



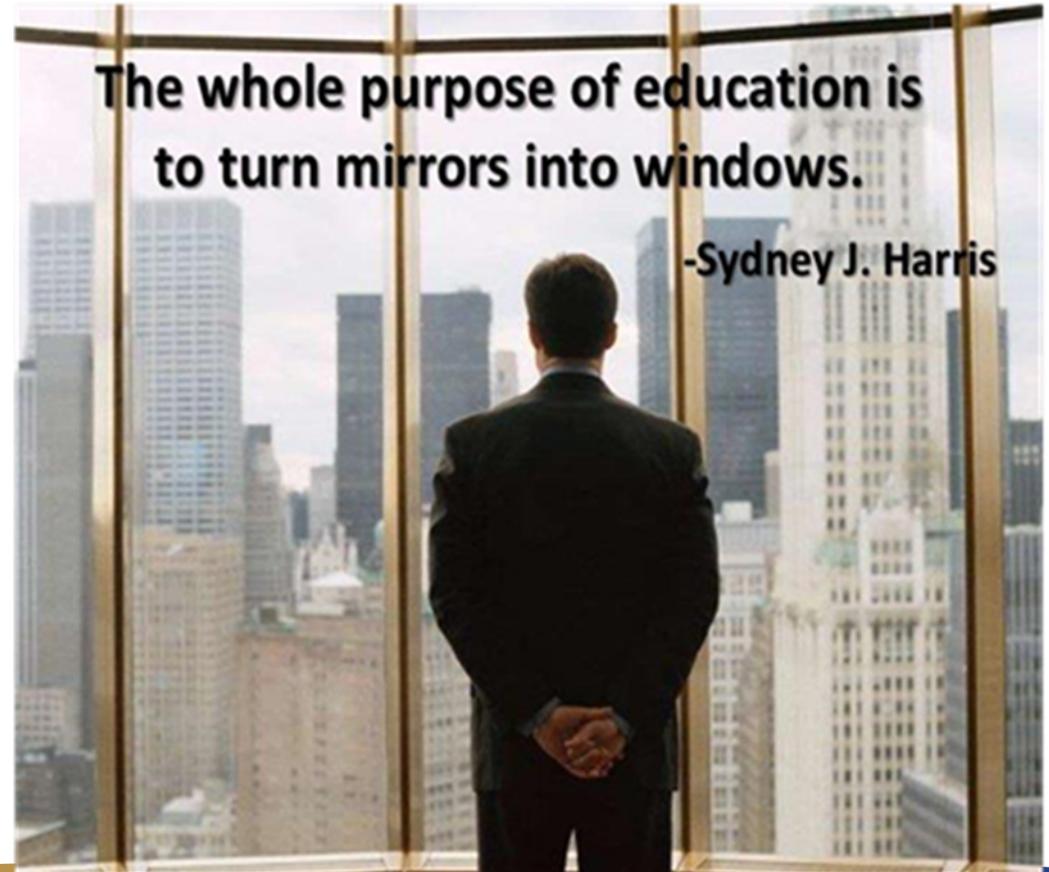
Namibia · Qualifications · Authority  
Quality Assured Qualifications

# The NQF Evolution, Governance and Implementation The Namibian Experience

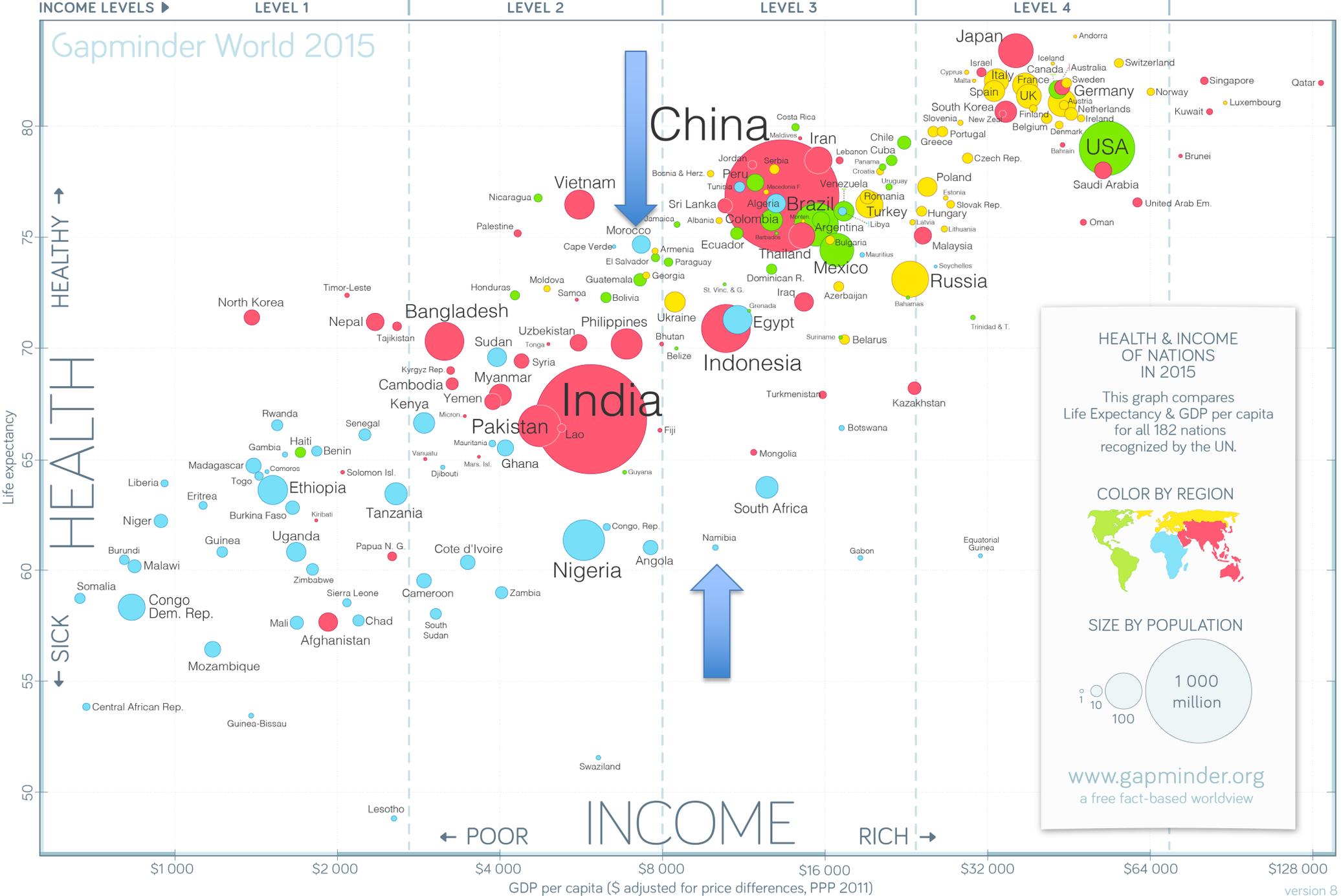
21 January 2021

# Purpose of Education and Training

- Education and Training is about people, planet, profit (sustainability)
- The purpose of Education and Training is to prepare the mind and the citizen
- Sidney Harris: **The Whole purpose of education is to turn mirrors into windows**
- It is developmental
- Changing



# Gapminder World 2015



**HEALTH & INCOME OF NATIONS IN 2015**

This graph compares Life Expectancy & GDP per capita for all 182 nations recognized by the UN.

**COLOR BY REGION**

**SIZE BY POPULATION**

1 10 100 1 000 million

[www.gapminder.org](http://www.gapminder.org)  
a free fact-based worldview

“A competitive society is one which achieves a dynamic equilibrium between wealth creation and social cohesion”

Prof. Stephane Garelli, Editor, World Competitiveness Handbook, 1995

- Technological change = making the improbable possible
- Political change = market and labour mobility
- Generational change = less conformist, more individualist
- Business change = companies like ‘tents, not pyramids’\*
- Demographic change = more older workers
- Life expectancy = impact on health costs
- Innovation in education = making skills more accessible
- CBET = Competent and Performing nationals

# Higher Education Megatrends & Issues

- Purpose debate
- Funding
- Autonomy and Control
- Relevance
- Outcomes of Learning
- Demands by the World of Work
- Economical dictates
- Employability
- Technology
- Knowledge-based economies
- Academic freedom
- Demand and supply



# Higher Education: Megatrends

- Globalisation

Free movement of goods and services including education and training affects decisions that have to be made



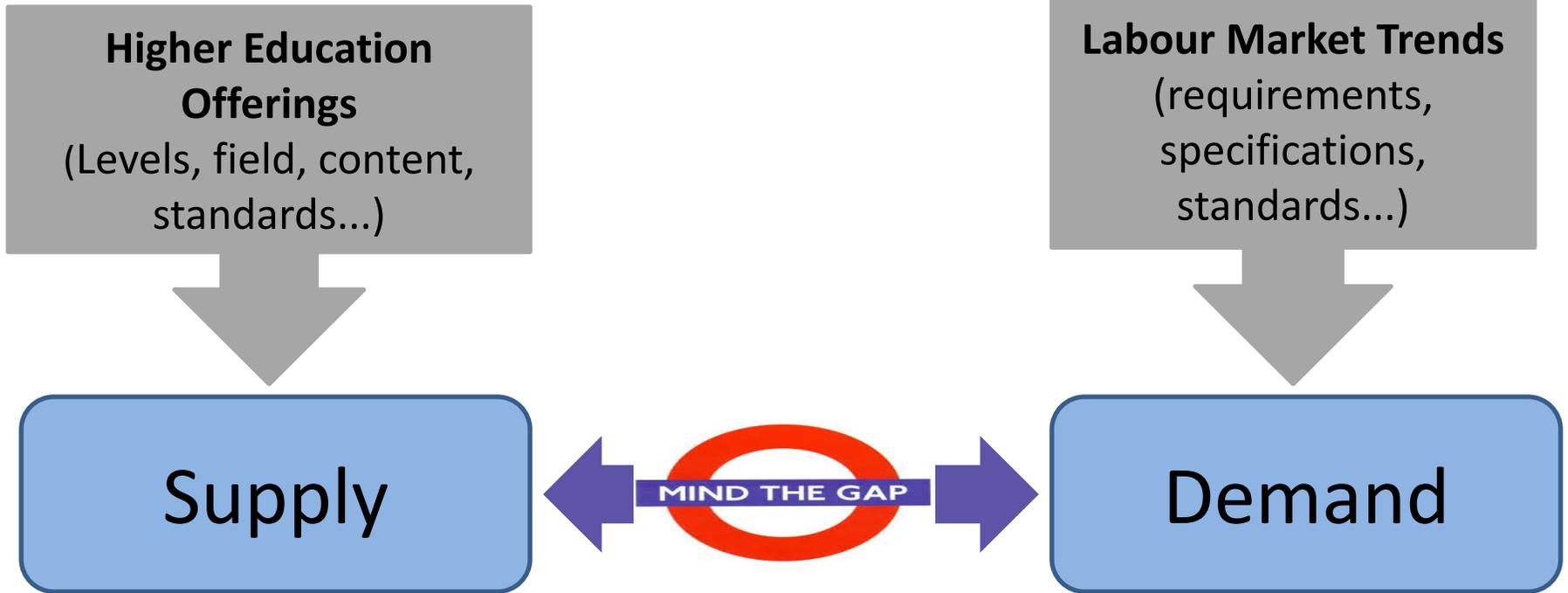
- Increased demand for placement:

- Differentiation
- Privatisation
- Consumerism
- Internationalisation
- Massification
- Quality Assurance
- Qualifications Frameworks

Demand and Supply Mismatch



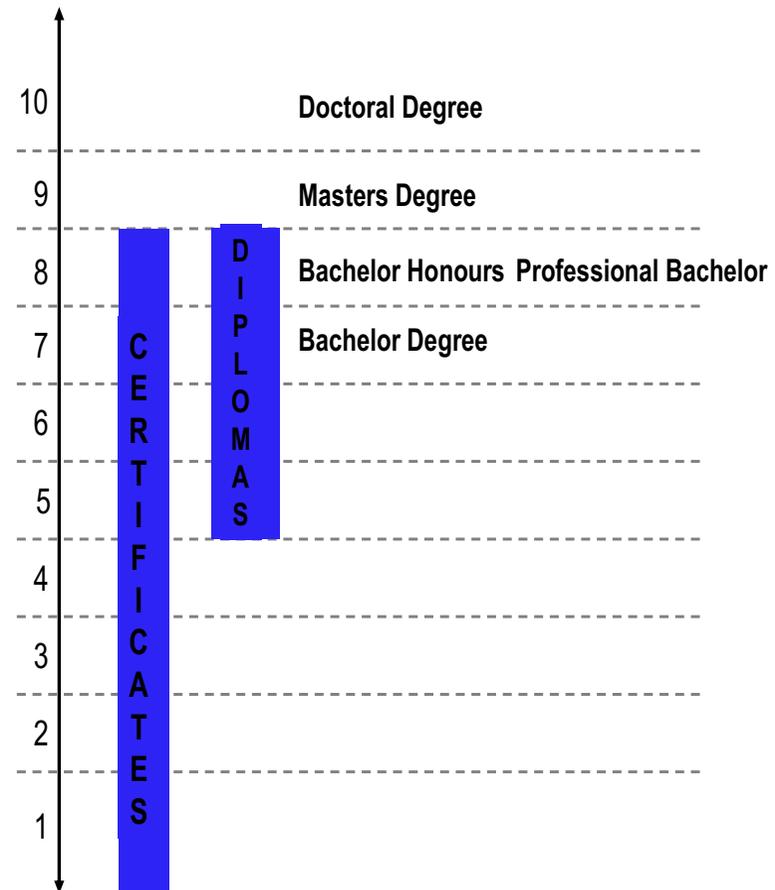
**Is there a GAP and how do we BRIDGE it?**



- Reform
- Communicate
- Quality assurance
- Articulation

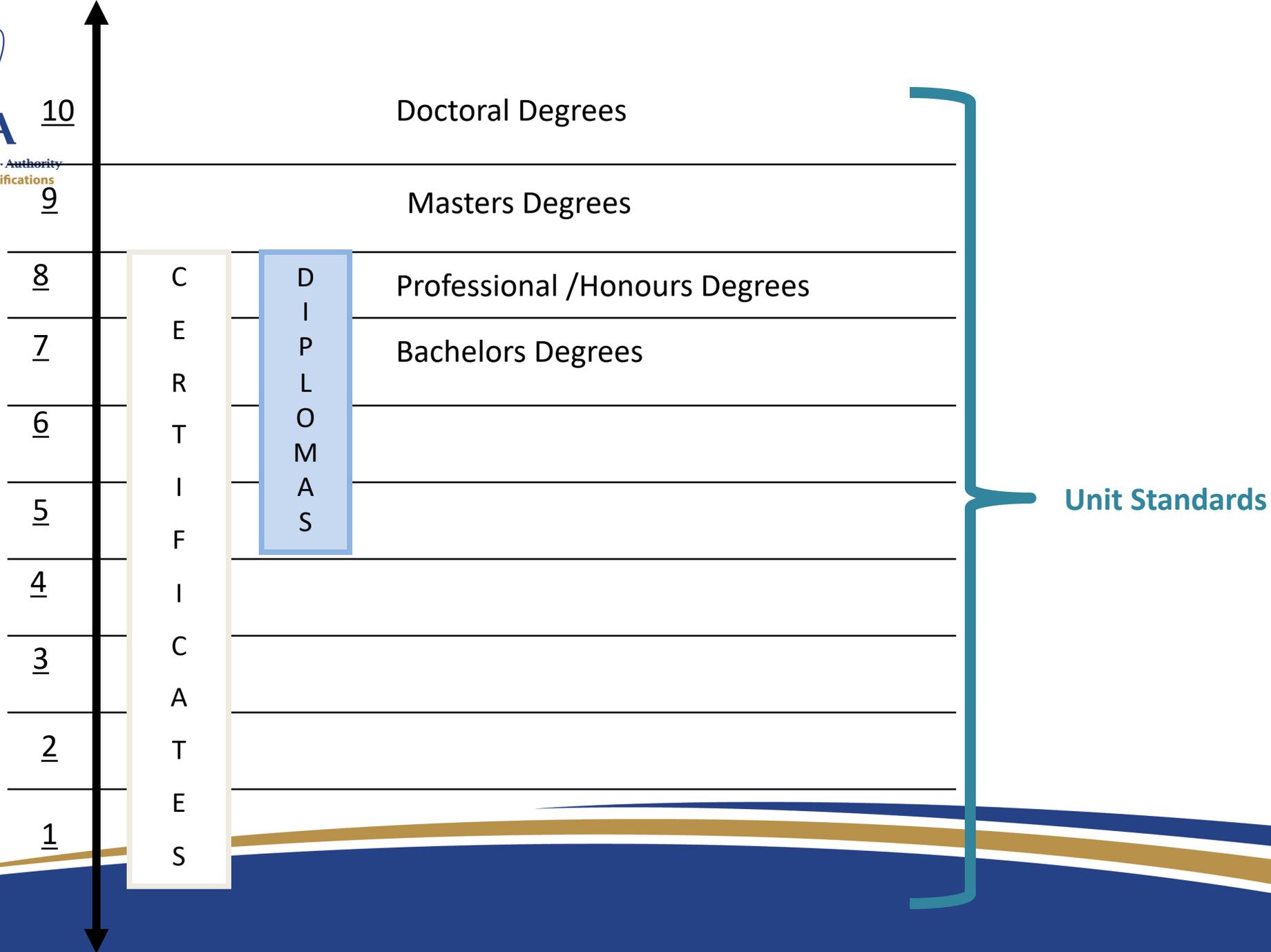
## Architecture include common aspects

- ✓ Levels
- ✓ Level descriptors
- ✓ Description of learning outcomes
- ✓ Assessment methods
- ✓ Credit systems
- ✓ Quality assurance systems



## Principles of the NQF

- \* Competence
- \* Credibility
- \* Flexibility
- \* Access
- \* Articulation
- \* Portability
- \* Relevance
- \* Integration
- \* Coherence
- \* Standards
- \* Legitimacy
- \* Progression
- \* RPL
- \* Lifelong Learning



# Approaches to Quality in Certification

- NQF
  - has ten levels (with level descriptors)
  - unifying mechanism
    - express value of different qualifications
    - enhance acceptance of qualifications
    - defines/specifies characteristics of qualification types
    - makes provision for articulation
    - express fields of learning
    - provides for a common currency
    - facilitate determination of equivalencies

# Differentiating Qualifications Types

## **Certificates :**

Represent a minimum 400hrs of learning or 40 NQF Credits  
-40 NQF Credits must be at or above the Level of certification

## **Diplomas**

1200hrs of learning effort (120 NQF Credits)

Minimum of 720 hrs (72 NQF Credits) at the Level of certification  
Registered from Level 5 and above

## **B. Degrees :**

720hrs of learning effort must be at Level 7  
60% of full year of full study must come from Level 7

## **Honours & Prof Bachelor:**

Requires 1200hrs of learning effort at Level 8

## **Masters:**

Requires at least 2400hrs at Level 9  
complexity Considerable evidence through  
research result

## **Doctoral Degrees**



Standards Setting



Qualifications  
Development



Accreditation



**Education, Training and  
Skills Development**



**Assessment and  
Moderation**



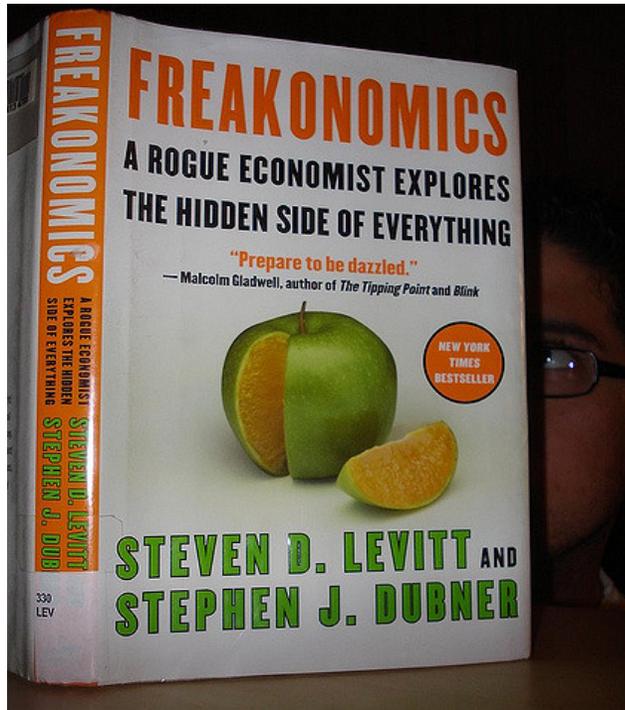
**Certification**



Evaluation and Validation

# Quality has no single Definition

## The Hidden Side of Everything



## Multiple Dimensions of Quality

- Customer Driven
- Relevance
- Time
- Cost / Economic
- Technology
- Gender
- Political
- Continuous improvement

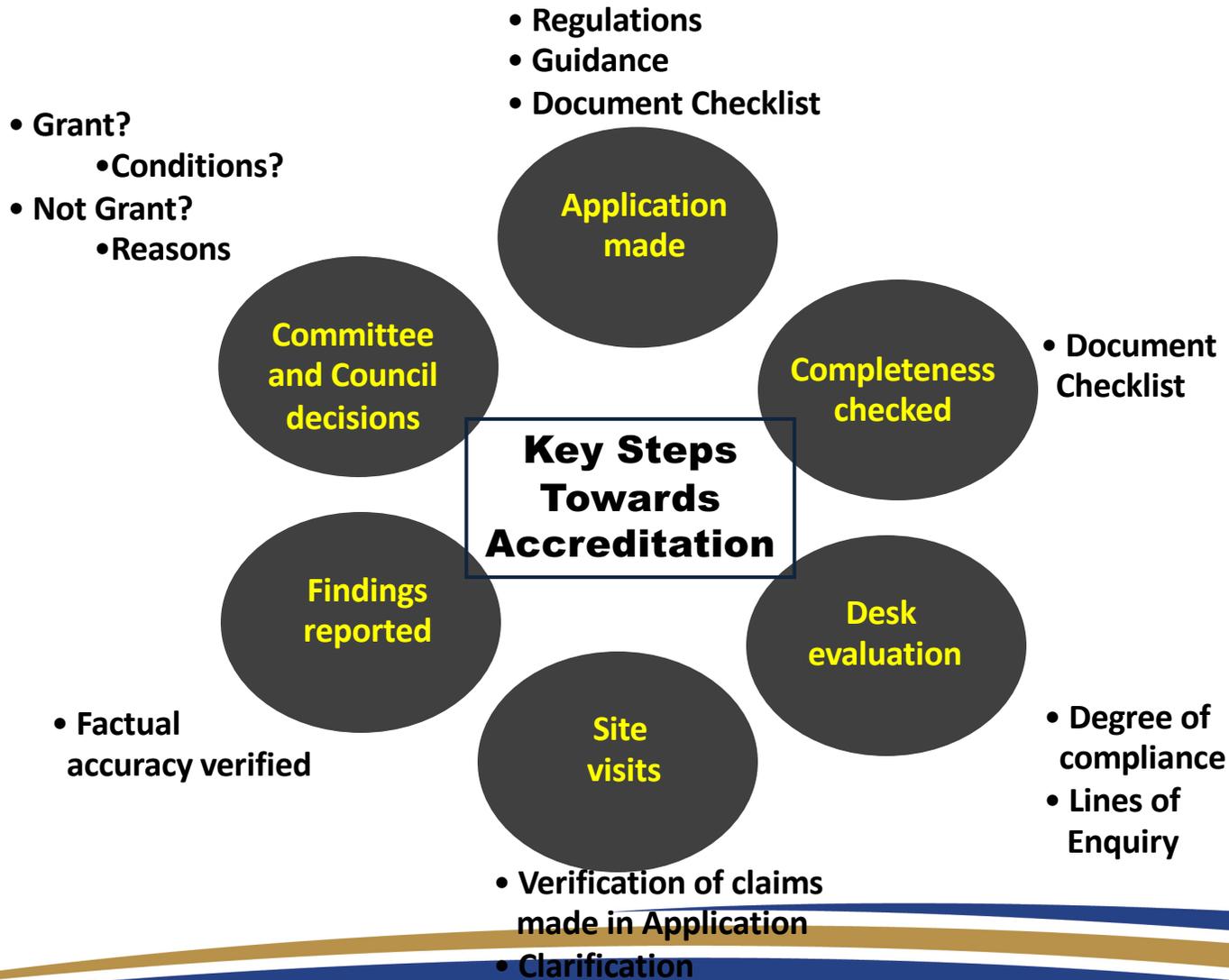
Quality planning, control or assurance?



# Approaches to Quality

<b>Transcendent approach</b> Education for Life, transcend compartments, form linkages, transparent	<b>Innate Excellence (Rolex, MB)</b> Temper proof, Total experience, consistent,
<b>Manufacturing based</b> Design and development	<b>Free of Errors</b> curricula, textbooks, trainers, learnings, assessment, certification, records, evaluation,
<b>User-based</b> Learner- Centered, Nation focused	<b>Fit for Purpose for User</b> qualification title, NQF level Employability, meaningful
<b>Product Based</b> Outcomes based	<b>Measurable set of Characteristics</b> Assessment statistics, Tracer studies, surveys
<b>Value Based</b> Standards, benchmarked	<b>Cost and Price</b> Funding, affordable and useful

In Education and Training it is about Total Quality Management (TQM)



## Education and Training is governed by

- The Constitution
- Education Act
- NQA Act
- Vocational Education and Training Act
- Higher Education Act
- Namibia College of Open Learning Act
- University Act
- National University of Science and Technology Act

# Council's accountability

- A body established by the Namibia Qualifications Authority Act ( Act 29 of 1996)
- Statutory body and a State-Owned Enterprise
- Governance (Size, Accountability, Reporting, Resourcing, Independence)
- Administered by a Secretariat (Credible, expertees...)

## The Objects of the NQA are to:-

- a. Set up and administer a **NQF**;
- b. Be a forum for matters pertaining to qualifications;
- c. Set up occupational **standards** for any occupation or position in any career structure
- d. Set the curriculum standards required for achieving the occupational standards;
- e. Promote the development of, and to analyse benchmarks of acceptable performance norms for any occupation, job or position;

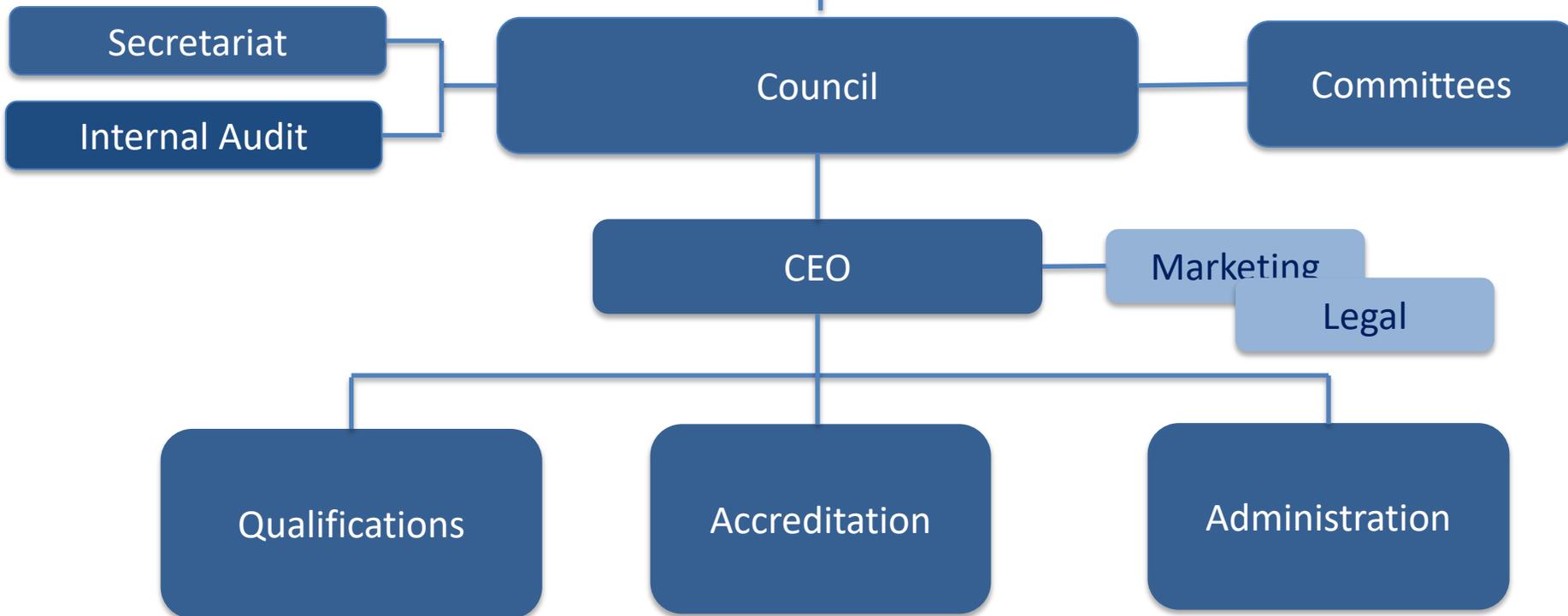
- f. **Accredit** persons, institutions and organisation providing education and courses of instruction or training of meeting certain requirements;
- g. **Evaluate and recognise** competencies learnt outside formal education;
- h. Establish facilities for the collection and dissemination of **information** with regards to qualifications;
- i. Enquire whether qualifications meet national **standards**;
- j. Advise on matters pertaining to qualifications.



Namibia · Qualifications · Authority  
Quality Assured Qualifications

# Council Committees

- Executive Committee
- Qualifications Committee
- Accreditation, Assessment and Audit Committee
- Human Resources Committee
- Finance Committee
- Risk and Audit Committee





Namibia · Qualifications · Authority  
Quality Assured Qualifications

# Vision

Global and reputable authority  
empowering people



Namibia · Qualifications · Authority  
Quality Assured Qualifications

# Mission

To sustain a dynamic national  
framework that assures quality  
qualifications through  
recognition of learning

Mandate  
Vision  
Mission

NQA Growth  
and Development

Education and Training Quality  
Assurance Systems improvement

NQF Development  
and Implementation

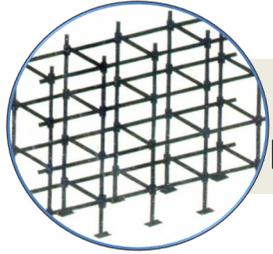
Relationship Management

Core Values





Namibia · Qualifications · Authority  
Quality Assured Qualifications



**Single,  
Integrated Framework**



**Access, Mobility,  
Progression**



**Quality assurance**



**Communication  
and Redress**



**Personal/ Social/  
Economic development  
of lifelong learner and  
nation**





Namibia · Qualifications · Authority  
Quality Assured Qualifications

QUESTIONS

QUESTIONS

Thank You