

LANDSCAPE

Provides an overview of the different structures involved in the skills development landscape

- Department of Higher Education and Training (DHET)
- National Skills Authority (NSA)
- National Skills Fund (NSF)
- Sector Education and Training Authorities (SETAs)
- National Artisan Moderation Body (NAMB)
- Quality Council of Trades and Occupations (QCTO)
- South African Qualifications Authority (SAQA)

SECTOR EDUCATION AND TRAINING AUTHORITIES (SETAs)



<http://www.chieta.org.za>



CHIETA Head Office
 2 Clamart Road, Richmond
 Johannesburg
 Tel: 011 628 7000
 Fax: 011 726 7777

Western Cape
 Unit B2, Cnr Race
 Course & Omuramba Roads
 Montague Gardens, Milnerton,
Tel: 021 551 1113/4
Fax: 021 552 9376

Kwazulu-Natal
 Suite 1603, 16th Floor,
 The Embassy Building, 199
 Smith Street, Durban
Tel: 031 368 4040
Fax: 031 368 3836

WHAT IS A SETA

A Sector Education & Training Authority (SETA) is a body established under the Skills Development Act (RSA, 1998c) whose main purpose is to contribute to the improvement of skills in South Africa through achieving a more favourable balance between demand and supply, and by ensuring that education and training:

- Acknowledges and enhances the skills of the current work force (in addition to ensuring that new entrants to the labour market are adequately trained)
- Meets agreed standards within a national framework
- Is provided subject to validation and quality assurance
- Where appropriate, is benchmarked against international standards (NTB, 1999)

The full list of SETA functions is contained in the Skills Development Act (RSA, 1998c). Those which affect SAQA's work most directly are SETAs that:

- Are accredited by SAQA as ETQAs within the economic sector (distinguished in Regulation 2(3) of the ETQA Regulations (RSA, 1998a) from the education & training sector and the social sector), and therefore fulfil all the functions of ETQAs as set out in Regulation 9 (RSA, 1998a)
- Monitor education and training in the sector

ESTABLISHMENT OF SETA

- The Minister may, in the prescribed manner, establish a sector education and training authority with a constitution for any national economic sector.
- The Minister must determine a discrete sector for the purposes of subsection (1) by reference to categories of employers and for the purposes of that determination take into account – the education and training needs of employers and employees that--use similar materials, processes and technologies; make similar products; or render similar services;
- the potential of the proposed sector for coherent occupational structures and career pathing;
- the scope of any national strategies for economic growth and development;
- the organisational structures of the trade unions, employer organisations and government in closely related sectors;
- any consensus that there may be between organised labour, organised employers and relevant government departments as to the definition of any sector; and
- the financial and organisational ability of the proposed sector to support a SETA.

NOTE

Refer to the Skills Development Act for more detail



FUNCTIONS OF SETA

A SETA must:

- develop a sector skills plan within the framework of the national skills development strategy
- implement its sector skills plan by-establishing learnerships; approving workplace skills plans; allocating grants in the prescribed manner to employers, education and training providers and workers; and monitoring education and training in the sector;
- promote learnerships by identifying workplaces for practical work experience; supporting the development of learning materials; improving the facilitation of learning; and assisting in the conclusion of learnership agreements
- register learnership agreements;
- within a week from its establishment, apply to the South African Qualifications Authority for accreditation as a body contemplated in section 5 (1) (a) (ii) (bb) and must, within 18 months from the date of that application, be so accredited;
- collect and disburse the skills development levies in its sector;
- Liaise with the National Skills Authority on the national skills development policy, the national skills development strategy and its sector skills plan
- Report to the Director-General on the implementation of its sector skills plan
- liaise with the employment services of the Department and any education body established under any law regulating education in the Republic to improve information-about employment opportunities; and between education and training providers and the labour market;
- appoint staff necessary for the performance of its functions
- perform any other duties imposed by this Act or consistent with the purposes of this Act.

COMPOSITION OF SETA

A SETA may consist only of members representing

- organised labour;
- organised employers, including small business;
- relevant government departments; and
- if the Minister, after consultation with the members referred to in paragraph (a), (b) and (c), considers it appropriate for the sector--any interested professional body; any bargaining council with jurisdiction in the sector.

SECTOR SKILLS PLANNING

- South Africa has embarked on a skills development revolution in an attempt to address skills development as a skilled workforce is critical for economic growth and development.
- Of great importance in this endeavour is the role of research in continuously providing the solutions through the process and generate knowledge to enhance innovation and creativity in skills development delivery
- Core to this research is the importance of planning, design of support interventions and measuring, performance and impact assessment of various interventions
- Assess and evaluate progress, successes and failures in the skills development process, this task requires cooperation, partnerships and collaboration by both the public and private sector as key role players with agencies such as Sector Education and Training Authorities (SETAs) facilitating linkages and acting as conduits between industry and government as well as beneficiaries of skills development broadly.
- Furthermore the SETAs are tasked to develop and annually update the Sector Skills Plan (SSP) according to the Skills Development Act (1998).
- These SSPs require an investment by SETAs on research.

The purposes of the SSP among others include but are not limited to the following:

- Inform the supply and demand side for skills planning
- Enable forecasting to determine future needs per economic sector
- Determine funding priorities via the SETA levy grant system
- Analyse the Workplace Skills Plans and Annual Training Reports for companies to determine priority focus areas
- Guide the SETA's strategy planning and execution
- Inform the curricula development processes on industry needs

SETA GRANT REGULATIONS

In December 2012 the Department of Higher Education and Training published the SETA grant regulations regarding monies received by a SETA and related matters.

The intent of the regulations is to:

- Improve the quantity and quality of labour market information received by SETA's in the form of WSP, ATR and PIVOTAL training reports, to inform planning.
- Promote the NQF registered and quality assured PIVOTAL programmes that address priority scarce and critical skills needs identified in sector skills plans.

NOTE

Refer to the CHIETA funding policy (Section 10 and 11) for more detail on **MANDATORY and DISCRETIONARY GRANTS**



Mandatory Grants

In terms of Regulation No. 9867, a mandatory grant must be paid to all employers who meet the prescribed eligibility criteria. This mandatory grant will not be in excess of 20% of the total skills development levies paid by the employer.

Mandatory Grants means funds designated as mandatory grants contemplated in Regulation 4 to fund education and training programmes

As per Sub-Regulation 5(2), employers are eligible to claim the mandatory grant if they have:

- (a) Have registered with the Commissioner in terms of section 3 (1) of the Skills Development Levies Act;
- (b) Have paid the levies directly to the commissioner in the manner and within the period determined in Section 6 of the Skills Development Levies Act;
- (c) Are up to date with the levy payments to the Commissioner at the time of the approval and in respect of the period for which an application is made;
- (d) Have submitted a WSP and ATR in the required format and in the required timeframe, and which meets the criteria for implementation established and approved by the CHIETA;
- (e) Medium (50- 149 Employees) and larger companies (> 150 Employees) must consult with employee representatives on the drafting and finalisation of the WSP/ATR. Where employers have recognition agreements with a trade union or multiple trades unions, they must have submitted a WSP and ATR which has been subject to consultation with the recognised trade unions and the WSP and ATR must be signed off by the labour representative appointed by the recognised trade union, using the format prescribed by the CHIETA.
- (f) In instances where no consensus is reached between the employer and employee representatives on the WSP/ATR submission a written explanation must be submitted by the company with the submission, with proof of the consultation process. The CHIETA will evaluate the explanation on a case by case basis and based on the merit of the situation approve the submission. All supporting

documents including proof of banking details must be submitted with the WSP/ATR final submission no later than the regulated timeframes

*Note that an employer may submit only **one application per SDL number**, and the employer name must correlate with information received from South African Revenue Services (SARS) and DHET*

Discretionary Grants

In terms of the Grant Regulations No 35940 of 03 December 2012, a discretionary grant means the money allocated within the SETA to be spent on discretionary grants and projects contemplated in regulation 3 (2) (C) to (9) as read with regulation 6. Regulation 6 refers to allocation of discretionary grants by a SETA. Discretionary grants are allocated at the SETA's discretion. to achieve its objectives in relation to the development of the chemical sector. Discretionary grants must not be seen as a mechanism for reaching numerical targets but as a means of achieving impact in the chemical sector.

Key to Discretionary Grants in the new Regulations is the concept of PIVOTAL grants, which must comprise 80% of all funding for discretionary grants.

In terms of Sub-Regulation 6 of the new Grant Regulations:

- (1) A SETA may determine and allocate a discretionary grant in support of the implementation of its Sector Skills Plan, Strategic Plan and Annual Performance Plan.
- (2) A SETA must develop its SSP by taking account of national strategic goals as set out in the NSDS, National Skills Accord and other relevant national priorities.
- (3) The APP must make clear how the SETA will allocate discretionary grants in a manner that prioritises the offering of skills development programmes to address sector needs through **public education and training institutions**;
- (4) A SETA must, on an annual basis, and in accordance with any guidelines issued by DHET, approve a **Discretionary Grants Policy**, specifying how the SETA discretionary funds will be allocated to meet sector needs as set out in the SSP;
- (5) The Discretionary Grants Policy must set out the funding framework, the different delivery modes and project types that will be deployed and the mechanism for SETA member organisations, as contemplated in sub-regulation (10), to access the discretionary grants;
- (6) The Discretionary Grants Policy must set out how PIVOTAL programmes can be delivered through **public education and training institutions**;

- (7) A SETA must prepare and distribute grant application and project proposal forms in a manner that enables within the sector national access and opportunities for a legal person or enterprises of different sizes (including small and micro enterprises, non-governmental organisations and cooperatives in the sector to apply for any category of grant or participate in any type of skills development programmes as identified in the SETA Discretionary Grants Policy;
- (8) The Discretionary Grants Policy must embrace the principles of transparency, openness, access and fairness.
- (9) The Discretionary Grants Policy must -
 - (i) Indicate the purpose of the various grants, funding frameworks and projects and specify what is intended to be funded from the grant, including any administrative costs that may be considered appropriate by the Accounting Authority;
 - (ii) Provide procedures and communication strategy with potential beneficiaries as contemplated in sub regulation (10) that set out timeframes for processing of applications, communication of decisions, and payment schedules;
 - (iii) Determine the proportion of discretionary grants that can be used for **administration or project management purposes** in the various grant and project categories provided it indicates that a up to maximum of **7.5% of (budget and spend of)** any grant or SETA funded project may be used for administration or project management costs; the CHIETA shall allocate project costs to the CHIETA Office to perform on the Monitoring & Evaluation, project management functions and;
 - (iv) Ensure that value for money (impact report and learner tracer studies) is achieved and generally ensure that funds are spent on skills development to meet the sector needs.
- (10) A discretionary grant may be paid to a legal person, including –
 - (i) a public education and training institution;
 - (ii) an employer or enterprise within the jurisdiction of a SETA, including an employer or enterprise not required to pay a skills development levy in terms of Skills Development Levies Act; the CHIETA shall ensure a gradual decrease of funding to private providers and increase participation of workplace and public TVETs.
 - (iii) other legal person contemplated in sub regulation (7) that meets the criteria for the payment of such grant; or

- (iv) an employer contemplated in section 30 and 30 (A) of the Act who has submitted to its relevant line SETA or Public Service SETA within the time frames specified in regulation 4 (2) and 4 (3), a format contained in Annexure 2.
- (11) A key focus of SETAs must be to address scarce and critical skills through programmes that are designed to address such skills needs, and which include work integrated learning.
- (12) At least 80% of discretionary grant funding must be allocated to PIVOTAL programmes.
- (13) A SETA may allocate a maximum of 20% to funding of programmes other than PIVOTAL programmes, to develop the sector in accordance with the priorities outlined in the SSP. Allocation of discretionary grants by the CHIETA must consider the needs and size of the chemical industry subsectors.
- (14) In order to obtain discretionary grant funding for PIVOTAL programmes from a SETA, a legal person falling into the categories set out in sub-regulation (1) must complete and submit a PIVOTAL Plan using the WSP/ATR source data sections that identify PIVOTAL training. The PIVOTAL training report is an abridged source data sheet containing details of people busy with PIVOTAL training programmes, made available to employers in the same system used for the WSP/ATR submission process, as part of the discretionary grant approval cycle. Non Profit Organisations, TVETs, Universities and Non Levy paying and small employers do not need to submit a PIVOTAL Plan and Report
- (15) Companies employing more than 50 employees will also be required to complete the prescribed PIVOTAL Plan and report;

WHAT IS THE OFO

- Organising Framework for Occupations (OFO)

“...is a ***coded occupational classification system***. It is the DHET’s key tool for identifying, reporting and monitoring skills demand and supply in the South African labour market.”

constructed from the bottom up by:

- Analysing jobs and identifying similarities in terms of tasks and skills
- Categorising similar jobs into occupations; and
- Classifying these occupations into occupational groups
- A **job** is a set of tasks and duties carried out or meant to be carried out, by one person for a particular employer, including self employment.
- An **occupation** is a set of jobs whose main tasks and duties are characterised by a high degree of similarity skills specialisation.

OFO has nothing to do with:

- seniority
- remuneration
- job level or grade

It's about the output of the job

WHY THE OFO

- enables the identification of scarce, critical and PIVOTAL skills in the labour market.
- Employers can use it to broaden the indicators and drivers of scarce skills that they take into account when developing the annual WSPs and SSPs
- To track the scarcity of skills on the basis of Labour Market demands.
- For employers to provide information at occupation level so that the SETAs are able to roll this up the right level to enable identification of common skills development needs and interventions- direct link to the development of occupational qualifications

OFO adds value in skills development planning and implementation purposes in that it:

- provides a common language when talking about occupations
- captures jobs in the form of occupations
- groups occupations into successively broader categories and hierarchal levels based on similarity of tasks, skills and knowledge

HOW IS THE OFO STRUCTURED

8 Categories = Major groups

- Managers
- Professionals
- Technicians and associate professionals
- Clerical support workers
- Services and sales workers
- Skilled agricultural ,forestry, fisheries, craft and related trades workers
- Plant and machine operators and assemblers
- Elementary occupations

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3	Major group	Technicians and associate professionals perform mostly technical and related tasks connected with research and the application of scientific or artistic concepts and operational methods, and government or business regulations.
31	Sub Major group	Science and engineering associate professionals perform technical tasks connected with research and operational methods in science and engineering. They supervise and control technical and operational aspects of mining, manufacturing, construction and other engineering operations, and operate technical equipment including aircraft and ships.
311	Minor group	Physical and engineering science technicians perform technical tasks to aid in research on and the practical application of concepts, principles and operational methods particular to physical sciences including such areas as engineering, technical drawing or economic efficiency of production processes.
3111	Unit group	Chemical and physical science technicians perform technical tasks to aid in research in chemistry, physics, geology, geophysics, meteorology and astronomy, and in the development of industrial, medical, military and other practical applications of research results.
311101	Occupation	Performs laboratory tests on organic and inorganic chemicals, analyses test data and carries out technical functions in support of chemists or chemical engineers and technologists in a wide variety of areas such as fuels, pharmaceuticals, paints, metals, plastics, textiles, detergents, paper, fertilisers and cosmetics.
Specialisation or Alternative titles		Chemical Instrument Officer; Chemical Lab Technician/ Analyst; Chemical Process Analyst; Chemical Technician (Food; Fuel; Gas; Paint; Liquefied Petroleum Gas; Leather)

HOW IT RELATES TO WSP-ATR

- SETAs required to use OFO in their SSP updates for adequate skills planning purposes
- WSP – ATR important research tools used by CHIETA (source data information collected – individual employee info from CHIETA companies)
- OFO used in WSPs-ATRs to talk about occupations
- Detailed analysis of company data for skills planning for the sector now possible because of common language on occupations and skills needs

WHO USES THE OFO

- Employers to uses the OFO in the Annexure 1 reporting template for Workplace Skills Plans/ATR
- QCTO for occupational qualification development processes and certification
- NAMB for implementation of listed trades
- University and VCET branch for planning purposes
- Career Development Services uses the OFO for developing learning Pathways
- SETA Learnership applications for registration must include related occupations that are reflected on the OFO
- Compilation of the PIVOTAL skills list by SETAs

WHAT'S NEW

- DHET has developed the OFO register system which also gives access to SETAs for engagement
- To register, capture and make decisions on all the inputs received from SETAs
- SETAs will now upload their requests via the system for the OFO task team to evaluate them
- The OFO system will automatically update the website for implementation
- OFO Portal is still to be finalized



How will I know what to do to comply with the requirements?

Your SETA will send you all the necessary information, including the requirements and timetable for action by you, as well contact details for assistance to ensure you receive the maximum benefit from the skills development and SETA initiatives.

How do I decide where to register?

Look at the core business of each legal entity within your organisation.

For example, one of your subsidiaries may be involved in manufacturing, another in agriculture and another in construction, while your holding company is largely involved in providing Financial Services to the Group.

Register each legal entity with the relevant SETA.

Why is it that government departments affiliated to the line function CHIETA are not allowed to claim for the grant when we are paying the levy?

Government departments are only required to pay the 10% admin portion of the skills development levy (which is calculated as a percentage of 1% of payroll spend).

No employers are able to claim back on the admin portion of the money paid to the SETA as the SETA uses this 10% for administrative expenses.

Employers would pay 100% levy which is split up as follows :

ILLUSTRATION OF THE SKILLS DEVELOPMENT LEVY SPLIT

Levy Grant system Element	Allocation %	Conditions
Total levy	N/A	1% of Remuneration Costs
SARS Collection Fee	2.0%	Maximum of 2%
NSF	18%	% prescribed by Minister
SETA Administration	10.5%	Maximum of 0.5% to QCTO
Mandatory Grant	20%	Unclaimed to Discretionary Grants swept by 15 Oct each year
Discretionary Grant	49.5%	Maximum of 80% to PIVOTAL Programmes
Total	100%	

Can we receive the Act, etc, in Afrikaans?

The legislation is not available in Afrikaans.

I am a new company who wishes to register with CHIETA at SARS - what do I do?

All applications for registration with a SETA need to fall under the scope of coverage that the proposed SETA claimed.

Those claims were classified using an extended coding system for industrial classifications. As an employer, you do not have to launch an application for registration with a particular SETA.

If you did not receive a registration form from SARS, SARS or CHIETA will assist you with the process of selecting the relevant code.

I am an SMME and do not plan my training at the beginning of the year. Do I have to complete a Workplace Skills Plan and am I entitled to claim the Workplace Skills Plan training grant for training done during the year even if I have not submitted

All employers are required to submit a Workplace Skills Plan to CHIETA if they you wish to claim the Workplace Skills Planning Grant. We insist on this for a number of reasons.

Firstly, the regulations indicate that the submission of a Workplace Skills Plan is a requirement for the claiming of other grants.

Secondly, one of the main aims of the Skills Development Act is to foster and develop a culture of planning for skills development and training in South Africa.

Therefore all employers, big or small, are encouraged to develop the habit of planning for training and development of their staff, and integrating this into their business and organizational development process.

CHIETA will be glad to assist you with this process if you require it.

How do state organisations benefit from registering with CHIETA?

The administrative portion that state departments pay to relevant SETAs will allow them to benefit from a number of SETA activities. In the case of CHIETA, state departments contributing towards the administrative budget of CHIETA may make use of the following benefits:

CHIETA's role in the development of skills programmes

CHIETA's role in the registration of learnerships

CHIETA's role in the registration of skills programmes

Access to CHIETA's discretionary cash grants

ETQA functions

Accreditation of Constituent Providers

Quality Promotion

Monitoring, Assessing and Moderating

Assessment and Assessment systems

Certification

What is an SMME?

SMME is an acronym that stands for Small Medium and Micro Enterprise and in the financial services sector refers to employers employing no more than 50 employees.

The definition, according to the National Small Business Act (102 of 1996), broadly refers to:

Micro – between 1 and 5 employees

Very Small – no more than 10 employees

Small – no more than 50 employees

Medium – no more than 100 employees

Large – 101+ employees

Is CHIETA a governmental organisation or a private organisation with which we must be affiliated?

CHIETA is not a private organisation. It was established in terms of the Skills Development Act of 1998.

Levies are collected by SARS and then the proportional share is transferred to CHIETA.

How can I get involved with the CHIETA and make a contribution?

You can become a member of one of the working committees:

Learnerships – develop, implement and monitor learnerships

Quality Assurance – establish and monitor the implementation of a quality management system. Monitor the development of new standards or qualifications or modifications to existing standards or qualifications and recommend such standards or qualifications to NSBs and SAQA

Skills Plan – Assess education and training provision in the sector and identify deficiencies. Determine education and training priorities for the sector. Monitor the implementation of Workplace Skills Plans

Marketing and Communication – communicate and promote CHIETA's activities and objectives to all stakeholders

Who should register with CHIETA?

[THIS QUESTION NEEDS TO BE ANSWERED WITH RESPECT TO CHEMICAL INDUSTRIES, NOT FINANCIAL SERVICES.]. Look at which SIC Code you fall into

Why should small employers participate in CHIETA?

It is very simple for employers to claim back 20% of their skills development levy paid to SARS if they complete a training plan (WSP) and Training Report which is submitted to the CHIETA in the prescribed format.

This means that the employer may claim back 20% for a training plan and a training report. In addition to this, employers may claim back 10% of their skills development levy paid to SARS as a discretionary cash grant if they are training in strategic areas.

Employers may also get involved in other interventions CHIETA is undertaking:

Free assessor training

Free assistance in completing WSP

Piloting of learnerships

Special project funding

The submission of WSP is a requirement for access to other grants such as free training. All that is required is for employers to submit a training plan and a training report in order to access the financial benefits outlined above. Planning for training is good business practice!

Please define / explain Investment Entities and Trusts.

A trust is a business entity that is different from other business entities such as companies, partnerships, etc, and has different tax structures to other business entities.

A trust may not administer itself and needs external administration in terms of relevant legislation, and must have a set of audited financial statements.

Those registering under the SIC Code Investment Entities and Trusts (81904) are responsible for administering trusts and these administrative persons would be financial people such as accountants, bookkeepers, etc.

Those registering under this SIC code should be aware that the trust itself, i.e. the business entity, does not fall under CHIETA, rather the entity that is administering the trust falls under CHIETA. For example, Deloitte and Touché have a special division that administers trusts.

This division would register with CHIETA and pay their Skills Development Levy to CHIETA.

We are a new management consulting firm, offering in-house training to our clients, in all industry sectors. The trainees will be selected by our client for training purposes and will follow lengthy training.

The SETAs work on a levy grant system.

This means that companies must register for and pay their Skills Development Levy to the South African Revenue Services.

SARS then allocates this money (via the Department of Labour) to each of the SETAs according to the SETA that each specific company has registered with.

The company would choose to register with the SETA whose scope covers their main business activity.

Your organisation, for example, is a management consulting business that does in-house training. If your main business is consulting, you would register with FASSET, which is the SETA for Finance, Accounting, Management Consulting and Other Financial services.

I want to have South African qualifications (national or private) evaluated and the 'M+' rating determined. How can SAQA help me?

The core function of SAQA is to oversee the development and implementation of a National Qualifications Framework (NQF), which will, inter alia, facilitate the registration of all South African qualification onto eight levels of education and training. This process accounts for learning outcomes and is not compatible with a time-based system such as the 'M+' system.

What is SAQA's position in terms of the HSRC ratings accorded by the CEEQ to private education and training programmes during the 90s?

In the early 90s the Centre for the Evaluation of Qualifications (CEEQ), then residing with the Human Sciences Research Council (HSRC), initiated the co-ordination of the evaluation of specific courses (not institutions). The aim of this exercise was to compare the content of courses with the content of courses offered in the formal sector, following which the CEEQ recommended particular levels of recognition according to the existing formal framework of that period. These were mostly expressed in terms of year levels of study after completion of the Senior Certificate.

The aim of the Directory of HSRC-rated courses offered in the private education and training sector was to give an overview of the HSRC rating accorded for a specific period of time only, on the basis of formal applications, the completion of the evaluation process, and the resultant evaluation outcomes according to the series of specific steps. Ratings contained in this publication should therefore not be seen as an alternative to the accreditation process overseen by SAQA and the status of programmes and/or institutions as determined accordingly.

I need my South African qualifications evaluated for study / work purposes abroad. What must I do?

Recognition of South African qualifications in foreign countries is the prerogative of credential evaluating agencies in the host countries. Evaluations for the abovementioned purposes will therefore only convey information on the qualifications in question, within the South African context and not in relation to a qualification in the host country, in order to assist foreign evaluating bodies without prescription.

For this service, offered by the Centre for Evaluation of Educational Qualifications (CEEQ), the normal application procedure applies.

The contact details of overseas evaluating agencies can be provided by the CEEQ.

What is the CEEQ's role regarding admission of prospective students at South African institutions of learning, professional registration in regulated professions, or employment?

The role of the Centre for the Evaluation of Educational Qualifications (CEEQ) is to advise on the appropriate levels of recognition of foreign qualifications, as determined according to specific criteria outlined above. Since this does not entail an in-depth comparison of content (curricula, projects, research reports) in specific areas of specialisation, or the establishment of learning outcomes in the sense of actual knowledge and competency, it is necessary that providers, professional bodies and employers accept a partnership role in furthering the assessment according to internal criteria for the specific context.

This may warrant an adaptation of the recommended placement and require support in terms of upgrading that may be necessary, as well as the monitoring of progress. Feedback to SAQA about the appropriateness of the initial evaluation is seen as crucial information and is therefore invited.

What is the legal status of these evaluations?

The evaluation of foreign qualifications used to be assigned to the Human Sciences Research Council (HSRC) in the HSRC Act, Act 23 of 1968. The function was transferred to the South African Qualifications Authority as a going concern with effect from 1 July 1999. The recommendations made on certificates of evaluation are advisory in nature and not prescriptive or binding on other institutions.

What are the criteria for evaluation of foreign qualifications?

The evaluation of foreign qualifications follows international practice as agreed to by countries in the European region and as outlined in the Lisbon Convention of 1997.

Evaluations aim to determine the 'local currency' of foreign qualifications. The evaluation procedure is based mainly on the structural analysis of foreign education systems and the attributes of qualifications

obtained in these, compared to the South African context in terms of indicators such as:

Status of the awarding institution in the country of origin

Purpose of study

Admission requirements

Duration and mode of study

Credit weighting

Course composition and requirements

Learning outcomes as indicated by the professional and/or academic status of the qualification holder

SAQA evaluations offer general placement recommendations, which should preferably be supplemented by purpose-specific assessments.

What must I do to have my foreign (non-South African) qualifications evaluated? What is the cost involved? How long does it take?

Application guidelines include the following information:

What we need to do an evaluation (contact information, documentation and payment)

When evaluation results can be expected

Other important notes on the evaluation procedure

How do I know which ETQA I should be registered with once I have been trained as an assessor?

You can contact SAQA to find out which SETA you belong to; it will probably be the SETA that your company is registered with and paying the levy to.

Do teachers have to be certificated and registered as assessors?

Yes, as stipulated in the Criteria and Guidelines for the Registration of Assessors, everyone who assesses learning should be certificated by the ETDP SETA and registered by the relevant ETQA in each sector.

What do I do if I want to be registered as an assessor?

You have to undergo training on the generic assessor unit standard with a provider that is registered /accredited by the ETDP SETA. If you are an assessor at present, you only need to be assessed for competence on the generic assessor unit standard by the ETDP SETA.

Does SAQA provide guidelines on the ideal relationship between formative and summative assessment in an integrated assessment system?

SAQA has developed guidelines for assessment that are contained in the documents titled: Criteria and

Guidelines for the Assessment of NQF Registered Standards and Qualifications and the Criteria and Guidelines for the Registration of Assessors.

The ideal relationship between formative and summative assessment has to be considered within the notion of continuous assessment and an understanding of the difference in purpose of formative and summative assessment. Continuous assessment embraces both formative and summative assessment. The NQF system allows for both types of assessment to be administered on a continuous basis over the course of a structured learning experience. For more information, refer particularly to the Criteria and Guidelines for the Assessment of NQF Registered Standards and Qualifications document.

Does SAQA sign a Memorandum of Understanding (MOU) with ETQAs or is this an issue between ETQAs?

The purpose of an MOU is to make a formal written agreement in order to address the areas of common interest in terms of the primary focus between the parties affected by these areas.

SAQA's role is to provide assistance where possible to ensure that the ETQA functions are carried out efficiently and smoothly. SAQA oversees the process of developing MOUs and does not sign an MOU with ETQAs.

Does SAQA have a Quality Management System (QMS) that stakeholders can emulate?

SAQA does not prescribe a Quality Management System (QMS) model but has developed documents to guide the stakeholders on the minimum requirements for a QMS.

These documents are called Quality Management Systems for ETQAs and Quality Management Systems for Providers.

The Directorate Quality Assurance and Development is also involved in the printing process of these documents for further distribution.

Are consultants and Small Micro and Medium Enterprises (SMMEs) supposed to meet the generic criteria for accreditation as education and training providers or are there special criteria for them since they are not institution based providers?

All types of education and training providers should meet the generic criteria for accreditation.

The criteria are broad requirements that need to be contextualised. In addition, a developmental approach should be adopted by ETQAs in the accreditation of providers.

Will any action be taken against schools that are not registered and/or accredited?

The rationale for the policy of registration and accreditation is to have a public register that informs the public of which institutions are legal and have an acceptable quality management and assurance system for the education and training they provide.

Institutions that are accredited and registered will be obliged to display their registration and accreditation certificates.

As the register of registered and accredited institutions will be public, the public will be in a position to ascertain the status of an institution before registering as learners.

Do all private schools and further education and training establishments have to be registered and accredited to provide education and training?

Yes, all private schools and further education and training establishments have to be accredited by the General and Further Education and Training Quality Assurance Body (GENFETQA) and be registered by the Department of Education.

Can a non-registered provider that wishes to be accredited as a provider of education and training in terms of regulation 13(a) of the ETQA Regulations apply to register with the ETQA from which it seeks accreditation.

ETQAs accredit providers – they do not register providers. The Department of Education, under the Schools Act of 1996, HET Act of 1997 and FET Act of 1998, registers providers. According to these acts all providers, public and private, providing education and training in the three bands – GET, FET and HET – must be registered. This regulation therefore says that registration as a provider must be with the Department of Education in terms of the relevant Act, and accreditation to offer specific national qualifications must be with the appropriate accredited ETQA.

What does regulation 3(2)(g) of the ETQA Regulations mean?

3(2)(g) - An organisation seeking accreditation as an Education and Training Quality Assurance Body shall demonstrate that "the function of external quality assurance is separate from and independent of the function of provision of education and training".