

Acronyms & Glossary Booklet





ACRONYMS



| | |
|------|--|
| AA | Accounting Authority |
| AAET | Accelerated Artisan Training Programme |
| AET | Adult Education and Training |
| AG | Auditor General |
| ATR | Annual Training Report |
| AQP | Assessment Quality Partner |



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| BEE | Black Economic Empowerment |
| BBBEE | Broad Based Black Economic Empowerment |
| BCEA | Basic Conditions of Employment Act |
| BPO | Business Process Outsourcing |
| BSC | Balanced Score Card |

“ Did you know that the Services SETA represents 37 different industries? Among the industries we serve are general business, postal workers and cleaners. ”





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| CBO | Community Based Organisations |
| CCMA | Commission for Conciliation Mediation and Arbitration |
| CCFO | Critical Cross Field Outcome |
| CEO | Chief Executive Officer |
| CEP | Committees of Expert Practice |
| CHE | Council on Higher Education |
| CPD | Continuing Professional Development |
| CRDP | Comprehensive Rural Development Programme |



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|------|---|
| DBE | Department of Basic Education |
| DG | Director General |
| DHET | Department of Higher Education and Training |
| DoL | Department of Labour |
| DTI | Department of Trade and Industry |
| DQP | Development Quality Partner |





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| EAP | Employee Assistance Programme |
| EE | Employment Equity |
| ESDA | Employment Services Development Agency |
| ESME | Emerging Small and Medium Enterprises |
| ESSA | Employment Services for South Africa |
| EOI | Expression of Interest |
| EXCO | Executive Committee |



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|---------|--|
| FET | Further Education and Training |
| FETQA | Further Education and Training Quality Assurance |
| FET Act | Further Education and Training Act |

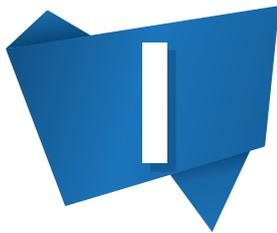


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| GET | General Education and Training |
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| HET | Higher Education and Training |
| HEQC | Higher Education Quality Committee of the Council |
| HR | Human Resources |
| HRD | Human Resources Development |
| HRDS | Human Resources Development Strategy |
| HSRC | Human Sciences Research Council |



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| IIP | Investors In people |
| ISP | Industry Skills Plan |
| IPAP | Industrial Policy Action Plan |
| INDLELA | Institute for National Development of Learnership Employment Skills and Labour Assessments |



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| MoU | Memorandum of Understanding |
| MTSF | Meduim Term Strategic Framework |



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| NAMB | National Artisan Moderating Body |
| NCV | National Certificate Vocational |
| NDP | National Development Plan |
| NEDLAC | National Economic Development and Labour Council |
| NEET | Not in Education Employment and Training |
| NGO | Non Governmental Organisation |
| NGP | New Growth Path |
| NIPF | National Industrial Policy Framework |
| NLRD | National Learners' Records Database |
| NOPF | National Occupational Pathway Framework |
| NPO | Non Profit Organisation |
| NSA | National Skills Authority |
| NSB | National Standards Body |
| NSDS | National Skills Development Strategy |
| NSF | National Skills Fund |
| NSFAS | National Student Financial Aid Scheme |



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|-----|--------------------------------------|
| OFO | Organising Framework for Occupations |
| OHS | Occupational Health and Safety |



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| PCM | Project Cycle Management |
| PDI | Previously Disadvantaged Individuals |
| PEA | Private Employment Agency |
| PoE | Portfolio of Evidence |
| PFMA | Public Finance Management Act, 1999 |
| PIVOTAL | Professional, Vocational, Technical, Academic Learning Programme |



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| QAF | Quality Assessment Framework |
| QC | Quality Council |
| QCTO | Quality Council for Trades and Occupations |
| QMD | Quality Management Division |
| QMS | Quality Management System |

“ Having a skilled workforce leads to greater productivity and makes South Africa more globally competitive.”

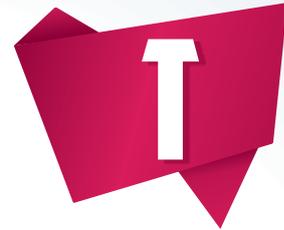


RPL Recognition of Prior Learning



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|----------|--|
| SANAS | South African National Accreditation System |
| SARS | South African Revenue Services |
| SAQA | South African Qualifications Authority |
| SAQA Act | South African Qualifications Authority Act, No. 58 of 1995 |
| SDA | Skills Development Act |
| SEDA | Small Enterprise Development Agency |
| SETA | Sector Education and Training Authority |
| SSETA | Services Sector Education and Training Authority |
| SDF | Skills Development Facilitator |
| SDIS | Skills Development Information System |
| SDL | Skills Development Levy |
| SDLA | Skills Development Levies Act |
| SDP | Skills Development Provider |
| SGB | Standard Generating Body |
| SIC | Standard Industrial Classification |
| SLA | Service Level Agreement |
| SME | Small and Micro Enterprises |
| SMME | Small, Medium and Micro Enterprises |
| SOC | Standard Occupational Category |

SS Scare Skill
SSEA Service Sector Employers Association
SSP Sector Skills Plan



TVET Technical and Vocation Education and Training



VC Venture Creation
VET Vocational Education and Training



WSP Workplace Skills Plan
WIL Work Integrated Learning





GLOSSARY

Accredited Provider

A legally established institution (public or private) that has been recognised, usually for a particular period of time, by a QC or its appointed agent, as having the capacity or provisional capacity to offer a qualification or part qualification registered on the NQF at the required standard.

Adult Education and Training

Learning and training undertaken by adults, including formal, non-formal and informal learning, for improving knowledge and skills, for personal development, further learning and/or employment.

Apprenticeship

A learning programme in respect of an officially listed trade, which includes a trade-test in respect of that trade.

Artisan

A person certified as competent to undertake a listed trade in accordance with the relevant legislation.

Assessment Quality Partner

A body delegated by the QCTO to manage and co-ordinate the external integrated summative assessments of specified NQF registered occupational qualifications and part qualifications.

Assessor

A person that is able to conduct internal and external assessment for specific qualifications and/or part qualifications.

***“ With industry taking a direct role in defining qualifications, its easier than ever before for skilled people to find gainful employment because of the work of the SETAs.*”**

Basic Education

Education and training that takes place in primary and secondary schools, as well as in adult education and training centres.

Career Development Services

Services and activities intended to assist people throughout their lives to make informed education, training and occupation choices.

Career Path

The sequence and variety of occupations which a person undertakes throughout a lifetime or the progression up an orderly hierarchy within an organisation or profession.

Certification

Formal recognition of a qualification or part qualification awarded to a successful learner.

Continuing Professional Development

A range of learning activities through which professionals ensure that they retain their capacity to practice safely, effectively and legally within their scope of practice.

Council on Higher Education

An independent statutory body responsible for advising the Minister of Higher Education and Training on all Higher Education policy issues, and for quality assurance in Higher Education. The CHE is the council for quality assurance in Higher Education, mandated by the NQF Act (Act 67 of 2008) to achieve the objectives of the NQF and to develop and manage the HEQSF.

Credit

A measure of the volume of learning required for a qualification or part qualification, quantified as the number of notional study hours required for achieving the learning outcomes specified for the qualification or part qualification. One credit is equated to 10 notional hours of learning.

Curriculum

A statement of the training structure and expected methods of learning and teaching that underpin a qualification or part qualification to facilitate a more general understanding of its implementation in an education system.

“ The structure of the Services SETA consists of chambers which cover a broad range of industries within the services sector. Each chamber is responsible for managing skills development within the scope of its own particular sector. ”

Designated Group

Particular group of people identified in current employment equity legislation and applied in admission policies by education and training providers (currently black people, women and people with disabilities).

Development Quality Partner

A body delegated by the QCTO to manage the process of developing specific occupational qualifications, part qualifications, curricula and assessment specification.

Entry Level Requirements

The minimum academic knowledge and/or practical competencies, and/or work experience that a learner must have completed in order to be admitted for study towards a qualification or part qualification; this may include recognition of other forms of prior learning such as non-formal and informal learning and work experience deemed as comparable for entry.

Exit Level Outcomes

The knowledge, skills and attitudes that a learner should have obtained or mastered on completion of a qualification and against which the learner is assessed for competence.

Exit Point

A point at which a learner is required to demonstrate competence through an assessment that leads to documentary proof (certification) of proficiency.

Formal Learning

Learning that occurs in an organised and structured education and training environment and that is explicitly designated as such.

Formative Assessment

A range of formal, non-formal and informal ongoing assessment procedures used to focus teaching and learning activities to improve student attainment, or which are required for the purpose of a year mark.

Guidance of Learners

The counselling of learners by specially trained individuals who meet nationally recognised standards for education, training and development practitioners.

Higher Education

Education that normally takes place in public universities and registered private higher education institutions which offer qualifications that meet the requirements of the HEQSF.

Informal Learning

Learning that results from daily activities related to paid or unpaid work, family or community life, or leisure.

Internal Assessment

Any assessment conducted by a provider, the outcomes of which count towards the achievement of a qualification.

“ Since the inception of SETAs, South Africa has more than 1500 formalised qualifications developed on a single framework preventing fraud and ensuring globally benchmarked qualifications.

Job

A set of tasks and duties carried out or meant to be carried out, by one person for a particular employer, or in self-employment.

Learner

An inclusive term referring to anyone learning, including pupils at school; students at colleges, traditional universities, comprehensives, and universities of technology; apprentices, learners in learnerships, interns; people undergoing training, and people learning non-formally and informally as well as people enrolled for particular qualifications or part qualifications.

Learner Achievement

The successful completion of a qualification or part qualification that is captured on the NLRD.

Learnership

A learning programme registered with the DHET which consists of a structured learning component, a practical work experience component of a specified nature and duration, and which leads to a qualification registered on the NQF which is related to an occupation; a learnership is based on an agreement entered into between the learner, the institution and the employer.

Learning

The acquisition of knowledge, understanding, values, skills, competence and/or experience.

Learning Outcomes

The contextually demonstrated end-products of specific learning processes, which include knowledge, skills and values.

Learning Programme

A structured and purposeful set of learning experiences that leads to a qualification or part qualification.

Level

One of the series of levels of learning achievement arranged in ascending order from one to 10 according to which the NQF is organised and to which qualification types are linked (this includes A(B)ET Levels 1 to 3 as access levels, and A(B)ET Level 4 which is on NQF Level 1).

National Artisan Moderation Body

The body responsible for the external summative assessment and moderation of all listed trades.

National Learners' Records Database

The electronic management information system of the NQF under the authority of SAQA, which contains records of qualifications, part qualifications, learner achievements, recognised professional bodies, professional designations and all related information such as registrations and accreditations.

“ The Services SETA is committed to ensuring that the skills requirements of the sector are identified and that adequate and appropriate skills are available. ”

National Qualifications Framework

The comprehensive system, approved by the Minister: HET, for the classification, co-ordination, registration, and publication of articulated and quality-assured national qualifications and part qualifications. The South African NQF is a single integrated system comprising three co-ordinated qualifications sub-frameworks for: General and Further Education and Training; Higher Education; and Trades and Occupations.

Notional Hours

The agreed estimate of the learning time that it would take an average learner to meet the defined learning outcomes; it includes consideration of contact time, research, completion of assignments, time spent in structured learning in the workplace, individual learning and assessment. Ten notional hours equate to one credit.

Occupation

A set of jobs or occupational specialisations where the main tasks and duties are characterised by a high degree of similarity (skill specialisation) and are grouped together on the OFO as an occupation; occupations include trades and professions.

Organising Framework for Occupations

A coded classification system to encompass all occupations in South Africa, used as the DHET's key tool for identifying, reporting and monitoring skills demand and supply in the South African labour market.

Placement Opportunity

Any opportunity for work or learning that could be offered to an individual and includes a vacancy for employment, an opportunity for self-employment, a learning programme and/or community service.

Professional Body

Anybody of expert practitioners in an occupational field; this includes an occupational body.

Professional Designation

A title or status conferred by a professional body in recognition of a person's expertise and/or right to practice in an occupational field.

Public Provider

A state or partially state-funded body that offers any education or training programme that leads to a qualification or part qualification registered on the NQF.

Qualification

A registered national qualification consisting of a planned combination of learning outcomes which has a defined purpose or purposes, intended to provide qualifying learners with applied competence and a basis for further learning and which has been assessed in terms of exit level outcomes, registered on the NQF and certified and awarded by a recognised body.

Quality Assurance

The processes of ensuring that specified standards or requirements for teaching, learning, education administration, assessment and the recording of achievements have been met.

“Learnerships are developed by the industry for the industry. in consultation with all relevant stakeholders, so the learning programme and qualification are relevant to a specific occupation.”

Quality Council

One of the three councils tasked with developing and managing each of the sub-frameworks of the NQF in order to ensure that agreed quality standards are met: CHE for the HEQSF; Umalusi for the GFETQSF; and QCTO for the OQSF.

Quality Council for Trades and Occupations

The Quality Council for Trades and Occupations established in terms of the NQF Act (Act 67 of 2008) and mandated to achieve the objectives of the NQF and to develop and manage the OQSF.

Recognition of Prior Learning

The principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.

Registration of a Learnership

The inclusion of a learnership by the DHET, against a specific qualification, on a list of learnerships on the recommendation of a SETA.

Registration of a Learner on a Learnership

A process undertaken by the employer and the learner on the basis of the prescribed procedures and forms of the relevant SETA responsible for that learnership.

Sector Education and Training Authority

A body established in terms of the Skills Development Act (Act 97 of 1998) to develop and implement sector skills plans and promote learning programmes, including workplace learning. The QCTO has delegated quality assurance powers to the SETAs.

Skills Programme

A QCTO-accredited learning programme that is occupationally based and which, when completed, may constitute credits towards a qualification registered on the NQF.

South African Qualifications Authority

The statutory authority established in terms of the SAQA Act (Act 58 of 1995) and continuing in terms of the NQF Act (Act 67 of 2008), which oversees the further development and implementation of the NQF, the achievement of the objectives of the NQF, and the co-ordination of the three sub-frameworks short course A short learning programme

through which a learner may or may not be awarded credits towards a qualification or a part qualification, depending on the purpose of the programme.

Summative Assessment

Assessment conducted at the end of sections of learning, at the end of a whole learning programme, or at any point in the learning programme, to evaluate learning related to a particular qualification, part qualification, or professional designation.

Technical and Vocational Education and Training College

A public or private institution that is established or declared as:

- (i) a technical and vocational education and training college; or
- (ii) a private college that is registered.

“ The SETAs have benefited a number of unemployed people through learnerships and helping their integration into the world of work. ”

Trade

An occupation for which an artisan qualification and relevant trade test is required in terms of the Skills Development Act (Act 97 of 1998). SETAs are required to apply to NAMB to have an occupation listed as a trade.

Umalusi

The Quality Council for General and Further Education and Training established by the GENFETQA Act (Act 58 of 2001). In terms of the NQF Act (Act 67 of 2008), it is tasked to support the achievement of the objectives of the NQF and to develop and manage the GFETQSF.

Unit Standard

A part qualification registered on the NQF developed under the SAQA Act (Act 58 of 1995). Currently, registered unit standards remain valid until they are replaced or reach the end of their registration period.

Vocational Education and Training

A continuum of socially and economically necessary and desirable technical knowledge, skills and competencies required to orient and prepare people for work from low skill to high skill, involving an appropriately varied mix of humane, scientific and technological learning.

Work Experience

Exposure and interactions gained through being in the workplace.

Work Integrated Learning

A characteristic of vocational and professionally oriented qualifications that may be incorporated into programmes at all levels of all three the sub-frameworks. WIL may take various forms including simulated learning, work-directed theoretical learning, problem-based learning, project-based learning and workplace-based learning.

Workplace-based Learning

The exposure and interactions required to practice the integration of knowledge, skills and attitudes required in the workplace.



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