="list-style-type: none"> <li>A strategy for the recognition of professional bodies and registration of professional designations has been approved by the Board.</li> <li>A draft policy has been prepared for the recognition of professional bodies and registration of professional designations.</li> <li>A project plan for the formal registration of professional designations has been prepared.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 2: Standard Setting and Quality Assurance</b>			
	5. Support the DoL in implementing the QCTO.  Support implementation with inputs into policies, procedures and pilots.	<ul style="list-style-type: none"> <li>Model of quality assurance studied and inputs made during year one.</li> <li>Evaluate proposed model for articulation purposes with other models, during year one.</li> </ul>	<ul style="list-style-type: none"> <li>11 meetings have been held with the DoL (before the transfer of functions) and the DHET concerning an implementation strategy for the QCTO.</li> </ul>
	6. Ensure smooth transition from the old to the new NQF landscape.	<ul style="list-style-type: none"> <li>Develop a plan for managing the transition.</li> <li>Unit transitional teams to manage transition.</li> <li>New qualifications and part qualifications registered compliant with interim criteria.</li> <li>Minutes of transitional meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Continued to perform functions under SAQA's old mandate until individual QCs are ready to take over this responsibility. Issued joint communiques with CHE following agreement with the CHE on transitional arrangements in the higher education sector. Held exploratory discussions with Umalusi regarding proposed new qualification types for NQF registration.</li> </ul>

#### Programme 3: National Quality Assurance and Development (Programme 3)

The activities of this programme were incorporated under Programme 2 above.

Output	Measure / Indicator	Target	Actual
<b>Programme 4: National Learners' Records Database (NLRD)</b>			
	1. Market the NLRD to identified key clients in the public and private sector. This is part of: <ul style="list-style-type: none"> <li>Implementing the NQF Act</li> <li>Managing the transition</li> <li>Communication / Advocacy of the NQF</li> <li>Develop and maintain international NQF linkages</li> </ul>	<ul style="list-style-type: none"> <li>Establish a partnership with those implementing the National Human Resource Development Strategy, and assist with its development and population, by March 2010.</li> <li>Conduct HR development information needs analyses of at least two targeted government departments or organisations, by March 2010.</li> </ul>	<ul style="list-style-type: none"> <li>A partnership was established with JIPSA.</li> <li>The JIPSA-funded project to assist with the completion and currency of the NLRD data (including that of the HEQCIS) continued. This enabled SAQA to employ additional staff to assist with data population and correctness.</li> </ul> <p>This target was met. The following work was done with government departments:</p> <ul style="list-style-type: none"> <li>SAQA assisted PALAMA with the use of qualifications and unit standards, and the then-DoE and the Development Bank in terms of skills provision.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 4: National Learners' Records Database (NLRD)</b>			
			<ul style="list-style-type: none"> <li>The Minister of Public Service and Administration issued a circular advising that only the NLRD should be used for the verification of the qualifications of everyone in the public service in South Africa. Several meetings with the DPSA took place, a national workshop and road-show in all nine provinces took place, and the service commenced.</li> </ul>
		<ul style="list-style-type: none"> <li>Continue the service to the DoL's ESSA project.</li> </ul>	<ul style="list-style-type: none"> <li>SAQA worked with the DoL as required, on the ESSA project.</li> </ul>
		<ul style="list-style-type: none"> <li>Investigate an information partnership with the Department of Home Affairs and establish a partnership with Statistics SA by mid-2009.</li> </ul>	<ul style="list-style-type: none"> <li>A partnership with Statistics SA was formed following a meeting in June 2009, in order to investigate an information partnership and have the NLRD declared as official statistics.</li> </ul>
		<ul style="list-style-type: none"> <li>Produce at least one NLRD publication by December 2009, in line with the publications plan for the NLRD.</li> </ul>	<ul style="list-style-type: none"> <li>A report on learner enrolments and achievements of new qualifications registered since the inception of the NQF was completed.</li> </ul>
		<ul style="list-style-type: none"> <li>Assist those overseeing other countries' NQFs to understand their information needs, and - where mandated - to develop their own information systems:               <ul style="list-style-type: none"> <li>Assist the Qualifications Framework Project (QFP) of the United Arab Emirates to develop its information system, if SAQA's project proposal is accepted.</li> <li>Assist the Seychelles with conceptualising its data model.</li> <li>Follow up on the possibility of assisting other countries, such as Palestine and Lithuania, that have expressed interest.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The United Arab Emirates was still considering the proposal to assist them with the setting up of an information system similar to the NLRD. They would only be allowed to finalise the decision once their Qualifications Framework Project was declared an Authority. In the interim, a delegation specifically focused on writing qualifications and managing information visited SAQA to deepen their understanding.</li> <li>The Seychelles contact person received assistance on data-model issues.</li> <li>The Director: NLRD visited the Mauritius Qualifications Authority (MQA) twice, to assist in defining the requirements for their proposed information system, and wrote the full technical specifications for this.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 4: National Learners' Records Database (NLRD)</b>			
			<ul style="list-style-type: none"> <li>The Director: NLRD participated in the 21st annual conference of the EAIE (European Association for International Education) in Madrid, Spain, as a presenter and panellist at the workshop on student mobility (digital student data portability).</li> <li>Presentations on the NLRD and the HEQCIS were given to delegations from Ghana and Namibia.</li> <li>Other countries that have expressed interest have not yet been in a position to take this further.</li> </ul>
	<p>2. Populate the NLRD with all available data, ensure that it is of acceptable quality, and manage it appropriately. Ensure availability of previously inaccessible data.</p> <p>Ensure that SAQA has the authority to gather this data.</p>	<ul style="list-style-type: none"> <li>Ensure that the NLRD's data-gathering operations (for information such as the professional designations) are implemented in terms of the NQF Act.</li> <li>Test and load data at least twice per annum per data supplier.</li> </ul>	<ul style="list-style-type: none"> <li>Two major loads of data were completed in the reporting period. Two League Tables to measure ETQAs' success rates were utilised; (1) In February 2010, 26 ETQAs achieved green status on the Compliance League Table (which measured compliance with the Minimum Standard); and (2) a total of 11 ETQAs achieved green status on the Performance League Table for the same period.</li> </ul>
		<ul style="list-style-type: none"> <li>Assist the QCTO to meet the requirements of the NQF Act in terms of the upload of data to the NLRD:               <ul style="list-style-type: none"> <li>Have at least two meetings with the QCTO project staff.</li> <li>Agree upon and ensure implementation of data-management methods (capturing, uploading, storing and reporting) for the QCTO.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The Director: NLRD attended one of the QCTO meetings held at SAQA. As the QCTO was only launched in February 2010 and was not yet ready to address the detail regarding data upload during this reporting period, it will be taken further in the new financial year.</li> </ul>
		<ul style="list-style-type: none"> <li>Complete Part 1 of the project to identify and correct duplicate learner data by June 2009 and complete Part 2 by March 2010.</li> </ul>	<ul style="list-style-type: none"> <li>The last checks of the off-line section of the project to correct learner duplicates, were completed and these corrections were activated on the NLRD.</li> </ul>
		<ul style="list-style-type: none"> <li>Host six meetings of the NLRD Partners Forum per annum.</li> </ul>	<ul style="list-style-type: none"> <li>Six meetings of the NLRD Partners Forum were held.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 4: National Learners' Records Database (NLRD)</b>			
		<ul style="list-style-type: none"> <li>Maintain and update website information (including FAQs) on the NLRD at least once per quarter.</li> </ul>	<ul style="list-style-type: none"> <li>Website information was updated to reflect the new NQF dispensation. The FAQs were reviewed and the URL, <a href="http://www.saqa.org.za/nlrdinfo">www.saqa.org.za/nlrdinfo</a> (information on how to submit data), was maintained and developed and more documents added.</li> </ul>
		<ul style="list-style-type: none"> <li>Issue NLRD Load Specifications at least twice per annum.</li> </ul>	<ul style="list-style-type: none"> <li>Updated NLRD load specifications were issued twice during the reporting period.</li> </ul>
		<ul style="list-style-type: none"> <li>Complete key projects: <ul style="list-style-type: none"> <li>NLRD Gap Identification and filling in the gaps, including: <ul style="list-style-type: none"> <li>historical ETQA data by February 2010</li> <li>historical ABET data by June 2009</li> <li>Data on foreign qualifications by March 2010</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The Director-General of the Department of Education authorised SAQA to obtain Umalusi data from the Department's Examinations Section, but the State IT Agency (SITA) raised issues that still required addressing.</li> <li>The ABET dataset from Kha Ri Gude was successfully loaded during April 2009, and the next dataset was due to be loaded in April 2010. It was, however, not possible to load the ABET data that had been received from UNISA, as the learner identities were not consistently defined.</li> <li>A great deal of historical Technikon data was loaded, and this project would continue during the next reporting period.</li> </ul>
		<ul style="list-style-type: none"> <li>Ensure that all data capturing is accurate and timeous.</li> </ul>	<ul style="list-style-type: none"> <li>The contents of all requested qualifications and unit standards were captured timeously, and the routine data-quality checks confirmed that they were captured accurately.</li> </ul>
	3. Maintain, further develop and implement the Higher Education Quality Committee Information System (HEQCIS) for the Council on Higher Education (CHE).	<ul style="list-style-type: none"> <li>The HEQCIS functions efficiently and effectively, both as an information system and as a project, on an ongoing basis.</li> <li>The data on the HEQCIS is accurate and up to date: at least 40% of the Private Higher Education Institutions (PHEIs) have loaded their data by March 2010.</li> </ul>	<ul style="list-style-type: none"> <li>By end of the reporting period, a total of 84 providers had signed up as users: 30 of these had carried out complete data loads, and most of the rest had commenced submitting completed templates of the qualifications that they offer.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 4: National Learners' Records Database (NLRD)</b>			
			<ul style="list-style-type: none"> <li>The JIPSA-funded project to assist with the completion and currency of the NLRD data (including that of the HEQCIS), assisted with this.</li> </ul>
		<ul style="list-style-type: none"> <li>Liaison with PHEIs is maintained on an ongoing basis (at least six meetings per annum).</li> </ul>	<ul style="list-style-type: none"> <li>It was agreed with the CHE that the requirements of the PHEIs would be better served by holding workshops than by holding meetings with only a few of them. Thus, two PHEI workshops, with practical demonstrations for 126 attendees, were held. A DVD of the September 2009 workshop was made and sent to those who had not been able to attend, or who required a 'refresher'.</li> </ul>
		<ul style="list-style-type: none"> <li>Throughout the project, data transmissions from the PHEIs are received, and tested where necessary; constructive feedback is provided.</li> </ul>	<ul style="list-style-type: none"> <li>E-mail and telephonic contact was maintained with all PHEIs signed up as users.</li> </ul>
		<ul style="list-style-type: none"> <li>Data extractions for successful submission to the NLRD are done at least twice a year.</li> </ul>	<ul style="list-style-type: none"> <li>The HEQCIS successfully submitted its entire contents for loading onto the NLRD during January 2010.</li> </ul>
	4. Provide appropriate system and application tools to exploit the research potential of the NLRD, including the development of key reports and services.	<ul style="list-style-type: none"> <li>Key reports are produced and disseminated: <ul style="list-style-type: none"> <li>NLRD National reports - at least one key report per year</li> <li>NLRD outputs at every SAQA meeting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A report on the uptake of qualifications was generated and SAQA is using this to improve its processes internally.</li> <li>Reports were produced for all ETQAs (twice in the year for each), showing the details of the uptake (or lack thereof) for each qualification for which the ETQAs were responsible.</li> <li>NLRD outputs were generated which included reporting to: (1) the SAQA Board; (2) the SAQA Executive Committee; (3) the SAQA Qualifications and Standards Committee; (4) the SAQA Education and Training Quality Assurance Committee; (5) the Information and Information Technology Committee; and (6) NLRD Partners Forum.</li> </ul>



Output	Measure / Indicator	Target	Actual
<b>Programme 4: National Learners' Records Database (NLRD)</b>			
		<ul style="list-style-type: none"> <li>The number of high-level referrals and queries to the NLRD (at least 45 per year, at the level of statistics for decision-making) indicates that it is known to be the key national source of information for human resource and skills development in South Africa.</li> <li>Key services are maintained and developed on an ongoing basis, including searchable databases on the SAQA website such as the one for qualifications and unit standards.</li> </ul>	<ul style="list-style-type: none"> <li>More than 50 high-level queries were received and responded to from HEIs, government departments and corporate organisations.</li> <li>The searchable databases of qualifications (including provider accreditations) and unit standards on the SAQA website continued to function well. The new NQF Levels were successfully added to this, from June 2009 as required by the NQF Act. The 'N' qualifications from the Department of Education were also added, on their request.</li> <li>The Department of Arts and Culture commissioned an analysis of information relevant to them.</li> </ul>
		<ul style="list-style-type: none"> <li>The number of visits to the searchable databases (an average of at least 90 000 per month) indicates that it is known to be the key national source of information on qualifications and unit standards.</li> </ul>	<ul style="list-style-type: none"> <li>The total number of visits to the searchable databases for the year under report, was 2 216 120. This is an average of 184 677 per month.</li> </ul>
		<ul style="list-style-type: none"> <li>NLRD services, including at least one commissioned analysis per year, generate income of at least each year's budgeted amount for the NLRD.</li> </ul>	<ul style="list-style-type: none"> <li>NLRD services generated income of more than double the year's budgeted amount for the NLRD.</li> </ul>
	5. Provide a service for the verification of the achievement of registered and 'legacy' qualifications by South African learners.	<ul style="list-style-type: none"> <li>The service for the verification of learner achievements is maintained and developed on an ongoing basis.</li> <li>This service is utilised by at least 600 people per year requesting free verifications of their own records, and by subscribing clients requesting verifications of at least 800 individuals per year, as well as at least four bulk verification assignments per year.</li> <li>Analyses of verifications done are produced at least once a year.</li> </ul>	<ul style="list-style-type: none"> <li>During the reporting period, 1 667 individuals verified their own transcripts of results, and 137 clients (96 of them public entities) verified the achievements of 12 779 people (12 402 of them for the public-entity clients). This included the verification of the qualifications of a total of 71 people, by 22 public-entity clients, for high-level positions such as Director-General, in line with the above Cabinet decision.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 4: National Learners' Records Database (NLRD)</b>			
		<ul style="list-style-type: none"> <li>The service generates income of at least each year's budgeted amount for the NLRD.</li> </ul>	<ul style="list-style-type: none"> <li>The income generated exceeded the budgeted amount.</li> </ul>
	6. Ensure system support other than OnLineDBA for the NLRD.	<p>The data-model, application and data-loading scripts are maintained and developed on an ongoing basis, and therefore:</p> <ul style="list-style-type: none"> <li>The NLRD functions efficiently and effectively as an information system, on an ongoing basis.</li> <li>Change control documents show that continuous improvement of the NLRD system is undertaken (evidence of two improvements per annum).</li> <li>The batch-load logs show that batch-load programs run correctly.</li> </ul>	<ul style="list-style-type: none"> <li>The data-model, application and data-loading scripts were maintained, and further development took place. This included the upgrade of the NLRD to the use of VB.Net for its "front-end", and the addition of several values to the NLRD lookup tables.</li> <li>Batch-load logs showed that all batch-load programs continued to run correctly.</li> </ul>
	7. Support the NQF as a system, as well as fellow SAQA directorates and SAQA as an organisation.	<ul style="list-style-type: none"> <li>The NLRD, as a system, mirrors the NQF Business Rules and Values at all times, including immediate implementation if any changes to the NQF (such as the move to 10 levels) occur. (Evidence of change to 10-level framework).</li> <li>The NLRD Directorate liaises and cooperates with other SAQA directorates as appropriate, providing quantitative NQF information for them according to their needs (evidence of at least two interventions per annum).</li> </ul>	<ul style="list-style-type: none"> <li>On 30 June 2009, almost 10 000 qualifications were re-registered, and the first round of the project to move qualifications and unit standards to the 10-level NQF was completed. This information was immediately available on the searchable database of qualifications and unit standards.</li> <li>The NLRD Directorate has continued to liaise with the other SAQA directorates concerning accreditation issues and documentation for meetings, as well as various analyses of the qualifications and unit standards.</li> </ul>
		<ul style="list-style-type: none"> <li>The NLRD Directorate contributes to the organisational development of SAQA by participating in SAQA's initiatives (evidence of at least two interventions per annum).</li> </ul>	<ul style="list-style-type: none"> <li>The NLRD Directorate participated in all of SAQA's capacity building and strategic planning initiatives.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 5: Foreign Qualifications: Evaluation and Advisory Services</b>			
Nurture and grow the unique expertise of SAQA's evaluation service as a recognised national asset.	1. Stay abreast of international developments by undertaking structured research and networking.	<ul style="list-style-type: none"> <li>Evidence of at least four instances per year of effective liaison / networking with international peer organisations on matters of mutual interest, or indicating capacity building.</li> </ul>	<p>There is evidence of a large number of effective liaison / networking interventions, as listed below:</p> <ul style="list-style-type: none"> <li>Ongoing sourcing of information takes place in the course of processing applications for evaluation. This includes the following: <ul style="list-style-type: none"> <li>Information on foreign education and training systems, especially where changes are apparent, in order to correctly interpret qualifications.</li> <li>Information on education and training providers which cannot be traced in normal sources and in respect of which the status needs to be confirmed.</li> </ul> <p>Bodies and institutions approached for the above purpose in the past year included UNESCO; ministries of education in various countries (e.g. Zimbabwe, Zambia, Spain); peer evaluating bodies and national authorities inter alia in the UK, USA, Australia, New Zealand, Canada, Germany, France, Kenya, Burundi, The Netherlands, The Russian Federation, Namibia, Switzerland and Cuba; as well as various overseas education and training providers.</p> </li> <li>The Deputy Director: Evaluation attended the following international events: <ul style="list-style-type: none"> <li>The 21st Annual Conference of the European Association for International Education (EAIE) from 16 to 19 September 2009. SAQA participated in sessions on evaluation methodology, fraudulent qualifications, and various education and training systems.</li> </ul> </li> </ul>

Output	Measure / Indicator	Target	Actual
Programme 5: Foreign Qualifications: Evaluation and Advisory Services			
			<p>The conference, which makes provision for a professional section for academic admissions officers and credential evaluators, provided ample opportunity for networking and professional discussion on shared problems and experiences.</p> <ul style="list-style-type: none"> <li>- Training offered by the UK NARIC in Manchester regarding updates on education systems, document fraud and evaluation methodology.</li> <li>• Liaison with the Commission on Higher Education Accreditation, the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the International Education Research Foundation, Inc. to seek advice on RPL of South African qualifications in the USA led to a request by the latter organisation for submission of an article on accreditation in South Africa.</li> <li>• Requests for information on operational models and staffing composition in the form of a questionnaire and an explanatory letter were sent to the following peer organisations: <ul style="list-style-type: none"> <li>- Educational Credential Evaluators (USA)</li> <li>- World Education Services (USA)</li> <li>- AACRAO (USA)</li> <li>- NUFFIC (The Netherlands)</li> <li>- Zentralstelle für ausländisches Bildungswesen (Germany)</li> <li>- National Office for Overseas Skills Recognition (NOOSR) (Government of Australia)</li> <li>- New Zealand Qualifications Authority</li> </ul> </li> </ul>

Output	Measure / Indicator	Target	Actual
Programme 5: Foreign Qualifications: Evaluation and Advisory Services			
			<ul style="list-style-type: none"> <li>- Canadian Information Centre for International Credentials Responses were received from six of these bodies and valuable information shared.</li> <li>• Following networking at the EAIE Conference, a trust relationship was established with the Informatie Beheer Groep of the Ministry of Education in the Netherlands regarding possible further capacity building in the area of document authentication. SAQA was also invited to participate in a future project on fraudulent credentials.</li> <li>• The directorate subscribes to databases containing extensive information on international education and training systems, which are developed and maintained by UK NARIC and NOOSR in Australia. These are consulted by evaluators on a daily basis and require contact with the developers from time to time.</li> <li>• Verification requests are sent to overseas providers in the following cases: <ul style="list-style-type: none"> <li>- In general when qualification documents submitted for evaluation are suspect.</li> <li>- In response to requests from public service departments re high-level appointments, Since December 2009 such requests have been sent to universities in Zimbabwe, the USA, the UK and Swaziland. Evaluation advice was rendered in response to 25 502 requests for evaluation.</li> </ul> </li> </ul>

Output	Measure / Indicator	Target	Actual
Programme 5: Foreign Qualifications: Evaluation and Advisory Services			
		<ul style="list-style-type: none"> <li>Evidence of at least four instances per year in which consultation with the DFQ took place or requests for inputs were made on the strength of its expertise.</li> </ul>	<p>The following serves as evidence of DFQ being consulted or where the DFQ was requested to make inputs on the strength of its expertise:</p> <ul style="list-style-type: none"> <li>More than 90 evaluations were performed in respect of Cuban engineers &amp; architects. These were received from the Council on the Built Environment.</li> <li>Advice was given to the Botswana Training Authority regarding job profiles for evaluators.</li> <li>Assistance was rendered to Umalusi regarding criteria for the benchmarking of SA NQF Level 4 qualifications.</li> <li>Advice was given to a delegation from Swaziland regarding the interpretation of IGCSE for access to higher education and possible ways of overcoming challenges in this regard.</li> <li>The directorate continued to work with the Department of Education towards a bilateral recognition agreement with the Russian Federation.</li> <li>The Department of Home Affairs was advised on artisan training in a meeting held on 20 May 2009.</li> <li>The directorate hosted a week-long study / benchmarking visit by Namibian Qualifications Authority from 29 June to 3 July 2009. The NQA was specifically interested in the electronic workflow system and in business processes and evaluation principles.</li> <li>The directorate also met with delegations from Ghana and Angola.</li> </ul>

Output	Measure / Indicator	Target	Actual
Programme 5: Foreign Qualifications: Evaluation and Advisory Services			
			<ul style="list-style-type: none"> <li>• Enquiries regarding SA institutions and qualifications are received and responded to from overseas evaluating bodies on an ongoing basis.</li> <li>• The directorate met with HESA to share information and experiences in setting up an electronic workflow system and on a funding model.</li> <li>• An article on accreditation was written on request of International Education Research Foundation, Inc. in the USA. This is due for publication in a newsletter in June 2010.</li> <li>• Various universities consulted with the directorate in the course of the year to establish status of foreign institutions and clarify issues pertaining to qualifications.</li> </ul>
		<ul style="list-style-type: none"> <li>• Evidence of review of evaluation processes and/ or decisions on an ongoing basis when changes take place in systems or in the field.</li> </ul>	<p>The following serves as evidence of the review of evaluation processes:</p> <ul style="list-style-type: none"> <li>• The certificates of evaluation were adapted in June 2009 to reflect artisan status as per the need expressed by Home Affairs.</li> <li>• Covering letters were changed and an information leaflet designed and implemented to provide clarification on the transition from the eight-level to the 10-level NQF. Certificate formats and the database templates were adapted in line with NLRD information in this regard.</li> <li>• Certificate formats and information on the database were adapted to reflect the change from the Senior Certificate to the NSC.</li> <li>• The evaluation process and evaluation outcomes give due regard to changes in education systems, e.g. European qualifications that changed due to the Bologna process (France, Germany and others).</li> </ul>

Output	Measure / Indicator	Target	Actual
Programme 5: Foreign Qualifications: Evaluation and Advisory Services			
	2. Ensure continuous improvement by conforming to international leading practice in the field.	<ul style="list-style-type: none"> <li>The directorate is formally reviewed against external / international standards every three to five years.</li> </ul>	<p>Intensive international benchmarking took place during the year under review to ensure that the DFQ service meets international standards/leading practice:</p> <ul style="list-style-type: none"> <li>A comparison of tariff structure with a number of overseas evaluating bodies was done in April 2009.</li> <li>Study visits by the Namibian Qualifications Authority and a delegation from Ghana provided insight into those practices and methodologies.</li> <li>Responses to a benchmarking questionnaire were received from six peer organisations. These provided insight into their focus, approaches and team compositions and sizes.</li> <li>SAQA visited the UK NARIC to compare business processes, staffing models and verification of authenticity. This was followed by a set of recommendations regarding the restructuring proposal that had to be prepared in the last quarter.</li> <li>The CEO visited the Qualification Recognition Services of the New Zealand Qualifications Authority for benchmarking purposes and secured information about their staffing structure and on-line application.</li> <li>An on-line application module was contemplated against overseas models.</li> </ul>
		<ul style="list-style-type: none"> <li>Ongoing alignment to international leading practice can be demonstrated in terms of at least four aspects of the directorate's business per year.</li> </ul>	<p>Alignment can be demonstrated with regard to the following business practices:</p> <ul style="list-style-type: none"> <li>Tariffs were reviewed against both international principles for costing and current practices in a range of countries, including Australia, Canada, England, Finland, Latvia, Namibia, The Netherlands, New Zealand and the USA.</li> </ul>



Output	Measure / Indicator	Target	Actual
Programme 5: Foreign Qualifications: Evaluation and Advisory Services			
			<ul style="list-style-type: none"> <li>• An on-line application facility is under development. In the design ideas were drawn from the systems of the UK NARIC, NOOSR in Australia and various evaluating agencies in the USA.</li> <li>• Proposed restructuring in the directorate borrows from the core services operational model of the UK NARIC.</li> <li>• In reviewing the staffing composition of the directorate, practices in Germany, the UK, the USA, New Zealand and The Netherlands were considered.</li> <li>• Evaluation formats are regularly compared with those of other evaluating agencies. A detailed analysis was made of the similarities and differences between the local format and that of UK NARIC.</li> <li>• Evaluation decisions are generally compared with those made in other countries. In this regard the research databases of UK NARIC and NOOSR (Australia) are useful sources of such information. Wider consultation with a broader range of peers (usually including the USA, The Netherlands and Germany) is often necessary when evaluation decisions are challenged.</li> </ul>
	3. Develop individual and collective professional in-house capacity.	<ul style="list-style-type: none"> <li>• Evidence that at least 95% of evaluation decisions made daily are consistent and correct.</li> </ul>	<ul style="list-style-type: none"> <li>• Appeals against evaluation outcomes are received in respect of 0.8% of the total of new applications. Of these, approximately 25% are successful and the evaluations are amended.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 5: Foreign Qualifications: Evaluation and Advisory Services</b>			
		<ul style="list-style-type: none"> <li>At least one example per month of feedback indicating that peers, stakeholders and clients are generally empowered to take successful action upon consultation with staff.</li> </ul>	<p>Peers, stakeholders and clients are consistently empowered to take successful action after consultation with DFQ staff:</p> <ul style="list-style-type: none"> <li>In addition to formal placement guidelines issued in the form of certificates of evaluation, assistance was given to a wide range of South African universities and government departments, international peer organisations, and other decision-makers.</li> </ul>
		<ul style="list-style-type: none"> <li>SAQA is represented by at least one staff member per quarter in an event or forum that draws on the know-how of the unit.</li> </ul>	<p>Representation on forums / at events included the following:</p> <ul style="list-style-type: none"> <li>DoE forum regarding recognition of Russian qualifications</li> <li>EAIE Conference in Madrid, September 2009</li> <li>Immigration landscape in terms of the required certificate of evaluation</li> <li>DPSA verification project (national and regional workshops)</li> <li>Wits International Office workshop</li> <li>US Embassy (coaching of South African students returning with US qualifications).</li> </ul>
		<ul style="list-style-type: none"> <li>At least 50% of all development planned and implemented in the directorate relates directly to its professional field of expertise (overall human resource development is addressed in 4 below).</li> </ul>	<p>This target was met. The following professional development took place:</p> <ul style="list-style-type: none"> <li>Induction and on-the-job training in respect of the DD: Evaluation (appointed 1 March), one assistant evaluator (appointed 1 April), one evaluator (appointed 1 June).</li> </ul>

Output	Measure / Indicator	Target	Actual
Programme 5: Foreign Qualifications: Evaluation and Advisory Services			
			<ul style="list-style-type: none"> <li>• External development opportunities included a workshop at Wits International Office conducted by a senior evaluator and the DD: Evaluation, as well as Home Affairs and DPSA engagement.</li> <li>• All staff members were involved in directorate strategic planning.</li> <li>• Evaluators are continuously trained on upgraded versions of the Template Driven Evaluation module.</li> <li>• Regular feedback and coaching took place within evaluation teams.</li> <li>• The DD: Evaluation attended the EAIE Conference in Madrid and professional training in Manchester. Roll-out feedback sessions to evaluators started in February 2010.</li> <li>• An internal mini-seminar on the process of recognition of professional bodies and registration of their designations was held for evaluators in March 2010.</li> <li>• Four out of the six cases of broad-banding level progression were in respect of professional staff or administrative staff having gained evaluation skills.</li> </ul>
Position the directorate as a relevant and value-adding partner in ensuring socio-economic development through mobility of learners and workers.	1. Enhance mutual understanding and cooperation by engaging in strategic relationship-building with stakeholders and internal and external partners / potential partners.	<ul style="list-style-type: none"> <li>• Quarterly documentary evidence of the ongoing planning and implementation of structured engagement.</li> <li>• Positive outcomes in the above regard is demonstrated by feedback and engagement records in respect of at least four different stakeholder clusters / constituencies per year.</li> </ul>	<p>Stakeholder engagement took place on a continuous basis as follows:</p> <ul style="list-style-type: none"> <li>• Overseas peer organisations, e.g. NOOSR (Australia); UK NARIC; Educational Credential Evaluators, Inc., World Education Services, AACRAO and International Education Research Foundation, Inc. (USA); New Zealand Qualifications Authority, Namibian Qualifications Authority, NUFFIC (The Netherlands); The Ministry of Education, Russian</li> </ul>

Output	Measure / Indicator	Target	Actual
Programme 5: Foreign Qualifications: Evaluation and Advisory Services			
			<p>Federation, Zentralstelle für ausländisches Bildungswesen (Germany); Canadian Information Centre for International Credentials</p> <ul style="list-style-type: none"> <li>• Embassies e.g. USA, Rwanda, DRC</li> <li>• Government departments e.g. The Presidency, Education, Home Affairs, Public Service and Administration, Foreign Affairs, Treasury, Communication, Rural Development, Government Printing Works</li> <li>• Higher education e.g. HESA, Universities of the Free State, Stellenbosch and Witwatersrand; and Tshwane and Vaal Universities of Technology</li> <li>• Immigration landscape: Home Affairs, a range of immigration practitioners</li> <li>• Professional bodies, e.g.: Council for the Built Environment, HPCSA, ECSA, SACNASP</li> <li>• Professional bodies: HPCSA, ECSA, SACNASP.</li> </ul>
		<ul style="list-style-type: none"> <li>• A high degree of compliance (95%) with processes and procedures show that clients and stakeholders understand and buy into the directorate's function and requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• The estimated percentage of spoilt applications is 10%. This calls for enhanced client engagement and further revision of application and information materials, although the management of client understanding and compliance will be vastly facilitated through the implementation of the online-application module which is currently under development.</li> </ul>
		<ul style="list-style-type: none"> <li>• The directorate represents SAQA on at least two stakeholder forums / structures.</li> </ul>	<ul style="list-style-type: none"> <li>• DoE forum regarding recognition of Russian qualifications.</li> <li>• SAQA in immigration landscape in terms of the required certificates of evaluation.</li> </ul>

Output	Measure / Indicator	Target	Actual
Programme 5: Foreign Qualifications: Evaluation and Advisory Services			
		<ul style="list-style-type: none"> <li>SAQA is involved in at least one partnership venture per year and positive outcomes of this are evident.</li> </ul>	<ul style="list-style-type: none"> <li>DPSA venture re the verification of qualifications.</li> <li>Has worked with DoE for the past five years to prepare for a bilateral recognition agreement with the Russian Federation.</li> <li>US Embassy - coaching of students.</li> </ul>
		<ul style="list-style-type: none"> <li>Meeting records and/or service level agreements prove that SAQA engages with internal partners and utilises / builds internal capacity across directorates at least quarterly.</li> </ul>	<ul style="list-style-type: none"> <li>Involved in DPSA verification project jointly with Executive Office and NLRD (meeting records, e-mail correspondence, information leaflet prepared jointly for DPSA, PowerPoint presentations).</li> <li>Involvement in PQE issues (minutes regarding transition to 10-level NQF, professional qualifications &amp; designations).</li> <li>Cooperation with Finance regarding evaluation payments and refunds (service level agreement).</li> <li>Representation on HR Consultative Forum (minutes and attendance lists).</li> <li>Cooperation in Records Management project (directorate file plan, meeting records, attendance lists).</li> <li>Inputs regarding future role of previous Standards Setting directorate and the link with foreign qualifications (meeting record, inputs into proposal).</li> <li>Cooperation with International Liaison re benchmarking project (letter, questionnaire, comparison table).</li> <li>Training of helpline advisors for NQF Advocacy (e-mails).</li> <li>Various meetings regarding future office space (meeting records, floor plans).</li> <li>Preparations for capacity building of research intern (e-mails, meeting records).</li> <li>Ongoing feedback to NQF Helpline (e-mails).</li> <li>Clients are informed of delays in the processing of their applications.</li> </ul>

Output	Measure / Indicator	Target	Actual
<b>Programme 5: Foreign Qualifications: Evaluation and Advisory Services</b>			
			<ul style="list-style-type: none"> <li>• Collaboration with IT in terms of electronic work-flow system, especially data clean-up, bar-coding and on-line applications (e-mails, meeting records, change requests).</li> </ul>
	2. Determine the relevance and/or adequacy of the service(s) and product(s) offered by SAQA in relation to market needs.	<ul style="list-style-type: none"> <li>• At least two sets of workshop/ meeting records to the effect that services and/ or products were evaluated in collaboration with stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Home Affairs - met specific need on the way in which artisan training is reflected on certificate of evaluation.</li> <li>• DPSA project - presentations were made at workshops and request for verification of authenticity in addition to evaluation of foreign qualifications are being met.</li> </ul>
		<ul style="list-style-type: none"> <li>• Documentary proof that SAQA undertook an analysis of market needs at least once a year and a strategy is in place to address these, or changes to services and products can be demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>• A business plan was submitted to EXCO in April 2009. This plan was reviewed and extensive benchmarking took place during the year, in preparation of a new business plan and staffing model, which will serve at the EXCO scheduled for April 2010.</li> <li>• An analysis of market needs was repeated in March 2010 in preparation of a revised staffing proposal.</li> </ul>
	3. Interpret trends and/or developments in the business environment and prepare proactively to manage the impact of these.	<ul style="list-style-type: none"> <li>• Evidence of at least one relatively accurate market forecast per year and positive outcomes demonstrate successful proactive management of the impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Market forecast done for business plan submitted in April 2009, and revised as explained above.</li> <li>• Market forecast was repeated in March 2010 in preparation of a revised staffing proposal.</li> </ul>
In addition to the ongoing evaluation of foreign qualifications, review and develop services and/or products to better meet market needs.	1. Ensure clarity, adequacy and relevance of information.	<ul style="list-style-type: none"> <li>• Evidence that formats, information materials and guidelines are reviewed / supplemented in regular cycles (varying from one to three years).</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewed application material was implemented on 1 April 2009.</li> <li>• An information leaflet on Ordinary and Advanced levels was reviewed in view of the new National Senior Certificate and implemented in July 2009.</li> <li>• Auto-text used in evaluations and all letter templates were reviewed to ensure ongoing relevance.</li> <li>• The certificate format was revised to reflect and clarify new NQF levels, as well as the National Senior Certificate.</li> </ul>

Output	Measure / Indicator	Target	Actual
Programme 5: Foreign Qualifications: Evaluation and Advisory Services			
			<ul style="list-style-type: none"> <li>• Optimisation of the electronic work-flow system was pursued in terms of evaluation templates, an on-line application module and the tracking of applications through bar-code scanning.</li> <li>• A major revision of evaluation information captured on the electronic work-flow system, including issuing bodies and their status, qualification descriptions and the templates for evaluation, has been in progress since November 2009. Following this, feedback and enhanced capturing guidelines are made available to all evaluators periodically.</li> </ul>
		<ul style="list-style-type: none"> <li>• A range of high-quality communication materials is issued within appropriate timeframes, varying from daily (responses to enquiries) to two-monthly (newsletter), or needs-based (special notices, presentations).</li> </ul>	<p>Effective communication took place in the following ways:</p> <ul style="list-style-type: none"> <li>• Various presentations to clarify application procedures (e.g. US Embassy, HR personnel in public service).</li> <li>• Notices, e-mail correspondence and letters to clarify application procedures and evaluation outcomes to clients on an ongoing basis.</li> <li>• Clients' right to appeal against evaluation results and to be informed of the basis for evaluation decisions is acknowledged through written responses clarifying evaluations.</li> <li>• Certificates of evaluation convey information about foreign qualifications, recommendations for placement at NQF levels and comments on certain contextual requirements.</li> </ul>
	2. Contribute to the building of capacity in the field of expertise and in areas / environments benefiting from this expertise.	<ul style="list-style-type: none"> <li>• Evidence, including research reports, capacity building ventures, JIPs, papers read at prominent conferences/ seminars, bilateral/ multilateral agreements, show at least two major contributions annually.</li> </ul>	<ul style="list-style-type: none"> <li>• Work done in terms of the DoE project to pursue a bilateral recognition agreement with the Russian Federation culminated in a revised draft recognition agreement (including appendices on specific recognition practices in professional contexts)</li> </ul>

Output	Measure / Indicator	Target	Actual
Programme 5: Foreign Qualifications: Evaluation and Advisory Services			
			<p>and a position paper on the recognition of Russian qualifications in South Africa, as well as in minutes of stakeholder consultative meetings with higher education, and relevant professional bodies.</p> <ul style="list-style-type: none"> <li>• The capacity-building venture for the benefit of the Namibian Qualifications Authority (e-mails, capacity-building programme and information materials).</li> <li>• Two workshops were convened in collaboration with the US Embassy for the benefit of South African students returning from the USA after completion of community college training there. PowerPoint presentations are available.</li> <li>• A series of workshops was held in various regions in the country in collaboration with DPSA for the benefit of HR departments in the Public Service in terms of the DPSA verification requirements. Presentations are available, as well as an explanatory document on the process.</li> </ul>
	3. Pursue new/additional services and/or products to address identified gaps/niche areas.	<ul style="list-style-type: none"> <li>• Evidence of progress in this regard becomes available after stakeholder consultation as in 2.1 above and work undertaken towards achievement of the goal (unknown at this point).</li> </ul>	<ul style="list-style-type: none"> <li>• Five applications received from government departments concerning the verification of foreign qualifications were processed.</li> <li>• Certificates of evaluation were adapted in June 2009 to reflect artisan status as per the need expressed by Home Affairs.</li> </ul>
	4. Initiate a comprehensive strategy to ensure, measure and publicise client satisfaction.	<ul style="list-style-type: none"> <li>• A plan is approved by the end of the first quarter, 2009.</li> <li>• Measures as detailed in the plan are being implemented during the last three quarters, 2009.</li> </ul>	<ul style="list-style-type: none"> <li>• Preparatory discussions regarding the development of a comprehensive strategy have taken place. No further development took place due to work pressures.</li> <li>• The following measures were implemented to ensure better service to clients: <ul style="list-style-type: none"> <li>- The revision of information materials as reported above</li> </ul> </li> </ul>



Output	Measure / Indicator	Target	Actual
<b>Programme 5: Foreign Qualifications: Evaluation and Advisory Services</b>			
			<ul style="list-style-type: none"> <li>- An improved physical environment for walk-in clients</li> <li>- A comments book inviting feedback from walk-in clients.</li> </ul>
		<ul style="list-style-type: none"> <li>• Results of client satisfaction measurement are ready for publication towards the end of the 2010/1011 financial year.</li> </ul>	<ul style="list-style-type: none"> <li>• SAQA implemented Goldmine as a complaints management system. There is close cooperation between the directorates for Strategic Support, who administers this, and for Foreign Qualifications, who deals with the public most frequently and receives most queries.</li> </ul>
Ensure the delivery of services within the required quality and time parameters and to the satisfaction of clients and stakeholders.	<ol style="list-style-type: none"> <li>1. Build infrastructure and resources to adequately support delivery of the full range of activities and services.</li> <li>2. Deliver services, with special reference to evaluation of foreign qualifications.</li> </ol>	<ul style="list-style-type: none"> <li>• The unit generates sufficient income to support itself.</li> </ul>	<ul style="list-style-type: none"> <li>• Income for the reporting period was R13,8 million (83.7% of budget). The actual number of applications was 14% less than expected. This also brought about lower expenditure, which had the nett result of R1,5 million expenditure. The service was 96,8% cost recovery.</li> </ul>
		<ul style="list-style-type: none"> <li>• Proof that services are delivered in accordance with relevant frequency / timeframes.</li> </ul>	<p>Delivery of the evaluation of foreign qualifications realised as follows:</p> <ul style="list-style-type: none"> <li>• A total of 25 502 applications were received and activated; of which 22 098 were new and 3 404 reactivated.</li> <li>• Of the above number, 98.6% was delivered within the required time frames. The other 1.4% was late as a result of the impact mainly of the following factors: <ul style="list-style-type: none"> <li>- Extensive time and energies focused on resolving the fraud case (June to September 2009), as well as low morale in this regard.</li> <li>- Initial restructuring in the directorate to release high-level resources for data cleanup work, which was aggravated by leave taken over the recess period (November 2009 into the fourth quarter, 2010)</li> </ul> </li> </ul>

Output	Measure / Indicator	Target	Actual
Programme 5: Foreign Qualifications: Evaluation and Advisory Services			
			<ul style="list-style-type: none"> <li>As a rule, communication with clients is ensured to inform them of delays in the processing of their applications.</li> </ul>
		<ul style="list-style-type: none"> <li>Services are sustained by and are also proof of an enabling infrastructure and adequate human capital and material resources. <ul style="list-style-type: none"> <li>Evidence of review in this regard, at least once annually.</li> <li>Comprehensive development of all human resources is shown through the annual training report, as well as Personal Development Plans, career paths, broad-banding level progression and individual training reports.</li> </ul> </li> <li>Services are backed by frequently-reviewed and relevant business processes, procedures and systems.</li> <li>Developments in this regard can be proven as they are implemented (at least twice annually).</li> <li>Services conform with international best practice, as per the evidence under 1.2 above.</li> </ul>	<p>Staffing:</p> <ul style="list-style-type: none"> <li>A staffing proposal submitted to EXCO in April 2009 was referred back for further work. Following benchmarking in the third quarter, this was revisited in the fourth quarter and finalised for submission on 7 April 2010.</li> <li>The staff composition of 55 comprised a mix of 51% permanent and 36% temporary staff. Some evaluation and quality review work was also outsourced to a small pool of skilled independent contractors. The Contact Centre Support Learnership provided further resources.</li> <li>In view of uncertainty regarding the future structure and positions required, vacant positions were filled only at the front desk client interface. Supervisory and management positions remained vacant and continuation of the necessary functions was ensured through delegation and formal acting.</li> <li>Six permanent staff members were successfully assessed for broad-banding level progression.</li> <li>Quarterly performance reviews were done in October 2009 (including the first and second quarters) and January 2010 (third quarter). Annual performance appraisals will be concluded in May 2010.</li> </ul>

Output	Measure / Indicator	Target	Actual
Programme 5: Foreign Qualifications: Evaluation and Advisory Services			
			<ul style="list-style-type: none"> <li>• Extensive staff development took place, including the following:               <ul style="list-style-type: none"> <li>- Induction of new staff, including one assistant evaluator, a secretary for evaluation support, two permanent front desk clerks, two temporary administrative staff members and three permanent staff members who took up formal acting positions.</li> <li>- Ongoing on-the-job training for all staff members, especially alongside the ongoing development of the electronic workflow system and in terms of multi-skilling.</li> <li>- Time-management training.</li> <li>- Training in English as a second language with a focus on business writing skills.</li> <li>- The conclusion of a one-year Contact Centre Support Learnership in February 2010.</li> <li>- Staff participation in strategic planning.</li> <li>- Intensive internal workshopping with frontline staff, contact centre staff and other administrative staff, as well as external client service training.</li> <li>- Extensive supervisory training attended by eight supervisors, which commenced in February 2010 and is still ongoing.</li> <li>- Attendance, by the DD: Evaluation, of the EAIE Conference in Madrid and professional training in Manchester (followed by roll-out sessions to evaluation staff of which some are still due).</li> <li>- Attendance, by the DD: Evaluation, of the EAIE Conference in Madrid and professional training in</li> </ul> </li> </ul>

Output	Measure / Indicator	Target	Actual
Programme 5: Foreign Qualifications: Evaluation and Advisory Services			
			<p>Manchester (followed by roll-out sessions - some of which are still due - to evaluation staff.</p> <ul style="list-style-type: none"> <li>- An internal for seminar to evaluation staff on the process for recognition of professional bodies and the registration of their designations.</li> <li>• Job descriptions were reviewed in October / November to ensure that optimal capacity for delivering the function is in place or can be secured going forward.</li> <li>• Review of Template Driven Evaluation module (knowledge base) commenced in November 2009 and is ongoing. Tools for data clean-up were developed and template creation guidelines are being adjusted as the process continues.</li> <li>• Review of online application module took place and further development started in January 2010.</li> <li>• The use of label printers and barcode scanning were implemented in order to ensure proper tracking of applications. These are still being refined.</li> <li>• Negotiations took place with the UK NARIC for a site visit to review business processes, but this did not materialise.</li> <li>• Standard Operating Procedures for the issuing of true copies were reviewed after an incident of fraud (reported elsewhere).</li> <li>• The structure and functioning of the total directorate were reviewed against its strategic vision and international best practice. The review and recommendations with regard to the way forward are contained in the report of the Deputy EO after his visit to the UK NARIC, as well as in various presentations and in the staffing / restructuring proposal due for submission to EXCO ON 7 April.</li> </ul>

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