



Namibia · Qualifications · Authority
Quality Assured Qualifications

The NQF Evolution, Governance and Implementation

The Namibian Experience

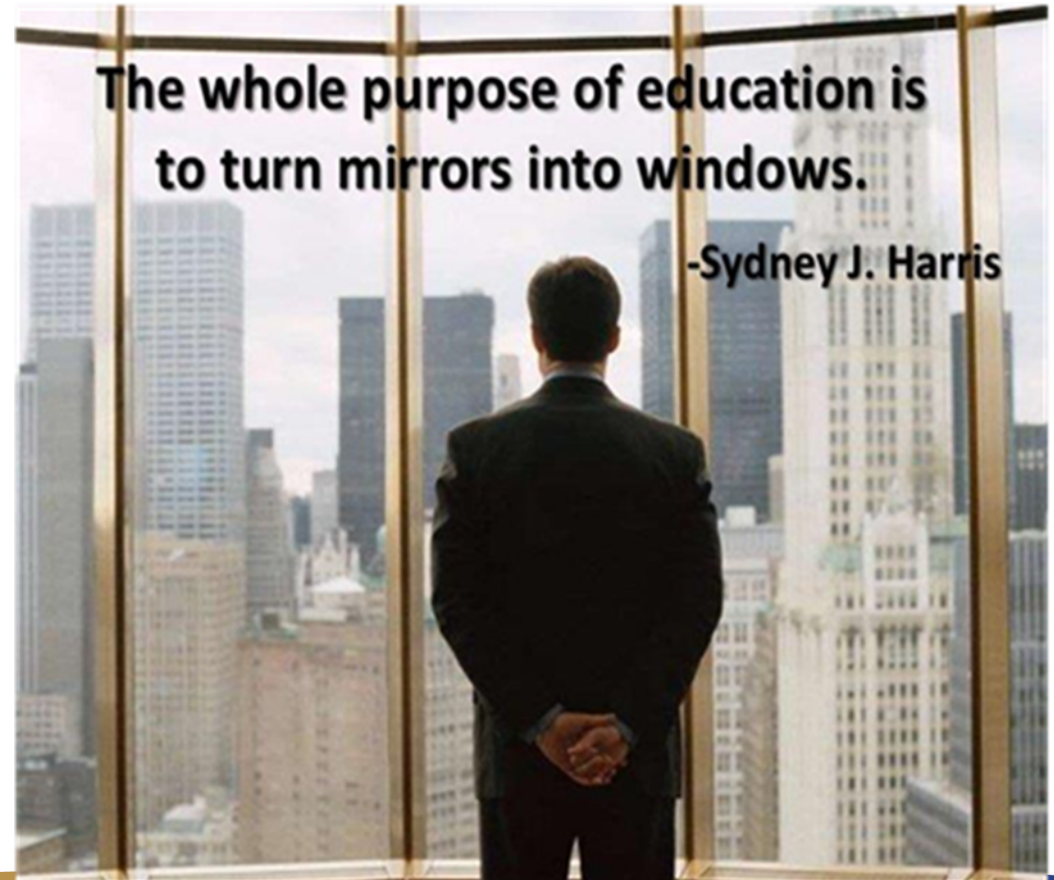
ACQF Peer Learning Webinar 8

3 June 2021 - Session 3

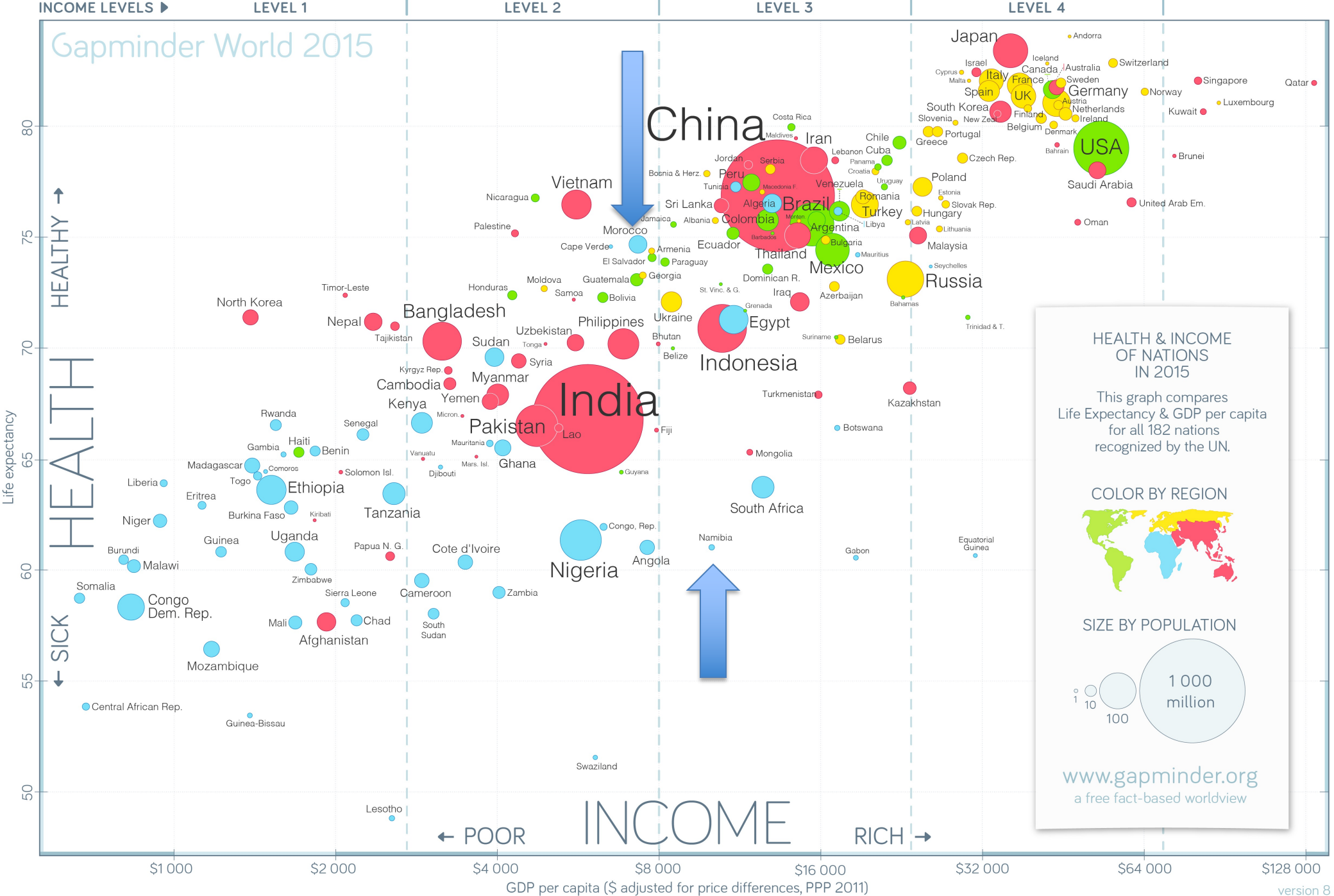
Mr. Franz Gertze

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



“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



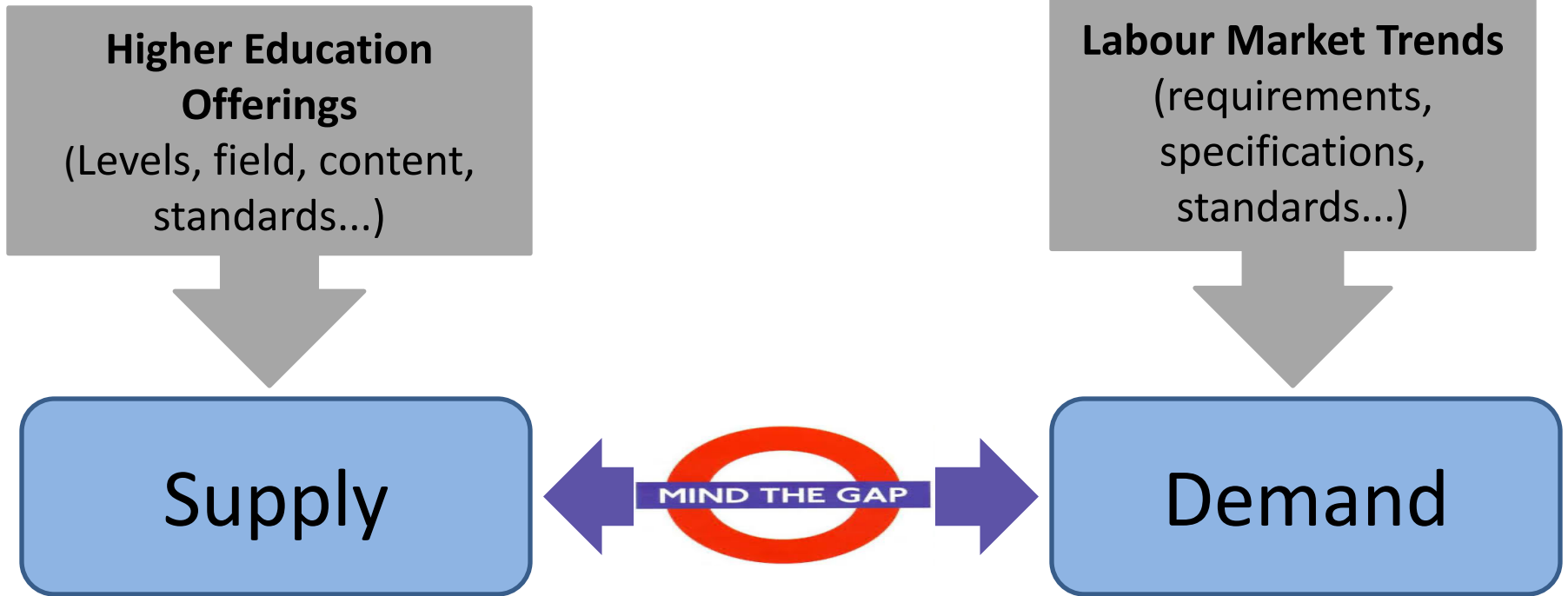
- Increased demand for placement:

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

Demand and Supply Mismatch



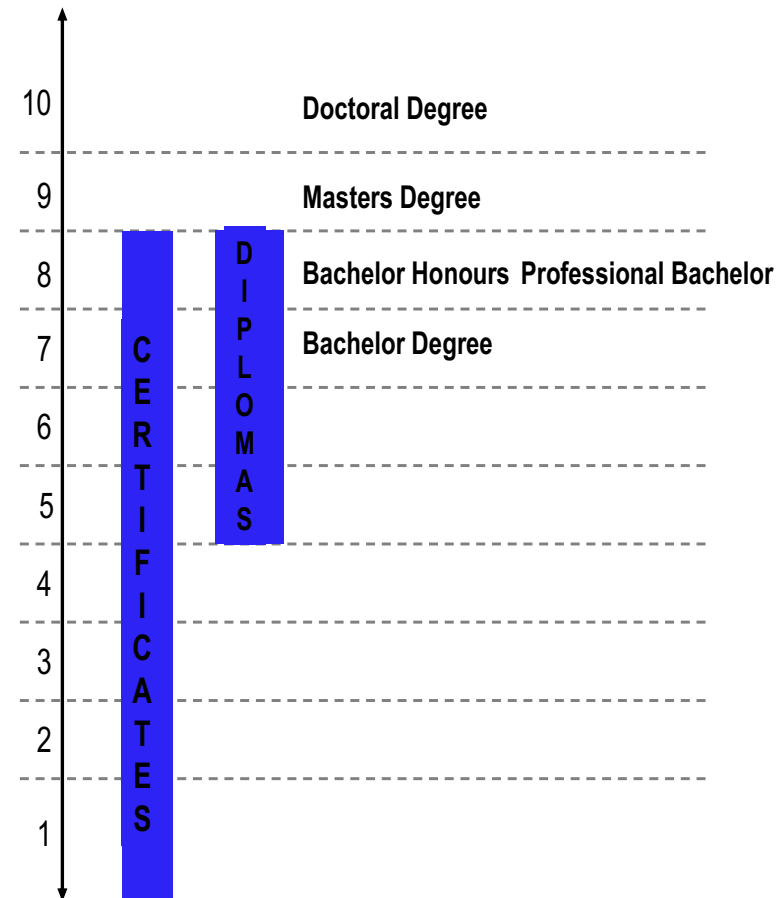
Is there a GAP and how do we BRIDGE it?



- 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



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Quality Assured Qualifications

10

Doctoral Degrees

9

Masters Degrees

8

C

D

Professional /Honours Degrees

7

E

I

Bachelors Degrees

R

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6

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Unit Standards

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

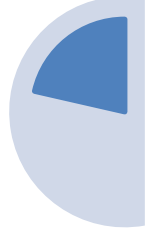
Doctoral Degrees



Standards Setting



Qualifications
Development



Accreditation



**Education, Training and
Skills Development**



**Assessment and
Moderation**



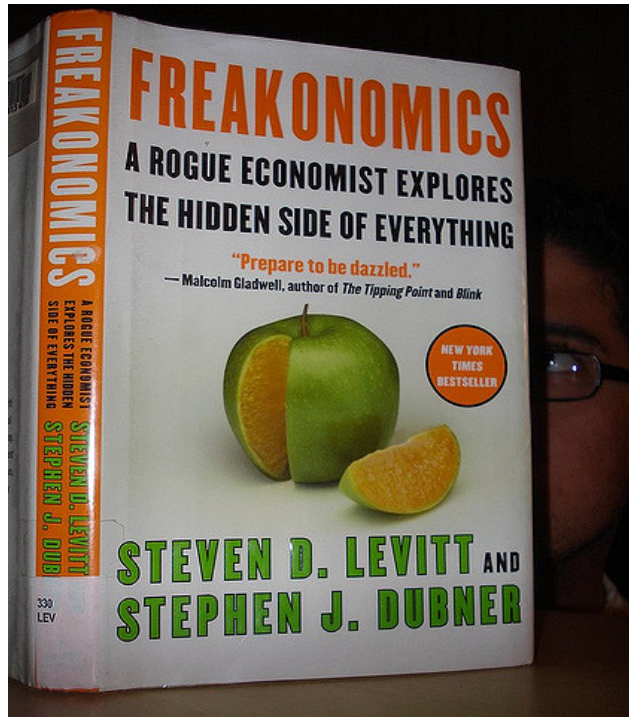
Certification



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

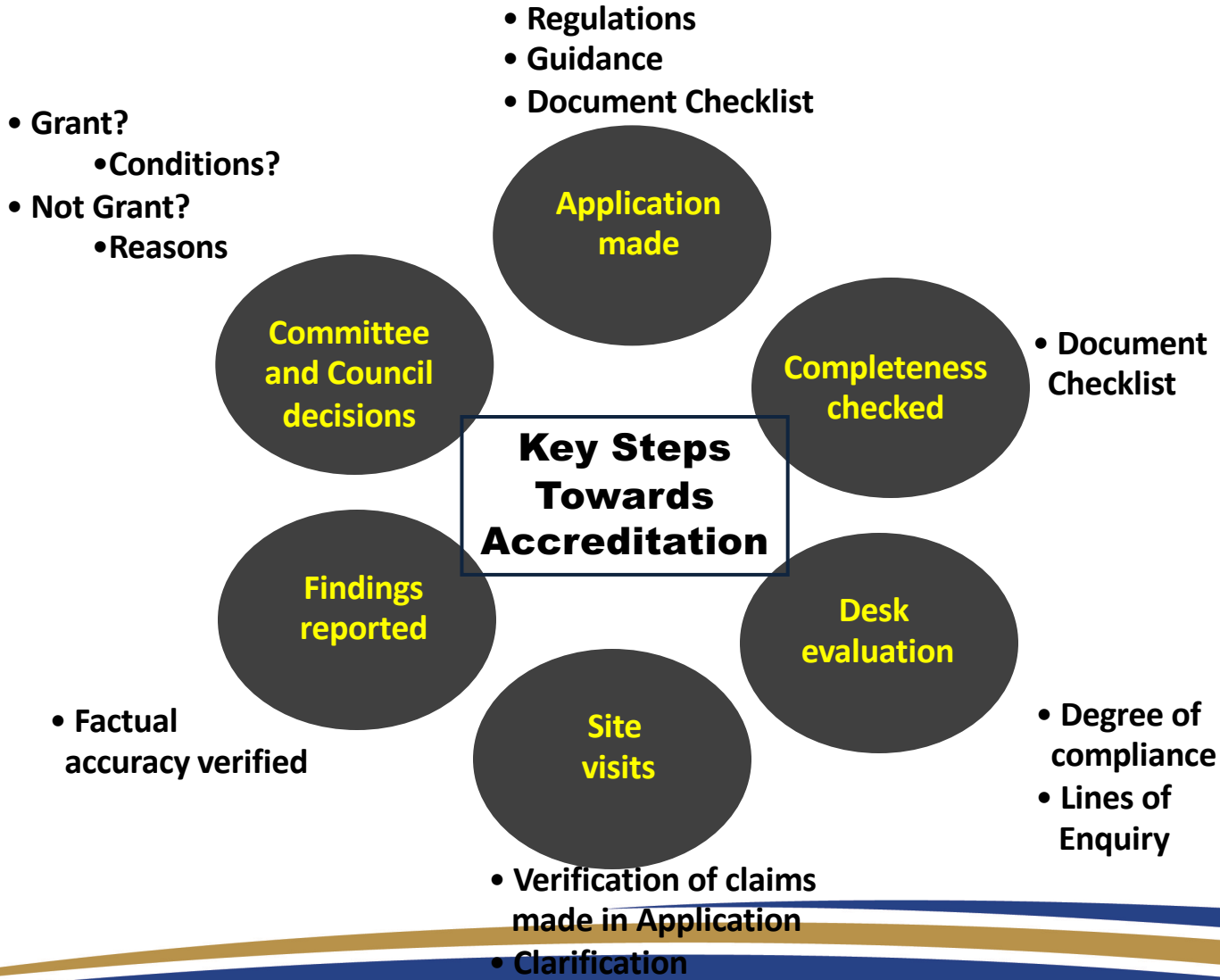
Quality planning, control or assurance?



Approaches to Quality

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

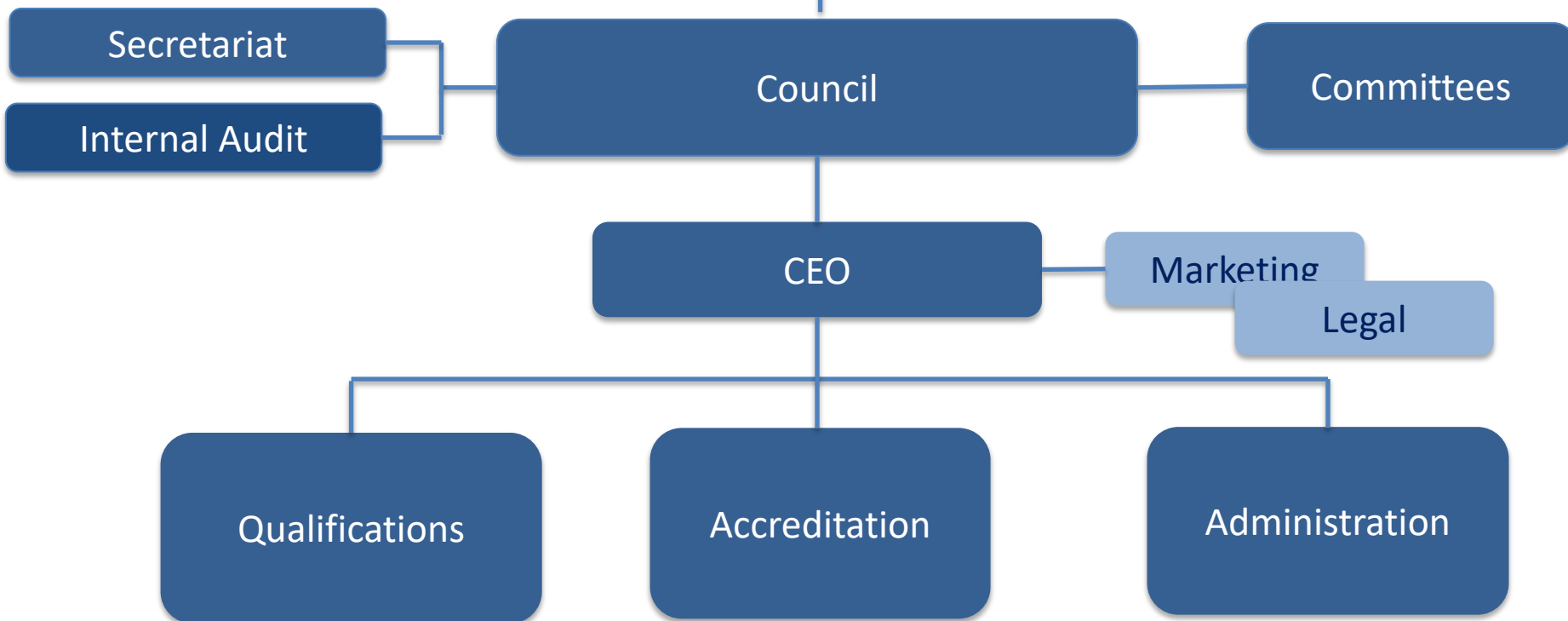
The Objects of the NQA are to:-

- 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.

Council Committees

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





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Quality Assured Qualifications

Vision

Global and reputable authority
empowering people

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

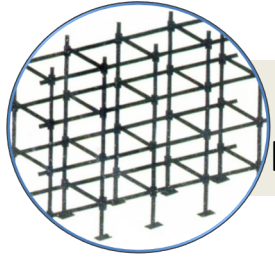
Relationship Management

Core Values





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**Single,
Integrated Framework**



**Access, Mobility,
Progression**



Quality assurance



**Communication
and Redress**



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





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QUESTIONS

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Thank You