

ACQF Webinar
4th Webinar on Monitoring and Evaluation

**Theme: M & E cases and experiences in the context of
NQF: SAQA**

24 October 2024

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ABOUT SAQA



THE SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA) IS A STATUTORY BODY, ESTABLISHED IN TERMS OF THE SAQA ACT (NO. 58 OF 1995) AND CONTINUING IN TERMS OF THE NQF ACT (NO. 67 OF 2008) AND ACCOUNTABLE TO THE MINISTER OF HIGHER EDUCATION, SCIENCE AND INNOVATION

THE NQF ACT MANDATES SAQA TO



DEVELOP AND IMPLEMENT A NATIONAL QUALIFICATIONS FRAMEWORK (NQF)



ADVANCE THE OBJECTIVES OF THE NQF



CO-ORDINATE THE SUB-FRAMEWORKS OF THE NQF



SAQA RESPONSIBILITIES

OVERSEE
NQF implementation
and co-ordinate NQF
Sub-Frameworks



ADVISE
the Minister of
Higher Education and
Training on NQF
matters

DEVELOP
and implement NQF
policies and criteria



MAINTAIN
a National Learners'
Records Database

REGISTER
qualifications and
professional
designations on the
NQF



RECOGNISE
professional
bodies

PROVIDE
evaluation and
advisory services for
foreign qualifications



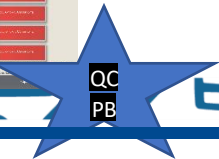
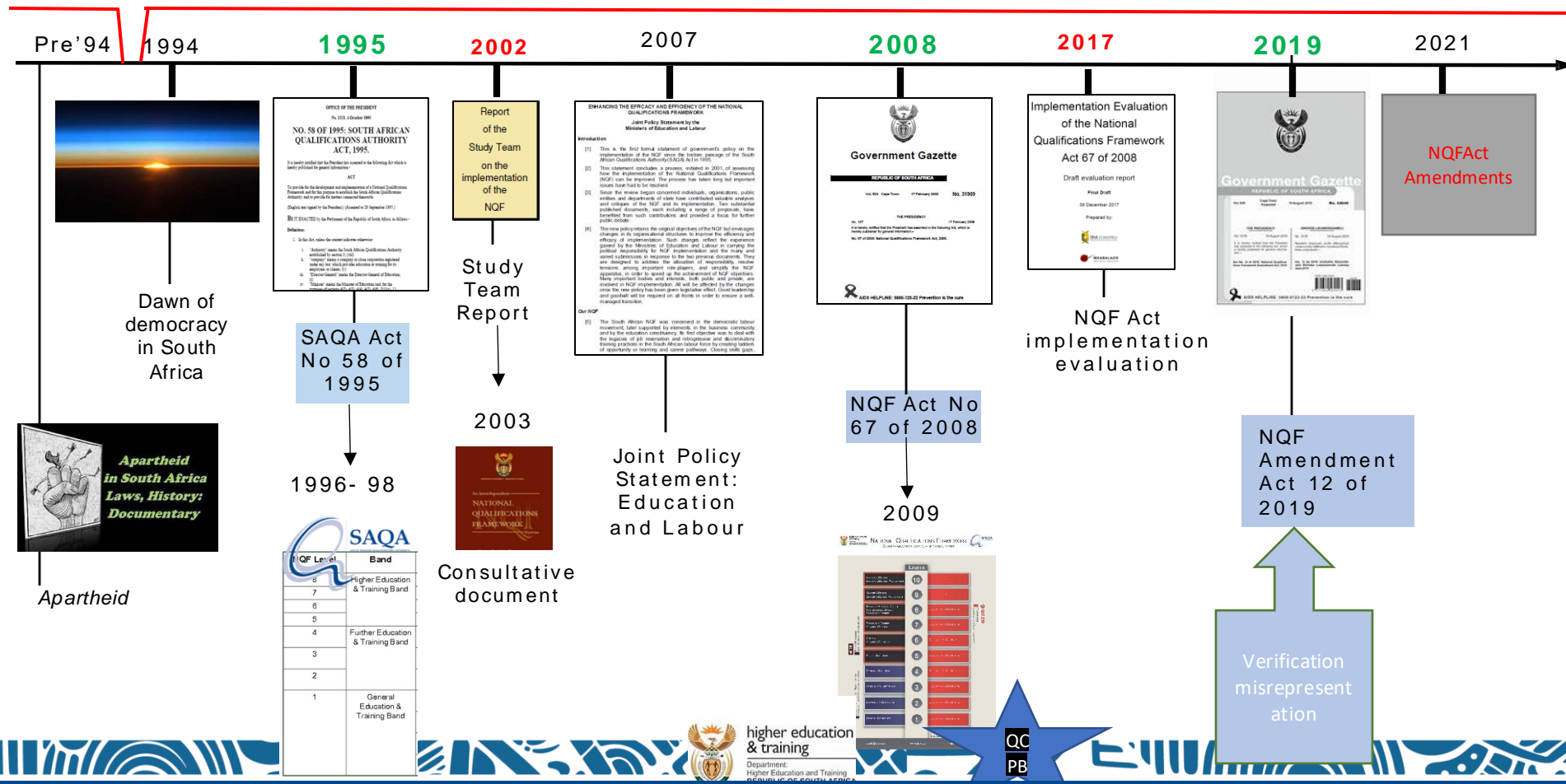
PROVIDE
verification services
for national
qualifications

CONDUCT
research and collaborate
with international
counterparts



INFORM
the public about
the NQF

Snapshot of legislative evolution of the NQF



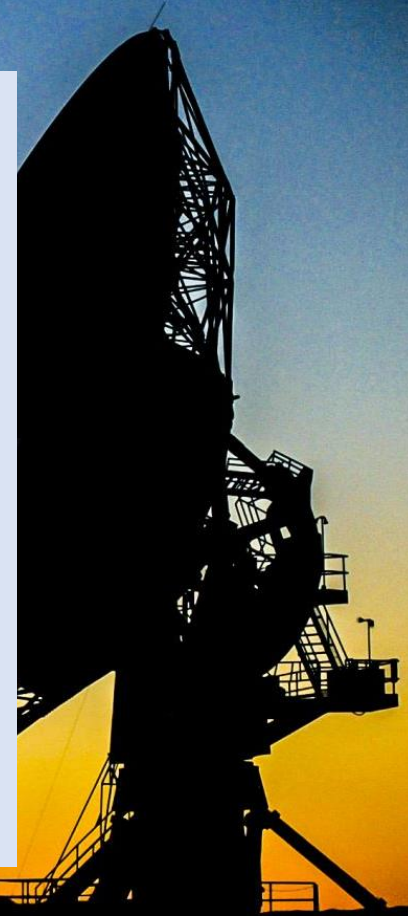
SAQA MONITORING AND EVALUATION MODELS

Internal Approach

- Mandated by Act
- Research and Development
- Impact Studies
- Referencing
- Institutional Reviews

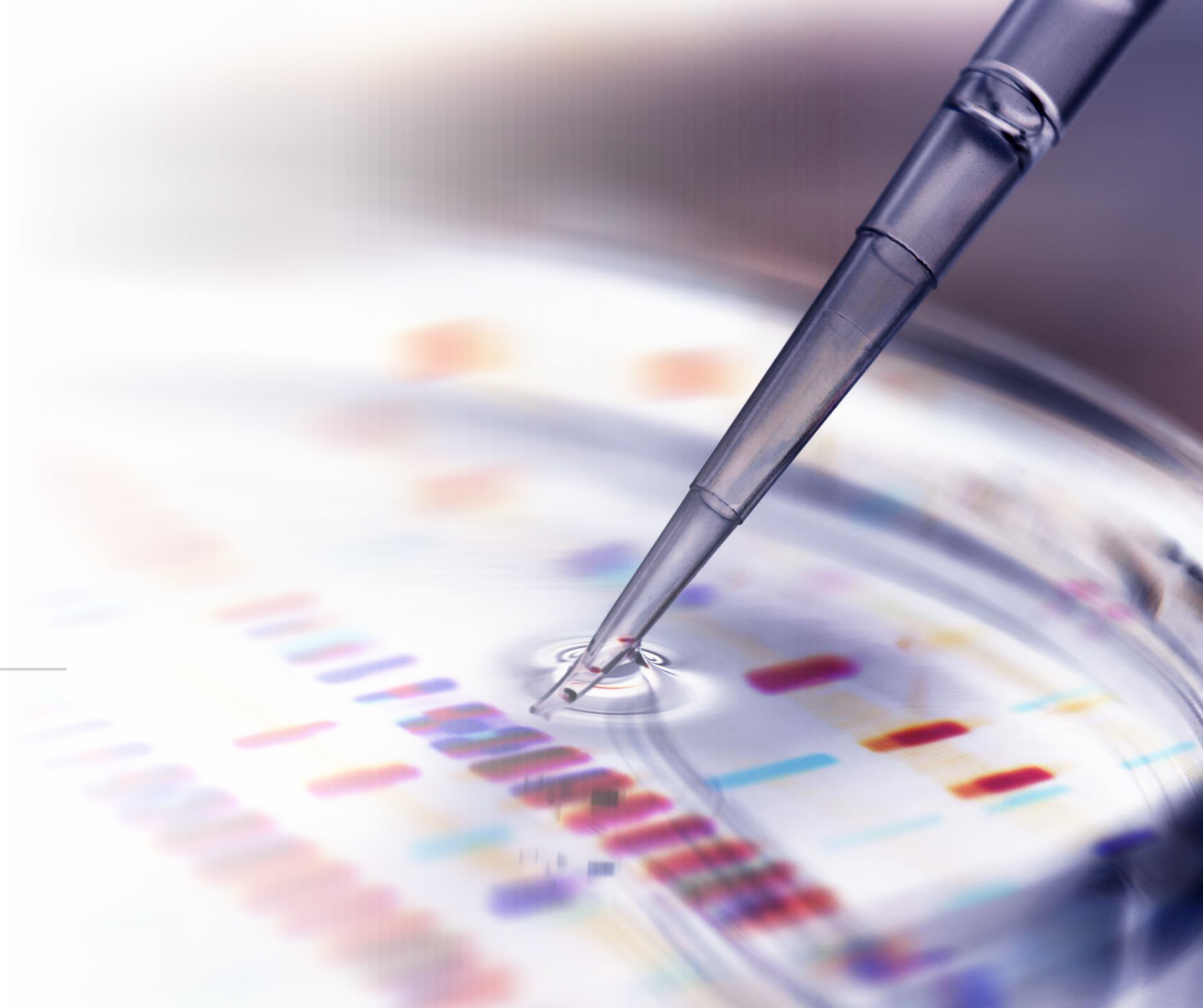
External Approach

- Ministry (DoE and DoL)
- Department of Monitoring and Evaluation
- SAQA Board
- Panel Reviews





NQF Impact Studies



Impact Studies - 2014 NQF Impact Study (2017) – Key Questions

System Integration

Access and Redress

Inclusivity

Transparency

Quality

Learner Progression

Achievements & Challenges

Impact Studies - 2014 NQF Impact Study (2017) - Recommendations



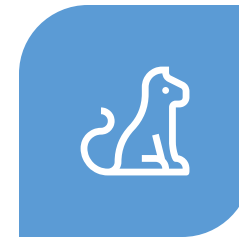
ENHANCE UNDERSTANDING
OF, AND DEVELOPMENTS IN,
SYSTEMIC INTEGRATION AND
ARTICULATION



REDRESS AND LEARNER
ACCESS, SUCCESS AND
PROGRESSION



BETTER COLLABORATION
BETWEEN QUALITY COUNCILS



BETTER TRANSPARENCY: LEVEL
DESCRIPTORS, LEARNING
OUTCOMES, DEVELOPING AND
REGISTERING QUALIFICATIONS,
CAT POLICY



MANAGEMENT OF THE
PROLIFERATION OF
QUALIFICATIONS



Impact Studies - 2021 NQF Impact Study (2023) – Key Questions

How are RPL, CAT, and student support applied in HEIs and colleges? Successes and challenges?

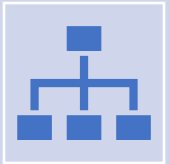
What are professional bodies doing for RPL and candidate support?

How do entities support learners and professional development, enhancing NQF flexibility?

What advice do entities have on RPL, CAT, and learner support?

What RPL and CAT data exist in the system?

Impact Studies - 2021 NQF Impact Study (2023) - Recommendations



Institutions must align organisational RPL policies, collect RPL data compatible to RPL.



SAQA to communicate the RPL information through systematic webinars and workshops



SAQA and the NQF partners need to prioritise record-keeping and data management



PANEL REVIEWS



2001 NQF Review

Commissioned by the Department of Education and Department of Labour – External Panel

International discourse and development of NQF and impact on the implementation of the SA NQF

The match between objectives and outcomes

Are policies, procedures, delivery systems developed by SAQA relevant for the implementation of the NQF and how these could be improved.

Focus on recommendations to streamline the implementation of the NQF.

2001 NQF Review - Outcomes



DPME - Implementation Evaluation of the National Qualifications Framework Act - 2016/17



To assess the relevance and appropriateness of NQF Act in respect of: (1) Fitness for purpose, (2) Internal and external coherence, and (3) Implementability;



To what extent has the implementation of the NQF Act been effective in achieving its policy goal(s), objectives and intended outcomes?



To what extent has the implementation of the NQF Act been efficient?



What is the emerging impact of the NQF, if any?

DPME -2016/17 – Recommendations



Legislation and Policy



Programmes, Accreditation and Qualifications



Monitoring and Evaluation



Institutional arrangements, coordination and integration



Human Resources and Capacity Development



Funding

DPME -2016/17 – Outcomes



NQF IMPROVEMENT PLAN
SUBMITTED TO PRESIDENCY



NQF AMENDMENT ACT 12
OF 2019

CHANGES OF THE SA NQF ARCHITECTURE AND STRUCTURES

1995 - 2008

- SAQA Act
- DoE + DoL
- SAQA oversaw qualifications development
- National Standards Bodies (NSBs)
- Standards Generating Bodies (SGBs)
- 8 NQF levels
- 'Bands'
- Unit standard based

2008 – 2019 (promulgated in 2023)

- NQF Act no 67 of 2008
- DBE and DHET
- SAQA oversees NQF implementation
- SAQA coordinates NQF Sub-Frameworks
- 3 Quality Councils (each has Act)
- 3 Quality Councils oversee qualifications development and QA, and submit to SAQA for registration on the NQF
- 10 NQF levels
- Credit based

2019 (promulgated in 2023) -

- NQF Amendment Act no 12 of 2019
- Kept all 2008 – 2019 architecture and structures
- Authentic national qualification is:
 - 1) Registered on NQF
 - 2) Accredited institution
 - 3) Lawfully obtained
- Authentic FQ is
 - 1) lawfully obtained and
 - 2) evaluated by SAQA
- Maintain a separate register of professional designations
- Misrepresentation and a Register

Current Review: 2023 – Present

First Review that has been initiated by SAQA Board

External panel appointed – SAQA provides secretariat support

The objectives of the NQF and a meaningful interpretation of these in the work of SAQA

How and with whom should SAQA address these objectives

How the system works – the misalignments, overlaps, tensions and gaps

Conclusions



Simplifying the NQF



Better Coordination and alignment - SAQA and Quality Councils



Collaborations and partnerships – NQF stakeholders



Data management and transparency



Strengthening articulation



Improving access and redress



**THANK
YOU**

