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
“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

Source: worldtocom.com futures network, 2004; *Acknowledgement to Peter Drucker, Management Challenges for the 21st Century, 2003
• 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
Is there a GAP and how do we BRIDGE it?
Higher Education Offerings
(Levels, field, content, standards...)

Labour Market Trends
(requirements, specifications, standards...)

Supply

Demand

MIND THE GAP
• Reform
• Communicate
• Quality assurance
• Articulation
The QF Globally

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
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
Differentiating Cont.....

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

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

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

Findings reported

Site visits

Desk evaluation

Completeness checked

Application made

Key Steps Towards Accreditation

- Regulations
- Guidance
- Document Checklist

- Grant?
  - Conditions?
- Not Grant?
  - Reasons

- Factual accuracy verified

- Verification of claims made in Application
- Clarification

- Degree of compliance
- Lines of Enquiry

- Document Checklist
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.
Council Committees

• Executive Committee
• Qualifications Committee
• Accreditation, Assessment and Audit Committee
• Human Resources Committee
• Finance Committee
• Risk and Audit Committee
Global and reputable authority empowering people
To sustain a dynamic national framework that assures quality qualifications through recognition of learning
Single, Integrated Framework

Quality assurance

Personal/Social/Economic development of lifelong learner and nation

Access, Mobility, Progression

Communication and Redress

NQF Objectives
Thank You