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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED UNIT STANDARD:**

Conduct outcomes-based assessment

SAQA US ID	UNIT STANDARD TITLE			
115753	Conduct outcomes-based assessment			
ORIGINATOR				
SGB Assessor Standards				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
ETDP SETA - Education, Training and Development Practices Sector Education and Training Authority				
FIELD		SUBFIELD		
Field 05 - Education, Training and Development		Higher Education and Training		
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	Level TBA: Pre-2009 was L5	15
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2018-07-01	2023-06-30	SAQA 06120/18
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2024-06-30		2027-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard replaces:

US ID	Unit Standard Title	Pre-2009 NQF Level	NQF Level	Credits	Replacement Status
7978	Plan and conduct assessment of learning outcomes	Level 5	Level TBA: Pre-2009 was L5	15	
9927	Conduct an assessment	Level 4	NQF Level 04	12	

PURPOSE OF THE UNIT STANDARD

This generic assessor unit standard is for those who assess people for their achievement of learning outcomes in terms of specified criteria using pre-designed assessment instruments. The outcomes and criteria may be defined in a range of documents including but not limited to unit standards, exit

level outcomes, assessment standards, curriculum statements and qualifications.

Those who achieve this unit standard will be able to conduct assessments within their fields of expertise. This unit standard will contribute towards the achievement of a variety of qualifications, particularly within the fields of Education Training and Development Practices and Human Resource Development.

People credited with this unit standard are able to carry out assessments in a fair, valid, reliable and practicable manner that is free of all bias and discrimination, paying particular attention to the three groups targeted for redress: race, gender and disability.

In particular, people credited with this unit standard will be able to:

- Demonstrate understanding of outcomes-based assessment;
- Prepare for assessments;
- Conduct assessments;
- Provide feedback on assessments; and
- Review assessments.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit calculation is based on the assumption that those starting to learn towards this unit standard have no previous assessment experience. It is assumed, though, that the candidate-assessors have evaluative expertise within the area of learning in which they intend to assess (see Definition of Terms for a definition of "evaluative expertise").

UNIT STANDARD RANGE

1. This generic assessment unit standard applies to assessment in all fields of learning. However, it is expected that assessments will be contextualised to meet the requirements of different contexts.

2. Assessment of candidate-assessors will only be valid for award of this unit standard if the following requirements are met:

- Assessments carried out by the candidate-assessor are in relation to significant, meaningful and coherent outcome statements that include criteria for assessment purposes, and allow for judgements of competence in line with SAQA's definition of competence i.e. embrace foundational, practical and reflexive dimensions of competence. Outcomes that are highly task-orientated and do not demand much, if any, in the way of reflexive competence, will not be sufficient for measuring competence as an assessor in terms of this unit standard. It is important that candidate-assessors select outcomes that enable them to meet the requirement laid out here.

- The candidate-assessor demonstrates repeatability by carrying out at least two assessments :
 - One of which may be a simulated assessment (in order to cover a range of typical assessment situations), and
 - At least one of which must involve a real candidate in a real assessment situation, preferably under the guidance of a mentor.

The assessments may involve two or more candidates in relation to the same outcome.

- Candidate-assessors produce evidence that they can conduct assessments in RPL situations and for candidates who may have fairly recently acquired the necessary knowledge and skills through courses or learning programmes. However, candidate assessors do not need to carry out both kinds of assessments in practice for the award of this unit standard. Should candidate-assessors carry out an RPL-related assessment for the purposes of this unit standard, then it is sufficient for them to show how they might have conducted the assessment differently had it been an assessment linked to recent learning, and vice versa.

3. For the purposes of assessment against this unit standard, candidate-assessors should have access to Assessment Guides and will not be expected to design assessments. (See Definition of Terms for a definition of Assessment Guides). Candidate assessors will be expected to interpret the standards at hand in order to ensure their assessment judgements are in accordance with the requirements of the standard. In cases where Assessment Guides are not available, providers should seek ways to make such guides available for the purposes of this assessment. Where candidate-assessor also intend to design assessments, then providers are encouraged to integrate the learning and assessment of the

unit standards:

- Conduct outcomes-based assessments
- Design and develop outcomes-based assessments

4. Candidate-assessors should have access to organisational assessment policies, procedures and systems (including moderation). It is assumed the organisational policies and procedures are of a quality sufficient for accreditation purposes. Where such policies and procedures are not yet available, the provider may make general policies and procedures available for the purposes of this assessment.

Further range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Demonstrate understanding of outcomes-based assessment.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Comparisons between outcomes-based and another form of assessment of learning highlight key differences in terms of the underlying philosophies and approaches to assessment, including an outline of advantages and disadvantages.

ASSESSMENT CRITERION 2

RPL is explained in terms of its purpose, processes and related benefits and challenges. Explanations highlight the potential impact of RPL on individuals, learning organisations and the workplace.

ASSESSMENT CRITERION 3

A variety of assessment methods are described and compared in terms of how they could be used when conducting assessments in different situations.

ASSESSMENT CRITERION RANGE

The description of methods should cover situations for gathering evidence of:

- Problem solving ability,
- Knowledge and understanding,
- Practical and technical skills,
- Attitudinal skills and values.

ASSESSMENT CRITERION 4

Key principles of assessment are described and illustrated in practical situations. The descriptions highlight the importance of applying the principles in terms of the possible effect on the assessment process and results.

ASSESSMENT CRITERION 5

The approach to giving feedback on assessment results is described in terms of the possible impact on candidates and further learning and assessment.

SPECIFIC OUTCOME 2

Prepare for assessments.

OUTCOME RANGE

Preparation for assessments relates to organising and preparing resources, people, schedules, venues, assessment instruments and documentation for a particular assessment and/or related assessments for an individual or a number of assessment candidates/learners. Preparation is to be carried out in situations where the candidate assessor has access to:

- Relevant organisational assessment and moderation policies and procedures, and
- Assessment guides and instruments for the assessment at hand, including the relevant outcomes and criteria.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Preparation of assessment resources, logistics, documentation and environment meets the requirements of the assessment at hand and ensures fairness and safety of assessment.

ASSESSMENT CRITERION 2

Parties involved in the assessment are notified in good time. Checks are carried out to ensure parties involved in the assessment are ready and available to meet required schedules.

ASSESSMENT CRITERION RANGE

Parties include assessment candidates and moderators, and may include assessment facilitators and/or assistants, teachers, trainers, invigilators and safety personnel.

ASSESSMENT CRITERION 3

All pre-assessment moderation requirements are carried out in accordance with relevant assessment policies, moderation plans and ETQA requirements.

ASSESSMENT CRITERION 4

Assessment details are explained to candidates clearly and constructively. Opportunities for clarification are provided and responses promote understanding of the requirements.

ASSESSMENT CRITERION RANGE

Assessment details cover the specific purpose, process, expectations, roles, responsibilities and appeals procedures related to the assessment at hand, as well as the general context of assessment in terms of the principles and mechanisms of the NQF, as applicable to the situation and assessment context.

ASSESSMENT CRITERION 5

Inputs are sought from candidates regarding special needs and possible sources of evidence that could contribute to valid assessment, including RPL opportunities. Modifications made to the assessment approach on the basis of the inputs do not affect the validity of the assessment.

ASSESSMENT CRITERION 6

Candidate readiness for assessment is confirmed. In cases where candidates are not yet ready, actions taken are in line with assessment policies.

SPECIFIC OUTCOME 3

Conduct assessments.

OUTCOME RANGE

The ability to make assessment judgements using diverse sources of evidence must be demonstrated. Assessments to include cases where candidates have special needs and where evidence arises through RPL situations. Should it not be feasible to gather evidence for assessments of special need candidates or in RPL situations, evidence may be produced through scenarios.

Candidate-assessors must show they can make judgements in situations where:

- Candidates meet all criteria for a particular outcome,
- Candidates clearly do not meet the criteria for a particular outcome,
- Candidates meet some, but not all criteria, and
- More evidence is required in order to make a judgement of competence.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Assessment practices promote effective, manageable, fair and safe assessment. Assessment practices are in line with quality assurance requirements, recognised codes of practice and learning-site or work-site standard operating procedures where applicable.

ASSESSMENT CRITERION RANGE

Professional, industry or legislated codes of practice.

ASSESSMENT CRITERION 2

The assessment is carried out according to the assessment design and in line with the assessment plan. Adjustments are justified by the situation, and unforeseen events and special needs of candidates are addressed without compromising the validity or fairness of the assessment.

ASSESSMENT CRITERION 3

Questioning techniques are appropriate and have the potential to successfully elicit appropriate responses. Communication with candidates is non-leading, and is appropriate to the assessment at hand and the language ability of the candidate.

ASSESSMENT CRITERION RANGE

"Leading" refers to the practice of inadvertently or deliberately influencing the evidence candidates produce through the style of questioning, instructions or responses to candidates.

ASSESSMENT CRITERION 4

Sufficient evidence is gathered, including evidence generated over time, to enable valid, consistent, reliable and fair assessment judgements to be made.

ASSESSMENT CRITERION 5

Assessment judgements are consistent with judgements made on similar evidence and are justified by the authenticity, validity, sufficiency and currency of the evidence.

ASSESSMENT CRITERION 6

Records of the assessment are in line with the requirements of the organisation's quality assurance system. Records meet requirements for making assessment judgements, giving meaningful feedback, supporting internal and external moderation, and addressing possible appeals.

SPECIFIC OUTCOME 4

Provide feedback on assessments.

OUTCOME RANGE

- Parties include candidates, educators, trainers, managers and moderators as applicable to the situation.
- Evidence must be provided of the ability to give written and oral feedback.
- The ability to give feedback must be demonstrated in situations where:
 - Candidates meet all criteria in relation to an outcome,
 - Candidates clearly do not meet the criteria in relation to an outcome,
 - Candidates meet some, but not all criteria, and

- More evidence is required before a judgement is possible.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Feedback is given to relevant parties in accordance with confidentiality requirements, in an appropriate sequence and within agreed timeframes.

ASSESSMENT CRITERION 2

Feedback is clear and confined to strengths and weaknesses in performance and/or requirements for further evidence in relation to the outcome/s at hand.

ASSESSMENT CRITERION 3

The type and manner of feedback is constructive, culturally sensitive and related to the relevant party's needs. Sufficient information is provided to enable the purpose of the assessment to be met, and to enable parties to make further decisions.

ASSESSMENT CRITERION RANGE

Further decisions include awarding of credit, redirecting candidates to further learning or guiding candidates to further application or re-assessment.

ASSESSMENT CRITERION 4

Feedback on the assessment process is obtained from the candidate and opportunities are provided for clarification and explanations concerning the entire assessment.

ASSESSMENT CRITERION 5

Disputes and/or appeals that arise are dealt with according to the assessment policy.

ASSESSMENT CRITERION 6

Agreements reached and key elements of the feedback are recorded in line with the requirements of the organisation's quality assurance system.

SPECIFIC OUTCOME 5

Review assessments.

OUTCOME RANGE

The review should address at least the following aspects:

- The quality of the assessment instruments, including the outcomes against which assessment takes place and Assessment Guides used,
- The assessment process, and
- Candidate readiness for assessment.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The review identifies strengths and weaknesses in the instruments and process, and records these for incorporation in assessment redesign.

ASSESSMENT CRITERION 2

Feedback from relevant parties is analysed and used to influence future assessments positively.

ASSESSMENT CRITERION 3

Weaknesses in the assessment design and process that could have compromised the fairness of assessment are identified and dealt with according to the organisation's assessment policy.

ASSESSMENT CRITERION 4

Weaknesses in the assessment arising from poorly defined outcomes and criteria are identified, and effective steps are taken to inform relevant bodies.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

- A candidate-assessor wishing to be assessed, against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA.
- Anyone assessing a candidate-assessor against this unit standard must meet the assessor requirements of the relevant ETQA. In particular, such assessors of candidate-assessors must demonstrate that they assess in terms of the scope and context defined in all the range statements.
- Any institution offering learning towards this unit standard must be accredited as a provider with the relevant ETQA.
- External moderation of assessment will be conducted by the relevant ETQA at its discretion.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The following knowledge is embedded within the unit standard, and will be assessed directly or indirectly through assessment of the specific outcomes in terms of the assessment criteria:

- Outcomes-based education, training and development
- Principles of assessment - directly assessed through assessment criterion 'Key principles of assessment are described and illustrated in practical situations. The descriptions highlight the importance of applying the principles in terms of the possible effect on the assessment process and results.', and indirectly assessed via a requirement to apply the principles throughout the standard.
- Principles and practices of RPL - directly assessed through assessment criteria 'RPL is explained in terms of its purpose, processes and related benefits and challenges. Explanations highlight the potential impact of RPL on individuals, learning organisations and the workplace.', 'Inputs are sought from candidates regarding special needs and possible sources of evidence that could contribute to valid assessment, including RPL opportunities. Modifications made to the assessment approach on the basis of the inputs do not affect the validity of the assessment.' and specific outcome 'Conduct assessments.', as well as through application in the rest of the standard.
- Methods of assessment - directly assessed through assessment criterion 'A variety of assessment methods are described and compared in terms of how they could be used when conducting assessments in different situations.', and indirectly assessed through application of the methods
- Potential barriers to assessment - assessed when dealing with special needs.
- The principles and mechanisms of the NQF - this knowledge underpins the standard
- Assessment policies and ETQA requirements
- Moderation requirements

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems using critical and creative thinking: preparing for contingencies, candidates with special needs, problems that arise during assessment, suggesting changes to assessment.

UNIT STANDARD CCFO WORKING

Work effectively in a team using critical and creative thinking: working with candidates and other relevant parties during assessment, as well as post-assessment.

UNIT STANDARD CCFO ORGANISING

Organize and manage oneself and ones activities: preparing, conducting and recording the assessment.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organize and critically evaluate information: gather, evaluate and judge evidence and the assessment process.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively: prepare candidates for assessment, communicate during assessment, and provide feedback.

UNIT STANDARD CCFO DEMONSTRATING

Demonstrate the world as a set of related systems: understanding the impact of assessment on individuals and organisations.

UNIT STANDARD CCFO CONTRIBUTING

Be culturally and aesthetically sensitive across a range of social contexts: give feedback on assessments in a culturally sensitive manner.

UNIT STANDARD ASSESSOR CRITERIA

N/A

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.

UNIT STANDARD NOTES

This unit standard replaces unit standard 9927, "Conduct an assessment", Level 4, 12 credits.

This unit standard replaces unit standard 7978, "Plan and conduct assessment of learning outcomes", Level 5, 15 credits.

Supplementary information

Definition of Terms

The following terms are defined as used within this and related unit standards:

- Assessment: - a process in which evidence is gathered and evaluated against agreed criteria in order to make a judgement of competence for developmental and/or recognition purposes.

- Assessment activities: - what a candidate does or is involved in as a means of producing evidence e.g. designing things, making things, repairing things, reporting on something, answering questions, solving problems, demonstrating techniques.
- Assessment criteria: - descriptions of the required type and quality of evidence against which candidates are to be assessed.
- Assessment design: - the analysis of defined outcomes and criteria to produce a detailed description of how an assessment should take place, including all instructions and information regarding the assessment activities and assessment methods. The product of assessment design could be termed an Assessment Guide (see definition below).
- Assessment facilitator (or evidence facilitator): - a person who works within particular contexts, under the supervision of registered assessors, to help candidates/learners gather, produce and organise evidence for assessment.
- Assessment Guide: - this is a complete package based on a thorough analysis of specified outcomes and criteria, assessment requirements and a particular assessment context. Assessment Guides are designed primarily for use by assessors to conduct an assessment (or possibly a series of related assessments) in terms of a significant and coherent outcome of learning e.g. a unit standard. Assessment Guides address the following key aspects in detail:
 - How will the assessment take place?
 - What is needed to make the assessment happen?
 - How will evidence be gathered, recorded and judged?
 In general, Assessment Guides include descriptions of the approach to the assessment, assessment conditions, assessment activities, instructions to assessors and candidates/learners, assessment methods, assessment instruments (e.g. scenarios, role-plays, questions, tasks), resource requirements, guidance for contextualising assessments, relevant standard operating procedures, administrative procedures, moderation requirements, assessment outcomes and criteria, observations sheets, checklists, possible or required sources of evidence and guidance on expected quality of evidence including exemplars, memoranda or rubrics.
- Assessment instruments: - those items that an assessor uses or a candidate uses as part of the assessment e.g. scenarios with questions, case studies, description of tasks to be performed, descriptions of role play situations.
- Assessment method: - for the most part, assessment methods relate to what an assessor does to gather and evaluate evidence. Assessment methods include observing candidates, questioning candidates, interviewing supervisors/colleagues/managers of candidates, listening to candidates, reviewing written material, testing products.
- Assessment plan: - this is produced at provider level, and gives an overview of the timeframes and responsibilities for assessment and moderation for the agreed delivery period. The plan addresses practical implementation details, including, for example, decisions about the clustering of certain outcomes or unit standards/outcomes for integrated assessment, any planned RPL, and the relation of assessment and moderation to delivery of modules/ programmes in terms of timeframes.
- Assessment principles: - see more detailed definitions in next section.
- Candidate/learner: - person whose performance is being assessed by an assessor. Such people include those who may already be competent, but who seek assessment for formal recognition (candidates), as well as those who may have completed or are in the process of completing learning programmes (learners).
- Candidate-assessor: - the person who is being assessed against this particular unit standard.
- Evaluative expertise: - the ability to judge the quality of a performance in relation to specified criteria consistently, reliably and with insight. Evaluative expertise implies deep subject matter understanding and knowledge about the outcomes being assessed at a theoretical and practical level, but does not necessarily include practical ability in the outcome.
- Evidence: - tangible proof produced by or about individuals, that can be perceived with the senses, bearing a direct relationship to defined outcomes and criteria, based on which judgements are made

concerning the competence of individuals. Evidence includes plans, products, reports, answers to questions, testimonials, certificates, descriptions of observed performances, peer review reports.

- Evidence facilitator: - see assessment facilitator
- Moderation: - a process that supports and evaluates the assessment environment, process and instruments with a view to confirming the reliability and authenticity of assessment results and improving the quality of assessments and assessors.
- Performance: - includes demonstration of skills, knowledge, understanding and attitudes, and the ability to transfer these to new situations.
- Portfolio of evidence: - a carefully organised and complete collection of evidence compiled by candidates/learners to prove competence in relation to defined outcomes.
- RPL - Recognition of Prior Learning means the comparison of the previous learning and experience of a learner against specified learning outcomes required for:
 - The award of credits for a specified unit standard or qualification,
 - Access to further learning,
 - Recognition in terms of meeting minimum requirements for a specific job,
 - Placement at a particular level in an organisation or institution, or
 - Advanced standing or status.This means that regardless of where, when or how a person obtained the required skills and knowledge, it could be recognised for credits. In this sense, RPL is an important principle of the NQF. RPL involves an assessment process of preparing for RPL, engaging with RPL candidates, gathering evidence, evaluating and judging evidence in relation to defined criteria, giving feedback and reporting results. Given that the all candidates are assessed against the same criteria, credits awarded through RPL are therefore just as valid as credits awarded through any other assessment process.
- Outcomes-based assessment: - a planned process for gathering and judging evidence of competence, in relation to pre-determined criteria within an outcomes-based paradigm, for various purposes including further development and recognition of learning achievements.
- Verifier: - those who operate at systems level to monitor assessment and moderation practices, trends and results.

Principles of assessment

Methods of Assessment:

- Appropriate: The method of assessment is suited to the outcome being assessed i.e. is capable of gathering evidence in relation to the intended outcome, and not something else.
- Fair: The method of assessment does not present any barriers to achievements, which are not related to the achievement of the outcome at hand.
- Manageable: The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.
- Integrated into work or learning: Evidence collection is integrated into the work or learning process where this is appropriate and feasible. (Often referred to as naturally occurring evidence).

Evidence

- Valid: The evidence focuses on the requirements laid down in the relevant standard and matches the evidence requirements of the outcome/s at hand under conditions that mirror the conditions of actual performance as closely as possible
- Current: The evidence is sufficient proof that the candidate is able to perform the assessment outcomes at the time the assessor declares the candidate competent.
- Authentic: The assessor is satisfied that the evidence is attributable to the person being assessed.
- Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required standard can be repeated consistently in the future i.e. the performance to standard is not a "once-off".

Overall Assessment Process

- Systematic: The overall process ensures assessment is fair, effective, repeatable and manageable.

- Open: The process is transparent i.e. assessment candidates understand the assessment process and the criteria that apply and can contribute to the planning and accumulation of evidence.
- Reliable/Consistent: The same assessor would make the same judgement again in similar circumstances and judgements match judgements made on similar evidence.

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	PRIMARY OR DELEGATED QA FUNCTIONARY
Core	65030	National Certificate: Arts and Culture Development Management	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	CATHSSETA
Core	50334	National Certificate: Occupationally Directed Education Training and Development Practices	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	ETDP SETA
Core	49277	National Diploma: Braille Practice	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2020-07-30	ETDP SETA
Core	49710	National Diploma: Development Practice	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2020-07-30	ETDP SETA
Core	61592	National Diploma: Human Resources Management and Practices	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2020-07-30	As per Learning Programmes recorded against this Qual
Core	50333	National Diploma: Occupationally Directed Education, Training and Development Practices	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2020-07-30	ETDP SETA
Core	67373	National Diploma: Orientation and Mobility Practice	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2020-07-30	ETDP SETA
Core	61570	National Diploma: Power Plant Process Control Operations	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2020-07-30	EWSETA
Core	63689	Bachelor of Arts: Geographical Information Science	Level 6	Level TBA: Pre-2009 was L6	Passed the End Date - Status was "Reregistered"	2018-06-30	
Core	50330	Bachelor: Occupationally Directed Education Training and Development Practices	Level 6	NQF Level 07	Reregistered	2021-06-30	As per Learning Programmes recorded against this Qual
Core	50331	National Certificate: Occupationally	Level 6	Level TBA:	Reregistered	2023-06-	ETDP SETA

		Directed Education, Training and Development Practices		Pre-2009 was L6		30	
Elective	78529	Further Education and Training Certificate: Chemical Operations	Level 4	NQF Level 04	Reregistered	2021-06-30	As per Learning Programmes recorded against this Qual
Elective	61669	Further Education and Training Certificate: Community Water, Health and Sanitation Facilitation	Level 4	NQF Level 04	Reregistered	2023-06-30	EWSETA
Elective	50480	Further Education and Training Certificate: Firearm Training	Level 4	NQF Level 04	Reregistered	2023-06-30	SAPFTC
Elective	66489	Further Education and Training Certificate: Foundry Operations	Level 4	NQF Level 04	Passed the End Date - Status was "Reregistered"	2013-11-07	MERSETA
Elective	49092	Further Education and Training Certificate: Furniture Making	Level 4	NQF Level 04	Reregistered	2023-06-30	FPMSETA
Elective	64950	Further Education and Training Certificate: Laboratory Analysis	Level 4	NQF Level 04	Reregistered	2021-06-30	As per Learning Programmes recorded against this Qual
Elective	58952	Further Education and Training Certificate: Laboratory Analysis	Level 4	NQF Level 04	Passed the End Date - Status was "Registered"	2008-08-05	As per Learning Programmes recorded against this Qual
Elective	49049	Further Education and Training Certificate: Lump Ore Beneficiation	Level 4	NQF Level 04	Passed the End Date - Status was "Reregistered"	2009-02-18	Was MQA until Last Date for Achievement
Elective	48915	Further Education and Training Certificate: Manufacturing and Assembly Operations Supervision	Level 4	NQF Level 04	Reregistered	2023-06-30	MERSETA
Elective	50040	Further Education and Training Certificate: Optical Manufacturing Processes	Level 4	NQF Level 04	Reregistered	2023-06-30	MERSETA
Elective	58782	Further Education and Training Certificate: Plumbing	Level 4	NQF Level 04	Reregistered	2024-12-05	CETA
Elective	58779	Further Education and Training Certificate: Production Technology	Level 4	NQF Level 04	Reregistered	2023-06-30	MERSETA
Elective	61949	Further Education and Training	Level 4	NQF Level 04	Passed the End Date -	2015-06-	FPMSETA

		Certificate: Pulp and Paper Operations			Status was "Reregistered"	30	
Elective	50560	Further Education and Training Certificate: Small Craft Construction	Level 4	NQF Level 04	Passed the End Date - Status was "Registered"	2009-08-31	Was MERSETA until Last Date for Achievement
Elective	60189	Further Education and Training Certificate: Wastewater and Water Reticulation Services	Level 4	NQF Level 04	Reregistered	2023-06-30	EWSETA
Elective	64649	Higher Certificate: Early Childhood Development	Level 5	NQF Level 05	Reregistered	2021-06-30	As per Learning Programmes recorded against this Qual
Elective	58580	National Certificate: Aerodrome Control	Level 5	Level TBA: Pre-2009 was L5	Passed the End Date - Status was "Reregistered"	2016-12-31	TETA
Elective	58581	National Certificate: Air Traffic Support	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	TETA
Elective	63309	National Certificate: Defensive Mission Control	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	SAS SETA
Elective	22901	National Certificate: Environmental Education, Training and Development Practice	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	ETDP SETA
Elective	59201	National Certificate: Generic Management	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	As per Learning Programmes recorded against this Qual
Elective	59429	National Certificate: Inclusive Education	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	ETDP SETA
Elective	49743	National Certificate: Manufacturing Management	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	FOODBEV
Elective	58625	National Certificate: Occupational Safety	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2021-06-30	As per Learning Programmes recorded against this Qual
Elective	80047	National Certificate: Road Safety Development	Level 5	NQF Level 05	Reregistered	2023-06-30	SAS SETA
Elective	49852	National Diploma: Applied Military Intelligence	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2020-07-30	SAS SETA
Elective	57450	National Diploma: Automotive	Level 5	Level TBA:	Passed the End Date -	2009-02-	Was MERSETA until Last Date for

		Diagnostics and Repair		Pre-2009 was L5	Status was "Registered"	18	Achievement
Elective	49853	National Diploma: Defensive Mission Control	Level 5	Level TBA: Pre-2009 was L5	Passed the End Date - Status was "Registered"	2008-09-17	Was SAS SETA until Last Date for Achievement
Elective	64650	National Diploma: Early Childhood Development	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2020-07-30	As per Learning Programmes recorded against this Qual
Elective	50500	National Diploma: Electronic Warfare	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2020-07-30	SAS SETA
Elective	63589	National Diploma: Geographical Information Science	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2020-07-30	CETA
Elective	58784	National Diploma: Geospatial Image Analysis	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2020-07-30	As per Learning Programmes recorded against this Qual
Elective	49023	National Diploma: Liaison Interpreting	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2020-07-30	QCTO
Elective	49059	National Diploma: Master Craftsmanship (Electrical)	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2020-07-30	EWSETA
Elective	73529	Advanced Certificate: Education: School Management and Leadership	Level 6	NQF Level 06	Reregistered	2021-06-30	As per Learning Programmes recorded against this Qual
Elective	61729	National Diploma: Policing	Level 6	NQF Level 06	Passed the End Date - Status was "Reregistered"	2020-07-30	SAS SETA
Elective	20485	National First Degree: ABET Practice	Level 6	Level TBA: Pre-2009 was L6	Passed the End Date - Status was "Reregistered"	2018-12-31	ETDP SETA