



# **Skills Development Facilitator**

## **Handout 15**

### **Glossary of Terms**

## GLOSSARY OF TERMS

<b>NQF</b>	<b>National Qualifications Framework</b> refers to the structure that organizes and classifies qualifications and competencies in South Africa.
<b>SAQA</b>	<b>South African Qualifications Authority</b> refers to the main body responsible for the implementation of the NQF.
<b>SETA</b>	<b>Sector Education and Training Authority</b> is a statutory body that administrates education and training within a sector or industry
<b>SGB</b>	<p><b>Skills Generating Body</b></p> <ul style="list-style-type: none"> <li>• generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;</li> <li>• update and review standards;</li> <li>• recommend standards and qualifications to National Standards Bodies;</li> <li>• recommend criteria for the registration of assessors and moderators or moderating bodies; and</li> <li>• perform such other functions as may from time-to-time be delegated by their National Standards Body.</li> </ul>
<b>NSB</b>	<b>National Standards Body</b> A body registered in terms of the SAQA Act, responsible for establishing education and training standards and qualifications, and to which specific functions relating to the registration of national standards and qualifications have been assigned
<b>Unit Standard</b>	Registered statement of desired education and training outcomes and its associated assessment criteria together with administrative and other information as specified in the regulations
<b>Assessment criteria</b>	Descriptions of the required type and quality of evidence against which learners are to be assessed.
<b>Credits</b>	That value assigned by the Authority to ten (10) notional hours of learning

<b>Notional Hours</b>	Means the learning time that it is conceived it would take an average learner to meet the outcomes defined, and includes concepts such as contact time, time spent in structured learning in the workplace and individual learning
<b>RPL</b>	<p><b>Recognition of Prior Learning</b> The acknowledgement of the skills and knowledge a person has acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module.</p> <p>Involves the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system.</p>
<b>Assessment</b>	A structured process for gathering evidence and making judgments about an individual's performance in relation to registered national unit standards and qualifications
<b>Applied competence</b>	A learner's ability to integrate concepts, ideas and actions in authentic, real-life contexts which is expressed as practical, foundational and reflexive competence
<b>Exit level outcome</b>	A description of demonstratable and assessable end products of a learning process
<b>Formative assessment</b>	Assessment that takes place during the process of teaching and learning and which has as its purpose the progressive development of learners' abilities
<b>Integrated assessment</b>	A form of assessment which permits the learner to demonstrate applied competence and which uses a range of formative and summative assessment methods
<b>Learning programme</b>	The sequential learning activities associated with curriculum implementation, leading to the achievement of a qualification or part qualification

<b>Portfolio of evidence</b>	A carefully organised and complete collection of evidence compiled by learners/learners to prove competence in relation to defined outcomes.
<b>Moderation</b>	A process that supports and evaluates the assessment environment, process and instruments with a view to confirming the reliability and authenticity of assessment results and improving the quality of assessments and assessors.
<b>Verifier</b>	Those who operate at systems level to monitor assessment and moderation practices, trends and results.
<b>Programme</b>	A coherent set of courses, leading to a qualification
<b>Qualification</b>	A planned combination of learning outcomes with a defined purpose(s) that is intended to provide qualifying learners with applied competence and a basis for further learning
<b>Site-based assessment</b>	An assessment undertaken in the workplace making use of naturally occurring evidence
<b>Summative assessment</b>	An assessment undertaken to make a judgment about achievement. This is carried out at the end of a learning programme

## ACRONYMS

<b>ABET</b>	Adult Basic Education and Training is the teaching and learning of basic literacy, numeracy and English as a second language
<b>ACE</b>	Advanced Certificate in Education
<b>ATR</b>	Annual Training Report
<b>BBBEE</b>	Broad-base Black Economic Empowerment
<b>BCEA</b>	Basic Conditions of Employment Act
<b>CHE</b>	Council on Higher Education
<b>DoE</b>	Department of Education
<b>DoL</b>	Department of Labour
<b>ETQA</b>	Education and Training Quality Assurance body
<b>FET</b>	Further Education and Training
<b>GET</b>	General Education and Training
<b>HET</b>	Higher Education and Training
<b>NAP (Draft)</b>	A New Academic Policy for Programmes and Qualifications in Higher Education
<b>NCS</b>	National Curriculum Statements
<b>NPDE</b>	National Professional Diploma in Education
<b>NQF</b>	National Qualifications Framework
<b>NSB</b>	National Standards Body
<b>NSDS</b>	National Skills Development Strategy
<b>NSF</b>	National Skills Fund
<b>OFO</b>	Occupational Framework for Occupations
<b>PHE</b>	Private Higher Education sector
<b>PIVOTAL</b>	Professional, Vocational, Technical and Academic Learning
<b>QCTO</b>	Quality Council for Trades and Occupations
<b>SARS</b>	South African Revenue Service
<b>SAQA</b>	South African Qualifications Authority

<b>SETA</b>	Sector Education and Training Authority
<b>SDF</b>	Skills Development Facilitator
<b>SDL</b>	Skills Development Levy
<b>SIC</b>	Standard Industrial Classification