



higher education & training

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To: HEADS OF ADULT EDUCATION AND TRAINING (AET) DIRECTORATES
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FROM: THE DIRECTOR-GENERAL

SUBJECT: IMPLEMENTATION GUIDELINES FOR THE REGULATIONS
ON THE ASSESSMENT PROCESS AND PROCEDURES FOR ADULT
EDUCATION AND TRAINING NATIONAL QUALIFICATIONS
FRAMEWORK LEVEL 1

The Minister approved and gazetted the Regulations on the Assessment Process and Procedures for Adult Education and Training (AET) National Qualifications Framework (NQF) Level 1, *Government Gazette No. 36463 of 15 May 2013*. The Regulations as gazetted are aimed at standardising the assessment practices throughout the AET continuum from sub-level 1 up to the General Education and Training Certificate (GETC) - Adult Basic

Education and Training (ABET): A qualification at Level 1 on the National Qualifications Framework (NQF).

The Implementation Guidelines are therefore necessary to provide a common understanding and guidance on compliance when implementing the Regulations.

As adherence to the Regulations is compulsory, your support and implementation of the contents of the guidelines hereto attached will be appreciated.



Mr GF Qonde

Director-General: Higher Education and Training

Date: 02/03/2015



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**IMPLEMENTATION GUIDELINES FOR THE REGULATIONS ON THE
ASSESSMENT PROCESS AND PROCEDURES FOR ADULT EDUCATION
AND TRAINING NATIONAL QUALIFICATIONS FRAMEWORK LEVEL 1**

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ACRONYMS

ABET	Adult Basic Education and Training
AET	Adult Education and Training
DHET	Department of Higher Education and Training
GETC	General Education and Training Certificate
NQF	National Qualifications Framework
PEs	Provincial Education Departments
SAQA	South African Qualifications Authority
SBA	Site Based Assessment

PURPOSE

1. The purpose and aim of this document is to provide for common understanding and guidance on the implementation of the *Regulations on the Assessment Process and Procedures for AET NQF 1* Government gazette No. 36463 of 15 May 2013.

BACKGROUND

2. The regulations aim to standardise assessment practices pertaining to the General Education and Training Certificate (GETC): ABET SAQA ID 71758.
3. The regulations are applicable to learners who are registered for AET programmes offered by both public centres and private centres registered with PEDs as stipulated in section 27 of the *Adult Education and Training Act, 2000 (Act No. 52 of 2000)*.

LEGISLATIVE FRAMEWORK

4. These guidelines must be read and used in conjunction with the following:
 - a) Regulations on the Assessment Process and Procedures for AET NQF 1 as published in *Government gazette No. 36463 of 15 May 2013*.
 - b) The Interim General Education and Training Certificate (GETC) - Adult Basic Education and Training (ABET) Level 4, A qualification on the National Qualifications Framework (NQF) published in Notice No. 1173, *Government Gazette No. 32793 of 11 December 2009*.
 - c) The General Education and Training Certificate (GETC) – Adult Basic Education and Training (ABET) Level 4, A qualification at Level 1 on the National Qualifications framework (NQF) published in Notice 1116, *Government Notice No. 33806 of 26 November 2010*.
 - d) UMALUSI Directives for certification of the General Education and Training Certificate, March 2011.
 - e) National Policy on the conduct of Adult Basic Education and Training (ABET) level 4 Examinations, *Government Gazette No. 23590, 05 July 2010*.
 - f) National Assessment Guidelines.

PROCESS AND RESPONSIBILITIES

5. The implementation of the Regulations involves the Adult learning centres, Districts, Provincial AET Directorates and the Department of Higher Education and Training. Below are responsibilities assigned to each level respectively;

5.1 Department of Higher Education and Training must:

- a) Provide policy direction;
- b) orientate PEDs on assessment practises;
- c) develop and review national placement tools;
- d) conduct research on assessment;
- e) monitor, evaluate and support compliance by PEDs;
- f) develop and implement interventions to improve assessment; and
- g) liaise with the Quality Council (UMALUSI).

5.2 Provincial Education Department must:

- a) Develop the common assessment tasks (formative and summative);
- b) develop the common assessment tools (formative and summative);
- c) develop mark schedules;
- d) develop a provincial assessment plan;
- e) monitor implementation of assessment;
- f) train, identify assessors and moderators;
- g) conduct moderation and compile reports;
- h) provide assessment reports to the Department and Quality Council;
- i) develop common monitoring tool;
- j) develop provincial circulars on implementation of the regulations; and
- k) monitor and evaluate assessment across Sub-levels 1 to 3 and Level 4.

5.3 Districts must:

- a) Disseminate assessment circulars to centres;
- b) monitor and support implementation of assessment in centres;
- c) compile reports to PEDs; and
- d) conduct moderation and provide evidence in the form of moderation reports.

5.4 Centre Managers must:

- a) Develop an assessment implementation plans for the centre;
- b) monitor the implementation of internal assessment at the centre;
- c) keep records of assessment;
- d) compile reports to district; and
- e) ensure learners are provided with reports.

5.5 Educators must:

- a) Compile portfolios of evidence;
- b) conduct internal assessment;
- c) compile the mark sheets and mark schedules;
- d) record assessment; and
- e) give feedback to learners as per the assessment plans.

ASSESSMENT PROCESS

- 6. The regulations stipulate that PEDs must conduct common assessment tasks and moderation across AET Sub-levels 1, 2, 3 and level 4.
- 7. PEDs in collaboration with its relevant structures within the Province are therefore responsible for setting of tasks. PEDs must also make sure that the credibility of the internal assessment is protected.

8. Internal assessment

The following table illustrates assessment in AET Sub-levels 1,2,3 and AET level 4

Sub-levels	No of assessment tasks	Weighting of tasks	Nature of tasks	Form of assessment
Level 1	3 per learning area	Each task must be assessed over 100% which will be added together to get an average percentage pass per learning area. i.e the three tasks percentages added together divided by 300 multiplied by 100.	Projects, role play, case studies, demonstrations	100% formative
Level 2	3 per learning area	Each task must be assessed over 100% which will be added together to get an average percentage pass per learning area.	Projects, role play, case studies, demonstrations	100% formative
Level 3	4 per learning area	Each task must be assessed over 100% which will be added together to get an average percentage pass per learning area.	Assignments, Projects, role play, case studies, Tests	75% formative
	1 per learning area		Common Provincial examination	25% summative

Level 4	5 SBA tasks Per learning area	Will be evaluated in accordance with the National Policy on the conduct of ABET level 4 Examinations published in Government Gazette No. 23590 of 5 July 2013.	As set by the Department. It could be but not limited to: Test, assignment, project	50% Site Based Assessment tasks
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9. External assessment

Level 4	National examination	As prescribed in National Policy on the conduct of ABET level 4 Examinations published in Government Gazette No. 23590 of 5 July 2013.	National Examinations	50% of the final passing mark.
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10. Each learner must complete the stipulated number of tasks for each learning area. Centres will only administer the tasks as set and adhere to provincial policy in this regard.
11. The regulations do not preclude the educator from doing additional tasks that support the teaching and learning process such as practical demonstrations, discussions, class room interactions, quizzes.

RECORDING AND REPORTING

12. Educators must keep portfolios of evidence. Evidence of all assessment must be recorded in the educator's portfolio of evidence. Assessment must be conducted for learning areas for which a learner is registered. Educator's portfolios must also be made available for verification purposes.
13. PEDs must develop standardised working mark sheets and mark schedules to be used by centres for recording. The working mark sheets and the mark schedules must be developed as per the example provided in Annexure C and D in the regulations. The working mark sheets and the mark schedules are applicable to all the AET Sub-levels. It is therefore important that they are developed in manner that is relevant per AET Sub-level to accommodate the number of tasks per level.
14. In AET level 4, learner's progress must be recorded in a standardised PED working mark sheet. The results of the SBA tasks must be clearly recorded as they contribute to the final promotion mark.

REPORTING TO LEARNERS

15. Educators must provide feedback to learners throughout the learning period during interactions in class as per assessment plans.
16. Educators must further provide feedback in the learner assessment portfolios.
17. Centre managers must ensure that learners are provided with report cards at the end of an academic year. An example of a report card is contained as Annexure B in the regulations.
18. The centre manager must also ensure proper storage of learner records.

REPORTING TO THE SYSTEM

19. The PEDs must provide the Department with reports as evidence of all the assessment being done. The following records must be available:
- a) Learner records
 - b) Moderation reports
 - c) Working mark sheets
 - d) Mark schedules
 - e) Educator's portfolios
 - f) Annual monitoring management plans and reports

PROGRESSION

20. In Sub-levels 1-3 progression is dependent on successful completion of all assessment tasks and achievement at 50%.
21. In Sub-level 3 learners must write a provincially standardised examination which constitutes 25% of the total assessment.
22. In level 4 learners must do all the nationally set SBA tasks as well as sit for the national examination.

MODERATION

23. Each Province must develop a common moderation tool for use to conduct verification and moderation of internal assessments in all the AET sub-levels.
24. The moderation tool must align to the moderation conducted in AET level 4. Moderation reports must be made available for verification by the Department and UMALUSI.
25. Moderation in AET Level 4 must be conducted as per prescripts of *National Policy on the conduct of ABET level 4 Examinations published in Government Gazette No. 23590 of 5 July 2013*.

Role player	Instrument	output
Province/District	Moderation tool	Moderation report
Department	Verification tool	Verified moderation report

COMPLIANCE

26. Centres, Districts, PEDs and the Department play a key a role in ensuring that proper implementation happens in a manner that the validity of the AET assessment practice is unquestionable.
27. Continuous monitoring is a norm to ensure that there is 100% compliance. Timeous honest reports are necessary to identify gaps early and to allow remedial interventions on time. The reports will serve as guide for determining the extent of the support needed by centres.

CONCLUSION

28. For the regulations to make the necessary impact of normalising the system as well as improving assessment standards throughout the provinces, adherence and compliance is crucial. It is therefore important that officials continually orientate themselves so as to curb varied assessment practices.



Mr GF Qonde

Director-General

Higher Education and Training

Date: 02/03/2015