



**higher education  
& training**

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

**OFFICE OF THE DEPUTY DIRECTOR-GENERAL:**

**TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**

Private Bag X174, PRETORIA, 0001, 123 Francis Baard Street PRETORIA 0002 South Africa

Enquiries: Ms M Mafa

Tel: (012) 312- 5506

e-mail: [Mafa.M@dhet.gov.za](mailto:Mafa.M@dhet.gov.za)

**TVET NUMBERED CIRCULAR 0060**

**Date: 05 February 2020**

**RE: DATA POLICY DIRECTIVE 5 – February 2020**

**TO: TVET College Acting/Principals** [*Distribution of circular by Office of DDG: T*]

**TVET College Data Managers** [*Distribution of circular by CD: Systems Planning and Institutional Support*]

**Service Providers of TVET Business Management Systems** [*Distribution of circular by CD: Systems Planning and Institutional Support*]

**CC: Regional Managers** [*Distribution of circular by Office of DDG: T*]

**Acting/Regional TVET Directors** [*Distribution of circular by Regional Manager*]

**Branch P Officials** [Dr H Narsee, Ms N Tema and Mr B Kanhanga] [*Distribution of circular by CD: Systems Planning and Institutional Support*]

Dear Principals, TVET College Data Managers and Service Providers of TVET Business Management Systems

This circular is to be read in conjunction with the attached technical notes (**Annexure A**). The purpose of this circular is to:

1. Inform colleges of the different programme types applicable for reporting enrolment records in 2020 onwards;

2. Note the resolution regarding mapping of the trades offered by Centres of Specialisation (COS) colleges.
3. Direct college and service providers of TVET Business Management Systems (BMS) when to generate own mapping codes; and
4. Guide colleges and service providers on mapping and reporting of enrolment into skills programmes, especially enrolment into non-accredited and blended programmes.

#### **1. TVETMIS Programme Types**

It has been noted that colleges report a high number of students under “Other.” As such a decision was taken to phase out “Other” as programme type and to introduce six major programme types in 2020 for reporting enrolment. All student enrolments must be mapped and reported in terms of these programme types and reflected as such in Report 60. The qualifications and programmes identified as programme types for planning and TVETMIS reporting are:

- (i) National Certificate Vocational (NC (V)) qualification with 19 vocational programmes;
- (ii) Report 190/191 part-qualifications leading to the National N Diploma on the National Qualifications Framework (NQF) level 6;
- (iii) Pre-Vocational Learning Programme (PLP) which is a foundational learning programme at college entry level and not registered on the NQF;
- (iv) Occupational qualifications inclusive of the trade offerings offered by COS and other colleges;
- (v) Skills programmes, including accredited and non-accredited or blended programme offerings; and
- (vi) Qualifications on NQF levels 5 and 6 – among these are the higher certificate qualifications to be offered under the auspices of a higher education institution such as a university.

The technical notes provide directives to map enrolment records accurately and to avoid retractions of college data due to wrong mapping. Colleges and service providers are to follow these guidelines closely.

## **2. Resolution regarding mapping the trades offered by COS colleges**

The codes used for the reporting on occupational qualifications delivered through the COS established at selected TVET colleges are the same as for any other registered occupational qualification. For reporting on occupational qualifications (these are 13 trade offerings) implemented through a COS, a TVETMIS “look-up” facility was created to mark/ indicate that the programme is offered through a COS. In addition, a report was developed that reflects “part of” for any occupational enrolment record – i.e. part of a learnership, part of an apprenticeship or part of COS.

## **3. Directive for generating own mapping codes**

For mapping enrolment in the six major programme types, the **official codes** should be used – i.e. these are the NQF IDs of the respective qualifications, programmes and unit standards. In the case of NC (V) and Report 190/191 for which national examinations are coordinated by the Department, the same subject codes are used as for the national examinations enrolment. These have been issued by the Chief Directorate: National Examinations and Assessment. For PLP the Department has issued a set of official codes which are explained in Data Policy Directive 4 of June 2019.

However, in case of short skills courses that are non-accredited and often non-formal, internationally accredited or even blended, official codes do not exist. These programmes typically do not have credits awarded by the South African Qualifications Authority and may consist of a blend of registered unit standards (bearing credits) combined with a client-driven tailor-made curriculum (non-credit bearing). For these customised or internationally accredited skills programmes and courses the college BMS generated codes may be used.

## **4. Mapping and reporting of shorter skills programme enrolment**

Although it is regarded as essential to report enrolment into college programmes for which resources have been deployed, the duration of non-accredited or blended short skills courses is often very short and their nature could be extremely informal, requiring only attendance.

Therefore, to report this type of enrolment the following conditions apply.

- (i) The duration should be substantial, preferably more than one day; and
- (ii) Not only should an attendance certificate be issued by the college, some form of formal assessment regarding competency should be conducted to issue a certificate of achievement.

Colleges are to strictly adhere to the guidelines contained in this policy directive and technical notes (**Annexure A**). Should you experience any challenge or require clarification in this regard, please contact Ms MB Mafa at 012 312 5506 or Mr Modisaotsile Tlotleng at 012 312 6036.

Yours sincerely



Ms A Singh

**Acting Deputy Director-General**

**Technical and Vocational Education and Training**

Date: 06/02/2020

## Technical Notes

### TVETMIS Reporting on Programme Types

At the third TVETMIS Forum a need was expressed by colleges and business management systems (BMS) vendors to clarify critical definitions and terms and related coding of qualification and programme offerings of TVET colleges. These notes should be read in conjunction with policy directive 5 as it explains the classification of the different programme types and related codes to be used for TVETMIS reporting.

Up to 2019 enrolment has been recorded and reported to TVETMIS in terms of **5 programme types**, i.e. the National Certificate Vocational (NCV) qualification, Report 190/191, Occupational Qualifications, Pre-Vocational Learning Programme (PLP) and Other. From 2020 onwards reporting and submission of enrolment records to TVETMIS will be done in terms of **6 major programme types** – outlined in section 1 below.

The distinction between programme and qualification types is important. However, in the context of TVET college planning and TVETMIS reporting the term “Programme Type” has been adopted. A programme type consists of full qualifications such as the NCV with 19 vocational programmes, part-qualifications such Report 191 N programmes, and non-qualification programmes such as the PLP.

#### 1. REPORTING ON PROGRAMME TYPES IN A TVETMIS CONTEXT

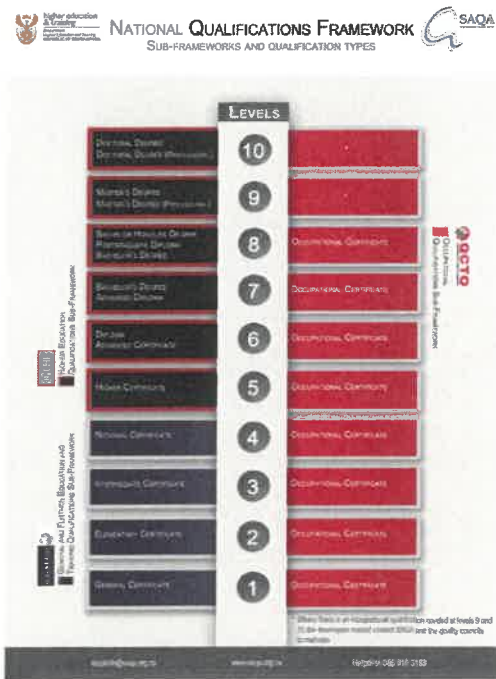
TVET college student enrolment is mapped and reported in terms of 6 major programme types. These programme types are:

- a) The NCV qualification with 19 vocational programmes;
- b) Report 190/191 part-qualifications leading to the National N Diploma on the National Qualifications Framework (NQF) L6;
- c) The PLP which is a foundational learning programme and not registered on the NQF;
- d) Occupational qualifications, including the trades – some offered by centres of specialisation (COS) colleges [**Note:** It is expected that most of these qualifications will be at NQF levels 1-4];
- e) Skills programmes which include accredited and non-accredited programme offerings; and
- f) Qualifications on NQF levels 5 and 6 – among these are the higher certificate qualifications to be offered under the auspices of a higher education institution such as a university.

**NOTE:** The programme types may be further sub-divided for reporting purposes.

**General guidelines for mapping programme types**

Qualifications and part-qualifications, unit standards and learning programmes which can be offered by various providers are registered on the NQF at 10 levels. These qualifications and programmes have further been categorised within 3 sub-frameworks [refer Figure 1 and 2 below] which are maintained and quality assured by the respective quality councils.



**Figure 1: NQF levels and qualification types**

Sub Framework		NQF level	Qualification types
General and Further Education and Training Qualifications Sub-Framework (GFETQSF)	Occupational Qualifications	1	Grade 9
		2	Grade 10/ National (vocational) Certificates level 2/ Occupational Certificates
		3	Grade 11/ National (vocational) Certificates level 3/ Occupational Certificates
		4	Grade 12/ National (vocational) Certificates level 4/ Occupational Certificates
Higher Education Qualification Sub-Framework (HEQSF)		5	Higher Certificate/ Advanced National (vocational) Certificates/ Occupational Certificates
		6	Diploma/ Advanced Certificate/ Occupational Certificates
		7	Degree/ Advanced Diploma/ Post-graduate Certificate
		8	Honours/ Post-Graduate Diploma
		9	Masters
		10	Doctorate

**Figure 2: NQF sub-frameworks, levels and qualification types**

The NQF database of qualifications, unit standards and learning programmes can be accessed on the website of the South African Qualifications Authority (SAQA). It is advisable to download the respective qualification and programme documents to ensure you understand their design and to enable accurate mapping.

**2. REPORTING ON NCV, REPORT 190/191 AND PLP**

TVETMIS reporting on NCV and Report 190/191 appears to be consistent and clear and colleges can request clarification from the Department if deemed necessary. PLP reporting has been clarified in a Data Policy Directive 4 issued in June 2019 – it can be downloaded from <https://webapps.dhet.gov.za/TECHNICA>.

### 3. REPORTING ON OCCUPATIONAL QUALIFICATIONS INCLUDING TRADES

#### 3.1 Occupational qualifications and their design

All types of occupational qualifications offered by colleges must be reported to TVETMIS. The data submission requirements are based on the specific nature and requirements of occupational qualifications and their delivery in a TVET college context. TVET colleges have full or part responsibility for student/participant performance in these qualifications and programmes and offer these in collaboration with employers or other institutions. Ideally reporting on occupational qualifications offered by colleges must be holistic. TVETMIS data submissions should cover the full cycle for the student/participant up to the final certification or award, e.g. completing a trade test and/or the issue of an occupational certificate. As such reporting differs significantly from that on the programmes in the ministerial approved programme register and should include both the delivery and assessment aspects of these qualifications and programmes.

Occupational qualifications are registered on the occupational qualifications sub-framework (OQSF) and quality assured by the Quality Council for Trades and Occupations (QCTO). They lead to an occupational certificate. Occupational qualifications registered on the OQSF are either:

- a) Full qualifications; or
- b) Part-qualifications [QCTO definition: “means an assessed unit of learning with a clearly defined purpose that is registered as part of a qualification on the NQF”].
- c) There are also legacy learnerships, registered and quality assured by the different sector education and training authorities (SETAs).

Occupational qualifications are structured into 3 types of credit-bearing modules:

- Knowledge/ Theoretical Modules (offered at a TVET college);
- Practical Skills Modules (offered at a TVET college); and
- Work Experience Modules (completed at an employer).

**NOTE:** All modules have codes that can be found in the applicable qualification documentation.

#### 3.2 Occupational qualifications enrolment at TVET colleges

Different practices have been followed for the enrolment into occupational qualifications at TVET colleges. Ideally, employers should approach a TVET college with apprentices or learners to be enrolled into occupational qualification programmes. It is a pre-requisite in general that the participant apprentice or learner signs an apprenticeship or learnership agreement with the employer prior to approaching the college. The employer then signs a memorandum of understanding (MOU) with the college and based on this agreement, the college provides the theoretical as well as the practical modules of the occupational

qualification. The workplace practice modules are completed at the employer. However, the responsibility of the college relating to the workplace component is not fully clear yet. Therefore, reporting directives in this regard have not been finalised.

In the COS project for the 13 trades, many of the participating colleges played an active role in the enrolment process. The colleges advertised for applicants/ learners, processed applications and presented a shortlist to employers for selection for the apprenticeship. An agreement followed between the TVET college, apprentice and employer.

**NOTE:** Enrolment into occupational qualifications is funded by sources other than Fiscus such as the National Skills Fund (NSF) or through SETA levy grants.

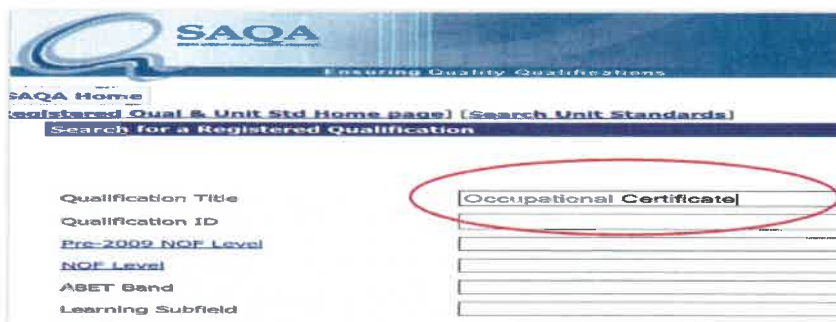
As explained in section 3.1, certification upon achievement of an occupational qualification is done by the QCTO and arises from an apprenticeship, a learnership, or a process of recognition of prior learning (RPL). An external integrated summative assessment (EISA) is conducted, involving the National Artisan Moderation Body (NAMB) and SETAs, prior to issuing the occupational certificate. No artisan registration is achieved without a trade test conducted at an accredited trade test centre.

### 3.3 Directives on reporting occupational qualification enrolments

All occupational qualifications have SAQA IDs as they are registered on the NQF. As such these IDs must be used when mapping the enrolment records. Furthermore, information must be captured for the knowledge, practical and workplace modules of an occupational qualification.

The IDs to be used as the codes for mapping occupational qualification enrolment records can be found on the SAQA website at <http://regqs.saqa.org.za/search.php>. The screen shots below guide on the search and identifying the codes to be used.

Search for “occupational certificates” in the NQF database.



The screenshot shows the SAQA website search page. The search term "Occupational Certificate" is entered into the "Qualification Title" field. The page includes navigation links for "SAQA Home", "Registered Qual & Unit Std Home page", and "Search Unit Standards". The search criteria are listed as follows:

Qualification Title	Occupational Certificate
Qualification ID	
Pre-2009 NQF Level	
NQF Level	
ABET Band	
Learning Subfield	

**Figure 3: Search for occupational certificate**



The code (qualification or programme ID) to be used for TVETMIS reporting is found in the left column.

SAQA Home  
[Registered Qual & Unit SM Home page](#) | [Search Unit Standards](#)

Registered Qualification - Search Results  
 Searched system for Occupational Certificate

Qual / Prog ID	Qualification Title / Learning Programme	Pre-2009 NQF Level	NQF Level	ABET Band	Learning Subfield	NQF Sub-Framework	Originator	Field	Min Credits	Prima Deleg Funct
98823	Occupational Certificate in Driller (Explosion Order)	Not Applicable	NQF Level 03	Undefined	Fabrication and Extraction	OQSF	Development Quality Partner - MQA	Field 006 - Manufacturing, Engineering and Technology	70	
104798	Occupational Certificate: Aalim	Not Applicable	NQF Level 06	Undefined	Religious and Ethical Foundations of Society	OQSF	Development Quality Partner - HWSETA (Social Work)	Field 007 - Human and Social Studies	549	
101709	Occupational Certificate: Adult Literacy Teacher	Not Applicable	NQF Level 05	Undefined	Adult Learning	OQSF	Development Quality Partner - ETDPSETA (Education)	Field 005 - Education, Training and Development	198	
103222	Occupational Certificate: Air Conditioning and Refrigeration Certificate of Conformity Verifier	Not Applicable	NQF Level 04	Undefined	Manufacturing and Assembly	OQSF	Development Quality Partner - MERSETA (Manufacture)	Field 006 - Manufacturing, Engineering and Technology	142	
103226	Occupational Certificate: Air Conditioning and Refrigeration Compliance Verifier	Not Applicable	NQF Level 04	Undefined	Manufacturing and Assembly	OQSF	Development Quality Partner - MERSETA (Manufacture)	Field 006 - Manufacturing, Engineering and Technology	146	
103227	Occupational Certificate: Air Conditioning and Refrigeration Compliance Verifier	Not Applicable	NQF Level 04	Undefined	Manufacturing and Assembly	OQSF	Development Quality Partner - MERSETA (Manufacture)	Field 006 - Manufacturing, Engineering and Technology	641	

Figure 4: Search results in NQF database and IDs

Codes for the knowledge, practice and workplace modules of the occupational qualifications can be found by clicking on the qualification or programme ID in the left column. These are the codes to be used for mapping the enrolment records.

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**QUALIFICATION RULES**

This qualification consists of knowledge skills, practical skills and work experience at NQF Level 2, 3, and 4 totalling 540 Credits.

**Knowledge Modules, Totalling 108 Credits:**

- 653101000-KM-01, Workplace fundamentals, at NQF Level 2, 9 Credits.
- 653101000-KM-02, Foundational concepts for mechanics, at NQF Level 2, 14 Credits.
- 653101000-KM-03, Vehicle and equipment fundamentals, at NQF Level 2, 8 Credits.
- 653101000-KM-04, Basic engine systems, at NQF Level 2, 8 Credits.
- 653101000-KM-05, Vehicle, equipment and propulsion systems, at NQF Level 3, 13 Credits.
- 653101000-KM-06, Electrical systems and basic electronic, hydraulic and pneumatic principles, at NQF Level 3, 16 Credits.
- 653101000-KM-07, Advanced vehicle and equipment systems, at NQF Level 4, 30 Credits.
- 653101000-KM-08, Problem solving and engine optimisation, at NQF Level 4, 10 Credits.

**Practical Skill Modules, Totalling 162 Credits:**

- 653101000-PM-01, Work safely and respond to emergencies, at NQF Level 2, 6 Credits.
- 653101000-PM-02, Use tools and equipment, at NQF Level 2, 26 Credits.
- 653101000-PM-03, Cut and join metals, at NQF Level 2, 5 Credits.
- 653101000-PM-04, Remove and install mechanical components (gaskets, seals, bearings and locking devices), at NQF Level 2, 6 Credits.
- 653101000-PM-05, Work with auto-electric and auto-electronic components, at NQF Level 2, 2 Credits.
- 653101000-PM-06, Work with fluid power components, at NQF Level 2, 2 Credits.
- 653101000-PM-07, Maintain and service vehicles and vehicle components, at NQF Level 2, 6 Credits.
- 653101000-PM-08, Disassemble, assess and reassemble engines and engine sub-assemblies, at NQF Level 3, 15 Credits.
- 653101000-PM-09, Disassemble, assess and reassemble vehicle sub-assemblies, at NQF Level 3, 8 Credits.
- 653101000-PM-10, Remove, test, repair and refit engines and vehicle components, at NQF Level 3, 7 Credits.
- 653101000-PM-11, Diagnose and repair vehicle systems, at NQF Level 4, 46 Credits.
- 653101000-PM-12, Diagnose and repair electrical systems, at NQF Level 4, 14 Credits.
- 653101000-PM-13, Diagnose and repair electronically controlled vehicle systems, at NQF Level 4, 19 Credits.

**Work Experience Modules, Totalling 270 Credits:**

- 653101000-WM-01, Routine scheduled services, at NQF Level 2, 18 Credits.
- 653101000-WM-02, Removal and replacement of engine sub-systems (including batteries), at NQF Level 3, 12 Credits.
- 653101000-WM-03, Removal and replacement of vehicle sub-systems, at NQF Level 3, 16 Credits.
- 653101000-WM-04, Engine removal and installation processes, at NQF Level 3, 20 Credits.
- 653101000-WM-05, Repair processes (gearboxes, differentials and engines), at NQF Level 3, 28 Credits.
- 653101000-WM-06, Diagnosis and repair of electrical systems (charging, starting, lighting and auxiliary), at NQF Level 4, 36 Credits.
- 653101000-WM-07, Diagnosis and repair of engines and engine sub-systems, at NQF Level 4, 36 Credits.
- 653101000-WM-08, Diagnose and repair of brake systems, at NQF Level 4, 40 Credits.

Figure 5: Module IDs and codes

**NOTE:** The assessment approach for occupational qualifications implies that colleges own part of the responsibility for the trade test performance of the apprentice or that of the learner in a learnership. The Organising Framework for Occupations (OFO) is used when issuing trade certificates. However, the Department does not accept the use of OFO codes for TVETMIS reporting, only the NQF (SAQA) ID can be used.

### **3.4 Directives on reporting trade qualifications, including those offered by COS colleges**

As indicated in section 3.2, there are occupational qualifications (specifically 13 trades) that are offered by TVET colleges that are centres of specialisation as well as other colleges outside of the COS project. However, not all occupational qualifications are trade qualifications. The terms “COS Qualifications” or “COS Trades” are often used loosely, but these trade offerings are NOT programme or qualification types on their own. **Trade offerings are to be reported as occupational qualifications.**

The mapping and codes used for reporting trade enrolments therefore follow the same process as directed in section 3.3, regardless of the trade offerings being delivered through the COS colleges or others outside of the project. However, because of the COS project and the strategic enrolment targets set in this regard, the Department requires specific reporting on the trade enrolment by the COS colleges. A TVETMIS “look-up” facility was created that must be used to mark the specific enrolment as part of the trades offered by a COS college. Furthermore, a report was developed that reflects “part of” for any occupational enrolment record – i.e. part of a learnership, part of an apprenticeship or part of COS.

### **3.5 Directives on reporting learnership enrolments**

#### **The legacy and design of learnerships**

Learnerships are occupational qualifications and relate directly to an occupation or field of work, for example, electrical engineering, hairdressing or project management. They are legacy qualifications, generally registered, funded and managed by SETAs. An employer, an accredited training provider (e.g. a TVET college) and learners are involved when delivering learnerships. Once the learners have been selected, the three parties will enter into a learnership agreement.

Learnerships have theoretical, practical and workplace components. During the learnership, learners will be required to complete assignments, tasks and practical tests and projects. They will be formally assessed in the classroom and in the workplace. There is a fixed period (minimum a year but it can be longer) during which the qualification specific skills or competencies are to be acquired.

#### **Codes to be used for mapping learnership enrolment records**

A learnership leads to achievement of a registered qualification (consisting of unit standards) on a level on the NQF. Therefore, the official codes to be used, as with all occupational qualification reporting, are the NQF (SAQA) IDs for the qualification or programme and unit standards.

Commence by searching the NQF database for the qualification and unit standard IDs [refer screenshots following]. This database is found on the SAQA website at <http://regqs.saqa.org.za/search.php>. The qualification document contains all applicable codes to report the enrolment correctly.

Ensuring Quality Qualifications

SAQA Home

[Registered Qual & Unit Std Home page] [Search Unit Standards]

Registered Qualification - Search Results

Searched system for learnership

Qual / Prog ID	Qualification Title / Learning Programme Title	Pre-2009 NQF Level	NQF Level	ABET Band	Learning Subfield	NQF Sub-Framework	Originator	Field	Min Credits	Primary or Dele Functionary
59176	Further Education and Training Certificate: Business Systems Operations: End User (ERP)	Level 4	NQF Level 04	Undefined	Generic Management	OQSF	SGB Generic Management	Field 003 - Business, Commerce and Management Studies	122	SERVICES
57885	Further Education and Training Certificate: CNC Production Machining	Level 4	NQF Level 04	Undefined	Manufacturing and Assembly	OQSF	SGB Manufacturing and Assembly Processes	Field 006 - Manufacturing, Engineering and Technology	162	MERSETA
49021	Further Education and Training Certificate: Debt Recovery	Level 4	NQF Level 04	Undefined	Office Administration	OQSF	SGB Administration	Field 003 - Business, Commerce and Management Studies	140	FASSET
48928	Further Education and Training Certificate: Electrical Network Control	Level 4	NQF Level 04	Undefined	Manufacturing and Assembly	OQSF	SGB Power Plant Operations	Field 006 - Manufacturing, Engineering and Technology	190	EWSETA
58861	Further Education and Training Certificate: Electro-Mechanical Winding	Level 4	NQF Level 04	Undefined	Manufacturing and Assembly	OQSF	SGB Manufacturing and Assembly Processes	Field 006 - Manufacturing, Engineering and Technology	142	MERSETA
58270	Further Education and Training Certificate: Electro-Mechanics	Level 4	NQF Level 04	Undefined	Engineering and Related Design	SFAP	SGB Generic Manufacturing, Engineering, Technology	Field 006 - Manufacturing, Engineering and Technology	171	As per Learning F recorded against
50309	Further Education and Training Certificate: Environmental Practice	Level 4	NQF Level 04	Undefined	Environmental Sciences	OQSF	SGB Environmental Sc/Mgr & Waste Mnt	Field 010 - Physical, Mathematical, Computer Sci	140	LG SETA

Figure 6: Search results – qualification and programme IDs

Open the qualification document by clicking the blue code in the column to the left.



All qualifications and part-qualifications registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. The South African Qualifications Authority (SAQA) should be acknowledged as the source.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY  
REGISTERED QUALIFICATION:

National Certificate: Farming

SAQA QUAL ID	QUALIFICATION TITLE
20287	National Certificate: Farming
<b>ORIGINATOR</b>	SGB Primary Agriculture
<b>PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY</b>	AgriSETA - Agriculture SETA
<b>QUALIFICATION TYPE</b>	National Certificate
<b>FIELD</b>	Field 01 - Agriculture and Nature Conservation
<b>ABET BAND</b>	Undefined
<b>MINIMUM CREDITS</b>	120
<b>PRE-2009 NQF LEVEL</b>	Level 2
<b>NQF LEVEL</b>	NQF Level 01
<b>REGISTRATION STATUS</b>	Registered
<b>SAQA DECISION NUMBER</b>	SAQA 06120/18
<b>REGISTRATION START DATE</b>	2018-07-01
<b>LAST DATE FOR ENROLMENT</b>	2024-06-30
<b>LAST DATE FOR ACHIEVEMENT</b>	2027-06-30

Figure 7: Qualification Document

When you scroll down in the qualification document, you will find the unit standards that are applicable to the learnership. Each unit standard has a code that should be used for reporting.

UNIT STANDARDS:

ID	UNIT STANDARD TITLE	PRE LEV
113924	Apply basic business ethics in a work environment	Level
114974	Apply the basic skills of customer service	Level
114959	Behave in a professional manner in a business environment	Level
119566	Determine financial requirements of a new venture	Level
119573	Identify and demonstrate entrepreneurial ideas and opportunities	Level
119567	Identify the composition of a selected new venture's industry/sector and its procurement systems	Level
119568	Manage business operations	Level
119574	Manage finances for a new venture	Level

Figure 8: Unit standard IDs

**Note:** There is a practice by the Skills Branch of the Department to issue learnership codes. These codes are available in a spreadsheet and it is not clear who maintains this spreadsheet nor who is responsible for the management of the codes. **These codes are NOT to be used!!!**

Lship ID (SAGA)	Learnership Code	Learnership Title	Lship Regis End Date	ETQA registering Lship	Qual ID	Qualification Title
774	20Q200001001201	Farm Worker: Agronomy Level 1		AgriSETA	20287	National Certificate: Farming
775	20Q200002001201	Farm Worker: Horticulture Level 1		AgriSETA	20287	National Certificate: Farming
776	20Q200003001201	Farm Worker: Animal Husbandry Level 1		AgriSETA	20287	National Certificate: Farming
777	20Q200005XX1204	Junior Farm Manager Level 4		AgriSETA	20280	National Certificate: Farming
778	20Q200007XX1201	Farm Owner: Horticulture Level 1		AgriSETA	20287	National Certificate: Farming
779	20Q200008001201	Farm Owner: Animal Husbandry Level 1		AgriSETA	20287	National Certificate: Farming
780	20Q200009001201	Farm Owner: Agronomy Level 1		AgriSETA	20287	National Certificate: Farming
781	20Q200011251202	Farm Worker / Owner Level 2		AgriSETA	20288	National Certificate: Farming
782	20Q200012371201	Learnership in Animal Production Level 1		AgriSETA	48970	National Certificate: Animal Production
783	20Q200013401201	Learnership in Mixed Farming Systems Level 1		AgriSETA	48971	National Certificate: Mixed Farming Systems
784	20Q200014351201	Learnership in Plant Production Level 1		AgriSETA	48972	National Certificate: Plant Production
785	20Q200015381202	Learnership in Plant Production Level 2		AgriSETA	48975	National Certificate: Plant Production
786	20Q200016461202	Learnership in Mixed Farming Systems Level 2		AgriSETA	48977	National Certificate: Mixed Farming Systems
787	20Q200017451202	Learnership in Animal Production Level 2		AgriSETA	48976	National Certificate: Animal Production

*Figure 9: Example of learnerships codes not to be used*

## 4. REPORTING ON SKILLS PROGRAMMES

### 4.1 General definitions and design

Skills programmes and shorter skills courses vary from accredited, NQF credit bearing programmes to internationally accredited, non-accredited and often non-formal, or even blended variations. It is required to understand the differences in order to report the enrolment accurately.

SAQA defines a skills programme as follows:

#### Skills Programme



A Skills Programme is occupationally based and when completed will constitute credits towards a qualification registered on the NQF. Provisioning is undertaken by a training provider accredited by an ETQA (Skills Development Act No. 97 of 1998). A skills programme is a type of short learning programme.

Skills programmes in this context is a defined type of occupational programme, often unit standard based and credits will be earned towards a full qualification registered on the NQF upon completion of the skills programme. Although skills courses may consist of a single unit standard, they often have more. However, they are not full qualifications.

SAQA defines a credit bearing short course as follows:

#### Credit-bearing short course

A Credit-bearing short course is a type of short learning programme for which credits, in relation to the course's contribution to a unit standard and/or (part) qualification, are awarded. (Paraphrased from CHE, 2001:44). A credit-bearing short course usually contains less than 120 credits.

However, there are skills programmes and courses offered by colleges that are not credit bearing. The following examples were mentioned at the third TVET Forum: Flower Binding, Lawn Mower Repairs, and pre-trade test courses. Some of these are tailor-made courses consisting of a blend of registered unit standards combined with a client-driven tailor-made curriculum. Others are international accredited programmes such as ICDL.

### 4.2 Directives on codes to be used for skills programme and shorter course enrolments

If these skills programmes are accredited, then the reporting should be done on using the unit standard IDs. These IDs can be searched in the NQF database on the SAQA website at <http://regqs.saga.org.za/search.php>. However, official codes do not exist for the internationally accredited, non-accredited and often non-formal, or even blended variations. These programmes typically do not have NQF credits. For these customised or internationally accredited skills programmes and courses the college BMS generated codes may be used.

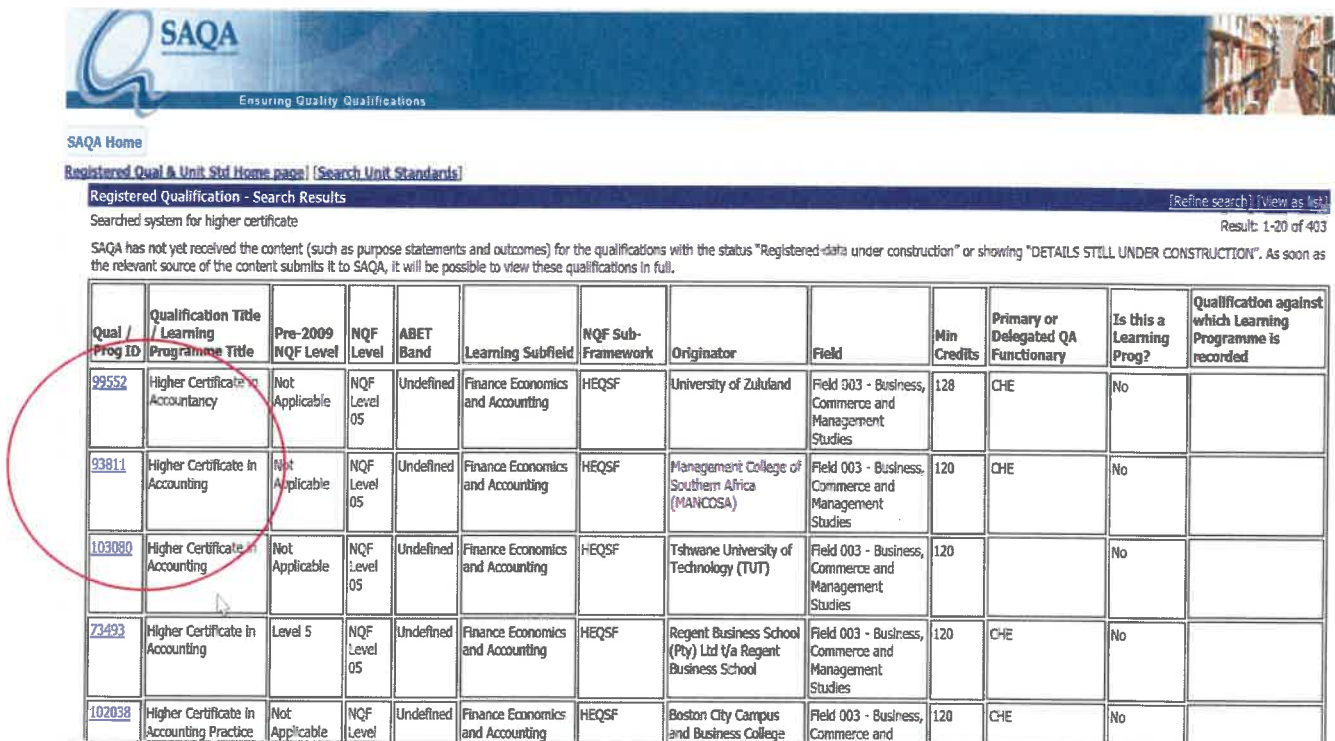
5. REPORTING ON LEVEL 5 AND 6 QUALIFICATIONS, INCLUDING HIGHER CERTIFICATES

5.1. Diversity in the context of level 5 and 6 qualifications

A Higher Certificate is a level 5 qualification and they are offered by some TVET colleges typically in collaboration with a tertiary educational institution such as a university. Ministerial approval for this has to be obtained. Other qualifications that are offered at these levels are the National N diploma on level 6 and occupational qualifications. The nomenclature of the occupational qualifications at these levels still have to be finalised and formalised.

5.2 Directives on codes to be used level 5 and 6 qualification enrolments

The codes to be used for TVETMIS Reporting can be searched in the NQF database on the SAQA website at <http://regqs.saqa.org.za/search.php>. Search a key word such as “Higher Certificate” or the level of the qualification or programme. Open the qualification documents and utilise the codes as explained in section 3.5



The screenshot shows the SAQA website interface. At the top, there is a SAQA logo with the tagline 'Ensuring Quality Qualifications'. Below the logo, there are navigation links: 'SAQA Home', 'Registered Qual & Unit Std Home page', and 'Search Unit Standards'. The main content area is titled 'Registered Qualification - Search Results' and includes a search filter for 'higher certificate'. The search results are displayed in a table with 14 columns: Qual / Prog ID, Qualification Title / Learning Programme Title, Pre-2009 NQF Level, NQF Level, ABET Band, Learning Subfield, NQF Sub-Framework, Originator, Field, Min Credits, Primary or Delegated QA Functionary, Is this a Learning Prog?, and Qualification against which Learning Programme is recorded. Five results are shown, with the first three rows circled in red. The first row (ID 99552) is for 'Higher Certificate in Accountancy' from the University of Zululand. The second row (ID 93811) is for 'Higher Certificate in Accounting' from the Management College of Southern Africa (MANCOSA). The third row (ID 103080) is for 'Higher Certificate in Accounting' from Tshwane University of Technology (TUT). The fourth row (ID 73493) is for 'Higher Certificate in Accounting' from Regent Business School (Pty) Ltd. The fifth row (ID 102038) is for 'Higher Certificate in Accounting Practice' from Boston City Campus and Business College.

Qual / Prog ID	Qualification Title / Learning Programme Title	Pre-2009 NQF Level	NQF Level	ABET Band	Learning Subfield	NQF Sub-Framework	Originator	Field	Min Credits	Primary or Delegated QA Functionary	Is this a Learning Prog?	Qualification against which Learning Programme is recorded
99552	Higher Certificate in Accountancy	Not Applicable	NQF Level 05	Undefined	Finance Economics and Accounting	HEQSF	University of Zululand	Field 003 - Business, Commerce and Management Studies	128	CHE	No	
93811	Higher Certificate in Accounting	Not Applicable	NQF Level 05	Undefined	Finance Economics and Accounting	HEQSF	Management College of Southern Africa (MANCOSA)	Field 003 - Business, Commerce and Management Studies	120	CHE	No	
103080	Higher Certificate in Accounting	Not Applicable	NQF Level 05	Undefined	Finance Economics and Accounting	HEQSF	Tshwane University of Technology (TUT)	Field 003 - Business, Commerce and Management Studies	120		No	
73493	Higher Certificate in Accounting	Level 5	NQF Level 05	Undefined	Finance Economics and Accounting	HEQSF	Regent Business School (Pty) Ltd t/a Regent Business School	Field 003 - Business, Commerce and Management Studies	120	CHE	No	
102038	Higher Certificate in Accounting Practice	Not Applicable	NQF Level	Undefined	Finance Economics and Accounting	HEQSF	Boston City Campus and Business College	Field 003 - Business, Commerce and	120	CHE	No	

Figure 10: Higher certificate search results