NQF-Wise Recruitment

SAQA Webinar Series Session 1:
Engaging with Qualifications

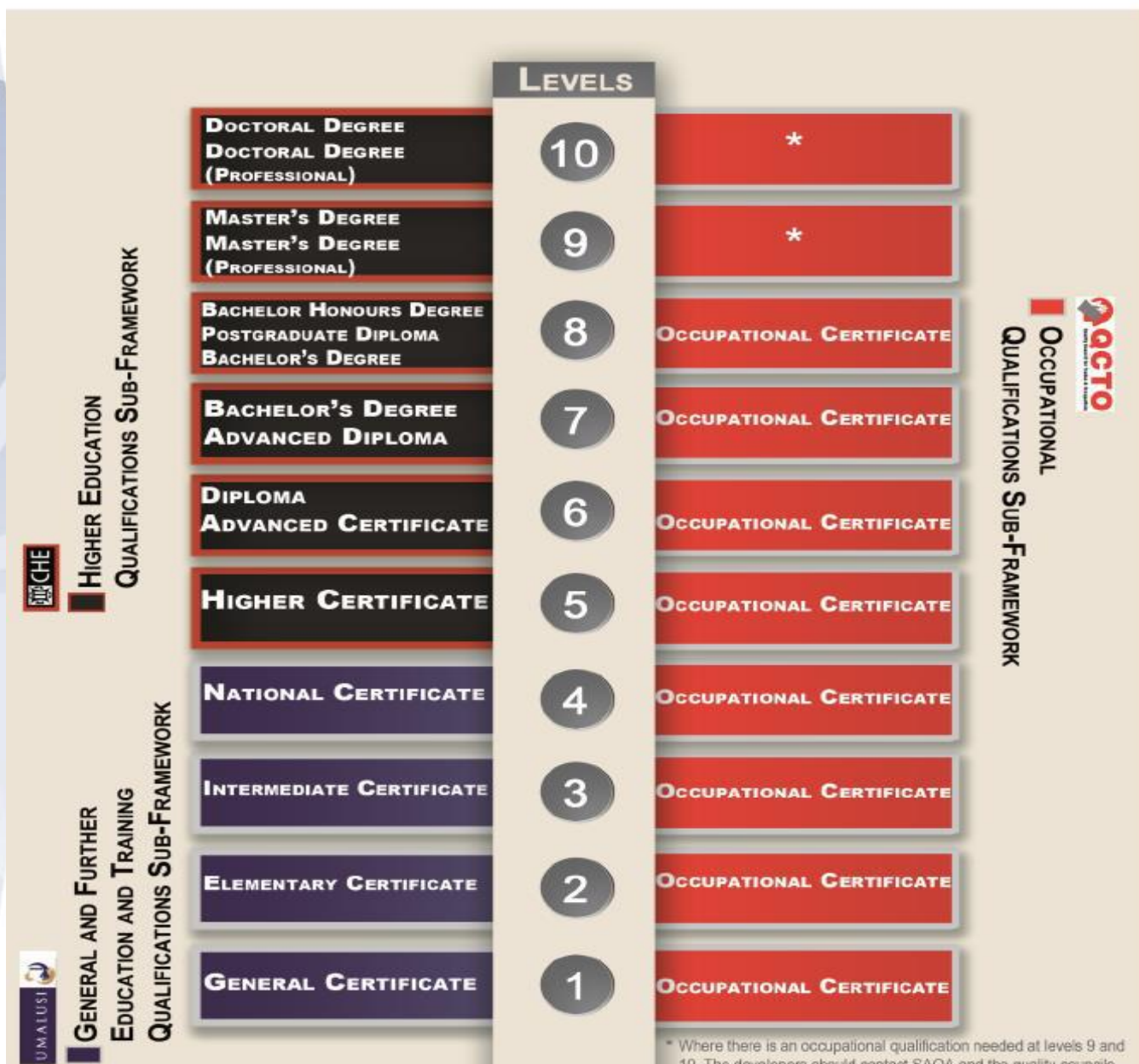Presenters:

Dr Heidi Bolton

Ms Faith Nyaka

This webinar

- **NQF snapshots**
- **NQF details**
- **What recruiters/ employers can do…….**

Where there is an occupational qualification needed at levels 9 and 10. The developers should contact SAQA and the quality councils to motivate.

The NQF

SAQA

Transparency

a comprehensive, integrated system to

classify

quality-assured national qualifications

publish

register

articulate

Unlocks access and recognition

–

individual, society

NQF legislation and structures
What does this mean for recruiters/ employers?

SAQA

1995

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

Now (Since 2008)

- NQF Act
- Dept of Basic Education
- Dept of Higher Education and Training
- 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

5

Qualifications then and now
What is the significance of these changes, for recruiters/ employers?

Under the SAQA Act, 1995

- **Schooling and ABET qualifications (SC, GETC, NSC and NCV started)**

- **Higher Education qualifications (Degrees, Diplomas, Certificates, B Tech, M Tech)**

- **Unit Standards**

- **NATED 1-6 (NSC Colleges=N3 plus two business languages) (N6 with 18 months workplace learning=National N Diploma)**

Under the NQF Act (now/ since 2008)

- **Schooling qualifications (NSC, NCV, AET moving to GEC, GETCA, NASCA, and three streams up to Grade 12)**

- **Higher Education qualifications (Degrees, Diplomas, Certificates – HEQF moved to HEQSF)**

- **Occupational qualifications (theory, practical, work experience)**

- **Articulation**

Learning-and-work pathways
(Articulation)

In three senses………..

- **Systemic** (at system level and <u>between systems</u>)
- **Specific** (at the level of inter-organisational arrangements)
- **Individual** (supporting learners/ employees in their learning-and-work pathways)

Flexible learning-and-work pathways……………

Why would recruiters/ employers want to think about these things?

Actual learning pathways followed

ECD : FETC: Learning Pathways

- Represents 90% of the data
- 243 different pathways:
  - 11% HEQSF, 19%GFETQSF
- Approximately half of these learners follow the "standard" pathway

What can employers/ recruiters do?

- **Support learning at work** (LDPs, formal/ informal/ non-formal learning, bursaries, flexi-time for learning, negotiated access to computers for study purposes)

- **Recognise learning at work** (opportunities to use enhanced skills)

- **Embrace the NQF** – the South African system for education, training, development and work (refer to NQF levels, require NQF-registered qualifications, refer to the verification of qualifications, the levels of qualifications needed 'or equivalent')

- **Have study leave policies** (check that study leave policies are in line with Labour Law)

- **How about RPL?**

What is RPL?

RPL means the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development

(SAQA, 2013, 2014, 2016, 2019)

What could recruiters/ employers do regarding RPL?

- Understand RPL

- Develop aligned RPL 'policy'

Know

Consistency

Network

Act

- Know how to find good RPL providers

- Advise candidates
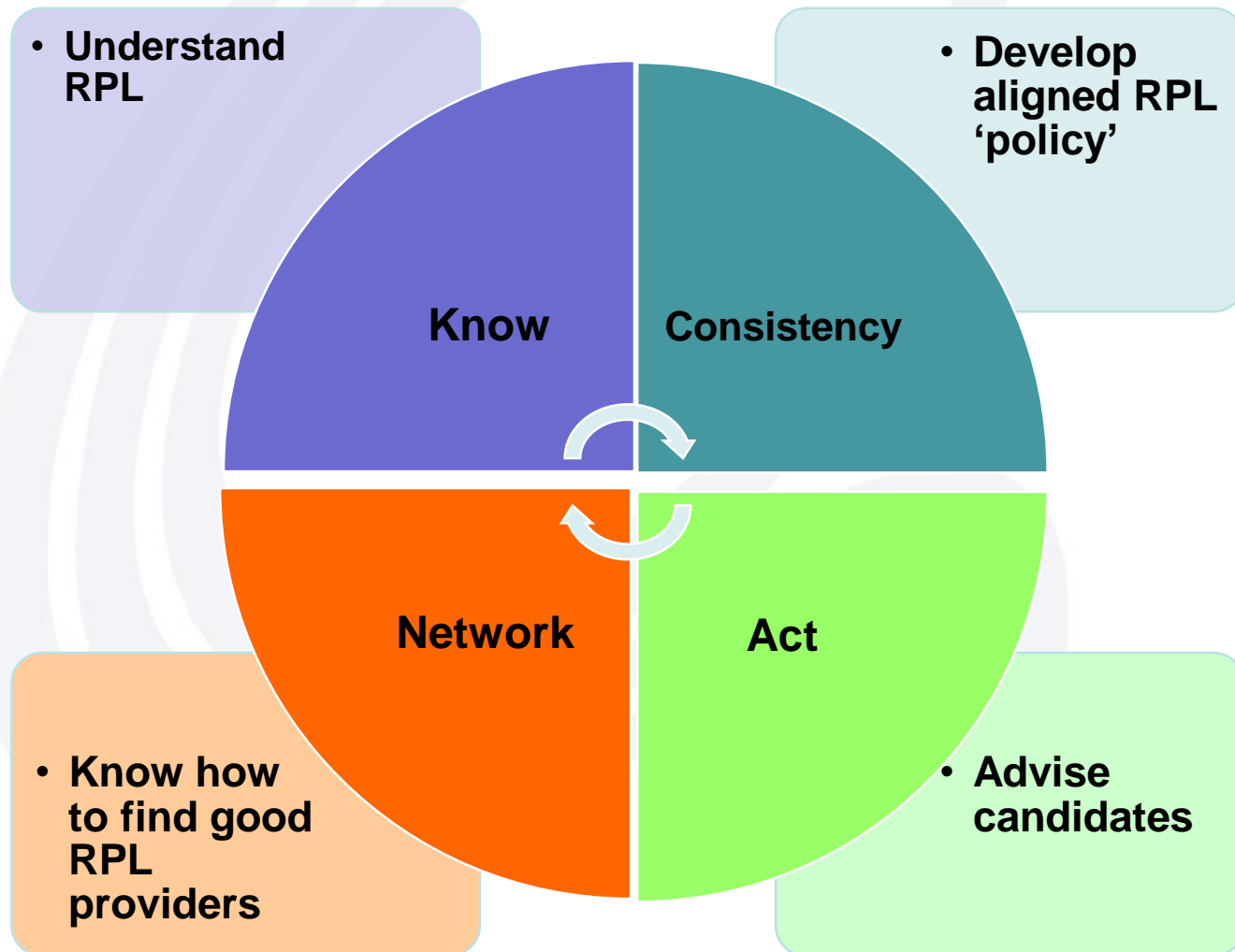
Section 7 of the NQF Act, Act 67 of 2008, establishes the three **coordinated qualifications sub-frameworks**.

Chapter 5 of the Act establishes the **Quality Councils for each sub-framework** and sets out the functions of the Quality Councils.

THE SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Legislation Matters

National Qualifications Framework Act, Act 67 of 2008

SAQA

NQF Levels

10

9

8

7

6

5

4

3

2

1

CHE

HEQSF

QCTO
Quality Council for Trades & Occupations

UMALUSI

GFETQSF

OQSF
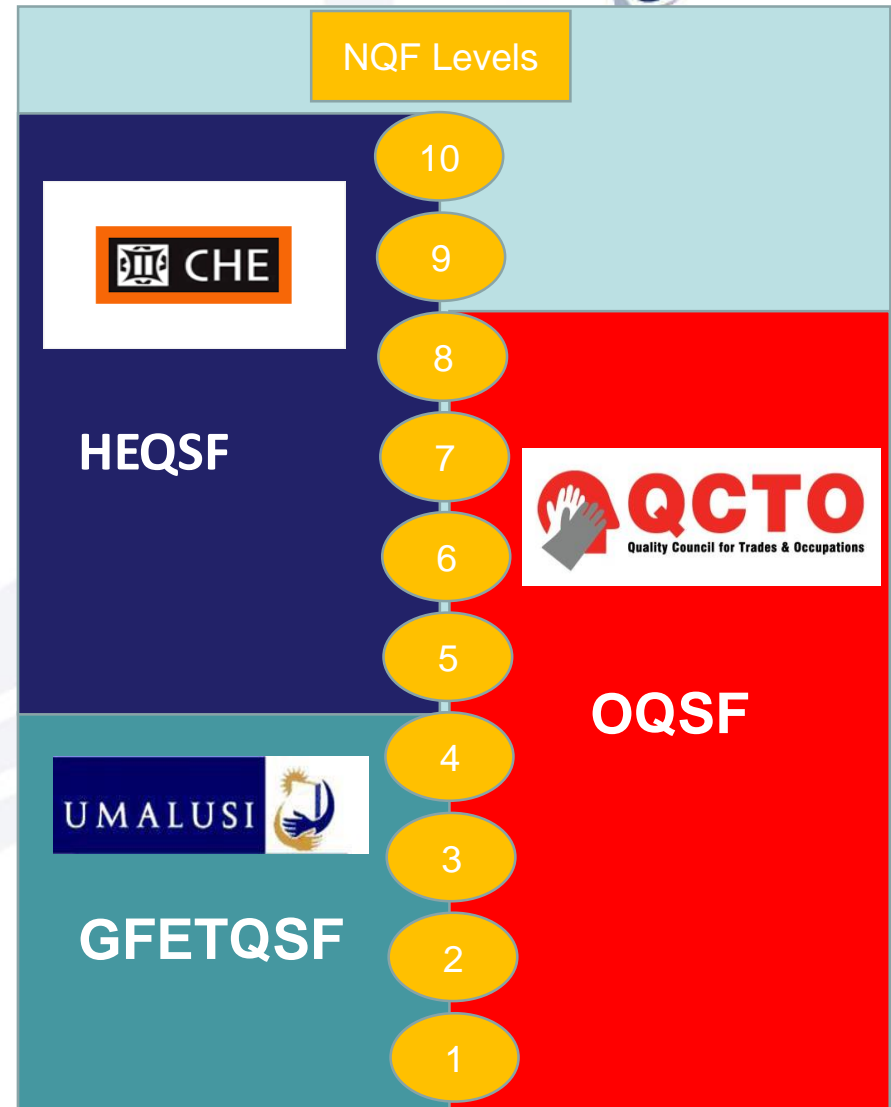
Sub-frameworks and Qualifications on the NQF

National Qualifications Framework		
Level	**Sub-Framework and qualification types**	
10	Doctoral Degree (360) Doctoral Degree (Professional)	*
9	Master's Degree (180) Master's Degree (Professional)	*
8	Bachelor Honours Degree (120) Postgraduate Diploma (120) Professional Bachelor's Degree (480)	Occupational Certificate (Level 8)
7	Bachelor's Degree (360/480) Advanced Diploma(120)	Occupational Certificate (Level 7)
6	Diploma (240/360) Advanced Certificate (120)	Occupational Certificate (Level 6)
5	Higher Certificate (120)	Occupational Certificate (Level 5)
4	National Certificate (120)	Occupational Certificate (Level 4)
3	Intermediate Certificate (120)	Occupational Certificate (Level 3)
2	Elementary Certificate(120)	Occupational Certificate (Level 2)
1	General Certificate (120)	Occupational Certificate (Level 1)

Higher Education Qualifications Sub-Framework

General and Further Education and Training Qualifications Sub-Framework

Occupational Qualifications Sub-Framework

Roles and Responsibility of Quality Councils and SAQA

Quality Councils manage their sub-framework and recommend qualifications for registration on the NQF

SAQA evaluates and registers qualifications on the NQF

Quality Councils perform quality assurance functions

Ensure coherence in learning achievement in the allocation of qualifications and part-qualifications at each NQF Level.

Philosophical underpinning is applied competence.

Provide a broad indication of learning achievements or outcomes appropriate to a qualification at that level.

Level descriptors speak about the breath, depth and complexity at each level.

Ten categories
1. Scope of knowledge
2. Knowledge literacy
3. Method and procedures
4. Problem solving
5. Ethics and professional practice
6. Accessing, processing and managing information
7. Producing and Communicating of information
8. Context and systems
9. Management of learning
10. Accountability

Eight Level NQF		Ten Level NQF	
Qualification Type and Credits	**NQF Level**	**Qualification Type and Credits**	**NQF Level**
Doctor of Technologiae (D Tech) Doctoral Degree (240 credits)	Level 8	Doctoral Degree (360 credits)	Level 10
Magister of Technologiae (M Tech) Masters in Business Administration Master's Degree (120 credits)	Level 8	Master's Degree (180 credits)	Level 9
No equivalent Non-HEQSF aligned qualification exists		Postgraduate Diploma (120 Credits)	Level 8
Professional Bachelor's Degree (480 credits)	Level 7	Professional Bachelor's Degree (480 credits)	
Bachelor's Honours Degree (120 credits)	Level 7	Bachelor's Honours Degree (120 credits)	
Baccalaureus Technologiae (B Tech) (480 credits) (Non-aligned)	Level 7	Advanced Diploma (120 credits)	Level 7
Bachelor's Degree (360 credits)	Level 6	Bachelor's Degree (360 credits) Bachelor of Education (480 credits)	
National Diploma (240/360 credits)	Level 6	Diploma (240/360 credits)	Level 6
National Certificate (120 credits)	Level 5	Higher Certificate (120 credits)	Level 5
Further Education and Training Certificate (120 credits)	Level 4	National Senior Certificate (120 credits) National Certificate (Vocational) (120	Level 4

The Case of Professional Designations – Lifelong Learning

SAQA — SOUTH AFRICAN QUALIFICATIONS AUTHORITY
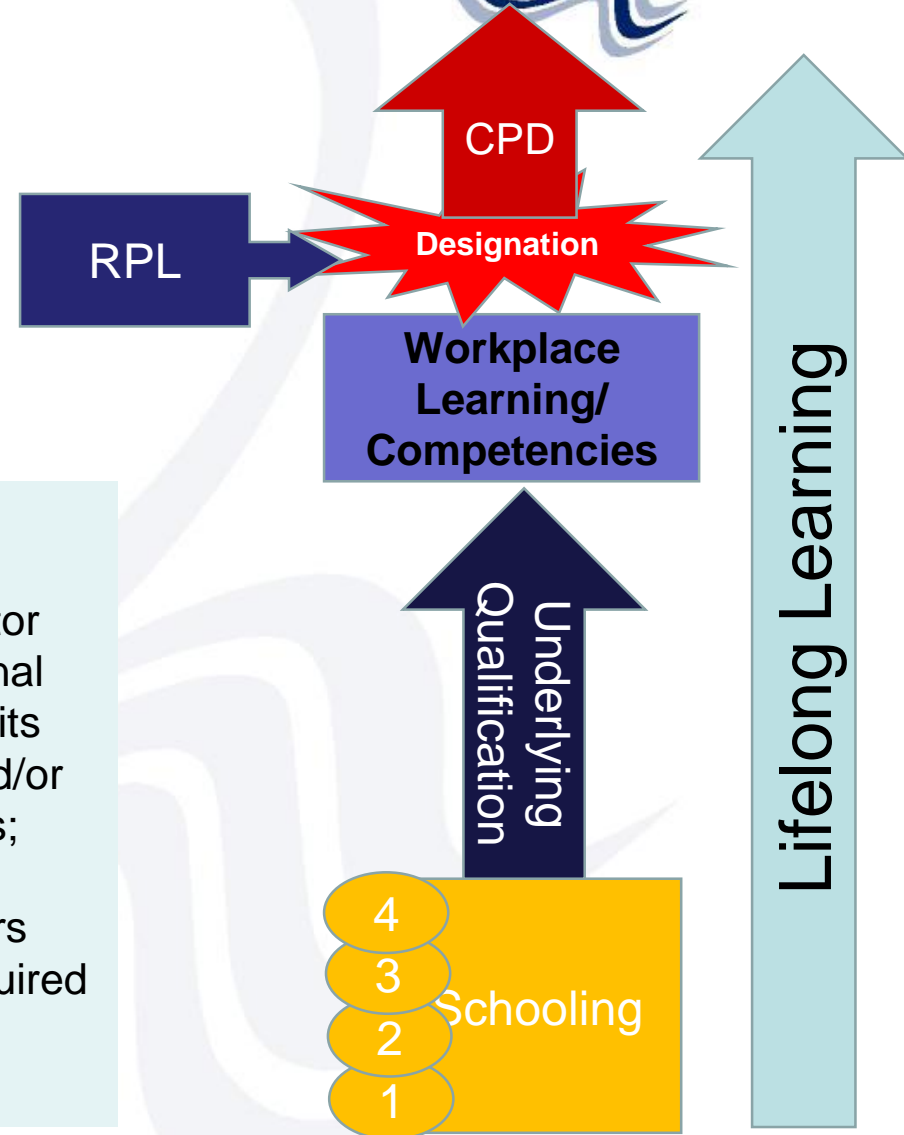
Section 30 of the NQF Act, 67 of 2008 states that a recognized professional body must apply to SAQA to register a professional designation.

Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation for the Purposes of the National Qualifications Framework Act, Act 67 of 2008 (As amended, 2020)

"Professional designation" means a title or status conferred by a professional body in recognition of a person's expertise and/or right to practice in an occupational field

PB must have policy and criteria:
- to develop, award, monitor and revoke its professional designations in terms of its own rules, legislation and/or international conventions;
- on RPL to award designations for members who do not have the required underlying qualifications
- on CPD

CPD

RPL

Designation

Workplace Learning/ Competencies

Underlying Qualification

4
3
2
1

Schooling

Lifelong Learning

No	Qualification	Designation
1	Awarded by an educational institution	Awarded by a professional body
2	Cannot be revoked	Can be revoked
3	No need to maintain	Must be maintained through: • CPD • Code of ethics • Membership fees
4	Academic discipline is the focus	Profession is the focus
5	'Owned' by the individual	'Owned' by the profession
6	Does not necessarily lead to a profession	Qualification is a prerequisite
7	Linked to an NQF level	Not linked to an NQF Level

What can employers/ recruiters do?

- **Use Exit Level Outcomes** (Identify competences for specific position)

- **Recognise qualifications** (Understand the differences between higher education qualifications and occupational qualifications)

- **Embrace lifelong learning** (Understand how professional designations contribute to lifelong learning, difference between a qualification and a designation)

- **Embrace the NQF** – the South African system for education, training, development and work (refer to NQF levels, require NQF-registered qualifications, refer to the verification of qualifications, the levels of qualifications needed 'or equivalent')

South African Qualifications Authority
Postnet Suite 248
Private Bag X06
WATERKLOOF
Pretoria
0145
South Africa

Tel: +27 12 431 5000
Helpdesk: +27 0860 111 673
Web: www.saqa.org.za
Email: info@saqa.org.za