DEPARTMENT OF HIGHER EDUCATION AND TRAINING

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UMALUSI Council for Quality Assurance in General and Further Education and Training

FOREWORD FROM THE CHIEF EXECUTIVE OFFICER OF UMALUSI

In terms of Section 24 of the National Qualifications Framework Act, Act 67 of 2008, Umalusi is the Quality Council for General and Further Education and Training.

Section 27(h)(iii) of the Act requires Umalusi to ensure the development of such qualifications or part qualifications as are necessary for the sector. The General Education and Training Certificate for Adults (GETCA) is hereby published as policy in fulfilment of that requirement.

The GETCA is registered as an NQF Level 1 qualification on the General and Further Education and Training Qualifications Sub-framework of the National Qualifications Framework. It is meant to address the qualification needs of adult learners.

Dr Mafu S Rakometsi
CHIEF EXECUTIVE OFFICER

17 August 2015

Policy for the General Education and Training Certificate for Adults: A Qualification at Level 1 on the General and Further Education and Training Qualifications Sub-framework of the National Qualifications Framework

Umalusi

August 2015

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Abbreviations and Acronyms

ABET	Adult Basic Education and Training
AET	Adult Education and Training
DHET	Department of Higher Education and Training
GET	General Education and Training
GETC	General Education and Training Certificate
GETCA	General Education and Training Certificate for Adults
GFETQSF	General and Further Education and Training Qualifications Sub-framework
NASCA	National Senior Certificate for Adults
NQF	National Qualifications Framework
NSC	National Senior Certificate
QC	Quality Council
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority

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Definitions

Adult	For the purposes of this policy, an adult is a person who is eighteen years or older.
Assessment	Means the process of identifying, gathering and interpreting information about a learner's achievement in order to- (a) assist the learner's development and improve the process of learning and teaching; and (b) evaluate and certify competence in order to ensure qualification credibility;
Assessment Body	A department of education or any other body accredited by Umalusi, the Council for quality assurance in General and Further Education and Training, as a body responsible for conducting external assessment.
Accreditation	the recognition of: (a) the capacity of an institution to offer a qualification on the General and Further Education and Training Qualifications Sub-framework to adults, its implementation of the curriculum in support of the qualification, at the required standard; and (b) the capacity of a private assessment body to assess a qualification on the General and Further Education and Training Qualifications Framework and the quality and standard of the assessment services and products provided by the private assessment body. As part of a quality assurance process, accreditation attests to the capacity and the quality of provision in an institution offering a qualification on the General and Further Education and Training Qualifications Sub-framework to adults or in a private assessment body.

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Adult learner	Any person, receiving education at a public or independent learning institution linked to an accredited assessment body, or a person engaged in guided self-study directed towards the achievement of the *GETCA*.
Candidate	An adult learner who has registered for the national external examination of the General Education and Training Certificate for Adults.
Certification	The formal recognition of a qualification or part-qualification awarded to a successful learner;
Curriculum	The curriculum encompasses three components: a) The intended curriculum: an official guideline document which provides the core features, principles, topic areas, specified content and skills and levels of expected cognitive demands. b) The enacted curriculum: the enactment/ implementation / delivery of the curriculum in an institution which includes leadership and management, the ethos and values, teaching and learning, extra-curricular activities, learner support, institutional performance and the management of quality towards improvement. c) The assessed curriculum: the internal assessment and the external examination of the intended curriculum.
Department of Higher Education and Training	The national department responsible for adult learning and education through continuing education and training.
Examination	The national external examination for the General Education and Training Certificate for Adults, conducted by the Department of Higher Education and Training and/or another Umalusi-accredited assessment body, and quality assured by Umalusi.

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General and Further Education and Training Qualifications Sub-framework	One of three qualifications sub-frameworks which comprise the National Qualifications Framework. The General and Further Education and Training Qualifications Sub- Framework is developed and managed by Umalusi, Council for Quality Assurance in General and Further Education and Training.
General Education and Training Certificate for Adults (GETCA)	A qualification implemented on a date determined by Umalusi by means of a *Government Notice* in a *Government Gazette*, and subsequently quality assured and certified by Umalusi. The qualification which replaces the General Education and Training Certificate: Adult Basic Education and Training (GETC:ABET).
Qualification	A planned combination of exit-level learning outcomes, which has a defined purpose and that is intended to provide learners with applied competence and a basis for further learning. This learning culminates in the formal recognition of successful learning achievement through the award of a formal certificate.
Subject Assessment Guidelines	Guideline documents, based on the requirements of the subject curricula/syllabi, developed by the Department of Higher Education and Training and/or independent assessment bodies in consultation with Umalusi to specify the pre-requisite assessment requirements for each subject listed for the *GETCA*.
Umalusi	Umalusi, the Council for Quality Assurance in General and Further Education and Training established in terms of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001), as amended*.

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CHAPTER 1

POLICY FOR THE *GENERAL EDUCATION AND TRAINING CERTIFICATE FOR ADULTS: A QUALIFICATION AT LEVEL 1 ON THE GENERAL AND FURTHER EDUCATION AND TRAINING QUALIFICATIONS SUB-FRAMEWORK OF THE NQF*

1. Qualification Overview

1 The *General Education and Training Certificate for Adults* (hereafter referred to as the GETCA) is a qualification at NQF Level 1 on the GFETQSF of the NQF. It replaces the *General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET),* ID No. 71751 and comes into effect at a date as determined in a Government Gazette.

2 The GETCA is registered as a qualification with a minimum of 120 credits. The qualification is registered as a whole qualification as it is not unit standards based. The outcomes of the qualification are further defined in the curriculum. A minimum of four subjects is required for successful completion of the qualification. The four chosen subjects have equal weighting of 30 credits each.

3 The GETCA has three preparatory steps as building blocks that may be used to prepare learners for entry into the qualification. They are as follows:

GETCA qualification, NQF Level 1
AET 3
AET 2
AET 1

4 The preparatory steps known as AET 1, AET 2 and AET 3, are in keeping with current developments. Even though the AET preparatory steps below the *GETCA* may serve as preparation into the *GETCA,* they are not the only route for gaining access into the *GETCA*.

5 The *GETCA* is underpinned by curricula for all subjects. The national assessment is externally moderated and quality assured according to Umalusi's quality assurance policies. It is certified by Umalusi according to Umalusi's directives for the certification of the *GETCA*.

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2. Policy Framework

1 The Minister of Higher Education and Training shall in terms of *section 41(B*) of the *Further Education and Training Act, 2006 (Act 16 of 2006)*as amended, determine national education policy in accordance with the provisions of the Constitution and this Act.

2 This policy document forms the basis for the Minister of Higher Education and Training to prescribe, in accordance with section 43(1) of the *Further Education and Training Act, 2006 (Act 16 of 2006) as amended,* minimum norms and standards for continuing education and training qualifications and part qualifications that are offered at colleges; it is a policy which pertains to adult learners receiving [1]*general education* through distance and continuing education and training and who do not attend public or independent schools as contemplated in *Chapters 3 and 5* of the *South African Schools Act, 1996 (Act 84 of 1996)*.

3 This policy document stipulates the following:

a. Programme requirements;

b. Conditions for the issuing of a *General Education and Training Certificate for Adults: A qualification at Level 1 on the General and Further Education and Training Qualifications Sub-framework (GETQSF) of the NQF;*

c. Rules of combination for the issuing of a *General Education and Training Certificate for Adults: A qualification at Level 1 on the GFETQSF of the NQF.*

4 The norms and standards set out in this document must be given effect to by public institutions and independent institutions and/or providers, registered and Umalusi-accredited, which offer the *General Education and Training Certificate for Adults: A qualification at Level 1 on the GFETQSF of the NQF.*

5 The outcomes and standards underpinning the curriculum, as well as the processes and procedures for the assessment of learner achievement stipulated in this document will be translated into regulations.

6 This policy document must be read in conjunction with the following acts, policy, and guideline documents:

a. *General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001)* as amended and the NQF Act, 2008 (Act 67 of 2008) as amended.

[1] *General education is the education referred to in the Constitution as basic education*

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b. *Further Education and Training Act, 2006 (Act 16 of 2006)* as amended.

c. *The Policy for the General and Further Education and Training Qualifications Sub-framework (September 2014)*.

d. *Standards and Quality Assurance for General and Further Education and Training – Umalusi Policy* (June 2008, revised September 2014).

e. Curricula for the various subjects to be offered for the General Education and Training Certificate for Adults, listed in this document.

f. Assessment Guidelines, which form an integral part of the curricula, for the various subjects to be offered for the *General Education and Training Certificate for Adults: A qualification at Level 1 on the GFETQSF of the NQF,* listed in this document.

g. Policy and regulations pertaining to the conduct, administration and management of assessment for the *General Education and Training Certificate for Adults: A qualification at Level 1 on the GFETQSF of the NQF (to be developed after the publication of the qualification policy)*.

h. Umalusi's *Directives for certification of the General Education and Training Certificate for Adults: A qualification at Level 1 on the GFETQSF of the NQF* (to be developed after the publication of the qualification policy).

i. Policy framework for the quality assurance for qualifications on the General and Further Education and Training Qualifications Sub-framework *(February 2015)*.

7 This policy provides the basis for the development of the policy and regulations pertaining to the conduct, administration and management of assessment for the *General and Education and Training Certificate for Adults: A qualification at Level 1 on the GFETQSF of the NQF* (to be developed after the publication of the qualification policy).

8 This policy describes the rules and provisos for the awarding of the *General Education and Training Certificate for Adults: A qualification at Level 1 on the GFETQSF of the NQF*. The *General Education and Training Certificate for Adults: A qualification at Level 1 on the GFETQSF of the NQF* is awarded to successful adult learners for the achievement of the exit level outcomes in terms of the rules of combination stipulated in the qualification and curriculum documents underpinning the qualification.

9 The *Policy for the General Education and Training Certificate for Adults: A qualification at Level 1 on the GFETQSF of the NQF* shall be reviewed after a period of five years from the first date of implementation. It may also be necessary for the policy to be reviewed from time to time if, during

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implementation of the policy, serious problems are noted that inhibit effective implementation.

3. Rationale

1 The *GETCA* services an identifiable need for adult learners in the education system not currently met by other qualifications on the NQF. It is designed to provide opportunities for adults who have had limited or no access to other forms of formalised learning. The qualification is intended to engage adult learners in a way which will assist them to value their own learning. The qualification is a general education qualification which is not specific to a particular economic or social sector.

2 The *GETCA* forms the basis for the adult pathway in the GFETQSF. Its aim, through the introduction of subject/content-based curriculum documents, is to build a reliable general education underpinned by the necessary cognitive, affective and psychomotor proficiencies to enhance meaningful learning as expected of a NQF Level 1 qualification, and to support further study. The curriculum documents that underpin the *GETCA* therefore provide the basis to develop proficiencies for working with knowledge.

3 Achievement of the *GETCA* will indicate that the successful adult learner has studied for and achieved competence in a general educational qualification at Level 1 on the NQF, which is quality assured and certified by Umalusi Council.

4 The *GETCA* will be delivered in public and accredited private learning institutions.

5 Candidates are required to register for the examination of a subject with an examination centre that is registered through the DHET or by an assessment body that is accredited by Umalusi.

6 The structure of the *GETCA* accommodates a variety of learning delivery options— face-to-face, distance as well as the possibility of private tuition and self-study, for example, through electronic technology-assisted teaching. Full-time and part-time study can be accommodated by the qualification structure and design.

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4. Purpose

1 The *GETCA* is suitable for adult learners, providing them with an opportunity to acquire the first, critical milestone in a general education.

2 The *GETCA* aims to equip adult learners with a sufficiently substantial basis of knowledge, skills and values to enhance meaningful social, political and economic participation, to form a basis for continuing education and training and/or more specialist learning, and to enhance the likelihood of employment and/or career development. In these respects, the *GETCA* promotes the holistic development of adult learners. The intention is also that the quality of learning offered by the *GETCA* will reinvigorate an interest in learning for many who have had negative experiences in schools or were denied such opportunities in the past.

3 The *GETCA* aims to service an identifiable need for adults in the continuing education system not currently met by other qualifications on the NQF, and to create pathways to continuing education and training.

5. Exit Level Outcomes

1 The exit level outcomes for the GETCA, which are identified below, provide an indication that candidates successfully completing the qualification will be able to:

(a) Identify, select, understand and apply knowledge effectively to the intended purpose and identify workable solutions to problems in the field of study;

(b) Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the subject guidelines.

(c) Demonstrate knowledge and skills gained for purposes of formal communication and basic numerical operations;

(d) Reflect on their own learning in order to promote an interest in learning and further study.

2 The capabilities expressed in the exit level outcomes for the qualification will be developed through—and during—the achievement of the outcomes for the individual subjects which the adult learner studies. The breadth and depth of learning as well as the levels of cognitive demand associated with the exit level outcomes are explicated in greater detail in the individual subject curricula.

a. The Critical Cross-field Outcomes and the Developmental Outcomes inform the learning presupposed by this qualification, and are embodied

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in the curriculum outcomes for every subject offered in the *GETCA*. The Critical Cross-field Outcomes are captured in Annexure B.

b. Awarding the *GETCA* confirms that a successful adult learner has been adjudged as competent—through the assessment of the required combination of subjects—in the capabilities expressed in the exit level outcomes, and is consequently granted a general education qualification that is nationally recognized and internationally comparable.

6. Identity of the particular learner group and general requirements

1 The *GETCA* is designed for adult learners *not* enrolled at a public or independent school, or learning through other modes of education (such as home education) that are referred to in the *National Education Policy Act, 1996 (Act No. 27 of 1996)* and the *South African Schools Act, 1996 (Act No. 84 of 1996)*.

2 Adult learners may enrol for the qualification in terms of the *Further Education and Training Colleges Act, (Act No.16 of 2006) as amended,* at:

(a) Public adult learning institutions, established by the Minister of Higher Education and Training, and

(b) Private college registered or deemed registered in terms of section 25 (3) of the Further Education and Training Colleges Amendment Act No. 1 of 2013, and which is accredited by Umalusi and registered as an examination centre through an assessment body that is accredited by Umalusi.

3 Adult learners not wishing to enrol for a *GETCA* at a learning institution may study independently, and may then register at an examination centre, which is registered with the Department of Higher Education or an Umalusi-accredited assessment body, prior to the examination sitting.

4 Learners enrolled at public or independent schools, as contemplated in the *South African Schools Act, 1996 (Act No. 84 of 1996),* **may not enrol** for this qualification.

5 For the purposes of this policy, a learner is an adult learner if, on the date of registration for the *GETCA* examination, he/she is [2]*18 years* of age or older.

6 The Director-General of the DHET or the CEO of the Umalusi-accredited assessment body concerned may consider a concession in the event that a person does not meet the age entry requirement (being younger than 18

[2] *Candidates may enrol at an age younger than 18 years on the proviso that by the time they write the exams they are 18 years old.*

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years but older than 15 years). In the event that a person has not passed Grade 9 and wishes to access the qualification at an age younger than 18, the case will be judged on its merit by the Director-General of the DHET or his/her representative, or by the CEO of the Umalusi-accredited assessment body concerned.

7 A valid South African document of identification or a valid legally recognised foreign document is compulsory for all adult learners enrolling for the *GETCA* and registering for the *GETCA* examination.

7. Entrance requirements

1 Subject to the limitations expressed in paragraph 6, sub-paragraphs 4 – 7, adult learners may register for the GETCA by:

(a) Demonstrating competence in basic communication and numeracy skills at AET 3 or equivalent. Such competence will have to be proven through a readiness test/placement assessment for entry into study for the *GETCA*.
(b) Demonstrating competence in basic communication and numeracy skills at AET 3 through a recognition of prior learning process, subject to the enforcement of quality assurance measures by the relevant assessment body, and in compliance with the recognition of prior learning policy developed by Umalusi as contemplated in section 27 of the *National Qualifications Framework Act (Act No. 67 of 2008)*.

2 Learners with special education needs will be considered for registration in accordance with *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001)*.

8. Duration and general enrolment and registration requirements of the *General Education and Training Certificate for Adults : A qualification at Level 1 on the General and Further Education and Training Qualifications Sub-framework of the NQF*

1 Adult learners registering for a *GETCA* may register for one or more subjects per examination sitting.

2 The *GETCA* qualification can be completed within a minimum period of a single year. However, the *GETCA* must be completed within a maximum period of six (6) years from the date of initial registration. The duration of six years will be calculated from the time a student registers for the *GETCA*

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examinations for the first time. The six years does not include the time taken for an adult learner to complete AET 1 – 3.

3 For learners who have gained access to the qualification through concessions based on special needs, an additional two (2) years is granted to complete the qualification, meaning that these learners will have a maximum period of eight (8) years to complete the qualification.

9. Articulation

1 Adult learners who have achieved this qualification are able to access opportunities for further learning and be considered for access to qualifications beyond NQF Level 1, subject to their meeting the entry requirements of those qualifications. The qualification is designed to enable articulation with other qualifications on GFETQSF as well as the Occupational Qualifications Sub-framework of the NQF.

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CHAPTER 2

STRUCTURE AND DESIGN

10. The structure of the *General Education and Training Certificate for Adults: A qualification at Level 1 on the General and Further Education and Training Qualifications Sub-framework of the NQF*

1 The *GETCA* uses the twelve Organising Fields of the National Qualifications Framework (NQF) for organising purposes and registration on the NQF. These Organising Fields are linked to various disciplines and occupational fields in the world of work and are therefore designed to provide a framework for organising qualifications in a coherent and co-ordinated manner.

2 The organising fields listed at Annexure A are used for classification and grouping purposes.

11. Qualification requirements including Rules of Combination

1 Subject to paragraphs 6 *(Identity of the particular learner group and general requirements)*, 15 *(Assessment structure)*and 12 *(Certification Requirements),* a *GETCA* shall be issued to an adult learner who has complied with the following requirements:

(a) Enrolled for a minimum of four (4) subjects;

(b) Selected at least one compulsory subject from (i) ***and*** the one compulsory subject from (ii):

(i) One Language, from Organising Field 4, *Communication Studies and Language (30 credits)*
(ii) Mathematics from Organising Field 10, *Physical, Mathematical, Computer and Life Sciences* (30 credits)

(c) Selected at least two (2) subjects from the list of general education subjects and/or vocational subjects listed in tables 1 and 2 (30 credits per subject selected).

(d) May not select more than one language from each of the following language groups:
(i) Nguni languages (IsiNdebele, IsiXhosa, IsiZulu, Siswati);
(ii) Sotho languages (Sepedi, Sesotho, Setswana).

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(e) May not select more than two languages. If an adult learner registers for more than the required maximum of two languages, the credits from the additional language(s) will not be recognised for certification purposes, though it will be reflected as achieved on the *GETCA* certificate.

Table 1: General education subjects

Subjects	**Organising Field**
11 Official Languages (Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, Siswati, Tshivenda, Xitsonga)	Organising Field 4: Communication Studies and Language
Mathematics Natural Sciences	Organising Field 10: *Physical,* Mathematical, Computer and Life Sciences
General and Social Sciences	Organising Field 7: Human and Social Studies
Economic and Management Sciences	Organising Field 3: Business, Commerce and Management Studies
Arts and Culture	Organising Field 2: Culture and Arts
Technology	Organising Field 6: Manufacturing, Engineering and Technology
Life and Learning Skills	Organising field 7: Human and Social Studies

Table 2: Vocational Subjects

Applied Agriculture and Agricultural Sciences	Organising Field 1: Agriculture and Nature Conservation
Travel and Tourism	Organising Field 11: Services
Information and Communication Technology	Organising Field 10: Physical, Mathematical, Computer and Life Sciences
Early Childhood Development	Organising Field 5: Education, Training and Development
Wholesale and Retail	Organising Field 3: Business, Commerce and Management Studies

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Small, Medium, Micro Enterprises	Organising Field 3: Business, Commerce and Management Studies
Ancillary Health Care	Organising Field 9: Health Sciences and Social Services
Introduction to Basic Engineering	Organising Field 6: Manufacturing, Engineering and Technology

2 An adult learner intending to study further must register for at least one language which is used as a language of learning and teaching (LOLT) at institutions of continuing/further education and training.

3 An adult learner may enrol for more than the required minimum of four (4) subjects. Additional subjects that have been successfully completed are reflected on the certificate.

4 The list of the subjects will be updated from time to time based on the needs of the sector.

12. Concessions for learners who experience learning barriers

1 The following concessions may apply to candidates who experience the following barriers to learning:

(a) Learners suffering from mathematical disorder such as dyscalculia may be exempted from offering Mathematics, provided that another subject is selected as a substitute of Mathematics. Such a learner will have to comply with the certification requirements as contemplated in paragraph 13.

2 The application of the concessions shall be guided by *White Paper 6* on *Special Needs Education: Building an Inclusive Education and Training System (2001)*.

13. Certification requirements

1 Subject to the provisions of section 17 (A)(6)) *of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*, and subject to paragraph 11 *(Qualification requirements including Rules of Combination)* of this policy, a GETCA shall be issued to an adult learner who has complied with the following certification requirements:

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a. Achieved a minimum of at least 50% in four subjects as contemplated in paragraph 11 above.
b. Where a candidate has enrolled for more than the minimum of four subjects, a 50% pass in both Mathematics and a Language is nevertheless required.

2 An adult learner achieving a minimum of 50% pass mark in the national examination of a subject is regarded as competent in the outcomes expressed for that subject.

3 The qualification and its assessment have been structured to allow adult learners to demonstrate, whether they have acquired—in a limited number of subjects—a level of general educational competence that is recognized as equivalent to that demonstrated by learners who have successfully completed Grade 9 at a school.

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CHAPTER 3

CURRICULUM AND ASSESSMENT

14. Curriculum Overview

1 The *GETCA* is underpinned by a national curriculum policy.

2 The national curriculum policy must be succinct and provide guidance for the teaching and assessment of the subjects, while conforming to the necessary curriculum dimensions.

3 The curriculum underpinning the *GETCA* must align with the purpose of the qualification.

4 The Department of Higher Education and Training is responsible for the development of the curriculum.

15. Assessment structure

1 Assessment of learning for issuing the *GETCA* consists only of summative assessment in the form of a nationally-set external examination, quality assured by Umalusi.

2 *Only* the marks achieved in the nationally-set external examination, moderated and standardized by Umalusi, are considered for the award of the qualification.

3 The nationally-set external examination, as contemplated in paragraph(12)(1) and (2) is set and marked by an accredited assessment body and/or by the Department of Higher Education and Training, and is externally moderated by Umalusi.

4 The assessment should be accommodative of the various learning needs and learning styles of learners with special education needs.

5 The norms and standards to which all assessment bodies must give effect are stipulated in the policy document, *National policy and regulations on the conduct, administration and management of the General Education and Training Certificate for Adults: A qualification at level 1 on the General and Further Education and Training Qualifications Sub-framework of the NQF* (to be developed after the qualification has been registered). Assessment

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bodies are also required to adhere to the quality assurance directives issued by Umalusi in respect of this qualification.

16. Recording and reporting of learner achievement

1 After the release of results, the assessment body will issue a statement of results.

2 On fulfilment of all the requirements stipulated in Paragraphs 11 *(Qualification requirements including Rules of Combination)* and 12 *(Certification requirements),* Umalusi issues a candidate with a *General Education and Training Certificate for Adults: A qualification at level 1 on the General and Further Education and Training Qualifications Sub-framework of the NQF*.

3 Partial fulfilment of the requirements stipulated in Paragraph 11 *(Qualification requirements including Rules of Combination)* and 12 *(Certification requirements)* results in the candidate being issued a subject statement that reflects the candidate's achievement.

17. Rating scale

Rating Code	Achievement Description	Percentage range
1	Not achieved	0 - 39%
2	Not yet competent	40 – 49%
3	Competent	50 – 69%
4	Proficient	70 – 79%
5	Highly proficient	80 – 100%

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CHAPTER 4

ACCREDITATION

18. Minimum accreditation requirements for offering the *GETCA*

1 A private assessment body that has an interest in conducting the external examinations of the *GETCA* should meet all the accreditation requirements as set out in Umalusi's accreditation policy for assessment bodies, and be accredited by Umalusi to offer the *GETCA* examinations.

2 Private learning institutions that have an interest in delivering the learning programmes of the GETCA should meet all the accreditation requirements as set out in Umalusi's accreditation policy and be accredited by Umalusi to offer the qualification.

3 Private examination centres examining the *GETCA* must be registered as examination centres with the Department of Higher Education and Training or with a private assessment body that has been accredited by Umalusi to examine the *GETCA*.

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CHAPTER 5

TRANSITIONAL ARRANGEMENTS

19. Transitional arrangements

1 The Policy for the *General Education and Training Certificate for Adults: A qualification at Level 1 on the General and Further Education and Training Qualifications Sub-framework of the NQF* will commence on the day of its promulgation in the Government Gazette and becomes effective in public and accredited private adult learning institutions.

2 It will be possible for adult learners to combine *GETC: ABET* Learning Areas with *GETCA* subjects for the purpose of issuing the *GETC: ABET*. However it will not be possible for adult learners to combine *GETC: ABET* subjects with *GETCA* subjects for the purpose of issuing a *GETCA*.

3 Once regulated, the *General Education and Training Certificate for Adults: A qualification at Level 1 on the General and Further Education and Training Qualifications Sub-framework of the NQF* will replace *the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET Level 4)*.

19. Short title and commencement

1 This policy may be cited as the ***GETCA*** policy and/or the *General Education and Training Certificate for Adults: A qualification at Level 1 on the General and Further Education and Training Qualifications Sub-framework of the National Qualifications Framework (NQF),* and will come into effect on the date of publication in a *Government Gazette*.

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Annexure A

Nationally Approved Subjects listed in terms of the Organising Fields of Learning of the *National Qualifications Framework*

No	Organising fields of learning	Subjects
1	Agriculture and Nature Conservation	Applied Agriculture and Agricultural Sciences
2	Culture and Arts	Arts and Culture
3	Business, Commerce and Management Studies	Economic and Management Sciences; Small, Medium, Micro Enterprises; Wholesale and Retail
4	Communication Studies and Language	All official languages
5	Education, Training and Development	Early Childhood Development
6	Manufacturing, Engineering and Technology	Introduction to Basic Engineering Technology
7	Human and Social Studies	General and Social Science; Life and Learning Skills
9	Health Sciences and Social Services	Ancillary Health Care
10	Physical, Mathematical, Computer and Life Sciences	Information and Communication Technology; Mathematics; Natural Sciences
11	Services	Travel and Tourism

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ANNEXURE B

Nationally approved subjects that comply with the programme requirements of the *General Education and Training Certificate for Adults*

Organising field	Subject	Subject Number
1	**Agriculture and Nature Conservation**	
	Applied Agriculture and Agricultural Sciences	801431211
2	**Culture and Arts**	
	Arts and Culture	802421181
3	**Business, Commerce and Management Studies**	
	Economic and Management Sciences	803421171
	Small, Medium, Micro Enterprises	803431231
	Wholesale and Retail	803431221
4	**Communication Studies and Language**	
	Afrikaans	804401011
	English	804401021
	IsiNdebele	804401031
	IsiXhosa	804401041
	IsiZulu	804401051
	Sepedi	804401061
	Sesotho	804401071
	Setswana	804401081
	SiSwati	804401091
	Tshivenda	804401101
	Xitsonga	804401111
5	**Education, Training and Development**	
	Early Childhood Development	805431241
6	**Manufacturing, Engineering and Technology**	
	Introduction to Basic Engineering	806431271
	Technology	806421191
7	**Human and Social Studies**	
	General and Social Sciences	807421151
	Life and Learning Skills (LLS)	807421201
9	**Health Sciences and Social Services**	
	Ancillary Health Care	809431261
10	**Physical, Mathematical, Computer and Life Sciences**	
	Mathematics	810411121
	Natural Sciences	810421141
	Information and Communication Technology	810431161
11	**Services**	
	Travel and Tourism	811431251

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ANNEXURE C

Subject coding for assessment purposes

C.1 Subjects

The subject codes for the subjects listed in Annexures A and B consist of nine digits that have the following meaning:

- first digit: "9" indicates that the subject is a GETCA subject;
- second and third digits: indicate the NQF Organising Field (up to two digits) (see ***Table C1***);
- fourth and fifth digits: indicate the subject groupings, as defined below (see ***Table C2***);
- sixth and seventh digits: indicate unique subject codes within each NQF Organising Field; and
- eighth digit: indicates the NQF level of the subject.

Table C1: NQF Organising Fields as they relate to the subject coding system

Digit	NQF Organising Field
1	Agriculture and Nature Conservation
2	Arts and Culture
3	Business, Commerce and Management Studies
4	Communication and Language Studies
5	Education, Training and Development
6	Manufacturing, Engineering and Technology
7	Human and Social Studies
8	Law, Military Science and Security
9	Health Science and Social Services
10	Physical, Mathematical, Computer and Life Sciences
11	Services
12	Physical Planning and Construction

Table C2: Subjects

	Subject Groups
40	Official Languages
41	Mathematics
42	Academic Subjects
43	Vocational Subjects

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Annexure D

Comparable International Qualifications

Adult Basic Education Programme – Botswana

Botswana has a very low illiteracy rate. Between 2005 and 2008, the total adult literacy rate was 83%: 83% for men and 82% for women.

The ABEP – known locally as the ***Thuto Ga E Golelwe*** (i.e. it's never too late to learn) – is a comprehensive, integrated, outcome-based, modularised and fully accredited lifelong educational and skills training programme for out-of-school groups, which was officially launched by the Department of Out of School Education and Training (DOSET) at the beginning of 2010. The programme primarily targets out-of-school youth and adults who never went to school or dropped out before completing primary school and therefore, with few literacy and numeracy skills, as well as those who failed to access basic education through the National Literacy Programme. Special focus is also placed on ethnic minorities and people with special learning needs as well as on disadvantaged and often marginalised rural communities. Rural communities are particularly targeted because half of Botswana's population lives in rural areas with scarce educational opportunities, and thus has the highest poverty, unemployment and illiteracy rates in the country. For instance, estimates suggest that illiteracy rates in rural areas stand at 34, 5% compared to 14,6% in urban areas.

ABEP Curriculum

The ABEP's comprehensive and integrated curriculum was developed with technical support from the UNESCO Institute for Lifelong Learning (UIL) and aims to offer participants / learners with basic educational training that is equivalent to seven years of learning under Botswana's formal primary school system (i.e. standards 1-7) as well as opportunities for training in a wide range of life skills. To this end, the ABEP curriculum integrates various basic literacy and practical skills training components including (see also diagram below):

- Literacy and numeracy (basic and functional literacy and mathematics);
- Languages (for non-Setswana speakers learn Setswana, and English for all);
- General Studies clustered into four broad areas (social issues, health, economy and work, science and technology) which address issues such as civic education, nation-building, human rights, reproductive health, HIV/ AIDS awareness, nutrition and sanitation, agriculture and environmental management and conservation), and,
- Practical and pre-vocational skills training according to demand, relevance and availability.
- In short, the curriculum is designed to provide participants with integrated and holistic learning opportunities which address their basic human development needs related - but not limited - to knowledge, food, health, sanitation, shelter, clothing, work, liberty, identity, reasoning, self-expression, communication, and participation.
- However, apart from the core learning areas (Languages and Mathematics) which are compulsory and are progressively developed throughout the curriculum and across the three learning levels, as well as the compulsory use of the standard teaching-learning materials, the ABEP is generally conceived as having an open curriculum that does not prescribe or detail contents and activities for participants but rather provides broad criteria and guidelines for practical teaching and learning at every learning level and area. For instance, practical skills are optional and may be selected by learners

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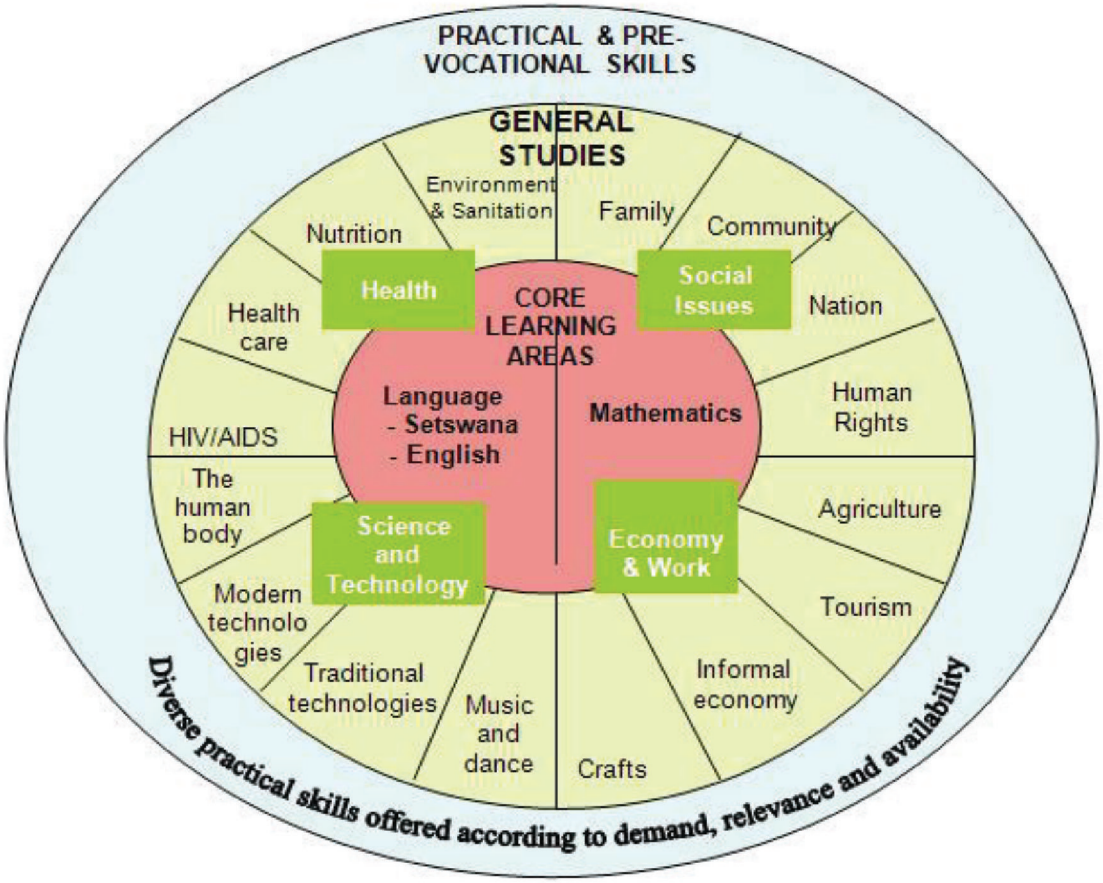
according to their preferences and to the relevance of such skills for their specific context. Essentially therefore, programme facilitators and learners have the latitude to interpret and adapt the curriculum to suit their context-specific developmental needs and aspirations. This openness and flexibility allows communities to actively participate in curriculum development, an aspect which not only ensures that the programme content is relevant to their daily lives and is culturally sensitive but also fosters greater motivation in learning and promotes social empowerment.

Curriculum Matrix by content areas



Learning Levels

The ABEP curriculum has three basic learning levels) which, as noted above, are equivalent to seven years of education in the formal primary school system. Thus, while the formal primary education is split into two levels - Lower Primary (Standard 1-4) and Upper Primary (Standard 5 - 7), the ABEP is organised in three levels: Level One (Standard 1 - 2), Level Two (Standard 3 - 4), and Level Three (Standard 5 - 7), as depicted in the diagram above:

The following skills are emphasised at each learning level:

Level One (Standard 1-2)

The focus at this level is placed on basic literacy and numeracy skills through the two Core Learning areas: Languages and Mathematics, with content related to the four areas on General Studies and optional Practical and Pre-vocational Skills. Oral English is gradually introduced and built up according to the learners' motivation and capabilities but the

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introduction of English writing skills is delayed until the learners have developed foundational literacy skills. At this level, the themes taught in the English curriculum cut across the other learning areas and this way provide a scaffold for teaching these areas through the medium of instruction in the 3rd level. The use of calculators, cellular phones and SMS is encouraged as supportive learning devices.

Level Two (Standard 3-4)

The focus at this level is to further strengthen the competencies in the Core Learning areas, while expanding the scope of General Studies and adding one or two Practical and Pre-vocational Skills. At this level, reading and writing in English is introduced and developed in a more systematic way. The use of real life reading materials, such as newspapers, magazines, comics, street signs, calendars, and posters is encouraged.

Level Three (Standard 5-7)

This level aims to consolidate the skills and competencies acquired in level one, in the three domains: Core Learning, General Studies and Practical and Pre-vocational Skills. Learners have the option to choose available skill training to be further developed into income generation activities. At this stage, English is taught intensively in order to facilitate the transition from using Setswana and/ or minority languages to the use of English as the medium of instruction. In order to facilitate this transition certain concepts will be introduced in the learners' first language as well as in English.

Recruitment and Training of Facilitators

The DOSET has recruited and trained programme facilitators comprising of service graduates or professional teachers, including holders of a diploma in education, retired professional teachers, untrained undergraduates and, in the majority, people with 'O' level and Junior secondary school qualifications. Apart from academic qualifications, the DOSET often appoints as facilitators people with a demonstrable record of social commitment who are therefore ready to become autonomous and lifelong learners themselves. However, regardless of their qualifications, all facilitators are provided with formal induction / formative training and on-going in-service training and mentoring in various aspects of adult education including:

- participatory adult education teaching-learning methodologies,
- the theory and practice of adult education,
- class room management,
- The use of teaching modules to conduct lessons and to moderate the learning process, and
- Assessment and evaluation of learning outcomes.

Each facilitator is engaged on a part-time basis and is, on average, responsible for about eight learners. Facilitators receive a stipend of P3 840 (approx. US$573) per month. Apart from providing teaching services, programme facilitators also assist the DOSET and the Adult Education Programme Committees with mobilising the communities and potential learners.

Teaching-Learning Approaches and Methods

ABEP facilitators are trained and encouraged to use various learner-centred participatory teaching-learning methods. Accordingly, group debates / discussions; simulations and question and answer strategies are therefore central to the teaching-learning process but are complemented by other approaches such as self-learning. This emphasis on the use of participatory teaching-learning methods is intended to encourage learners to actively

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participate in the learning process and, in so doing, improve their communication and critical thinking skills. In order to help learners to develop sustainable reading and writing competencies, the teaching and learning process is also facilitated through the use of a wide range of "real literacy" materials such as newspapers, magazines and audio-visual media. Learners' own experience, self-discovery and creative text generation are also encouraged to facilitate the recognition of words and phonemes as well as the acquisition of written language.

In addition and unlike the approach used in the implementation of the NLP, facilitators are also encouraged to use the most commonly spoken local language as the medium of instruction in the initial learning stages of the learning process in order to enable learners to effectively acquire basic literacy concepts and skills. Thereafter, Setswana and English (the widely spoken national and official languages, respectively) are progressively introduced as the medium of instruction and as taught subjects so as to create the necessary linkages between the programme and the general (formal) education system.

Programme Impact and Challenges

Monitoring and Evaluation

In keeping with the outcomes-based approach and lifelong learning paradigm which informs the ABEP, ongoing programme monitoring, assessment and evaluation by DOSET field officers are central aspects of the implementation strategy. Ongoing programme monitoring enables implementers to foresee negative outcomes and to make amendments to the programme plans and to rectify deficiencies. It also contributes in helping educators to adjust their teaching methods and to improve curriculum contents.

In addition, ABEP learners are continuously assessed at all learning levels through a range of formative strategies including class tests, oral presentations and self and peer assessments. Ongoing diagnostic assessments also enable facilitators to ascertain the learners' literacy skills and competencies as well as to recognise learning difficulties in order to respond with appropriate support such as remedial lessons and personalized teaching-learning strategies. The DOSET also encourages programme implementers to actively involve all participants and stakeholders in the implementation of the monitoring, assessment and evaluation processes. For instance, because village or community education committees play a critical role in the implementation of the programme, they should be involved in its evaluation. This strategy allows the stakeholders and especially the beneficiaries / learners to critically reflect on their experiences, the strengths and weaknesses of the programme and its significance in their lives as well as in the community.

Accessed on the 2 April 2013 from www.unesco.org/uil/litbase/?menu

Preparation for Work and Study – Australia

Qualification: Certificate I

Duration (nominal hours) 340

Course Description

This is one of four courses at Australian Qualifications Framework level 1, for adults who want to improve their literacy and numeracy skills in order to go on to further education and training or to get a job. If you have experienced barriers to education or if you did not finish school, this may be the best course for you. When you enrol, a teacher will help you determine the most appropriate level of training

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Career Opportunities

This course helps you go on to further education or training and to get a job.

Articulation

When you finish this course, you can enrol in:

- Certificate II in Skills for Work and Study;
- Certificate I in Access to Work and Training;
- Certificate II in Skills for Work and Training.

Entry Requirements

There are no formal educational requirements for this course.

Course structure

Student Assessment Guide – Course

What you must do to complete the course

The course structure below shows what you must do to complete this course. Units/modules are arranged in groups and sometimes also in subgroups.

You must complete each group as specified as well as following the course completion instructions. If a course contains optional groups there will statement at the top of the course indicating how many you must do. At the top of any group containing optional subgroups there will be a statement saying how many you must do.

This course has been designed to reflect the requirements for 10097NAT Certificate I in Preparation for Work and Study. The rules of the course is set out below:

To be awarded the Certificate I in Preparation for Work and Study, competency must be achieved in 340-360 hours of units of competency.

This TAFE NSW course has been structured as follows:

Group 1 - Core Units

Completion of all eight (8) core units of competency.

Group 2 - Elective Units

At least 75 hours of units must be selected from Subgroups 1 and/or 2.

Subgroup 1 - Access Employment Education and Training Framework Units of Competency - at least 50 hours must be selected from this subgroup.

Subgroup 2 - Additional Electives

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Course Elective Completion:

At least 75 hours of elective module/units must be completed. These may be chosen from group 2.

Group 1 CORE UNITS

All module/units must be completed

Modules/Units	Name	Hrs	National Module(s)
NSWTLRN106B	Identify own essential skills	5	
NSWTNMY109B	Use number skills in familiar and some unfamiliar contexts	40	
NSWTNMY110B	Use measurement in familiar and some unfamiliar contexts	40	
NSWTRDG104B	Apply basic critical literacy skills	40	
NSWTRDG105B	Read and interpret a range of familiar texts	40	
NSWTTCH109A	Demonstrate literacy skills using computer software	20	
NSWTWTG106B	Write for creative purposes in a familiar context	40	
NSWTWTG108B	Write texts to convey information in everyday contexts	40	

Group 2 ELECTIVE UNITS

Subgroup 1 must be completed

At least 75 hours of module/units must be completed

Subgroup 1 AEET FRAMEWORK UNITS

At least 50 hours of module/units must be completed

Subgroup 2 ADDITIONAL ELECTIVES - TRAINING PACKAGE UNITS

You may choose electives from this group

Modules/Units	Name	Hrs	National Module(s)
ACMGAS201A	Work in the animal care industry	20	

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ACMGAS202A	Participate in workplace communications	20	
ACMGAS203A	Complete animal care hygiene routines	20	
ACMGAS205A	Assist in health care of animals	20	
AHCNSY203A	Undertake propagation activities	20	
AHCPGD201A	Plant trees and shrubs	20	
AHCPGD202A	Prepare and maintain plant displays	20	
BSBITU102A	Develop keyboard skills	30	
BSBITU201A	Produce simple word processed documents	40	
BSBWOR204A	Use business technology	20	
CHCORG202C	Work with others	18	
CUVACD101A	Use basic drawing techniques	54	
CUVCER201A	Develop ceramic skills	50	
CUVDRA201A	Develop drawing skills	50	
CUVPAI201A	Develop painting skills	75	
CUVPRI201A	Develop printmaking skills	75	
CUVSCU201A	Develop sculptural skills	50	
HLTFA211A	Provide basic emergency life support	8	
ICAICT101A	Operate a personal computer	15	
ICAICT102A	Operate word-processing applications	15	
ICAICT103A	Use, communicate and search securely on the internet	30	
ICAICT105A	Operate spreadsheet applications	15	

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ICAICT106A	Operate presentation packages	15	
MEM07003B	Perform machine setting (routine)	36	
MEM07024B	Operate and monitor machine/process	36	
MEM07032B	Use workshop machines for basic operations	18	
MEM12023A	Perform engineering measurements	45	
MEM16006A	Organise and communicate information	18	
MEM18001C	Use hand tools	18	
TDMME1107A	Contribute to effective communications and teamwork on a coastal vessel	10	

Requirements to receive the qualification

To achieve the 10097NAT Certificate I in Preparation for Work and Study [Technical and Further Education in New South Wales (TAFE NSW) Course number 10758], learners are required to complete:

* All units in Group 1

* At least 75 hours of elective units from Group 2, consisting of:

* At least 50 hours of units from Subgroup 1

* The balance to complete the required 75 hours (i.e. 0-25 hours), may be selected from the remaining units in Subgroup 1 and/or Subgroup 2.

NOTES FOR STUDENTS

1. LEARNER SUPPORT

Students who require support to meet their learning goals may co-enrol in the Learner Support course (TAFE Course Number 9999). Talk to your teacher if you think you may require learner support.

2. SELECTION OF ELECTIVES

Talk to your teacher and/or workplace trainer, to ensure that your combination of electives provides you with a suitable vocational outcome.

3. RECOGNITION

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If you have completed other relevant training, you may be eligible to have units of competency from previous training counted towards completion for this course. Talk to your teacher or workplace trainer if you think you may be eligible for recognition of units previously completed.

4. PREREQUISITE UNITS

Some units in this course may have prerequisites that must be completed in lower level qualification or selected as part of this course. Consult your teacher for information about prerequisites to elective units.

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Annexure E

Critical Cross-field Outcomes

- Identify and solve problems and make decisions using critical and creative thinking.
- Work effectively with others as members of a team, group, organisation and community.
- Organise and manage themselves and their activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, symbolic and/or language skills in various modes.
- Use science and technology effectively and critically showing responsibility towards the environment and the health of others.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

The Developmental Outcomes:

- Reflect on and explore a variety of strategies to learn more effectively.
- Participate as responsible citizens in the life of local, national, and global communities.
- Be culturally and aesthetically sensitive across a range of social contexts.
- Explore education and career opportunities.
- Develop entrepreneurial opportunities.

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