



REPORT ON THE 3rd NQF CONFERENCE

Strengthening Learning-and-Work Pathways in Community Development, Early Childhood Development and Engineering

Holiday Inn OR Tambo Airport, Boksburg

5-6 September 2019

INTRODUCTION

The South African Qualifications Authority's (SAQA's) 3rd National Conference on Strengthening Learning-and-Work Pathway in Community Development, Early Childhood Development (ECD) and Engineering was attended by 205 delegates. There were representatives from the National Qualifications Framework (NQF) partner organisations, other government departments, public and private providers of education and training, and other key role-players in these and other sectors. The NQF partner organisations represented were the Department of Higher Education and Training (DHET), the Department of Basic Education (DBE), SAQA, the Council on Higher Education (CHE), the Quality Council for Trades and Occupations (QCTO) and Umalusi, Council for Quality Assurance in General and Further Education and Training.

This report summarises the various conference presentations, discussions, and decisions agreed for the way forward, with a view to consolidating this articulation initiative. SAQA acknowledges all presenters and participants for sharing their various reflections, insights, data, and other contributions, all of which have added much value to the initiative.

DAY ONE, 5th SEPTEMBER 2019

WELCOME – DR JULIE REDDY, DEPUTY CEO, SAQA

Dr Reddy welcomed all conference delegates from the various sectors. She indicated that the overarching purpose of the conference was to deepen the culture of articulation in the country.

The conference aimed to achieve the following:

- reflect on articulation in three sectors: Community Development, ECD, and Engineering;

- outline what the three sectors need, to further enhance articulated learning-and-work pathways, including those responsible, and the timelines needed;
- obtain the commitment of key role-players in these sectors, and
- call on key role-players in other sectors, to contribute to the articulation agenda.

OFFICIAL OPENING: DR HERSHEELA NARSEE, REPRESENTATIVE OF THE HONOURABLE MINISTER OF HIGHER EDUCATION, SCIENCE AND INNOVATION, DR BLADE NZIMANDE

Dr Narsee linked the goals of the National Plan for Post-School Education and Training (NPPSET), to articulation. Some highlights from the opening included the following.

- It is important to reflect on **how far we have come** concerning the implementation of articulation in the system; we **need to address** what constrains further articulation and articulation successes. An important question to ask is: What can we do in terms of policy and implementation further to improve articulation?
- The **goals in the National Plan for PSET** include improving (1) *access* to education/training in the PSET system, and (2) *efficiency* in the system. How can articulation contribute to improving access and the efficiency of the system? There cannot be an improvement in efficiency without improving articulation (e.g. repeating programmes is inefficient).

Improving *student success* is another goal of the National Plan for PSET (so that students complete their programmes). How can articulation contribute to student success in the system?

In terms of the goal that relates to *quality*, it is important to discuss how articulation can contribute to the quality of graduate achievements, and of the teaching and learning programmes.

The goal of *equity* speaks to race/population groups, gender, disability and geography (urban-rural). How do we promote equity in the system through articulation?

- The President of South Africa approved the **NQF Amendment Act**, in principle. This Act gives authority to SAQA for the verification of qualifications, which has implications for the legitimacy of providers of education and training. Quality provision of education and training supports articulation.

REFLECTIONS ON ARTICULATION POLICY AND DEVELOPMENTS AT NATIONAL LEVEL: UPDATES AND KEY ISSUES FOR THE FUTURE

In this session, the NQF partners (SAQA, DHET, DBE, Umalusi, CHE and QCTO) shared their reflections on articulation, developments at the national level, sectoral plan updates, and key issues for the future.

SAQA's reflection

In his introduction to this session SAQA's CEO, Mr Joe Samuels, made following introductory points in his presentation entitled *Celebrating 21 Years of an NQF: An Update and the Challenge of Articulation*.

- The **National Articulation Baseline Study** (done within the SAQA-DUT Research Partnership) was disseminated via various seminars and events; the report is available on SAQA's website, and on request.
- It was important to **identify some sectors where articulation had already taken place**, and 'deeply' to understand the successes and challenges, and to address these. The three sectors selected were Community Development, Early Childhood Development (ECD) and Engineering.
- The **ECD sector** is an important sector, as ECD provides the foundation for further learning. It is critical to invest in this sector. It is important to prioritise particular skills in ECD, including creativity and 'fourth industrial revolution' (4IR) skills. **Community Development** is also an area that needs to be prioritised and elevated. **Engineering** is important, given the critical nature of Engineering skills for the economy and development. It is important to plan what the learning pathways *should be*.
- SAQA has hosted three sets of events to date, in the **national articulation initiative** of which this conference is part. In September 2018, we took stock in a two-day meeting of the policy-makers in these sectors. We looked at what had been achieved regarding articulation to date in the sectors, and what the main remaining challenges were, and devised a broad plan for the way forward in addressing the challenges. In May 2019 SAQA hosted three one-day workshops, one for each of the sectors, with the same participants, to sharpen the sectoral articulation plans. In this September 2019 conference, we will reflect on articulation in three sectors. We will outline what is needed, to further enhance articulated learning-and-work pathways, including those responsible, and the timelines needed. The conference should result in (a) the **sectors reaching a broad agreement** on the way forward, and (b) an **articulation declaration**.

SAQA's CEO went on to highlight some aspects relating to the **development of the NQF**. Key points are presented here.

- The 'National Standards Bodies [NSB] Regulations' (28 March 1998) **established** the NQF.
- A previous CEO of SAQA, Dr Samuel Isaacs, stated: "we made this NQF road by walking reflectively, accountably and boldly". He described the NQF as a '**social construct**', a concept which speaks to demographic participation, intellectual scrutiny, and adequate resourcing.
- Our NQF needs to be **simplified**; the White paper for PSET calls for the simplification of the NQF.
- A timeline of NQF activities and achievements can be drawn, including NQF and Quality Council developments, and the development of the framework of ten NQF levels. SAQA has had **23 years of unqualified audit reports**.
- An **evaluation of the 'Implementation of the NQF Act'** was conducted by the Department of Planning, Monitoring and Evaluation (DPME) in 2017. Its results showed that 76% of the people surveyed saw the NQF as an integral part of the education and training landscape in South Africa. The evaluation identified

various areas for development; we have an NQF Improvement Plan. Essentially, the research showed that the NQF is embedded in the system.

- The **National Learners' Records Database [NLRD]** is the largest database of its kind. For the NLRD to function efficiently, all accredited providers need to submit their data. NLRD information includes registered qualifications and part-qualifications; accredited providers; recognised professional bodies and their professional designations – all of this is accessible to the public.
- SAQA has a **credible and trusted international footprint**. We have a number of *Memoranda of Understanding* with countries across the world for the mutual recognition of qualifications. These agreements assist articulation and the mobility of learners and workers across countries.

The *Addis Convention on the Recognition of Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States*, was adopted in December 2014 by various countries. Nine countries have ratified this convention, including South Africa. This convention needs to be ratified by a minimum of ten countries for it to be implemented. The next General Conference of UNESCO will include a related discussion of the *Global Convention on the Recognition of Higher Education Qualifications*; this convention is likely to be adopted at the UNESCO conference.

Global, continental and national fora must foreground the Recognition of Prior Learning (RPL). The Addis Convention and the World Reference Levels [WRLs] for example, have *built-in RPL*. The WRLs are like NQF Level Descriptors on a global scale; the WRLs present global learning outcomes at particular levels, to promote the recognition of learning internationally, and international mobility (articulation). The WRLs are based on learning outcomes: it is widely recognised that using learning outcomes enhances mobility. SAQA is *testing the WRL software* tool as part of a UNESCO project.

Closer to home, eight countries are piloting the *Southern African Development Community Regional Qualifications Framework (SADC-RQF)*. South Africa is the first country to align its qualification framework to the SADC-RQF; Seychelles is in the process of doing so.

The African Continental Qualifications Framework (ACQF), like the European Qualifications Framework (EQF) and the Asian Qualifications Framework (AQF), enables articulation across a continent. The ACQF, EQF, and AQF are reference frameworks – they enable the comparison of qualifications across country systems through clear expert-designed principles and communication.

SAQA's *policy for evaluating foreign qualifications* is progressive in that it includes the recognition of the qualifications of refugees and asylum seekers.

South Africa has had policy for **RPL and Credit Accumulation and Transfer (CAT)** for over 17 years – but many do not want to implement it, and need to implement it.

Drawing on recent debates as well as points raised by Dr James Keevy (CEO of the Joint Education Trust [JET]) and others – SAQA's CEO noted the importance of the following.

- Technology as a key driver.

- Qualification credentials, and Credit Accumulation or ‘stacking’.
- Learning pathways/ articulation, and ‘interoperability’ (moving between systems).
- Qualifications Frameworks as ecosystems.
- External quality assurance.
- Learner-centred systems and learner ‘ownership’ of their learning.
- Employer involvement in learning.
- Human/ soft skills that cannot be replaced by robots and Artificial Intelligence (AI).

The CEO concluded by noting that **Africa is more ‘connected’** than most people think. He also noted that we need to think about the future as technology is changing the world. Given that the opportunity to make constructive changes is now, he urged delegates to **embrace technology** as it allows us to do things previously impossible.

DHET’s reflection

Ms Trudi van Wyk, Chief Director: Social Inclusion, Equity, Access, Quality, Open Learning, and Career Development Services (DHET) emphasised that the **NQF and articulation are about learner access and progression**. In a context where government funds are limited, there is a need to think ‘smarter’ to make a difference. She indicated that the 1995 White Paper on Education and Training stipulates a focus on access, redress, equality, equity, and progression. It refers to ‘open learning’ and ‘opening up learning’ – what is open learning? It is opened-up learning, the removal of barriers to learning and to access of learning; RPL; learner support; the flexible provision of learning and teaching, and rigorous quality assurance of curriculum design and student support.

Ms van Wyk argued that we need to create an enabling environment for articulation. We have articulation policies at national level; we need to **focus on implementation**. We need to look at the simplification of the system. People need to provide guidance for implementing articulation.

Ms van Wyk noted the **DHET’s Articulation Policy**. It was published in 2017 – to frame other policies for articulation, such as those existing for RPL and CAT. It is a strategic overarching national policy. The intention is that SAQA, the Quality Councils, institutions, and other entities will align their related policies to the articulation policy. The DHET, DBE, and other government departments are also important NQF partners for the implementation of articulation.

In the DHET’s articulation policy, **articulation can be ‘systemic’**, comprising ‘joined-up’ qualifications and other elements supporting learning pathways, based on legislation, national policy, and other steering mechanisms available to the state, such as planning and funding in the education and training system. **Articulation can also be specific**, based on the formal and informal agreements within and between education and training institutions. Thirdly, articulation can involve supporting **individual learners as they follow their learning pathways** and overcome various barriers.

Other **principles of the DHET’s articulation policy** include the following.

1. Systemic, specific, and individual articulation are recognised.
2. Articulation meets the needs of the economy.
3. Articulation addresses lifelong learning for holistic personal development and to address social, community, and labour market needs.

4. Articulation ensures access, redress, progression, equity, and inclusiveness.
5. Articulation ensures programmatic rather than institutional articulation.
6. Articulation must be straight-forward.
7. Articulation should promote the *value* of learning outcomes obtained through different routes, equally (parity of esteem), based on credible quality assurance.
8. Articulation should be by design and not through default.
9. Articulation must include credible and fair procedures; criteria for quality assurance need to be credible, relevant, reliable, fair, and transparent.

The **barriers to implementing articulation** include peoples' **perceptions** – for example that academic qualifications are more valuable and/or credible than vocational or occupational qualifications at similar NQF levels. The different types of qualifications are equally valuable; they differ in purpose. The nature of TVET qualifications is to focus on employment and job-specific skills and competencies.

A second barrier is that although most qualifications form part of learning pathways, **there are still some which lead to dead ends** where there are no possibilities for further learning. There is still **some incoherence** between the NQF Sub-Frameworks. While there are many formal and informal articulation arrangements between institutions and programmes, in **some instances there is an absence** of robust articulation arrangements or alignment between the different programmes and institutional types. While there are good examples of the kinds of institutional flexibility needed to support transitioning students, there is an **absence of such flexibility in other** institutions.

Challenges in the implementation of articulation also include the 'over-design' of the education and training system; the **policy environment needs to be simplified**. **Understandings of articulation** need to be communicated and understood. We need to be more 'aggressive' in **providing career guidance** at all levels of the system. And something we need to think about is **micro-credentialing** – how do we assess and recognise small chunks of learning?

DBE presentation

Dr Mamiki Maboya, Deputy Director General (DDG): Curriculum Policy, Support, and Monitoring in the DBE, presented **DBE information on articulation**. The scope of the DBE is as follows.

- There are nine provincial Departments of Education as well the national Department of Basic Education. There are 75 Districts, 889 Circuits, and 25 154 schools – of which 1895 (7.5%) of which are private schools. There are currently 437 449 educators and 12 819 542 learners in the DBE context.
- The ECD sector has:
 - 24 171 ECD centres;
 - 2,4 million children attending ECD centres, 700 000 of whom receive subsidies;
 - 110 000 ECD practitioners, 35 210 (32%) of whom have at least an NQF Level 4 qualification or higher; and
 - an average child-to-Practitioner ratio of 22:1.

The DBE fully supports and embraces the DHET's (2017) Articulation Policy, and appreciates the clarification of the **three main purposes for qualifications** namely (1) **general academic**, (2) **technical**, and (3) **occupational**. These purposes

represent the **diversification** of learning pathway opportunities for learners, and support professional pathways. The DBE also appreciates the efforts being made to **promote consistency** with respect to qualification nomenclature. The **integration of occupational qualifications** across all PSET institutions is fully supported as it reflects the vision of the National Development Plan (NDP) to increase the skills base in the country. The DHET's Articulation Policy has created an enabling environment.

DBE's ECD sectoral plan.

The DBE asked the question as to how the conference could help it to address current ECD-related challenges. There are 11 priority areas for the sector, based on the President's 2019 State of the Nation (SONA) address. Five key sectoral priorities are:

1. implementing standardised assessments;
2. urgent implementation of the rule 'two years of ECD before school Grade 1';
3. improving foundational skills: literacy and numeracy;
4. equipping ECD teachers with the knowledge and skills to teach literacy and numeracy; and
5. implementing the curriculum for a changing world.

The national articulation initiative has 'forced' the DBE (1) to ensure that there is an **articulation management system**, (2) to implement priorities in a **more efficient way**, and (3) to reposition the sector as a strong player in the articulation agenda.

In 2019, the **responsibility for ECD is starting to migrate** from the Department of Social Development (DSD) to the DBE, and the process will begin the movement towards instituting two years of compulsory ECD. This process will take 10 years to complete – it will be phased in, in stages. In addition, non-centre-based ECD programmes can be registered with the DBE.

Three key areas are being addressed. Firstly, the majority of ECD practitioners are **unqualified or under-qualified**. Some 88% of assistants, 74% of practitioners, 55% of principals and 51% of supervisors, do not have a specialisation. The minimum requirements for ECD practitioners, educators and managers are set out in legislation. Currently for example, an ECD practitioner needs to have an NQF Level 1 ECD qualification (Children's Act 38 of 2005), while a supervisor and a manager need an NQF Level 4 ECD qualification. The DBE proposes that in future, a birth-to-four supervisor needs to have an NQF Level 6 ECD qualification, and a practitioner an NQF Level 4 ECD qualification.

Some 98% of the ECD workforce is made up of Black African females across all job titles, and is in registered ECD centres. Nearly half (44%) of the staff at these centres are practitioners and have direct interaction with children: assistant practitioners only make up 5% of the staff; principals account for 12%, and supervisors for 5% of staff. **The sector will need** 110 000 centre-based practitioners and 140 000 assistants to provide sufficient access for children by 2030, assuming that 69% of children aged birth-to-five years, are in the ECD centres.

The DBE is also considering the following:

- **collaboration** between the Quality Councils on one hand, and education and training providers on the other, to increase access to ECD programmes;
- **RPL** systems;
- **core learning programmes** for all practitioners in ECD, including health practitioners and social workers: the **pedagogy of play** needs to be embedded in the relevant national curricula;

- the accreditation and recognition of Massive Open Online Courses (**MOOCs**) for ECD at all NQF levels;
- **partnerships** with education and training providers for the ongoing Continuing Professional Development (CPD) of ECD practitioners; and
- investigating **new accessible models for ECD teacher training** in Higher Education.

DBE plans for General Education and Training (GET)

There is currently no formal indication of the completion of nine years of schooling, and it is difficult for learners who have completed school Grade 9, to articulate into Technical and Vocational Education and Training (TVET) Colleges to study ECD. Future plans include the introduction of a **General Education Certificate (GEC)**, which is scheduled to be implemented from 2022. The DBE in partnership with its Career Development Services (CDS), SAQA, the three Quality Councils, and education and training providers, must lead a national advocacy and communications drive, to inform learners about the occupational and vocational learning pathways linked to the GEC. Timely registration of the GEC on the NQF is also needed.

DBE plans for Further Education and Training (FET)

Currently schooling in South Africa offers a single pathway (an academic pathway); it does not cater for diverse needs. What is needed, are multiple pathways. There is the repetition of learning, where after completing school Grade 12 (an NQF Level 4 qualification), learners study the National Certificate: Vocational (NCV) at NQF Level 2. There is currently limited access to vocational programmes. In addition, learners need to be placed appropriately.

The DBE is **seeking to diversify learning pathways in the schooling system**, through the introduction of a 'three-stream model' (with academic, technical, and vocational streams). An occupational learning pathway will be introduced at FET level. The DBE aims to **increase enrolments** in vocational and occupational learning pathways to at least 60% by 2030, and to 40% in academic pathways. The DBE wants to increase the number of Technical High Schools, strengthen the vocational learning pathways, and create multiple opportunities to exit from schooling into other learning.

institutions need to be **flexible in their support of learners as they transition** along their individual pathways. It is important that there is the **professionalisation of artisans** for employment, in the schooling system. Innovative mechanisms are needed for **promoting Workplace-Based Learning (WBL)**. The **sharing of learner datasets** is also needed for tracking and monitoring students as they articulate into various institutions.

REFLECTIONS ON ARTICULATION POLICY AND DEVELOPMENTS: SECTORAL UPDATES AND KEY ISSUES FOR THE FUTURE

UMALUSI presentation

Dr Eva Sujee, Senior Manager: Qualifications, Curriculum and Certification at Umalusi, presented key articulation-related points from the viewpoint of the General and Further Education and Training Qualifications Sub-Framework (GFETQSF) context. Umalusi's work is **framed by** the NQF Act and the General and Further Education and Training Quality Assurance Act (GENFETQA Act). Umalusi supports lifelong learning and wants more seamless articulation between the NQF Sub-Frameworks.

Umalusi **supports a culture of articulation**, and has articulation-related plans for the three sectors: Engineering, Community Development, and ECD.

UMALUSI plans for articulation in the Engineering sector

Regarding Engineering, currently the National Accredited Technical Education (NATED/ N) 1-3 qualifications are on the GFETQSF, while N4-N6 qualifications are on the Occupational Qualifications Sub-Framework (OQSF). In addition, Umalusi quality assures the N1 and N2 qualifications, and only certifies the N3 qualifications. All of these qualifications belong on the OQSF; Umalusi is in the process of transferring the N qualifications to the OQSF, where they will be **reorganised into occupational qualifications**. The practice of combining N3 subjects with the two business languages will cease. **This simplification of the NQF is needed** so that for Engineering, articulation is more seamless.

The National Senior Certificate (NSC): Colleges (old qualification) is being **phased out** due to its lack of articulation – the last examination is in November 2020, and no new registrations will be permitted from January 2021. The Minister approved the phase-out and Umalusi placed a notice to this effect in Government Gazette No. 42380 of 5 April 2019. Umalusi, in collaboration with the DHET, will drive an advocacy campaign to inform affected stakeholders regarding the phase-out.

The Senior Certificate (another old qualification) is also being phased out, and will be **replaced by** the National Senior Certificate for Adults (NASCA) from 2021. The first intake of learners for the NASCA will be in July-August 2021; the first exams in July 2022. Some 19,000 students in 54 centres are expected. Another new qualification, the General Education and Training Certificate for Adults (GETCA), will be implemented from 2023.

UMALUSI plans for articulation in the Community Development sector

The **phasing out** of the Senior Certificate as Amended, and the **implementation of** the NASCA in 2021 and the GETCA in 2023, will also support articulation in the Community Development sector. Regarding the implementation of the NASCA, Umalusi has held three meetings with the DHET. The NASCA Task Team was formed, and has developed the implementation plan.

UMALUSI plans for articulation in the ECD sector

Umalusi is currently **conducting research** in the sector, to gain insight into the approaches used in ECD centres. ECD learning and teaching methods include for example, the Waldorf, Montessori, and Reggio Emilia approaches endorsed by the Department of Social Development (DSD). Lessons learned from the research will be used to guide engagement around quality assurance and implementation of the **National Curriculum Framework for Children from Birth to Four (NCF)** in South Africa, and will be considered in the migration of ECD currently underway from the DSD to the DBE.

Umalusi is also conducting a longitudinal study on the competencies needed for the **4IR** – towards engagement with the DBE in this regard. Umalusi strives to register credible and relevant qualifications, and there is a focus on the competences needed for the Fourth Industrial Revolution era.

The intention is that these **initiatives will support articulation** in the sector.

CHE presentation

Dr Amani Saidi, Director of Quality Assurance and Promotion Coordination in the Executive Office of the CHE reflected on articulation in the Higher Education Qualifications Sub-Framework (HEQSF) context. He asked the question: Why articulation? There are several answers. First, the CHE realises that articulation substantially **contributes to integration in the Higher Education sector** – specifically between public and private Higher Education Institutions (HEIs) – which is something the CHE seeks to achieve. Articulation also **supports learning pathways between** traditional public HEIs, Universities of Technology (UoTs), and Comprehensive Universities on one hand, and on the other hand between the NQF Sub-Frameworks. If learners can transition, it fosters the **parity of esteem between qualifications** at the same NQF levels across the NQF Sub-Frameworks. It ensures that there are **no dead-end** qualifications, thus supporting lifelong learning. Articulation **enables flexible learning and career pathways**.

What is the **link between the NQF and articulation**? Articulation is a key mechanism for advancing the objectives of the NQF. But it is not something that happens on its own – it needs to be promoted, facilitated and supported. It needs ‘articulation by design’ interventions at multiple levels – including at the levels of the learning programme, the institution, inter-institutional groups, and the system as a whole.

Situation analysis

A CHE situation analysis showed the following.

- **There is articulation within HEIs.** With CAT, students can change learning programmes without losing one or more years of study. Students can enrol for postgraduate studies that are cognate with, but not necessarily the same as, their undergraduate studies.
- **There is also articulation between HEIs.** With CAT, students can continue studying at a different institution without losing time unnecessarily. In many instances, inter-institutional agreements facilitate the transfer of students between the institutions.
- **There is articulation between qualifications in the GFETQSF and those in the HEQSF.** This is governed by the national regulatory frameworks which is applied for student admission to HEIs, and is supported by RPL.
- **Articulation between qualifications in the OQSF and the HEQSF is not governed by regulations** as it is for student transitioning between the GFETQSF and the HEQSF. In addition, there are no guidelines from the Quality Councils concerned.
- There are **two research studies** which focus on articulation, with differing foci and findings. Nkonki and Makhura (2017) found that **students are not aware** of articulation possibilities, and think that there is no parity of esteem for qualifications at same NQF level and obtained at different institutions. Further it was found that **HEIs give preference** to students with the NSC, over those with occupational qualifications at NQF Levels 5 and 6.

In contrast, the SAQA-DUT research (2018), which surveyed **management** representatives from the 26 public HEIs and 50 public TVET Colleges and achieved a 98% response rate – indicated **high levels of awareness of systemic and specific articulation**. Respondents mentioned articulation through learner support and flexible learning and teaching provision, less often. This study revealed **over 75 articulation** initiatives across these organisations, which the research categorised as **‘developed’** (established with transitioning students and supporting data), **‘emerging’** (formal agreements in place with emerging implementation), and **‘latent’** (had been functioning, and had ceased to function).

The **NQF bodies need to be actively involved in taking successful articulation initiatives to scale**, and in unblocking latent initiatives where appropriate.

CHE responsibilities regarding articulation

What does **CHE/ HEQSF policy** require regarding articulation?

One of the CHE’s qualification design criteria requires that all learning programmes in the Higher Education context **must be located in clear and flexible articulation pathways**. Learning programmes will only be accredited by the CHE when they meet this requirement. And without accredited learning programmes, qualifications cannot be recommended by the CHE to SAQA for registration on the NQF. Those which already exist and are not located in pathways are being revised: the CHE is seeking to identify and eliminate ‘dead ends’.

The CHE **constrains the proliferation** of qualifications in the Higher Education space, as this hinders articulation. In addition, the HEQSF describes a ‘designator’ – the ‘second name given to a qualification to indicate its broad area of study, discipline, or profession’, for example a BSc in *Chemistry* – but it does not provide for information at this level. The HEQSF also limits the number of ‘third name’ descriptions in a qualification – namely the ‘qualifier’ or indication of specialisation, such as BSc in *Electrical Engineering* – to two per qualification.

RPL and CAT support articulation. The CHE developed an RPL, CAT, and assessment policy document in 2016, which is largely aligned to the corresponding SAQA and DHET policies. It has workshopped these policies with HEIs, which also receive ongoing support from the CHE in this regard. HEIs have developed their institutional policies based on the national policies. The CHE is working with HEIs to develop and implement new and progressive institutional policies for access, RPL, CAT, and articulation.

It is widely known that **career advice services** support articulation through access to information and counselling, and that the DHET provides national Career Development Services (CDS). The DHET also published the **Central Applications Service (CAS) Bill** in April 2019. The Bill establishes and operationalises the CAS for HEIs and TVET Colleges. The intention is that the CAS will support and promote access and articulation. It provides all prospective entrants with the necessary information, and access to the CDS and Clearinghouse services.

Articulation-related challenges in the HEQSF context

The CHE has identified four areas of difficulty regarding articulation.

The first challenge is the **'articulation gap'** identified through CHE research done in 2014, between the GFETQSF and the HEQSF. Only 33% of learners were found to have the knowledge, skills, literacies and social attributes needed for smooth transitioning from the National Senior Certificate (NSC)/ National Certificate: Vocational (NCV) into Higher Education. This gap results in high failure rates and drop-out in Higher Education.

The **CHE will work on** the articulation between the NCV and Higher Education qualifications, but to do so, **needs the DBE, Umalusi, Universities South Africa (USAf)** also to work on this. To date, the CHE has a Memorandum of Understanding (MoU) with the Engineering Council of South Africa (ECSA) for cooperation on the articulation of Engineering qualifications in this regard.

Secondly, there is a **'research gap'**. It is generally acknowledged that articulation is complex; the adoption of workable articulation practices has to be guided by research. We know from SAQA's (2018) National Articulation Baseline Study that there are several successful articulation initiatives; we also know that not much research in this area is being conducted by universities and the Quality Councils. More research is needed to identify the specific barriers, and how these challenges have been addressed.

A third challenge is the **lack of incentives for HEIs** to engage in articulation practices. According to the DHET's (2017) Articulation Policy, 'specific articulation' is articulation-in-practice based on agreements within and between institutions. But there are no incentives for HEIs to enter into these agreements, and no sanctions for choosing not to. **Incentives would go a long way** towards promoting specific articulation.

The fourth area of challenge is the **capacity and financial resource constraints**. The CHE does not have the human or financial capacity to monitor the implementation of articulation across the whole Higher Education sector. Neither does it have the capacity to conduct large-scale research into articulation, or to provide articulation-related support to institutions. These constraints need to be attended to.

QCTO presentation

Mr Marco Macfarlane, Director for Research and Analysis at the QCTO, presented on articulation from the point of view of the Occupational Qualifications Sub-Framework (OQSF) context. He reiterated that there are at least three ways of understanding articulation: **systemic, specific, and through support for individual learners** as they follow their learning pathways. Realising full articulation requires an understanding of systemic articulation as allowing for, and encouraging, both specific and individual articulation. It is not possible to anticipate every possible articulation pathway. However, **flexibility and portability** need to underpin systemic articulation.

Developments in the OQSF context that support articulation

A central intervention for enhancing articulation across the NQF is the proposed **revision of the OQSF**. It is intended that the revised OQSF will realise the vision of the NQF as a 'single integrated framework of qualifications'. To this end, at the core of the proposal is an **understanding of qualifications by NQF level first**, rather than by NQF Sub-Framework, to provide the consistency and integration needed. The **nomenclature in the revised OQSF shows this shift**, which is visible in the

proposed similarities in the naming of qualifications (first qualification names) in the OQSF and the other two NQF Sub-frameworks. Table 1 below shows the proposed revised OQSF presented.

Table 1: Proposed revised OQSF terminology (Source: QCTO presentation at 3rd NQF Conference on Strengthening Learning Pathways, 5 September 2019)

Type	NQF Level	Generic NQF Terminology
General Occupational Certificate	1	General Certificate
Elementary Occupational Certificate	2	Elementary Certificate
Intermediate Occupational Certificate	3	Intermediate Certificate
National Occupational Certificate	4	National Certificate
Higher Occupational Certificate	5	Higher Certificate
Occupational Diploma	6	Diploma
Advanced Occupational Diploma	7	Advanced Diploma
Specialised Occupational Diploma	8	Degree/Post-Graduate Diploma

To strengthen **articulation for artisan qualifications**, for the first time in the country these qualifications are registered on the NQF and are credit bearing. Artisan qualifications been re-structured and re-developed into Occupational Qualifications, which must specify articulated learning pathways in order to be registered on the NQF. The Trade Test regulations cater for an articulation route for artisans via the NCV.

Artisans articulating into Engineering qualifications are still a challenge at this stage. The QCTO is developing three Engineering Technician qualifications so that artisans can articulate between the OQSF and the HEQSF

Developments on the horizon

There are at least three articulation-related developments on the horizon in the OQSF context. The QCTO and the CHE are in **discussions around aligning** Occupational Qualifications to meet the admission requirements for the HEQSF qualifications, and how HEIs could take OQSF qualifications into account. **Research is needed** to support these developments, so that they happen in a rational and sensible way.

Secondly, the QCTO is **investigating ways to prioritise RPL** for ECD and Community Development-related qualifications, to recognise the expertise of individuals who have been working in these sectors and have extensive experience and skill. This would facilitate their further learning pathways. The intention is to enable these individuals **just to do the necessary assessments within an RPL process**.

Thirdly, QCTO is trying to tighten its accreditation processes to **ensure that providers only offer the qualifications that they are accredited to offer**. Unfortunately, it is common practice for providers which are accredited to offer one qualification, to offer several qualifications in practice.

QUESTION-AND-ANSWER SESSION #1

A question-and-answer session followed the presentations by representatives of the NQF partner organisations.

Question

I have two questions. In listening to the presentations, I heard that ‘articulation is complex’, yet on the other hand, a few of the presenters said ‘we want to ‘simplify’. Please could you [the speaker panel] elaborate on this. Secondly, please could you say more about RPL. The CHE focuses mainly on RPL for access, it can’t do RPL for credit, while the QCTO focuses on both access and awarding the full qualification. Are we moving forward? We need to deal with the contradictions.

Responses

Response 1: In the OQSF context, awarding the whole qualification depends on the person demonstrating the competences required: the EISA [External Integrated Summative Assessment] is competency based. In the HEQSF context, it is not really possible to do RPL for the whole qualification; RPL is usually for access or advanced standing.

Response 2: The RPL policies of the Quality Councils need to be aligned to those of the DHET and SAQA; SAQA’s RPL policy is aligned to that of the DHET. Work is underway towards closer alignment of the Quality Council policies. The DHET and SAQA RPL policies provide for RPL for access, and RPL for credit – although this does not necessarily imply RPL for a whole qualification. However, depending on the circumstances, RPL could conceivably be offered for a whole qualification.

Question

Do the Quality Councils develop learning programmes, or qualifications, or guidelines? Some clarity is needed.

Responses

Response 1: The QCTO lobbies to have the necessary qualifications developed, and quality assures them. It does not directly develop the qualifications.

Response 2: The Quality Councils submit *qualifications* to SAQA for registration on the NQF, and if they meet SAQA’s criteria for registration on the NQF, *qualifications* are registered on the NQF. Confusion has arisen because people often use the terms ‘qualification’ and ‘learning programme’ interchangeably. SAQA works with qualifications, part-qualifications, professional bodies, and professional designations. Learning programmes have been described as ‘teaching and learning activities that lead to a qualification’.

Question

The Certificate for Grade 9 [General Education Certificate (GEC)] sounds promising. Many learners will require certification when this certificate is implemented. How will this process be managed?

Response

The GEC is a framework with standardised examinations. One cannot obtain the GEC without writing the examinations. It cannot be applied retrospectively. Government Gazette 1114 No 32743 of 2009 clearly specifies the entry requirements.

Question

There are many different types of Degrees for example, for the Bachelor of Social Science – one gets BSocSci: Politics, BSocSci: Anthropology, BSocSci: Development Studies, the Bachelor of Sociology, and so on. With the control of the proliferation of qualifications through ‘generic’ qualifications, would designators and qualifiers not be required for clarification?

Response

This situation – having so many types of Social Science Degree – needs to be avoided. It is hampering articulation. Every HEI needs to include modules on all of these things. We are moving away from the idea that the BSocSci is a qualification with specialisations at the lower levels of the Degree.

Question

What about UoTs [Universities of Technology] as a route for students seeking access to Higher Education after completing the NCV [National Certificate: Vocational]?

Response

Yes, the UoTs are definitely a route, as are the traditional Universities and the Comprehensives – the legislation refers to HEIs, and does not specify the type of HEI.

Comment

The ECD qualifications must be linked to job opportunities, given the challenges of unemployment in this sector.

Response

The QCTO and the CHE are embarking on research towards this end. The DBE is aware of the problems in this regard.

LEARNING PATHWAY DATA: UP-TO-DATE ANALYSIS

Ms Omotola Akindolani, Deputy Director: Data Analysis, Reports and Publications (NLRD) presented an analysis of learning pathways in ECD, Engineering and Community Development based on the latest data in the NLRD supplemented by data and information obtained from the three sectors.

She noted that the NLRD is the Information System of the NQF. It has data for 19.5 million people; over 11,000 currently registered qualifications and part-qualifications; 106 recognised professional bodies, and 385 professional designations. She also noted the definition of ‘learning pathway’ used for the analysis, as ‘*The sequencing of qualifications that allows learners to move vertically, diagonally and horizontally, through NQF levels, giving learners recognition for full or partially completed qualifications or part-qualifications*’.

Analysis of ECD data

Ms Akindolani noted that ECD practitioners must register with the South African Council for Educators (SACE), and that SACE is in the process of applying to be registered as a SAQA-recognised professional body in the context of the NQF in South Africa. For the ECD analysis, SACE-provided data were matched to the data in the NLRD. Some 15,109 (79%) of SACE’s ECD practitioners were found in the NLRD; 4,080 (21%) were not found, but may be if additional information is provided. Figures 1 and 2 show the demographic profiles of ECD practitioners registered with SACE.

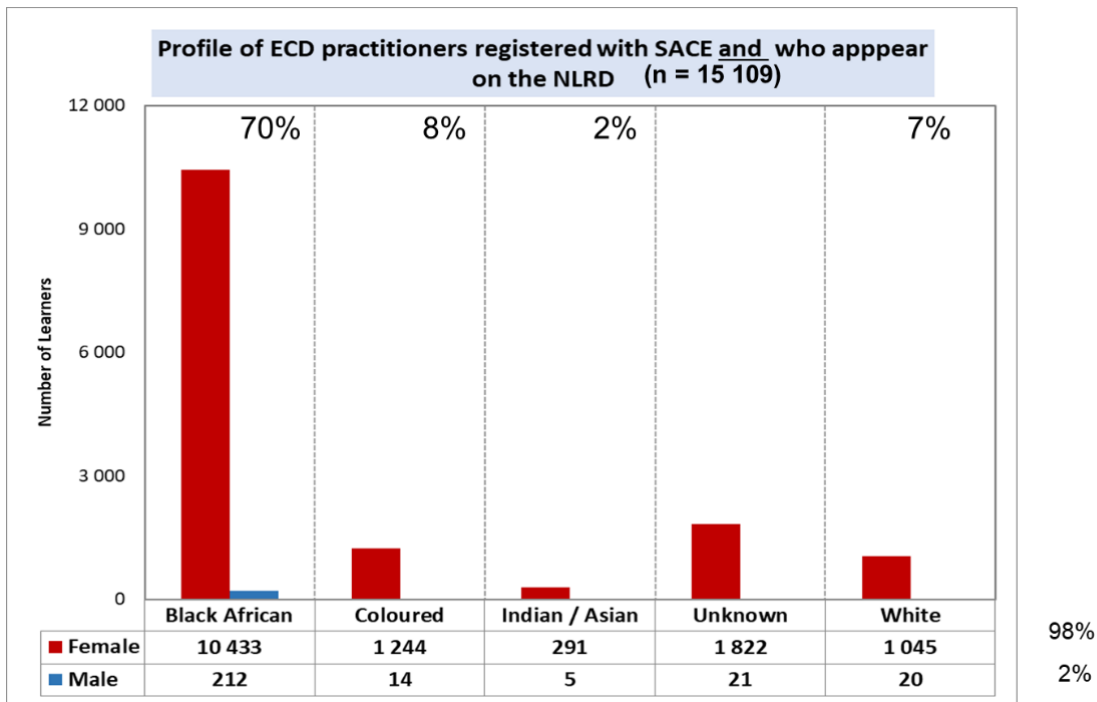


Figure 1: Demographic profiles of ECD practitioners registered with SACE, that are in the NLRD (Sources: NLRD and SACE database)

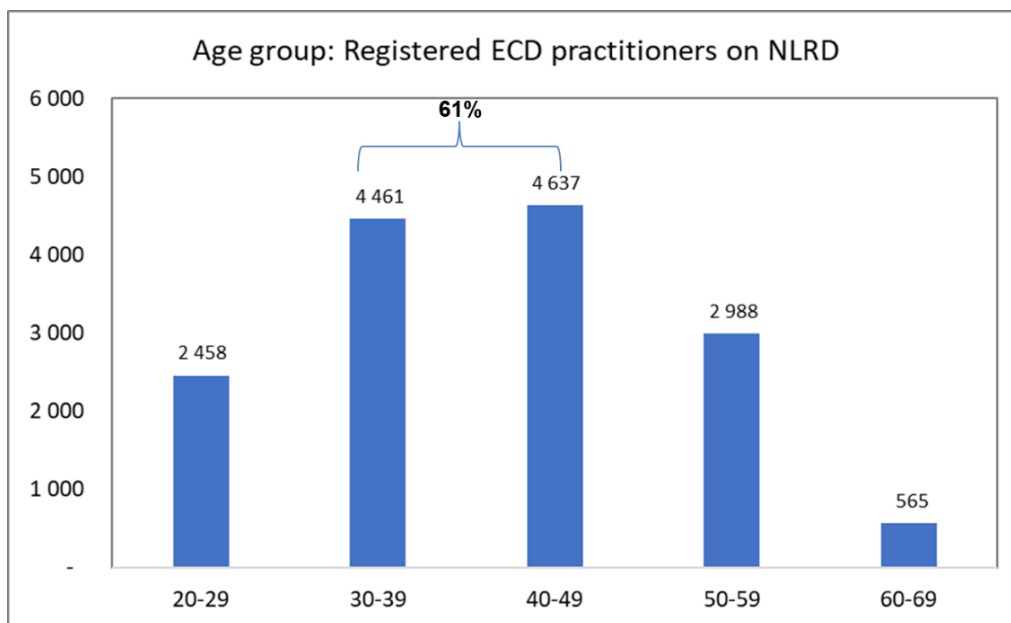


Figure 2: Age profile of ECD practitioners registered with SACE, and in the NLRD (Sources NLRD and SACE database)

Figure 3 below shows the qualifications held by ECD practitioners registered with SACE and in the NLRD, including the numbers of individuals with each qualification.

ID	QUALIFICATION_TITLE	NQF Level	#
23114	Basic Certificate: Early Childhood Development	L01	369
73254	General Education and Training Certificate: Adult Basic Education and Training: Early Childhood Development	L01	9
23116	National Certificate: Early Childhood Development	L04	2 498
58761	Further Education and Training Certificate: Early Childhood Development	L04	3 866
15982	National Certificate: Early Childhood Development: Preschool Phase	L04	7
23117	Higher Certificate: Early Childhood Development	L05	3 334
23118	National Diploma: Early Childhood Development	L05	2 860
64690	Certificate: Early Childhood Development	L05	5
86466	Higher Certificate in Early Childhood Development	L05	14
64696	Diploma: Early Childhood Development	L05	1
51325	Certificate in Education: Early Childhood and Foundation Phase	L05	1
96675	Higher Certificate in Pre-School Education	L05	3
83407	Diploma in Early Childhood Development Montessori Teaching	L06	10
90660	Diploma in Grade R Teaching	L06	134
50827	Bachelor of Education (Early Childhood Development: Foundation Phase)	L08	29
15985	National Certificate: Early Childhood Development: Preschool Phase	Unknown	2
44828	Certificate in Education (Early Childhood)	Unknown	4
52156	Certificate in Education (Early Childhood)	Unknown	6

Figure 3: Qualifications held by ECD practitioners registered with SACE, and in the NLRD (Sources: NLRD and SACE database)

Figure 4 below shows the numbers of ECD practitioners registered with SACE and in the NLRD, with the General Education and Training Certificate (GETC): Adult Basic Education and Training (ABET)/ Basic Certificate: ECD, and the main providers of these qualifications.

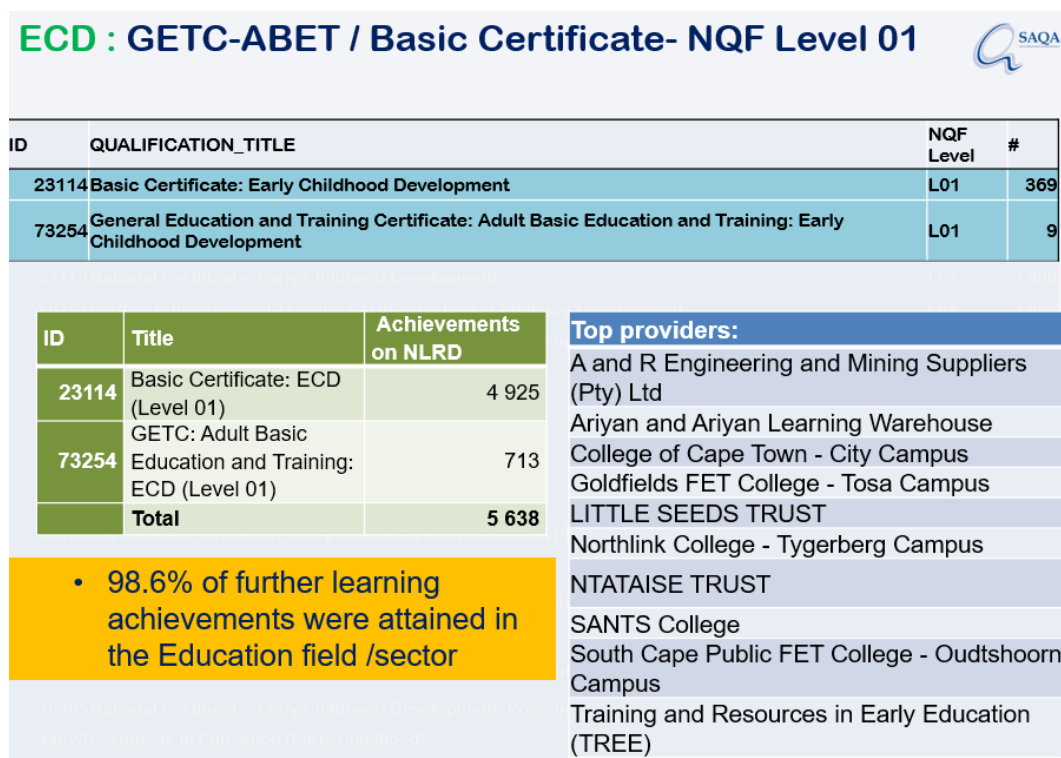


Figure 4: ECD practitioners registered with SACE and in the NLRD, with the GETC: ABET/ Basic Certificate: ECD, and providers (Sources: NLRD & SACE database)

Figures 5 and 8 below show the actual learning pathways followed by ECD practitioners registered with SACE and in the NLRD, with the GETC: ABET and Basic Certificate: ECD. Figure 8 also includes further learning pathways. It is a diagrammatic representation superimposed on the South African NQF.

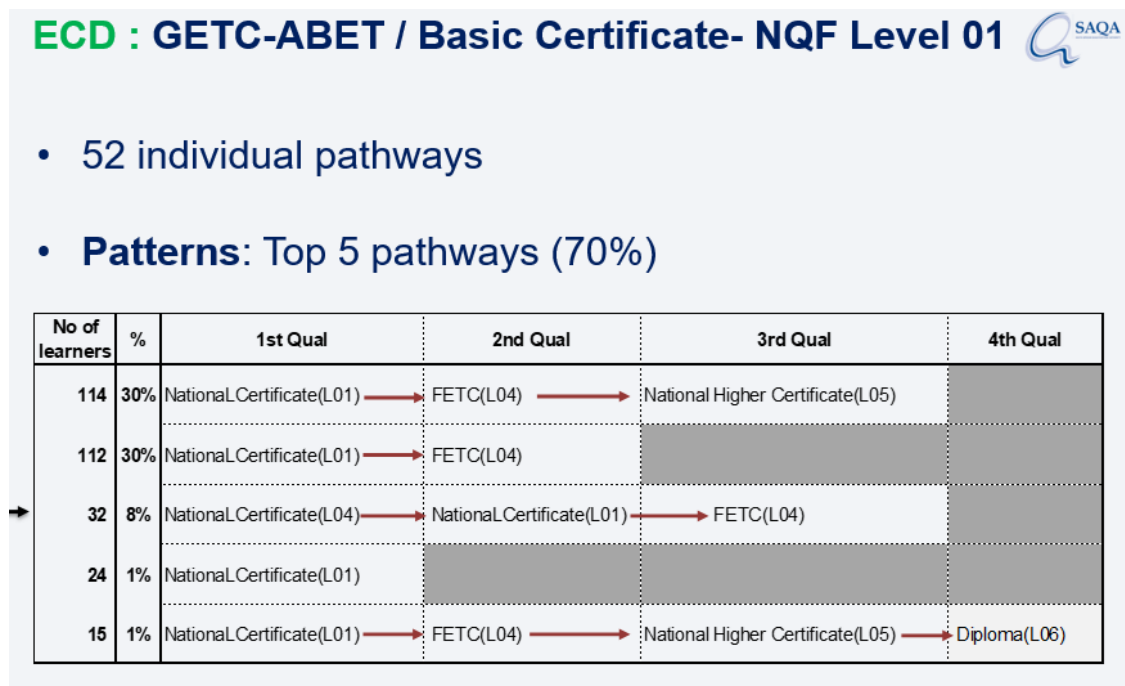


Figure 5: Learning pathways actually followed by ECD practitioners registered with SACE, with the GETC: ABET/ Basic Certificate: ECD (Sources: NLRD & SACE database)

Figure 6 below shows the numbers of ECD practitioners registered with SACE and in the NLRD, with the Further Education and Training Certificate (FETC)/ National Certificate: ECD, and the main providers of these qualifications.

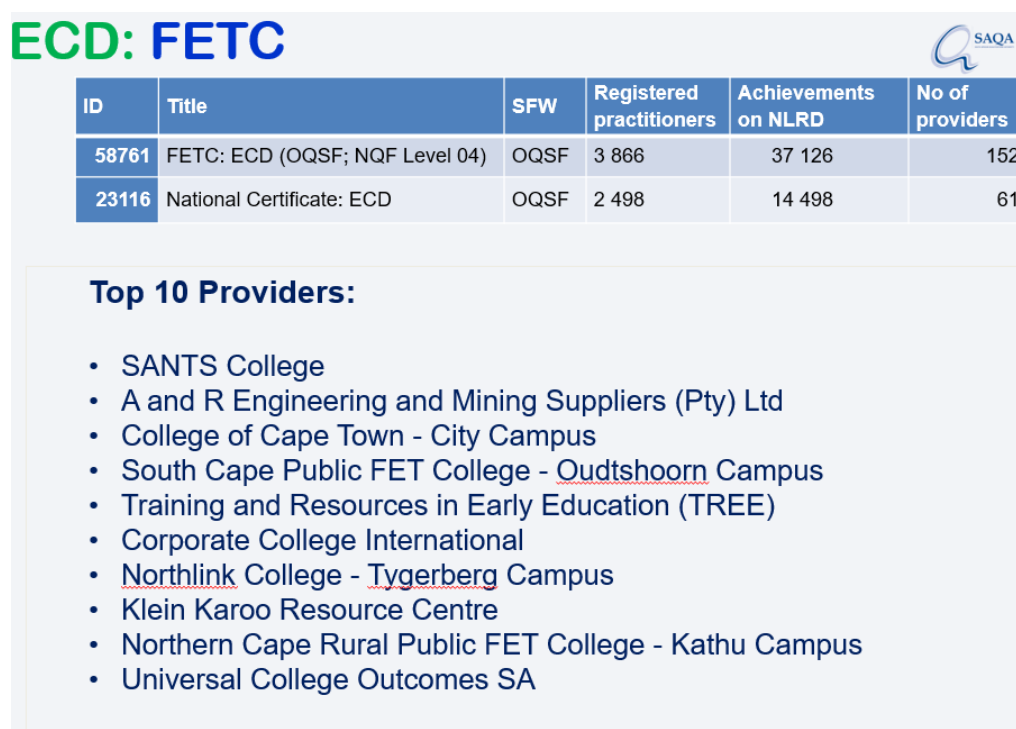


Figure 6: ECD practitioners registered with SACE and in the NLRD, with the FETC/ National Certificate: ECD, and providers (Sources: NLRD & SACE database)

Figure 7 shows the actual learning pathways followed by ECD practitioners registered with SACE and in the NLRD, with the FETC: ECD. Figure 8 is a diagrammatic representation of the information in Figures 5 and 7, superimposed on the South African NQF.

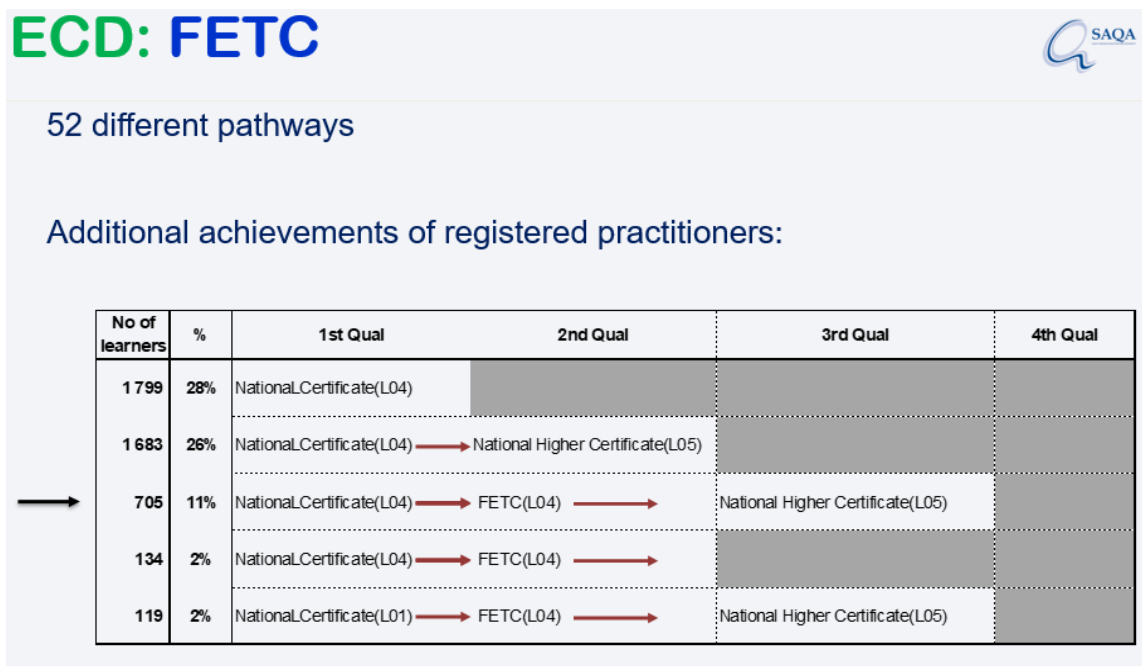


Figure 7: Learning pathways actually followed by ECD practitioners registered with SACE and in the NLRD, with the FETC: ECD (Sources: NLRD & SACE database)

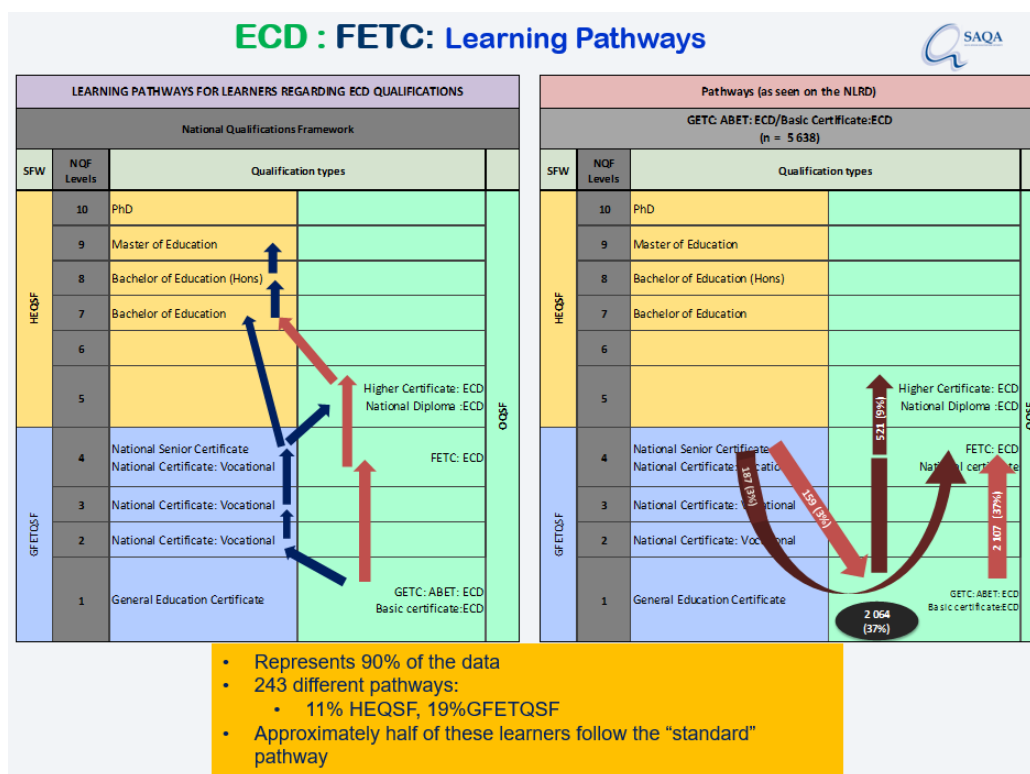


Figure 8: NQF diagram with learning pathways actually followed by ECD practitioners registered with SACE and in the NLRD (Sources: NLRD and SACE database)

Analysis of Engineering data

Ms Akindolani presented the analyses of Engineering data in the NLRD. Figure 9 shows the numbers and percentages of ECSA-registered Engineers, Engineering Technologists and Engineering Technicians in the NLRD. Figures 10 and 11 show the demographic profiles of these categories of Engineering practitioners.

- Total of **36 335** professionally designated engineers on the NLRD

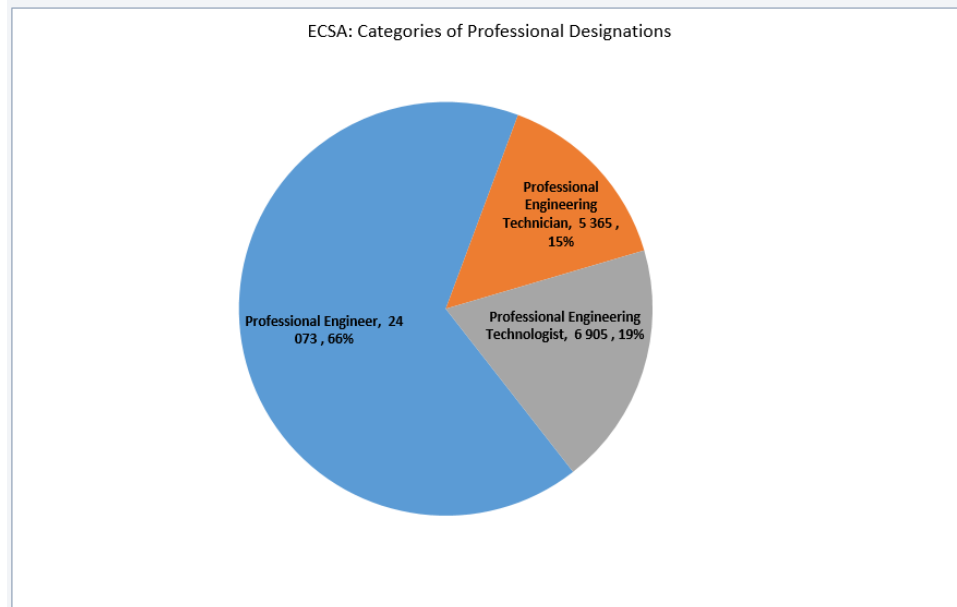


Figure 9: ECSA-registered Engineers, Engineering Technologists, and Engineering Technicians in the NLRD (Source: NLRD)

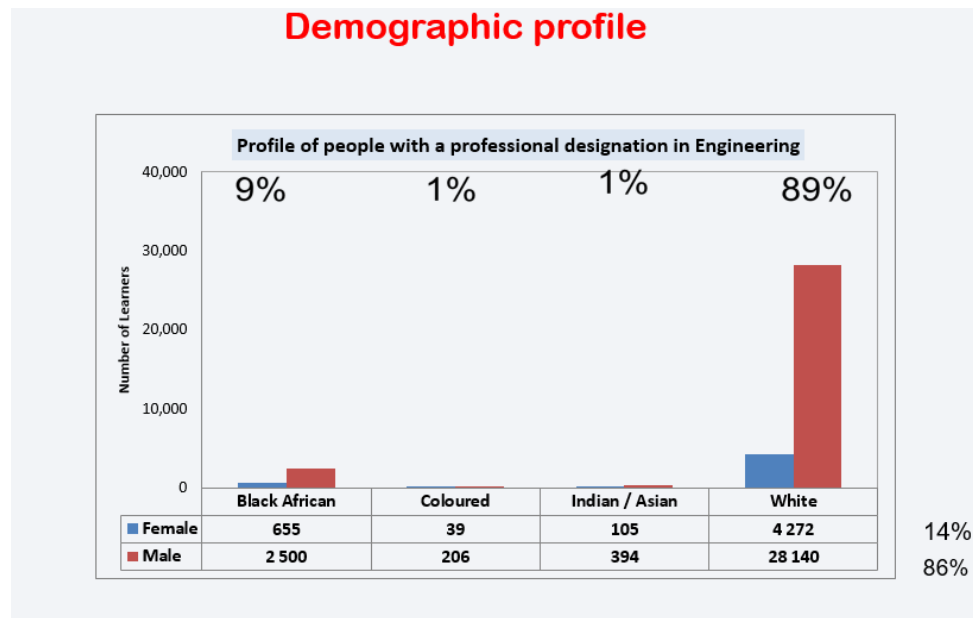


Figure 10: Demographic profiles of ECSA-registered Engineers, Engineering Technologists, and Engineering Technicians in the NLRD (Source: NLRD)

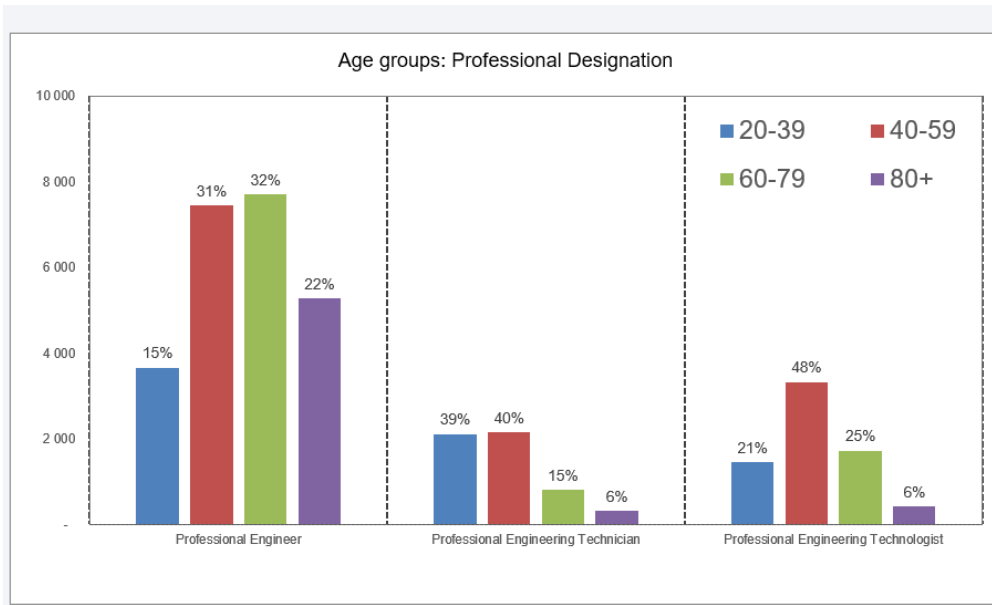


Figure 11: Age profiles of ECSA-registered Engineers, Engineering Technologists, and Engineering Technicians in the NLRD (Source: NLRD)

Figure 12 shows the possible and actual learning pathways followed by ECSA-registered Engineering Technicians with professional designations in the NLRD. To the left are possible pathways; to the right are the actual pathways followed, with the numbers of people following each path, superimposed on a diagram of the South African NQF. Figure 13 shows the possible pathways for Engineering Technicians: the data in the NLRD follow this pattern. The pathways for Engineers were not analysed at this point, as there are many types of Engineers and the pathways are diverse.

Pr. Eng. Technicians: Pathways (n = 5 365)



- 36% of the Pr. Eng. Technicians have no additional qualifications (Designation only)

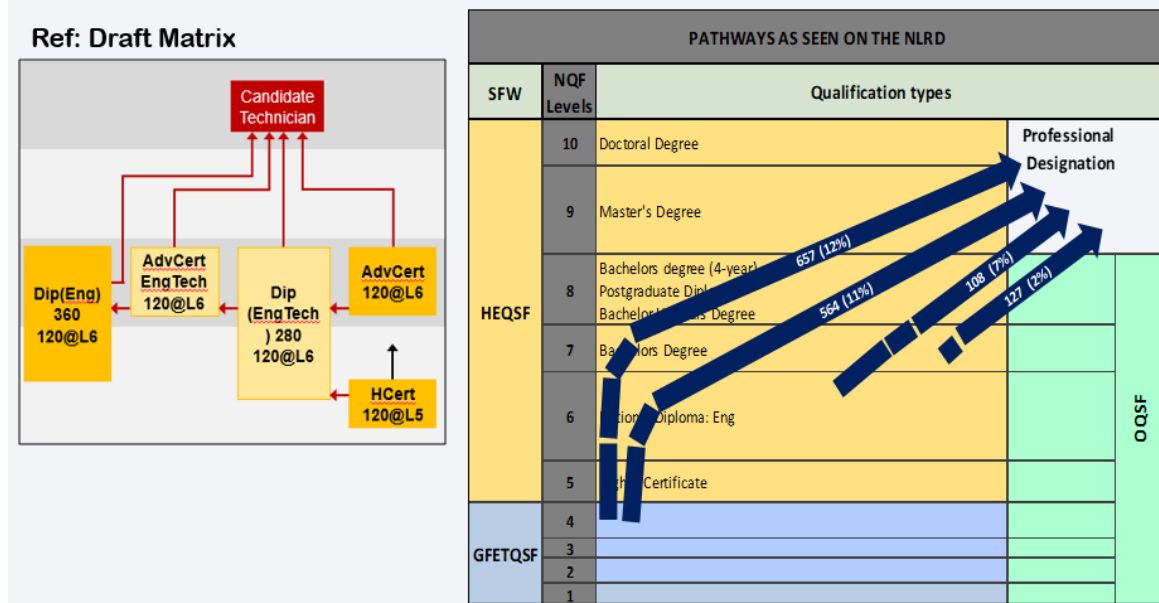
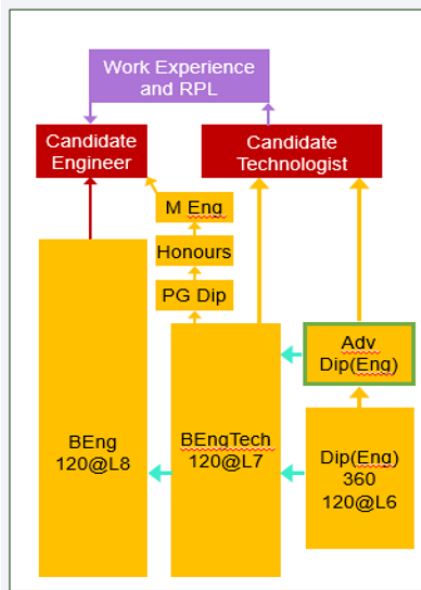


Figure 12: NQF diagram with possible and actual pathways followed by registered Engineering Technicians in the NLRD (Source: NLRD)

Pr. Eng. Technologists: Pathways (n=6905)



Ref: Draft Matrix



- Pattern on the NLRD generally follows the matrix
- Designates mainly stay within the same field of study

Figure 13: Diagram with possible pathways for Engineering Technologists (Source: ECSA)

Analysis of data for Community Development practitioners

For the analysis for the Community Development sector, Ms Akindolani focussed on possible pathways from the FTEC: Community Development, an NQF Level 4 qualification (Figure 14). No learning achievements were found against these qualifications in the NLRD; some of the qualifications are very newly registered on the NQF.

Community Development: FETC (NQF Level 04)



Qual ID	Qualification Title	NQF Level	SFW
67509	Further Education and Training Certificate: Community Development	NQF Level 04	
97708	Occupational Certificate: Community Development Worker	NQF Level 04	OQSF
80946	National Certificate: Community Development	NQF Level 05	HEQSF
97691	Occupational Certificate: Community Development Practitioner	NQF Level 05	OQSF
79706	Bachelor of Community Development	NQF Level 08	HEQSF
73964	Master of Arts in Social Science in Community Development	NQF Level 09	HEQSF
96971	Master of Arts in Community Development	NQF Level 09	HEQSF

- No learning achievements on the NLRD for these qualifications
- No insight into possible pathways

Figure 14: Possible pathways from the FETC: Community Development (Source: NLRD)

Figure 15 shows the numbers of learning achievements recorded in the NLRD against specialised FETC's linked to Community Development.

Community Development: FETC (NQF Level 04)



QUAL ID	QUALIFICATION TITLE	No. of Achievements
76990	FETC: Community Development: Community Development Management	211
76984	FETC: Community Development: Early Childhood Development	46
58396	FETC: Community Development: HIV/AIDS Support	33
76989	FETC: Community Development: Local Economic Development	210
76987	FETC: Community Development: Youth	47
		547

Figure 15: Numbers of learning achievements recorded in the NLRD against specialised FETC's linked to Community Development (Source: NLRD)

Figure 16 shows the learning pathways actually followed by learners for Community Development, and the numbers of learning achievements per pathway. The patterns are super-imposed on a diagram of the South African NQF.

Community Development: FETC (NQF Level 04) - Further achievements

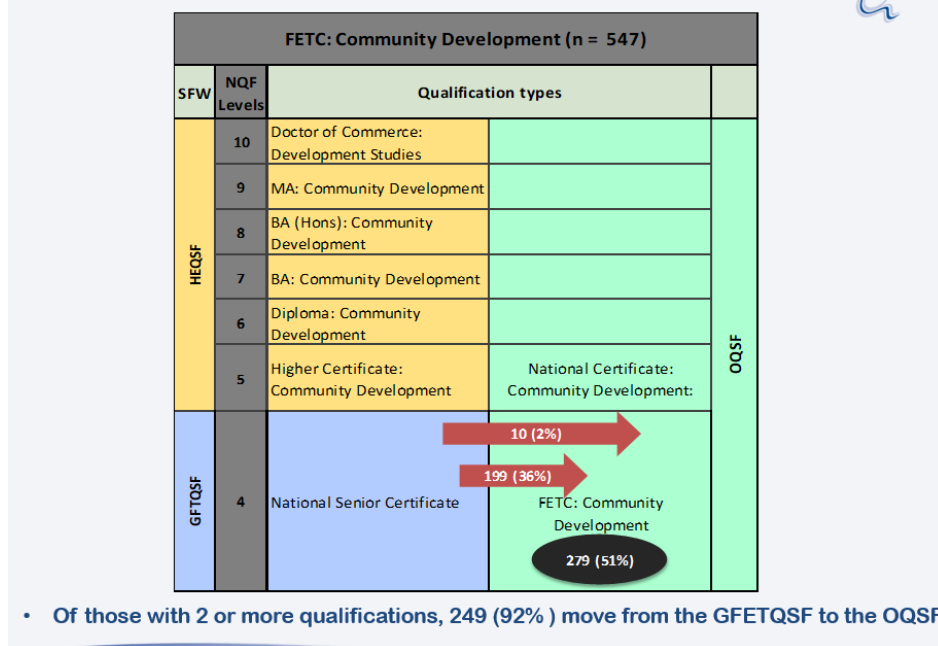


Figure 16: Actual learning pathways followed for Community Development, with numbers of learning achievements per pathway (Source: NLRD)

In her summary, Ms Akindolani explained that the NLRD is the key source of data for understanding the dynamics within the NQF. It provides an opportunity for conducting the in-depth analyses required to understand articulation or the 'movement dynamics' in the system. She closed with some thoughts to take forward, as follows.

- The NLRD shows that individuals with professional designations have generally followed the qualification **pathways outlined/ required by professional bodies**.
- The continued **monitoring of sector-specific learning pathway trends** would support understanding of learner movements in the system, and sector progress in terms of progression opportunities and blockages.
- The **filling of learner achievement data gaps** for the Community Development sector is important and needs to be addressed
- There will be better data integration for ECD, once SACE completes its registration process and is a **recognised professional body**.

QUESTION-AND-ANSWER SESSION #2

A question-and-answer session followed the presentation on learning pathway data.

Question

A DHET representative noted that the DHET knows that per year, around 3000 people achieve ECD qualifications. These are people who could become ECD practitioners or assistants. It is important for SAQA to get DHET's exam data: the TVET College and other College data – public and private – need to be submitted to SAQA for uploading in the NLRD. Does this happen?

Comment

A Sector Education and Training Authority (SETA) representative noted that the data shown in the presentation for the Community Development sector might be a bit skewed and might not comprise a full reflection of the data available for the sector. This could be because the data have not yet been submitted to SAQA, or because the uploads may be skills programmes (part-qualifications).

Comment

A QCTO representative noted that QCTO data regarding learner enrolments are available. The QCTO website has an up-to-date list of QCTO-accredited providers for the OQSF context. The QCTO's data are 'up and running'.

Response

SAQA's CEO reminded delegates that the Quality Councils need to ensure that learner achievement data in their NQF Sub-Framework contexts are submitted to SAQA for uploading in the NLRD. All education and training entities need to submit their learner achievement data via the official channels. According to the NQF Amendment Act No. 12 of 2019, the data must be loaded by the Quality Councils within 30 days of receipt from providers. If we don't have the data, we will not have an accurate picture of what is happening.

REFLECTION ON SECTORAL VISIONS AND THE QUALIFICATIONS AND ARTICULATION NEEDED: SECTORAL PLAN UPDATES

Community Development sector update

Dr Cornel Hart represented and made a presentation on behalf of, the **Community Development Professionalisation Task Team**.

The **vision** of the Community Development sector is to ensure standardised knowledge, skills and attributes across the relevant qualifications for Community Development practitioners, in order to practice Community Development against set norms and standards that are ethically sound and quality assured. This vision requires fast tracking. It needs the movement of learners within and between the three NQF Sub-Frameworks to enable *access, progression and mobility*.

The **professionalisation** of Community Development practices is key for achieving the coherence and harmonisation of Community Development practices across government, Non-Governmental Organisations (NGOs), Community-Based Organisations (CBOs), Faith-Based Organisations (FBOs), private sector organisations, and others. It is about clarifying the roles of key stakeholders, and effective and efficient institutional mechanisms that deliver Community Development services that build vibrant, equitable, cohesive and sustainable communities within the developed-developing context of South Africa

The purpose of professionalisation is to:

- **unify**, consolidate, standardise and quality assure the Community Development qualifications: norms and standards are needed for Community Development qualifications;
- enable Community Development practitioners to obtain professional **designations** for their respective occupations, and the professional competences to match;
- require practitioners to subscribe to a **Code of Ethical Conduct**; and
- lead to **legal recognition**, for example through the creation of a legislated and recognised professional body.

The **scope of Community Development practice** is as follows.

- **Community Development Practitioner (CDP)**, with qualifications at NQF Levels 8-10. A CDP can facilitate collective processes in communities to effect psycho-social and economic development in ways that enable households and communities to manage their own development and achieve sustainable livelihoods.
- **Assistant Community Development Practitioner (ACDP)**, with an NQF Level 5 qualification. An ACDP can collect information from, and provide information to, communities, to build social cohesion and to assist and support the development and implementation of developmental initiatives and processes.
- **Community Development Worker (CDW)** with an NQF Level 4 qualification. A CDW can explore and coordinate networks and partnerships. A CDW can also conduct community-based research to inform the planning, design and management of community interventions.

Figure 17 shows the numbers and percentages of CDPs per qualification type.

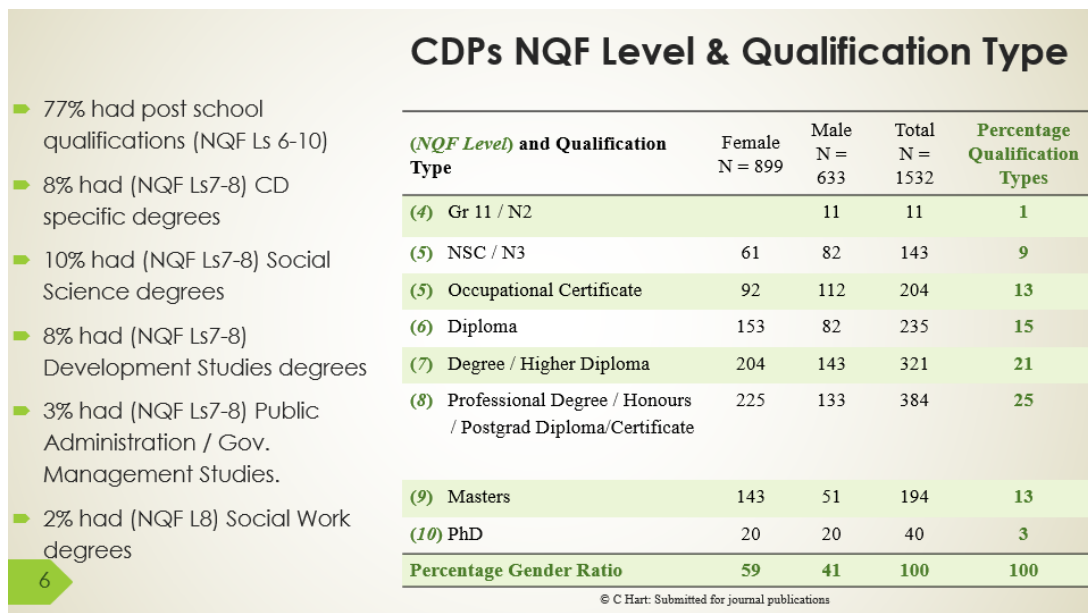


Figure 17: Numbers and percentages of Community Development Practitioners per relevant qualification type (Source: Dr Cornell Hart, unpublished research, 2019)

To date, the following standardised Community Development qualifications exist.

- Occupational Certificate: Community Development Worker, NQF level 4, QCTO-accredited (SAQA ID: 97708).
- Occupational Certificate: Assistant Community Development Practitioner, NQF Level 5, QCTO-accredited (SAQA ID: 97691).
- Bachelor of Community Development, NQF Level 8, CHE-accredited (SAQA ID 79706).
- Honours Degree in Community Development, to become the Postgraduate Diploma: Community Development, NQF Level 8, CHE-accredited.
- Postgraduate Diploma: Social Service Professions (SSP) Supervision, NQF Level 8, CHE-accredited.

The **professional body for Community Development**, once established, will need to approve the education and training providers of Community Development qualifications. A National Task Team in partnership with the QCTO and SETAs currently undertakes this role.

Regarding the **norms and standards for Community Development**, there are seven key areas internationally, prescribed for Community Development occupations, as follows.

- Understand and practise community development.
- Understand and engage with communities.
- Have a community development approach to group work and collective action.
- Promote and support collaborative and cross-sectoral working modes.
- Support community learning from shared experiences.
- Provide community development support to organisations.
- Manage and develop community development practice.

Dr Hart closed by drawing attention to **critical developments needed** to enhance articulation in the Community Development sector, as follows.

- The current Task Team for Community Development, a quality assurance partner, undertakes accreditation applications – it provides the letters of acknowledgement and support needed. The Task Team will continue to fulfil this role in partnership with the QCTO, SETAs, CHE and SAQA until the election of the **Professional Board in 2020**, which essentially establishes the professional body. The intention is that the **professional body** will be established by December 2020. A **voters' database** is being developed in partnership with the South African Council for Social Service Professions (SACSSP). The **Community Development International Conference 2020** will be held as part of the official launch of this professional sector
- There is a need for Community Development Practitioner **career-pathing** against the standardised legislated qualifications at NQF Levels 4, 5 and 8, and the Postgraduate Diplomas already noted. The Qualification Alignment Matrix (QAM) completed by SAQA is critical for RPL and articulation – currently and in the future.
- The current Task Team (as interim Assessment Quality Partner [AQP]), together with HEIs, will develop the **curriculum content and do the human resource capacity development, and quality assurance** needed.
- Regarding the **roll-out of the articulated Community Development qualifications**, 11 HEIs are offering the NQF Level 8 Community Development Degree; a further seven HEIs have commenced the process needed to offer this qualification. A similar process will follow in the TVET Colleges, once the Education, Training, and Development Practices (ETDP) SETA curriculum for the Community Development qualifications at NQF Levels 4 and 5 have been approved by the Task Team.
- An **RPL funding proposal** was developed in 2012 and is currently being updated. All relevant SETAs and public sector departments will be approached again for the roll-out of this plan in 2023.
- The **existing partnership** between the current Task Team and SAQA, QCTO, CHE, SETAs and DHET, will be continued and strengthened.
- The **Social Service Professions (SSP) policy** was finalised **in 2019**, and provincial capacity-building by the Department of Social Development (DSD) has started for the respective SSPs (Social Work, Child and Youth Care; Community Development, ECD, Care-Givers).
- There is a **need to develop an employment database** in partnership with the Department for Public Service Administration (DPSA), and use the 2016 National Survey data on the current employment and employers of CDPs – such as those of the public sector (such as the Department of Cooperative Governance and Traditional Affairs [COGTA], DSD, the Department of Trade and Industry [DTI], the South Africa Local Government Association [SALGA] and others); NGOs; CBOs; Training Providers, and the private sector.
- **Roadshows** will continue this year to ensure an all-inclusive sector process.

Figure 18 shows the **learning pathways map** developed for the Community Development sector. The map in Figure 18 follows qualifications and learning pathways that exist, as well as those that are planned.

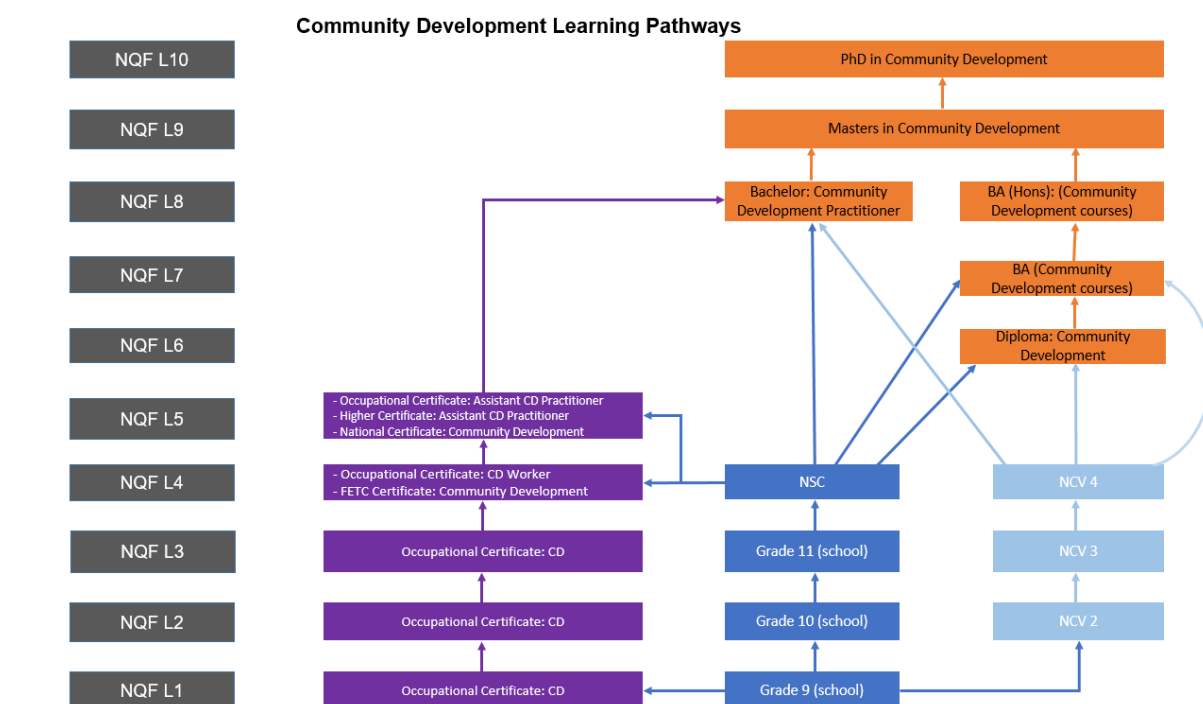


Figure 18: Map of learning pathways in Community Development (Source: SAQA map developed in the course of sectoral work with Community Development role-players).

Early Childhood Development (ECD) sector update

Ms Marie-Louise Samuels, Director: Early Childhood Development in the DBE, presented an ECD sector update from the point of view of the DBE. She began by asking, **‘What is ECD?’**

ECD refers to the physical, cognitive, linguistic, and socio-emotional development of a child from the prenatal stage up to the age of eight years. Some 2,4 million children are currently attending ECD centres across South Africa; around 700, 000 children receive a subsidy to do so. About 110 000 practitioners are currently employed at the ECD centres; 35 210 of these practitioners have at least an NQF Level 4 qualification. The average child-to-practitioner ratio is 22:1.

The **ECD vision** is that, *‘by 2030, we will have put in place a comprehensive ECD ecosystem that is built to serve and support children, families, practitioners, centres and communities’*. Ms Samuels stated that to achieve this vision, there would need to be increased access to ECD, and to studies towards ECD qualifications. It would need an improvement in the quality of ECD.

Current developments in ECD, as highlighted in the State of the Nation Address (SONA, 2019), include the migration of the responsibility for ECD from the DSD to the DBE. Secondly, the DBE is proceeding with the process towards two years of compulsory ECD for all children before they enter school Grade 1. Processes need to be followed to effect these changes, including the following.

- The Presidency is leading the **reconfiguration of the ECD** executive and departments, which needs to be completed within ten months (June 2019 to

March 2020) through the National Macro Organisation of Government (NMOG) programme.

- The **DPSA is responsible for amongst others, project managing** the NMOG process which includes facilitating collective agreement and informing labour – and assisting the Presidency with drafting and quality assuring the legal documents needed.
- As part of the process, **six work streams** have been identified.
 1. **Stream 1** deals with Human Resource Management, Organisational Design, Labour Relations and Change Management; it works with the affected staff, the placement of staff, the costing of structures, labour relation, as well as other aspects.
 2. **Stream 2** deals with the infrastructure and assets concerned, such as the office/department accommodation and the respective assets.
 3. **Stream 3** deals with finances, including the shifting of funds between the two departments.
 4. **Stream 4** focuses on Information and Communication Technology (ICT) analysis and implementation.
 5. **Stream 5** focuses on proclamations, legislation, and policy.
 6. **Stream 6** focuses on communications, branding, and client-related change management issues)

After the proclamation of the shift of ECD from the DSD to the DBE, there will be overall leadership and coordination, and the gradual migration of Grade R and Grade RR into schools. By **2030, all Grade R** learners will be in schools – both public and independent – and in registered ECD centres. By **2035, all Grade RR learners** will similarly be in public and private schools and registered ECD centres. There will also be a **systematic relocation** of other functions from the DSD to the DBE by 2030.

Complementary processes include the work of the Training and Curriculum Sub-Committee of the National Inter-Departmental ECD Committee and the National Inter-Sectoral Forum; the Education Labour Relations Committee (ELRC) – the ECD Work Stream and the Human Resource Work Stream at the DBE – and the nine provincial Departments of Education.

Ms Samuels noted that realising the vision for this sector would involve rethinking a **highly functional organisational structure**, anchored in the DBE, for the effective coordination between the different government departments concerned. It would also mean developing a **new funding model** for ECD centres, programmes and practitioners, that is aligned with the DBE systems. Further, a Management Information System (**ECDMIS**) needs to be designed, and a **quality assurance system** that allows for feedback, directed support, and tracking progress, developed. Lastly, a **human resource plan** is needed, to ensure that the ECD workforce is professionalised and can service the needs of the sector.

Ms Samuels emphasised a **key goal**, namely that by 2030, the intention was to ‘develop appropriate cadres of ECD practitioners in sufficient numbers and with sufficient skills, to support the implementation of the National Integrated ECD Development policy and programme. She noted that SAQA’s initiative provides an opportunity to focus on, and address, these aspects.

Figure 19 shows the **learning pathways map** developed for the ECD sector.

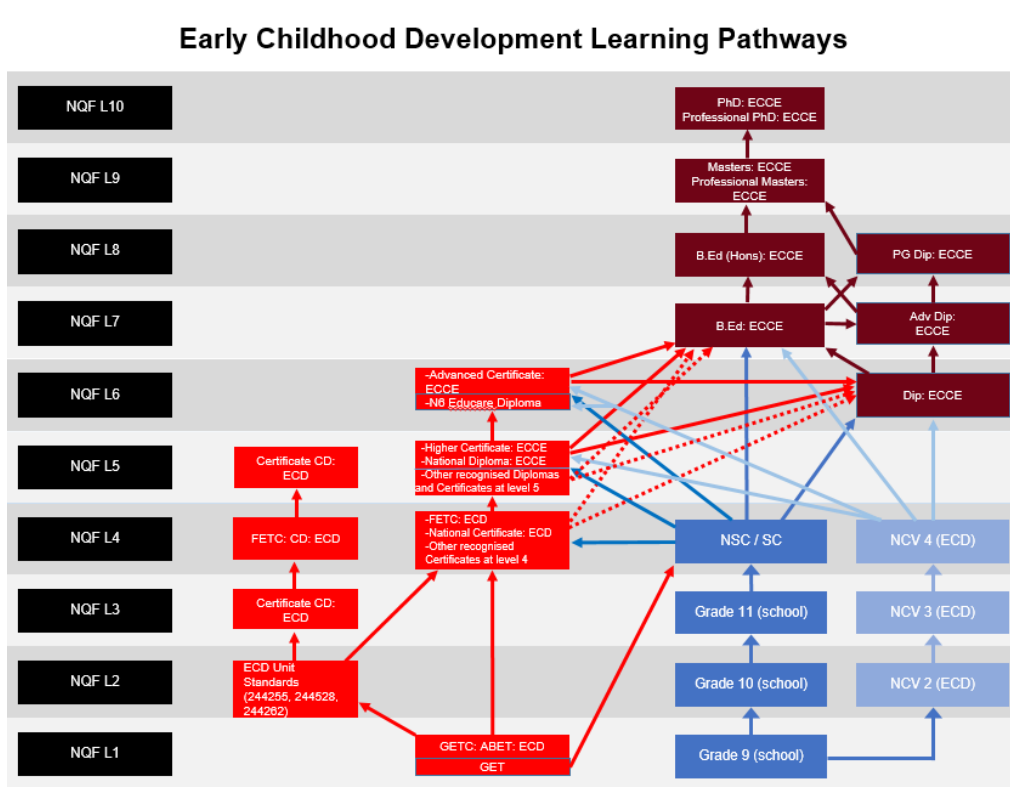


Figure 19: Map of learning pathways in ECD (Source: SAQA map developed in the course of sectoral work with ECD role-players).

Ms Yvonne Lechaba, CEO of the South African Council for Educators (SACE), delivered a further ECD update. She started by mapping the **legislative mandate** for ECD practitioners, and this is illustrated in Figure 20 below.

IFTRA SDG 4 UNESCO (ROSA)	NDP: Vision 2030 National Development Plan	AFTRA CESA (2016-2025) Africa Agenda 2063
	SACE Act, 2000 South African Council for Educators Act, 2000 as amended	
	NQF Act, 2008 as amended National Qualifications Framework Act, 2008	
	NPFTED, 2007 National Policy Framework for Teacher Education and Development South Africa	
	ISPFTED, 2011 Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011–2025	
	PPQTVET, 2013 Policy on Professional Qualification for Lecturers in the Technical and Vocational Education and Training	
	MRTEQ, 2015 The Revised Policy On The Minimum Requirements For Teacher Education Qualifications	
PPQACET, 2015 Policy On Minimum Requirements For Programmes Leading To Qualifications For Educators And Lecturers In Adult And Community Education And Training		
MRQEECE, 2017 Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators		

Figure 20: Legislative mandate for ECD educators and other practitioners (Source: SACE presentation, 5 September, 2019)

SACE is mandated to **regulate the teaching profession** through: (a) providing for the registration of educators, (b) promoting the professional development of educators, and (c) setting, maintaining and protecting ethical and professional standards.

Section 5[b](ii) of the SACE Act of 2000 requires SACE to **advise the Minister** of Education (now the Minister of Higher Education, Science, and Innovation), on matters relating to the education and training of educators. Matters on which SACE advises include but are not limited to: (i) the minimum requirements for entry to all levels of the teaching profession; (ii) the standards of programmes of pre-service and in-service educator education; (iii) the requirements for promotion within the education system; and (iv) the professional development of educators.

The **National Development Plan (NDP) 2030** states that attention should be given to the Continuing Professional Development (CPD) of teachers and the promotion of professional standards in teaching – and that SACE needs to play a greater role in these aspects. The NDP also draws attention to the need for quality assurance of professional development programmes and providers, and ensuring that teachers earn professional development points from these programmes. There needs to be monitoring and evaluation of the quality and relevance of professional development provisioning, the uptake by educators, and impact/effects of professional development, in the system.

The DHET's (2017) 'Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators' distinguishes between '**ECD educators**' and '**ECD practitioners**', as follows.

- **ECD educators** are individuals who hold appropriate qualifications that enable them to deliver effectively, or support the delivery of, structured ECD programmes for babies, toddlers and young children. The programmes focus on stimulating early learning, and include formal curricula such as the National Curriculum Framework (NCF) (DHET, 2015) for children from birth to four years.
- **ECD practitioners** are persons who provide ECD services through formal ECD programmes, family services, playgroups, and training. ECD practitioners include those who provide management support services in these fields.

Ms Lechaba also touched on the proposed teacher professionalisation path and the ECD professionalisation path.

Engineering sector update

Mr Jones Moloisane, representative of the Engineering Council of South Africa (ECSA), provided an update on the Engineering sector plan. Regarding the action of making **professional registration compulsory** for Engineers, Engineering Technologists, Engineering Technicians and Artisans, he noted that the review of the Engineering Professions Act (EPA) of 2000, makes it compulsory. From late 2017, ECSA held stakeholder consultation workshops nationwide, as part of the review. The draft of the new legislation is currently with the Minister of Public Works and Infrastructure.

Regarding RPL, he noted that ECSA needed more people to oversee RPL, more resources for RPL, and to ensure that RPL opportunities are communicated more widely in the sector. ECSA RPL's people with foreign Engineering qualifications; there was a need for more consistency between SAQA's and ECSA's evaluations. ECSA evaluates foreign qualifications, and gives candidates a letter which states their eligibility for professional Engineer, Engineering Technologist, or Engineering Technician candidacy. There are people with experience, and without qualifications: ECSA provides an RPL process in such cases.

ECSA has developed a **CPD framework**, which is very clear. Registration lasts for five years; after five years, it expires. People need to do CPD if they want to maintain their professional registration. People cannot do the same qualifications more than once. ECSA is going to be licensing the providers of CPD.

Mr Moloisane noted that **'green skills'** are the responsibility of the Human Resources Development Council (HRDC), which has a national branch and nine provincial departments.

Regarding the Engineering plan item on **Work Integrated Learning (WIL)**, ECSA has signed Memoranda of Understanding (MoU) with entities such as the Transport Education and Training Authority (TETA), the Department of Infrastructure, and the Gauteng Provincial Government, to facilitate WIL.

Regarding the **Engineering pathways map** – the pathways from NCV2 to a professional Engineering Technician/ Technologist/ Engineer, have been addressed. There are two Masters' Degrees at NQF Level 9 – one is professional; one is academic training to do research: this is in line with the Professional Engineering Accords to which South Africa is signatory. Figure 21 below shows the Engineering pathways map developed by ECSA in collaboration with SAQA.

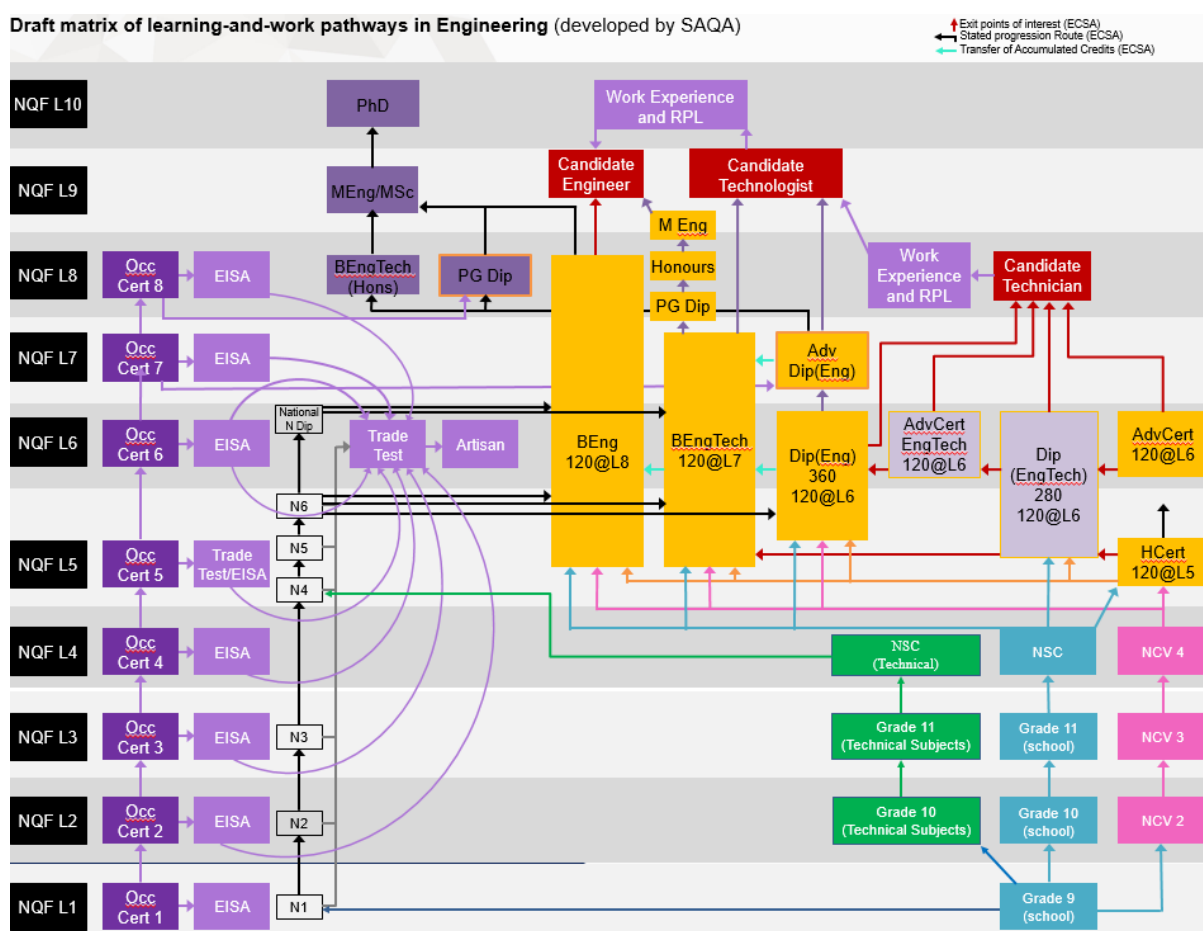


Figure 21: Map of learning pathways in Engineering (Source: SAQA map developed in the course of sectoral work with Engineering role-players).

QUESTION-AND-ANSWER SESSION #3

A question-and-answer session followed the sectoral reflections; summaries of the various comments and responses follow.

Comment

The ECD policy establishes clear coordination mechanisms, which is important. And to note, Point 5 in the ECD Sectoral Articulation Plan mentions NECT [the National Education Collaboration Trust] – we must remember that NECT does not have a policy mandate.

SAQA response

Policy forms the framework within which articulation takes place, and within which we work. We need to remember that there are roles for all ECD stakeholders, within the policy framework – in line with the policy framework.

Comment

The ECD policy defines the workforce for ECD. SACE needs to plan now, for registering ECD educators/ practitioners pending the shift of ECD from the DSD to the DBE.

Comment

There are challenges in the process for teacher registration with SACE – the teacher registration processes need to be streamlined.

SACE response

In the teacher registration process, it is important for candidates to meet all the requirements for registration. These include but are not limited to police clearance, and statements of results for courses they have passed – not just certified copies of qualification certificates. Provisional registration is only for students; it is not for employment purposes. Provisional registration requires a mentor-teacher. Qualified educators who meet all the criteria will receive a certificate denoting their registration as professionals.

Comment

Teachers teaching the '0-4 years' group – those at ECD centres, as well as the non-centre based teachers – also want to, and need to, be registered.

Comment

It is important to gain further clarity around the scopes of practice for Community Development workers/ practitioners, given that the Community Development field is so multi-disciplinary, and that there are many different types of workers/ practitioners in it.

Comment

There is a need to fast-track the professionalisation of workers/ practitioners in the Community Development sector – this is urgent.

Comment

SAQA needs to add articulation-related terms to the NQF-Pedia [Dictionary of NQF terms].

DAY TWO

REFLECTION ON DAY 1

Day 2 of the conference started with summary reflections on the proceedings of Day 1, by Ms Nireen Naidoo, Director in the Office of the CEO at SAQA. A presentation on articulation into the workplace followed, and after that, there were three sectoral breakaway sessions – for the Community Development, ECD, and Engineering delegates respectively.

WORK-INTEGRATED LEARNING (WIL) FOR ALL: UJ'S RESOLUTION CIRCLE COMPANY AND ARTICULATION INTO WIL

Mr Gideon Potgieter, CEO of *Resolution Circle*, a **University of Johannesburg (UJ)-owned company**, spoke about UJ's initiative to **address the shortage** of Work-Integrated Learning (WIL) opportunities for its students.

Resolution Circle is a **training provider** which focuses on the whole of the PSET sector, including adults, and not just on Higher Education. It aims for the highest standards – one of its **incentives towards excellence** for example, is competing in the annual World Skills Competition. Its submissions have won a number of prizes over time, for instance in 2018 two of its students won medals – gold in the 'CNC Turning' category, and bronze in the 'Drone' category. Student participation in the Competitions needs to be **sponsored** – the 2018 winning submissions were sponsored by Resolution Circle, and False Bay TVET College respectively.

For articulation into workplaces, a WIL centre needs to **keep abreast** of the types of skills needed. Future skills include those needed for digitisation and the 4IR industry, such as the following.

- New interface design.
- Rapid prototyping.
- Robotic systems, including robotic welding.
- Space Systems Engineering.
- Virtual and augmented reality.
- Mobile Application Technology.
- Quantum technology.
- Neural interface design.
- Mineral synthesis and processing.
- Mechanical Reverse Engineering;
- Life Cycle Management.
- Laser Technology.
- Industry of Things;
- Industrial Design Technology.

The foci for the next World Skills Competition include digital factories, digital farming, drone operating, machine learning, quantum technology, robotic welding, virtual and augmented reality, space systems engineering, and others.

Resolution Circle was **established in 2012**, by the Head of the School of Electrical Engineering at UJ. He saw a challenge – the School was struggling to find work experience opportunities for its third-year students in the Engineering Diploma and Degree programmes. UJ submitted a proposal to set up Resolution Circle, to the National Skills Authority (NSA). Its first student cohort was admitted in 2013 – with 75% of its funds from the NSA, and 25% from UJ. At the start, the necessary

machinery was not ready, and it **used the machine facilities** at the nearby Technical High School. **In exchange, Resolution Circle re-furnished** the school's workshops, and trained the teachers. Resolution Circle was funded by UJ, but it made the money back. Its operating expenses were covered by a SETA; initially Resolution Circle was working with one SETA only; it is now working with all of the SETAs.

UJ bought a building for Resolution Circle to use – Resolution Circle **re-purposed** the printing presses in it. UJ contributed a sum of R50 million over a period of seven years; Resolution Circle generated money and repaid UJ, adding R58.9 million in economic value.

Resolution Circle **has provided WIL** for the Engineering Diploma, and the B Tech, M Tech, and D Tech Degrees. It has students and publications. It provides Engineering **training services** for seven HEIs, serving four of the five Universities of Technology (UoTs). It has Memoranda of Understanding with five TVET Colleges in Gauteng – to train both lecturers and students. It also trains the lecturers in Technical High Schools. It got involved in **manufacturing small parts**, but needed a funding subsidy and could not get one: UJ had stopped the funding. The business was restructured and now focuses on providing the **technical aspects of training** at NQF Levels 1-8.

Resolution Circle's core business was around the NQF Level 6 Engineering Diplomas; an estimation is that it worked with 10% of the Engineering Diploma graduates in the country. It tried training adults with low-level skills, unskilled adults, and unschooled learners, teaching technical skills at NQF Level 1: it accepted 2000 learners in one year. It piloted 300 learners in 2018, for NQF Level 5 qualifications. For NQF Level 6 – UJ and the other universities involved, are the 'gatekeepers'. Resolution Circle has started the process of obtaining accreditation to train at NQF Levels 2-4. It plans to cater for hundreds of thousands of learners at NQF Level 1-2; tens of thousands at NQF Level 3-4, and thousands at NQF Levels 5 and 6. It is also moving into candidate support for registration as Engineering Technicians, Engineering Technologists, and Engineers. Figure 22 shows a **hierarchy of qualifications** depicting the focus of the Resolution Circle.

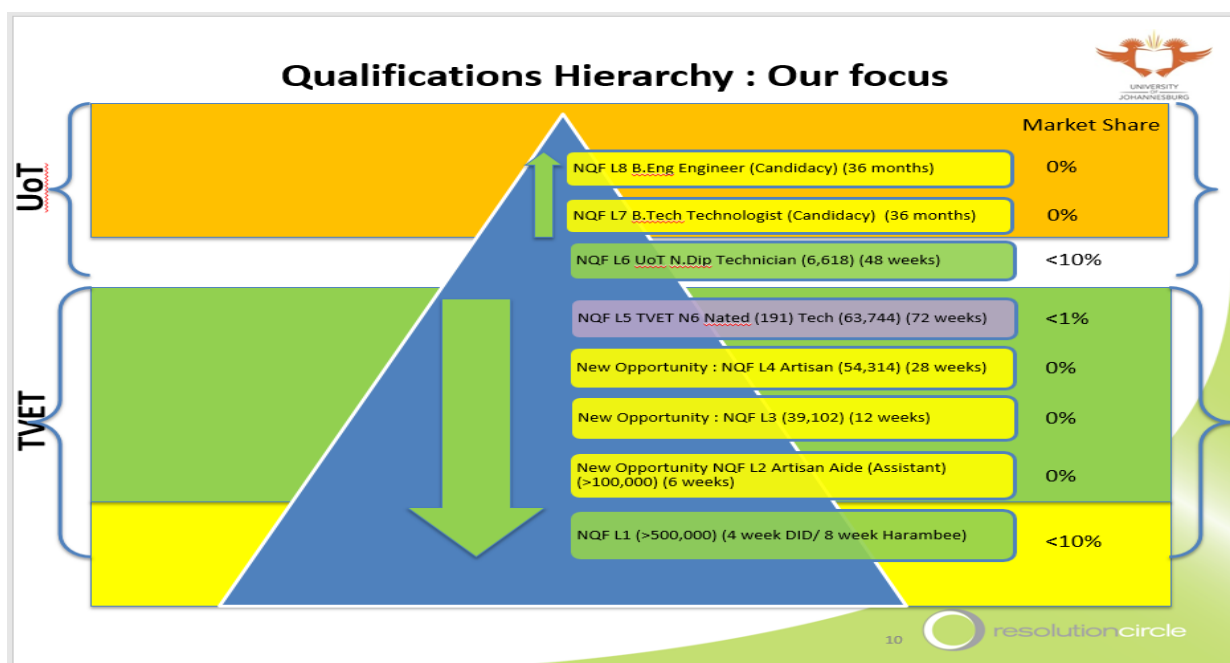


Figure 22: Resolution Circle foci (Source: Resolution Circle presentation to the 3rd NQF Conference, 5-6 September 2019).

Mr Potgieter spoke about **students' WIL experiences**. For the **first six months**, there is an induction period followed by six weeks in different specialisations, for which there are three branches: Electrical, Electronics, and Mechanical. Some UoTs have Automation. Some have IT. For example, students spend six-week periods in Automation; Carpentry; Electronics; Fitting and Turning; Boiler-Making, and so on. The various options in the three branches are shown below.

After six months, the students go into workplaces for internships. If there are insufficient workplaces, Resolution Circle **accepts the students for Part 2** of their training. In Part 2, the students specialise in one of the branches – Electrical, Electronic, or Mechanical. These people are in very high demand once they have completed their training. For example, those who specialise in cell-phone fixing will go straight into jobs earning upwards of R12,000 per month. Training available in the three branches is elaborated below.

Electrical/Electron Specialisation

- Automation (6 weeks)
- Pneumatics, PLC, IPC
- Electrical (6 weeks)
- Cables, Domestic Wiring, Motors
- Electronics (6 weeks)
- Components/Circuits, Soldering, Microcontrollers
- Boiler-Making (2 weeks)
- Carpentry (2 weeks)
- Fitting and Turning (2 weeks)

Mechanical Specialisation

- Boiler-Making (6 weeks)
- Hand Tools, Surface Development, Welding
- Carpentry (6 weeks)
- Hand tools, Machines, Power Tools
- Fitting and Turning (6 weeks)
- Fitting, Milling, Turning
- Automation (2 weeks)
- Electrical (2 weeks)
- Electronics (2 weeks)

The **challenges experienced with WIL** include issues around facilities (capacity); the curriculum; the logbook requirements for various UoTs; and accommodation for WIL students outside Gauteng. At start-up, nothing was set up, it had to be created. Regarding curriculum issues, the question arose, 'what should the learners do?'. Resolution Circle staff looked around, chose the highest-level curriculum, and raised all their curricula to those levels. Accommodation for WIL students has always been a challenge, and remains a challenge. Resolution Circle is in the process of exploring property to expand its workshop capacity as well as its accommodation capacity; it currently has 500 students.

Resolution Circle gets corporate clients from time to time, and when they provide **funding, production is done**. For example, **80 Part students can go through such** a programme: the students work on the production line – Resolution Circle does not make a profit. These **students are also in very high demand** once they have

completed their programmes, because they have actual experience working and troubleshooting in a production line.

Who can access the Resolution Circle programmes? Historically only students from UoTs were permitted to access the programmes. Currently, students from the TVET Colleges who have completed N4, N5, and N6 qualifications, and need WIL, are welcomed. In 2018, 300 College students were accepted. It was a challenge because these people did not have their (completion) certificates – there was a six-month delay – so Resolution Circle accepted the students on the basis of a letter from their TVET College principals. In addition, the DHET approached Resolution Circle to set up an artisan training centre – this is a challenging thing to do. Resolution Circle has property via DID, so will be able to double capacity. Thus 795 learners will be accepted in the next few months, based on MoUs with TVET Colleges, once they have completed their N6 qualifications. Resolution Circle uses the HEI/ TVET College laboratories available. It is expanding in Gauteng, Mpumalanga, the Western Cape, the Eastern Cape, and KwaZulu-Natal, and will ultimately be established nationally.

Understanding 4IR is very important for Resolution Circle. In the factory, 4IR is at three levels: at the highest level, postgraduate study is needed. At the mid-level, on the factory floor, the managers, the controllers, the devices – Resolution Circle’s training is here. Curriculum expansion is in this area – Resolution Circle is expanding its robotics curriculum, and the programmes for coding, and design for additive manufacturing. Resolution Circle has built the biggest three-dimensional (3-D) printer in the world, amongst other things.

Some questions, comments, and responses followed this presentation; summaries are presented below.

Question

Are students put through an entrepreneurship programme, where they can turn ideas into businesses – with incubation?

Resolution Circle response

It is not possible to train and/or assist all students; Resolution Circle definitely supports those who show an interest in this regard.

Comment

The presenter stated that different SETAs and different UoTs have different interpretations of what in-house training should look like.

SAQA response

SAQA’s CEO responded that there is a clear definition of in-house training in the legislation.

Comment

The Resolution Circle initiative is commendable. The N1-N6 certificates are issued by DHET; Umalusi only certifies the N3. Does Resolution Circle accept learners with the NCV4 qualifications?

Resolution Circle response

Yes.

Question

Do students pay for Resolution Circle's training?

Resolution Circle response

No. Resolution Circle receives sponsorships and SETA funding. Students also receive stipends, but these are not sufficient – which has led to a decline in applications.

Question

Are RPL assessments done?

Resolution Circle response

No. Resolution Circle has not yet done RPL, it has not had the capacity to do so. The Artisan Centres offering Trade Tests are better equipped to do RPL, but have also reported challenges. However, Resolution Circle is moving in this direction.

SECTORAL PLANS UPDATED IN THE BREAKAWAY SESSIONS

Delegates divided into **three breakaway sessions**, for Community Development, ECD, and Engineering respectively. After workshoping and **updating** the three **sectoral articulation plans** in a half-day discussion, each of the updated plans was presented to the whole group. The various delegates present had **committed** to the actions in the updated plans.

Updated Community Development Sector Articulation Plan

What needs to be addressed?	How will the aspect be addressed?	By whom?	When?
ACTION 1 Launch the professional body for Community Development	<p>DSD and SACSSP are involved in the establishment of the Professional Body. There are some funding challenges, and also criteria which need to be met first (e.g. the establishment of a database for Community Development workers, and an election process). The Board for Community Development workers under the Professional Council needs to be established, before the Professional Body can be launched. In 2019, the focus is on database development and the provincial drive for the election of the Board – a process which will take about 18 months. It is estimated that the Statutory Professional Body will be established by December 2020. The budget from the DSD has been allocated, pending feedback from SACSSP before Treasury disburses funds.</p> <p><i>Action 1.1: Establish and launch the professional Body</i> (progress update) No Letter, but a face-to-face meeting with the President of Council, Registrar, and the DDG of DSD to discuss the launch of a professional body took place on 26 June 2019. Preparatory work to develop the 'voters' roll has begun. A key challenge is that the current database is insufficient. Some felt that instead of outreach, it would</p>	<p>1.1 As soon as possible, Gisela Welgemoed (DSD) will ensure that the DSD letter was sent; Maria Mabetoa (SACSSP) will ensure a response to the letter</p> <p>1.2 Council</p>	<p>1.1 December 2020</p> <p>1.2 December 2019</p>

	<p>be important to have a conference; others thought that a conference was premature and that it was better to continue with outreach in provinces. Council requires funds - and DSD is busy finalising the transfer of funds</p> <p><u>Action 1.2: Update stakeholders at the Stakeholder Conference, and SAQA's 3rd NQF Conference</u> (progress update)</p> <p>A suggestion was for stakeholders to share lists of Community Development practitioners/ stakeholders so as to compile a more complete database, in line with the Protection of Personal Information (POPI) Act. Lists are to be provided to Mpontseng Kumeke at the DSD (kumekem@dsd.gov.za or NkatekoS@dsd.gov.za), who will consolidate the necessary data</p> <p><u>Additional note:</u> One participant in the breakaway was in the process of completing a thesis which explored the complexities of the professionalisation of the Community Development sector; the insights from the thesis may be useful for the DSD process.</p>		
<p><u>ACTION 2</u> Develop a matrix of Community Development qualifications</p>	<p><u>Action: Develop Community Development Qualifications matrix/map</u> SAQA (DRR, NLRD, RES), CHE, QCTO, Umalusi need to meet to develop a matrix of Community Development qualifications (using all 104 qualifications). It is important to map what exists, and what is needed. The mapping work needs to be sent to the Community Development group that met on 15 May 2019, and also to the Community Development Task Team. It is important to start by reviewing what was originally done (the service provider did not deliver). Cornel forwarded some documents to Heidi and Yuraisha (SAQA). (Progress update) Cornel Hart and Heidi Bolton have planned to discuss and draft the matrix as soon as possible after the 3rd NQF Conference (September 2019). This work will include sharing databases. The QCTO indicated that they want to be part of the process. The DDG of DSD wrote letters to all stakeholders to revive all partnerships.</p>	SAQA and QCs	Draft matrix March 2020
<p><u>ACTION 3</u> Establish funding</p>	<p>Funding is needed for (a) the QCTO qualifications processes, (b) an RPL process, (c) learnerships and internships, (d) sustainable development, (e) the registration of Community Development Workers, and (f) the professional development of Community Development Workers.</p> <p>Regarding funding and job-creation, comments made at the 15 May 2019 meeting included the following.</p>	<p>2.1 DSD</p> <p>2.2 SAQA and DSD</p>	<p>2.1 2023; progress to be reported Sept 2019</p> <p>2.2 By 30 June 2019</p>

	<p>---Certain Departments (eg DSD, DPSA, Rural Development, COGTA, Public Works) need to include Community Development Workers. There is also a need to look outside government for employment opportunities (NGOs, PBOs, etc). If government is funding the training of Community Development Workers, this should be included in NGO funding.</p> <p>---Higher Education qualifications and academics are needed; NGAP funding could be used.</p> <p>---Involve SETAs – the National Skills Development Plan (NSDP, February 2019) spells out a new role for SETAs re the work placement of qualified people. SETA bursaries are needed for learnerships, internships, staff development, and so on.</p> <p>---Community Development needs to be part of PQM processes.</p> <p>---For funding, HWSETA is already on board; AGRISETA, LG SETA, PSETA, COGTA, DTI and others need to be approached for funding. Multiple strands of funding need to be explored. Some funds will come from community development workers registering with the Professional Council, and funding for professional development. Approach the university branch at DHET about learnerships and bursaries.</p> <p><u>Action 3.1: Develop funding proposals to secure funding towards implementing Community Development qualifications and RPL in the sector</u> (progress update) A funding proposal was prepared with the support of SAQA; it had SETA buy-in. The RPL proposal needs to be revived. LG SETA, for example, has funding available for RPL and this needs to be explored.</p> <p><u>Action 3.2: Identify someone at DPSA who could change adverts from requiring “NSC” to “requiring NSC or equivalent”. DSD must provide the list of “equivalent qualifications”.</u></p>		
<p>ACTION 4 Address Higher Education qualification-related issues so that the qualifications are appropriate</p>	<p>There is a need to determine which Higher Education qualifications need revising/ re-accreditation/ de-accreditation/ alternatives, to enable articulation. A discussion is needed between the CHE and providers at a high level, and a formal announcement needs to be made. De-accreditation needs to be the last option, as it would have a negative impact on providers. Two issues need to be addressed: (a) qualifications must fit the articulation matrix, and (b) qualifications must be aligned to the HEQSF.</p> <p><u>Action 4.1: The Task Team needs to describe the broader HE qualifications problem, and suggested</u></p>	<p>4.1 Task Team</p> <p>4.2 11 institutions led by Task team</p> <p>4.3 Cornel Hart/ Dr Molaudzi/ Task team</p>	<p>4.1 By 31 July 2019</p> <p>4.2 Progress to be reported to the Sept 2019 conference</p>

	<p><u>process; prepare a concept document for CHE, SAQA and DHET to talk about the intervention and what needs to be done.</u> (progress update) It is premature to write letters for legacy qualifications. The de-registering of qualifications is a process that can only happen once the Professional Board is established – namely, post-2021, as reported at the May 2019 workshop.</p> <p><u>Action 4.2: The 11 institutions which can offer Community Development qualifications need to make a combined submission to the CHE about the qualifications they want registered. Following this, there would need to be a formal submission from the CEO of CHE to SAQA, recommending de-registration/ revision/ registration – this will then be tabled at an HEQC meeting and then SAQA’s Q&S Committee, which would subsequently make recommendations to the SAQA Board. The SAQA Board would thereafter make a determination on the de-registration/ revision/ registration of qualifications. Ideally, this would take place after the election of the Professional Board. DSD will make contact with HEIs who are experiencing challenges.</u> (Progress update) The Task Team has good relationships with the 11 HEIs which can offer Community Development qualifications, and many sessions have been held. The right evaluators are needed (DBE to advise, not Task Team members, as there would be a conflict of interest). Letters of agreement already exist between DHET and DBE, QCTO and CHE, and it is now important to strengthen these relationships. The CHE can accredit programmes without a professional board: evaluators are appointed by the CHE, drawing from the relevant expertise. A question posed in response was: Which standards are being used?</p> <p>Public and private institutions are offering some community development qualifications as part of their Programme and Qualification Mix (PQM), and a stakeholder workshop/ meeting/ consultation is needed. It will be important to engage with the providers offering the qualifications, and to determine whether to de-register/ revise the qualifications by augmenting the curriculum; it was explained that the latter would depend on ‘Rule 53’. A suggestion was that Mr Eben Boshoff be asked to provide a legal opinion. There is no point in enrolling learners if there are dead ends in the system; it is important to determine whether to de-register or to re-curriculate. It was first suggested that the matter be</p>	4.4 Task Team	4.3 As appropriate 4.4 Aug/Sept 2019
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	<p>brought to the attention of the CHE as an interim measure while the statutory body is being established, however, it was noted that this approach might not carry sufficient 'weight', and it was agreed that it was important to wait for the Professional Body to be established in order to deal with this process. If HEIs want to offer qualifications in Community Development in the meantime, they could inform the Task Team and discuss the matter.</p> <p><u><i>Action 4.3: Cornel Hart could request a letter from the Chair of the Task Team (Dr Molaudzi at DSD), regarding the issues noted, and to send it to the CEO of the CHE, Dr Di Parker (DHET), and the CEO of SAQA.</i></u></p> <p><u><i>Action 4.4: The Task Team will engage stakeholders at the Community Development Stakeholder Meeting of August/September 2019.</i></u></p>		
<p><u>ACTION 5</u> Expand Community Development offerings at TVET level</p>	<p>Progress is underway regarding NQF Levels 4 and 5 (FETC and HC) qualifications. Once the curricula for these qualifications have been quality assured, the qualifications will be offered. The Task Team is discussing whether curricula and learning materials should be made available to private providers, and whether this should bear a cost. It was suggested that it would be important to consult SACPO and the DHET's TVET branch on the matter. A phased approach could be used, starting with a pilot in a small number of TVET Colleges. Approvals are scheduled for 2019; the PQM process starts in 2020.</p> <p>Trained TVET College lecturers are needed; capacity-building/ lecturer upskilling is required, to teach Community Development. Partnerships with NGOs are needed to develop the programmes. 'Readiness to offer' the qualifications must be part of the PQM process discussions, and RPL must be offered.</p> <p><u><i>Action 5: Report on progress at SAQA's 3rd NQF Conference in September 2019.</i></u> (Progress update)</p> <p>Learning materials are in the process of being developed; the TVET Community Development qualifications need to be updated, based on feedback from the QCTO and SETAs. Additional qualifications must be reflected. SAQA could work with the QCs to refine the map.</p>	Task Team	September 2019
<p><u>ACTION 6</u> Expand employment opportunities for students</p>	<p><u><i>Action 6.1: Areas in which Community Development workers are working, need to be identified.</i></u> <u><i>Projections are needed, so that when people complete their studies, there must be a workplace they enter into.</i></u></p>	<p>6.1 DSD DPSA</p> <p>6.2 DSD DPSA SAQA</p>	2023

	<p><u>Action 6.2: DPSA officials need to be identified, who could change job adverts and processes from ‘requiring an NSC’, to ‘requiring an NSC or equivalent’, and ensure the implementation of the changes. The DSD must drive the ‘equivalent qualifications’ to be recognized (eg NSC, FETC, NCV) through a dedicated initiative and relevant structures. SAQA could start this process by writing a letter to the DPSA</u></p> <p><u>Action 6.3: WIL for Community Development needs to be factored in to the plan.</u></p>	6.3 DSD DPSA	
<p><u>ACTION 7</u> HEIs must update their RPL policies</p>	<p>The updating of RPL policies is part of a larger project. It was suggested that a case study could be conducted to investigate articulation/ CAT/ Assessment implementation challenges in the Community Development sector.</p> <p><u>Action 7: SAQA could serve ‘notice’ to the QCs – to ensure that providers have RPL policies that are aligned and implemented as part of the QCs’ quality assurance processes. The QCs also need to ensure that RPL for access and credit is taking place. Staff in HEIs should be included in SAQA discussions on this matter.</u></p>	SAQA and QCs	2023
<p><u>ACTION 8</u> Dissemination of revised Social Services Practitioner Handbook</p>	<p><u>Action 8: DSD needs to update the Community Development sector regarding the Social Services Practitioner Handbook</u> (Progress update) It was established that there is no handbook, but rather, a policy. The Bill is forthcoming.</p>	DSD	2020

The way forward for the Community Development sector, is to carry out the eight sets of actions.

Updated Early Childhood Development Sector Articulation Plan

What needs to be addressed?	How will the aspect be addressed?	By whom?	When?
<p><u>ACTION SET 1:</u> Coordination in the sector</p>	<p>Coordination structures exist under the lead of government and need to be respected (see National ECD policy). There is an Inter-Departmental Committee. The National Inter-Sectoral Forum for ECD is looking into:</p> <ul style="list-style-type: none"> ---policy and legislation; ---training, curriculum and human resources; ---communication and advocacy; ---social security; ---health and nutrition; ---funding and donor collaboration; and ---infrastructure. 	Inter-Departmental Committee; Inter-Sectoral Forum	In cycles of five years
<p><u>ACTION SET 2:</u> Professionalisation</p>	<p>The systematic professionalisation of the ECD sector, with SACE, has commenced:</p>	DBE, SACE	2023

	<p>---strategic inclusive discussions are underway under the lead of SACE;</p> <p>---there is a review of legislation, professional standards and pathways to professionalization;</p> <p>---there is a plan for professionalization, and all ECD practitioners must be qualified;</p> <p>---SACE must register in terms of the NQF Act, as a professional body;</p> <p>---there is a Social Practitioners Bill for ECD practitioners;</p> <p>---Continuing Professional Development (CPD) is needed</p>		
<p><u>ACTION SET 3:</u> Career lattice development</p>	<p>A qualification/ skills/ career lattice has been drafted for ECD practitioners. Clear and articulated pathways are needed for the whole ECD workforce. To achieve this requires determining who the workforce is, and the various career path options. A costed human resources development plan is needed, that is linked into a wider sector plan – and linked to employment, working conditions, and other aspects. This planning includes understanding ECD employer needs/ demand and supply.</p>	DBE	2021
<p><u>ACTION SET 4:</u> Enhancing articulation</p>	<p>Occupation-directed qualifications for ECD, are needed in HEIs. Institutions which offer ECD qualifications, must be accredited. SAQA needs to host a strategic conversation with key stakeholders. SAQA needs to undertake desktop research into the ECD qualifications that exist, and those needed. SAQA also needs to update the ECD learning pathways map to include: the Grade R pathway; articulation between occupational and vocational qualifications, and Higher Education; and introduce bridging mechanisms (RPL, CAT, qualification and part-qualification routes). Suitable short ECD courses need to be recognised as parts of full ECD qualifications.</p>	SAQA, QCs, HEIs	In cycles of five years
<p><u>ACTION SET 5:</u> Enhancing communication</p>	<p>Correct and accessible information is needed. DHET needs to communicate on how to determine valid qualifications and part-qualifications. Available multi-media platforms should be used. The DBE Cloud could be used as a central repository. Communications need to go out systematically, to ensure that the information is received by all stakeholders concerned.</p>	DHET, DBE	In cycles of five years

The **way forward for the ECD sector**, is to share the updated sectoral articulation plan, at the Inter-Sectoral ECD Forum, where the areas that the Forum’s various Sub-Committees need to attend to, should be identified.

Updated Engineering Sector Articulation Plan

Summary of Engineering points raised at SAQA's Workshop Towards Enhancing Learning and Work Pathways, September 2018

1. The **role of industry** is essential. The **definition of 'engineering work'** has not been established, and needs to be. ECSA's Code of Conduct tries to bridge the gap – people practice in the **areas of their expertise**. Professional **registration** – for Engineers, Engineering Technologists, and Engineering Technicians, is **not compulsory, and needs to be**. Professional **competence is at two levels – (a) qualifications and (b) experience**. In Engineering, the question '**articulation for what**' is significant. Research is needed to address this question. Both **hard and soft skills** are needed.
2. There are three categories of professionals in the Engineering space: the **Technician, Technologist**, and the **Engineer**. The suite of ECSA standards articulate fairly well within the UoT environment – for example, there is **good articulation from technician to technologist**. There is a challenge with articulation into the Bachelor of Engineering (BEng) qualifications – the Mathematics and Science are at a different level. ECSA is busy developing a Master-Standard for articulation to the BEng.
3. **RPL** was incorporated into the Engineering Professions Act (Act 46) in 2000. ECSA has had RPL in place since 2000 – in its in-house RPL policy. RPL assessments are at two levels – entry qualifications, and professional competence (experience) – years of experience can be added to a portfolio of evidence, together with competences. ECSA has Level Descriptors against which RPL assessments are undertaken (these were developed from the NQF Level Descriptors). A group/panel of peer assessors are used to reduce subjectivity; these assessors are trained. Documentation needs to be simplified but is fairly straightforward in terms of what is required. ECSA has aligned its RPL policy to SAQA's RPL policy. RPL is undertaken on an individual case-by-case basis. RPL is available for Engineering Technicians and Engineering Technologists, but is not currently available for Engineers – this decision was informed by the Engineering alliance, which underscored the importance of Mathematics and Science. ECSA needs more people to oversee RPL evaluations; resources are a challenge. The RPL opportunities need to be communicated to a wider audience. ECSA RPLs people with foreign Engineering qualifications, towards professional registration in South Africa.
4. ECSA belongs to the Washington, Sydney and Dublin **Engineering Accords** (international standards); this aids articulation internationally.
5. **Articulation needs to be embedded** in the Engineering learning-and work pathways. Articulation routes are shaped by enrolment plans, funding, and other system aspects. It is important to design the articulation *into* the system rather than leave it to individual decision-making; articulation between TVET and Higher Education needs attention.
6. We need to **think about the future world of work and the kinds of engineers** we need to produce. What are we training students for? The National Development Plan (NDP) shapes the Engineering agenda in terms of infrastructure. A **study on numbers and needs** is currently underway which

will inform the agenda in terms of knowing how many Engineers, Technologists and Technicians are needed. A paper is needed on the kinds of Engineers SA needs – we need to understand the **articulation pipeline**. The number of students in possession of Maths and Science to sustain the pipeline is shrinking. This is a growing problem – this needs to be addressed. We have to **ramp up foundation programmes** as dedicated programmes which take young people into the sciences – every TVET College should have such programmes. There is a need to **engage with the Organising Framework for Occupations (OFO)** – which occupations are becoming redundant? And are there new/emerging occupations which should feature?

7. We **need a different approach**; we need to be asking “*You don’t have xyz, but where do you want to go?*” and then planning the pathways needed.
8. SA is currently producing between 10-12 000 Engineers across disciplines per year. These Engineers **need the necessary work experience** through mentors and peers.
9. There is currently no **professional designation at the Artisan level**; one is needed. A suggestion was made that **artisans should be able to articulate** into the Technician and Technologist categories. A further question was raised, about why artisans could not become ‘**Expert Artisans**’ instead – there should be a pathway for this too. Societal perceptions in relation to the parity of esteem of qualifications have led to the Artisan context being perceived as less attractive. There is a need to make the **artisan context attractive** – and SAQA’s learning pathways initiative offers a mechanism to do this.
10. The number of learnerships and apprenticeships is small relative to the **funding** of SETAs, which is large: this needs to be addressed. **More learnerships and apprenticeships** are needed. The constraint of entering workplaces with regard to **work-place based learning (WBL) and work integrated learning (WIL)** also needs to be addressed. WBL/WIL for Engineering needs to be funded through SETAs. Learners do not necessarily have access to workplaces: WBL and WIL need to be planned systemically.
11. We have to **ensure we produce quality Engineers, Technicians, Technologists and Artisans**. Quality assurance mechanisms need to be in place. We need to produce enough, in the right ratio – we can get this information from other types/sources of data and from engaging with employees. SAQA needs to engage further with ECSA. The DTI is a key role-player – the motor industry and clothing industry are the main industries – hence it is important to look at the broader context – many Engineers are entering the financial industries. A conversation is needed, with the DTI – and NAMB, SETAs and ECSA. Planning in Engineering needs to locate the larger ecosystem. NLRD statistics, STATS-SA data using occupational classification systems, Labour Force Surveys, and Sector Skills Planning need to be factored in. As can ‘emerging’ (eg. Green) occupations.
12. We need to **understand the implications of the 4th Industrial revolution (4IR)**, and the knowledge, skills, competencies (hard and soft) needed. What goes into an Engineering degree are not just the technical aspects – ethics and professional behaviour are equally critical.

What needs to be addressed?	How?	By whom; when
<p>UPDATED ACTION 1: Professional registration for Engineers, Technologists, Technicians needs to be mandatory – the possibility of registration for artisans needs to be investigated</p>	<p>2018 ACTION. The National Artisan Moderation Body (NAMB) currently maintains a list of artisans – a professional designation is needed for artisans – and NAMB has approached ECSA about such designations. ECSA is in the process of changing the legislation (EPA 46 of 2000) to cater for this; ECSA currently has the following designations:</p> <ul style="list-style-type: none"> • Candidate Engineer • Professional Engineer • Candidate Technologist • Professional Technologist • Candidate Technician • Professional Technician • Candidate Certificated Engineer • Professional Certificated Engineer • Specified Categories of Practitioner <p>---This matter needs to be escalated to the Minister of Public Works and Infrastructure as the process has been delayed. ECSA reported on this in September 2019. ECSA needs to provide a further update in three years' time [ECSA Action].</p> <p>---There is a QCTO initiative on articulation for artisans – the QCTO provided an update in September 2019 – on how artisan qualifications are being re-developed into OQSF qualifications. Our artisans stop at Level 4; in the world there are Master Artisans at higher levels. How would professional registration for Artisans? How will this be funded? These matters need investigation [QCTO Action]</p>	<p>1) ECSA did extensive stakeholder consultation; the Engineering Bill was submitted in 2017, ECSA is developing codes of practice. The Bill awaits sign-off/promulgation by the Ministry of Public Works. ECSA is organizing a briefing meeting with the Minister.</p> <p>2) QCTO to lead the investigation</p>
<p>UPDATED ACTION 2: A qualifications/and learning-and work pathway matrix was needed for Engineering. A culture of articulation needs to be embedded. Funding is needed; funding levers need to be understood, to incentivise articulation in this sector.</p>	<p>---The Engineering learning and work pathways diagram has been produced by SAQA – this diagram needs to be updated as needed. For now, the Higher Certificate needs to be included in the diagram. An explanation and caveats needs to be added to the diagram.</p> <p>---Notify the Registrars of UoTs (and other HEIs?) of the entry criteria – in line with the agreed diagram</p> <p>---Qualification Mathematics requirements need to match the different Engineering accords – people can move from NCV and move to Technician/ Technologist/ Engineer; particular pathways have specific Mathematics: SAQA to convene a sectoral meeting to discuss.</p> <p>---A task team is needed to carry forward the Engineering articulation agenda</p> <p>---The QCTO is in the process of revising the OQSF; nomenclature will change. QCTO to update the sector</p> <p>---To address blockages in the matrix, SAQA needs to lead a dialogue between CHE and QCTO, with</p>	<p>SAQA action with ECSA and the QCs</p> <p>CHE action/</p> <p>SAQA arrange sectoral meeting</p> <p>SAQA arrange sectoral meeting QCTO to provide update</p> <p>SAQA to lead the discussion;</p>

	<p>DHET (Ms Hannelie van Rensburg, Dr Shaheeda Essack), ECSA, USAf – to discuss articulation between occupational qualifications and qualifications between the other two NQF Sub-Frameworks. The process needs to be mapped out, and include the related roles and responsibilities. The OQSF nomenclature changes may help with parity of esteem; parity of esteem is also about the minimum number of credits (the OQSF allows for fewer than 120 credits). The QCTO needs to take the admission requirements of the HEQSF qualifications into account.</p> <p>---The policies of HEI differ with respect to admission requirements, and this creates a challenge. Furthermore, there are limited spaces shaped by enrolment plans and capacity constraints (which limits access). Online studies could be an option. We need to analyse the prototypes of baseline tests administered by HEIs to provide an indication of what the access standards are [DHET Action].</p> <p>---Funding is needed that supports articulation. We need to understand the funding levers and levels (inter-branch) – how is funding used at planning level, to support articulation, both for TVET Colleges, and HEI? [DHET].</p> <p>---HEI Handbooks/Yearbooks/Rulebooks are HEI/faculty or Department-specific in terms of requirements – these need to make clear that the NCV is an approved access qualification [Action: CHE, USAf, and DHET].</p> <p>---Institutions need to track the Mathematics performance of transitioning students (e.g. those with Technical Maths, those from TVET Colleges) as evidence that the students do/do not have the competences needed, and to use this to shape decisions about student access and transitioning. If there are gaps, these gaps need to be addressed to allow students to transition [Action: CHE, USAf, and DHET].</p>	<p>QCTO, CHE, Umalusi to provide update and examples DHET to provide an update</p> <p>CHE, USAf, DHET to provide an update</p> <p>CHE, USAf, DHET to provide update</p> <p>CHE, USAf, DHET to provide update</p> <p>CHE, USAf, DHET to provide update</p>
<p><u>UPDATED ACTION 3: RPL issues</u></p>	<p>ARPL is available for Engineering Technicians & Technologists, but not for Engineers – this decision was informed by the Engineering Alliance, which underscored the importance of Mathematics and Science:</p> <ul style="list-style-type: none"> • ECSA needs more people to oversee RPL • ECSA needs more resources for RPL • ECSA needs ensure that RPL options are more widely communicated in the sector [ECSA + SAQA] 	<p>ECSA to provide update</p>
<p><u>UPDATED ACTION 4: Once Engineers graduate, they</u></p>	<p>---ECSA has mentors, but their availability is a problem. Mentoring requires time and effort, and the mentors want remuneration. ECSA is currently</p>	<p>ECSA to provide update</p>

<p>need experience under mentors + more learnerships + apprenticeships are needed</p>	<p>working with the SETAs to facilitate candidacy. ECSA could provide statistics regarding the needs and the supply [ECSA Action]</p> <p>---Career advice at schools (Grade 7-12) is critical for Engineering learning pathways. DBE needs to report on what is being done. If a study is needed, SETAs could be approached to fund it [DBE Action]</p>	<p>DBE to provide an update</p>
<p>UPDATED ACTION 5: A paper is needed on the kinds of Engineers SA needs</p>	<p>---SAQA and ECSA should commission the writing of this paper, which needs to take into account the NDP, the NPPSET, the CETC Act, existing qualifications, and all NQF levels. SAQA could speak to the DHET's Planning branch (Dr Hersheela Narsee) [SAQA + ECSA Action]</p> <p>---ECSA has developed a CPD framework; this needs to be presented at articulation meetings – and include 'green skills' [ECSA Action].</p>	<p>SAQA to provide an update</p> <p>ECSA to provide update</p>
<p>UPDATED ACTION 6: Quality Engineers, Technicians, Technologists, Artisans needed in the right ratio; QA mechanisms must be in place</p>	<p>--- A conversation is needed, with the DTI, NAMB, SETAs ECSA, DHET, QCTO, DPW, DPSA. Planning in Engineering needs to be located in the larger ecosystem eg. NDP, NPPSET, NLRD, STATS-SA data, Labour Force Surveys, Sector Skills Planning, Green skills, 4IR – for the right numbers and ratios [SAQA Action]</p>	<p>SAQA to provide update</p>
<p>UPDATED ACTION 7: WBL/WIL constraints to be addressed</p>	<p>---DHET has gazetted policy on WIL; the NSF funds WIL. DHET needs to present this at articulation meetings [DHET Action]</p> <p>---The DHET needs to give an update on its Career Development Services, and NCAP – how do these promote articulation? [DHET Action]</p> <p>---WIL for Engineering should be funded by SETAs [ECSA to provide update]</p>	<p>DHET update</p> <p>DHET update</p> <p>ECSA update</p>
<p>UPDATED ACTION 8: Engage with the OFO re redundant/new jobs</p>	<p>---The QCTO needs to give updates at articulation meetings [QCTO Action]</p>	<p>QCTO update</p>

The **way forward for the Engineering sector**, is to carry out the eight sets of actions.

PRESENTATION OF THE ARTICULATION DECLARATION

The **draft Articulation Declaration** was handed out for discussion purposes. Mr Joe Samuels, SAQA's CEO, facilitated a discussion around this document. Delegates provided comments and inputs; the **final Articulation Declaration follows**.

Declaration on Articulation and Flexible Pathways

We, the delegates gathered here at the 3rd NQF Conference, acknowledge and understand that:

- the NQF community achieved a great deal regarding systemic redress, access, progression, quality and transparency in the context of the NQF;

- **there is a need**, as expressed in the White Paper for Post-School Education and Training, to focus on systemic and specific articulation – to enhance learners’ movement into and through institutions of learning, and workplaces;
- there are **at least three ways** to understand articulation – as ‘systemic articulation’, ‘specific articulation’ and ‘supporting learners as they navigate barriers to their own individual learning pathways’; and
- the education and training system **should use all three ways** for implementation

We note the following articulation enablers, as identified in SAQA’s National Articulation Baseline Study, and further elaborated at various national articulation workshops:

- i. **advocacy** of the NQF;
- ii. allocating **resources** for articulation;
- iii. developing **collaborative relationships** for curriculum alignment and the advocacy of learning-and-work pathways;
- iv. establishing, committing to and implementing **formal articulation agreements**;
- v. **inclusive admission** criteria;
- vi. **flexible learning and teaching approaches** to enable student progression;
- vii. creating **entrepreneurship** and **intrepreneurship** hubs; and
- viii. conducting **research** to support articulation.

We commit to:

1. deepening the culture of articulation, by enhancing learner access and progression in learning and work;
2. finalising and implementing the Community Development, Early Childhood Development, and Engineering plans as agreed, within the agreed timelines;
3. calling on all other sectors to develop and implement similar plans for learning pathways;
4. sharing good practices on the platform that SAQA sets up for this purpose; and
5. reconvening in three years, to reflect on our progress and share articulation advances with this community.

CLOSURE

SAQA’s CEO, Mr Joe Samuels thanked all speakers, session chairs, rapporteurs, breakaway facilitators, and delegates on the whole, for participating in SAQA’s 3rd NQF Conference. He acknowledged SAQA staff for the planning, preparation, and overall organisation of the event. He called on all of those present, to carry out the articulation plans developed, and invited delegates to the next (4th) NQF Conference on Articulation, to be hosted by SAQA in three years’ time, to report back on the progress achieved in the three sectors.

This report was compiled by Ms Yuraisha Chetty, Mr Tshepho Mokwele, Dr Liapeng Matsau, and Dr Heidi Bolton, December 2019.