SAQA

Over two decades of the South African NQF

African Continental Qualifications Framework 7th Peer Learning Webinar
29 October 2020

Dr Julie Reddy (Acting CEO) and Ms Coleen Jaftha (Director: International Liaison)
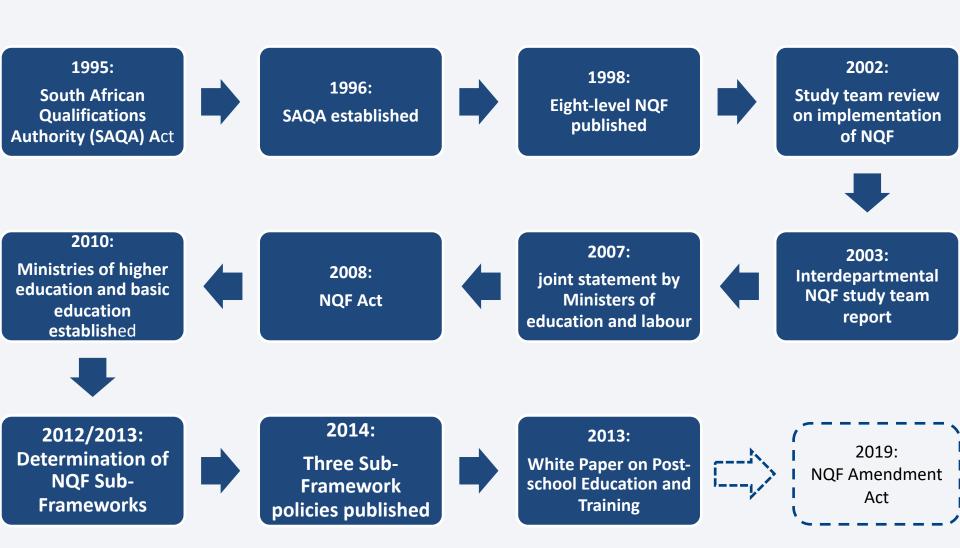South African Qualifications Authority (SAQA)

Presentation overview

1 Background to the South African NQF (SANQF)
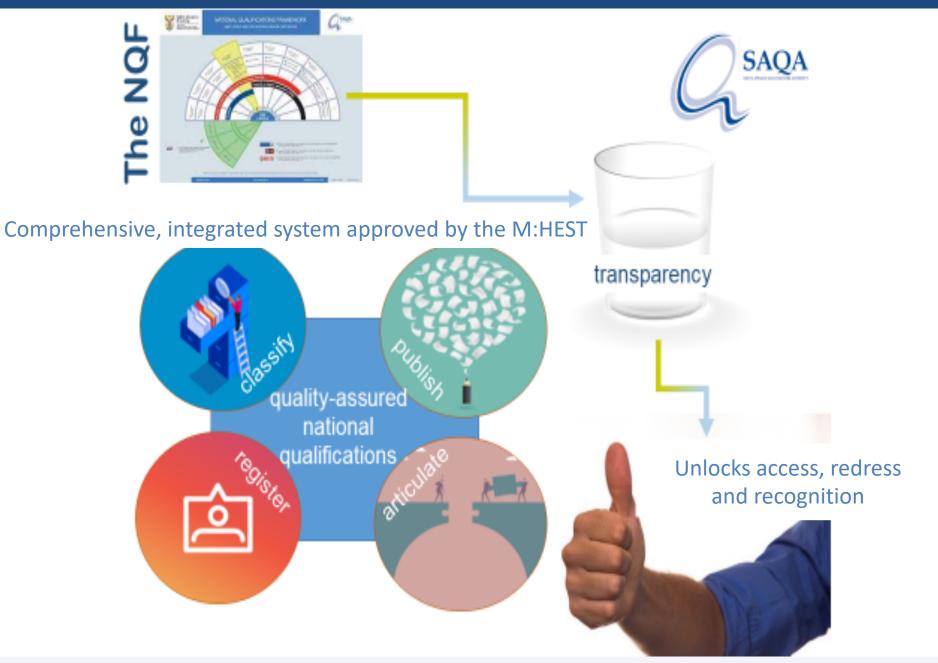
2 What is the SANQF

3 Features of the SANQF

4 Key lessons
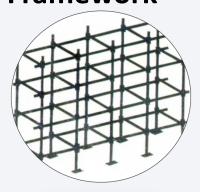
Key milestones in the legislative and policy framework

1995:
South African Qualifications Authority (SAQA) Act

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1996:
SAQA established

→

1998:
Eight-level NQF published

→

2002:
Study team review on implementation of NQF

2010:
Ministries of higher education and basic education established

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2008:
NQF Act

←

2007:
joint statement by Ministers of education and labour

←

2003:
Interdepartmental NQF study team report

2012/2013:
Determination of NQF Sub-Frameworks

→

2014:
Three Sub-Framework policies published

→

2013:
White Paper on Post-school Education and Training

→

2019:
NQF Amendment Act

What is the NQF?

The NQF

SAQA

Comprehensive, integrated system approved by the M:HEST

classify

publish

register

articulate

quality-assured national qualifications

transparency

Unlocks access, redress and recognition

NQF Purpose / Objectives

Single, Integrated Framework

Access, Mobility, Progression

Personal/ Social/ Economic development of lifelong learner and nation

Redress, Transparency

Integrated approach:

- Quality Assurance (QA) embedded in the NQF

- Learning outcomes and learning pathways embedded in the NQF

SAQA and the Quality Councils focus on...

Developing and maintaining an integrated and transparent framework for recognising learning achievements

Ensuring that South African Qualifications meet appropriate criteria and are internationally comparable
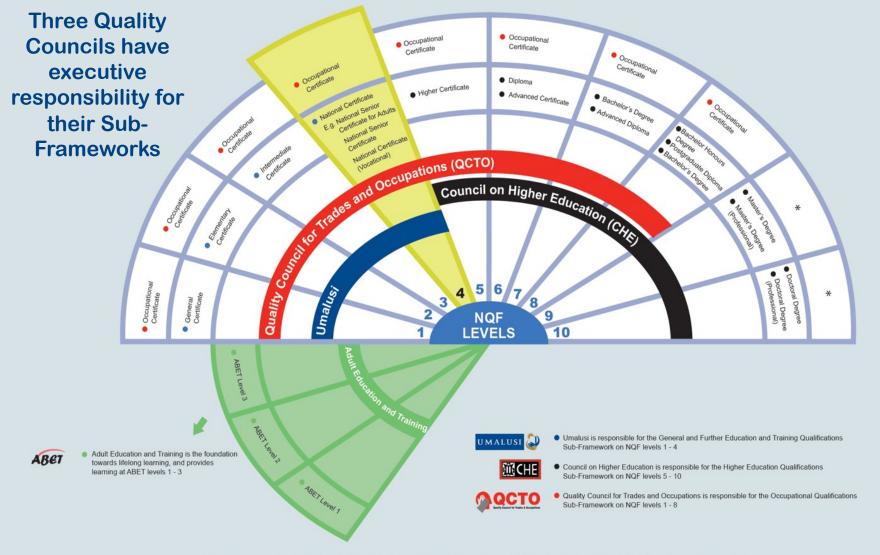
Ensuring that South African Qualifications are of an acceptable quality

Public provider

Established through an Act of Parliament

higher education & training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Registered with DHET

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Registration

Private provider

Independent schools offering basic education
•Registered with the Provincial Dept in the Province where they offer their services

Established/ registered Providers of Education and Training in South Africa offering:

CHE

QCTO
Quality Council for Trades & Occupations

UMALUSI

SAQA

SAQA

SAQA

All qualifications must be registered on the NQF

SANQF overarching policy landscape

2002, 2004, 2013, 2014, 2016, 2019: Recognition of Prior Learning (RPL) → **2011, 2015:** NQF System of collaboration → **2011, 2015:** NQF Implementation Framework → **2012:** Level Descriptors

↓

2012, 2018, 2020: Professional bodies and professional designations

←

2013, 2020: Qualifications and part-qualifications

←

2014, 2020: Credit Accumulation and Transfer (CAT)

←

2014: Assessment

↓

2016: DHET RPL co-ordination policy → **2017:** DHET Articulation → **2017, 2018:** Foreign qualifications, Appeals, Revocation and Addendum on Refugee qualifications →

Level Descriptors and Learning Outcomes

Level descriptors

Level Descriptors indicate the generic cognitive competencies that all qualifications need to develop at all NQF levels

Two or more qualifications on the same NQF level indicates comparability of the cognitive levels of the ELOs of the qualification and the generic cognitive competencies

Learning Outcomes
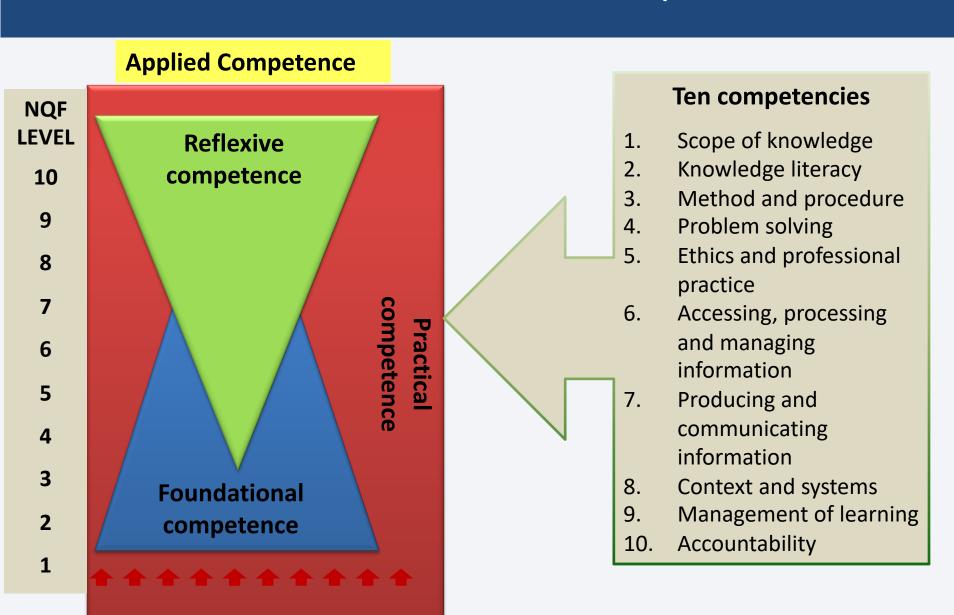
Modules/subjects in NQF qualifications have learning outcomes

Learning outcomes are made visible by specific:

*Exit Level Outcomes (ELOs);

*Associated Assessment Criteria (AACs);
*Curriculum content

Uses Of Level Descriptors

to design new study programmes

to write learning outcomes

to write assessment criteria

to assess / evaluate qualifications

to assess prior learning

to incorporate non-traditional learning into credit-bearing subjects/ modules and/or qualifications

to relate modules / qualifications

for accreditation purposes

to assess / determine learning progression at different levels

Critical Crossfield Outcomes

1. **Identify and solve problems** in which responses demonstrate responsible decisions **using critical and creative thinking**

2. **Work** effectively with others as a **member of a team**, group, organisation, community

3. **Organise** and **manage oneself** and one's activities responsibly and effectively

4. Collect, analyse, organise and critically **evaluate information**

5. **Communicate effectively** using visual, mathematical and/or language skills in the modes of oral and/or written presentation

6. Use science and technology effectively and critically, showing responsibility towards the **environment and health** of others

7. Demonstrate an understanding of the **world as a set of related systems** by recognising that problem-solving contexts do not exist in isolation

Developmental Outcomes

1. Reflect on and explore a variety of strategies to learn more effectively

2. Participate as responsible citizens in the life of local, national and global communities

3. Be culturally and aesthetically sensitive across a range of social contexts

4. Explore education and career opportunities

5. Develop entrepreneurial opportunities

Other relational functions linked to the SANQF

- NQF Management Information System: NLRD
- Linking qualifications to learning pathways
- Evaluation of foreign qualifications
- Verification of national qualifications
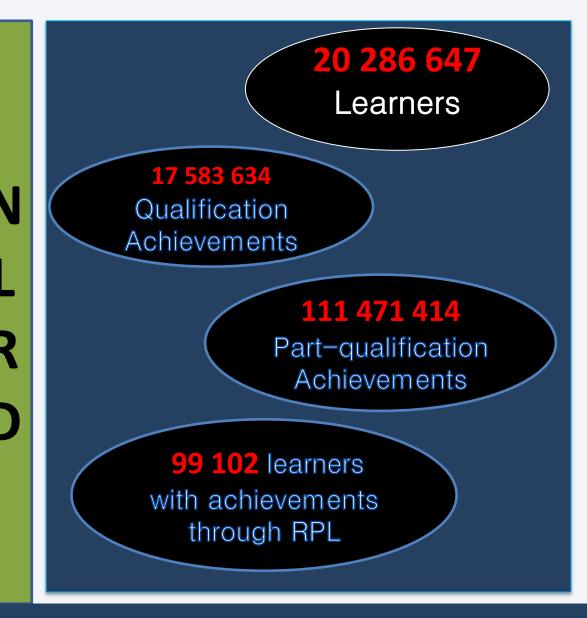- Recognition of PBs and registration of PDs
- Research
- Advice

206 094
Current and past registered assessors

6414
Accredited providers

105
Recognised professional bodies

384
Registered professional designations
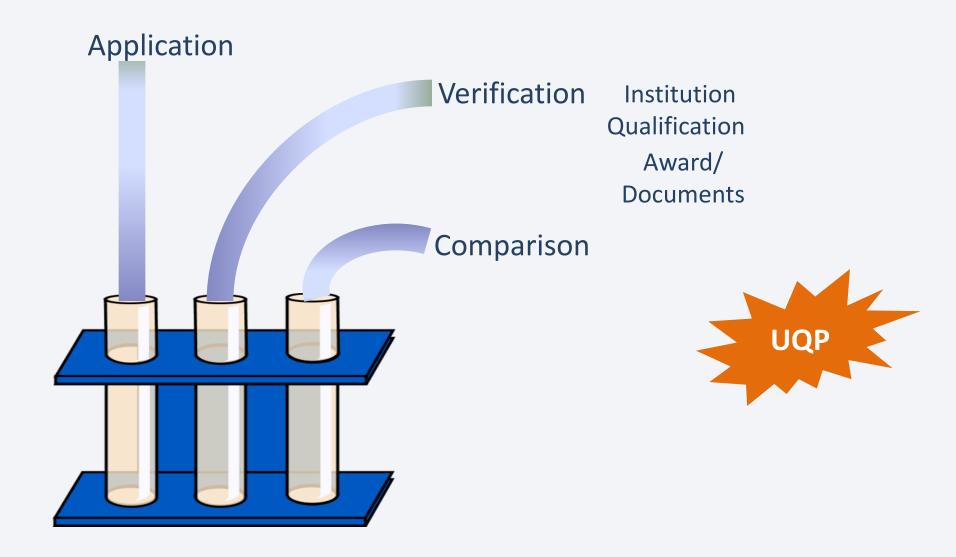
1 153 460
professionals with designations

NLRD

20 286 647
Learners

17 583 634
Qualification Achievements

111 471 414
Part–qualification Achievements

99 102 learners
with achievements through RPL

National Learners' Records Database (NLRD) Snapshot as at 30 September 2020

Top 30: Learning pathways through NQF Levels between 1995 and 2014

10	
9	L9 (43 531)
8	L8 (130 344)
7	L7 (187 153)
6	L6 (186 655)
5	L5 (35 930)
4	L4 (4 456 142)
3	L3 (88 904)
2	
1	L1 (17 368)

Higher Education Qualifications Sub-Framework (HEQSF)

General and Further Education and Training Qualifications Sub-Framework (GFETQSF)

Occupational Qualifications Sub-Framework (OQSF)

L8 to L9 16 669

L4 to L6 (130 096)

L4 to L5 (19 012)

L4 to L7 (125 043)

L4 to L8 (96 825)

L7 to L8 (69 663)

L4 to L6 to L7 (36 937)

L4 to L7 to L8 (71 913)

L6 to L8 (21 208)

L6 to L7 (37 629)

L4 to L3 (68 333)

L4 to L2 (14 502)

L4 to L5 (44 627)

L4 to L4 (40 158)

L4 to L3 (42 111)

L4 to L2 (22 747)

L6 (18 411)

L5 (33 586)

L4 (39 995)

L3 (39 010)

L2 (17 510)

L1 (17 166)

Recognise foreign qualifications

Application

Verification

Institution
Qualification
Award/
Documents

Comparison

UQP

CERTIFICATE
OF EVALUATION

VINCENT MANO

Qualification:	Bachelor of Information Technology
Awarding Body / Institution:	University of Argentina
Date of Completion / Award:	2019
Closest Comparable South African Qualification/Qualification Type:	Bachelor of Commerce: Information Systems
Organising Field:	Physical, Mathematical, Computer and Life Sciences
Sub Framework Location:	Higher Education Qualifications Sub-framework
NQF Level:	7
Credits:	380

eSAQA Certificate of Evaluation

VINCENT MANO

16:47 PM (Africa/Johannesburg) on 19 Aug 2020

SAQA has confirmed the above information, for digital certfication and sharing by PrivySeal Limited, at 16:45 PM (Africa/Johannesburg) on 19 Aug 2020

POWERED BY
PRIVYSEAL

Verify national qualifications

SAQA Verifications Service

This service is to verify South African Qualification Achievements

Private Sector Clients	**Public Sector Clients**	**Individual Verification Letters**

Extract from the NLRD

VeriSearch

SAQA

Counter-fraud focus

Definition of authentic qualification:
- Provider/ programme accreditation to offer qualification;
- Qualification registered on NQF;
- Authentic qualification holder

**SAQA responsible for two separate registers:
fraud and misrepresentation**

- Maintain register of fraudulent qualifications

- Maintain register of misrepresented qualifications

Professional Body:
- Statutory or non-statutory body of expert practitioners in an occupational field

In addition to recognising professional qualifications:
- **Recognise professional bodies**
- **Register professional designations (separate register, NQF Amendment Act, 2019)**

Professional Designation:
- a title or status conferred by a professional body in recognition of a person's expertise and/or
- right to practise in an occupational field

Research

2014 NQF Impact Study:
- NQF helped SA to transform its system in the directions desired

2015:
learning pathways research (learning pathways at three levels: systemic, specific agreements, learner support)
flexible learning and teaching practices (FLTP) research (implementing FLTPs needs flexibility in the admin, curriculum, provision and student support systems)

2017 NQF Impact Study:
- increased integration of public and private HE over time
- need for enhanced communication in some sectors
- where NQF partner policies are aligned/not-aligned
- widespread use/appreciation of the NQF Level Descriptors - with some difficulties in distinguishing between certain levels; and the need for enhancement to use for occupational qualifications
- use of the transparency tools of the NQF (NLRD, verifications)]

2018
- **DPME NQF Impact Evaluation** - showed the NQF is embedded and being implemented across the system - although unevenly
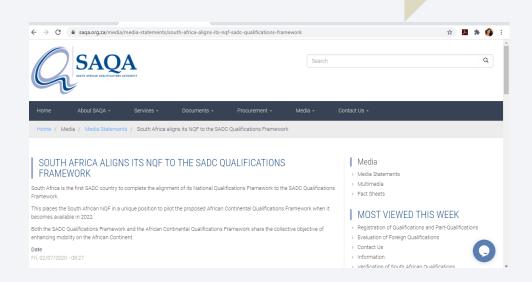- **National Articulation Baseline Study** - identified 75 strong articulation initiatives

2020 Case Study of Flexible Learning Pathways in SA (part of UNESCO's eight-country study of FLPs)
- leading examples identified in terms of national policy framework, structures, instruments and institutional practices

SA NQF alignment with SADCQF

Link to SANQF completed alignment report (May 2019):
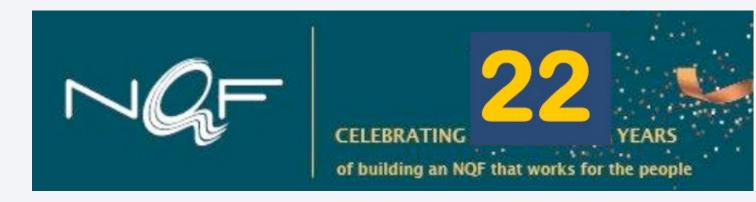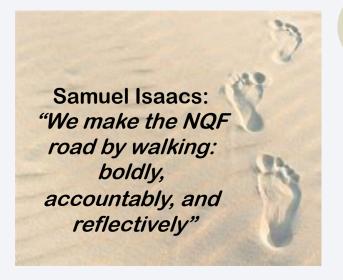https://www.saqa.org.za/media/media-statements/south-africa-aligns-its-nqf-sadc-qualifications-framework

Report on the
Alignment of the South African
National Qualifications Framework
(SANQF) to the
Southern African Development
Community Qualifications
Framework (SADCQF)

May 2019

MARCH 28

2020

NQF | CELEBRATING **22** YEARS
of building an NQF that works for the people

"If you build it, they will come"
Dennis Gunning

Samuel Isaacs:
"We make the NQF road by walking: boldly, accountably, and reflectively"

NQF =
"No Quick Fixes"
Gino Govender

Key points and lessons from developing/ implementing QFs

- Growth in the **numbers of sectoral, national, regional, continental QFs**

- QFs **integrate** systems for education, training, development and work, and are **linked to transformation** in many countries – the principles of access, inclusivity and equity are key principles for establishing NQFs

- **Lifelong learning (LLL)** is central to QFs – it needs to be understood **holistically** as being for personal as well as socio-economic development. Learning outcomes need to reflect lifelong, life-wide and life-deep contexts

- There is **increased use of NQF Level Descriptors and learning outcomes** internationally

- The **impact of QFs depends on** (1) how well they are aligned to country systems (2) the ability to use learning outcomes for clarity, transparency and articulation, and (3) participation in the system. The shift to an outcomes-based approach has many advantages – quality must not be sacrificed in when pursuing access

- There are useful theoretical frameworks for **assessing the impact of NQFs**

- QFs are found to be **catalysts for connectivity** between qualifications, learning pathways, sectors and organisations

- QFs are linked to **access, redress, learning pathways and mobility, quality and transparency** internationally

- It is important to **allow extended time for full stakeholder participation and inclusivity** in the context of QFs – the implementation of QFs is a multi-year process informed by continuous improvement

- **Global Framework for 2030** - QFs need to ensure (1) that learning pathways bridge low level to high level skills (2) sustainable development (3) the centrality of TVET (4) the right to education (5) mobility across borders and (6) alignment with Global Framework for 2030

Over-arching lessons re QFs

LESSON 1 - QFs are here to stay: systems cannot be transplanted across countries because they are embedded in socio-cultural contexts, but instruments and approaches could be considered and there are many commonalities across QFs, and lessons to be learned, e.g.:

- QFs link education and training systems to lifelong learning, personal development and socio-economic development and transformation
- within NQFs, level descriptors and learning outcomes are used to enhance redress, access, learning pathways, mobility, quality and transparency

LESSON 2 - it is important to assess the impact of QFs and several studies show how this can be done

LESSON 3 - QFs need to address system alignment and so stakeholder involvement and inclusivity are important for the implementation of QFs - whether at sectoral, national, regional or continental level. Relational agency is needed to implement QFs as relational mechanisms

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