

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY
SUID-AFRIKAANSE KWALIFIKASIE-OWERHEID**

No. 1437

15 November 2002



Established in terms of Act 58 of 1995

**CRITERIA AND GUIDELINES FOR SHORT COURSES
AND SKILLS PROGRAMMES**

DISCUSSION DOCUMENT FOR PUBLIC COMMENT

This document has been approved for release as a discussion document for public comment by SAQA.

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Submissions should be titled:
Criteria and Guidelines: Short Courses and Skills Programmes

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Criteria and Guidelines for Short Courses and Skills Programmes Discussion Document



THE SOUTH AFRICAN QUALIFICATIONS AUTHORITY

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EXECUTIVE SUMMARY

In 2000 the South African Qualifications Authority (SAQA) initiated a short courses recording process because there was a need to reassure providers and learners that a process is being put in place to bring this area of provisioning into the new system in a coherent, systematic way.

This stemmed from the pressure created for registration and accreditation of providers so that the repayment of a percentage of the levy grant (as per the Skills Development Levies Act) by Sector Education and Training Authorities (SETAs) can be effected. The belief that employers can only claim their levies back when making use of accredited providers is not entirely correct. In the Government Gazette (No 20865 of 7 February 2000) it is made clear that the Skills Development Levies Act provides for recovery of the levy payment in a phased-in manner whereby in the first year there is no pressure to offer training that leads to standards or qualifications registered on the NQF; in the second year a small percentage of the levy grant will be dependent on offering training that leads to standards and qualifications registered on the NQF; and thereafter, the percentage will gradually increase until recovery of a substantial part of the levy payment will be dependent on offering such training. The Act stipulates that:

- 50% of the payment will be paid to employers as follows:
 - 15% (Grant A) on the appointment of a skills development facilitator and the submission of the name of this person
 - 10% (Grant B) on submission of a workplace skills plan
 - 20% (Grant C) on submission of a report on the implementation of the skills plan
 - 5% (Grant D) for the implementation of specific skills initiatives recommended by the SETA.

This clearly gives the system the necessary space to develop and implement the new approach to education and training in the workplace.

However, many providers, particularly private providers, are under pressure from government to be accredited and to have their courses registered. Up to now there has been no clear process whereby this can happen.

Further, there is a wide variation in the quality of provisioning in this area. One of the objectives of the NQF is to enhance quality in education and training and since provisioning of this nature is so widespread, including many of the types of providers that the system wants to support and develop, i.e. the SMME and emerging providers, it is critical to address the issue of quality assurance of this sector.

This document provides guidelines as to how provisioning of this nature can be addressed in a systematic and coherent way.

This document is not a stand-alone document and supports all the other SAQA documents dealing with accreditation and quality assurance of providers of education and training. The following documents are assumed to be familiar to the reader:

- ETQA regulations
- Criteria and guidelines for providers
- QMS for education and training providers
- Skills programmes (DoL)

INTRODUCTION

Short course provisioning is one of the most dynamic features of the emerging education and training system of South Africa. This kind of provisioning is particularly associated with 'just in time', and 'just enough' learning to meet a specific need in workplace environments. Therefore, it is considered a viable and common method for optimal workplace functioning in all contexts and greatly facilitates access to learning in a manageable manner in terms of cost, time, energy and resources, both for the employer and employee.

With the new approach to education and training, short course provisioning has a very particular place in the system and has an important role to play in the development, up-skilling and multi-skilling of human resources. In addition, it has relevance to all sectors and bands and it is therefore critical that it should be subject to the accreditation and quality assurance processes already in place for education and training providers of full qualifications.

Some of the contexts where this kind of provisioning occur include:

- Teacher development through INSET-programmes
- Human Resources management where updates to acts have an impact on the human resource function of an organisation
- 'Hands-on' learning as part of a full qualification
- 'New' knowledge generated in a particular situation where this will impact on an organization operationally and where this type of knowledge has not yet been included in a qualification.

Further, provisioning of this nature will assist workplaces to develop meaningful career and learning pathways for their employees in a highly accessible manner. This in turn leads to improved workplace practice and to improved employability and mobility of the employee.

Look at the example:

For the **National Certificate in Tourism: Reception** on NQF level 4, the following are some of the unit standards that have been identified and developed:

- Operate a personal computer (Fundamental unit standard) - 6 credits
- Care for Customers (Core unit standard) – 3 credits
- Maintain Occupational Health and Safety (Core unit standard) – 2 credits

Any of these unit standards can be utilized for the development of a short learning programme which potentially can improve workplace practice and deals with 'just in time' learning required in a workplace environment, while at the same time can be part of the learning pathway and career planning of the employee.

SHORT COURSES AND SKILLS PROGRAMMES

In the SAQA document *The Recording of Short Courses* (July 2000, p 6) a short course is tentatively defined as:

“A short course is a course which has a credit value of less than 120 credits. a short course approximates to a course of less than six months duration.”

This tentative definition gives some clues as to the approach to short course provisioning in the system:

- It has credit-value
- It is less than six months in duration.

In fact, this definition is in line with what is considered to be a 'skills programme' as defined in the Skills Development Act (No 97 of 1998):

“An occupationally-directed programme which is presented by an accredited provider, and when completed will constitute credit towards and NQF registered qualification.”

Short courses as defined above and skills programmes as defined in the Skills Development Act seems to be very closely related, particularly in terms of credits associated with this type of learning.

With these definitions in mind, the following types of providers and provisioning has been identified in this area:

1. Provider A offers short learning programmes for which unit standards have been developed.

In order for this type of provider to become an accredited provider, it may need to:

- Identify unit standards and part qualifications against which the learning programme will be structured
- Restructure learning programmes, course material, delivery methods and assessment methods to meet the requirements of the unit standard(s) or exit level outcomes.
- Develop delivery and assessment arrangements
- Ensure that the short learning programmes are credit-bearing and articulates with a full qualification.

This type of provider may currently be offering short learning programmes against old/interimly registered qualifications. Encouraging providers to re-align their programmes will improve the uptake of newly registered unit standards and qualifications, and will facilitate quality assurance through the ETQAs. These providers can be fully accredited as in the case of providers offering full qualifications.

2. Provider B offers short learning programmes for which unit standards are in development, but are not yet available

For this provider to be included into the quality assurance loop, it may need to:

- Identify proposed unit standards and qualifications against which the learning programme will be developed and/or indicate the need, through the standard-setting processes, for the development of unit standards in the particular area
- Develop delivery and assessment infrastructure in line with outcomes-based principles
- Indicate that short learning programmes will be credit-bearing and indicate how these will articulate with full qualifications.

Many providers of short learning programmes currently fall within this category. While unit standards and qualifications are being developed, an interim approach is essential. In the short term, this may be an intensive area for recognition of prior learning (RPL). However, as the system develops, it will also accommodate the dynamic nature of short course provisioning in the long term. It allows for the development of short learning programmes which will meet market-place needs and 'new' knowledge emanating from workplace practice. While these providers cannot be fully accredited from the outset, an interim process has to be put in place to ensure that full accreditation ultimately takes place.

3. Provider C offers short learning programmes which are linked to the professional registration of an individual

Providers who are offering programmes which are linked to the professional registration of an individual, such as a registration as a medical doctor, a chartered accountant, a surveyor, etc. have also been identified. These providers are mostly recognized by professional bodies and/or professional body ETQAs and have a specific function to fulfill in terms of the qualification achieved at an accredited institution of higher learning. In completing this part of the qualification, the individual achieves the right to practice. These programmes are not short learning programmes, but are part of the foundational qualification.

However, some of these providers may also offer short learning programmes as part of continuing professional development/education (CPD and CPE), and continued registration and the right to practice may hinge on the successful completion of this learning programme.

Such a provider will have to meet the same criteria as identified under Provider A (above).

ETQAs, Professional Bodies and other statutory bodies responsible for the quality of service delivery in a particular sector, could agree on mutual criteria for the accreditation of providers of this kind. This will prevent duplication of accreditation processes.

4. Provider D offers short learning programmes for which there will never be unit standards or qualifications

The contention is that provisioning of this nature does not need regulation and quality assurance. However, in many sectors, despite offering short learning programmes for which there will never be unit standards and qualifications, quality assurance is critical and the system must accommodate this type of provisioning.

This may include providers who are offering product or equipment-specific training. An example of this type of training is found in the medical profession where medical practitioners make use of highly sophisticated pieces of equipment where, if not used correctly, may endanger lives.

The information technology sector is another example. Many providers of short learning programmes in this sector offer product-specific training, for which large amounts of money is charged. Employers want to have the assurance that trainees will come out of the training with real workplace

related skills and knowledge. Quality assurance is clearly essential, even if it does not take the same shape as for providers A and B (above).

Other types of provisioning of this nature may include the 'feel good', personal enrichment category or other 'open-ended' forms of training. Short learning programmes may fulfill in the need for stress management, assertiveness training or personal motivation. Quality assurance is not essential, but is desirable.

Also, programmes of this nature may be too short to meet the requirement of a minimum of 1 credit, i.e. 10 notional hours, for example time management, diversity management, etc. Here too, quality assurance is desirable, but not essential.

A self-evaluation process, as a key mechanism whereby providers become their own 'quality assurers' as an initial step towards recognition, may be used for this group of providers in particular.

In summary, provisioning of this nature is clearly differentiated into two categories:

- Provisioning that takes place against registered (or proposed) unit standards and qualifications. Short learning programmes of this nature meets the requirements of skills programmes as captured in the Skills Development Act (No 97 of 1998) and should therefore be called **skills programmes**. This includes Provider A, B and C from the examples given above.
- Provisioning that does not take place against registered (or proposed) unit standards and qualifications. This type of provisioning is again divided into two categories, i.e.
 - Provisioning where quality assurance is clearly essential due to the nature and content of the programme and the critical knowledge and learning it contains
 - Provisioning where quality assurance is desirable but not critical.These programmes are called **short courses** and include Provider D from the examples given above.

The all-encompassing term proposed for provisioning of both short courses and skills programmes is **short learning programmes**.

In the light of this, skills programmes, short courses and short learning programmes are therefore defined as:

Skills programmes:

A skills programme is an occupationally-directed programme which is presented by an accredited provider, and when completed will constitute credit towards an NQF registered qualification.

This is in line with the Skills Development Act (No. 97 of 1998), and it includes any short learning programme that will lead to credits towards an NQF registered qualification, whether it is offered in Higher Education, Further Education or General Education and any context, i.e. professional development, skills based or occupationally based.

Short courses:

A short course is a learning programme that is presented by a recognized provider within a particular field of learning to fulfill in a particular need and offers non-credentialed programmes. The learning will not lead to credits towards an NQF registered qualification, but quality assurance of the provisioning is desirable, if not essential.

Short learning programme:

“Short learning programme” is the term used to describe any short programme, i.e shorter in duration than six months. This encompasses skills programmes and short courses, whether credits are awarded or not.

PROVIDERS

According to the *ETQA Regulations* (1127 of 8 September 1998), ‘provider’ means a body which delivers learning programmes which culminate in specified National Qualifications Framework standards or qualifications and manages the assessment thereof.

The following extract from the *Criteria and Guidelines for the Accreditation of Providers*, further clarifies the term ‘provider’:

“An education and training body, in other words a provider, is not limited to an institution or organization. Providers can include companies, work-based training centres, a collaboration amongst a range of partners (organizations, institutions, companies, tuition centres, RPL centres, assessment centres, trade testing centres, individuals, community structures) and even some forms of

consultancies.” (SAQA, 2001, p.19) (This will include SMME and emerging providers of education and training.)

In this document, categories of providers are outlined to include:

- Delivery only site
- Assessment only site
- Delivery and assessment site

These categories are useful in terms of providers of skills programmes. Such a provider could therefore take responsibility for the delivery of learning, but the assessment could be undertaken by a partner assessment site.

However, in addition to these categories, providers come in other shapes as well:

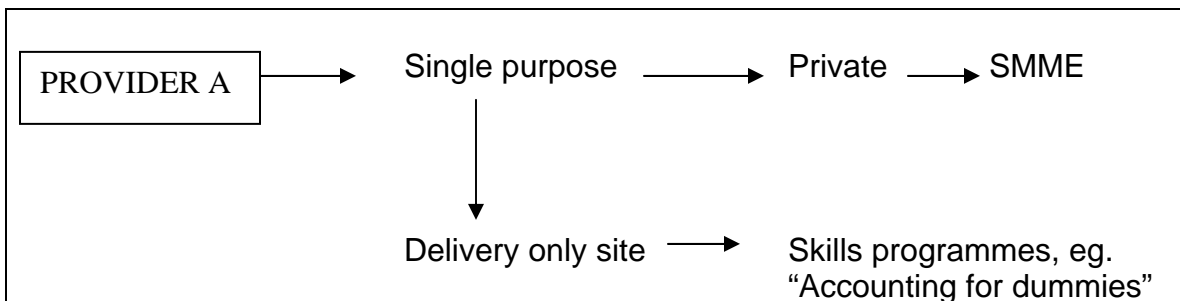
- Multi-purpose providers (public and private)
- Single purpose providers (large, small, in-house, work-based, consultancies)

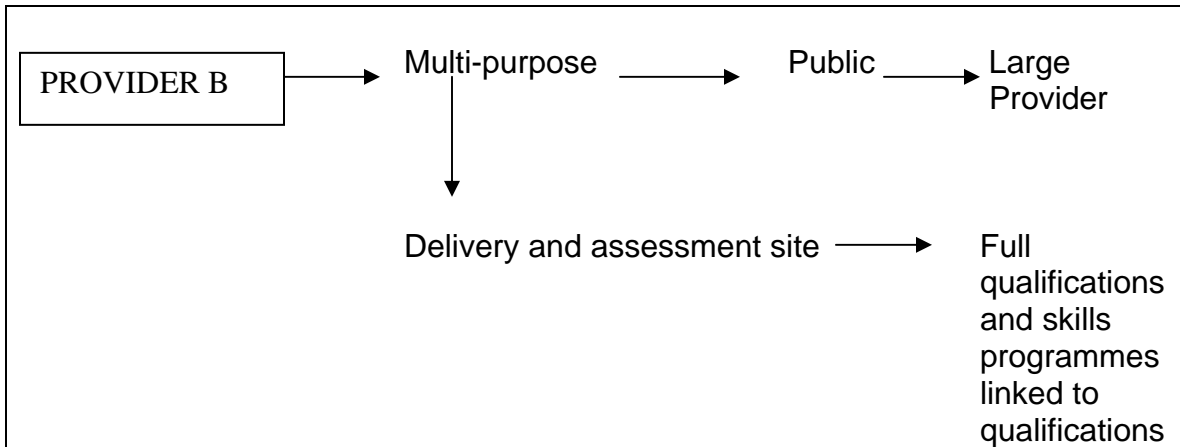
These two categories are further divided into bands, i.e. HET and FET/GET, and still further divided into public and private. It also includes the host of SMME providers, who are particularly active in the provisioning of short learning programmes.

A further distinction could be providers who are offering:

- Full qualifications, i.e. qualifications based on unit standards or ‘whole’ qualifications;
- Learning programmes against part(s) of these qualifications, i.e. against a set of unit standards or a broad exit level outcome for which credits are awarded;
- A combination of both examples given above.

Look at the following examples of providers:





It is clear from these examples that providers of short learning programmes may come in many different shapes. To further clarify provisioning of this nature, the Department of Labour has identified certain criteria for the approval of skills programmes. These requirements are equally important to providers offering skills programmes and providers offering short courses.

The purpose of the short learning programme should be to:

- Provide learners with practical (hands-on) experience where appropriate
- Increase employability, self-employment possibilities and mobility within a workplace
- Provide access to learning opportunities towards nationally registered unit standards and qualifications
- Provide occupationally-directed and focused learning
- Contribute towards closing the skills gap identified in the Workplace Skills Plan (WSP), the Sector Skills Plan (SSP) and National Skills Plan (NSP).

(Paraphrased from: *Criteria for Approving Skills Programmes*, DoL, 2001)

In addition, short learning programmes should meet the immediate needs as identified through workplace practice and should be resource (time and cost) effective.

MODELS FOR ACCREDITATION

A number of models for the accreditation of providers of short learning programmes are emerging:

1. Full accreditation

A provider offering short learning programmes training against registered unit standards and/or exit level outcomes or part

qualifications, can be fully accredited. This includes single purpose and multi-purpose providers whether they are small or large, private or public, and whether they are offering only short learning programmes and/or full qualifications. The normal accreditation process required by the particular ETQA comes into effect, taking into account the accreditation requirements and cost to SMME and emerging providers. Quality assurance takes place as per the ETQA arrangements.

2. Conditional accreditation

Providers who are offering training against proposed unit standards and/or who have not yet re-aligned their programmes to the requirements of registered unit standards, may be conditionally accredited. Conditional accreditation is dependent on standard-setting processes and is limited in duration, i.e. a provider will receive the right to offer training, but within a particular period of time (as defined by the ETQA), should seek full accreditation.

This approach makes it possible for the standard-setting processes to be completed whereby old/interimly registered qualifications are aligned to the NQF and whereby identified proposed unit standards and qualifications are registered on the NQF.

This form of accreditation also allows for the accommodation of 'new' knowledge as it emerges from workplace practice (refer to the example of Provider B above).

The accreditation processes of the particular ETQA is relevant here and quality assurance will take place as per ETQA arrangements but with conditions attached. This makes it possible for the provider to re-align, re-develop, etc. within a particular period of time.

3. Recognition

Providers who are offering training for which there will never be unit standards or qualifications, will be recognized. It is important that the recognition status not be seen as a lesser form of accreditation, but that the reasons for recognition versus accreditation are very clear. Providers who are offering training for which quality assurance is critical (refer to the example of Provider D above), should not be marginalized because unit standards and qualifications will never be developed.

The recognition processes may relate very closely to accreditation processes of a particular ETQA, but will stop short at the description of unit standards and/or part qualifications against which training will be offered. Quality assurance can centre on the delivery and infrastructure and on the achievement of learning programme

outcomes, rather than on the achievement of outcomes as expressed in unit standards and qualifications.

4. Dual status

In many cases it may be necessary to grant dual status to providers. Providers should not be prevented from offering training that will be aligned to NQF registered unit standards and qualifications and offering short learning programmes that fall within the 'short course' category. A provider may thus be:

- Fully accredited and conditionally accredited
- Conditionally accredited and recognized
- Fully accredited and recognized
- Any combination of the above

CRITERIA FOR ACCREDITATION

The criteria for accreditation are taken from the SAQA policies and the policies and procedures as developed by the ETQAs. A summary of the core criteria, as expressed in the *Criteria and Guidelines for Providers* (SAQA, 2001), are as follows:

- Purpose of the organisation, including the vision and mission of the provider
- A quality management system, including policies and procedures for programme delivery, staff and learner policies and assessment policies
- Review mechanisms in terms of the implementation of policies and procedures
- Management systems, including financial and administrative resources and physical infrastructure of the provider

This document does not propose that separate (and different) accreditation processes and quality assurance procedures be developed for providers of short learning programmes. The ETQA must, as far as possible, use the same processes.

However, given that a large percentage of providers offering short learning programmes currently fall within the category of SMME and emerging providers, the accreditation criteria must be contextualised. The system should not inhibit accreditation, but rather find ways in which all providers can be assisted to achieve accreditation and/or recognition.

LEGISLATIVE FRAMEWORK

The translation of the NQF objectives into measurable success indicators is increasingly becoming clearer as the system develops. The NQF objective to *'create an integrated framework for learning achievements'* finds expression in the place of skills programmes in the system, i.e. that skills programmes should lead to credits towards a qualification. Likewise, the objective to *'facilitate access to, and mobility and progression within education, training and career paths'* links very closely to the purpose of developing and implementing a skills programme, namely to:

- Increase employability, self-employment possibilities and mobility within a workplace
- Provide access to learning opportunities towards nationally registered unit standards and qualifications

Providers of short learning programmes will be playing a critical role in the achievement of these objectives and will make it possible for employers to train their workforce in a resource-efficient manner. It is therefore critical for provisioning of this nature to be quality assured. If not, mobility and articulation of skills and knowledge and access to further education will not be possible.

The 1996 statistics (Statistics South Africa: 1996) regarding the levels of education of economically active adults, clearly point to the fact that workplace education and training is critical to close the skills gaps in this country:

- 6,2% have education levels above grade 12;
- 16,4% have grade 12;
- 33,9% have some secondary schooling;
- 7,5% have completed primary schooling;
- 16,7% have some primary schooling; and
- 19,3% have no schooling.

Further, within the context of globalisation, and the demand for higher skills, it was found that "between 1970 and 1998 high skilled jobs have increased by nearly 20 per cent and during the same period the number of unskilled jobs fell by a similar proportion" (NSDS booklet: April 2001, p. 7). It is therefore imperative that strategies are put in place to address the need for up-skilling and multi-skilling in a cost-effective way. Short learning programmes, including skills programmes and short courses, will meet the challenge to supply a better educated workforce.

The Skills Development Strategy (NSDS) and Human Resource Development Strategy (HRDS) therefore foreground the following objectives:

- To develop a culture of quality lifelong learning
- To foster skills development in the formal economy for productivity and employability
- To stimulate and support skills development in small businesses
- To promote skills development for employability and sustainable livelihoods through social development initiatives
- To assist new entrants into employment.

(NSDS booklet: April 2001, p.6)

It goes without saying that the large number of people currently active in the economy, cannot be removed from the workplace for extended periods of time to be re-trained and up-skilled. Short learning programme provisioning, if it is brought into the quality assurance loop in a systematic and coherent fashion, is pivotal in achieving the objectives of the NQF and of the National Skills Development Strategy.

SKILLS PROGRAMMES AND RPL

A baseline survey of industrial training in South Africa, commissioned by the Labour Market Skills Development Programme in 2000, and undertaken by the HSRC, highlight the following statistics for training initiated by the Department of Labour between 1982 and 1998:

MACRO OVERVIEW OF TRAINING ACTIVITIES AS RECORDED BY THE DEPARTMENT OF LABOUR, 1982 – 1998

Type of Training	Total number of trainees 1982 -1998
In-Service Training:	
Regional training centres	189 146
Private training centres	1 946 509
Training schemes where levies apply	182 993
Training schemes (Sect 48 of LRA)	92 869
Training of Unemployed and Workseekers	1 282 045
Total number of trainees	3 693 562

(Baseline Survey: Oct 2000, p.14)

(These figures do not include what was traditionally known as ‘short courses’ in terms of management, office and related training, professional development and other forms of training not within the scope of the Department of Labour’s initiatives.)

A large percentage of the training indicated in the table above includes non-credentialed training, i.e. training for which no formal recognition was given. Certainly, where formal recognition was given, in most cases, this did not meet

the requirements of a full qualification. Therefore, these figures indicate a desperate need for recognition of prior learning (RPL) whereby people who have undergone in-service and other forms of non-formal training would be given credits towards formally registered unit standards and qualifications on the NQF.

This document does not suggest that 3 693 562 people must be given recognition for prior learning, but it does indicate the extent to which short learning programme provisioning is part of our education and training landscape and that if this is not brought into the system shortly, the emerging education and training system will fail a large percentage of current and new entrants to employment.

SKILLS PROGRAMMES AND LIFELONG LEARNING

Lifelong learning is a key objective of the NQF and the National Skills Development Strategy (NSDS). In the NSDS booklet (April 2001, p.11), it is expressed as follows:

“The notion of life-long learning is one of the key principles of the South African Qualifications Authority. It is recognition that individuals should have opportunities for self-improvement at any stage of their lives, be they employed, unemployed or seeking a first job. As the economy grows and develops, so new skills will be demanded and people will need to retrain for them. The provision of opportunities to learn at any age also guarantees second chance opportunities for people, who for a variety of reasons may have ‘missed out’ [the first time round]”.

Opportunities for lifelong learning are therefore a key principle of the emerging education and training system of South Africa. Where this principle is linked to career paths and learning pathways, it becomes even more meaningful for the employer and employee. The example used in the Introduction of this document (p.5), clearly makes the point that skills programmes can serve this purpose.

RECORDING OF CREDITS

The SAQA National Learner’s Records Database (NLRD) can record individual credits. This will make it possible to record credits once skills programmes have been completed. It is therefore not necessary for an ETQA to retain this information until such time a learner has achieved a full qualification. Many learners may not be interested in attaining a full qualification, or it may take place over a period of time, but in the interim need formal recognition for the learning that has been completed.

In the future it is the intention for such credits to be linked on the NLRD. This will mean that once the learner has achieved the required number of credits towards a particular qualification, this will be reflected as such on the NLRD, preventing double credits to be awarded.

CONCLUSION

Short learning programmes has a very particular place in the National Qualifications Framework and in the achievement of the objectives of the NQF. Some of the benefits of bringing this type of provisioning into the quality assurance cycle include:

- ❑ Articulation and mobility of learners within education and training are enhanced;
- ❑ Access to education and training is facilitated through flexible pathways to the achievement of qualifications;
- ❑ Learners who access education and training through skills programmes are protected through the quality assurance processes of ETQAs;
- ❑ This approach opens up the possibilities for recognition of prior learning for thousands of learners who completed non-credentialed programmes in the past;
- ❑ Short learning programmes are developed and delivered with articulation possibilities in mind, thereby developing a 'seamless' system of access and articulation;
- ❑ The dynamic nature of short learning programmes could support the setting of standards and the development and review of qualifications meaningfully;
- ❑ The accreditation of providers of short learning programmes do not differ substantially from the accreditation of providers of full qualifications, thereby avoiding the need for the establishment of 'different' accreditation processes

This document has put forward a systemic approach to provisioning of short learning programmes. Provisioning of this nature is now seen as a necessary and flexible tool to support the Human Resource Development and National Skills Development Strategies that have as their objectives the development of our workforce, in line with worldwide trends, to meet the requirements of globalization and the demands of the twenty-first century.

TERMS AND ACRONYMS

Accreditation	The certification, usually for a particular period of time, of a person, a body or an institution as having the capacity to fulfill a particular function in the quality assurance system set up by the South African Qualifications Authority in terms of the Act.
Conditional accreditation	The conditional certification, usually for a particular period of time, of a person, a body or an institution as having the capacity to fulfill a particular function in the quality assurance system set up by the South African Qualifications Authority in terms of the Act.
CPD	Continued Professional Development
CPE	Continued Professional Education
Credentialed	Formal recognized certificate and/or credits issued on completion of a learning programme
DoL	Department of Labour
ETQA	Education and Training Quality Assurance Body
FET	Further Education and Training
GET	General Education and Training
HET	Higher Education and Training
HRDS	Human Resource Development Strategy
HSRC	Human Sciences Research Council
INSET	In-service Education and Training
Lifelong learning	People continuing to learn throughout their lives, and not only when they are young
Multi-purpose provider	A provider offering programmes over a broad spectrum of learning fields
Multi-skill	Relating to diverse skills required in a variety of contexts
NLRD	National Learner's Record Database
Non-credentialed	Training for which no formal recognition and/or certification is given
NSDS	National Skills Development Strategy
NSP	National Skills Plan
NQF	National Qualifications Framework
QMS	Quality Management System
Recognition/recognized	A provider may achieve 'recognition' as having the capacity to fulfill a particular function in the quality assurance system, but is offering non-credentialed programmes
RPL	Recognition of Prior Learning
SAQA	The South African Qualifications Authority

SETA	Sector Education and Training Authority
Short course	A short course is a learning programme that is presented by a recognized provider within a particular field of learning to fulfill in a particular need and offers non-credentialed programmes. The learning will not lead to credits towards an NQF registered qualification, but quality assurance of the provisioning is desirable, if not essential.
Short learning programme	“Short learning programme” is the term used to describe any short programme, i.e shorter in duration than six months. This encompasses skills programmes and short courses, whether credits are awarded or not.
Single purpose provider	A provider offering programmes in a particular field of learning only
Skills programme	A skills programme is an occupationally-directed programme which is presented by an accredited provider, and when completed will constitute credit towards an NQF registered qualification.
SMME	Small, Medium and Micro Enterprises
SSP	Sector Skills Plan
Up-skill	Upgrading of skills in a particular field of learning
WSP	Workplace Skills Plan

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