

## BENEFITS OF THE NQF

### To Learners

- ▶ Access to national qualifications
- ▶ Choice in where and how to learn
- ▶ Recognition of prior learning
- ▶ National record of learning
- ▶ Portability

### To Employers

- ▶ On-the-job training and assessment
- ▶ Training against measurable outcomes
- ▶ Standards generated by the sub-field
- ▶ Accurate skills profile of employees
- ▶ Increase productivity
- ▶ Improved safety ratios
- ▶ Fit for Purpose

Above and beyond a Quality Assurance Management System, attention must be given to the quality of work which each and every Employee exhibits each day. The quality displayed by a person in his or her finished product is a measurement of that person:

❖ Pride                                  ❖ Motivation                                  ❖ Competence

To determine the level of competence a learner will be evaluated according to the specific outcomes and knowledge components of a unit standard. There are thus, unit standards available to judge your competence as an assessor or as a person who can aid a learner in achieving recognition for prior learning. The specific outcomes for these two areas of capability are:

#### A) Recognition of prior learning

- ▶ Assist the candidate in identifying relevant achievements
- ▶ Agree and review a plan for achieving qualifications
- ▶ Help the candidate to prepare and present evidence for assessment

#### B) Work place assessment

- ▶ Plan and prepare for the assessment
- ▶ Prepare the candidate for the assessment
- ▶ Conduct the assessment
- ▶ Evaluate and record evidence and make assessment judgments
- ▶ Provide feedback to relevant parties
- ▶ Review the assessment

## SAQA Framework

| LEVELS                       |      | LEARNERSHIPS                  |      |                  |
|------------------------------|------|-------------------------------|------|------------------|
| DESCRIPTION                  | NQF  | Fundamental                   | Core | Specialisation   |
| Higher Education & Training  | 8    |                               |      | Doctorates       |
|                              | 7    |                               |      | Degrees          |
|                              | 6    |                               |      | National Diploma |
|                              | 5    | Learnership Level 5           |      | National Cert    |
|                              |      |                               |      |                  |
| Further Education & Training | 4/N3 | Learnership Level 4 Matric    |      | Secondary        |
|                              | 3    | Learnership Level 3 Std 9     |      | Technical        |
|                              | 2    | Learnership Level 2 Std 8     |      | Vocational       |
|                              |      |                               |      |                  |
| General Education & Training | 1/A4 | Learnership Level 1           |      | Std 7            |
|                              | A3   | ABET levels at:               |      | Std's 5 & 6      |
|                              | A2   | ▶ Primary and early childhood |      | Std's 3 & 4      |
|                              | A1   | ▶ Components of level 1       |      | Std's 1 & 2      |
|                              |      |                               |      |                  |

Which are the historical disadvantages with the greatest need for development?  
Portfolio's in order of priority for the growth of the company:

- ▶ Technical/Logistics (Skills development plan 1 – 5 year included Spec Elective)
- ▶ Other areas 1 – 10 years (Admin; Secretarial; Financial; Security; HRD, Etc.)

