THE SAQA'S PERSPECTIVE ON SHORT COURSES AND SHORT LEARNING PROGRAMMES

25 August 2017

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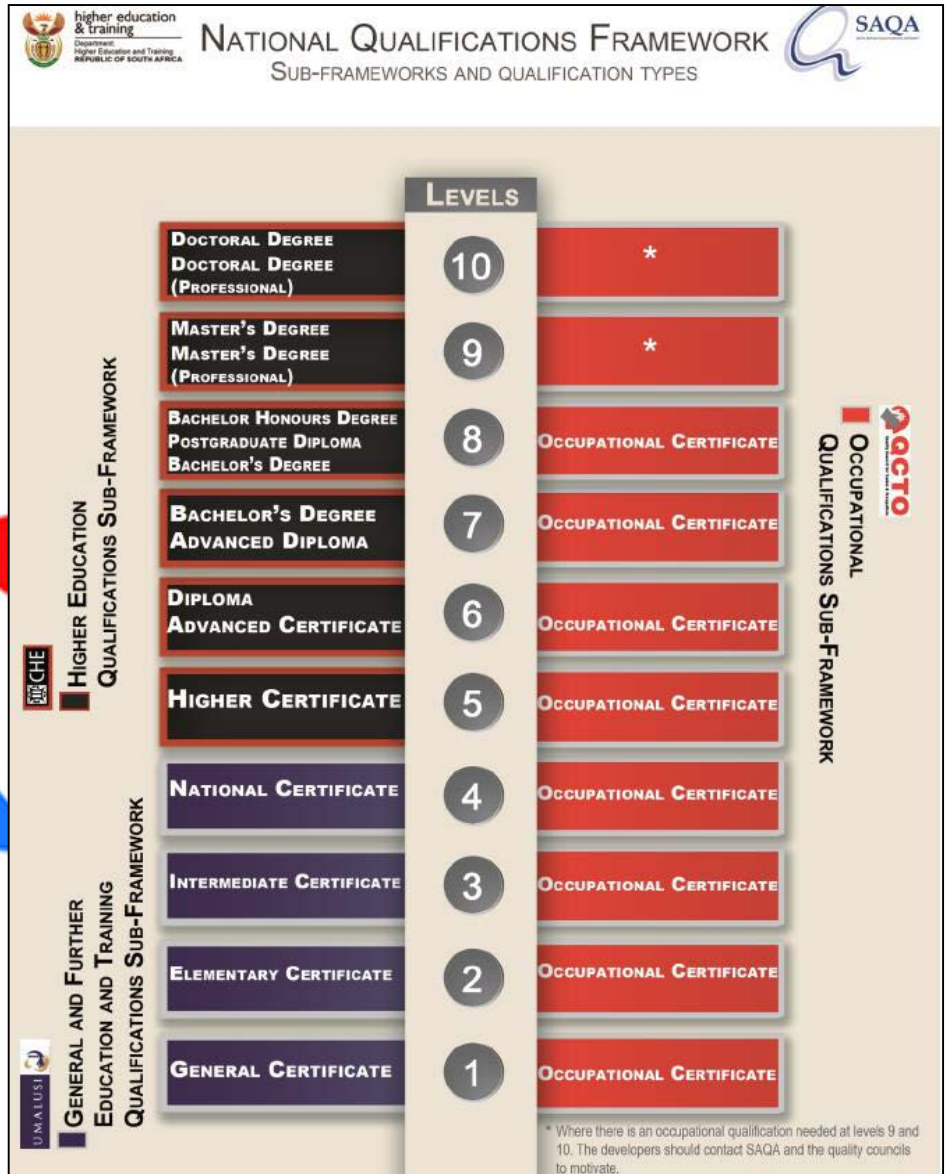
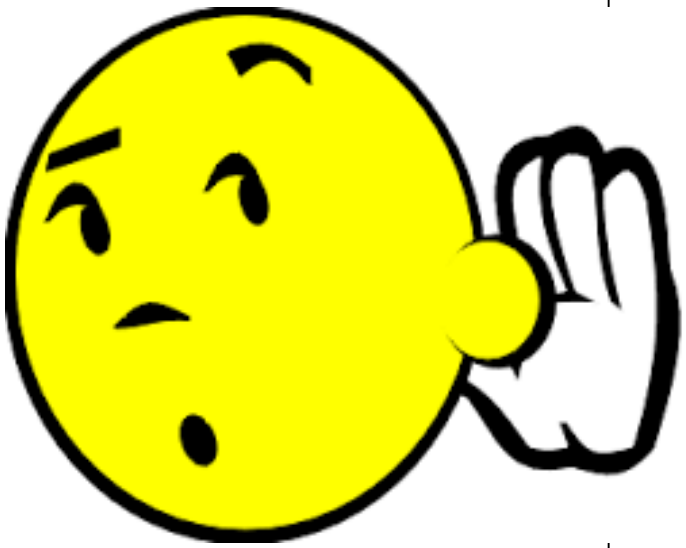
What is the problem?

- Money spent
- Credits
- Levels
- HELP!!!



What?
The learning is
NOT
a registered
full- qualification
or part-qualification
Credit-bearing
Non-credit bearing
Who is accountable?

We hear you



GOVERNMENT NOTICE

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 296 1 April 2015

SAQA

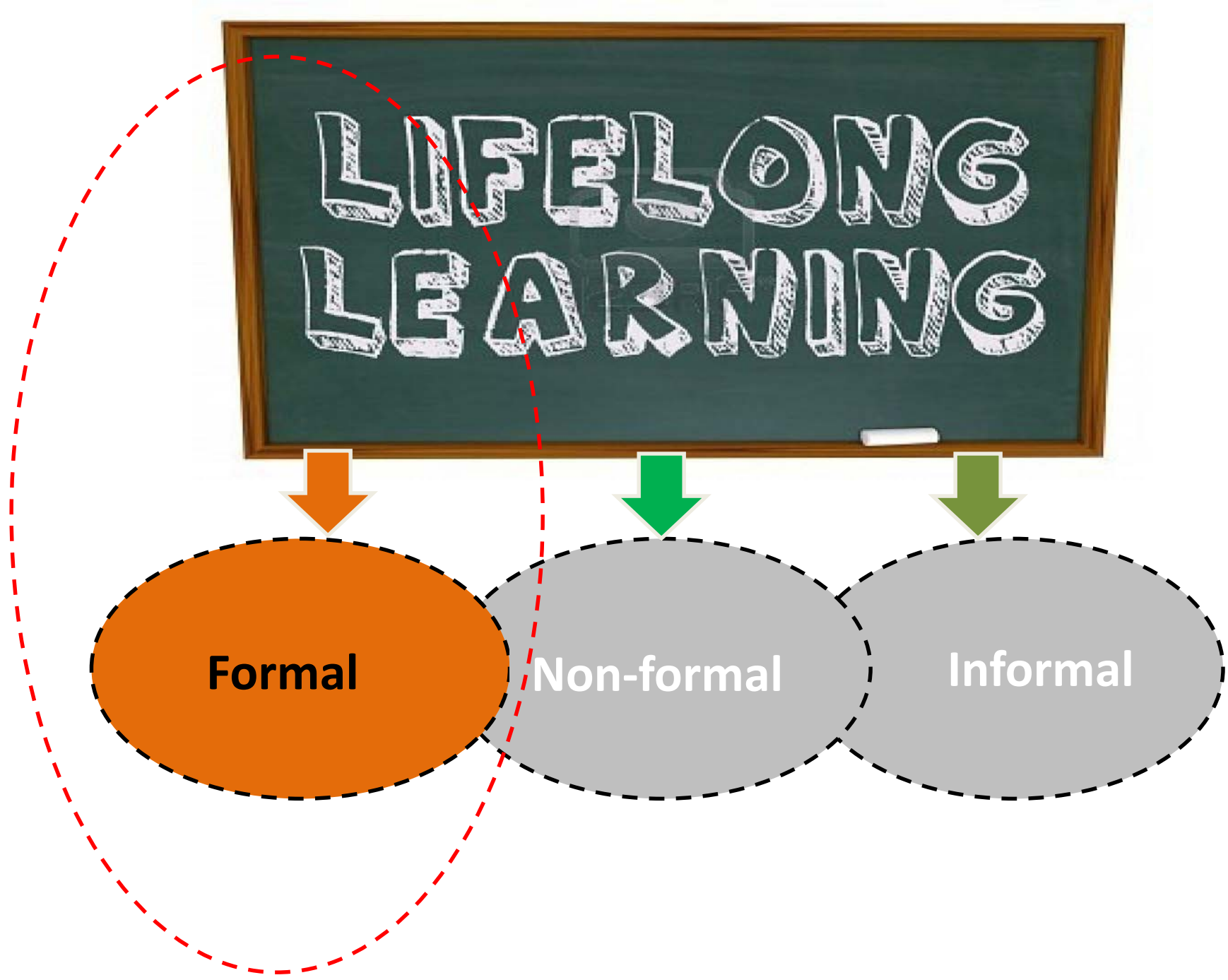
Guidelines for Good Practice for Learning that does Not Lead to a Qualification or Part-Qualification (LNQ)

Draft for Public Comment

Formal

Non-formal

Informal


LIFELONG
LEARNING
Formal
Non-formal
Informal

Credit-bearing

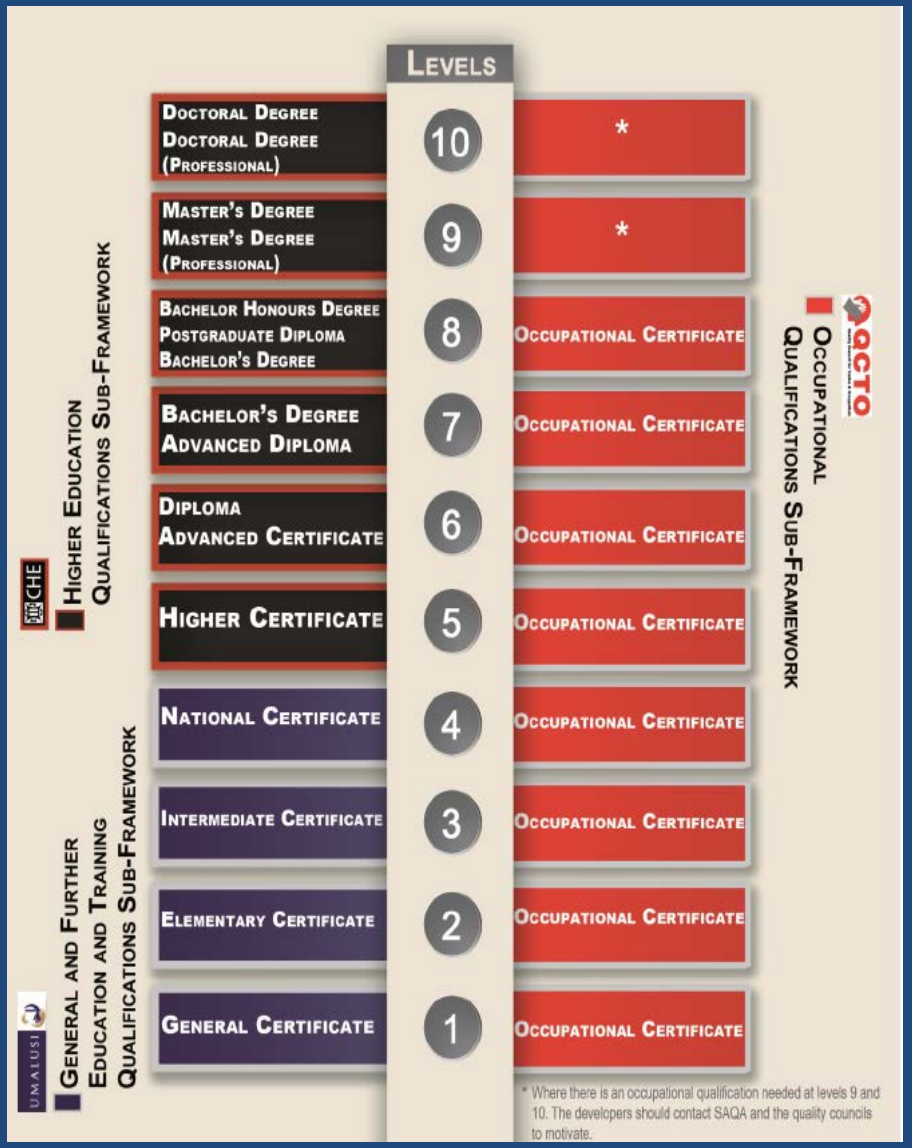
Formal system

- Whole qualifications
- Part-qualifications
- Credit-bearing modules/ courses that are part of a registered qualification or part-qualification (**must be approved by the relevant QC**)
- Credit-bearing unit standards and skills programmes

Providers

- Providers who are accredited and/ or registered to offer part or whole qualifications
- **Providers wanting to amend their scope into another NQF Sub-Framework must be accredited by the relevant QC**

NQF

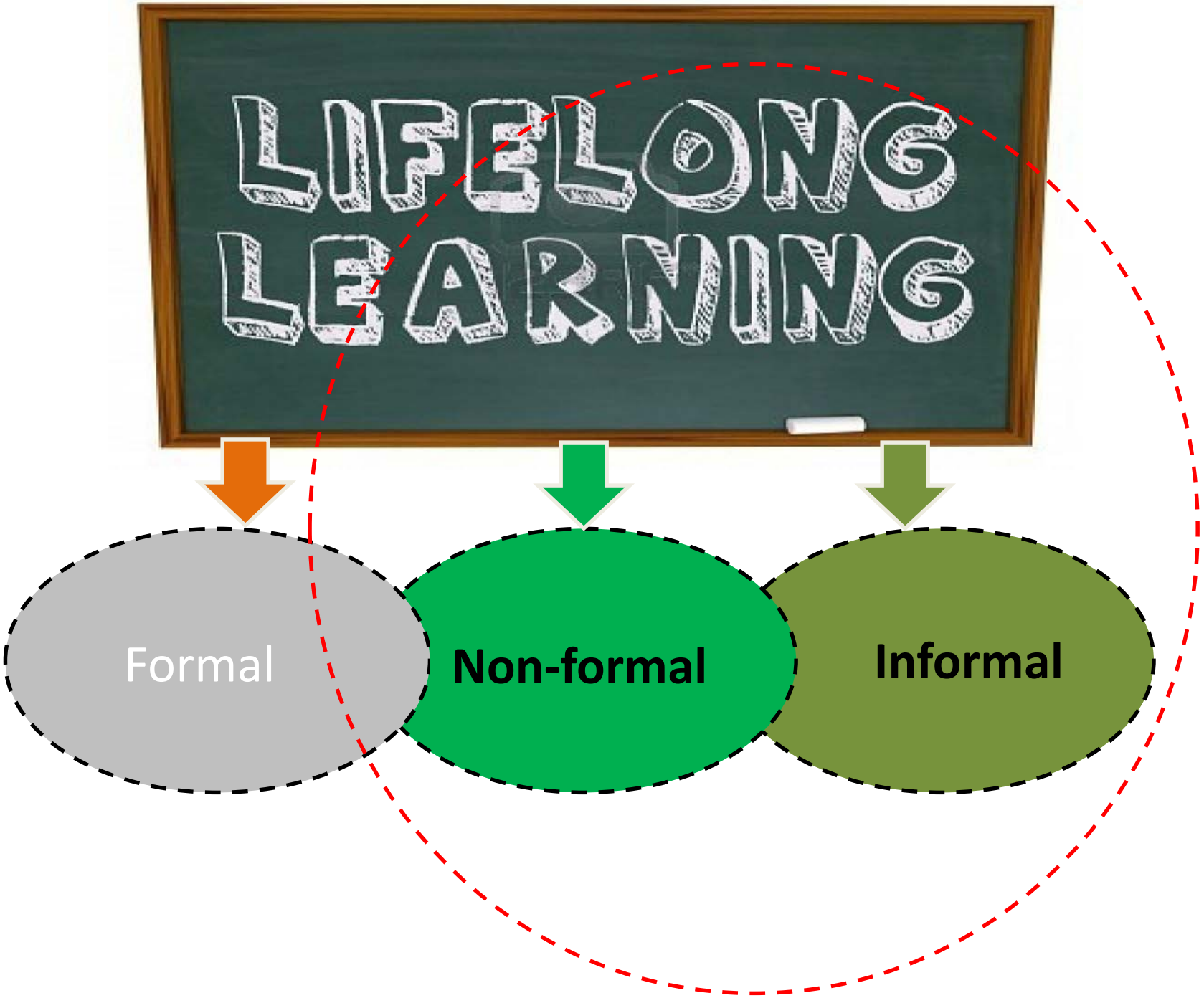


A “credit bearing” course
Is part of the formal system of
learning that DOES
lead to a qualification

Credit-bearing course criteria

- Part of a registered full qualification OR
- Part of a registered part-qualification
- Belongs to the national credit system

Domain of the Quality Councils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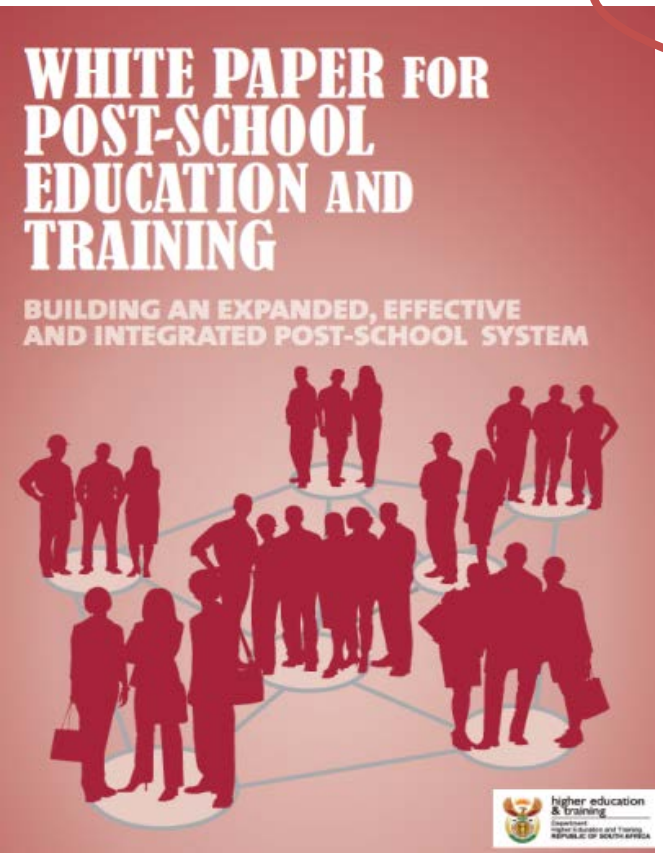


9.2.2.5 Learning that does not lead to a qualification

There is much learning that does not lead to a national qualification.

Such education and training need not be rigorously quality assured, as long as it meets the needs of learners, the relevant government department,

Not formal

t

community needs, as well as on-going professional development, need not always lead to qualifications or be provided through accredited providers.

Non-credit-bearing

Non-formal system

No reference to NQF terminology, levels or credits

Non-credit-bearing courses

- Short courses not based on unit standards
- Continuing professional development
- Personal/community development courses
- Learning on the job

Providers

- Money received for service
- Must meet minimum criteria
- Registration with a relevant body

Proposal

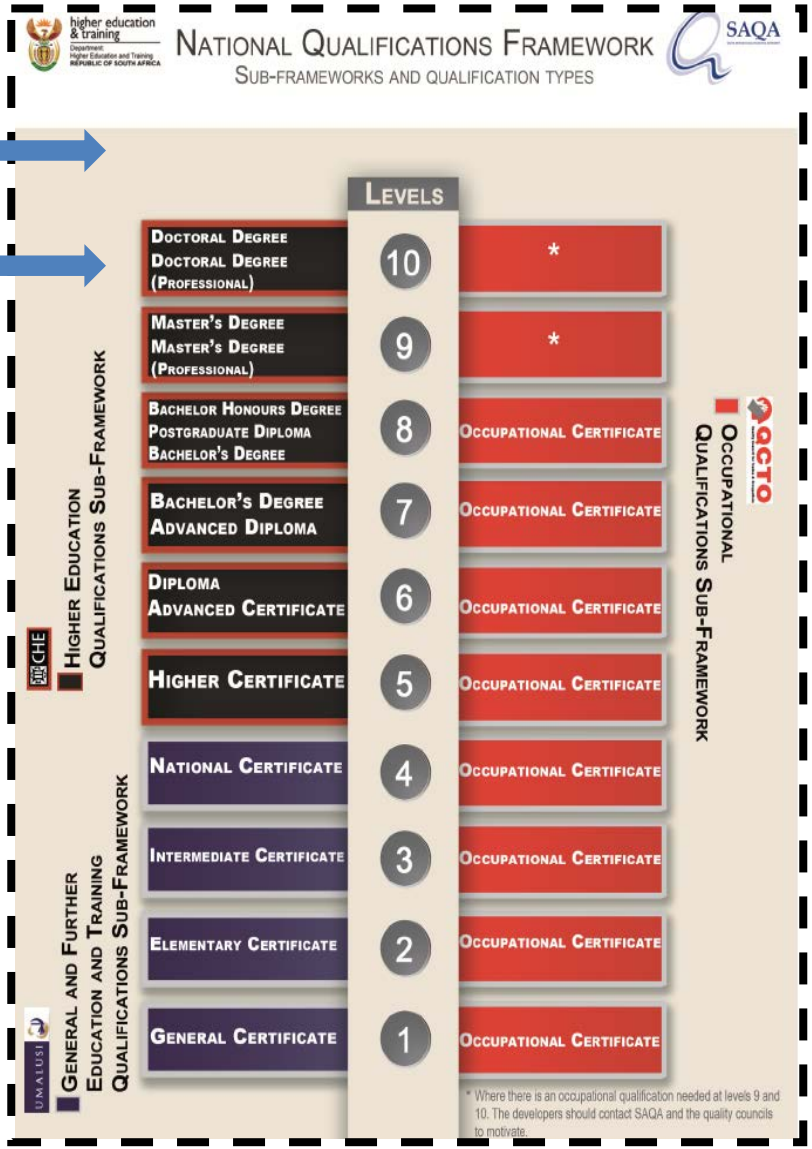
1. Develop criteria and procedures for registration, appeal and revocation for this cluster of offerings
2. Determine registration body
3. Consider amendment to the NQF Act
4. Consider incentive: example SAQA badge

Relationship between non-credit-bearing learning and the NQF

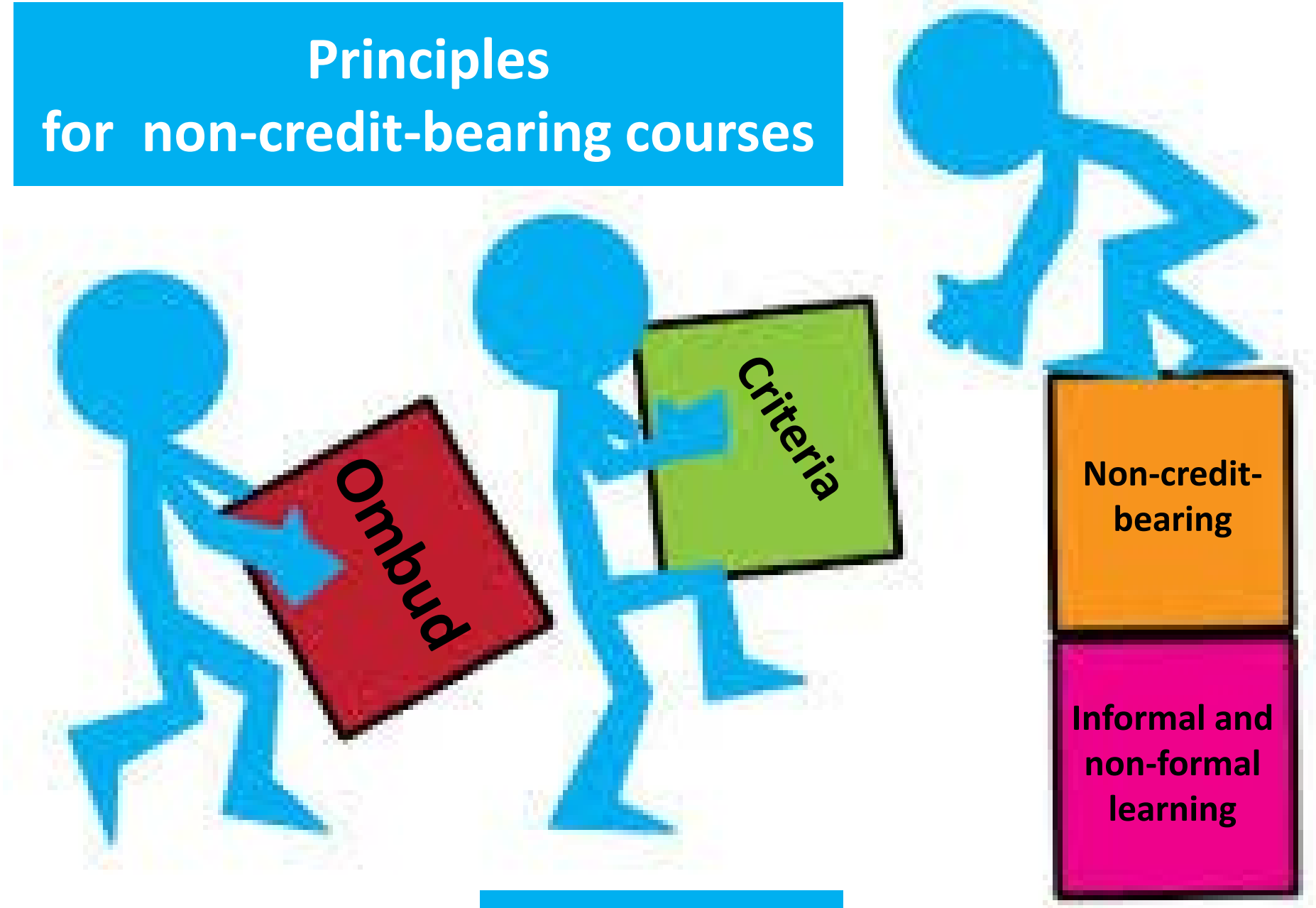
Assessment (RPL)

- **Access**
- **Credit**

Non-Credit-bearing



Principles
for non-credit-bearing courses



Thank you