

## Extract from SAQA: Designing programmes against qualifications

The two extracts below are taken from the SAQA Document 'Criteria and guidelines for the assessment of NQF-registered units standards and qualifications' (SAQA Policy Document October 2001). They indicate issues that need to be taken into account in the design of programmes for learnerships.

### Extract 1: All programmes should:

... assess applied competence which is a combination of practical competence, foundational competence and reflexive competence.

Practical competence	Foundational competence	Reflexive competence
The demonstrated ability to perform a set of tasks and actions in authentic contexts (situations)	The demonstrated understanding of what we are doing and why we are doing it	The demonstrated ability to integrate our performances with our understanding so that we are able to adapt to changed circumstances and explain the reason behind these adaptations

(page 11)

### Extract 2:

#### The Qualification and Assessment

As is the case with the unit standard, the standard in the NQF is also held in the qualification as specified in the *NSB Regulations*. The standard is in the following elements of the format of the qualification (also refer to an earlier definition of a qualification):

- The planned combination of learning outcomes which has a defined purpose or purposes, and which is intended to provide qualifying learners with applied competence and a basis for further learning
- Value added to the qualifying learner in terms of enrichment of the person through the provision of status, recognition, credentials and licensing; enhancement of marketability and employability; and opening up access routes to additional education and training
- Benefits to society and the economy through enhancing citizenship, increasing social and economic productivity, providing specifically skilled/professional people and transforming and redressing legalities of inequity
- Compliance with the objectives of the NQF
- Inclusion of both specific and critical cross-field outcomes which promote lifelong learning
- International comparability

- Integrated assessment appropriately incorporated to ensure that the purpose of the qualification is achieved, and use a range of assessment methods and instruments such as portfolios, simulations, workplace assessments, written and oral examinations in both formative and summative assessment
- Indication whether the qualification may be achieved in whole or in part through the recognition of prior learning that may have been achieved through formal, non-formal and informal learning and work experience.

The design of assessment for qualifications should, as in the case of assessments for unit standards, take into account the following:

- The applied competence that the learner will be assessed on (refer to previous section – ‘Unit Standards and Assessment’)
- Specific and critical cross-field outcomes to be assessed (refer to previous section – ‘Unit Standard and Assessment’).

In addition to these, the design of assessment for qualifications should also take into account:

- The skills the learner will have – the status, recognition, credentials and licensing of the qualifying learner; the learner’s marketability and employability and the further learning that the learner may access
- The equivalence of skills, status, recognition, etc. with learners elsewhere who have a acquired the same or similar qualification
- Formative and summative assessments and the range of assessment methods and instruments
- The integration of roles, actions, skills, behaviours, etc. as specified in the learning outcomes, and whether the integration of these is evidence of understanding of the purpose of the qualification and the achievement of applied competence
- Where applicable, recognition of learning already in place and the method(s) of ascertaining that such learning are in place.

(page 43).