

THE SOUTH AFRICAN NQF

Achievements to date and priorities for the future

What was the problem?

In 1994 democratic South Africa inherited from the *apartheid* era:

- a racially segregated, unequal, unfair education and training system
- the majority of people who had been denied access to education, training, and development
- uneven access to education, training, development and work opportunities
- uneven quality assurance across the education and training system
- an education and training system that was not transparent
- lack of parity of esteem between different types of qualifications/ learning/ knowledge
- qualifications that were not necessarily linked to learning pathways

WHAT WAS THE SOLUTION?

Recognition, in the form of a National Qualifications Framework (NQF)

The bulleted items in this box show what the NQF was set up to achieve

- Single national framework
- Articulation: learning pathways
- Access open to all
- Redress
- Different types of qualifications and parity of esteem
- Quality
- Transparency
- Recognition of Professional Bodies and Registration of Professional Designations
- Foreign qualifications
- National database (NLRD)
- Contribute to personal development of individuals and socio-economic development of the nation

Where have we come from; where are we going? PRIORITIES FOR THE WAY FORWARD

SAQA Act

1995 – Integrated approach in a national system; centralised standards development and quality assurance
1995 - Two separate departments (Department of EDUCATION and Department of LABOUR)
1998 – NSB and ETQA Regulations

1

White Paper for Post-School Education and Training

2013 – Published vision widely circulated; Focus on:

- SIMPLIFICATION of the NQF;
- Systemic ARTICULATION, learning pathways, mobility;
- FLEXIBILITY in the system – LESS RESTRICTION;
- COORDINATION and FUNDING OF RPL – national RPL system

5

NQF Reviews & Joint Policy Statement

2002, 2005 – NQF reviews
2007 – Joint Policy Statement: agreement re three differentiated coordinated NQF Sub-Frameworks



2

Evaluation of the NQF Act Implementation

2018 – Focus on: RELEVANCE & appropriateness, COHERENCE, EFFICIENCY, EFFECTIVENESS & EMERGING IMPACT

- Outcomes:
- NQF accepted by stakeholders
- NQF implementation underfunded
- Areas of inefficiencies
- Improvement plan to deal with inefficiencies

6

NQF Act

2008, promulgated 2009 –

- SAQA oversees implementation, development, coordinates the three NQF Sub-Frameworks [GFETQSF, HEQSF, OQSF];
- Quality Councils oversee standards development, quality assurance [Umalusi, CHE, QCTO];
- Minister of Higher Education and Training [MHET] responsible;
- NQF Forum; Inter-Departmental NQF Steering Committee;
- Department of Basic Education responsible for basic education

3

NQF AMENDMENT BILL

2019 – Focus on:

- Stronger coordination role for SAQA
- Defining authenticity of qualifications and part-qualifications
- Combating misrepresentation and fraud
- Establishing separate registers for misrepresented and fraudulent qualifications, and professional designations

7

Green Paper for Post-School Education and Training

2012 – Vision for the system going forward, widely consulted
2012 – Determination of the Sub-Frameworks

4

2019 – Department of Higher Education, Science and Technology established
2019 – NQF Amendment Act promulgated

8