GOVERNMENT NOTICE

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 National Senior Certificate for Adults (NASCA) is hereby published as policy in fulfilment of that requirement.

The NASCA is registered as an NQF Level 4 qualification on the General and Further Education and Training Qualifications Sub-framework of the National Qualifications Sub-framework.

Dr Mafu S Rakometsi
CHIEF EXECUTIVE OFFICER

20 August 2014

Council for Quality Assurance in
General and Further Education and Training

Policy for the National Senior Certificate for Adults:

A Qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the National Qualifications Framework

Umalusi

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Acronyms

DHET	Department of Higher Education and Training
GENFETQSF	General and Further Education and Training Qualifications Sub-framework
GETCA	General Education and Training Certificate for Adults
HEI	Higher Education Institution
LOLT	Language of Learning and Teaching
NASCA	National Senior Certificate for Adults
NQF	National Qualifications Framework
NSC	National Senior Certificate
QC	Quality Council
SAQA	South African Qualifications Authority

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CHAPTER 1

Introduction to the Policy for the *National Senior Certificate for Adults (NASCA): A qualification at level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF*

1. 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; a policy which pertains to candidates offering basic adult education through continuing education and training 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 *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF*

c. Rules of combination for the issuing of a *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF.*

4 The norms and standards set out in this document must be given effect to by public institutions and Umalusi-accredited and registered independent institutions and/or providers offering the *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework 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.

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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); the General and Further Education and Training Amendment Act, 2008 (Act 50 of 2008) and the NQF Act, 2008 (Act 67 of 2008).

b. *Further Education and Training Act, 2006 (Act 16 of 2006) as amended by (The Higher Education and Training Laws Amendment Act, (Act 25 of 2010), the Further Education and Training Amendment Act, (Act 3 of 2012) and the Further Education and Training Amendment Act (Act 1 of 2013).*

c. *The General and Further Education and Training Qualifications Sub-framework of the NQF* (Regulated in August 2013).

d. Standards and Quality Assurance for General and Further Education and Training – Umalusi Policy (June 2008, revised February 2013).

e. Curricula for the various subjects to be offered for the National Senior 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 *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF,* listed in this document.

g. Policy and regulations pertaining to the conduct, administration and management of assessment for the *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-Framework of the NQF (to be developed after the publication of the qualification policy).*

h. Umalusi's *Directives for certification for the National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF (to be developed after the publication of the qualification policy).*

i. Umalusi's *Quality Assurance of Assessment* (February 2014).

7 This policy, and the policy and regulations pertaining to the conduct, administration and management of assessment for the *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further*

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Education and Training Qualifications Sub-framework of the NQF, describe the rules and provisos for the award of the NASCA: *A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF*. The NASCA is awarded to successful candidates for the achievement of the exit level outcomes explicated in the curriculum documents underpinning the NASCA.

2. Qualification Overview

1 The *National Senior Certificate for Adults (NASCA),* is a National Certificate at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the National Qualifications Framework.

2 The *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF* is registered as a 120-credit qualification. The outcomes of the qualification are further defined in the curriculum. The four subjects required for certification have equal weighting of 30 credits each.

3 The NASCA is part of the adult stream *on* the *General and Further Education and Training Qualifications Sub-framework of the NQF.* It is located at level 4 of the NQF alongside the Senior Certificate, NSC and the NC(V) Level 4.

4 The *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF* is a qualification underpinned by curricula for every subject, and which is nationally, externally assessed, and certified by Umalusi.

5 The NASCA may be used as a form of *recognition of prior learning (RPL)* since no formal learning programme is compulsory for registration for the examinations. A set of diagnostic tests are, however, required. Such tests will either indicate readiness to take the examinations or point to areas where additional learning is advisable before taking the challenge exams.

3. Rationale

1 The NASCA provides a general educational pathway for adults. Its focus, through broad, discipline-based curricula, is to build a reliable general education underpinned by the necessary cognitive proficiencies to support further study.

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2 Achievement of the NASCA will indicate that the successful candidate has studied for and achieved competence, which can be described, in a general educational qualification at Level 4 on the NQF, which—like the *National Senior Certificate*—is quality assured and certified by Umalusi.

3 The NASCA is offered as a set of challenge examinations which allow candidates to prepare in any way they choose. The qualification has no formal learning programme requirements that need to be completed in order to register to write a subject. However, the demands of the subject are likely to be such that most people wishing to write the NASCA will benefit from participating voluntarily in a formal learning programme offered by a college or adult education centre.

4 The NASCA provides people with an opportunity to indicate what they know through taking a series of exams. Should candidates wish to improve their results in the NASCA they may register and write a subject more than once.

5 The structure of the NASCA accommodates a variety of education delivery options—face-to-face, distance, or a combination of the two—as well as the possibility of private tuition or self-study. Full-time and part-time study can be accommodated by the qualification's structure and design.

4. Purpose

1 The NASCA aims to provide evidence that the candidates are equipped with a sufficiently substantial basis of discipline-based knowledge, skills and values to enhance meaningful social, political and economic participation, to form a basis for further and/or more specialist learning, and possibly to enhance likelihood of employment. In these respects, the NASCA promotes the holistic development of adult learners. The intention is also that the quality of the learning offered by the NASCA will reinvigorate an interest in learning for many who have had possible negative experiences at school.

2 The NASCA aims to service an identifiable need in the basic adult education system not currently met by other qualifications on the NQF and to create pathways for further learning. It is designed to provide opportunities for people who have limited or no access to continuing education and training opportunities.

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5. Exit Level Outcomes

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

a. Identify, select, understand and apply knowledge useful to the identification of and solutions to problems in the area of study;

b. Demonstrate the necessary applied knowledge and skills identified for competence in a subject, including the use of the necessary technology;

c. Communicate, in writing, in their chosen fields of study, including capabilities such as making a synthesis of information from other sources, doing an analysis, motivating a position, and presenting a coherent argument in a variety of genres, as required for the field of study;

d. Reflect on their learning in order to re-establish 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 candidate studies. The breadth and depth of learning as well as the kinds of cognitive demand associated with the exit level outcomes are explained in greater detail in the individual subject curricula.

3 The Critical Cross-field Outcomes and the Developmental Outcomes, listed in Annexure E, inform the learning presupposed by this qualification, and are embodied in the outcomes for every subject offered in the NASCA.

4 The award of the NASCA confirms that a successful candidate has been deemed competent—through the assessment of the required combination of subjects—in the capabilities expressed in the exit level outcomes, and is consequently granted a nationally recognized qualification.

6. Identity of the particular learner group and general requirements

1 The *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF* is not designed for persons enrolled at a public or independent

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school, nor for persons learning through other modes of education (such as home education), referred to in the *National Education Policy Act, 1996 (Act 27 of 1996)* and the *South African Schools Act, 1996 (Act 84 of 1996)*.

2 Candidates may, but need not, enrol to prepare for the NASCA at a public or Umalusi-accredited and registered private education institution as determined by the Minister of Higher Education and Training.

3 Candidates may study independently for the NASCA and then register for the examinations at an examination centre, which is registered with an assessment body accredited by Umalusi.

4 Candidates registered at public and independent schools, as contemplated in the *South African Schools Act, 1996 (Act 84 of 1996)*, **may not** register for this qualification, nor offer subjects listed in this policy document.

5 For the purposes of this policy, an adult is deemed to be a person who is eighteen (18) years or older.

6 A valid South African document of identification is compulsory for all adult learners enrolling for the NASCA and registering for the NASCA examination.

7. Entrance requirements for the *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-Framework of the NQF*

1 Subject to the limitations expressed in Section 4, no person is excluded from registering for the NASCA examinations.

2 There are no minimum entrance requirements set for the NASCA. However, achievement at the following levels provide an indication that the minimum capabilities required for the achievement of the NASCA are in place:

a. An official Grade 9 school report which indicates promotion to Grade 10, the age requirement not withstanding; or

b. A General Education and Training Certificate for Adults (GETCA); or

c. Another SAQA-registered NQF Level 2 or 3 qualification with a language and mathematics as fundamentals.

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8. Duration and general enrolment and registration requirements of the *National Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF*

1 Candidates registering for a *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF* may register for any number of subjects per examination sitting.

2 The NASCA qualification may be completed in a single examination sitting. It must, however, be completed within six (6) years of the date of initial registration. A requirement designed to prompt candidates to complete the qualification while the credits awarded reflect current curriculum requirements.

9. Articulation

1 Learners who have succeeded in achieving this qualification should be able to access opportunities for further learning and to be considered for access to Higher Certificate courses, Diploma programmes or Bachelor's Degree programmes, depending on the level of their achievements and upon their meeting the entrance requirements set by Higher Education Institutions (HEIs) for various programmes.

2 The NASCA is designed to enable articulation with other qualifications on the General and Further Education and Training Qualifications Sub-Framework, the Higher Education Qualifications Sub-Framework as well as the Occupational Qualifications Sub-Framework, all three being sub-frameworks of the National Qualifications Framework.

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CHAPTER 2

Structure and Design of the *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF*

10. The structure of the *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF*

1 The NASCA qualification must be completed within six (6) years of the date of initial registration.

2 Candidates will offer subjects selected from the subjects listed in Annexure A of this policy document.

3 The qualification and its assessment have been structured to allow candidates to demonstrate, without additional programme-related obstacles, whether they have acquired—in a limited number of subjects—a level of general academic competence that is recognised as equivalent or superior to that demonstrated by candidates leaving school with a NSC or Senior Certificate.

11. Qualification requirements including Rules of Combination

1 Subject to *paragraphs* 6 *(*Identity of the particular learner group and *General requirements),*12 *(Provisos)* and 16 *(Assessment structure),* an adult learner must register for and write subjects in the *National Senior Certificate for Adults: A qualification at level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF* as prescribed below in order to satisfy the certification requirements set out in paragraph 13:

a. Register for and write an external examination in a minimum of two (2) compulsory subjects to be selected from both (i) ***and*** (ii):

i. One language from Organising Field 4, *Communication Studies and Language;*

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ii. Either Mathematics ***or*** Quantitative Literacy from Organising Field 10, *Physical, Mathematical, Computer and Life Sciences;*

b. Register for and write a minimum of two additional (2) subjects, selected from amongst the following:

i. An additional official language;

ii. Natural Sciences from Organising Field 10, *Physical, Mathematical, Computer and Life Sciences;*

iii. Information and Communication Technology from Organising Field 10, *Physical, Mathematical, Computer and Life Sciences;*

iv. Human and Social Sciences from Organising Field 7, *Human and Social Studies;*

v. Economic and Management Sciences from *Organising Field 3*

2 Candidates intending to study further must register for and write an external examination in at least one language of learning and teaching (LOLT) offered at institutions of further and higher education.

3 A candidate may offer more than the required minimum of four (4) subjects, worth 30 credits each. Additional subjects are reflected on the certificate.

12. Provisos

1 A candidate may not register for more than one language from each of the following language groups:

a. IsiNdebele, IsiXhosa, IsiZulu, Siswati;

b. Sepedi, Sesotho, Setswana.

2 A candidate may not register for both Mathematics and Quantitative Literacy.

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13. Certification requirements

1 Subject to the provisions of Paragraph 16(4)(d) and (e) *of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001),* and subject to paragraph 11 of this document, a *National Senior Certificate for Adults: A qualification at level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF* shall be issued to a candidate who has complied with the following promotion requirements:

a. Achieved at least 50% in a minimum of four (4) subjects in the external examinations as contemplated in paragraph 11 above.

2 A candidate achieving a minimum of 50% is regarded as competent in the outcomes expressed for that subject.

3 The candidate's achievement will be indicated on the certificate as a percentage for each subject.

4 The results of two or more NASCA subject statements will be combined to allow a successful candidate to receive a *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF,* provided that the qualification requirements in paragraph 11 and certification requirements in paragraph 13 (1) (a) have been fully met. Such a combination must be requested on behalf of the candidate by the assessment body concerned.

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CHAPTER 3

CURRICULUM AND ASSESSMENT

14. Curriculum Overview

1 The *National Senior Certificate for Adults: A qualification at level 4 on the General and Further Education and Training Qualifications Sub-framework* of the NQF is underpinned by a national curriculum policy.

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

3 The curriculum underpinning the *National Senior Certificate for Adults: A qualification at level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF* 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 in the *National Senior Certificate for Adults: A qualification at level 4 on the General and Further Education and Training Qualifications Sub-Framework of the NQF* consists of two components namely:

a. Readily available self-assessment tests (exemplars) which provide evidence to candidates of their readiness to write the examination in the subject concerned; and

b. Nationally-set external examinations.

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

3 The external examination, as contemplated in sub-paragraph (1)(b) is set and marked by assessment body that has been accredited by Umalusi

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and/or by the Department of Higher Education and Training, and moderated by Umalusi.

4 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 National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF*. Assessment bodies are 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 that has been accredited by Umalusi to offer the NASCA examinations or the DHET will issue a statement of results.

2 On fulfilment of all the requirements stipulated in Paragraphs 11 and 13, Umalusi issues a candidate with a National Senior Certificate for Adults.

3 Partial fulfilment of the requirements stipulated in Paragraph 11 and 13 results in the candidate being issued a subject statement that reflects the candidate's achievement.

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CHAPTER 4

ACCREDITATION

17. Minimum accreditation requirements for offering the NASCA

1 A private assessment body that has an interest in conducting the external examinations of the NASCA, 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 NASCA examinations.

2 Private learning institutions that have an interest to deliver the learning programmes of the *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF,* 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 NASCA must be registered as examination centres with an assessment body that has been accredited by Umalusi to examine the NASCA or with the Department of Higher Education and Training.

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CHAPTER 5

Transitional Arrangements

18. Transitional arrangements

1 This policy will commence on the day of its promulgation in the Government Gazette and becomes effective in institutions referred to in par 1 (4).

19. Short title and commencement

1 This policy may be cited as the ***NASCA*** policy and/or the *National Senior Certificate for Adults: A qualification at Level 4 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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Definitions

Adult	For the purposes of this policy, an adult is a person who is eighteen years or older.
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.
Candidate	An adult learner who has registered for the final examinations of the *National Senior Certificate for Adults: A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF.*
Certification	The formal recognition by means of the issuing of a certificate that a candidate has successfully met the minimum promotion requirements for a qualification, in the present instance, the issuing of the *National Senior Certificate for Adults* by Umalusi.
Curriculum	A curriculum is the underpinning policy provided for a qualification to facilitate a more general understanding of its implementation in an educational system. The curriculum encompasses three components: a) The intended curriculum: the documented curriculum for a qualification which provides the core features and principles of the subject discipline, and includes a more detailed description (syllabus) which covers the topic areas and specifies, in terms of the depth, breadth and level of difficulty and cognitive demand as well as the types of understanding and outcomes required from the candidate for the purpose of the qualification to be fulfilled. b) The enacted curriculum: the responsible, distinctive and creative 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. The curriculum policy and its syllabi provide the information necessary for the enactment of the curriculum in the

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	institution and the necessary framework for assessment.
Education Institution	As contemplated in the General and Further Education and Training Quality Assurance Act (Act no 50 of 2008), as amended.
Examination	The external examination for the National Senior Certificate for Adults: *A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-framework of the NQF,* which is quality assured by Umalusi, conducted by the Department of Higher Education and Training and/or any other Umalusi-accredited assessment body.
Examination Centre	A centre which is registered by the Department of Higher Education and Training or by an Umalusi accredited private assessment body to offer and conduct external examinations.
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.
Learner	Any adult person, including part-time learners, receiving education at a public or independent learning institution linked to an accredited assessment body or an adult person engaged in self-study directed towards the achievement of the qualification.
National Senior Certificate for Adults: A qualification at Level 4 *on the General and Further Education and Training Qualifications Sub-Framework* of the NQF	A qualification to be offered on a date as determined by the Minister of Higher Education and Training by means of a *Government Notice* in the *Government Gazette,* and subsequently quality assured and certified by Umalusi.
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.
Umalusi	Umalusi, the Council for Quality Assurance in General and

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	Further Education and Training established in terms of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

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Annexure A

Nationally approved subjects listed in terms of the Organising Fields of Learning of the NQF

No	Organising fields of learning	Subjects
3	Business Commerce and Management Studies	Economic and Management Sciences
4	Communication Studies and Language	11 official South African languages
7	Human and Social Studies	Human and Social Sciences
10	Physical, Mathematical, Computer and Life Sciences	Quantitative Literacy; Mathematics; Natural Sciences; Information and Communication Technology

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Annexure B

Nationally approved subjects that comply with the programme requirements of the *National Senior Certificate for Adults*

Organising field	Subject	Subject Number
3	**Business, Commerce and Management Studies**	
	Economic and Management Sciences	903431274
4	**Communication Studies and Language**	
	Afrikaans	904401014
	English	904401024
	IsiNdebele	904401034
	IsiXhosa	904401044
	IsiZulu	904401054
	Sepedi	904401064
	Sesotho	904401074
	Setswana	904401084
	SiSwati	904401094
	Tshivenda	904401104
	Xitsonga	904401114
7	**Human and Social Studies**	
	Human and Social Studies	907431254
10	**Physical, Mathematical, Computer and Life Sciences**	
	Mathematics	910411224
	Quantitative Literacy	910421234
	Natural Sciences	910431244
	Information and Communication Technology	910431264

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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 NASCA 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 Group
40	Official Languages
41	Mathematics
42	Quantitative Literacy
43	Additional Subjects

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Annexure D

Comparable international qualifications

Qualifications focused on assisting adults to achieve a recognized qualification appear to fall into two categories, though the two are not completely separate. The first category has its primary focus on allowing candidates to provide evidence of satisfactory performance in English to be allowed access to higher education. The TOEFL Test, developed by the Education Testing Services in the United States, is such a test: its target group is second language speakers of English across the globe wishing to have access to further study, primarily but not exclusively, in colleges in the United States.

The second group of qualifications has a more general educational intent, and all are intended to provide adults with the opportunity to prove that they have acquired the necessary knowledge and skills provided by a general high school education. In these qualifications, a language and mathematics are regarded as central. While many candidates successfully complete the qualification with the equivalent of a high-school leaving certificate, the qualification is also viewed as opening up access to higher education. The GED Tests and the Mature Student High School Diploma are examples of qualifications of this sort. The NASCA is seen as being a qualification of this type.

1. GED Tests

The GED Tests form a programme of the American Council of Education (ACE). They provide adults who did not complete their formal high school programme with the opportunity to certify their attainment of high-school level academic knowledge and skills, using tests that are field-tested and normed on graduating high school seniors before becoming final test forms. ACE claims that only 60% of graduating high school seniors would pass the GED Tests on their first attempt.

The GED Test battery comprises five content area assessments: Language Arts—Reading; Language Arts—Writing; Mathematics; Science, and Social Studies. Completing the test battery takes just over 7 hours.

In order to pass the GED Tests, a test-taker must earn a minimum total standard score on all 5 tests and a minimum standard score on each content area test.

Individual states, provinces or programmes in the United States recognize the GED Tests and award a qualification in recognition of the tests. The name given to the qualification depends on the U.S. jurisdiction that is awarding the credential: almost two thirds of the jurisdictions refer to it as a diploma, while the remaining third award a certificate. The credentials for the GED are issued by the jurisdictional partners.

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According to the Annual Survey of Colleges 2007 (2007: The College Board), 98% of colleges and universities that require a high school diploma accept the GED credential. According to the Society for Human Resources Management (2002), 96% of companies accept applicants with a GED credential for jobs requiring a high school degree.

The GED Tests have formed part of the U.S. educational environment for almost 70 years, and have undergone 4 major overhauls during that period. ACE is, however, launching its 5th GED series in 2011.

The questions on the GED Tests are classified by cognitive level using an adaptation of Bloom's taxonomy.

Information accessed 12/01/2011 at www.acenet.edu.

2. TOEFL Test

The TOEFL Test is a language-only test, developed and quality assured by Education Testing Services (United States). It is, however, designed to allow non-native English speaking test-takers to demonstrate that they have the English skills required to perform in an academic environment. ETS argues that 'many universities consider it the most appropriate test to use when making admissions decisions.' It provides a directory of 7 500 colleges, universities and agencies which accept TOEFL scores: these have different minimum entry requirements based on the TOEFL scores.

The test is offered as a paper-based test as well as an internet-based online test, which is offered between thirty and forty times a year. The paper-based tests are offered six times a year, 'where the internet-based testing is not available'.

The TOEFL Test provides scores in four skills areas—Reading, Listening, Speaking and Writing, in a battery of tests which last approximately four hours. Test-takers are allowed to retake the tests as many times as they choose. The scores achieved remain valid for a period of two years.

Information accessed 12/01/2011 at www.ets.org.

3. Mature Student High School Diploma

The Mature Student High School Diploma is one of a range of additional opportunities offered by Manitoba Education, a provincial education department in Canada. The intention is to allow adults to graduate from Senior Years, viz the last three years of schooling.

The Diploma requires that a candidate study for 30 credits, four of which must be at Grade 12 level, and must include a Language Arts credits as well as one for

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Mathematics. The remaining four can be taken across Grades 9 -12. The study options include English Language Arts (Grades 9 – 12, with 3 options in the last 3 years: English Comprehensive; English Literary, and English Transactional); Mathematics (Grades 9 -12 with 4 options in Grade 10; 5 options in Grade 11 and 5 in Grade 12: Accounting; Applied Math; Consumer Math V; Pre-calculus Math), Physical Education/Health Education(Grades 9 -12); Science (Gr 9 – 10); Social Studies (Gr 9);Geography (Gr 10); Canadian History (Gr 11). Several additional optional courses are also available, and include, for example, Introduction to Drafting Design Technology (Gr 9) Electricity/ Electronics (Gr 9); Art (Gr 9 -10) Keyboarding (Gr10); Chemistry (Gr 11 – 12); Physics (Gr 11 – 12).

The Diploma is open to people who are at least 19 at the time of enrolment for a programme directed at completing the Mature Student Graduation Requirements, or ones who will reach the age of 19 before the completion of the course in which the person is enrolled. The Diploma is also open to people who have been out of school for six months or more, and out of school long enough for the class, of which they were last a member, to have graduated from Senior Years, and for people who have not yet obtained a high school diploma.

The Diploma is offered at schools, Adult Learning Centres and as Distance Learning through a Distance Learning Unit. The various options for independent study have different registration requirements—from specific dates to registration at any time.

The courses consist of modules or sequences, and the number of these modules varies from course to course. Each module covers a section of the course and includes several lessons. The lessons include assignments which students are expected to complete and self-evaluate. These assignments include projects, tests, essays and/or examinations. Students are expected to finish a course within a year of registration, and are advised that each course will require approximately 165 hours to complete. Students who have not completed the course within the 12 months are withdrawn from the course.

Upon completion of all the course requirements, candidates receive a Statement of Standing indicating the award of Senior Year credit(s).

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Annexure E

Critical Cross-field Outcomes (CCFOs) and Developmental Outcomes

The CCFOs express qualities that should be achieved in all qualifications. These outcomes demand evidence of problem-solving, the ability to work with others, to access information, understand the consequences of one's actions and so on.

SAQA defines CCFOs as "those generic outcomes that inform all teaching and learning" (Ref: SAQA Website Glossary of Terms). According to SAQA, the CCFOs 'are those outcomes deemed critical for the development of the capacity for life-long learning'. It is compulsory for standards-setters to incorporate some of the critical outcome at the appropriate level on the NQF.

These are the critical outcomes adopted by SAQA:

i. Identify and solve problems in which responses demonstrate that responsible decisions using critical and creative thinking have been made.
ii. Work effectively with others as a member of a team, group, organization, community.
iii. Organize and manage oneself and one's activities responsibly and effectively.
iv. Collect, analyse, organise and critically evaluate information.
v. Communicate effectively using visual, mathematical and/or language skills in the modes of moral and/or written presentation.
vi. Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
vii. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

SAQA also identified five developmental outcomes. They are:

i. Reflecting on and exploring a variety of strategies to learn more effectively;
ii. Participating as responsible citizens in the life of local, national and global communities;
iii. Being culturally and aesthetically sensitive across a range of social contexts;
iv. Exploring education and career opportunities;
v. Developing entrepreneurial opportunities.

Programmes of learning must assist learners to become aware of the significance of these developmental outcomes in their own lives.

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