DEPARTMENT OF BASIC EDUCATION

NOTICE 2485 OF 2024

UMALUSI, THE QUALITY COUNCIL FOR GENERAL AND FURTHER
EDUCATION AND TRAINING

CALL FOR PUBLIC COMMENTS ON THE *DRAFT ARTICULATION POLICY WITHIN THE GENERAL AND FURTHER EDUCATION AND TRAINING QUALIFICATIONS SUB-FRAMEWORK AND ACROSS THE SUB-FRAMEWORKS OF THE NATIONAL QUALIFICATIONS FRAMEWORK*

(1) The National Qualifications Framework Act (NQF) (Act No. 67 of 2008), established Umalusi as a Quality Council for General and Further Education and Training as provided for in its founding Act, the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001) as amended, to quality assure qualifications at levels 1 – 4 of the NQF and develop policy to support such qualifications.

(2) The draft *Articulation Policy within the General and Further Education and Training Qualifications Sub-framework and across the Sub-frameworks of the National Qualifications Framework* has been developed in terms of Section 8(2)(b) of the NQF Act which requires the Minister to determine policy on NQF matters of the NQF Act, and to publish the policy in the gazette. In order to achieve the objectives of the NQF, this articulation policy is further issued in terms of section 27(b) of the NQF Act, (No. 67 of 2008), which requires Umalusi to comply with any policy determined by the Minister in terms of Section 8(2)(b) of the NQF Act, as stated above.

(3) The purpose of Umalusi's articulation policy is to enable the implementation of articulation and to strengthen the implementation of the NQF objectives especially to:

- facilitate the mobility and progression of students within the general and further education and between NQF sub-frameworks;
- ensure that students are supported in their individual pathways, through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT), when entering higher education;
- accelerate the redress of unfair discrimination in education and training, that is, in the provision of learning and employment opportunities.

(4) Umalusi hereby invites the public to comment on the draft *Articulation Policy within the General and Further Education and Training Qualifications Sub-framework and across the Sub-frameworks of the National Qualifications Framework*. The policy may be accessed at www.umalusi.org.za. If the party is unable to access the document from the website for any reason, please contact Dr Stephan Mchunu at the email below for assistance.

(5) Kindly submit your comments, accompanied by details of your name or organisation, telephone number and e-mail address to:

> The Chief Executive Officer
> Umalusi
> P.O. Box 151
> Persequor, Technopark
> Pretoria
> 0020
> Attention: Dr Stephan Mchunu
> Email: Stephan.Mchunu@umalusi.org.za

(6) Comments should reach Umalusi within 21 calendar days of the publication of this notice.

Professor Yunus Ballim
CHAIRPERSON: UMALUSI COUNCIL

DATE: 28 March 2024

UMALUSI
Council for Quality Assurance in
General and Further Education and Training

ARTICULATION POLICY WITHIN THE GENERAL AND FURTHER EDUCATION AND TRAINING

QUALIFICATIONS SUB-FRAMEWORK AND ACROSS THE SUB-FRAMEWORKS OF THE

NATIONAL QUALIFICATIONS FRAMEWORK

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Contents

1.　Definitions and glossary

Articulation	Means the process of forming systemic, specific and individual possibilities of connection between qualifications and/or part-qualifications to allow for the horizontal/lateral, vertical and diagonal movement of learners through the formal education and training system and its linkages with the world of work: 　i　Horizontal articulation is articulation within and between NQF sub-frameworks on the same NQF level; 　ii.　Vertical articulation is articulation between NQF levels within an NQF sub-framework; 　iii.　Diagonal articulation is articulation between NQF levels and across NQF sub-frameworks; 　iv.　Systemic articulation is a 'joined up' system including qualifications, professional designations, policies and various other official elements that support learning and work pathways; 　v.　Specific articulation means aligning qualifications in inter- or intra-institutional agreements such as memoranda of understanding, credit accumulation and transfer and other mechanisms; 　vi.　Individual articulation refers to learners being supported in their learning and work pathways by flexible admission, curricula, learning and teaching, and learner support systems such as the quality of qualifications and learning, career development services, and other mechanisms.
Credit accumulation	Means the totalling of the relevant credits required to complete a qualification or part-qualification.
Credit accumulation and transfer (CAT)	Means the practice of accumulating credits from one or more cognate learning programmes through a provider and transferring those credits to be recognised towards a qualification/ part-qualification in the same or different provider context. CAT is the recognition of formal learning.
Credit transfer	Means the vertical, horizontal or diagonal relocation of

	credits towards a qualification or part-qualification on the same or different NQF level, usually between different programmes, departments or institutions.
Credits	Means the amount of learning contained in a qualification or part-qualification whereby one (1) credit is equated to ten (10) notional hours of learning.
Formal learning	Means learning that occurs in an organised and structured education and training environment and is explicitly designated as such.
General Education and Training	Means all learning and training curricula leading to a qualification on Level 1 of the NQF, the level below further education and training.
General and Further Education and Training Qualifications Sub-framework (GFETQSF)	Means the sub-framework of qualifications on NQF Levels 1–4 developed and managed by Umalusi Quality Council as envisioned in sections 4–7 of the *National Qualifications Framework Act (Act 67 of 2008)*. The GFETQSF is a sub-system of the NQF that requires co-ordination with the sub-frameworks developed and managed by the Quality Council for Higher Education and the Quality Council for Trades and Occupations.
Informal learning	Means learning that results from daily activities related to paid or unpaid work, family or community life, or leisure; it can include deliberate self-teaching.
Learning pathways	[See 'Articulation']
Learning programme	Means a structured and purposeful set of learning experiences comprising modules/subjects and other learning activities, which together contributes towards the achievement of specified learning outcomes.
Lifelong learning	Means learning that takes place in the context of everyday life, from a life-wide, life-deep, and lifelong perspective. It includes learning behaviours and developing knowledge, understanding, attitudes, values and competencies for personal growth, social and economic well-being, democratic citizenship, cultural identity, and employability.
National Qualifications Framework (NQF)	Means the comprehensive ten-level framework and system approved by the Minister of Higher Education, Science and Innovation for the classification, coordination, registration, publication and articulation of quality-assured national qualifications and part-qualifications.
Non-formal learning	Means planned learning activities not explicitly designated as learning towards the achievement of a qualification or

	part-qualification; non-formal learning is often associated with learning that results in improved workplace practice.
NQF Act	Means the South African National Qualifications Framework (NQF) Act No. 67 of 2008, as amended.
Outcomes	Means the contextually demonstrated end-products of specific learning processes; outcomes include knowledge, skills and values, and may be generic or specific.
Parity of esteem	Means placing equal value and status to qualifications that are on the same NQF Level but have different routes of study. Parity of esteem is achieved when both qualifications progress equally to employment and/or to further studies.
Part-qualification	Means an assessed unit of learning that is registered as part of a qualification on the NQF.
Qualification	Means a registered national qualification.
Recognition of Prior Learning (RPL)	RPL means the principles and processes through which a person's prior knowledge and skills are made visible, mediated and assessed for the purposes of one or more of the following: alternative access and admission, recognition and certification, or further learning and development. RPL is a recognition of informal and/or non-formal learning.
Registered qualification	A qualification registered on the GFETQSF of the NQF by SAQA in terms of *section 13(1)(h)* of the *National Qualifications Framework Act (Act 67 of 2008).*
Sub-framework of the NQF	Means one of the three coordinated qualifications sub-frameworks that make up the NQF as a single integrated system, namely, the Higher Education Qualifications Sub-framework (HEQSF), the GFETQSF and the OQSF.
Umalusi	The Council for Quality Assurance in General and Further Education and Training established in terms of the *General and Further Education and Training Quality Assurance Act (Act 58 of 2001).*

2. Acronyms and Abbreviations

ABET	Adult Basic Education and Training
CAT	Credit accumulation and transfer
CETC	Community Education and Training College
CHE	Council on Higher Education
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
EC	Elementary Certificate
FET	Further Education and Training
GC	General Certificate
GCE	General Certificate of Education
GEC	General Education Certificate
GENFETQA	General and Further Education and Training Quality Assurance
GETCA	General Education and Training Certificate for Adults
GFETQSF	General and Further Education and Training Qualifications Sub-framework
HEQSF	Higher Education Qualifications Sub-framework
IC	Intermediate Certificate
NASCA	National Senior Certificate for Adults
NC	National Certificate
NC(V)	National Certificate (Vocational)
NLRD	National Learners' Records Database
NQF	National Qualifications Framework
NSC	National Senior Certificate
OQSF	Occupational Qualifications Sub-framework
QC	Quality Council
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SC(a)	Senior Certificate (amended)

ARTICULATION POLICY WITHIN THE GENERAL AND FURTHER EDUCATION AND
TRAINING QUALIFICATIONS SUB-FRAMEWORK AND ACROSS THE SUB-FRAMEWORKS
OF THE NATIONAL QUALIFICATIONS FRAMEWORK

3.   Preamble

3.1 The National Qualifications Framework (NQF) Act No. 67 of 2008 states that the NQF is a comprehensive system for the classification, registration, publication and articulation of quality-assured national qualifications.

3.2 Articulation is an essential component of an education and training system and a key mechanism to construct a fully articulated education and training system that resonates with the human development skills required in a democratic society.

3.3 Articulation comprises a number of related policies and processes; these are RPL, CAT and career and learning pathway planning and development towards lifelong learning.

3.4 The South African NQF comprises three articulated NQF Sub-Frameworks: the General and Further Education and Training Qualifications Sub-Framework (GFETQSF), the Higher Education Qualifications Sub-Framework (HEQSF), and the Occupational Qualifications Sub-Framework (OQSF). Each of these is overseen by one of three Quality Councils, that is, Council for Quality Assurance in General and Further Education and Training (GENFET) known as Umalusi, Council for Trades and Occupations [QCTO) and Council on Higher Education (CHE).   NQF Levels 1-4 encompass general and further education qualifications (including schooling), while NQF Levels 5-10 concern higher education. NQF Levels 1 to 8 are all occupational qualifications.

3.5 Transitioning between different education levels occurs either *vertically*, across NQF levels within an NQF Sub-Framework; *horizontally*, within an NQF level either in or across the NQF Sub Frameworks; or *diagonally*, across NQF levels *and* Sub-Frameworks.

3.6 A well-articulated system is one in which there are linkages between its different parts; there should be no silos, no dead ends. If a student completes a course at one institution and has gained the relevant knowledge and skills at the necessary levels, this should be recognized by other institutions if the knowledge gained is sufficient to allow epistemological access to programme(s) that the student wants to enter. Learners should be supported in their individual learning and work pathways.

4. Background

4.1 Umalusi is the Quality Council (QC) for General and Further Education and Training as provided for in the General and Further Education and Training Quality Assurance (GENFETQA) Act No. 58 of 2001 (as amended in 2008).

4.2 Regarding the GFETQSF, CAT and RPL are important mechanisms within the national education and training system that facilitate articulation. CAT is the practice of accumulating credits from one or more cognate learning programmes from a provider and transferring these credits for recognition for a qualification/part-qualification offered by the same or a different provider. Credits previously obtained may be recognised as meeting the requirements for a different qualification and, subject to identified limits, credits achieved towards one qualification may be recognised as meeting part of the requirements for another qualification. Credits have a direct relationship with notional hours in terms of learning required for a qualification or part-qualification in that one (1) credit is equated to ten (10) notional hours of learning. In addition, credit accumulation will mean the sum of the relevant credits required to complete a qualification or part-qualification.

4.3 CAT is a term that is used to refer to the mechanism for promoting articulation between qualifications within a sub-framework of the NQF. The purpose of CAT is to provide for mobility of students and enhance their chances to successfully complete their qualifications. CAT also provides for articulation across the sub-frameworks of the NQF in order to facilitate lifelong learning and access to the workplace.

4.4 The relationship between qualifications gained by means of CAT is determined by research that establishes the degree of overlap and/or equivalence of related curricula in the respective qualifications that would allow for credit transfer. Qualifications that allow for CAT may be on the same or a different sub-framework.

4.5 RPL processes and CAT and/or articulation are all closely related to assessment practices, and together these three provide the mechanisms for giving effect to the desired movement of individuals within and between non-completed qualifications on the GFETQSF as envisaged in the NQF Act 67 of 2008.

4.6 This policy makes important highlights on the significance of articulation among the three NQF sub-frameworks and it intends to ensure that barriers and blockages to articulation are reduced if not altogether removed.

5.   The Purpose of the Policy

5.1   The purpose of the policy is to:

5.1.1   create an enabling environment within the general and further education and training sector to ensure, *inter alia*, that:
   a) articulation occurs within GFETQSF and between the GFETQSF and the OQSF, as well as between the GFETQSF and the HEQSF.
   b) institutions (schools and colleges) work together to develop learning and work pathways; and
   c) support is provided for learners as they follow their individual learning and work pathways

5.1.2   effect functional articulation within the general and further education and training sector in South Africa, with specific reference to the need to:
   a) accelerate access to general and further education and training and as well as career paths;
   b) facilitate the mobility and progression of students in general and further education and training and among the Higher Education Qualifications Sub-Framework (HEQSF), General and Further Education and Training Sub-Framework (GFETQSF) and the Occupational Qualifications Sub-Framework (OQSF);
   c) accelerate the redress of unfair discrimination in the provision of learning opportunities;
   d) promote partnership and collaborations between institutions through the development of, and adherence to, Memoranda of Agreement (MoA) to develop learning pathways and ensure that the learning that they offer is linked to these larger pathways; and
   e) ensure that students are supported in their individual pathways through articulation mechanisms such as CAT.

6.   The Scope and Application of the Articulation Policy

6.1   This policy applies to:
   a) All qualifications and part-qualifications registered on the GFETQSF;
   b) The specific policy for each qualification or part-qualification referred to in (a) above, which should be interpreted in relation to this policy; and
   c) All public and all accredited private institutions of education and training that offer qualifications and part-qualifications registered on the GFETQSF.

7.   Legislative Mandate

7.1 The General and Further Education and Training Quality Assurance Act No. 58 of 2001, as amended, assigns responsibility for quality assurance of general and further education and training in South Africa to Umalusi, the Quality Council (QC)

for Quality Assurance in General and Further Education and Training. Umalusi was established with the purpose of maintaining norms and standards in general and further education and training and as such Umalusi's mandate includes, amongst other things, the following:

7.1.1 Developing and maintaining a sub-framework of qualifications for general and further education and training;

7.1.2 Quality assurance of all exit point assessment of such qualifications; and

7.1.3 Certification of learner achievements;

7.2 This Articulation Policy is subject to the legislative mandates as contained in the NQF Act No. 67 of 2008 and any revision to it as well as the GENFETQA Act No. 58 of 2001, as amended.

8. Regulatory Framework

8.1 This policy should be read in the context of the following legislative frameworks and policies:

a) The GENFETQA Act No. 58 of 2001, as amended in 2008
b) The NQF Act, No. 67 of 2008
c) The Articulation Policy for the Post-School Education and Training System of South Africa.
d) Policy for the GFETQSF.
e) Umalusi's Policy for the management of qualifications in the GFETQSF.
f) Umalusi's Policy and Criteria for the development, registration and publication of qualifications for GFETQSF.
g) SAQA's Policy and Criteria for CAT within the NQF.
h) SAQA's Policy and Criteria for the Implementation of RPL.
i) Umalusi Policy and Criteria for Credit Accumulation and Transfer.
j) Umalusi Policy for the Implementation of Recognition of Prior Learning in the GFETQSF.

9. Articulation Policy Principles

9.1 The following principles provide a foundation for implementing articulation in the general and further education and training sector.

(a) Articulation addresses lifelong learning: Access to lifelong learning for holistic personal development and to address social, community and labour market needs should be available through clear articulation routes. Citizens should be able to take multiple learning pathways to reach their preferred education destinations. Pathways should exist to allow citizens to work towards their desired learning and work pathways.

(b) Articulation should include credible and fair procedures and practices to validate learning: Criteria, procedures and practices for quality assurance, which includes assessing, and validating learning should be credible, relevant, reliable, fair and transparent.

(c) Articulation should be done by design: The Post-School Education and Training system should be articulated by design rather than by default. The NQF creates a framework for articulation between and within the three NQF Sub-frameworks. For articulation to work there should be effective articulation at the systemic, programmatic and curricular levels. Curriculum design teams in institutions of learning, which should include employer and industry groups, should design broad curriculum guidelines on a programme-by-programme basis, and should engage in other curriculum alignment work to optimise articulation. Programmes/learning offerings should be designed with horizontal, vertical and diagonal articulation so as to ensure that they do not become dead-ends. Possibilities for articulation pathways, including within and between NQF sub-frameworks, and between NQF sub-frameworks and the world of work, should be included in the design and purposes of new qualifications and part-qualifications.

(d) Articulation is both systemic and specific:
   i. *Systemic articulation* is based on legislation, national policy (such as this articulation policy) and formal requirements within the education and training system.
   ii. *Specific articulation* is based on formal and informal agreements within the education and training system, between two or more education and training sub-systems, between specific qualifications and learning programmes, institutional types guided by policies, and accreditation principles.

(e) Articulation ensures redress, equity, social justice and inclusiveness: This policy should help ensure that every person has the right to access and engage in forms of learning suited to his/her personal, economic and community needs, and have his/her learning outcomes made visible and valued. Access to learning opportunities is promoted actively. The policy is premised on overcoming barriers to access and promoting success.

(f) Articulation ensures programmatic rather than institutional articulation: The post-school education and training system should have sufficient flexibility to facilitate migration of learners within and between institutional types, where the emphasis is on the articulation of qualifications, part qualifications and learning programmes.

(g) Articulation promoting the value of learning outcomes: The equal value (parity of esteem) of similar learning outcomes achieved through formal, non-formal and/or informal learning is a consequence of a trusted and credible quality assurance system and praxis. Assessed competencies that every individual has accumulated through non-formal and informal learning should be treated on par with those obtained through formal learning towards the achievement of a qualification or part qualification.

(h) Fairness and Transparency: Improved transparency, expressed through much more effective communication, and discrete objectives are desirable. Transparency will be enhanced through scrutiny of appeals processes, relative to a shared standard, for instance. Greater disclosure, coupled with a well-informed awareness of strategies for reducing potential liability, should not only enable the public to understand what general and further education and training institutions do and the decisions they make in relation to articulation, but should also contribute to comparative information supporting informed decisions on post-school education and training institution choice.

(i) Fair Procedures: All policies and procedures relating to articulation should be easily understood and readily available. Relevant, reliable, fair and transparent criteria, procedures and practices for validating learning should be used.

(j) Specificity: The recognition of credits for the purpose of *transfer from one qualification to another* is determined by the nature of the qualifications, the relationship between them, the nature, complexity, and extent of the curricula associated with the subjects for which exemption and/or inclusion is required, and the nature of the assessment used.

(k) Parity of esteem is an entrenched principle: Parity of esteem among institutions requires the ability and commitment to communicate diplomatically, offering constructive suggestions, avoiding the dictating of terms, and providing justification where articulation cannot happen.

10. Roles and responsibilities of the Implementation of Articulation

This section provides the guidelines which underpin the roles and responsibilities for a number of role -players and stakeholders. These are the DHET, SAQA, the three QCs and education and training providers and skills development providers.

10.1 Responsibilities of the DHET

DHET will be responsible to:

(a)   Provide enabling legislative and planning environments for articulation;

(b)   Ensure that articulation principles are considered when designing and developing qualifications; and

(c)   Ensure the development and implementation at institutional level of articulation policy.

(d)   Provide the policy and guidelines for articulation to occur across the post -school education and training system.

(e)   Work with other government departments to remove outdated policies and legislation which hampers articulation.

(f)   Consider advice from SAQA and the QCs about all aspects related to the further development and implementation of articulation to ensure that the objectives of the NQF Act are achieved.

(g)   Receive and respond to reports from SAQA and the QCs about the implementation of articulation.

10.2 Responsibilities of the SAQA

SAQA will be responsible to:

(a)   Determine, in terms of Section 13 ((h)(i) and (ii) and after consultation with the QCs, the criteria for articulation and consider whether these criteria have been applied in qualifications and part qualifications submitted to SAQA for registration on the NQF.

(b)   Ensure, on a date arrived at in consultation with the Minister that all new qualifications, and those submitted for re- registration, have statements about articulation. If no articulation possibilities exist, reasons should be provided by the QCs.

(c)   Provide leadership to the QCs in terms of articulation processes and practices to ensure that an integrated and articulated education and training system is created;

(d)   Provide annual reports to the Minister, after consultation with the QCs, about the implementation of articulation across the education and training system.

(e)   Resolve, in terms of Section 13(1)(a) (b) (e) and (f) of the NQF Act, any systemic challenges and incongruities as they occur; address deficiencies so as to produce a well -articulated system that brings about linkages between its different parts.

(f)   Advise the Minister, where the need arises, about possible amendments to legislation or the publication of regulations.

(g)   Coordinate the work of the Quality Councils to ensure that articulation conflicts when they occur are eliminated or managed.

10.3 Responsibilities of Umalusi

Umalusi will be responsible to:

(a)   Work collaboratively with SAQA, on a date arrived at in consultation with the Minister, to review all current qualifications to ensure they contain clear articulation routes. Where articulation is not possible, reasons should be given.

(b)   Ensure, in terms of Section 27 (h) (iii) and (iv) of the NQF Act, that all new qualifications and part qualifications submitted to SAQA for registration contain clear articulation routes, and statements elaborating articulation in a clear and practical way. Where articulation is not possible reasons should be provided.

(c)   Work towards simplifying the NQF by controlling the proliferation of institutional qualifications submitted for registration on the NQF, towards more generic qualifications which provide for curriculum comparability based on NQF level descriptors, even though there may be some diversification of content.

(d)   Support general and further education and training institutions to develop and implement new progressive access, articulation and CAT policies.

(e)   Identify and eliminate dead-ends in learning pathways for learners as they occur.

(f)   Work directly with the accredited education and training providers to ensure that these providers have and are implementing fair and credible articulation policies in line with this articulation policy and guidelines.

(g)   Collaborate with other QCs to identify opportunities for articulation and CAT.

(h)   Support and monitor the implementation of this policy.

10.4 Responsibilities of education and training providers

Education and Training Providers will be responsible for the following:

(a)   Adhere to the principles and responsibilities as outlined in this policy;

(b)   Post-school Education and Training providers should ensure that their policies enable articulation and are aligned to the Minister's Articulation Policy, the SAQA and Umalusi' articulation policies.

(c)   Provide career advice services on career pathways and articulation routes;

(d)   Institutions should promote and implement articulation, RPL and CAT.

(e)   Where relevant, institutions should establish inter-institutional partnerships and arrangements through which vertical, lateral or diagonal articulation of qualifications and part qualifications are anchored in

articulation agreements. These agreements will be guided by and dependent on parity of esteem principles.

(f) Ensure that learning and career pathway opportunities are included in inter-and intra-institutional collaborative partnerships.

(g) Provide timeous, appropriate and ongoing advice on articulation to learners and support for articulating learners.

(h) Regularly reflect on and review their institutional articulation policies and their practices in articulation, including obtaining/inviting learners feedback on their experiences.

(i) Ensure that learner can access and are familiar with the institutional articulation policies; that they are supported to take advantage of articulation routes when needed, and that regular feedback is obtained from learners on the efficacy of articulation process.

11 Implementation and Review

a) The custodian of this policy is Umalusi, and the implementation of articulation is the function of institutions, that is, between and among the education and training institutions. Education and training institutions will conduct widespread advocacy and communications to inform learners about the different learning pathway opportunities.

b) Standardised admission requirements for similar pathways and lifelong learning should be considered for learning categories.

c) This policy becomes effective on the date it is published by Umalusi.

d) The Policy shall be reviewed every five years, or earlier if necessary.

e) Any comment on this policy can be submitted to Umalusi at the following email address: Info@umalusi.org.za

RELATIONSHIP OF THE GFETQSF WITH THE OTHER SUB-FRAMEWORKS

NQF Sub-Framework/ Quality Council	NQF Level	NQF Sub-Framework and Qualification Type		NQF Sub-Framework/ Quality Council
Higher Education Qualifications Sub-Framework (HEQSF) Council on Higher Education (CHE)	10	Doctoral Degree Doctoral Degree (Professional)		Occupational Qualifications Sub-Framework (OQSF) Quality Council for Trades and Occupations (QCTO)
	9	Master's Degree Master's Degree (Professional)		
	8	Bachelor Honours Degree Post Graduate Diploma Bachelor's Degree	Specialised Occupational Diploma	
	7	Bachelor's Degree Advanced Diploma	Advanced Occupational Diploma	
	6	Diploma Advanced Certificate	Occupational Diploma Advanced Occupational Certificate	
	5	Higher Certificate	Higher Occupational Certificate	
General and Further Education and Training Qualifications Sub-Framework (GFETQSF) Umalusi	4	National Certificate	National Occupational Certificate	
	3	Intermediate Certificate	Intermediate Occupational Certificate	
	2	Elementary Certificate	Elementary Occupational Certificate	
	1	General Certificate	General Occupational Certificate	