

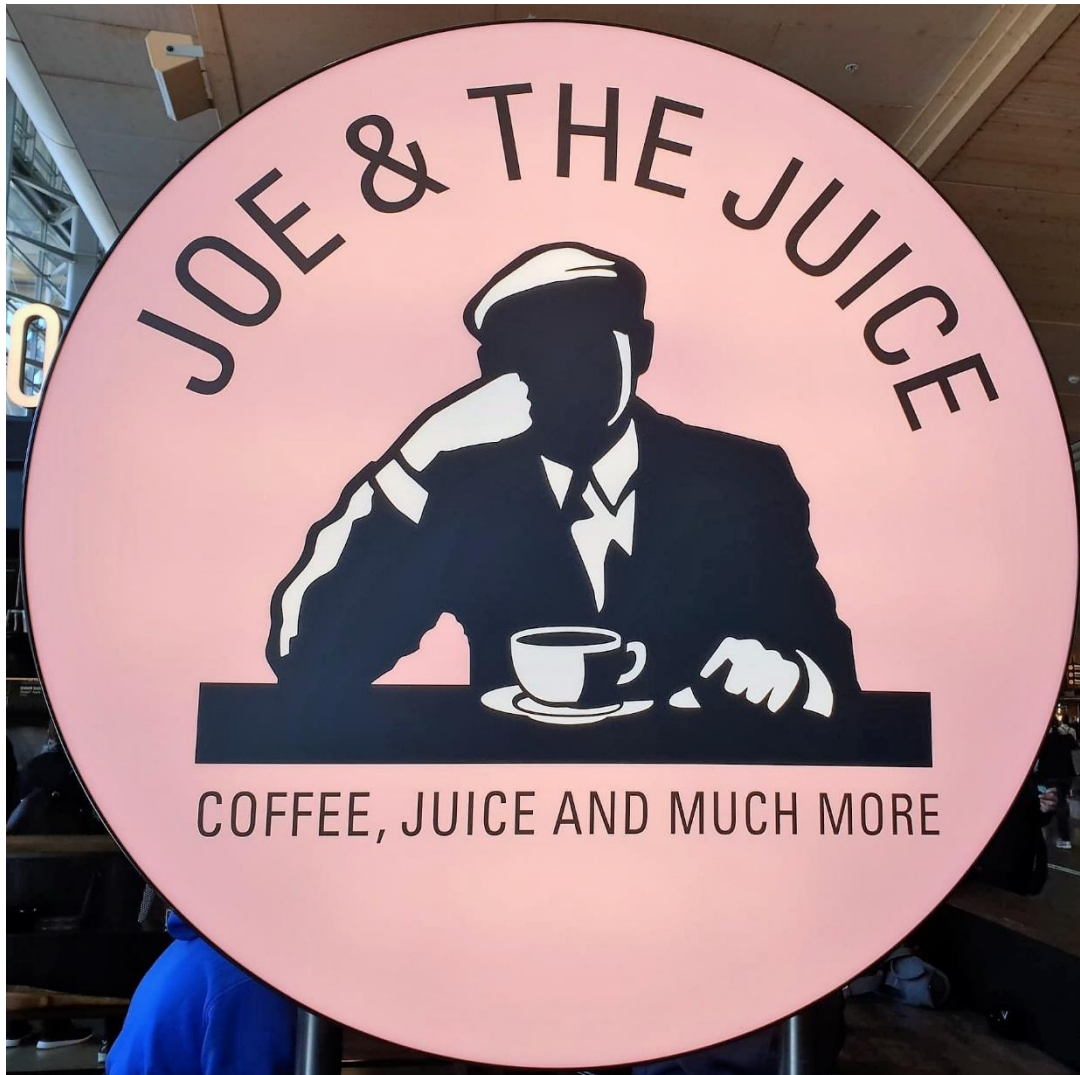
# South African Qualifications Authority's (SAQA) Work

Joe Samuels

Presentation to NOKUT Staff

20 September 2018, Oslo, Norway

# Thanks for the Welcome!



# Objectives of SAQA



Advance the objectives of the NQF

1.



Coordinate 3 Sub-frameworks

2.

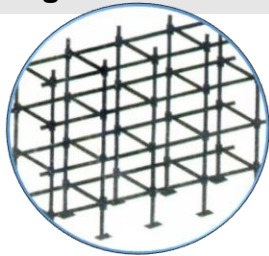


Oversee the further development and implementation of NQF

3.

# NQF Objectives/ purpose

**Single,  
Integrated Framework**



**Access, Mobility,  
Progression**



**Redress**



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




# NQF Context in SA



- The National Qualifications Framework is a single integrated system for the “classification, registration, publication and articulation of quality-assured national qualifications”.

# NQF context in SA contd.

- The NQF is organised as a series of levels of learning achievement arranged in ascending order from one to ten
  - There is one set of level descriptors for the NQF
- 

## NQF context in SA contd.

- The NQF is a single integrated system which comprises three co-ordinated Qualifications Sub-Frameworks

# SAQA Functions







# Coordinate Sub-Frameworks of the NQF



## National Qualifications Framework

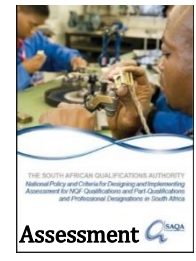
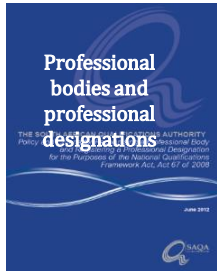
Level	Sub-framework and qualification types	
10	Doctoral Degree Doctoral Degree (Professional)	*
9	Master's Degree Master's Degree (Professional)	* Qualification types beyond Level 6 on the OQSF have not been determined pending further advice *
8	Bachelor Honours Degree Postgraduate Diploma Bachelor's Degree	Occupational Certificate (Level 8)
7	Bachelor's Degree Advanced Diploma	Occupational Certificate (Level 7)
6	Diploma Advanced Certificate	Occupational Certificate (Level 6)
5	Higher Certificate	Occupational Certificate (Level 5)
4	National Certificate	Occupational Certificate (Level 4)
3	Intermediate Certificate	Occupational Certificate (Level 3)
2	Elementary Certificate	Occupational Certificate (Level 2)
1	General Certificate	Occupational Certificate (Level 1)

Higher Education Qualifications Sub-Framework

General and Further Education and Training Qualifications Sub-Framework

Occupational Qualifications Sub-Framework

# Overarching NQF policies



**NQF  
System of  
collaboration**



**NQF  
Implementation  
Framework**



**4771**

providers accredited to  
offer qualifications

**3508**

providers accredited to  
offer part-  
qualifications

**106**

Recognised  
Professional  
Bodies

**385**

Professional  
Designations

**350 677**

Professionals with  
designations

**N  
L  
R  
D**

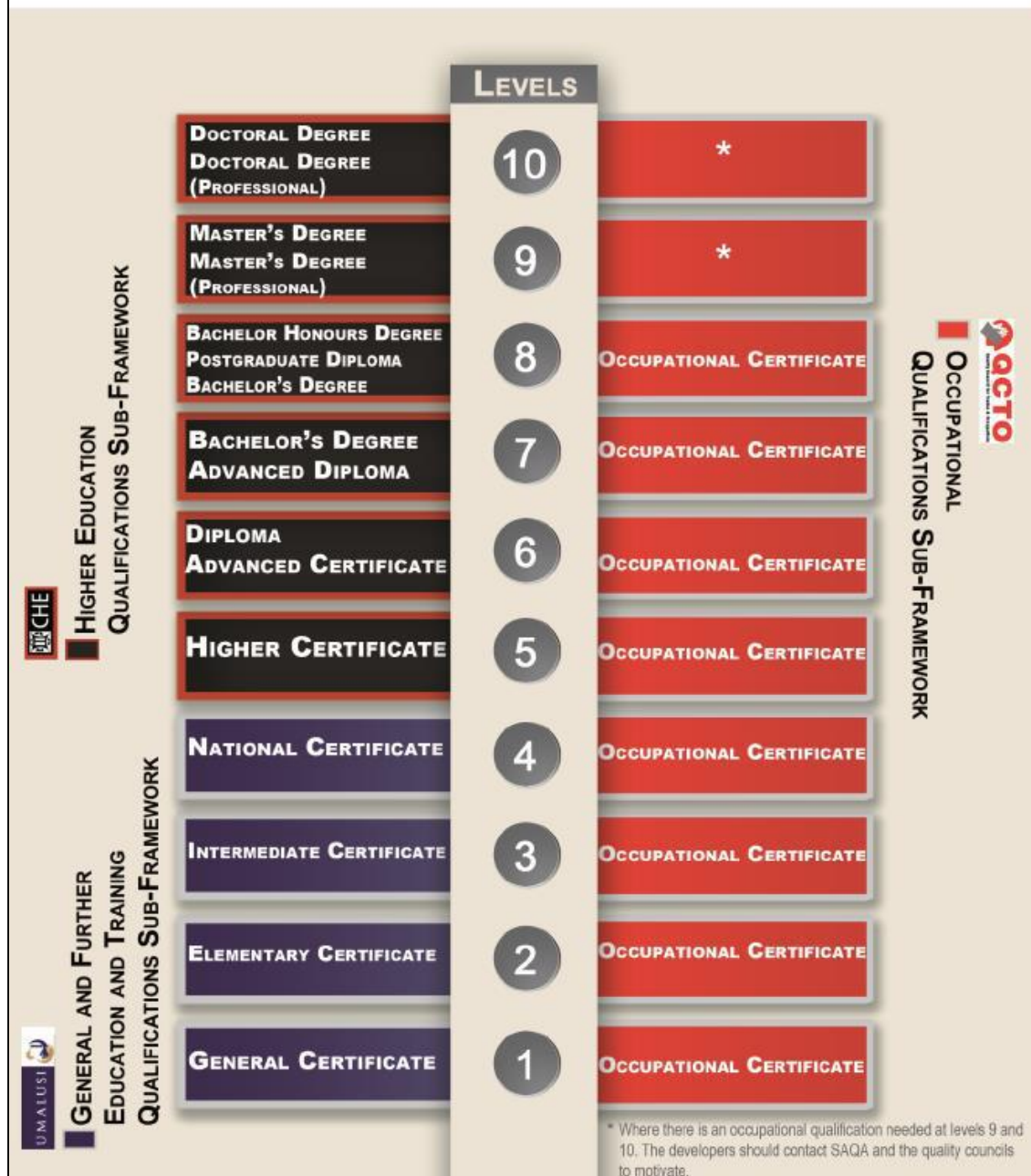
**18,3 million**  
**Learners on the  
NLRD**

**14,9 million**  
Qualification  
Achievements

**96,2 million**  
Part-  
qualification  
Achievements

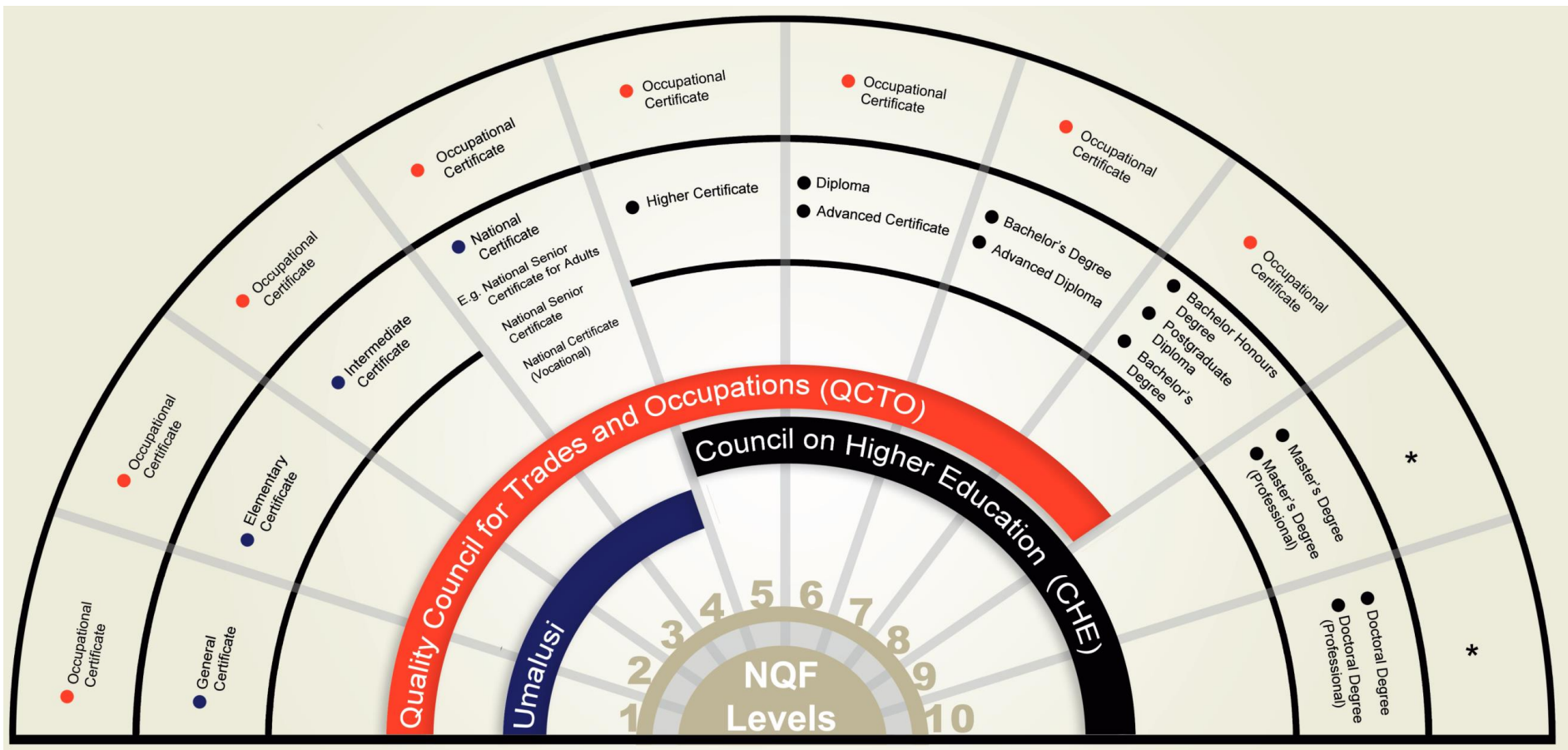
**63 790**  
Achievements  
through RPL

NLRD Snapshot as at 31 March 2018





## The Fan



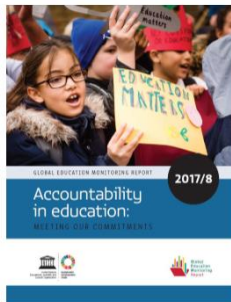
# International Liaison



**South African National  
Commission for UNESCO**



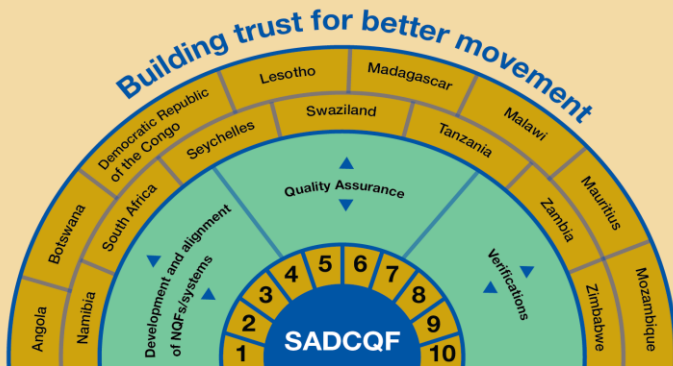
**Summary of Deliberations:**  
Meeting of the Education Sector Committee (ESC) of the South African National Commission (NATCOM) for the United Nations Educational, Scientific and Cultural Organization (UNESCO), held on 3 July 2018 at SAQA House, Hatfield, Pretoria, South Africa.



**AQVN  
2016**

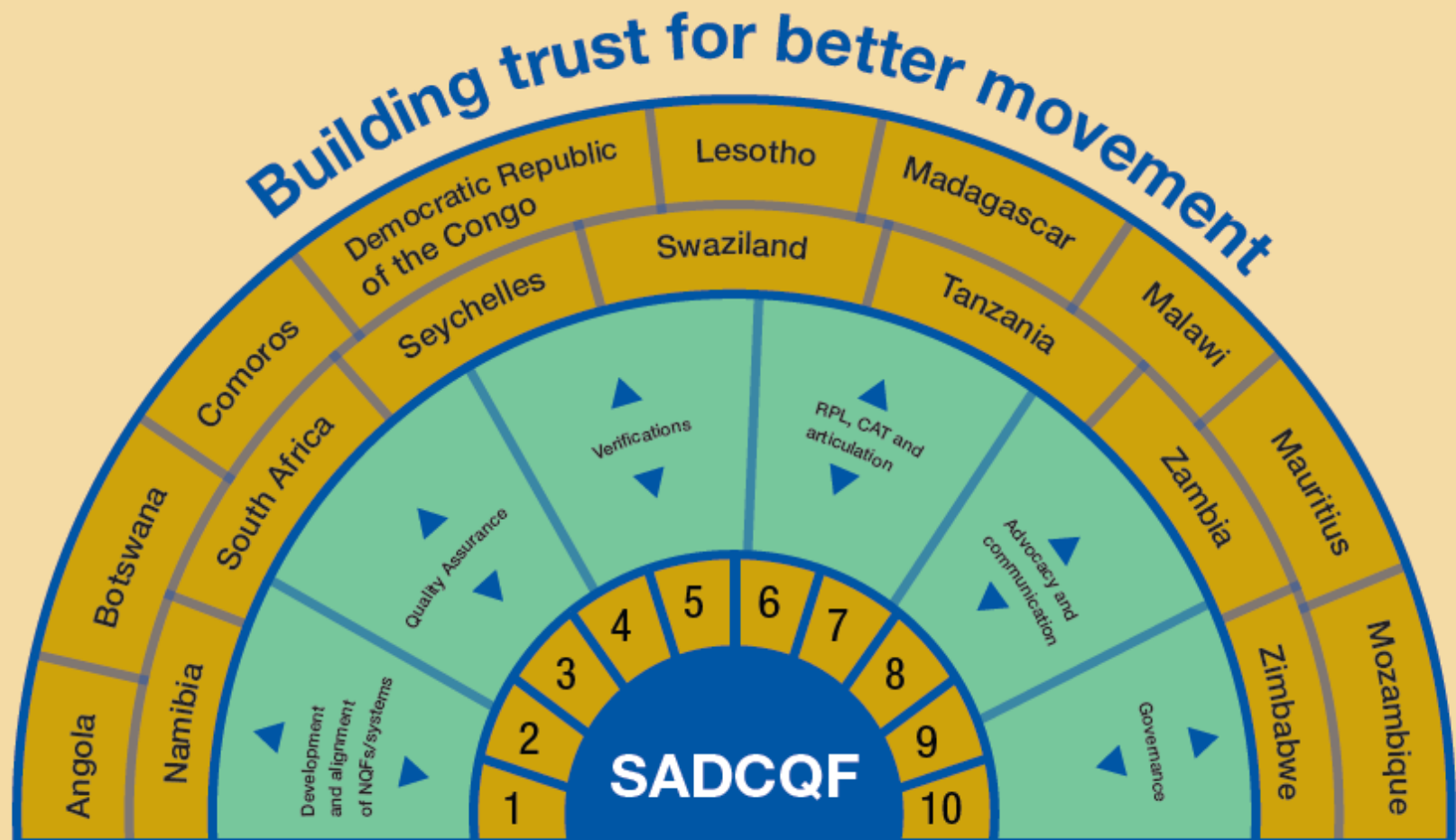


**SADC Qualifications Framework Implementation Model**





# SADC Qualifications Framework Implementation Model







		<b>Below NQF Level 1</b>
<b>Level 1</b>		<b>Level 1</b>
<b>Level 2</b>		<b>Level 2</b>
<b>Level 3</b>		<b>Level 3</b>
<b>Level 4</b>		<b>Level 4</b>
<b>Level 5</b>		<b>Level 5</b>
<b>Level 6</b>		<b>Level 6</b>
<b>Level 7</b>		<b>Level 7</b>
<b>Level 8</b>		<b>Level 8</b>
<b>Level 9</b>		<b>Level 9</b>
<b>Level 10</b>		<b>Level 10</b>

SAQA has standing memoranda and/or contracts with agencies in the following countries in these areas:



SADC Protocol on Education and Training



Bilateral agreement on mutual recognition of qualifications with Russia and China



Contract to develop an information system with Namibia



Memoranda of Understanding (MoUs) in the area of qualifications frameworks (QFs) with Malaysia, United Arab Emirates and New Zealand

## 27

### Verifications' Service Level Agreements (VSLAs)



Australia



Botswana



France



Kenya



Lesotho



Namibia



Netherlands



Saudi Arabia



Singapore



Swaziland



UK



USA



Zambia



Hong Kong



Thailand

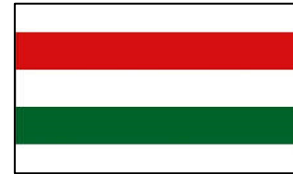
# Seven draft mutual recognition of qualifications (MRQ) agreements between SA and other countries



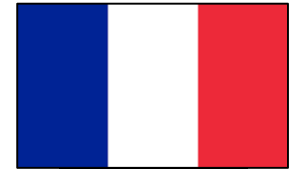
**Brazil**



**Cuba**



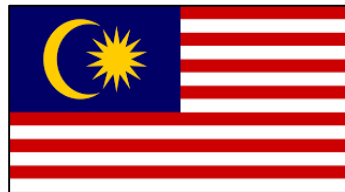
**Hungary**



**France**



**India**



**Malaysia**



**Palestine**

**Based on 2017 data**



**UMALUSI**

## Basic Education

23 796 Public Schools with  
12 490 132 learners

1966 Private Schools with  
402 141 learners

Early Childhood  
Development Centres

Kha Ri Gude Project (Literacy)

**Based on 2015 data**



## Technical Vocational Education and Training

50 Public TVET Colleges with  
737 880 learners

9 Community Colleges (one  
per province) with  
283 602 learners

252 Private TVET Colleges with  
88 203 learners

Workplace learning



## Higher Education and Training

26 Public HEIs with  
985 212 learners

124 Private HEIs with  
147 210 learners

Professional bodies



# Accreditation of Providers and Registration of Qualifications on the National Qualifications Framework

This infographic shows the shift from the SAQA Act of 1995 to the NQF Act of 2008 which came into effect on 1 June 2009 with regard to registration and accreditation of providers and learning programmes as well as registration of qualifications on the NQF.

## Pre 2009

- Minister of Education set norms and standards
- Standards development and quality assurance were done by separate entities i.e. SAQA (standards development) and ETQAs (quality assurance)

## 8 level NQF

## SAQA Act

DoE

SAQA

\*ETQAs

Providers

Registered private providers to offer learning programmes that lead to qualifications registered on the NQF



Facilitated the development of qualifications and unit standards  
Registered qualifications and unit standards on the NQF

Accredited Education, Training, Quality and Assurance Bodies (ETQAs) to quality assure providers and learning programmes leading to qualifications and unit standards registered on the NQF

SAQA

Accredited providers to offer learning programmes and unit standards leading to qualifications registered on the NQF

Registered with DoE (if private) to offer learning programmes leading to qualifications registered on the NQF

Public institutions offered accredited learning programmes leading to registered qualifications on the NQF

Accredited by SETA-ETQAs to offer learning programmes leading to qualifications registered on the NQF. The Skills Development Act was changed to allow skills providers to operate with accreditation only and excluded them from being registered by the DoE as well.

## Transition

## Post 2009

- Minister of Higher Education and Training sets norms and standards
- Standards development and quality assurance done by one entity i.e. Quality Councils

## NQF Act

## 10 level NQF

DHET

SAQA

\*\*Quality Councils

Providers

Registers private providers to offer qualifications registered on the NQF  
Approves programme qualification for public universities for the purposes of subsidies



Develops and implements policies and criteria for:  
• development, registration and publication of qualifications on the NQF  
• assessment, recognition of prior learning and credit accumulation and transfer

Registers qualifications recommended by Quality Councils on the NQF (if they meet the relevant criteria)

SAQA

Develop and implement policies and criteria using SAQA policies and criteria for:  
• development, registration and publication of qualifications  
• assessment, recognition of prior learning and credit accumulation and transfer  
• quality assurance

Communicate policies and criteria relevant to their Sub-Framework  
Quality assure providers offering qualifications in their Sub-Framework

Accredit providers to offer learning programmes leading to qualifications registered on the NQF

Recommend new qualifications and part-qualifications to SAQA for registration on the NQF



Register with DHET (if private) to offer qualifications registered on the NQF. The White Paper on Post-School Education and Training changed the arrangement - from 2013 all private providers including skills providers must register with DHET

Offer accredited learning programmes that lead to registered qualifications on the NQF

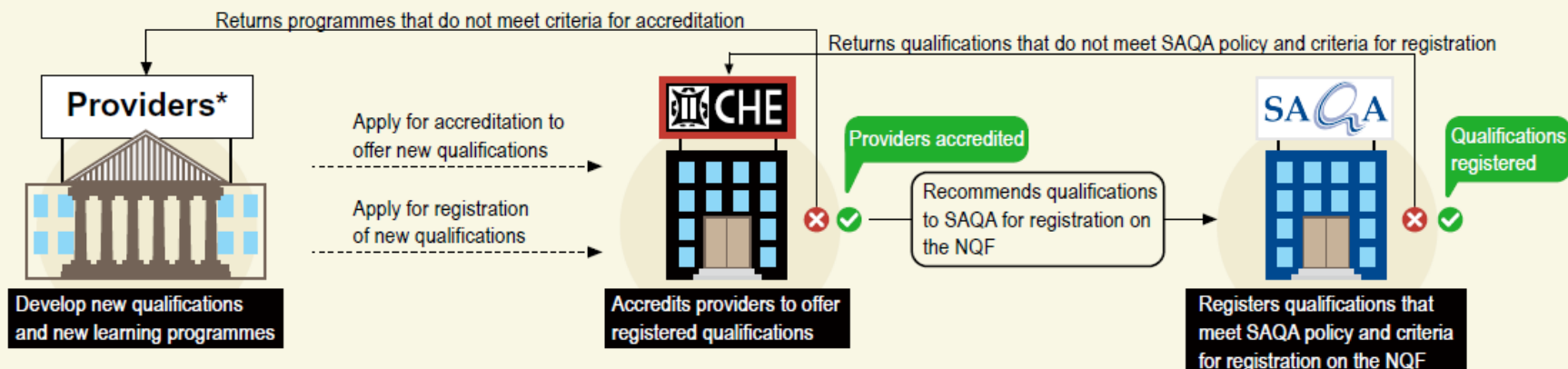
\*Pre 2009, ETQAs were Umalusi, CHE, SETAs and Professional Bodies (33 ETQAs in total)

\*\*Post 2009, Quality Councils are Umalusi, CHE and QCTO

# **Quality assuring national qualifications**

# Accreditation of Providers and Registration of Qualifications

Higher Education

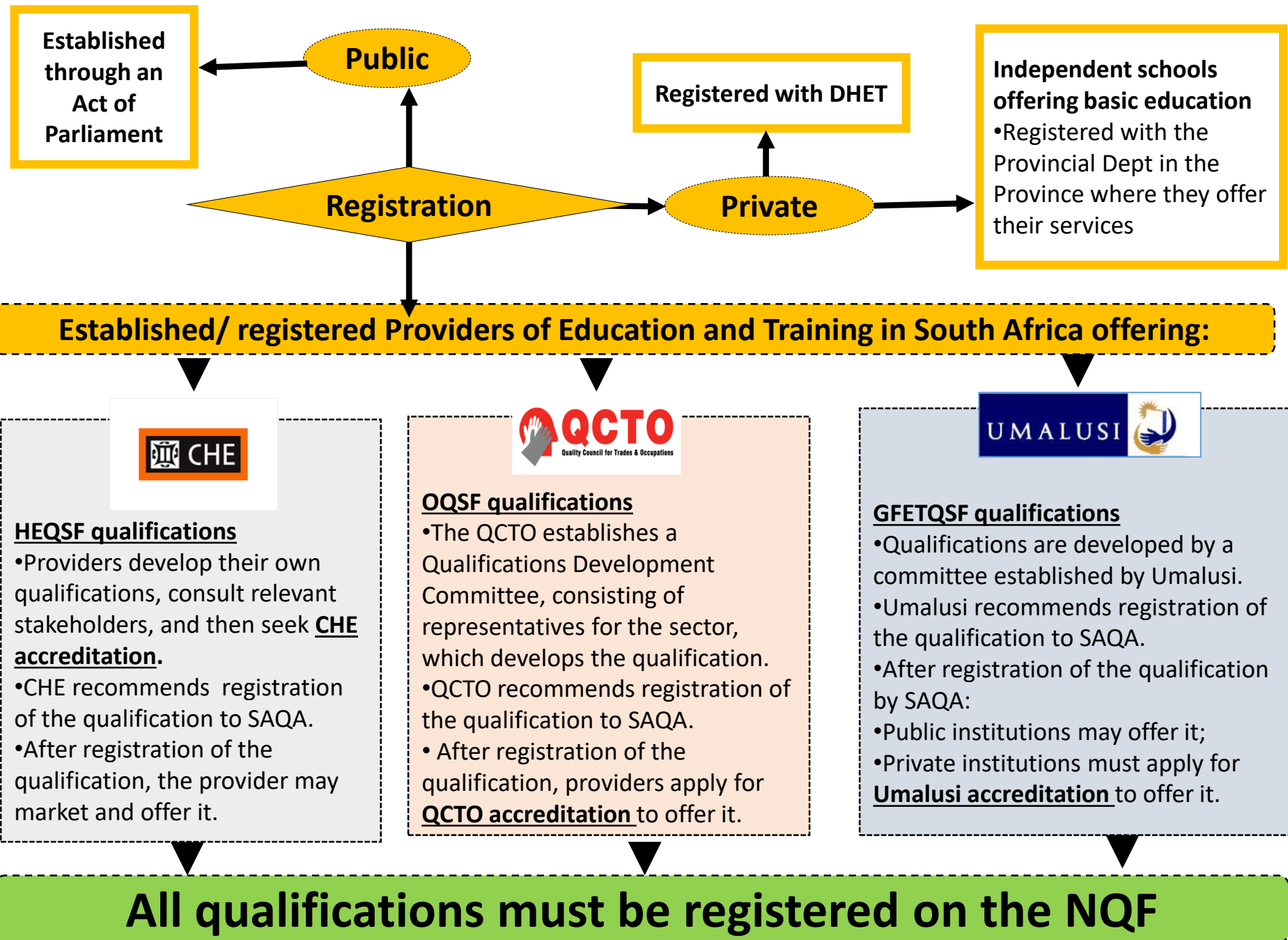


Work-based Education



General and Further Education







Programme  
Accreditation

National reviews

CHE

Institutional audits

Quality promotion  
and capacity  
development

**Table 1: NQF quality assurance responsibilities and oversight**

Schooling			Post-school education and training								
DBE oversight responsibility			DHET oversight responsibility								
NQF Level	Umalusi quality assures the GFETQSF				QCTO quality assures the OQSF	CHE quality assures the HEQSF	NQF Level				
10					**	<ul style="list-style-type: none"><li>• Doctoral Degree</li><li>• Doctoral Degree (Professional)</li></ul>	10				
9					**	<ul style="list-style-type: none"><li>• Master's Degree</li><li>• Master's Degree (Professional)</li></ul>	9				
8					Occupational Certificate, Level 8	<ul style="list-style-type: none"><li>• Bachelor's Degree (Honours)</li><li>• Post Graduate Diploma</li><li>• Bachelor's Degree</li></ul>	8				
7					Occupational Certificate, Level 7	<ul style="list-style-type: none"><li>• Bachelor's Degree</li><li>• Advanced Diploma</li></ul>	7				
6					National N-Diploma	Occupational Certificate, Level 6	<ul style="list-style-type: none"><li>• Diploma</li><li>• Advanced Certificate</li></ul>	6			
5					N4, N5, N6	Occupational Certificate, Level 5	Higher Certificate	5			
4					Further Education and Training (FET) Phase (Grades: 10-12; Age: 16-18 years)	National Senior Certificate	NC(V), Level 4	Senior Certificate Specialisation	Occupational Certificate, Level 4		4
3						Senior Certificate	NC(V), Level 3	N3	Occupational Certificate, Level 3		3
2	Intermediate Certificate	NC(V), Level 2	N2	Occupational Certificate, Level 2		2					
1	General Certificate End of compulsory schooling: Grade 9			N1	Occupational Certificate, Level 1		1				
	Senior Phase (Grades: 7-9; Age: 13-15 years) Ends in Grade 9 which is at NQF Level 1 Grade 8 and below falls below NQF Level 1; Grade 7 is located in the primary school		Adult Basic Education and Training (ABET) Level 3								
	Intermediate Phase (Grades: 4 – 6; Age: 10-12 years)		ABET Level 2								
	Foundation Phase (Grades: 1-3; Age: 7-9 years)		ABET Level 1								
	Pre-primary (Grade: R; Age: 6 years)										

\*\* Occupational Certificates may be developed and registered at Levels 9 and 10 on consultation with the QCs and SAQA and advice to the Minister

Grade 9 is at NQF Level 1.

At the end of grade 9, school learners may follow one of three further learning pathways namely:

**Learning pathway 1:**

Continue at school and complete the NSC, NQF Level 4 which gives access to:

- Higher education (Higher Certificate, Diploma or Bachelor's Degree study depending on the nature of the NSC attainment of the learner);
- Occupational Certificates at NQF Level 3, 4 or 5; or
- The workplace.

**Learning pathway 2:**

Continue studies at a TVET College doing either:

- i. a National Certificate (Vocational Levels 2, 3 and 4) which gives access to:
  - Higher education (Higher Certificate, Diploma or Bachelor's Degree study depending on the nature of the NC(V) Level 4 attainment of the learner);
  - Occupational Certificates at NQF Level 5; or
  - The workplace.
- or
- i. NATED part-qualifications at NQF levels 1, 2, and 3 which give access to:
  - N4, N5 and N6 part-qualifications which together with 18 or 24 months of workplace integrated learning lead to the National N Diploma at NQF level 6;
  - A Senior Certificate (Specialisation), NQF Level 4 or NASCA, NQF Level 4 (once it is offered by TVET Colleges);
  - Occupational Certificates at NQF Level 4 or 5;
  - Entry to apprenticeships; or
  - The workplace.

**Learning pathway 3:**

Learners may enrol for Occupational Certificates at NQF Level 1.

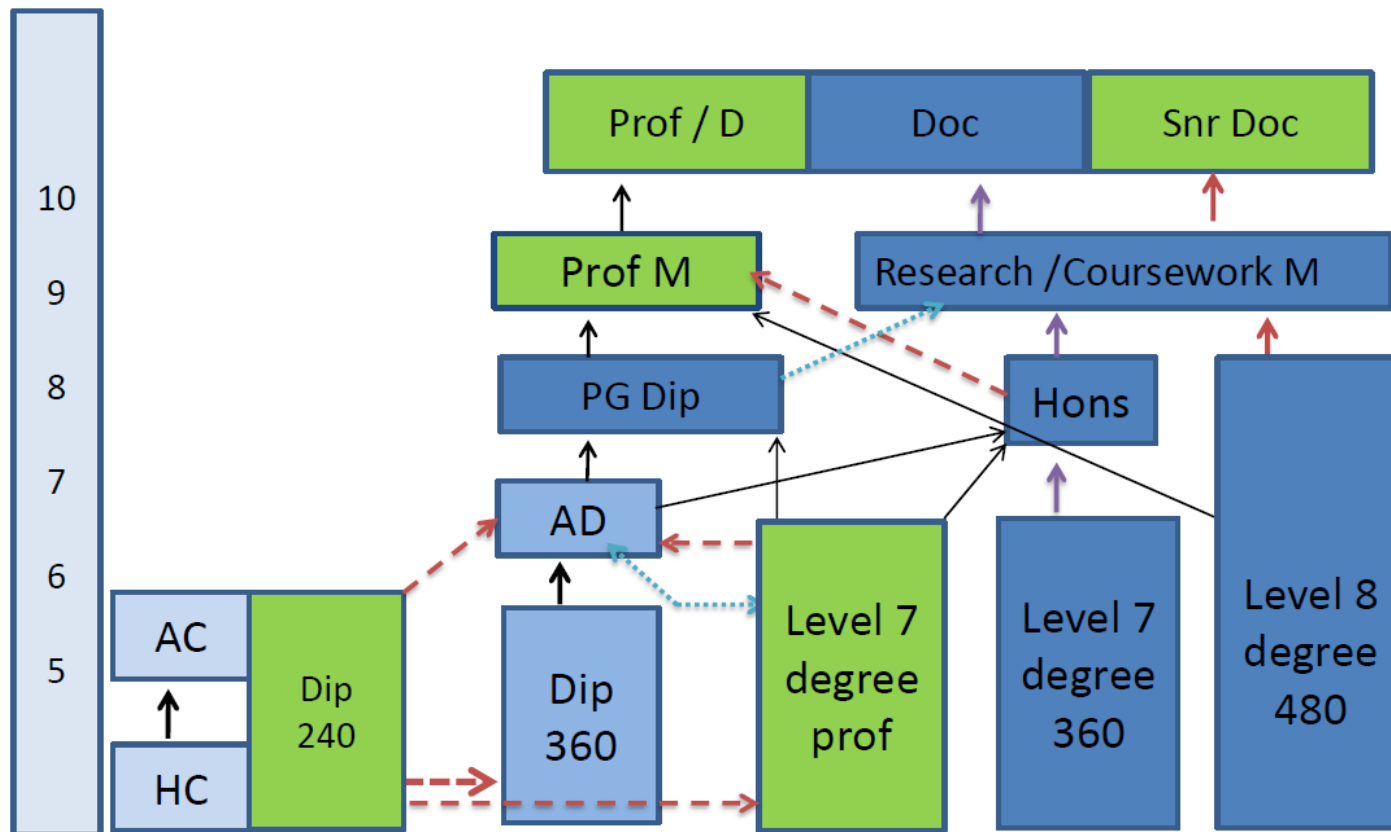
## Articulation into the HEQSF

Admission to:	National Senior Certificate	National Certificate (Vocational)
<b>Higher Certificate studies</b>	An NSC with an achievement rating of <ul style="list-style-type: none"> <li>three (3) obtained in Life Orientation and two other subjects, and</li> <li>a rating of two (2) obtained in the other four subjects,</li> </ul> together with any other university requirements can provide access to Certificate /National Certificate / National Higher Certificate studies	An NC(V) Level 4 and <ul style="list-style-type: none"> <li>compliance with the language of teaching and learning in the higher education institution</li> </ul> together with any other university requirements can provide access to Certificate / National Certificate / National Higher Certificate studies

Admission to:	National Senior Certificate	National Certificate (Vocational)	National N-Diploma together with any other university requirements
<b>Diploma studies</b>	An NSC with an achievement rating of <ul style="list-style-type: none"> <li>three (3) or better obtained in four subjects (excluding Life Orientation)</li> </ul> together with any other university requirements can provide access to Diploma /National Diploma studies	An NC(V) Level 4 and <ul style="list-style-type: none"> <li>at least 50% in three fundamental subjects including the language of learning and teaching in the higher education institution</li> <li>achieve at least 60% in the three compulsory vocational subjects</li> </ul> together with any other university requirements can provide access to Diploma / National Diploma studies	

Admission to:	National Senior Certificate	National Certificate (Vocational)
<b>Bachelor's Degree studies</b>	An NSC with an achievement rating of <ul style="list-style-type: none"> <li>four (4) or better obtained in four subjects from the approved designated list</li> </ul> together with any other university requirements can provide access to Bachelor's Degree higher education studies	An NC(V) Level 4 and <ul style="list-style-type: none"> <li>at least 60% in three fundamental subjects including the language of learning and teaching in the higher education institution</li> <li>achieve at least 70% in the four vocational subjects, chosen for the NC(V) Level 4 subjects</li> </ul> together with any other university requirements can provide access to Bachelor's Degree higher education studies

## HIGHER EDUCATION QUALIFICATIONS FRAMEWORK (HEQSF)



# South African Qualifications Authority's (SAQA) Work

Joe Samuels

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20 September 2018, Oslo, Norway