

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 within the quality assurance system set up by SAQA
Achievement	Recognition granted to a learner when all required learning outcomes have been successfully demonstrated
Assessment	The process of collecting evidence of learners' work to measure and make judgments about the achievement or non-achievement of specified National Qualifications Framework standards or qualifications
- Formative Assessment	Refers to assessment that takes place during the process of learning and teaching.
- Summative Assessment	Is assessment for making a judgment about achievement. This is carried out when a learner is ready to be assessed at the end of a program of learning.
Assessor	A person who is registered by the relevant ETQA body to measure the achievement of specified National Qualifications Framework standards or qualifications
Applied competence	The ability to put into practice in the relevant context the learning outcomes acquired in obtaining a qualification
Audit	The process undertaken to measure the quality of products or services that have already been made or delivered
Candidate	A person whose performance is being assessed by the assessor
Conditional registration	The registration of a private higher education institution as specified in the Higher Education Act, (No. 101 of 1997)
Constituent	Belonging to the defined or delegated constituency of an organization or body referred to in the NSB and ETQA regulations
Core learning	That compulsory learning required in situations contextually relevant to the particular qualifications
Credit	That value assigned by the Authority to ten (10) notional hours of learning
Critical Cross-Field Outcomes	Critical Cross-Field Outcomes refer to those generic outcomes that inform all teaching and learning. For example CCFO's may include working effectively with others as a member of a team, and/or collecting, analyzing, organizing and critically evaluating information
Education and Training Quality Assurance Body	Body accredited in terms of section 5 (1)(a)(ii) of the SAQA Act, responsible for monitoring and auditing achievements in terms of national standards or qualifications, and to which specific functions relating to the monitoring and auditing of national standards or qualifications have been assigned in terms of section 5 (1)(b)(i) of the Act
Elective unit standard	A selection of additional credits at the (level of the National Qualifications Framework specified), from which a choice may be made to ensure that the purpose of the qualification is achieved

External customer	An external person, body or structure that is a beneficiary of the services or product of a particular organization.
Exit Level Outcomes	The outcomes to be achieved by a qualifying learner at the point at which he or she leaves the programme leading to a qualification and achievement of which entitles the learner to a qualification
Facilitator of learning and assessment or Formative Assessment	An individual who facilitates learning processes and activities and manages and administers assessment: educator, teacher, trainer, mentor etc.
Field of learning	A particular area of learning used as an organizing mechanism for the NQF.
Fundamental learning	That learning which forms the grounding or basis needed to undertake the education, training or further learning required in the obtaining of a qualification and 'fundamental' has a corresponding meaning
Grade 12	The highest grade in which education is provided by a school as defined in the South African Schools Act, 1996
Higher Education and training	All learning programmes leading to qualifications higher than grade 12 or its equivalent in terms of the NQF, including tertiary education
Internal Customer	An internal person, body or structure that is a beneficiary of the service and/or products of a particular organization
Integrated assessment	That form of assessment which permits the learner to demonstrate applied competence and which uses a range of formative and summative assessment methods
Learner	Any person receiving education and training (in terms of the ABET Act of 2000)
Learnership	Refers to a learning programme where the learner spends some time learning theory and some time learning practical skills in a workplace. It leads to a qualification registered on the NQF
Learning Programme	A structured set of learning offerings and related assessment and attainment requirements
Level Descriptor	That statement describing a particular level of the eight levels of the National Qualifications Framework
Moderating Body	A body specifically appointed by the Authority for the purpose of moderation
Moderation	The process which ensures that assessment of the outcomes described in the NQF standards and qualifications is fair, reliable and valid
National Learners' Records Database (NLRD)	An electronic information system that assists the South African Qualifications Authority (SAQA) to manage the National Qualifications Framework
National Standards Body (NSB)	A body registered in terms of the SAQA Act, responsible for establishing education and training standards and qualifications, and to which specific functions relating to the registration of national standards and qualifications have been assigned

National Qualifications Framework Level	See Level Descriptor
Notional hours of learning	Means the learning time that it is conceived it would take an average learner to meet the outcomes defined, and includes concepts such as contact time, time spent in structured learning in the workplace and individual learning
Outcome	Contextually demonstrated end product of the learning process
Professional body	A statutory body registered as such in terms of the legislation applicable to such bodies, or voluntary body performing the functions contemplated in the legislation for such bodies but not registered as such.
Primary focus	The activity or objective within the sector upon which an organization or body concentrates its efforts
Provider	An education and training body (institution/organization, company, centre, collaborative partnership, or consultancy) which delivers learning programmes that culminate in specified NQF standards or qualifications and manages the assessment thereof
Qualification	The formal recognition of the achievement of the required number and range of credits and other requirements at specific levels of the NQF determined by the relevant bodies registered by SAQA
Quality Assurance	The process of ensuring that the degree of excellence specified is achieved
Quality Audit	The process of examining the indicators which show the degree of excellence achieved
Quality Management Systems	Means the combination of processes used to ensure that the degree of excellence specified is achieved
Recognition of Prior Learning (RPL)	The comparison of the previous learning and experience of a learner, howsoever obtained, against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements
Registered	Officially registered (recorded) in terms of the National Qualifications Framework
Registration of standards and qualifications	Standards or qualification registered on the National Qualifications Framework.
Standards Generating Body (SGB)	A body registered in terms of the SAQA Act, responsible for establishing education and training standards or qualifications, and to which specific functions relating to the establishment of national standards and qualifications have been assigned
Sector	A defined portion of social, commercial or educational activities used to prescribe the boundaries of an Education and Training Quality Assurance body (ETQA)
Sector Education and Training Authority (SETA)	A body responsible for the organization of education and training programmes within a specific sector
Service contract/ Memorandum of	Contractual working agreement between an ETQA and its customers and/or agencies

Understanding (MoU)

**South African
Qualifications Authority
(SAQA)**

The body responsible for overseeing the development and implementation of the National Qualifications Framework, established in terms of the SAQA Act no. 58 of 1995

Specialized learning

That specialized theoretical knowledge which underpins application in the area of specialization

Specific outcomes

Knowledge, skills and values (demonstrated in context) which support one or more critical outcomes

Standard

The registered statements of desired education and training outcomes and their associated assessment criteria

Unit standard

Registered statement of desired education and training outcomes and its associated assessment criteria together with administrative and other information as specified in the regulations