



# Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA  
REPUBLIEK VAN SUID-AFRIKA

Vol. 482

Pretoria, 26 August  
Augustus 2005

**No. 27963**



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## GENERAL NOTICE

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### NOTICE 1633 OF 2005

#### DEPARTMENT OF EDUCATION

#### **NATIONAL EDUCATION POLICY ACT, 1996 (ACT NO. 27 OF 1996) AND THE FURTHER EDUCATION AND TRAINING ACT, 1998 (ACT NO. 98 OF 1998)**

#### **CALL FOR COMMENTS ON A POLICY FOR THE FURTHER EDUCATION AND TRAINING CERTIFICATE (FETC) (VOCATIONAL): CALL FOR WRITTEN SUBMISSIONS FROM STAKEHOLDER BODIES AND MEMBERS OF THE PUBLIC**

#### **1. BACKGROUND**

Further Education and Training (FET) Colleges have been identified as central to meeting the challenges of the Government's human resource development objectives, especially that of reducing unemployment through skills and human resource development.

FET colleges are therefore encouraged to align their programmes and qualifications to the needs of society and the labour market.

In view of the above, it was deemed necessary to develop a policy document that would describe the regulations, rules and provisos for the award of the FETC (Vocational) at Level 4 of the National Qualifications Framework (NQF).

Subsequent to the above decision, a new policy document, namely *A policy for the Further Education and Training Certificate (FETC) (Vocational)* has been developed with the aim of setting the norms and standards to which all FET colleges and relevant assessment bodies in terms of *Sections 3(4)(l) and 7* of the

*National Education Policy Act, 1996 (Act No. 27 of 1996) and, Section 11(1)(c) of the Further Education and Training Act, 1998 (Act No. 98 of 1998) must give effect.*

## **2. INVITATION TO COMMENT**

I, Grace Naledi Mandisa Pandor, Minister of Education, intend to declare policy in terms of *Sections 3(4)(l) and 7 of the National Education Policy Act, 1996 (Act No. 27 of 1996) and Section 11(1)(c) of the Further Education and Training Act, 1998 (Act No. 98 of 1998)*, and accordingly invite stakeholder bodies and members of the public with an interest in Further Education and Training Colleges, to comment on the policy document, *A policy for the Further Education and Training Certificate (FETC) (Vocational)* as set out in the Schedule.

## **3. SUBMISSIONS**

It would greatly assist the Department of Education if all submissions could be prepared under the headings below. If you do not wish to comment under a particular heading, please indicate “No comment”.

### **3.1 Chapter 1**

- (a) Purpose of the FETC (Vocational)
- (b) Type of qualification
- (c) Entrance requirements
- (d) Duration and general requirements of the FETC (Vocational)

### **3.2 Chapter 2**

- (a) The structure of the FETC (Vocational)
- (b) The design of the FETC (Vocational)

### **3.3 Chapter 3**

- (a) Rules of combination
- (b) Provisos
- (c) Promotion requirements
- (d) Concessions

### **3.4 Chapter 4**

- (a) Assessment structure
- (b) Reporting and recording
- (c) Re-assessment

### **3.5 Chapter 5**

- (a) Transitional arrangements

### **3.6 General comments**

## **4. CLOSING DATE**

The closing date for the receipt of comments is **Monday, 26 September 2005**.

#### 4. ADDRESS FOR SUBMISSIONS

Please send or deliver your submission to:

**The Deputy Director-General (Further Education and Training)**

**Department of Education**

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G.N.M. Pandor, MP

Minister of Education

18-08-2005

# **SCHEDULE**



education

Department of Education  
REPUBLIC OF SOUTH AFRICA

**POLICY FOR THE FURTHER EDUCATION AND  
TRAINING CERTIFICATE (FETC)  
(VOCATIONAL)**



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## ACRONYMS

ETQA	Education and Training Quality Assurance body
FET	Further Education and Training
FETC	Further Education and Training Certificate
GET	General Education and Training
GETC	General Education and Training Certificate
HE	Higher Education
LOLT	Language of Learning and Teaching
NCS	National Curriculum Statement
NQF	National Qualifications Framework
OBE	Outcomes-Based Education
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority

## CHAPTER 1

### INTRODUCING THE POLICY FOR THE FURTHER EDUCATION AND TRAINING CERTIFICATE (FETC) (VOCATIONAL)

#### 1. Purpose of the FETC (Vocational)

- (1) This policy for FET colleges describes the regulations, rules and provisos for the award of the FETC (Vocational) at Level 4 of the National Qualifications Framework (NQF).
- (2) The Further Education and Training Certificate (FETC) (Vocational) is aimed at students at NQF Level 4 in Further Education and Training (FET) public and private colleges, as well as other institutions offering FET vocational programmes.
- (3) This policy is set on norms and standards to which all FET colleges and relevant assessment bodies in terms of *Sections 3(4)(l) and 7 of the National Education Policy Act, 1996 (Act No. 27 of 1996)* and, *Section 11(1)(c) of the Further Education and Training Act, 1998 (Act No. 98 of 1998)* must give effect.
- (4) This document will also be supported by the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)* which defines the Umalusi Council as the Education and Training Quality Assurance Body for the Further Education and Training band of the NQF.

(5) The following policy and guideline documents will supplement this document and must be read in conjunction with it:

- (a) *National Educational Policy: Formal Further Education and Training College Programmes* in which all the nationally approved programmes and related subjects offered by FET colleges are listed;
- (b) *National policy on the programme and promotion requirements of National Certificates and Non-formal Programmes offered in Further Education and Training (FET) colleges;*
- (c) *National policy on the conduct, administration and management of the assessment of the Further Education and Training Certificate (Vocational);* and
- (d) *A guideline document on the development of subjects and learning programmes* for FET colleges.

## **2. Type of qualification**

- (1) In terms of *Section 8(1) of the Regulations under the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)* as published in the *Government Gazette, Vol. 393, No. 18787* of 28 March 1998, the FETC (Vocational) qualification must:
  - (a) represent a planned combination of Learning Outcomes that has a defined purpose or purposes, and which is intended to provide qualifying students with applied competence and a basis for further learning;
  - (b) add value to the qualifying student in terms of enrichment of the person;

- (c) provide benefits to society and the economy;
- (d) comply with the objectives of the NQF;
- (e) have both specific and critical cross-field outcomes, which promote lifelong learning;
- (f) where applicable, be internationally comparable;
- (g) incorporate integrated assessment; and
- (h) indicate the rules governing the award of the qualification.

### **3. Entrance requirements**

(1) The minimum entrance requirements for the FETC (Vocational):

(a) NQF Level 2:

- (i) A Grade 9 Certificate; or
- (ii) An Adult Basic Education and Training (ABET) NQF Level 1 Certificate; or
- (iii) A recognised equivalent qualification obtained at NQF Level 1; or
- (iv) An approved bridging programme designed for the specific purpose of access to NQF Level 2; or
- (v) Recognition of Prior Learning (RPL) assessment which meets the basic requirements for access to NQF Level 2.

(b) NQF Level 3:

- (i) A Level 2 Certificate; or
- (ii) A recognised equivalent qualification obtained at NQF Level 2; or
- (iv) An approved bridging programme designed for the specific purpose of access to NQF Level 3; or
- (v) RPL assessment which meets the basic requirements for

access to NQF Level 3.

- (c) NQF Level 4:
  - (i) A NQF Level 3 Vocational Certificate; or
  - (ii) An appropriate registered equivalent qualification obtained at NQF Level 3; or
  - (iii) A bridging programme designed for the specific purpose of access to NQF Level 4; or
  - (iv) RPL assessment which meets the basic requirements for access to NQF Level 4.
  - (v) RPL assessment for students not part of the South African school system.

**4. Duration and general requirements of the FETC (Vocational)**

- (1) The duration of the FETC (Vocational) programmes for full-time students is a minimum period of three (3) years. Part-time students may spread their programme over a longer period than three years.
- (2) An FETC (Vocational) will be issued to both full- and part-time students once they have complied with the promotion requirements of the FETC Vocational as contemplated in *paragraph 9* of this document.



## CHAPTER 2

### STRUCTURE AND DESIGN OF THE FETC (VOCATIONAL)

#### 5. The structure of the FETC (Vocational)

- (1) The *Regulations under the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)* as published in the *Government Gazette, Vol. 393, No. 18787* of 28 March 1998, stipulate that a minimum of 120 credits shall be required for registration of a qualification at NQF Levels 2 to 4.
- (2) The FETC (Vocational) will be registered as a 130-credit qualification. It comprises two components, namely a fundamental learning component and a vocational component.
  - (a) The fundamental learning component is essential for the qualification and forms the basis for all other learning at that level. It comprises the following three (3) subjects, selected from Annexure B that will contribute 50 credits to the qualification:
    - (i) 20 credits in Communication at the level of certification obtained in one of the eleven official languages provided for by the *South African Constitution, 1996 (Act No. 108 of 1996)*, provided that the official language chosen for Communication is offered on Home Language level, or First Additional Language level, provided further that the language is the language of learning and teaching (LOLT) of the FET college.

- (ii) 20 credits for Mathematical Literacy or Mathematics at the level of certification.
  - (iii) 10 credits for Life Orientation at the level of certification.
- (b) The vocational component defines the qualification as being of a specific type. It involves learning experiences in situations contextually relevant to the particular vocational field and it also provides for the attainment of specific learning required for depth and specialisation within a particular programme. The vocational component will therefore indicate the specialisation of the programme. A credit value of at least 80 credits at the level of certification must be obtained in the vocational component, comprising four (4) subjects of 20 credits each, selected from the approved subjects listed in the policy document, *National policy on the programme and promotion requirements of National Certificates and Non-formal Programmes offered in Further Education and Training (FET) colleges*.
- (c) The three fundamental learning subjects, contemplated in *paragraph 5(2)(a)*, and the four (4) vocational subjects, contemplated in *paragraph 5(2)(b)*, making up the FETC (Vocational) are a successive continuation of the learning done at NQF Levels 2 and 3. The learning in each level, however, is distinctive. There is no carry-over of credits from one level to the next.

## 6. The design of the FETC (Vocational)

- (1) The vocational component of the FETC (Vocational) will be designed in terms of programmes comprising a minimum of four (4) subjects of 20 credits each with the aim of enabling students to acquire the necessary practical skills, applied competence and understanding required for employment in a particular occupation or trade, or class of occupations or trades, or entrance into Higher Education.
- (2) The purpose of the programme will determine the organising field and in cases of finer specialisation, the relevant sub-field as listed in Annexure A.
- (3) These programmes will provide the framework for curriculum development, that is, the development of the appropriate subjects under the auspices of the Department of Education, as contemplated in the *Guideline document on the development of subjects and learning programmes*.
- (4) To ensure that the necessary depth in a subject is covered, the development and offering of these subjects could either be sequentially, that is, the subjects cover the area of specialisation more intensively over a period of three years, or the subjects of specialisation start at a higher level, for example NQF Level 3 instead of NQF Level 2, provided that such a subject is preceded with a more general subject at the lower level.
- (5) Programmes to be taken up in the document, *National Educational Policy: Formal Further Education and Training College Programmes*, as well as the appropriate subjects, will after due consultation be approved by the Minister of Education as national policy.

### CHAPTER 3

## PROGRAMME AND PROMOTION REQUIREMENTS OF THE FETC (VOCATIONAL)

#### 7. Rules of combination

- (1) Subject to *paragraph 5*, a Further Education and Training Certificate (FETC) (Vocational) shall be issued to a candidate who has complied with the following programme requirements of NQF Level 4:
  - (a) Offered and wrote examinations in not fewer than seven (7) subjects (20 credits each, except for Life Orientation that will be 10 credits) at NQF Level 4:
    - (i) Three (3) subjects selected as follows:
      - (aa) Communication (20 credits) obtained in one (1) of the eleven official languages listed at Table B1 at Annexure B, provided that Communication is offered on at least First Additional Language level, provided further that the language chosen for Communication, is a language of learning and teaching (LOLT) of the institution.
      - (bb) Mathematics (20 credits) or Mathematical Literacy (20 credits) listed in Table B2 at Annexure B.
      - (cc) Life Orientation (10 credits) listed in Table B3 at Annexure B.
    - (ii) Four (4) subjects (20 credits each) as contemplated in *paragraph 6*, provided that at least three (3) of the four

(4) subjects are selected from one (1) sub-field at Annexure A, and provided further that the remaining subject may be chosen either from subfields in this organising field, or from any other organizing field listed in Annexure A.

(iii) The examination in the subjects as contemplated in *paragraphs 7(1)(a)(i) and (ii)* need not necessarily be at the same sitting.

(2) In the case of students who have registered for an approved programme at a FET college, such students may offer subjects assessed by other assessment bodies, accredited by Umalusi, the Council for General and Further Education and Training Quality Assurance, in terms of *section 16(6) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

(3) The Umalusi Council may, in terms of *section 28(2) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*, delegate the quality assurance of subjects assessed by other accredited assessment bodies to appropriate Education and Training Quality Assurance bodies (ETQAs).

## 8. Provisos

(1) A candidate may not offer both Mathematics and Mathematical Literacy as part of the FETC (Vocational).

## 9. Promotion requirements

- (1) Subject to the provisions of *Section 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 7* of this document, an FETC (Vocational) shall be issued to a candidate who has complied with the following promotion requirements:
  - (a) Obtained at least 40% in the required official language as contemplated in *paragraph 7(1)(a)(i)(aa)* above.
  - (b) Obtained at least 30% in Mathematical Literacy or Mathematics as contemplated in *paragraph 7(1)(a)(i)(bb)* above.
  - (c) Obtained at least 40% in Life Orientation as contemplated in *paragraph 7(1)(a)(i)(cc)* above.
  - (d) Obtained at least 70% in each of the four (4) vocational component subjects as contemplated in *paragraph 7(2)(a)(ii)*, provided that the student has obtained the minimum as contemplated in *paragraph 11(2)(f)*.
  - (e) A condonation of a maximum of one (1) subject will be applied as follows in either the fundamental learning or vocational components:
    - (i) In the fundamental learning component a condonation of one subject at 0%-29% level in the three (3) subjects, as contemplated in *paragraph 7(1)(a)(i)*, is allowed, provided that the student has met all the promotion requirements of the vocational component. Such a

candidate will obtain a rating of 30% in the condoned subject.

- (ii) In the vocational component a condonation of one subject at 60% in the four (4) subjects is allowed, provided that the candidate has obtained a rating of at least 65% at the 60-69% level in that subject, and provided further that the student has met all the promotion requirements of the fundamental learning component. Such a candidate will obtain a Meritorious rating of 70% in the condoned subject.
- (iii) Only one condonation is allowed.
- (f) A student who has successfully completed all the programme requirements for NQF Levels 2 and 3 as contemplated in *paragraph 10*, but not NQF Level 4, will be issued a Vocational Certificate for NQF Level 2 or 3 respectively.
- (g) A student who has not satisfied all the requirements of NQF Levels 2, 3 or 4, will be issued a Statement of Results by the relevant FET College.

## **10. Concessions**

- (1) An immigrant candidate is:
  - (a) a child or a dependant of a diplomatic representative of a foreign government accredited in South Africa; or

- (b) a person who:
  - (i) first entered a South African school in Grade 7 or a more senior grade (that is, enrolled in and attended a South African school), or
  - (ii) having begun his or her schooling at a school in South Africa, has attended school outside South Africa for two or more consecutive years after Grade 6 or its equivalent.
- (c) An immigrant candidate as contemplated in *paragraphs 10(1)(a) and (b)* above, may offer the required official language on at least Second Additional Language Level, provided that the immigrant candidate complies with the promotion requirements of that language at Second Additional Language Level, namely a rating of 30% at Elementary Level.
- (d) To be classified as an immigrant candidate, such a candidate must be in possession of:
  - (i) The relevant official documentation issued by the Department of Home Affairs; and
  - (ii) The relevant official documentation issued by the school where the student entered the South African school system for the first time.
- (2) Concessions in respect of Languages may be applied to candidates who experience barriers related to aural impairment, aphasia and dyslexia:
  - (a) Students with aural impairment, whose language of instruction is not their home language, the language referred to in



*paragraph 7(1)(a)(i)(aa)* above may be offered at Second Additional Level.

- (b) Students suffering from dyscalculia may be exempted from the offering of Mathematical Literacy or Mathematics, provided that another subject is offered in lieu of Mathematical Literacy or Mathematics.
- (c) *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System*, released by the Ministry in 2001, guides policies related to students experiencing barriers to learning.

## CHAPTER 4

### ASSESSMENT

#### 11. Assessment requirements

- (1) Assessment of learning for promotion or certification in the FETC (Vocational) consists of two components of assessment, namely a portfolio of evidence of achievement gathered during the college year, and external assessment.
- (2) The weighting of the assessment components:
  - (a) The portfolio of evidence mark for each of the three (3) fundamental subjects, as contemplated in *paragraph 7(1)(a)(i)*, will be 25%, and the external assessment mark, 75% of the total mark.
  - (b) The portfolio of evidence mark for each of the four (4) subjects in the vocational component, as contemplated in *paragraph 7(1)(a)(ii)*, will be 50%, and the external assessment mark, 50% of the total mark.
  - (c) The portfolio of evidence and the external assessment will consist of a combination of theory and practical components.
  - (d) A practical component is a compulsory component of both the portfolio of evidence and the external assessment mark of each of the four (4) subjects in the vocational component of the FETC (Vocational). The practical component can either be conducted in a work-based environment, or in a simulated work-based environment.

- (i) Practical assessment involves direct and systematic observation of specific skills. Practical assessment covers the practical components of the four (4) vocational subjects and is aimed at determining how students put theory into practice.
  - (ii) The practical assessment must be subjected to an external moderation process conducted by any appropriate ETQA, delegated by the Umalusi Council for this purpose in terms of *section 28(2) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.
- (e) The practical assessment mark for both the portfolio of evidence and the external assessment mark must not be less than 40%, and not more than 60%, of the marks allocated to that subject. The percentage of time allocated to practical assessment will be determined by the relevant Learning Programme Guidelines and by instructions from the assessment body.
- (f) A minimum of 50% will apply to the practical component in both the portfolio of evidence and the external assessment components. This will be calculated according to the actual practical time allocation which shall not be less than 40% and not more than 60% for a subject.
- (3) The external assessment at NQF Level 4 consists of written and practical assessment components that are externally set and marked by the Department of Education and externally moderated by Umalusi and/or an appropriate ETQA. The is function of external assessment is delegated by the Umalusi Council for this purpose in terms of *section*

28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

## 12. Recording and reporting

Seven levels of competence have been described for each subject. These descriptions will assist lecturers to assess students and place them at the correct level. The various achievement levels and their corresponding percentage bands are as shown in Table 1 below.

**TABLE 1: SCALE OF ACHIEVEMENT FOR THE FETC  
(VOCATIONAL)**

<b>RATING CODE</b>	<b>RATING</b>	<b>PERCENTAGE %</b>
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

### 13. Re-assessment

#### (1) Supplementary examination

- (a) A supplementary examination will be granted under the following conditions:
- (i) If a NQF Level 4 candidate has not met the minimum promotion requirements in the final external examination, as contemplated in *paragraphs 9 and 10*, but requires one subject to obtain promotion, he or she may register for a maximum of two subjects in the supplementary examinations in the year following the final external examination.
  - (ii) In exceptional cases candidates, who are medically unfit or absent for other valid reasons, may have the supplementary assessment regarded as part of the same sitting.
  - (iii) A candidate who provides documentary evidence that he/she qualifies for admission to higher education, but does not satisfy the higher education faculty/department/subject requirements will be allowed to register for a maximum of two subjects to enable him or her to obtain the outstanding requirements to obtain admission to Higher Education.
  - (iv) In the case of a death in the immediate family or other special reasons for absence, such as illness, admission to the supplementary examination is at the discretion of the Head of Department.

- (2) A student will qualify for re-assessment if he or she has met the requirements regarding the minimum for either the theory or practical component of the vocational subjects as contemplated in *paragraph 9(1)(d)*.
- (3) Students who have not complied with the promotion requirements of the FETC (Vocational) as contemplated in *paragraph 9* of this document will be issued a Vocational Certificate for either NQF Level 2 or 3. A student who has not satisfied all the requirements of NQF Levels 2, 3 or 4, will be issued a Statement of Results by the institution, as contemplated in the policy document, *National policy on the programme and promotion requirements of National Certificates and Non-formal Programmes offered in Further Education and Training (FET) colleges*.

## CHAPTER 5

### REPEAL OF POLICY AND TRANSITIONAL ARRANGEMENTS

#### 14. Repeal of policy

- (1) From January 2007 the FETC (Vocational) will replace the following FET College programmes in a phase-in and phase-out process:

- National N Certificates: NC(OR), N1-N3;
- National Integrated Certificates;
- National Intermediate Certificate;
- National Senior Certificate;
- National N Diplomas; and
- Non-National Certificates.

- (2) The policy documents, *Norms and standards for instructional programmes and the examination and certification thereof in technical college education*, Report 190 (92/04) and *Formal technical college instructional programmes in the RSA*, Report 191 (97/07), containing the programme requirements for the FET colleges' programmes, are repealed.

#### 15. Transitional arrangements

No new enrolments of full- or part-time students at NQF Level 2 for the FET colleges' programmes as contemplated in *paragraph 14(1)* will be accepted from 1 January 2007.

**16. Commencement and date of implementation**

This policy will commence on the day of its promulgation in the Government Gazette and becomes effective from January 2007 for NQF Level 2, January 2008 for NQF Level 3 and January 2009 for NQF Level 4.



## GLOSSARY

**applied competence** - the ability to put into practice in the relevant context the exit-level Learning Outcomes and Assessment Standards required for obtaining the qualification

**articulation** - the movement of students, on successful completion of prerequisites, between different pathways of the education and training delivery system

**assessment body** - the Department of Education or any other body registered with Umalusi, the Council for General and Further Education and Training Quality Assurance as a body responsible for conducting external assessment.

**condonation** - the limited relaxation of promotion requirements in the case of a student who comes very close to meeting such requirements

**Education and Training Quality Assurance body (ETQA)** - means a body accredited in terms of *section 5(1)(a)(ii)* of the *South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)*. The body is responsible for monitoring and auditing of achievements in terms of national standards and qualifications and to which specific functions relating to the monitoring and auditing of national standards and qualifications have been assigned in terms of *section 5(1)(b) (i)* of the said *SAQA Act*.

**examination** - is a component of the assessment process and refers to the culmination of the summative assessment process when students are subjected to a final sitting at the end of the year.

**external assessment** – an assessment conducted by a body approved by the Minister of Education to conduct such assessment.

**full-time candidate** - is a student who has enrolled for tuition and who offers a FETC (Vocational) programme in a full-time capacity at a FET college.

**Further Education and Training Certificate (Vocational)** - is a certificate that will be awarded not before 2009 as an final exit qualification at the end of NQF Level 4 to candidates who have complied with national education policy as stipulated in this document.

**Head of Department** - refers to the Head of an education department.

**internal assessment** - any assessment conducted by the provider, the outcomes of which count towards the achievement of a qualification. Internal Assessment thus refers to Site-Based Assessment, Continuous Assessment (CASS) and Performance Assessment that form part of the final assessment.

**Learning programme** – a plan of sequenced learning, teaching, assessment criteria and specific content to ensure that all learning outcomes in a subject are achieved.

**subject** - is an identifiable component constructed in a systematic way within a programme (including training and workplace practice) that has its own designated NQF level, objectives, learning outcomes, prerequisites, assessment scheme, and credit value towards a qualification.

**part-time candidate** - is a person who does not receive full-time tuition.

**practical competence** - the ability to consider a range of possibilities for action, to make considered decisions about which possibility to follow, and to perform the chosen action.

**programme** – a document prescribing the minimum content to be included in the various required subjects and the sequential learning activities associated with curriculum implementation that will lead to the achievement of a qualification registered at NQF Levels 2-4 on the NQF.

**qualification** - a planned combination of exit-level Learning Outcomes and Assessment Standards, which has a defined purpose and that is intended to provide a student with applied competence and a basis for further learning. This culminates in the formal recognition of learning achievement through the award of a formal certificate.

**student** - refers to any person, including part-time students, receiving education at a public or private FET college.

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

## ANNEXURE A

### NATIONALLY APPROVED ORGANISING FIELDS AND SUB-FIELDS THAT COMPLY WITH THE REQUIREMENTS OF THE FETC (VOCATIONAL)

No	Organising fields	Sub-fields
1.	Agriculture and Nature Conservation	Primary Agriculture Secondary Agriculture Nature Conservation Forestry and Wood Technology Horticulture
2.	Culture and Arts	Design Studies Visual Arts Performing Arts Cultural Studies Music Sport Film, Television and Video.
3.	Business, Commerce and Management Studies	Finance, Economics and Accounting Generic Management Human Resources Marketing Procurement Office Administration Public Administration Project Management Public Relations

No	Organising fields	Sub-fields
4.	Communication Studies and Language	Communication Studies Information Studies Language Literature
5	Education, Training and Development	Schooling Higher Education and Training Early Childhood Development Adult Learning
6.	Manufacturing, Engineering and Technology	Engineering and Related Design, Manufacturing and Assembly, Fabrication and Extraction
7.	Human and Social Studies	Environmental Relations General Social Science Industrial and Organizational Governance and Human Resource Development People/Human-centred Development Public Policy, Politics and Democratic Citizenship Religious and Ethical Foundations of Society Rural and Agrarian Studies Traditions, History and Legacies Urban and Regional Studies
8.	Law, Military Science and Security	Safety in Society Justice in Society Sovereignty of the State

No	Organising fields	Sub-fields
9.	Health Sciences and Social Services	Preventive Health Promotive Health and Developmental Services Curative Health Rehabilitative Health/Services
10.	Physical, Mathematical, Computer and Life Sciences	Mathematical Sciences Physical Sciences Life Sciences Information Technology and Computer Sciences Earth and Space Sciences Environmental Sciences
11.	Services	Hospitality, Tourism, Travel, Gaming and Leisure Transport, Operations and Logistics Personal Care Wholesale and Retail Consumer Services
12.	Physical Planning and Construction	Physical Planning, Design and Management Building Construction Civil Engineering Construction, Electrical Infrastructure Construction

## ANNEXURE B

### NATIONALLY APPROVED SUBJECTS THAT COMPLY WITH THE FUNDAMENTAL PROGRAMME REQUIREMENTS OF THE FETC (VOCATIONAL)

**TABLE B1: OFFICIAL LANGUAGES AT HOME AND FIRST  
ADDITIONAL LEVEL**

SUBJECT	SUBJECT NUMBER		
	NQF Level 2	NQF Level 3	NQF Level 4
Afrikaans Home Language	04010012	04010023	04010034
Afrikaans First Additional Language	04010042	04010053	04010064
English Home Language	04010072	04010083	04010094
English First Additional Language	04010102	04010113	04010124
IsiNdebele Home Language	04010132	04010143	04010154
IsiNdebele First Additional Language	04010162	04010173	04010184
IsiXhosa Home Language	04010192	04010203	04010214
IsiXhosa First Additional Language	04010222	04010233	04010244
IsiZulu Home Language	04010252	04010263	04010274
IsiZulu First Additional Language	04010282	04010293	04010304
Sepedi Home Language	04010312	04010323	04010334
Sepedi First Additional Language	04010342	04010353	04010364
Sesotho Home Language	04010372	04010383	04010394
Sesotho First Additional Language	04010402	04010413	04010424
Setswana Home Language	04010432	04010443	04010454
Setswana First Additional Language	04010462	04010473	04010484
SiSwati Home Language	04010492	04010503	04010514
SiSwati First Additional Language	04010522	04010533	04010544

**TABLE B1: OFFICIAL LANGUAGES AT HOME AND FIRST ADDITIONAL LEVEL (CONT.)**

SUBJECT	SUBJECT NUMBER		
	NQF Level 2	NQF Level 3	NQF Level 4
Tshivenda Home Language	04010552	04010563	04010574
Tshivenda First Additional Language	04010582	04010593	04010604
Xitsonga Home Language	04010612	04010623	04010634
Xitsonga First Additional Language	04010642	04010653	04010664

**TABLE B2: MATHEMATICAL SCIENCES**

SUBJECT	SUBJECT NUMBER		
	NQF Level 2	NQF Level 3	NQF Level 4
Mathematical Literacy	10020012	10020023	10020034
Mathematics	10030042	10030053	10030064

**TABLE B3: HUMAN AND SOCIAL SCIENCES**

SUBJECT	SUBJECT NUMBER		
	NQF Level 2	NQF Level 3	NQF Level 4
Life Orientation	07040012	07040023	07040034



## ANNEXURE C

### SUBJECT CODING FOR ASSESSMENT PURPOSES

The subject codes consist of 8 digits, which have the following meaning:

- first and second digits: organising field (up to two digits) (Table C.1);
- third and fourth digits: the subject groupings, as defined below (Table C.2);
- fifth, sixth and seventh digits: unique subject codes within each organising field; and
- eighth digit: NQF level of the subject.

**Table C.1 Organising fields as they relate to the fields and sub-fields, and subject coding system**

DIGIT	ORGANISING FIELD
01	Agriculture and Nature Conservation
02	Arts and Culture
03	Business, Commerce and Management Studies
04	Communication and Language Studies
05	Education, Training and Development
06	Manufacturing, Engineering and Technology
07	Human and Social Studies
08	Law, Military Science and Security
09	Health Science and Social Services
10	Physical, Mathematical, Computer and Life Sciences
11	Services
12	Physical Planning and Construction

**Table C.2 Subject Groupings**

<b>DIGIT</b>	<b>SUBJECT GROUP</b>
01	Official Languages
02	Mathematical Literacy
03	Mathematics
04	Life Orientation
05	Vocational subjects
06	Subjects from other examining bodies recognised by the Department of Education.

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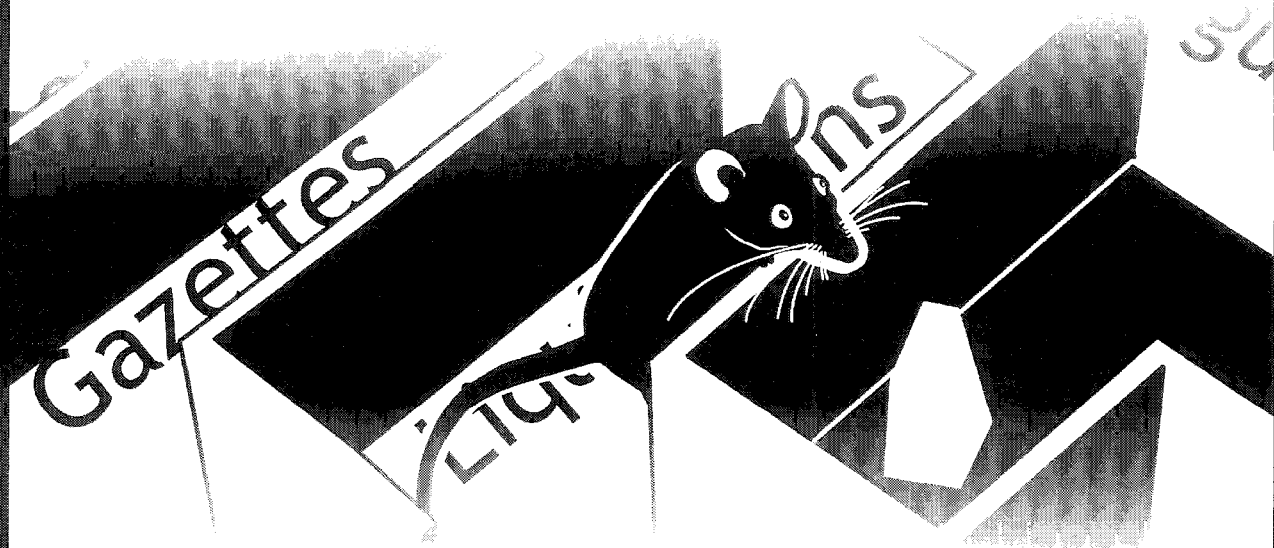
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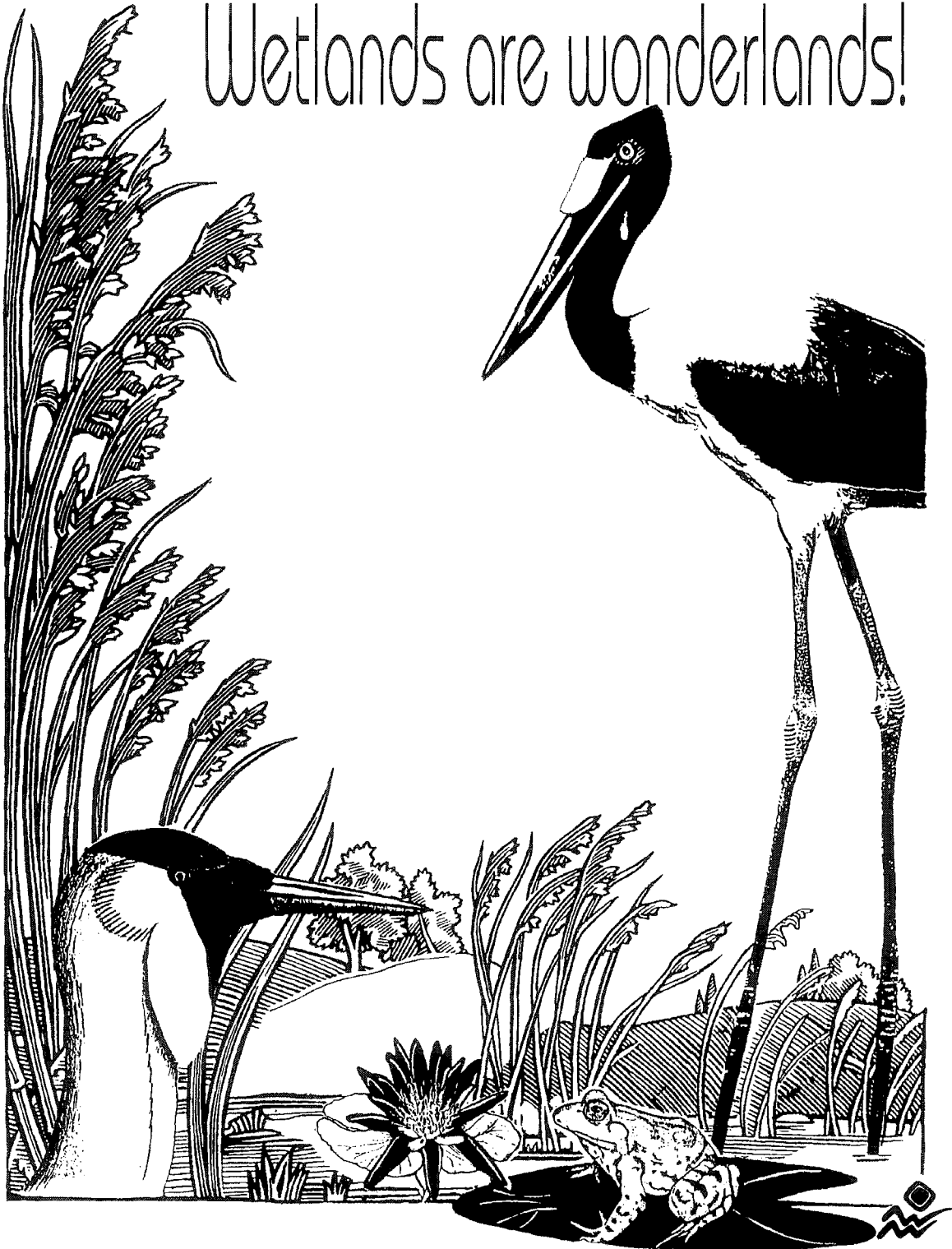
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Printed by and obtainable from the Government Printer, Bosman Street, Private Bag X85, Pretoria, 0001  
Publications: Tel: (012) 334-4508, 334-4509, 334-4510  
Advertisements: Tel: (012) 334-4673, 334-4674, 334-4504  
Subscriptions: Tel: (012) 334-4735, 334-4736, 334-4737  
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Gedruk deur en verkrygbaar by die Staatsdrukker, Bosmanstraat, Privaatsak X85, Pretoria, 0001  
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