

# Appendix 1

## The Purposes for Learning

The most important characteristics of quality are usually:

- relevance (of what is learned to the purpose of learning);
- the learning process (the process enabling the individual to learn);
- accessibility (having in mind the learner's circumstances); and
- currency (having regard for the purpose for learning).

For qualifications and standards, in addition to relevance and accessibility, reliability and currency are the important characteristics of quality.

Relevance, or the purpose for learning, pertains to client needs and expectations. A product or service that does not meet these needs or expectations is not relevant; it is of inferior quality. So assuring relevance is an important step in assuring quality. In the context of education and training, there are two important questions that have to be addressed regarding clients' needs and expectations:

- Why is the learner willing to invest time (and possibly money) in a particular education or training activity?
- Why is the sponsor(s) willing to make the investment in the learners' learning?

The answers to these questions define or inform the definition of 'relevance'. There are many reasons for learning. Table 6 lists the primary ones.

**Table 6: Primary Reasons for Learning**

- 1 Seek and find fulfillment in life.
- 2 Contribute to the stability and growth of society and the well being of all members of a community.
- 3 Progress in the field of education.
- 4 Respond effectively to future situations and expectations.
- 5 Meet his/her own economic needs and to contribute to the economic survival and growth of a community throughout her/his working life.
- 6 Gain employment in specific sectors of employment.
- 7 Gain employment in specific jobs/occupations.
- 8 To be recognized as competent in an occupation or job.
- 9 Improve performance in specific work roles or tasks.
- 10 Learn new skills and knowledge applicable to specific work roles or tasks.

In the context of the NQF, the NSB regulations state that the SGB defines the learning outcomes, but the learner should be able to select the packages of learning outcomes that serve her or his purpose for learning, perhaps with the advice of the Providers.