



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

TIME TABLE NORMS AND STANDARDS FOR COMMUNITY EDUCATION AND TRAINING COLLEGES

TABLE OF CONTENTS

ABBREVIATIONS AND ACRONYMS	4
PURPOSE.....	5
HISTORICAL BACKGROUND	5
DISCUSSION.....	6
POLICY FRAMEWORK.....	7
PROPOSED NORMS AND STANDARDS FOR TIME-TABLES IN CETCs.....	8
OPERATIONAL HOURS	8
DETERMINATION OF NOTIONAL HOURS FOR NQF SUB-LEVEL 1 TO 4 LEARNING AREAS AND VOCATIONAL SKILLS PROGRAMMES.....	9
CLUSTERING OF LEARNING AREAS INTO STREAMS.....	10
THE ROLE OF THE COLLEGE MANAGEMENT	11
CONCLUSION	11
ANNEXURE A.....	12
ANNEXURE B.....	14
ANNEXURE C.....	15
ANNEXURE D	16

DEFINITIONS

Academic Board'	The governance body contemplated in section 11 of the CET ACT 16 of 2006 that is responsible for the academic functions of the college.
'College'	A public college established as a Community Education Training college
'Council'	The governing structure of a public college
Formal qualification'	A recognized qualification registered on the NQF by SAQA, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs.
'Lecturer'	Any person who teaches, educates, or trains other persons or who provides professional educational services at any college who is in a post on a lecturer establishment under the CET Act.
'Non formal qualification'	A non-formal qualification is learning that does not contribute towards a qualification. They consist of adult community education courses, courses taken for personal interest (Certificates of Personal Interest) and learning for which a certificate of attendance only is given. If a student receives a certificate of completion or attainment simply by virtue of attending classes, or in some other non-discriminatory way, the learning is considered to be non-formal.
'Notional hours'	The estimated learning time taken by the average student to achieve the specified learning outcomes of the course-unit or programme
'Principal'	The chief executive and accounting officer of a public college
'Student'	A person who is registered as a student at a public college
'The Act'	The Continuing Education and Training (CET Act 16 of 2006).

ABBREVIATIONS AND ACRONYMS

ABET	Adult Basic Education and Training
AET	Adult Education and Training
CDW	Community Development Workers
CET	Continuing Education and Training
CETC	Community Education and Training College
CLC	Community Learning Centre
DHET	Department of Higher Education and Training
ECD	Early Childhood Development
GETC	General Education and Training Certificate
HBC	Home Based Care
LTSM	Learning Teaching Support Material
NASCA	National Senior Certificate for Adults
NQF	National Qualifications Framework
PALC	Public Adult Learning Centre
PED	Provincial Education Department
PSET	Post-School Education and Training
QCTO	Quality Council for Trades and Occupations
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
SMME	Small, Medium and Micro Enterprises

PURPOSE

This document sets out the norms and standards for time-tabling in Community Education and Training Colleges (CETCs). The norms and standards for time-tables in CETCs stipulate the minimum requirements the CETC must comply with for optimal usage of teaching and learning time.

The norms serve to:

- standardise allocation time for teaching and learning, which include vocational occupational skills, taking into consideration the number of credits prescribed for a programme in sub-level 1 to 4 the NQF level 1.
- determine the appointment of lecturers according to the staffing norms set for CETCs; and
- nationally standardise the time-tabling system for CETCs.

No provision is made for the offering of the Amended Senior Certificate (ASC) as CETCs will mainly offer General Education and Training Certificate (GETC) qualification as a means to improve literacy and numeracy skills. CETCs must therefore make sure that they decide to include ASC subjects they must provide for a mix of subjects according to their available capacity and resources that meet the norms and standards for GETC.

HISTORICAL BACKGROUND

1. The former Adult Education and Training (AET) (Act 52 of 2000) did not provide guidelines for time table-norms for former Public Adult Learning Centres (PALCs) now Community College Learning Centres (CLCs). This resulted in disparity in the allocation of teaching and learning time.
2. Students' preparedness was not verified, as such the performance rate has been below 40% nationally for the past three years.
3. The 3 276 (former PALCs) Community Learning Centres (CLCs) now merged under the nine CETCs were not regulated and normed in terms of size and geographical location, hence there are currently no norms and standards for time-table setting.
4. The CLCs operate from 8:00 until 21:00 in order to accommodate learners who are unemployed and those who are employed and can only access learning after hours.

5. The AET sector did not have a core of permanent adult lecturers and it was different from region to region.
6. Due to poor conditions of service for lecturers in the past, the sector was highly affected by high educator attrition rates, student failure and absenteeism.
7. Lack of time-table norms result in poor curriculum management at institutions where learning areas are allocated either more or less time than what is required.

DISCUSSION

8. In April 2014 the Minister of Higher Education and Training established the first 9 CETCs as Administrative and Management Centres for the 3 276 former Public Adult Learning Centres (PALCs).
9. The White Paper on Post-School Education and Training (PSET) establishes the CETCs as another institutional type within the PSET system.
10. The nine CETCs are now juristic persons as the AET Act 52 of 2000 was repealed.
11. The National Policy on Community Colleges provides the framework for the establishment of Community Education and Training Colleges.
12. The nine CETCs have developed their four year strategic plans with the focus on the following six strategic objectives:
 - 12.1 Increased access, retention rates and improved success to CETCs;
 - 12.2 Provision of Learning Teaching and Support Material;
 - 12.3 Capacity building of lecturers;
 - 12.4 Effective management and administration of assessment;
 - 12.5 Capacity building of management and governance structures; and
 - 12.6 Effective financial management.
13. This time-table norms and standards for CETCs is the first step towards the standardisation of the time-table
14. The norms and standards deal with the following five aspects:
 - 14.1 Operational hours;

- 14.2 Determination of notional hours for NQF sub-level 1 to 4 learning areas and vocational skills programmes;
 - 14.3 Clustering of learning areas into streams;
 - 14.4 The role of the college management in the implementation of standard time; and
 - 14.5 Regulation of tuition and administration time.
15. These norms set the standards for CETCs to work according to in order to ensure optimum time utilisation.
16. The Department of Higher Education and Training (DHET) will ensure compliance with the norms and standards for time-tables in CETCs.

POLICY FRAMEWORK

17. The Bill of Rights in the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996) establishes the right to education in section 29(1) as follows:
- "Everyone has the right-
- to a basic education, including adult basic education; and
 - to further education, which the state, through reasonable measures must make progressively available and accessible.
18. The regulations on the assessment processes and procedures for Adult Education and Training National Qualifications Framework (NQF 1), May 2013 aims at standardising practices throughout the AET continuum from sub-level 1 up to the General Education and Training Certificate on the National Qualifications Framework (NQF).
19. The DHET has developed implementation guidelines for the regulations on the assessment processes and procedures for AET NQF level 1.
20. The CET Act 16 of 2006 section 43(1) calls for the Minister to prescribe minimum norms and standards for Continuing Education and Training qualifications or part qualifications that are offered at colleges.
21. Schedule 1 of the CET Act, subsection 15(1) outlines the functions of the academic board as follows:

- (1) Subject to the Act, the academic board of the college
 - (a) is accountable to the council for:
 - (i) all the teaching, learning, research and academic functions of the college;
 - (ii) the academic functions of the college and the promotion of the participation of women and the disabled in its learning programmes;
 - (iii) establishing internal academic monitoring and quality promotion mechanisms;
 - (iv) ensuring that the requirements of accreditation to provide learning against standards and qualifications registered in the National Qualifications Framework are met; and
 - (v) performing such other functions as may be delegated or assigned to it by the council;
- (2) Subsection 15(2) of Schedule 1 stipulates that the Academic Board is responsible for the organization and supervision of instruction and examinations, lectures and classes.

22. The GETC (ABET level 4 Qualification) level 1 on the NQF provides a regulatory framework for the certification of AET level 4 programmes. It also stipulates the structure of the qualification and the requirements for the achievement of NQF level 1.

23. The National Policy on Community Education and Training colleges, section 15 further regulates the programme offerings that must include community driven developmental priorities, as well as priorities of the state.

24. These principles therefore underlie the national norms and minimum standards which the Minister is required to determine in section 43(1) of the CET Act.

PROPOSED NORMS AND STANDARDS FOR TIME-TABLES IN CETCs

OPERATIONAL HOURS

25. CETCs must operate on full time basis, part-time basis, provide full contact sessions and where possible distance learning.

26. CETCs without their own buildings must organise their time-tables to offer tuition between 14:00 and 21:00, which will cater for learners who are working during the day.

27. Centres with dedicated buildings must operate from 8:00 until 21:00 in order to cater both employed and unemployed learners. All learning must comply with notional time requirements for a particular programme.

DETERMINATION OF NOTIONAL HOURS FOR NQF SUB-LEVEL 1 TO 4 LEARNING AREAS AND VOCATIONAL SKILLS PROGRAMMES

28. The number of credits of a learning area will determine the number of notional hours allocated for tuition hours (contact time) and the time the students spend on their own (non-contact time) at CETCs.

29. CETCs must therefore ensure that learning areas and programmes that carry more credits are allocated more notional hours and must be planned for as such on the time-table.

30. CETCs should however take cognizance of learner performance in the fundamental learning areas which determine the acquisition of the GETC. The Principal and the Academic Board must ensure that time allocation for all teaching and learning, including the fundamental and core learning areas is done in a manner that will ensure maximum time utilisation.

31. Seventy percent (70%) of the total allocated hours per learning area/learning programme must be utilized on contact time and (30%) on non-contact time.

The table below explains how notional hours must be calculated:

Step	Action / Calculation	Example
1	Determine the notional hours (a) for the Learning Area: (a) = Number of credits for the learning area x 10 hours.	Allocated credits for Life Orientation is 32. $32 \text{ credits} \times 10 \text{ hours} = 320 \text{ notional hours.}$
2	Determine the number of weeks (b) in the academic year: (b) = Actual number of academic calendar days ÷ No. of lecture/tuition days in a week.	Number of academic calendar days in a year = 198 days → converted to weeks $= 198 \text{ days} \div 5 \text{ days in a week} = 39, 6$ weeks for tuition = 40 weeks which must be split to 70% contact and 30% non-contact time.
3	Calculate lecture/tuition hours (c) for the learning area/subject/programme for the week (c) = a ÷ b	$320 \text{ notional hrs.} \div 39, 6 \text{ weeks} = 8.08$ hrs. = 8 hours lecture/tuition hours per week).
4	Calculate contact and non-contact time per week (d) (d) = Contact time: (c) x 70 Non-contact time: (c) - (d)	$8 \times 70 = 5.6 = 5 \text{ hrs } 36 \text{ minutes: contact time (split into hours \& minutes)}$ $8 - 5.6 = 2.4 = 2 \text{ hrs } 24 \text{ minutes: non-contact time (split into hours \& minutes)}$
NB	In cases where the number after the decimal in step 3 is 5 or more the hours are round off to the nearest whole number e.g. 6.6 hours would be 7 hours. See ANNEXURE A	

CLUSTERING OF LEARNING AREAS INTO STREAMS

32. The GETC requires a student to accumulate 120 credits to qualify for a full qualification at NQF level 1. Annexure B provides guidelines on how CETCs must cluster learning areas to ensure that learners acquire a full GETC qualification. This clustering of streams

is aligned to the SAQA organising fields and will give students the opportunity to enter Technical Vocational Education and Training (TVET) and to progress into National Senior Certificate for Adults (NASCA).

33. It is therefore recommended that CETCs cluster learning areas as per Annexure B attached.

THE ROLE OF THE COLLEGE MANAGEMENT

34. The principal and the Academic Board must ensure that the time-table reflects formal and non-formal qualifications, which include, but are not limited to the following:

- **Formal qualifications:** NASCA, Amended Senior Certificate, GETC, Worker education qualifications (NQF level 4) and QCTO modules of employability;
- **Vocational skills programmes:** Plumbing, carpentry, electricity, construction, welding, mechanics, ECD, HBC, CDW;
- **Non-formal qualifications:** School Governing Body training, Citizenship Education, SMME training, Learners' license, Information and Communications Technology, youth employability, Life skills and
- **General public and education programmes:** Voter education, Consumer education.

CONCLUSION

The norms and standards for time-table envisage a strategic shift in the role of the CETCs to ensure that access to continuing education increase and performance is improved. These norms also set out a vision of a transformed post-school education system that will develop our country and improve quality, quantity and diversity of post-school education and training opportunities in South Africa. The norms create access for students who want to enter continuing education and training through the flexible times provided for them. These norms call for the CETCs to offer formal and informal programmes structuring their time tables in a manner they will enable them to realize the ideal community education and training.

ANNEXURE A

GUIDELINES FOR THE ALLOCATION OF NOTIONAL HOURS IN THE GETC (AET LEVEL 1 - 4)

The table below is a guide for notional hours per learning area unpacking how teaching and learning time can be distributed. It is however noted that some learning areas have fewer credits but need more time for tuition. E.g. MMSC4 and NATS4

Learning Area	Credits	Notional hours per annum	Contact time 70% per annum	Non-Contact time (30%) Per annum	Notional hours per week (70:30)	Split into hrs. & minutes
Language Literacy and Communication	23	230	161	69	6hrs (4.2 :1.8)	4hrs12min:1hr48
Mathematical Literacy	16	160	112	48	4hrs (4.2 :1.8)	2hrs48min:1hr12min
Mathematics and Mathematical Sciences	14	140	98	42	4hrs (4.2 :1.8)	2hrs48min:1hr12min
Life Orientation	32	320	224	96	8hrs (5.5 :1.8)	5hrs.36min:2hrs24min
Human and Social Sciences	23	230	161	69	6hrs (4.2 :1.8)	4hrs12min:1hrs48
Economic and Management Sciences	21	210	147	63	5hrs (3.5:1.5)	3hrs30min:1hr30min
Arts and Culture	17	170	119	51	4hrs (4.2 :1.8)	2hrs48min:1hr12min
Natural Sciences	15	150	105	45	4hrs (4.2 :1.8)	2hrs48min:1hr12min
Technology	11	110	77	33	3hrs (2.1:0.9)	2hrs6min:54min
Additional language	23	230	161	69	6hrs 4.2 :1.8	4hrs12min:1hr48

Ancillary Health Care	45	450	315	135	11hrs (7.7:3.3)	7hrs42min:3hrs18min
Learning Area	Credits	Notional hours per annum	Contact time 70% per annum	Non- Contact time (30%) Per annum	Notional hours per week (70:30)	Split into hrs. & minutes
Small, Medium and Micro Enterprises	17	170	119	51	4hrs (4.2:1.8)	2hrs48min:1hr12min
Travel and Tourism	38	380	266	114	10hrs (7:3)	7hrs:3hrs
Information Communication Technology	23	230	161	69	6hrs (4.2:1.8)	4hrs12min:1hr48
Early Childhood Development	26	260	182	78	7hrs (4.9:2.1)	4hrs54min:2hrs6min
Wholesale and Retail	27	270	189	81	7hrs (4.9:2.1)	4hrs54min:2hrs6min
Applied Agriculture and Agricultural Technology	20	200	140	60	5hrs (3.5:1.5)	3hrs30min:1hr30min

ANNEXURE B

CLASSIFICATION OF LEARNING AREAS INTO STREAMS

FUNDAMENTAL: COMPULSORY			37/39 CREDITS
1. One Official Language: 23 Credits			
2. Mathematical Literacy: 16 Credits OR			
3. Mathematics and Mathematical Sciences: 14 Credits NOT BOTH			
CORE COMPONENT:			32 CREDITS
1. Life Orientation			
STREAM 1: SCIENCE (Choose a minimum of 2 Learning Areas)		RELATED FIELDS	NSB ORGANISING
NATS4	15	Mathematical, Physical, Computer & Life Sciences	
MMSC4	14		
INCT4	23		
ANHC4	45	Health Sciences & Social Services	
TECH4	11	Physical Planning and Construction & Manufacturing, Engineering and Technology	
AAAT4	20	Agriculture & Nature Conservation	
Additional Language	23	Communication Studies & Language	
STREAM 2: COMMERCE (Choose a minimum of 2 Learning Areas)		RELATED FIELDS	NSB ORGANISING
WHRT4	27	Business, Commerce and Management	
EMSC4	21		
SMME4	17		
INCT4	23	Mathematical, Physical, Computer & Life Sciences	
TRVT4	38	Services	
ECDV4	26	Education, Training & Development	
Additional Language	23	Communication Studies & Language	
STREAM 3: GENERAL (Choose a minimum of 2 Learning Areas)		RELATED FIELDS	NSB ORGANISING
ARTC4	17	Culture & Arts	
HSSC4	23	Human & Social Studies	
ANHC4	45	Health Sciences & Social Services	
ECDV4	26	Education, Training & Development	
INCT4	23	Mathematical, Physical, Computer & Life Sciences	
WHRT4	27	Business, Commerce and Management	
SMME4	17	Services	
Additional Language	23	Communication Studies & Language	
TRVT4	38		
IMPORTANT: A minimum of 5 Learning Areas including ONE Official Language, Mathematical Literacy or Mathematical Science from the fundamental learning areas and Life Orientation as a Core Learning Area are required for a student to acquire a full GETC qualification. All Learning Areas chosen must accumulate to 120 credits.			

ANNEXURE C

LEARNING AREAS WITH SAME NUMBER OF CREDITS

LEARNING AREA	CREDITS
• Language Literacy and Communication • Information Communications Technology • Human and Social Sciences	23
• Small, Medium and Micro Enterprises • Arts and Culture	17

ANNEXURE D
LEARNING AREAs and CODES

LEARNING AREA	CODE
Language Literacy and Communication (English)	LCEN4
Language Literacy and Communication (Afrikaans)	LCAF4
Language Literacy and Communication (IsiZulu)	LCZU4
Language Literacy and Communication (Sepedi)	LCSP4
Language Literacy and Communication (IsiXhosa)	LCXH4
Language Literacy and Communication (Tswana)	LCTS4
Language Literacy and Communication (SiSwati)	LCSW4
Language Literacy and Communication (IsiNdebele)	LCND4
Language Literacy and Communication (Sesotho)	LCSO4
Language Literacy and Communication (Xitsonga)	LCXI4
Mathematical Literacy	MLMS4
Mathematics and Mathematical Sciences	MMSC4
Life Orientation	LIFO4
Human and Social Sciences	HSSC4
Economic and Management Sciences	ARTC4
Arts and Culture	ARTC4
Natural Sciences	NATS4
Technology	TECH4
Ancillary Health Care	ANHC4
Small, Medium and Micro Enterprises	SMME4
Travel and Tourism	TRVT4
Information Communication Technology	INCT4
Early Childhood Development	ECDV4
Wholesale and Retail	WHRT4
Applied Agriculture and Agricultural Technology	AAAT4