

“LESSONS FROM THE SOUTH AFRICAN NATIONAL QUALIFICATIONS FRAMEWORK”

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January 2010**

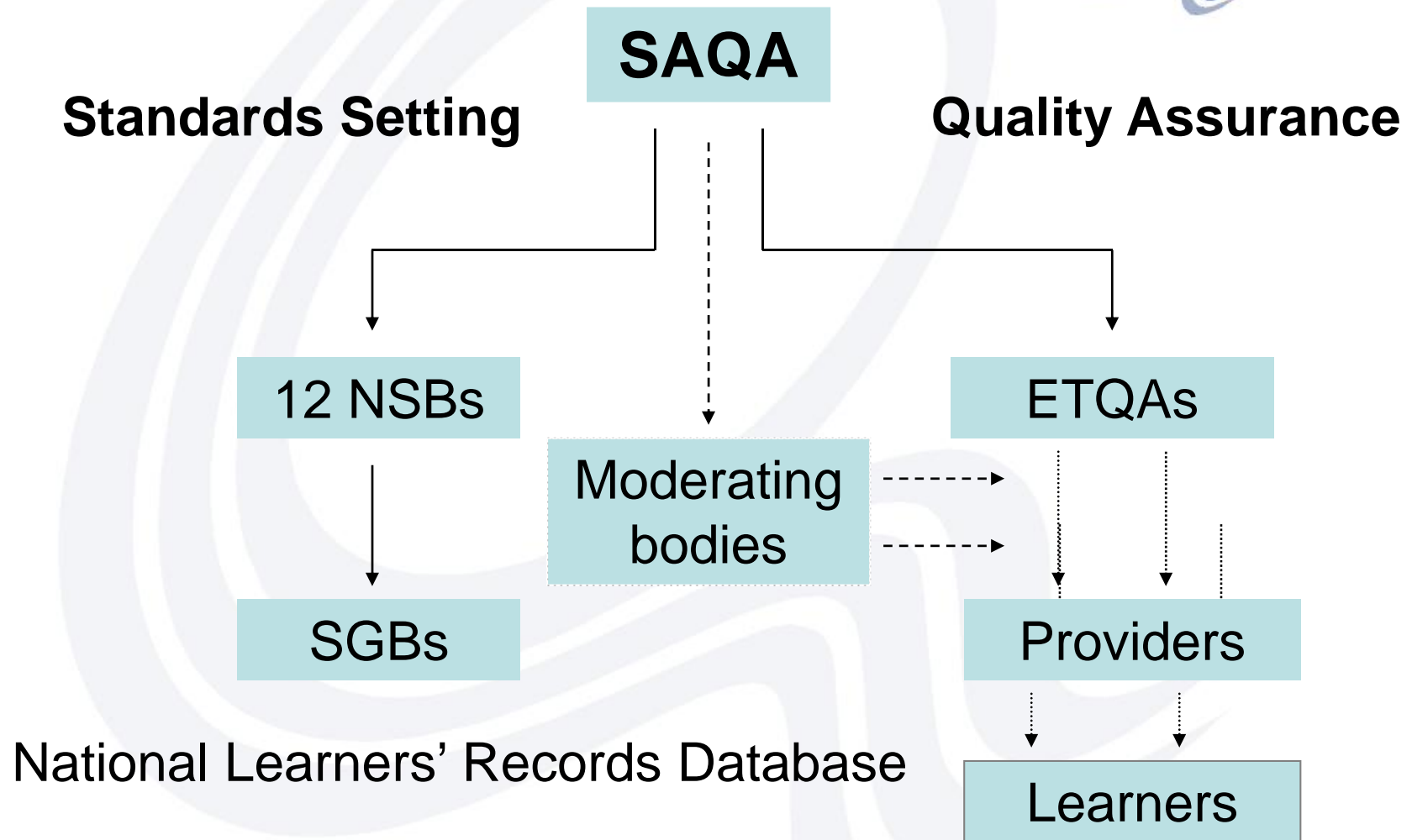
Two inter-related topics

- **Overview of the South African national Qualifications Framework (SANQF)**
- **Key lessons learnt**

We are making the NQF road by walking reflectively, accountably and boldly

- **Reflectively** – applying our minds
(intellectual scrutiny)
- **Accountably** – explaining the
processes and decisions
- **Boldly** – giving leadership

SAQA and its Sub-structures



The key issues that emanated from these three sub-systems are the:



- **Democratic participation of stakeholders**
- **Integration of education and training**
- **Separation of standards setting and quality assurance**
- **Exit level outcomes and assessment criteria**
- **Academic freedom and autonomy**
- **Power shifts and contestations among various stakeholders and role-players**
- **Sustainable organisational capacity and resources to lead and manage the processes**

Historical perspective

Need for uniform structure behind the birth of SAQA

Good news for SADC students

Mail & Guardian 03 September 2004 page 2
 'All we are doing is fighting for turf'

Minister of Labour Mandlisa Mkhandane's warning of a turf war on the national Department of Education's creation of the NQF, which it completed the following year. A turf war is a...



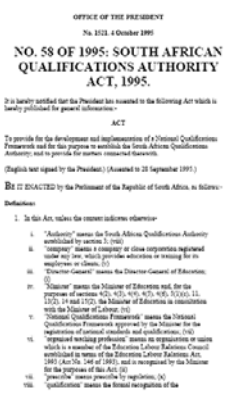
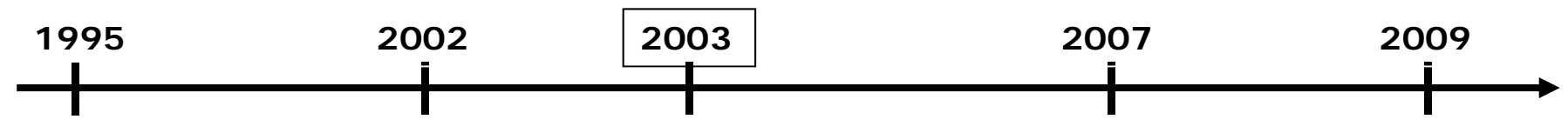
Business Day 23 Nov 2002. Headline: 'NQF finally gets off the ground'. Text: 'The multimedia software-based computer-assisted learning and credit, for example, include information or instructional content...'

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REPEALING SAQA ACT 58 (1995) IS A RETROGRESSION TO APARTHEID EDUCATION

Plan to revamp qualifications bodies in SA

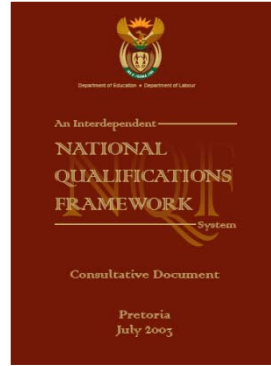
EU plans to follow same route as SA



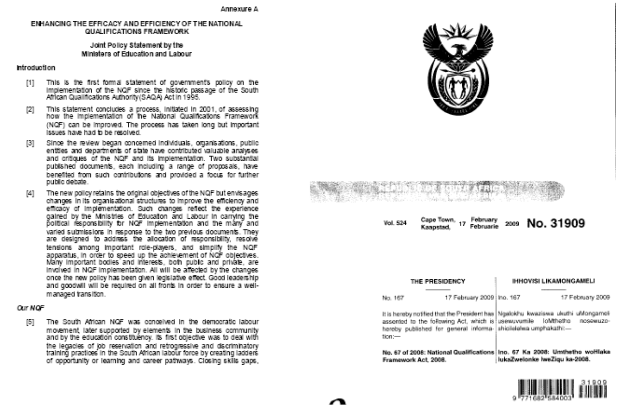
SAQA Act

Report of the Study Team on the implementation of the National Qualifications Framework
 Department of Education – Department of Labour
 2002

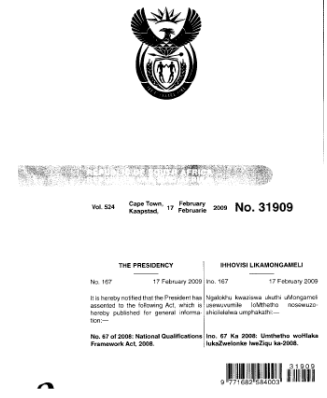
Study Team Report



Consultative Document



Joint Policy Statement



NQF Act 7



1. Role of SAQA and the QCs



National Qualifications Framework

SAQA

1. Oversee implementation & further development of the NQF
2. Advance the objectives of the NQF

Mutual

1. Develop & participate in a system of collaboration

Quality Councils

1. Develop & manage sub-frameworks

1. Role of SAQA and the QCs



Level descriptors

SAQA

1. Develop contents of level descriptors and reach agreement with the QCs

Mutual

1. Ensure that level descriptors remain current & appropriate

Quality Councils

1. Consider & agree to level descriptors

1. Role of SAQA and the QCs



Qualifications

SAQA

1. Register qualifications

Mutual

1. Develop & implement policy & criteria for qualifications, assessment, RPL & CAT

Quality Councils

1. Develop qualifications as needed in the sector
2. Recommend qualifications to SAQA for registration

1. Role of SAQA and the QCs



Quality Assurance (QA)

SAQA

1. No executive QA function
2. Coordinate across sub-frameworks
3. Periodic impact studies of the NQF

Mutual

1. Ensure integrity and credibility
2. Collaborate on research and impact studies

Quality Councils

1. Executive QA function
2. Ensure that quality assurance is undertaken for the sub-framework

1. Role of SAQA and the QCs



Research

SAQA

1. Conduct regular studies on the impact of the NQF
2. Maintain and further develop a collaborative research agenda relevant to the development and implementation of the NQF

Mutual

1. Conduct & commission research
2. Publish findings
3. Collaborate on respective research agendas

Quality Councils

1. Focus on sub-framework specific research

1. Role of SAQA and the QCs



Information management

SAQA

1. Maintain and further development the NLRD

Mutual

1. Ensure integrity and validity of data
2. Analyse data and report findings

Quality Councils

1. Maintain a database of learner achievements and related matters
2. Submit data to SAQA for the NLRD

1. Role of SAQA and the QCs



Advocacy & marketing

SAQA

1. Inform the public about the NQF

Mutual

1. Collectively advocate the NQF

Quality Councils

1. Inform the public about the sub-framework

1. Role of SAQA and the QCs



Professional Bodies

SAQA

1. Develop & implement policy & criteria for recognising professional bodies & registering professional designations
2. Recognise professional bodies
3. Register professional designations

Mutual

1. Consult with professional bodies

Quality Councils

1. Include professional bodies in quality assurance and the qualifications development

1. Role of SAQA and the QCs



International relations

SAQA

1. Collaborate with international counterparts concerning QFs
2. Inform the QCs and other parties about international best practice

Mutual

1. Collaborate with international counterparts

Quality Councils

1. Benchmark qualifications internationally
2. Consider international best practice

1. Role of SAQA and the QCs



Other responsibilities

SAQA

1. Provide an evaluation and advisory service
2. Advise Ministers on NQF matters
3. Perform any other functions required by the NQF Act
4. Perform any function consistent with the NQF Act determined by the Minister

Quality Councils

1. Advise Minister on sub-frameworks
2. Perform any other functions required by the NQF Act
3. Perform any function consistent with the NQF Act determined by the Minister



drivers for developing qualifications frameworks (Arjen Deij)



1st generation Qualifications Frameworks

Developed from national perceptions, mainly determined by internal drivers, and often using experimental approaches

2nd generation Qualifications Frameworks

Have tried to learn from 1st generation experiences, in terms of design and processes. Seeking more communication with other national systems on a bilateral basis, but influence of external drivers is limited

3rd generation Qualifications Frameworks

Internal drivers remain important, but external drivers have a significant impact on the technical design of frameworks and the QA arrangements

Key lessons learnt



1. Understand the purposes for developing and maintaining a nqf in your context.
2. Understand the limitations of nqfs.
3. Take intellectual scrutiny most seriously.
4. Active Stakeholder and role-player participation is essential for building
5. Communication and advocacy
6. Recognise the power shifts and contestations.
7. The direct involvement of professional bodies has been a vital component of the SANQF
8. The inclusion of non-formal and informal learning in an nqf is always going to be a challenge, but cannot be ignored.
9. Nqfs are about systems change.
10. International networks and relationships are most helpful



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MOVING INTO DANCE

The sculpture consists of seven figures in motion, a representation of South African democracy, a harmonious, collective gender, race and creed – a symbol of the transition of our society as we move together from the old into the new South Africa.

**Sometimes in conflict, but mostly in harmony
*Orlando de Almeida (Sculptor)***

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