# SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## Annual Performance Plan 2020/21

APPROVED BY THE SAQA BOARD ON
24 OCTOBER 2019 (SAQA 02126/19)

*Table of Contents*
# ANNUAL PERFORMANCE PLAN 2020/21

## Table of Contents

**Executive Authority Statement**

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Dr Blade Nzimande

Executive Authority: The South African Qualifications Authority

## Accounting Officer Statement

SAQA, a section 3A public entity, has an unbroken record of unqualified audit opinions in its twenty-three-year history.  During the last five years, SAQA reported to three different Ministers and saw two Board members resign.  The Minister replaced one Board member in December 2018.  Nevertheless, the organisation continued to strive towards achieving a world-class National Qualifications Framework for South Africa.  This period focused on implementing the NQF policies and consolidating SAQA's international footprint.  Some of the highlights during this period included the reinstatement of the NQF Forum in 2018 and the establishment of the first NQF Stakeholder Forum.  The latter event coincided with the National Qualifications Framework marking its twenty-first anniversary.    SAQA also continued to show leadership internationally through its efforts to embed the Recognition of Prior Learning (RPL) into the NQF and to introduce a framework for recognising the achievements of refugees and asylum seekers.

During the last five years, the DPME led the process to evaluate the implementation of the NQF Act, 2008.   The NQF Act Implementation Evaluation took place, in 2017 and the President signed the amended NQF Act (known as the NQF Act 2008, as amended) in August 2019 and published it for information.  SAQA expects the President to proclaim this Act during these five years.   The President also signed the Addis Convention and deposited it with UNESCO.  The Addis Convention came into effect on 15 December 2019.

SAQA worked closely with the Council on Higher Education (CHE) on the NQF Alignment Project.  This project entailed aligning all registered qualifications to the ten-level NQF established by the NQF Act, 2008 from the old eight-level NQF under the SAQA Act, 1995.  This project ended in December 2019.  SAQA also undertook to "clean" the records on the National Learners' Records Database (NLRD) in preparation for implementing the NQF Act 2008, as amended.

SAQA's focus for the 2020/25 Planning Cycle is on streamlining and automating its processes to become more efficient in its service provision.  The NQF Act 2008, as amended, gives SAQA more responsibility and authority.  SAQA must ensure that it is ready to implement the Act as soon as the President proclaims it.  It is also essential for SAQA to strengthen its leadership role.

SAQA is also focusing on ensuring its financial sustainability through its paid-services.  Furthermore, SAQA is consolidating its relationships with counterparts in SADC, on the African continent and globally.

The current Board's term of office ends on 31 December 2020.  I take this opportunity to thank the Board for its leadership and look forward to the handover to the new Board.

I take this opportunity to thank SAQA's staff for their continuous efforts in ensuring that SAQA meets its commitments.  I am confident that SAQA will achieve this five-year Strategic Plan.  I also take this opportunity to wish my successor well in taking SAQA to greater heights.

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Mr JS Samuels

Accounting Officer

The South African Qualifications Authority
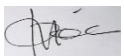
## Official Sign-Off

It is hereby certified that this Annual Performance Plan:

- Was developed by the Management of SAQA under the guidance of the Ministry of Higher Education, Science and Technology;
- Takes into account all the relevant policies, legislation and other mandates for which SAQA is responsible; and
- Accurately reflects the Impact, Outcomes and Outputs which SAQA will endeavour to achieve over the period 2020/21.

| Programme 1 | Programme 2 | Programme 3 | Programme 4 | Programme 5 | Programme 6 |
|---|---|---|---|---|---|
| Ms P Flanagan | Ms F Nyaka | Ms C Oelofsen | Ms N Coetzee | Dr H Bolton | Ms B Mahlalela |
| Mr J Ntsioa | | Mr D Strydom | | | |
| Mr W Radu | | | | | |

Ms P Mbingo
Finance Director

Ms N Naidoo
Director: Office of CEO
(responsible for Planning)
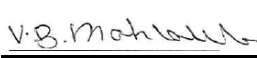
Dr J Reddy
Deputy CEO

Mr JS Samuels
Accounting Officer / CEO

Approved by:

Dr B Nzimande
Minister: Higher Education, Science and Technology

# SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**Annual Performance Plan 2020/21**

# Part A: Our Mandate

### 1. Updates to the Relevant Legislative and Policy Mandates

#### 1.1 National Qualifications Framework Act, 2008 (Act 67 of 2008 as amended)

SAQA was established under the SAQA Act, No. 58 of 1995 and continues to exist under the National Qualifications Framework (NQF) Act, No. 67 of 2008 (as amended by the Higher Education Laws Amendment Acts 26 of 2010 and the NQF Amendment Act, No 12 of 2019). The functions of SAQA are set out in sections 5(3) and 13 of the NQF Act, which became effective on 1 June 2009. It positions SAQA as the oversight body of the NQF and the custodian of its values. In summary, SAQA must:

❋ Advise the relevant Ministers and decision-makers on NQF matters, oversee the implementation of the NQF, liaise and consult with the QCs on issues relating to the implementation of the NQF;

❋ Develop policies and criteria for the registration of qualifications, assessment, recognition of prior learning and credit accumulation and transfer, recognising a professional body and registering a professional designation, and develop level descriptors;

❋ Maintain a National Learners' Records Database (NLRD), to ensure that South African qualifications are of acceptable quality, to provide an evaluation and advisory service with respect to foreign qualifications; and

❋ Conduct or commission research into NQF related matters, to collaborate with international counterparts, and to initiate and drive a clear, coordinated communication and advocacy strategy to assist providers, learners and the public at large in knowing, understanding and valuing the NQF architecture, and how it benefits them.

The NQF Amendment Act, No 12 of 2019 that was signed by the President on 13 August 2019 and published for information, further adds to SAQA's mandate.

"The purpose of the NQF Amendment Act is:

To amend the National Qualifications Framework Act, 2008, so as to amend and insert certain definitions;

to provide for the verification of all qualifications or part-qualifications by the SAQA;

to provide for the formulation of criteria for evaluating foreign qualifications;

to provide for the establishment and maintenance of separate registers of misrepresented or fraudulent qualifications or part-qualifications;

to provide for a separate register for professional designations;

to provide for the referral of qualifications or part-qualifications to the SAQA for verification and evaluation;

to provide for offences and penalties which have a bearing on fraudulent qualifications; and

to provide for matters connected therewith.

Source: NQF Amendment Act, 2019

The NQF Amendment Act "seeks to create an enabling mechanism for the South African Qualifications Authority (''SAQA'') and the three Quality Councils (''QCs'') to have legislative competence to address challenges with regard to fraudulent or misrepresented qualifications or part-qualifications. In this regard, a provision is made for the referral of all qualifications or part-qualifications presented for study, employment or appointment to the SAQA for verification or evaluation. Furthermore, a provision is also made for the referral of fraudulent qualifications or part-qualifications to the relevant professional body. A provision has also been made for offences in respect of fraudulent qualifications or part-qualifications.

The SAQA is also empowered to establish and maintain separate registers for professional designations, misrepresented qualifications and part-qualifications, and fraudulent qualifications and part-qualifications. The SAQA is also empowered to evaluate foreign qualifications or part-qualifications and to formulate and publish criteria for evaluating foreign qualifications or part-qualifications.

A provision has also been made to allow the SAQA, as the body with overall responsibility for the National Qualifications Framework (''NQF'') and for the coordination of the sub-frameworks, to be consulted when the QCs advise the Minister on matters relating to their sub-frameworks. The rationale for this amendment is to mitigate the current situation where QCs do not consult with the SAQA about issues pertaining to the development and management of their sub-frameworks and other matters related to their quality assurance role. This situation creates a risk for the enduring public credibility of the NQF and the quality assurance regime."

Source: MEMORANDUM ON THE OBJECTS OF NATIONAL QUALIFICATIONS FRAMEWORK AMENDMENT BILL, 2018 presented to Parliament.

The Public Finance Management Act (1999)

SAQA commits to sound corporate governance, integrity, efficiency, and compliance. This Strategic Plan considers section 30.1 of the Treasury Regulations, 2005, promulgated under the Public Finance Management Act, 1999 (PFMA) as well as the Revised Framework for Strategic Plans and Annual Performance Plans, issued by the DPME in June 2019.

### 1.2 Policy Mandates

SAQA has direct responsibility for implementing, managing or overseeing the following Policy mandates:

- The White Paper on Post- School Education and Training (November 2013)
- Priorities and Guidelines for the NQF and other directives issued by the Minister of Higher Education, Science and Technology

Concerning the White Paper on Post-School Education and Training (2013): the implementation of this document finds expression in the Draft National Plan for Post-School Education and Training discussed below.

In terms of the Ministerial Guidelines: The Minister: Higher Education, Science and Technology, may publish guidelines that highlight priorities that SAQA and the QCs must consider. The Minister did not publish Guidelines in 2019 as the NQF Act Implementation Evaluation Improvement Plan replaced the 2019 Guidelines. SAQA considered the contents of the latter in the development of this Strategic Plan.

## 2   Updates to Institutional Policies and Strategies

### 2.1 National Development Plan 2030

Chapter 9 of the National Development Plan (NDP) deals with IMPROVING EDUCATION, TRAINING AND INNOVATION.  In its focus on the **Youth and Education,** the NDP lists the following targets:

(i)      Improve the school system, including increasing the number of students achieving above 50 per cent in literacy and mathematics, increasing learner retention rates to 90 per cent and bolstering teacher training.

(ii)     Strengthen youth service programmes and introduce new, community-based programmes to offer young people life-skills training, entrepreneurship training and opportunities to participate in community development programmes.

(iii)    Strengthen and expand the number of FET colleges to increase the participation rate to 25 per cent.

(iv)    Increase the graduation rate of FET colleges to 75 per cent.

(v)     Provide full funding assistance covering tuition, books, accommodation and living allowance to students from poor families.

(vi)    Provide a tax incentive to employers to reduce the initial cost of hiring young labour-market entrants.

(vii)   Subsidise the placement sector to identify, prepare and place matric graduates into work. The subsidy will be paid upon successful placement.

(viii)    Expand learnerships and make training vouchers directly available to job seekers.

(ix)     Formalise the graduate recruitment scheme for the public service to attract highly skilled people.

(x)      Expand the role of state-owned enterprises in training artisans and technical professionals.

**Enabling milestones**

(i)   Increase the quality of education so that all children have at least two years of preschool education, and all children in grade 3 can read and write.

(ii)   Broaden social cohesion and unity while redressing the inequities of the past.

**Critical actions**

An education accountability chain, with lines of responsibility from the state to the classroom.

In line with the priorities of the plan, **people with disabilities** must have enhanced access to quality education and employment. Efforts to ensure relevant and accessible skills development programmes for people with disabilities, coupled with equal opportunities for their productive and gainful employment, must be prioritised.

### 2.2 National Development Plan Five-Year Implementation Plan

Government has identified seven priorities derived from the Electoral Mandate and the 2019 State of the Nation Address:

- Priority 1: Economic Transformation and Job Creation
- **Priority 2: Education, Skills and Health**
- Priority 3: Consolidating the Social Wage through Reliable and Quality Basic Services
- Priority 4: Spatial Integration, Human Settlements and Local Government
- Priority 5: Social Cohesion and Safe Communities
- Priority 6: A Capable, Ethical and Developmental State
- Priority 7: A better Africa and World

Priority 2, namely, *Education, Skills and Health,* is relevant to the Department of Higher Education and Training. This priority contributes to pillar 2 of the 3 NDP pillars, which is *Capabilities of South Africans.*

The DHET's NDP five-year Implementation Plan does not specify any direct contribution from SAQA.

### 2.3 Medium Term Strategic Framework (MTSF)

DHET's five-year MTSF refers to the following outcomes:
- Access;
- Quality;
- Responsiveness;
- Success; and
- Efficiency.

DHET has recommended that SAQA and the QCs consider the following three outcomes in their Strategic Plans:
- Improved quality;
- Expanded access (RPL and Articulation); and
- Improved efficiency.

### 2.4 National Spatial Development Plan

SAQA awaits the publication of this document.

### 2.5 National Plan for Post-School Education and Training

The White Paper for Post-School Education and Training of 2013 sets out a vision for a post-school education system that enriches lives, promotes social justice and overcomes historical inequalities. This Draft National Plan for Post-School Education and Training (the Plan) gives effect to that vision.

The post-school education and training (PSET) system provide for three main types of public education and training institutions: community education and training (CET) colleges, technical and vocational education and training (TVET) colleges and higher education institutions, each with an important role to play in the system. The Plan provides for an expanded and differentiated public system, in which the TVET and the CET sectors should enrol 3.5 million students by 2030 or well over two-thirds of all public PSET students. All colleges and universities that provide post-school education and training opportunities across the sector will work closely with skills development providers, as identified in the National Skills Development Strategy (2030).

The sections of the Plan that are relevant to SAQA are detailed below.

| Goal | Objective | Outcomes | Strategies |
|---|---|---|---|
| Goal 1: An integrated and coordinated PSET system | To build a PSET system that is integrated and coordinated to achieve efficiencies and improve the effectiveness | 1.1 Clear and streamlined roles and responsibilities of all key stakeholders and role players | 1.1 The roles, responsibilities, functions and funding frameworks of the quality councils, the Department of Higher Education and Training (DHET) and the South African Qualifications Authority (SAQA) are being refined to reduce duplication and improve efficiency. |
| | | 1.3 A simplified National Qualifications Framework (NQF) | • The DHET will work with SAQA and the Quality Councils to address **all NQF-related issues**, including, among other things, **simplifying occupational qualification nomenclature and developing policies on NQF matters**.<br>• The quality councils and SAQA will **simplify accreditation and registration processes**.<br>• The sub-frameworks, in particular, the higher education qualifications sub-framework (HEQSF) and the occupational qualifications sub-framework (OQSF), should be reviewed to ensure **alignment** and reduce the **proliferation** of programmes leading to qualifications.<br>• NQF-related **policies** will be **reviewed** to eliminate contradictions.<br>• The **NQF Act** will be **reviewed**, considering the recommendations of the report of the NQF evaluation undertaken by the Department in collaboration with the Department of Planning, Monitoring and Evaluation (DPME). |
| | | 1.4 Increased articulation for students between and within the NQF sub- | Unnecessary and unfair barriers to student articulation between programmes and NQF levels will be addressed through a joined-up planning process between the DHET, Department of Basic Education (DBE), Council on Higher Education (CHE), QCTO and Umalusi. |

| | | frameworks, and between and within institutions | |
|---|---|---|---|
| | | 1.5 Aligned policy and legislation | Policy and legislation will be reviewed to consider the implications of this Plan. |
| Goal 3: A responsive PSET system | To provide qualifications, programmes and curricula that are responsive to the needs of the world of work, society and students | 3.1 A diverse range of programmes relevant to the aspirations and needs of the locality and responsive to community needs | • CET colleges will offer skills/occupational programmes, community education programmes, general or academic programmes (particularly the General Education and Training Certificate for Adults [GETCA] and the National Senior Certificate for Adults [NASCA]) and foundational learning programmes.<br>• By 2030, TVET colleges will offer general vocational programmes (particularly the National Certificate Vocational [NCV]), skills/occupational certificate programmes, foundational learning programmes, higher certificate programmes (initially in partnership with universities), advanced certificate programmes, and, beyond that, those with capacity will offer diplomas.<br>• Higher education colleges will offer a range of undergraduate certificate, diploma and degree programmes in specific niche areas.<br>• Universities will offer general formative programmes, professional programmes and career-focused programmes at the undergraduate level, all of which may be offered through extended curriculum programmes, as well as a range of postgraduate professional and research-oriented programmes.<br>• Universities will be supported to develop engagement policies and strategies (with the CHE advising on policy, reporting, monitoring and sharing of good practice) and to integrate these into teaching, learning and research.<br>• Through the Internationalisation Policy Framework, outbound scholarship and academic exchange opportunities will be broadened, and foreign postgraduate enrolments encouraged. |
| | | 3.2 A diverse range of programmes responsive to the world of work | • CET colleges will analyse municipal local economic development plans and Labour Market Intelligence Unit (LMIU) data to assess demand and develop programmes, including programmes which articulate with TVET studies, and skills development programmes where needed by other government departments.<br>• SAQA and the QCTO will **review** all **NQF Level 2 and 3 occupational certificates and NQF Level 4 National Occupational Certificates (NOCs)** with particular regard to the possibility of simulated workplace-based experience components, as there are limitations currently with placements for WPBL. |

- TVET Centres of Specialisation will initially focus on 13 priority trades in demand and will extend to other trades as identified in the pilot review.
- University enrolment and Programme Qualification Mix (PQM) planning will be reviewed to ensure that they are clear and responsive to the changing national and global contexts.
- Occupational programmes will be responsive to global technological advancements.

### 2.6 NQF Act Implementation Evaluation Improvement Plan

DPME evaluated the implementation of the NQF Act in 2016. The findings of the evaluation resulted in the development of the NQF Act Implementation Evaluation Improvement Plan, 2018. The purpose of the Improvement Plan is to ensure that the relevant stakeholders address the evaluation findings. SAQA has included its commitments from the Improvement Plan for this planning period, in the Strategic Plan.

Below is an extract of the Improvement Plan highlighting SAQA's deliverables.

| Recommendation | Outputs to achieve the objective | Activity to produce output | Deadline | Target |
|---|---|---|---|---|
| Specify the roles and responsibilities of the NQF Forum, [CEO Committee] and Inter-Departmental NQF Steering Committee in greater detail. Particular emphasis should be placed on defining the scope and authority for a decision of each structure, their accountability and reporting lines. | SAQA, after consultation, strengthens the System of Collaboration: R4.1 - Roles and responsibilities specified in the NQF Act to strengthen the System of Collaboration. | Review the System of Collaboration | 31 December 2020 | Amendments to the NQF Act are taken into account when the review of the System of Collaboration is done. |

| | | | | |
|---|---|---|---|---|
| Ensure that the NQF Forum is again held on at least an annual basis. For this to happen, SAQA will require the support from the M: HET and DG: HET. It is important to note that for the forum to achieve its goals, it needs to be attended by the right policymakers who have the authority to address the complex issues being raised. | A dedicated channel created for CEO Committee to engage DHET and DBE on policy issues | Amend System of Collaboration, and in particular the Terms of Reference of the CEO Committee | 31 December 2020 | Amendments to the NQF Act are taken into account when a review of the System of Collaboration is done. |
| The DHET should clarify and document the role of the NQF Directorate in the policy framework, and review its location within the department. | Establish monitoring mechanisms and report on the functioning of the System of Collaboration | Use DHET's Guidelines on M&E to establish a monitoring and evaluation protocol for the System of Collaboration | 1 April 2021 | The new M&E protocol is ready for implementation in the next financial year |
| There is currently no implementation of the registered qualifications designed for adults, i.e. the NASCA and the GETC. In this regard, Umalusi, DHET and the DBE must clarify the status of the NASCA and the GETC, in terms of where in the system the qualifications are to be offered, how they will be funded and what upwards articulation possibilities exist for those completing the NASCA and the GETC. <br><br> SAQA, after consultation with the QCTO and Umalusi, will advise the Minister about the transfer of the quality assurance of N1-N3 qualifications to the QCTO. | Provide advice to the Minister about the transfer of the quality assurance of N1-N3 qualifications | SAQA will coordinate meetings between the QCTO and Umalusi to draft a proposal on the transfer of the quality assurance of N1-N3 qualifications to the QCTO | 31 March 2021 | Develop a project plan on the transitional transfer arrangements |
| Based on the theories of change, DHET in collaboration with the DBE, SAQA and Quality Councils, must develop a detailed implementation plan that outlines | Analyses and reporting on trends in data relating to key policy initiatives, in terms of | SAQA reports on the analyses on trends in data | 31 March 2021 | NLRD trends reporting on analyses relating to key policy initiatives |

| | | | | |
|---|---|---|---|---|
| the key activities, outputs and outcomes that the NQF is expected to achieve over a five-year period. | the indicators and performance metrics | relating to key policy initiatives. | | |
| SAQA after consultation with the Quality Councils must issue guidelines clarifying what a part-qualification is in the context of their sub-framework and specify what is allowable or not in terms of a part-qualification (e.g. will a part-qualification require a workplace component in the OQSF. | Guidelines issued on registration of part-qualifications in line with policy and criteria requirements | Guidelines published | 30 September 2020 | Guidelines published |
| SAQA must use the data from the NLRD to track and monitor policy changes and developments across the NQF. The indicators and performance metrics could be defined by the CEO Committee, after consultation with the Inter-Departmental NQF Steering Committee. | Establish an NQF-wide workflow system to track and monitor the status of qualifications and part-qualifications submitted to the QCs for accreditation and to SAQA for registration on the NQF | Develop and implement the MIS tracking system for qualifications and part-qualifications submitted to the QCs for accreditation and to SAQA for registration on the NQF | 31 March 2020 | MIS tracking system developed and implemented (subject to budget availability) |

### 2.7 Policy Initiatives

SAQA, the apex organisation responsible for overseeing the further development and implementation of the NQF, will work with its NQF Partners to ensure implementation of the following NQF-related Policies and Criteria:

- National Qualifications Framework(NQF) Level Descriptors;
- Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation for the purpose of the National Qualification Framework Act, Act 67 of 2008;
- Policy and Criteria for the Registration of Qualifications and Part- Qualifications on the National Qualifications Framework;

- National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-Qualifications and Professional Designations in South Africa;
- National Policy for the Implementation of the Recognition of Prior Learning (amended);
- National Policy for Credit Accumulation and Transfer(CAT) within the National Qualifications Framework(NQF);
- Amended Policy and Criteria for Evaluating Foreign Qualifications within the South African NQF;
- Addendum on the Recognition of Qualifications of Refugees and Asylum Seekers;
- NQF Implementation Framework 2020-2025;
- The Articulation Policy for the Post-School Education and Training System of South Africa; and
- Recognition of Prior Learning (RPL) Coordination Policy.

SAQA reviews its policies periodically to ensure currency and alignment to legislation. During this period, SAQA will finalise its Policy on the Misrepresentation of Qualifications, which will be in line with the latest amendments to the NQF Act, 2008.

## 3   Relevant Court Rulings

In the matter between *Accelerated Christian Education South Africa* (ACE) (Applicant) and *South African Qualifications Authority* (SAQA) (1st respondent); *Council for Further Education and Training Quality Assurance* (Umalusi) (2nd respondent):

ACE provides education programmes through many schools known as the Schools of Tomorrow (SOT). ACE lodged an urgent application against SAQA and Umalusi on 3 March 2017. The essence of the application was to restrain SAQA and Umalusi from informing the public that the SOT Grade 12 College Entrance Certificate (ACE Certificate):

a.   Has not been registered on the General and Further Education and Training Qualifications Sub-framework (GENFETQSF);
b.   That the ACE certificate has been de-registered; and
c.   That the qualification is invalid.

SAQA, supported by Umalusi, launched a counter application that sought declaratory orders that:

a.   The provisional accreditation granted by Umalusi to ACE has been terminated;
b.   ACE has been operating unlawfully as an assessment body of qualifications;
c.   ACE be prohibited from acting as an assessment body;
d.   ACE be ordered to inform ACE students that it may not enrol new students until it has been accredited by Umalusi;

e.  It is declared that ACE has been operating unlawfully since 15 September 2016 and continues to operate unlawfully, in that it has been acting as an assessment body of certain identified qualifications without having been accredited as an assessment body by Umalusi.

**Final Order:**

(i)    It is declared that the ACE Grade 12 qualification awarded by independent schools to learners at any date prior to this order is registered and is a valid qualification;

(ii)   It is declared that the ACE qualification presently being offered by independent schools to learners who had enrolled for the learning programme leading to the qualification before 30 June 2016, is a qualification registered on the NQF as a qualification that has passed its end date, i.e. with the last date of enrolment is 30 June 2016 and the last date for achievement being 30 June 2019;

(iii)  SAQA is interdicted and restrained from informing the public anything different than what is provided for in (i) and (ii) above; and

(iv)   It is declared that ACE's Grade 12 qualification offered through independent schools has never been assessed by Umalusi or an accredited assessment body, and ACE's qualifications, therefore, do not comply with the 2012 and 2017 Umalusi Policies, which fact does not impact on the validity or registration of the qualifications, and consequently, the qualifications already obtained and to be awarded to learners who had enrolled for the learning programmes leading to qualifications before 30 June 2016, will have the same status as the qualifications had before 30 June 2015, and should be treated accordingly.

## Part B: Our Strategic Focus

### 4   Vision

A world-class National Qualifications Framework that works for the People in South Africa

### 5   Mission

Oversee the further development and implementation of the National Qualifications Framework (NQF) and advance its objectives, which contribute to the full development of each lifelong learner and to the social and economic development of the nation at large

### 6   Values

SAQA regards the NQF as a framework for communication, coordination and collaboration across education, training, development and work.  SAQA's staff commitment expressed in the SAQA Staff Declaration underpins its work.  SAQA staff commits to serve the life-long learner by:

- Building a dynamic, responsive, internationally respected and living NQF;
- Developing a visionary, influential and reflective leadership who cares;
- Registering quality qualifications and professional designations that articulate;
- Building a competent, skilled and caring staff component; and
- Increasing the visibility, understanding and appreciation of the NQF through advocacy and communication over the next five years.

"We also commit to being more accountable, listen more attentively, and to be more respectful and accepting of one another. We pledge to be more aware of the work that we do as an organisation and to appreciate how each of us contributes to serving all people, particularly the poor, rural and marginalised".

"We commit to creating a sustainable environment, where new ideas are encouraged and given due consideration. We commit to reflect on our practices and strive to communicate without fear, favour or prejudice."

Extracts from the Staff Declaration 2019

## 7 Updated Situational Analysis

The environment in which SAQA operates is below.

**a)      The strategic focus over the five year planning period**

SAQA, as the custodian of the NQF and its values, strives for:

NQF A dynamic NQF that is responsive, adapts to, and supports the changing needs of life-long learning;

NQF Visionary and influential leadership that drives a clear, evidence-based NQF Agenda;

NQF Well-articulated quality-assured-qualifications and relevant professional designations that instil trust and meet the needs of the people;

NQF A competent and capable team, dedicated and resourced to develop and maintain the NQF; and

NQF Stakeholders and role-players who are aligned to deliver on the NQF.

SAQA has incorporated DHET's outcomes as follows:

| SAQA's Outcome Statements | DHET's Outcome Statements |
|---|---|
| A dynamic NQF that is responsive, adapts to, and supports the changing needs of life-long learning | Expanded Access |
| Visionary and influential leadership that drives a clear, evidence-based NQF Agenda | Improved Quality; Improved Efficiency; Expanded Access |
| Well-articulated quality-assured-qualifications and relevant professional designations that instil trust and meet the needs of the people | Improved Quality; Expanded Access |
| A competent and capable team, dedicated and resourced to develop and maintain the NQF | Improved Efficiency |
| Stakeholders and role-players who are aligned to deliver on the NQF | Improved Efficiency |

In light of these Imperatives, SAQA will focus its efforts to:

- Registers **quality** qualifications;
- Coordinates **Articulation and RPL** initiatives;
- Lobbies to strengthen and align relevant **legislation;** and
- Continues to **Simplify** the NQF.

**b)     The medium and long term policy environment**

The President signed the NQF Amendment Act in August 2019 but has not proclaimed it yet.  The NQF Amendment Act, No. 12 of 2019 gives SAQA additional responsibilities in terms of verifying national qualifications, reporting on misrepresented and fraudulent qualifications, and advising the Minister on the sub-frameworks.

The NQF Act will change further within these five years.  The NQF Act Implementation Evaluation identified the need for further changes to the Act, and the NQF Act Implementation Evaluation Improvement Plan captures this recommendation.

The recommendations state:  "The DHET, the Department of Basic Education (DBE), SAQA and the Quality Councils must, as a matter of priority, revise the objectives of the NQF set out in the Act to ensure that they describe the specific contribution of the NQF to the systemic goals. To do this, the DHET, SAQA and Quality Councils must consider the following actions.  SAQA, DHET and the Quality Councils must create theories of change or log frames as tools to clarify the following:
 (a) The aims and objectives of the NQF, and how these will contribute to the broader goals of the education and training system, and
(b)  How implementers will achieve the specific NQF objectives.
This will inform the required changes to the objectives of the NQF Act."

Another area for proposed amendments is on the roles and responsibilities of the NQF structures.  Proposed changes include strengthening SAQA's position as the apex body within the NQF space.

A change in the NQF Act will probably result in a shift in SAQA's strategy.

**c)     Challenges experienced by the institution in the performance environment and mechanisms to address the challenges over the planning period**

SAQA's biggest challenge is **financial sustainability**.  The voted funds comprise only half of our conservative budget.  With a bigger baseline budget, SAQA will be able to achieve much more.  Many of our processes are manual, outdated and time-consuming.  We can **automate** processes; employ artificial intelligence to repetitive processes; improve our productivity; and develop innovative solutions to complex problems, with adequate resources.

In the period, SAQA will continue to look for alternative sources of funding for specific projects and will continue to charge for services rendered.
The second challenge is SAQA's ability to manage the **transition** to the NQF Act.  The NQF Act passed in 2008 and came into effect in June 2009.  SAQA is still dealing with some of the transitional issues from the SAQA Act, 1995 to the NQF Act, 2008.  This challenge exists because of SAQA's limited resources to deal with the problems and the

differences in understandings of the NQF Act among entities in the NQF family.  The amendments to the NQF Act worsens this problem and further changes expected in the next five-year period will compound this further.

SAQA's approach will be to phase in the implementation of the amendments to the NQF Act and only to take on funded-functions.

**d)       Emerging priorities and opportunities which will be implemented during the planning period**

The latest amendments to the NQF Act, 2008 adds to SAQA's mandate.  Implementation of these amendments will be phased in during the planning period.  In addition to this, SAQA plans to do the following:

- Develop a Strategy and **Plan for SAQA's sustainability**;
- In its efforts to improve efficiency: develop a **plan for automating processes** across SAQA; and
- Develop an **Organisational Development Plan** that will include the re-configuration of SAQA's structure in light of the amendments to the NQF Act and planned automation.

**e)       Information on the capacity of the institution to deliver on its mandate**

SAQA has a staff complement of **197** members assigned to 6 programmes.  The distribution of staff is as follows:
Programme 1: Administration and Support: 59
Programme 2: Registration and Recognition: 15
Programme 3: NLRD: 14; Verifications Project: 31
Programme 4: Foreign Qualifications Evaluation & Advisory Services: 69
Programme 5: Research: 5
Programme 6: International Liaison: 4

Programme 1 (Admin and Support) includes the office of the CEO and Deputy CEO, the Secretariat, HR, IT, Finance and Administration and Advocacy and Communication.  These functions support the work of the other programmes and ensure the efficient, legal and ethical functioning of SAQA.

The current capacity is sufficient to carry out SAQA's functions.  However, with the addition of new services, SAQA must review its organogram.  SAQA's approach to managing the capacity crisis, particularly in the Registration and Recognition Directorate and the NLRD, is to make use of short-term contract staff.  Also, SAQA will be considering ways to automate processes so that capacity is available to deal with new functions. This latter consideration will allow for the re-structuring of SAQA.

The NQF Amendment Act embeds the verification of national qualifications in SAQA's mandate.  The Verifications Project currently offers this service.  SAQA must, therefore, consider embedding the Verifications function into its core functions by either creating a separate Directorate or incorporating the function into an existing Directorate.  Staff in the Verifications Project are currently on fixed-term contracts.

**f)      Relevant stakeholders that contribute to the institution's achievement of its outcomes**

SAQA has a Board that is appointed by the Minister: Higher Education, Science and Technology.  The Board delegates some of its work to various committees, but maintains overall responsibility.  The Board sets the strategy and monitors its implementation. The current Board's term of office ends on 31 December 2020.

The NQF family (SAQA, the QCs, DHET and DBE) are the primary stakeholders responsible for implementing the NQF Act.  The SETAs, private education and training providers, professional bodies, universities, TVET and community colleges, and private and public schools, indirectly contribute to SAQA's achievements through their association with SAQA and members of the NQF family.

The Departments of Justice, Home Affairs and International Relations also play a role in SAQA's achievements by contributing to SAQA's evaluation of foreign qualifications role and in SAQA's ability to create and maintain the Register of Fraudulent Qualifications.  The South African Police Services play their part by investigating cases of misrepresented qualifications.

### 7.1 External Environment Analysis

SAQA operates in a complex and challenging environment.  A description of the external environment follows.

**a)      Background information on factors contributing to the performance of policy and regulatory institutions**

SAQA is a Schedule 3A public entity.  Approximately half of its funding comes from the state coffers.  SAQA is expected to raise the balance of funds through the provision of paid services.  This impacts on SAQA's ability to fully deliver on its mandate as the funds generated through paid services are limited.  The services offered by SAQA arise from SAQA's mandate described in the NQF Act.  The activities in which SAQA engages also align with the functions and powers given to SAQA by this Act.

In addition to the NQF and Public Finance Management Acts, SAQA also subscribes to the King Code on Good Corporate Governance (King IV) and has sound governance practices.  SAQA has had unqualified audit opinions from the Auditor-General throughout its twenty-three-year history.

**b)      Background information on demand for services and other factors which informs the development of the Strategic Plan**

At the heart of SAQA is a directorate that is responsible for registering qualifications and part-qualifications, recognising professional bodies and registering professional designations.  The demand for these services continues to grow as the learning and work environments change.  An institution should not offer a qualification if SAQA did not register it on the NQF.  No person may use a designation registered with SAQA if s/he is not a member of the respective professional body that registered the designation. SAQA recognises professional bodies for five years.  If they no longer comply with SAQA's Policy and Criteria, the professional bodies are de-recognised and their designations de-registered.  A recognised professional body, among other criteria, must ensure that they load records of all members who have achieved professional designations on the National Learners' Records Database (NLRD).

The NLRD is a national treasure in that it is the largest and only official database for all records of learning.  QCs are expected to load learner records onto the NLRD within 30 days of the data being quality assured.  The NLRD also contains registers of all registered qualifications and part-qualifications, providers who are accredited to offer these qualifications and a separate register for professional designations.  Separate databases also exist for all foreign qualification holders and their qualifications if they used SAQA's Evaluation service; and all national qualifications that were verified by SAQA, but are not currently on the main NLRD database.  The Registers of Misrepresented and Fraudulent Qualifications are new additions to the NLRD.  SAQA must establish the Registers in these five years.  All the registers of the NLRD that comply with the Protection of Personal Information (POPI) Act are available to the public through SAQA's website.

The latest amendments to the NQF Act provide for the referral of all qualifications or part-qualifications presented for study, employment or appointment to SAQA for verification or evaluation. Learner achievements on the NLRD are used to verify national qualification achievements.

The NQF Act 2008, as amended also provides for the QCs to consult SAQA when the QCs advise the Minister on matters relating to their sub-frameworks.  This provision makes sense because SAQA is the body with overall responsibility for the National Qualifications Framework and the coordination of the sub-frameworks. The amendment responds to the current situation where QCs advise the Minister about their sub-frameworks and other matters related to their quality assurance role independently of SAQA.  The advice does not necessarily take into account its effect across the system.  SAQA must be responsive and quickly act when QCs request advice.

SAQA also has a responsibility to provide the public with information about the NQF.  To this end, SAQA makes use of its website and social media platforms to communicate with the public.  SAQA also provides printed information to policymakers and implementers at its various seminars, workshops, conferences and information-sharing events.

**c)      Identify challenges and provide interventions**

Registration of qualifications:  One of the reasons for delays in the registration process is that SAQA does not receive all the required information or SAQA receives incorrect information.  The root cause of this problem is that SAQA and the QCs use independent systems with which to carry out their work.  The NQF Act Implementation Evaluation highlighted the problem and recommended remedial action in the accompanying Improvement Plan.  The Improvement Plan lists as a deliverable, the development and

implementation of an end-to-end workflow system that will allow providers to load information once for both SAQA and the QCs.  This intervention requires additional funding that DHET has committed to secure.

Professional bodies: the most significant challenge is to resolve the issue of old legislation that governs statutory professional bodies, which conflicts with the NQF Act.  The risk to SAQA is that statutory bodies encroach on SAQA's role or are in conflict with the Quality Councils, and these matters require the courts to resolve them.  As a result, SAQA becomes embroiled in unnecessary litigation.  At the NQF Stakeholders Forum held on 2 March 2019, the previous Minister of Higher Education and Training, recommended setting up a Ministerial Task Team to resolve this matter.  SAQA hopes that the current Minister of Higher Education, Science and Technology, takes up this baton.

The NLRD: the most significant challenge is the incomplete or missing data sets on the NLRD.  Since the NLRD is the official management information system of the NQF, it is critical to ensure that the NLRD has a complete set of all learner achievements.  SAQA will meet this objective if:
(i)      SAQA ensures that the QCs, through their data suppliers, load information onto the NLRD timeously; and
(ii)     SAQA locates historical records, digitises these records and loads them onto the NLRD.
This process requires additional resources.  SAQA has sourced some funds from the ETDP SETA for the digitisation project.  Amendments to the NQF Act, once enforced, will hopefully ensure that data is provided to SAQA timeously.

The verification and evaluation of qualifications: While SAQA currently verifies national and evaluates foreign qualifications, the NQF Act, 2008, as amended is expected to increase demand for these services.  These are paid-services, and SAQA uses this revenue to supplement its government funding.  SAQA does not have the resources to increase head-count any further in these areas.  It is therefore essential to automate and streamline processes as far as funding permits so that these services are offered timeously and in line with service standards.

The QCs must consult SAQA whenever they advise the Minister on matters relating to their sub-frameworks: The QCs are not happy with this clause in the amendments to the NQF Act, 2008.  Their reluctance to give up their right to communicate directly with the Minister: Higher Education, Science and Technology, could prove challenging.  SAQA must strengthen its relationships with the leadership of the QCs and be more responsive when asked to comment on advice for the Minister.  In time, SAQA hopes to resolve this impasse.

SAQA provides information about the NQF to the public: it is the responsibility of the NQF family to provide information to the public.  The challenge is that at times, institutions convey conflicting messages to the public.  The public is also confused about which organisation is responsible for what services.  It is therefore crucial for SAQA to drive the advocacy and communication strategy and ensure that the NQF family communicates with one voice.  There should be one portal with information about all the entities, and some planned joint campaigns.

**d)      Findings of internal or external evaluations that will be used to inform the strategy of the department.**

The NQF Act Implementation Evaluation, undertaken by DHET in collaboration with the DPME, was concluded in 2017.  Subsequently, the NQF Act Implementation Evaluation Improvement Plan was developed to address the findings of the Evaluation.  The Improvement Plan is a critical document used in compiling this Strategic Plan.

**e)      Information from the political environment which may impact on the implementation of the Strategic Plan**

SAQA had three Ministers in the last five-year period.  With political uncertainty comes uncertainty in the implementation of policies, notably if the new Minister does not support the current plans.  The current Minister was a previous Minister of Higher Education and Training, so SAQA does not envisage any policy shift that may affect SAQA's strategy.

### 7.2 Internal Environment Analysis

**SAQA's structure and its configuration to deliver on its mandate**

A board governs SAQA.  The 6th Board's term of office ends on 31 December 2020, and the Minister will appoint a new Board.

Functions of the Board and Corporate Governance

According to Section 14 (3) (a) of the NQF Act, the SAQA Board is appointed by the Minister (Higher Education, Science and Technology) following a public nomination process. The functions of the Board are set out in sections 5(3), 11, and 13 of the NQF Act.

SAQA is a National Public Entity listed under Schedule 3(a) of PFMA. Therefore, in addition to its responsibilities as set out in the NQF Act, the Board also fulfils the role of the Accounting Authority in terms of section 49 of the PFMA.

As the Accounting Authority, the Board acts in a fiduciary capacity and is responsible for ensuring that:

* Effective, efficient and transparent systems of financial and risk management and internal control, internal audit and procurement are in place;
* Steps are taken to collect outstanding debts; prevent irregular, fruitless and wasteful expenditure; and recoup losses from criminal conduct and spending resulting from non-compliance with operational policies;

❋ Effective and efficient management is in place which will include ensuring the safeguarding of the assets of SAQA and controlling its liabilities, revenues and expenditures;
❋ SAQA complies with applicable legislation and regulations;
❋ An effective and appropriate disciplinary system is in place to deal with failures to comply with the PFMA and the internal control system;
❋ Budgets, significant contracts and other commitments are approved;
❋ Finances are well-controlled; and
❋ SAQA operates ethically.

The SAQA Board sets strategy and policy. Management formulates strategy and makes policy proposals for the Board's consideration. Management also implements the decisions made by the Board and maintains systems of internal control as well as accounting and information systems. The Board monitors Management's performance.

Section 16 (1) of the NQF Act allows the Board to establish committees to assist in the execution of its fiduciary responsibilities. The SAQA Board utilises the following committee structures:

❋ Executive Committee
❋ Remuneration and Human Resources Committee
❋ Audit and Risk Committee
❋ Finance Committee
❋ Information and Information Technology Committee
❋ Qualifications and Standards Committee
❋ Verification and Comparison of Qualifications Committee
❋ Research Committee
❋ Advocacy and Communications Committee
❋ National and Foreign Qualifications Appeals Committee
❋ Professional Body Appeals Committee

Each of these committees operates within Board-approved Terms of Reference. The Board assesses the responsibilities of all committees and evaluates their performance annually. The committees also self-evaluate their performance each year. The Chairperson of the Audit and Risk Committee is not a Board member. Board members chair all other Committees, and at least one other Board member is a member of each committee. Twelve of the sixteen Board members are independent non-executive members. Three Board members are the CEO's of the QCs, and the last Board member is the CEO of SAQA. At least 2 Board members come from organised labour.

SAQA's Board has committed to the principles of openness, integrity, efficiency, accountability and compliance reflected in the King Code of Governance Principles 2009 (King IV). SAQA, even though it is not a private corporation, subscribes to the principles of King IV and continuously works towards the further enhancement of its excellent governance processes.

**a)       SAQA's capacity to deliver on its mandate**

**Human Resources**

SAQA has a staff complement of **197** members assigned to 6 programmes.  The distribution of staff is as follows:
Programme 1: Administration and Support: 59 [Executive Office: 8; Finance & Admin: 18; IT: 11; HR: 7; ACS: 15]
Programme 2: Registration and Recognition: 15
Programme 3: NLRD: 14; Verifications Project: 31
Programme 4: Foreign Qualifications Evaluation & Advisory Services: 69
Programme 5: Research: 5
Programme 6: International Liaison: 4

Programme 1 (Admin and Support) includes the office of the CEO and Deputy CEO, the Secretariat, HR, IT, Finance and Administration and Advocacy and Communication.  These functions support the work of the other programmes and ensure the efficient, legal and ethical functioning of SAQA.

SAQA has a human resource strategy that provides for the learning and development of all staff, succession planning and recognition and reward, among other things.  SAQA must re-configure its structure to align with its mandate and consider the various automation initiatives across the organisation in the re-configuration.

**Information Technology**

The IT Directorate focuses mainly on managing the various service level agreements with suppliers and ensuring that staff have the necessary tools to perform their job functions. SAQA conforms to the Government-Wide ICT Strategy and relevant Cobit standards.  IT is an area of deficiency within SAQA.  SAQA's strategy is to remain current and relevant by employing ICT to streamline processes and to automate where possible.  Human and financial resources to implement this strategy fully is lacking.

**Finance and Administration**

This Directorate manages all SAQA's contracts, ensures that staff comply with SCM regulations, manages SAQA's financial resources and maintains the building.  SAQA fully complies with the PFMA, and the twenty-three years of consecutive unqualified audit opinions bear testimony to this.  SAQA has established a realistic baseline budget in line with the MTEF. Previously several donors and sponsors provided the necessary resources.  The primary sources of income currently are:

- ❋ Voted funds through the Department of Higher Education and Training; and
- ❋ Self-funded projects through paid services

SAQA has an old building that requires significant maintenance.  This matter must be a priority during these five years.

**b)      The status of the institution regarding compliance with the BBBEE Act**

SAQA's subscribes to the Employment Equity Act.

Below is the SAQA EMPLOYMENT EQUITY statistics as of 30 June 2019.
Notes to the table below:

**The Employment Equity Plan (Target) is based on the National EAP for Top, Senior and Professional levels.  The provincial EAP is applicable for Skilled, Semi-Skilled and Unskilled levels, according to Statistics SA.

| Occupational Categories | Male | | | | Female | | | | Foreign Nationals | | Total SAQA Actual Status | Total Approved Positions* | Total Vacant Positions | Persons with Disabilities *** | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | C | I | W | A | C | I | W | M | F | | | | M | F | Total |
| Target % | 35,1% | 5,3% | 1,8% | 4,2% | 40,8% | 4,5% | 4% | 5,3% | 0 | 0 | 100% | | | | | |
| Top Management (CEO & DCEO) | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 2 | 0 | | | |
| Senior Management (Directors) | 1 | 0 | 0 | 1 | 3 | 1 | 1 | 3 | 1 | 0 | 11 | 11 | 0 | 1 | | 1 |
| Professionally Qualified/experienced specialist/mid-management (DD) | 6 | 1 | 0 | 1 | 5 | 1 | 2 | 0 | 1 | 1 | 18 | 21 | 3 | | | |
| Total SAQA Actual Status | 8 | 1 | 0 | 2 | 8 | 2 | 4 | 3 | 2 | 1 | 31 | 34 | 3 | | | |
| % SAQA Actual Status | 26% | 3% | 0% | 6% | 26% | 6% | 13% | 10% | 6% | 3% | 91% | | 9% | | | |
| Target % | 35,2% | 1,3% | 1,1% | 6,3% | 44,8% | 1,7% | 1,8% | 7,9% | 0% | 0% | 100% | | | | | |
| Approved Positions | 69 | 2 | 2 | 12 | 56 | 2 | 1 | 9 | 0 | 0 | 153 | | | | | |
| Skilled technically and academically qualified workers, junior management/supervisors (AD,AO) | 37 | 1 | 1 | 3 | 48 | 2 | 1 | 5 | 0 | 2 | 100 | 103 | 3 | 0 | 2 | 2 |
| Semi-skilled and discretionary decion-making(,AC,Secretary) | 12 | 0 | 0 | 0 | 40 | 1 | 0 | 0 | 1 | 0 | 54 | 57 | 3 | 1 | | 1 |
| Total Actual Status (AD & Below) | 49 | 1 | 1 | 3 | 88 | 3 | 1 | 5 | 1 | 2 | 154 | 160 | 6 | 2 | 2 | 4 |
| % Actual status (AD and Below) | 32% | 1% | 1% | 2% | 57% | 2% | 1% | 3% | 1% | 1% | 96% | | 5% | 1% | 1% | 2,06% |
| Total Approved Positions & Total Vacancies | | | | | | | | | | | | 194 | 9 | | | |
| Total Filled Positions & SAQA % Vacancy Rate | | | | | | | | | | | 185 | | 4,64% | | | |
| Learners and Interns | 6 | 1 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 14 | | | | | |
| GRAND TOTAL | | | | | | | | | | | 14 | | | | | |

**c)    The status of the institution regarding women, youth and people with disabilities**

63% of staff are women.  2% of the team are people with disabilities.  The youth (35 years old and below) represent **45%** of staff.

# Part C: Measuring Our Performance

## 8   Institutional Programme Performance Information

**Programmes**

SAQA has six programmes, and its objectives span across these six programmes.

### 8.1. Programme 1: Administration:

This programme covers the activities of the Executive Office, Finance and Administration, Human Resources, Information Technology, and Advocacy, Communication and Support.  Its purpose is to support the operations of SAQA.

### 8.1.1 Executive Office

**Outcomes, Outputs, Performance Indicators and Targets**

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| We have visionary and influential leadership that drives a clear, evidence-based NQF Agenda | Strengthened System of Collaboration and NQF structures | 1. An effective System of Collaboration and NQF structures | Produced report on collaboration between SAQA and the QCs The report was approved by SAQA Board and submitted to Minister | The System of Collaboration was implemented A Report on the System of Collaboration was approved by the SAQA Board and | Produced report on the implementation and effectiveness of collaboration between SAQA and the QCs The Board approved the report for | Implemented the System of Collaboration to guide mutual relations between SAQA and the QCs and reported on its effectiveness | Assess the effectiveness of the System of Collaboration | Assess the effectiveness of the System of Collaboration | Assess the effectiveness of the System of Collaboration |

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| | | | | submitted to the Minister | submission to the Minister | | | | |
| | | | | | | Reviewed the System of Collaboration and amended as required | | | Review the System of Collaboration in line with changes to the NQF Act |
| | | | | | | | | | Develop a Monitoring and Evaluation protocol for the System of Collaboration |
| | Advice to the Executive Authority on NQF matters, including the alignment of relevant Laws | 2. Evidence of advice provided to the Executive Authority | Provided advice to Minister on SAQA implementing the Articulation Ombuds function | The Minister was reminded about advice provided on the Articulation Ombud in 2016 as we are still waiting for a response on this proposal | SAQA provided advice to the Minister on the TVET landscape | Provide advice to the Minister: HET on all requested matters, or as and when deemed necessary | Advise the Executive Authority on NQF matters as required | Advise the Executive Authority on NQF matters as required | Advise the Executive Authority on NQF matters as required |

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| | | | | The advice was provided to the Deputy Minister in the form of an overview of the work of SAQA | | | | | |
| | | | | | | | | The QCs, in consultation with SAQA, advise the Executive Authority on matters relating to their Sub-Frameworks as required | The QCs, in consultation with SAQA, advise the Executive Authority on issues about their Sub-Frameworks as required |
| | Implementation of the closure of transitional arrangements from the SAQA Act to the NQF Act | 3. Compliance with the requirements of the NQF Act | | | | | Produce a Progress Report on ending the transitional arrangements | Produce a Progress Report on ending the transitional arrangements | Produce a Progress Report on ending the transitional arrangements |

## Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|---|---|---|---|---|---|
| | | 1st | 2nd | 3rd | 4th |
| An effective System of Collaboration and NQF structures | Assess the effectiveness of the System of Collaboration | | | | Assess and report on the effectiveness of the System of Collaboration |
| Evidence of advice provided to the Executive Authority | Advise the Executive Authority on NQF matters as required | Provide advice to the Executive Authority on NQF matters if required | Provide advice to the Executive Authority on NQF matters if needed | Provide advice to the Executive Authority on NQF matters if required | Provide advice to the Executive Authority on NQF matters if required |
| Compliance with the requirements of the NQF Act | Produce a Progress Report on ending the transitional arrangements | | | | Produce a Progress Report on ending the transitional arrangements |

### 8.1.2 Finance and Administration
## Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| We have a competent and capable team, dedicated and resourced to | Alternative revenue streams to support the work of SAQA | 4. Sufficient revenue to support SAQA's work | | | | | Develop a strategy to secure alternative funding | Pursue alternate funding for projects | Pursue alternative funding for projects |

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| further develop and maintain the NQF | | | | | | | | | |

## Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|---|---|---|---|---|---|
| | | 1st | 2nd | 3rd | 4th |
| Sufficient revenue to support SAQA's work | Develop a strategy to secure alternative funding | | Identify projects/ activities that require alternative funding | Develop a draft strategy for alternate financing and get CEO approval | Get Finance Committee approval for strategy |

### 8.1.3 Human Resources
## Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| We have a competent and capable team, dedicated and resourced to further | Re-design SAQA's structure to better suit delivery on its strategy | 5. SAQA's structure is aligned to deliver on its strategy | | | | | Review and re-design the organisational structure | Implement the new structure | Monitor and report on the effectiveness of the organisational structure |
| | Staff capacity | 6. Implemented | All SAQA staff members | All SAQA staff members | All staff members | All SAQA staff members | Every staff member has | Every staff member has | Every staff member has |

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| develop and maintain the NQF | building programmes | Staff capacity building programmes | participated in at least one learning and development intervention<br><br>60% of SAQA Learning & Development Plan was implemented | participated in at least one learning and development intervention | participated in at least one learning and development intervention | participated in at least one learning and development activity | at least two learning interventions per year | at least two learning interventions per year | at least two learning interventions per year |

## Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|---|---|---|---|---|---|
| | | 1st | 2nd | 3rd | 4th |
| SAQA's structure is aligned to deliver on its strategy | Review and re-design the organisational structure | Conduct an analysis of the structure required to support SAQA's strategy | Consult with internal stakeholders on the proposed structure | Get REMCO approval for the new structure | Get Board approval for the new structure |
| Implemented Staff capacity building programmes | Every staff member has at least two learning interventions per year | Record learning and development activities for Q1 | Record learning and development activities for Q2 | Record learning and development activities for Q3 | Record learning and development activities for the financial year and confirm that all staff participated in at |

| Output Indicator | Annual target | Quarterly targets | | | |
|---|---|---|---|---|---|
| | | 1st | 2nd | 3rd | 4th |
| | | | | | least two learning & development activities |

## 8.1.4 Information Technology

## Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| We have stakeholders and role-players who are aligned to deliver on the NQF | 3 NLRD Registers | 7. Efficient electronic processes across SAQA | | | | | Develop Registers for professional designations; misrepresented qualifications and fraudulent qualifications | Maintain the Registers for professional designations; misrepresented qualifications and fraudulent qualifications | Maintain the Registers for professional designations; misrepresented qualifications and fraudulent qualifications |
| | A workflow system for the evaluation of foreign qualifications | | | | | | Conceptualise the system for the evaluation of foreign qualifications | Develop the system for the evaluation of foreign qualifications | Implement the system for the evaluation of foreign qualifications |
| | A workflow tracking system for | 8. Integrated Tracking System for | | | | | Conceptualise a workflow tracking | Develop a workflow tracking | Implement a workflow tracking |

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---------|--------|------------------|------------------------------|---|---|----------------------|---------------------|---|---|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| | qualifications and part-qualifications | qualifications and part-qualifications | | | | | system for qualifications and part-qualifications | system for qualifications and part-qualifications | system for qualifications and part-qualifications |

## Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|------------------|---------------|-------------------|---|---|---|
| | | 1st | 2nd | 3rd | 4th |
| Efficient electronic processes across SAQA | Develop Registers for professional designations; misrepresented qualifications and fraudulent qualifications | Document business requirements for the 3 NLRD registers | Document system specification (functional & Technical) | Develop and test registers | Implement registers |
| | Conceptualise the system for the evaluation of foreign qualifications | Draft the tender specification | Procure a service provider | Document the business requirements | Document the system specification (functional & technical) |
| Integrated Tracking System for qualifications and part-qualifications | Conceptualise a workflow tracking system for qualifications and part-qualifications | Document business requirements in consultation with QCs | Map processes for the workflow system | Get inputs from stakeholders on workflow tracking system | Develop the workflow tracking system design |

### 8.1.5 Advocacy, Communication and Support
## Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | *2016/17* | *2017/18* | *2018/19* | *2019/20* | *2020/21* | *2021/22* | *2022/23* |
| We have visionary and influential leadership that drives a well-researched and clearly formulated NQF agenda | The NQF explained simply (Simplification) | 9. Stakeholders access simplified information about the NQF | **685 023** individuals used one of SAQA's social media platforms | Recorded **2 868 358** people interactions on digital media platforms | Recorded **3 803 354** people interactions on digital media platforms | Recorded 4 200 000 people interacting with content on SAQA/NQF digital platforms | Implement four comprehensive campaigns aimed at informing the public about the NQF in a simplified manner that is easy to understand | Implement four comprehensive campaigns aimed at informing the public about the NQF in a simplified manner that is easy to understand | Implement four comprehensive campaigns aimed at informing the public about the NQF in a simplified manner that is easy to understand |
| | A growing number of learner achievements on the NLRD | 10. An increasing number of learner achievements recorded on the NLRD | | | | | The NLRD contains 20 000 000 learner achievements | The NLRD includes 21 000 000 learner achievements | The NLRD contains 22 000 000 learner achievements |

## Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|---|---|---|---|---|---|
| | | 1st | 2nd | 3rd | 4th |
| Stakeholders access simplified information about the NQF | Implement four comprehensive campaigns aimed at informing the public about the NQF in a simplified manner that is easy to understand | Draft and finalise plans for the campaigns | Implement the first campaign | Implement the second and third campaigns | Implement the fourth campaign |
| An increasing number of learner achievements recorded on the NLRD | The NLRD contains 20 000 000 or more learner achievements | Record the number of learner achievements loaded for Q1 | Record the number of learner achievements loaded for Q2 | Record the number of learner achievements loaded for Q3 | Record the number of learner achievements loaded for Q4 |

## Explanation of Planned Performance over the Medium-Term Period

**Executive Office** is responsible for the overall coordination and performance of the authority in response to the NQF mandate.  The Executive Office's role is to provide leadership to the NQF family; to act as the custodian of the values of the NQF; and to advise the Minister: HEST on matters involving the legislative and policy environment.  Without strong and clear leadership, the NQF family may not implement the NQF Amendment Act and the NQF Policies as intended.  The Executive Office also guides SAQA staff and takes responsibility for the implementation of the Strategic Plan and Annual Performance Plan.

**Finance and Administration** are responsible for ensuring effective governance and the aligned development of financial and infrastructural resources to support the achievement of organisational objectives.  The Finance Directorate ensures that SAQA adheres to the PFMA and National Treasury requirements.  This Directorate must also ensure that SAQA has the required budget to deliver on its mandate and that expenditure is within budget.  Lastly, the Directorate is responsible for maintaining the building infrastructure.

**Human Resources** are responsible for providing human resource support to embrace diversity, environmental sustainability, and social justice and contribute towards the delivery of SAQA's mandate.  The Human Resources Directorate ensures that SAQA employs the right people with the right skills, and that staff are trained to deliver on SAQA's mandate.

**Information Technology**: Responsible for ensuring effective IT governance and the aligned development of IT infrastructural resources to support the achievement of organisational objectives and business processes.  The IT Directorate drives SAQA's plans to embrace the Fourth Industrial Revolution by enabling the automation of operations across the organisation and developing end-to-end workflows where required.

**Advocacy, Communication and Support** are responsible for informing stakeholders and the public about the NQF, SAQA and related matters.  This Directorate works with the Quality Councils, DHET and DBE to ensure that everyone communicates the same messages in simple language.

Programme 1 contributes to achieving three of the five Outcomes.

### 8.2 Programme 2: Registration and Recognition

## Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| We have stakeholders and role-players who are aligned to deliver on the NQF | Improved turnaround times for the registration of qualifications and part-qualifications (Simplified NQF) | 11. Streamlined processes and improved turnaround times | | | | | Register qualifications recommended by QCs that meet all SAQA's criteria within four months of submission | Register qualifications recommended by QCs that meet all SAQA's criteria within three months of submission | Register qualifications recommended by QCs that meet all SAQA's criteria within three weeks of submission |
| | Reduced proliferation of qualifications registered on the NQF (Simplified NQF) | 12. Increased number of national qualifications and part-qualifications registered on the NQF | | | | | Produce a concept paper on the registration of national qualifications on the NQF in consultation | Report on the number of national qualifications versus provider qualifications registered on the NQF | Monitor the number of national qualifications versus provider qualifications registered on the NQF |

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| | | | | | | | with the 3 QCs and DHET | Promote the benefits of national qualifications and what this means for the NQF system | |
| We have well-articulated quality-assured-qualifications and relevant professional designations that instil trust and meet the needs of the people | Registered qualifications that articulate across Sub-Frameworks (Simplified NQF) | 13. Increased number of qualifications that articulate across Sub-Frameworks | | | | | Identify qualifications already registered on the NQF after 1 January 2014 that do not have an articulation option and request missing information from QCs | Report on the progress made in terms of ensuring that the identified qualifications have articulation pathways across and within sub-frameworks | De-register qualifications with no articulation pathways or no valid explanations for the lack of articulation pathways |
| | A refined understanding of a professional body and its value-add in | 14. A clearly defined role of a professional body | | | | | Research the roles of statutory and non-statutory professional bodies | Clearly define the roles of statutory and non-statutory professional bodies | Use the research findings to amend the Policy and Criteria for |

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| | the NQF landscape (Simplified NQF) | | | | | | | | Recognising a Professional Body and Registering a Professional Designation if required |

## Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|---|---|---|---|---|---|
| | | 1st | 2nd | 3rd | 4th |
| Streamlined processes and improved turnaround times | Register qualifications recommended by QCs that meet all SAQA's criteria within four months of submission | Report on turnaround times for the registration of qualifications | Report on turnaround times for the registration of qualifications | Report on turnaround times for the registration of qualifications | Report on turnaround times for the registration of qualifications |
| Increased number of national qualifications and part-qualifications registered on NQF | Produce a concept paper on the registration of national qualifications on the NQF in consultation with the 3 QCs and DHET | Develop a concept paper on the registration of national qualifications | Workshop the concept paper with QCs | Workshop the concept paper with institutions | Finalise concept paper |
| Increased number of qualifications that articulate across Sub-Frameworks | Identify qualifications already registered on the NQF after 1 January 2014 that do not have an articulation option and | Identify qualifications with no articulation pathway | Request information on Articulation pathways for identified qualifications from relevant QC | Update information for the identified qualifications once received | Consolidate the list of qualifications with no articulation pathways for further action |

| Output Indicator | Annual target | Quarterly targets | | | |
|---|---|---|---|---|---|
| | | 1st | 2nd | 3rd | 4th |
| | request missing information from QCs | | | | |
| A clearly defined role of a professional body | Research the roles of statutory and non-statutory professional bodies | | Arrange workshop with QCs and professional bodies on their roles and responsibilities | Develop a document outlining roles and responsibilities | Present the document to the CEO Committee for further action |

## Explanation of Planned Performance over the Medium-Term Period

This programme is responsible for registering qualifications and part-qualifications, recognising professional bodies and registering professional designations.  This programme contributes to two of the five Outcomes.  The five-year focus is for this Directorate to:

- Develop a streamlined workflow to register qualifications faster;
- Create clear policies and guidelines for registering national qualifications;
- Reduce the number of qualifications on the NQF by encouraging the Quality Councils to recommend national qualifications instead of provider qualifications; and
- Automate and streamline processes for efficient, professional body recognition and monitoring.

## 8.3 Programme 3: National Learners' Records Database

This programme covers the work of the National Learners' Records Database (NLRD) Directorate and the Verifications Project.

8.3.1 National Learners' Records Database (NLRD)

**Outcomes, Outputs, Performance Indicators and Targets**

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| We have well-articulated quality-assured-qualifications and relevant professional designations that instil trust and meet the needs of the people | NLRD information for informed decision making | 15. Access and use of NLRD information | | | | | Make the public information on the NLRD easily accessible and usable by all stakeholders | Promote the use of SAQA's information for policy and decision making | Monitor the use of SAQA's information for policy and decision making |
| We have stakeholders and role-players who are aligned to deliver on the NQF | Legacy learner achievement records on the NLRD | 16. Percentage completeness of legacy learner achievement data on the NLRD | | | | | 80% or more of national learner achievements submitted for verification are found on the NLRD | 85% or more of national learner achievements submitted for verification are found on the NLRD | 90% or more of national learner achievements submitted for verification are found on the NLRD |
| | Current learner achievement records on the NLRD | 17. Learner achievement records loaded within 30 days of records being quality assured | | | | | Ensure that QCs load learner achievement records on the NLRD within 30 days of records being quality assured | Ensure that QCs load learner achievement records on the NLRD within 30 days of records being | Ensure that QCs load learner achievement records on the NLRD within 30 days of records being quality assured |

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| | | | | | | | quality assured | | |
| | Professional designations on the NLRD | 18. Percentage completeness of learner achievement data from professional bodies on the NLRD | | | | | All recognised professional bodies load professional designation achievements that meet the requirements, on the NLRD | All recognised professional bodies load professional designation achievements that meet the requirements, on the NLRD | All recognised professional bodies load professional designation achievements that meet the requirements, on the NLRD |
| | Registers of Misrepresented and Fraudulent Qualifications | 19. Updated Registers of Misrepresented and Fraudulent Qualifications | | | | | Develop and publish the Policy on the Misrepresentation of Qualifications in line with the Amended NQF Act | Implement the Policy on the Misrepresentation of Qualifications | Review the Policy on the Misrepresentation of Qualifications and amend if required |
| | | | The Draft Register was developed and presented to the CEO Committee on 25 Nov 2016 and EXCO on 8 February 2017 | Produced a report bi-monthly and sent all six reports to the Minister | The List of Misrepresented Qualifications was updated Produced bi-monthly reports on Misrepresented | Maintained and reported bi-monthly on the Register of Misrepresented Qualifications to the Minister | Update the Register of Misrepresented Qualifications | Update the Register of Misrepresented Qualifications | Update the Register of Misrepresented Qualifications |

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| | | | The Register was submitted for approval together with the Policy on the Misrepresentation of Qualifications in 2017/18 | | Qualifications and sent these reports to the Minister | | | | |
| | | | | Developed Draft Register of Fraudulent Qualifications | Met with the Dept. of Justice on 11 February 2019<br><br>The DOJ agreed to provide information on fraudulent qualifications to SAQA | Updated and reported on the Register of Fraudulent Qualifications | Update the Register of Fraudulent Qualifications as and when required | Update the Register of Fraudulent Qualifications as and when required | Update the Register of Fraudulent Qualifications as and when required |

## Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|---|---|---|---|---|---|
| | | 1st | 2nd | 3rd | 4th |
| Access and use of NLRD information | Make the public information on the NLRD easily accessible and usable by all stakeholders | Revamp the look and feel of the NLRD databases | Develop a quick guide for access to databases | | |
| Percentage completeness of legacy learner achievement data on the NLRD | 80% or more of natonal learner achievements submitted for verification are found on the NLRD | Work with the Verifications Project to determine a list of missing datasets | Contact data sources to secure legacy datasets | Contact data sources to secure legacy datasets | Confirm that at least 80% of verified records are sourced from the NLRD

Report on the number of legacy learner achievements secured from data sources and added to the NLRD |
| Learner achievement records loaded within 30 days of records being quality assured | Ensure that QCs load learner achievement records on the NLRD within 30 days of records being quality assured | Develop a data loads schedule and disseminate it to QCs. Report on QC data loads for the quarter | Report on QC data loads for the quarter and follow up with QCs who did not load their data | Report on QC data loads for the quarter and follow up with QCs who did not load their data | Report on QC data loads for the quarter and follow up with QCs who did not load their data |
| Percentage completeness of learner achievement data from professional bodies on the NLRD | All recognised professional bodies load professional designation achievements that meet the requirements, on the NLRD | Receive and screen data loads from professional bodies

Load all data of acceptable quality on the NLRD | | Receive and screen data loads from professional bodies

Load all data of acceptable quality on the NLRD | Report on professional body data loads and identify professional bodies that did not load data for the year |

| Output Indicator | Annual target | Quarterly targets | | | |
| --- | --- | --- | --- | --- | --- |
| | | 1st | 2nd | 3rd | 4th |
| Updated Registers of Misrepresented and Fraudulent Qualifications | Develop and publish the Policy on the Misrepresentation of Qualifications in line with the Amended NQF Act | Complete the Draft Policy on the Misrepresentation of Qualifications | Discuss the Draft Policy within the governance structures | Finalise the Policy | Get Board approval and publish the Policy |
| | Update the Register of Misrepresented Qualifications | Update the Register of Misrepresented Qualifications | Update the Register of Misrepresented Qualifications | Update the Register of Misrepresented Qualifications | Update the Register of Misrepresented Qualifications |
| | Update the Register of Fraudulent Qualifications as and when required | | | | Update the Register of Fraudulent Qualifications as and when required |

## 8.3.2 Verifications Project

## Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| We have well-articulated quality-assured-qualifications and relevant professional designations | A trusted qualification verification process | 20. A Verification service used by employers and institutions | | | | | Complete all applications received for the verification of national qualifications within 20 working days | Complete all applications received for the verification of national qualifications within 20 working days | Complete all applications received for the verification of national qualifications within 20 working days |

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---------|--------|------------------|---------|---------|---------|---------|---------|---------|---------|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| that instil trust and meet the needs of the people | | | | | | | | | |

## Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|------------------|---------------|-------|-------|-------|-------|
| | | 1st | 2nd | 3rd | 4th |
| A Verification service used by employers and institutions | Complete all applications received for the verification of national qualifications within 20 working days | Report on the turnaround time for applications received in Q1 | Report on the turnaround time for applications received in Q2 | Report on the turnaround time for applications received in Q3 | Report on the turnaround time for applications received in Q4 |

## Explanation of Planned Performance over the Medium-Term Period

This Programme contributes to two of the five Outcomes.

The NLRD Directorate is responsible for maintaining and further developing the NLRD as the critical national source of information for human resource and skills development in policy, infrastructure and planning.  The Directorate's five-year focus is on:

- Securing and loading legacy learner achievements;
- Ensuring that QCs load records within thirty days of the information being in the public domain;
- Creating and maintaining the Registers of Misrepresented and Fraudulent Qualifications; and
- Publishing public databases of qualifications and related information for public consumption.

The Verifications Project is responsible for verifying national qualifications.  This Project must ensure that it  streamlines its processes where possible so that it can reduce the time that it takes to verify qualification achievements.

## 8.4 Programme 4: Foreign Qualifications Evaluation and Advisory Service

**Outcomes, Outputs, Performance Indicators and Targets**

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| We have a dynamic NQF that is responsive, adapts to, and support the changing needs of life-long learners | A foreign qualifications evaluation and advisory service that meets changing learner and worker needs | 21. Articulation from foreign systems into South Africa takes place | | | | | Conceptualise and develop a mechanism to track the access of foreign qualification holders in the South African educational and work environments | Implement the mechanism to track the access of foreign qualification holders in the South African educational and work environments | Evaluate the effectiveness of the tracking mechanism for the access of foreign qualification holders in the South African educational and work environments |
| | | 22. The evaluation criteria align with  the current legislative and policy context | | | | | Develop evaluation criteria in line with the NQF Act, 2008, as amended, and other | Get Board approval for the amended Policy and Criteria for Evaluating Foreign Qualifications | Monitor the implementation of amendments to the Policy and Criteria for Evaluating Foreign Qualifications |

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | *2016/17* | *2017/18* | *2018/19* | *2019/20* | *2020/21* | *2021/22* | *2022/23* |
| | | | | | | | relevant legal instruments | within the South African NQF | within the South African NQF |

## Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|---|---|---|---|---|---|
| | | *1st* | *2nd* | *3rd* | *4th* |
| Articulation from foreign systems into South Africa takes place | Conceptualise and develop a mechanism to track the access of foreign qualification holders in the South African educational and work environments | Consult to explore possible ways of tracking access/placement of qualification holders | Analyse information solicited through consultation and develop a concept paper | Develop and activate a mechanism to track access | Test the mechanism on a select group of qualification holders and report on results |
| The evaluation criteria align with the current legislative and policy context | Develop evaluation criteria in line with the NQF Act, 2008, as amended, and other relevant legal instruments | Evaluate existing criteria in the unfolding legislative and policy context | Review criteria to prepare for a context aligned to the NQF Act 2008, as amended, and other relevant policy instruments | Develop an interim framework for the implementation of revised criteria | Submit the interim framework for approval |

## Explanation of Planned Performance over the Medium-Term Period

This programme contributes to one of the five Outcomes.

The Foreign Qualifications and Advisory Services Directorate is responsible for evaluating foreign qualifications and providing advice on international learning and qualifications.

This Directorate must ensure that it:

- Aligns with the NQF Act 2008, as amended and an other relevant policies; and
- Is able to show the value of its evaluation service by tracking the progress of foreign qualifications holders in their educational and work environments.

## 8.5 Programme 5: Research

**Outcomes, Outputs, Performance Indicators and Targets**

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| We have a dynamic NQF that is responsive, adapts to, and supports the changing needs of life-long learning | Reviewed NQF Policies and recommendations for Policy amendments | 23. Number of policies reviewed | Reviewed 2 NQF policies | Reviewed 2 NQF policies | Reviewed 2 NQF policies | Reviewed 2 NQF policies | Review one NQF policy | Review one NQF policy | Review one NQF policy |
| | Implemented Policies | 24. The implementation of amended Policies is monitored | | | | | | | Report on the implementation of the amended policies |
| | Research on the implementation of the NQF | 25. Findings and recommendations of NQF-related research | Produced progress report on work achieved towards the | Produced the Draft 2017 NQF Impact | Commence conceptualisation of the 2021 NQF Impact Study | Produce a progress report on the 2021 | Produce a progress report on the 2021 NQF Impact Study | Produce a progress report on the 2021 NQF Impact Study | Produce the final report on the 2021 NQF Impact Study |

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| | | | 2017 NQF Impact Study | Study Report | | NQF Impact Study | | | |
| | | | Produced Report giving details of research partnerships facilitated, progress with existing partnerships and partnerships concluded | Produced a detailed report on progress made with the current partnership | Produced a detailed report on progress made with the current partnership | Provided a detailed report on progress made with the existing partnership | Establish a new research partnership | Monitor the work of the research partner | Monitor the work of the research partner |
| We have well-articulated quality-assured-qualifications and relevant professional designations that instil trust and | Coordinated Articulation, CAT and RPL initiatives | 26. Record of Articulation initiatives | Reviewed and further implemented SAQA's contribution to the Articulation Action Plan<br><br>Produced report on the implementation | Produced final report on the implementation of the Articulation Action Plan<br><br>The Board approved the Report | Developed a new Action Plan for Articulation<br><br>The Board approved the Articulation Action Plan in March 2019 | Reported on SAQA's contribution to the Action Plan for Articulation | Provide the Minister with a report on progress made by SAQA and the QCs in implementing the | Provide the Minister with a report on progress made by SAQA and the QCs in implementing the Articulation Policy | Provide the Minister with a report on progress made by SAQA and the QCs in implementing the Articulation CAT and RPL Policies |

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| meet the needs of the people | | | of SAQA's portion of the Articulation Action Plan | on 9 March 2018 for submission to the Minister | | | Articulation Policy | | |

## Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|---|---|---|---|---|---|
| | | 1st | 2nd | 3rd | 4th |
| Number of policies reviewed | Review 1 NQF policy | | | | Review 1 NQF policy |
| Findings and recommendations of NQF-related research | Produce a progress report on the 2021 NQF Impact Study | | | | Produce a progress report on the 2021 NQF Impact Study |
| | Establish a new research partnership | | | | Establish a new research partnership |
| Record of Articulation initiatives | Provide the Minister with a report on progress made by SAQA and the QCs in implementing the Articulation Policy | Send the 2019/20 report to the Minister | | Request updates from SAQA and the QCs | Collate the report on progress made with implementing the Articulation Policy for 2020/21 |

## Explanation of Planned Performance over the Medium Term Period

The Research Directorate contributes to two of the five Outcomes.

The Directorate is responsible for conducting evidence-based research to track the development and implementation of the NQF and to evaluate the impact of the NQF on the people in South Africa.

The five-year focus is on:

- Recommending amendments to current NQF Policies based on research;
- Producing the 2021 NQF Impact Study Report;
- Establishing a new research partnership;
- Reporting on progress made with implementing the Articulation Policy; and
- Monitoring the implementation of the amended Policies.

## 8.6 Programme 6: International Liaison

### Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| We have visionary and influential leadership that drives a clear, evidence-based NQF Agenda | National and international promotion of the SA NQF | 27. Prominent national, regional and global standing | | | | | Identify and implement two initiatives to promote the SA NQF | Identify and implement two initiatives to promote the SA NQF | Identify and implement two initiatives to promote the SA NQF |
| | Sharing of national and international trends and best practices with stakeholders | 28. Informed stakeholders | | | | | Identify and implement two initiatives to share national and international best practice | Identify and implement two initiatives to share national and international best practice | Identify and implement two initiatives to share national and international best practice |

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | *2016/17* | *2017/18* | *2018/19* | *2019/20* | *2020/21* | *2021/22* | *2022/23* |
| | | | | | | | with stakeholders | with stakeholders | with stakeholders |
| | Implementation of the Addis Convention | 29. Recognition of international studies | | | | | Develop a plan to implement the Addis Convention | Implement the Addis Convention | Review and refine the implementation of the Addis Convention |

## Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|---|---|---|---|---|---|
| | | *1st* | *2nd* | *3rd* | *4th* |
| Prominent national, regional and global standing | Identify and implement two initiatives to promote the SA NQF | | Implement 1st initiative | Implement 2nd initiative | |
| Informed stakeholders | Identify and implement two initiatives to share national and international best practice with stakeholders | Implement 1st initiative | | Implement 2nd initiative | |
| Recognition of international studies | Develop a plan to implement the Addis Convention | Develop a draft Plan | Consult the VCQ Committee on the Plan | Refine the Plan | CEO approves Plan |

## Explanation of Planned Performance over the Medium Term Period

This Programme contributes to one of the five Outcomes.

International Liaison is responsible for working with international partners on matters concerning qualifications frameworks and sharing best practice with stakeholders.

Its five-year focus is on:

- Growing its national, regional and global standing;

- Having well-informed stakeholders; and

- Implementing the Addis Convention.

## 9. Programme Recourse Considerations

### 9.1 Budget Allocation for Programme and Sub-Programme as per the ENE

| | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
|---|---|---|---|---|---|---|---|
| **Programmes**<br>**R Thousand** | **Audited** | **Audited** | **Audited** | **Budget** | **Medium-Term Estimate** | | |
| 1. Administration and support | 53 601 | 54 581 | 55 941 | 73 163 | 81 756 | 85 940 | 90 545 |
| 2. Recognition and Registration | 8 504 | 9 248 | 9 451 | 10 301 | 11 515 | 12 091 | 12 671 |
| 3. National Learners Records Database including Verifications | 13 836 | 14 724 | 16 798 | 18 762 | 29 244 | 30 649 | 32 120 |
| 4. Foreign Qualifications Evaluation and Advisory services | 26 032 | 28 444 | 29 293 | 31 824 | 34 842 | 36 453 | 38 203 |
| 5. Research | 4 152 | 4 194 | 3 673 | 5 813 | 6 787 | 7 126 | 7 468 |
| 6. International Liaison | 1 914 | 1 511 | 2 261 | 3 115 | 3 218 | 3 379 | 3 541 |
| **Subtotal** | **108 039** | **112 702** | **117 417** | **142 978** | **167 362** | **175 638** | **184 548** |
| | | | | | | | |
| Government grant Received from the Department of higher Education and Training | 56 895 | 64 940 | 66 719 | 69 893 | 73 737 | 77 793 | 81 164 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Note:** The functions and activities under Programme 1, Administration and support have been reviewed and certain sub-programmes have been established as main programmes going forward from the 2014/15 financial year onwards. | | | | | | | |
| 2017-2020 budget estimates | | | | | | | |
| | | | | | | | |
| Economic classification | | | | | | | |
| Current payments | 108 039 | 112 702 | 117 417 | 142 978 | 167 362 | 175 638 | 184 547 |
| Compensation of employees | 73 740 | 79 321 | 86 270 | 94 852 | 105 096 | 110 351 | 115 648 |
| **Goods and services of which:** | | | | | | | |
| Advertising | 586 | 33 | 213 | 1 092 | 719 | 755 | 791 |
| Assets less than R5 000 | 27 | 23 | 24 | 18 | 32 | 34 | 35 |
| Audit costs | 1 803 | 2 310 | 1 778 | 2 100 | 2 100 | 2 205 | 2 311 |
| Bank Charges | 1 444 | 1 461 | 1 586 | 1 500 | 1 560 | 1 638 | 1 717 |
| Board Costs | 1 178 | 1 035 | 1 202 | 1 350 | 1 350 | 1 418 | 1 486 |
| Bursaries(employees) | | 269 | 106 | 350 | 350 | 368 | 985 |
| Catering: internal activities | 261 | - | 23 | - | - | - | - |
| Communication | 3 058 | 3 598 | 3 059 | 3 583 | 3 047 | 3 198 | 3 353 |
| Computer services | 2 455 | 1 672 | 1 389 | 2 863 | 6 587 | 6 916 | 7 248 |
| Consultants | 2 623 | 2 072 | 1 905 | 1 893 | 1 830 | 1 922 | 2 014 |
| Outsourced Services | 6 144 | 4 543 | 5 947 | 8 883 | 19 588 | 20 465 | 21 555 |
| Contractors | - | - | - | - | - | - | - |
| Lease payments | | 52 | 56 | 240 | 252 | 265 | 277 |
| Legal fees | 705 | 3 271 | 692 | 1 920 | 1 350 | 1 418 | 1 486 |
| Non life insurance | 256 | 258 | 247 | 380 | 430 | 452 | 473 |
| Printing and Publication | 928 | 494 | 519 | 995 | 1 266 | 1 329 | 1 393 |
| Property payments | | 1 913 | 1 330 | 2 680 | 1 685 | 1 769 | 1 854 |
| Repairs and maintenance | 888 | 973 | 1 242 | 1 385 | 1 326 | 1 392 | 1 459 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Research and development | 224 | 331 | 997 | 398 | 540 | 567 | 594 |
| Training and staff development | 484 | 824 | 219 | 1 513 | 850 | 893 | 935 |
| Travel and subsistence | 1 077 | 690 | 742 | 1 230 | 940 | 988 | 1 034 |
| Venue | - | 491 | 246 | 1 110 | 2 654 | 2 599 | 2 723 |
| Municipalities | - | 905 | 860 | 912 | 956 | 1 100 | 1 153 |
| **Other Operating expenditure** | 10 158 | 6 163 | 6 766 | 6 436 | 4 519 | 5 796 | 6 559 |
| | | | | | | | |
| **Payment for capital assets** | **3 416** | **2 633** | **4 597** | **5 295** | **8 335** | **7 800** | **7 464** |
| Buildings and other fixed structures | 169 | 244 | 864 | 3 000 | 4 377 | 4 595 | 4 815 |
| Computer Equipment | 1 935 | 1 164 | 2 735 | 1 795 | 3 000 | 2 108 | 1 500 |
| Office Furniture and Equipment | 172 | 271 | 234 | 500 | 500 | 633 | 663 |
| Motor Vehicles | - | - | - | - | - | - | - |
| Intangible Assets | 1 140 | 954 | 764 | - | 458 | 464 | 486 |
| **Total Expenditure** | **111 455** | **115 335** | **122 014** | **142 978** | **167 362** | **175 638** | **184 547** |

**NB:**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| The totals (2015/16 to 2017/18) to the right differ from the ENE Template because of the payment for capital assets which is part of SAQA's budget, but it is not included on the "expenditure summary sheet"on the ENE Template from National Treasury | 108 039 | 112 702 | 117 417 | 142 978 | 167 362 | 175 638 | 184 547 |
| | 3 416 | 2 633 | 4 597 | | | | |
| | **3 416** | **2 633** | **4 597** | | | | |

| | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
|---|---|---|---|---|---|---|---|
| **Revenue:** | | | | | | | |
| | Audited | Audited | Audited | Budget | Medium-Term Estimate | | |
| | | | | | | | |
| Government Grant Income | 56 895 | 64 940 | 66 719 | 69 893 | 73 737 | 77 793 | 81 164 |
| Evaluation Fees DFQEAS | 23 765 | 36 927 | 37 599 | 49 020 | 48 000 | 49 939 | 53 177 |
| Income - Verifications | 8 682 | 10 418 | 9 819 | 16 122 | 37 000 | 38 850 | 40 715 |
| Rental Income | 1 218 | 1 037 | 1 099 | 882 | 375 | 394 | 413 |
| Sundry Income | 3 904 | 5 312 | 3 447 | 2 150 | 3 050 | 3 203 | 3 356 |
| Interest Received | 2 203 | 1 844 | 1 878 | 1 800 | 2 000 | 2 100 | 2 201 |
| Income from professional Bodies | - | - | 2 745 | 3 000 | 3 200 | 3 360 | 3 521 |
| Sale of fixed assets | 29 | 27 | - | - | - | - | |
| Savings and Income from Prior Year Carried Forward | - | - | - | 111 | - | - | |
| **TOTAL INCOME** | **96 696** | **120 505** | **123 306** | **142 978** | **167 362** | **175 639** | **184 547** |

### 9.2 Explanation of the Contribution of Resources towards Achievement of Outputs

The budget allocation per programme appears above. The current budget allocation does not include funding for automation or improving workflows. The existing human resources are sufficient to carry out SAQA's work. Once the President promulgates the NQF Amendment Act, SAQA will require additional human resources to manage the legal processes associated with the Registers for Misrepresented and Fraudulent Qualifications. By automating processes, SAQA hopes to maintain or reduce the human resources in the Registration, Verifications and Foreign Qualifications functions. The skills required in these areas will be different from the current capabilities, and SAQA is committed to re-training and up-skilling its staff to take on new functions.

The IT Directorate requires more resources to drive the Automation Project. If these resources are not available, then SAQA requires funds to contract service providers.

The NLRD's focus is on sourcing legacy learner records that are in paper format. SAQA will require additional funds to digitise these learner records before loading them on the NLRD.

## 10. Updated Key Risks

| Outcome | Key Risk | Risk Mitigation |
|---|---|---|
| We have a dynamic NQF that is responsive, adapts to, and supports the changing needs of life-long learning | ⏱ The NQF as a system does not function optimally.<br><br>⏱ The NQF does not respond to the needs of workers or learners.<br><br>⏱ Proposed changes to the NQF Amendment Act may cause further confusion and contestations. | ❋ Implement the System of Collaboration to resolve contestations. Strengthen the NQF Act to place SAQA as the apex body.<br>❋ Continue to engage with stakeholders to meet the needs of workers and learners in terms of the NQF.<br>❋ SAQA must ensure that it fully participates in the processes to amend the NQF Amendment Act. |
| We have visionary and influential leadership that drives a well-researched and clearly formulated NQF agenda | ⏱ Stakeholders fight for turf.<br>⏱ Each entity operates independently with its separate agenda.<br><br>⏱ There is little or no co-operation among stakeholders. | ❋ Fully implement the NQF Amendment Act.<br>❋ Strengthen SAQA's role through amendments to the NQF Act so that SAQA is the apex body with authority to drive a common agenda.<br>❋ Implement the System of Collaboration to resolve contestations. |
| We have well-articulated quality-assured qualifications and relevant professional designations that instil trust and meet the needs of the people | ⏱ Providers offer unregistered qualifications.<br><br>⏱ The NLRD does not contain all learner achievement records. | ❋ Take action against institutions and providers who offer unregistered qualifications (supported by the NQF Amendment Act).<br>❋ Put strategies in place to ensure that providers load learner records timeously on the NLRD and |

| Outcome | Key Risk | Risk Mitigation |
|---|---|---|
| | ☉ Qualifications are no longer recognised internationally.<br><br>☉ The NLRD contains "dirty data." | that old learner achievement records are digitised and loaded on the NLRD.<br>❈ Ensure that all qualifications registered on the NQF adhere to SAQA's Policy and Criteria.<br>❈ Put processes in place to remove duplicate data and data that does not conform to the NLRD specifications |
| We have a competent and capable team, dedicated and resourced to further develop and maintain the NQF | ☉ Limited funding does not allow SAQA to recruit skilled staff.<br>☉ Staff morale is low.<br><br>☉ Institutional memory is lost as skilled staff retire or leave.<br>☉ Not all staff are willing to accept change. | ❈ Ensure continuous learning and development of staff<br>❈ Implement SAQA's policy on Appreciation and Recognition<br>❈ Put systems in place to retain institutional memory<br>❈ Introduce staff training to assist with change management. |
| We have stakeholders and role-players who are aligned to deliver on the NQF | ☉ Each entity communicates different messages, which leads to confusion among stakeholders | ❈ Work with the NQF family to develop common messages |

## 11. Public Entities

N/A

## 12. Infrastructure Projects

N/A

## 13. Public Private Partnerships

N/A

## *Part D: Technical Indicator Description (TID)*

| Indicator Title | 1. An effective System of Collaboration and NQF structures |
|---|---|
| **Definition** | It requires visionary and influential leadership to ensure that the NQF family work in unison to achieve the objectives of the NQF. Visionary leaders identify areas for research and use the evidence gained from research to formulate an NQF agenda that supports an integrated and transparent NQF framework.<br><br>The NQF Amendment Act gives SAQA more powers than the NQF Act. However, the Amendment Act does not name SAQA as the apex body responsible for the NQF. SAQA must, therefore, work within its mandate to establish itself as the apex body for its visionary and influential leadership to work.<br><br>The object of the System of Collaboration is to guide the mutual relations of SAQA and the Quality Councils in such a manner as to promote constructive cooperation. The System of Collaboration also defines the roles and responsibilities of the collaboration structures and outlines what needs to be done if there is a dispute between SAQA and one of the QCs, or between two QCs.<br><br>The purpose of this indicator is to assess the effectiveness of the System of Collaboration and the NQF structures. |
| **Source of Data** | Reports emanating from the CEO Committee, CEO Committee Task Teams, CEO Sub-Committees and NQF Forum; and relevant correspondence and outcomes of joint initiatives. |
| **Method of calculation/assessment** | Information from the source data will be collated into a report annually and analysed for evidence of effective collaboration. The SAQA Board will consider this report before sending it to the Minister: HEST. |
| **Assumptions** | The CEO Committee continues to function in the same manner so that information is available for analysis and reporting. |
| **Disaggregation of beneficiaries (where applicable)** | N/A |
| **Spatial transformation (where applicable)** | N/A |

| Reporting cycle | Annual |
|---|---|
| Desired performance | The System of Collaboration and NQF structures work as they should and support the implementation of the NQF and the Amendment Act. |
| Indicator responsibility | Director: Office of the CEO |

| Indicator Title | 2. Evidence of advice provided to the Executive Authority |
|---|---|
| Definition | SAQA wants to have visionary and influential leadership that drives a well-researched and clearly formulated NQF agenda. SAQA will have achieved this outcome if it is seen and accepted as the apex body responsible for the NQF.  Currently, SAQA and the QCs advise the Minister independently.  Section 27f of the NQF Amendment Act, 2019 requires QCs to advise the Minister: HEST, in consultation with SAQA.  SAQA will implement this clause during this planning cycle.<br><br>The purpose of this indicator is to advise the Executive Authority on NQF matters as required. |
| Source of Data | Advice sent to the Executive Authority; requests for consultation on advice from QCs |
| Method of calculation/assessment | SAQA collates all advice provided to the Executive Authority annually |
| Assumptions | There will be a need for advice each year. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |

| Reporting cycle | Annual |
|---|---|
| Desired performance | The actual performance should equal the planned execution. |
| Indicator responsibility | Director: Office of the CEO |

| Indicator Title | 3. Compliance with the requirements of the NQF Act |
|---|---|
| Definition | The NQF Act was passed in 2008 and came into effect in June 2009.  SAQA is still dealing with some of the transitional issues from the SAQA Act, 1995 to the NQF Act, 2008.  This challenge exists because of SAQA's limited resources to deal with the problems and the differences in understandings of the NQF Act among entities in the NQF family.  The NQF Amendment Act, 2019 adds to this problem and further changes expected in the next five-year period will compound this further.<br><br>The purpose of this indicator is to produce a Progress Report on ending the transitional arrangements from the SAQA Act to the NQF Act. |
| Source of Data | Correspondence with Minister on recommending specific parts of the transitional arrangements to end; Minister's announcement of the end of the transitional arrangements. |
| Method of calculation/assessment | SAQA will produce an annual Progress Report on the ending of the transitional arrangements |
| Assumptions | The Minister will agree with SAQA's recommendations on the ending of the transitional arrangements; the QCs agree to end the transitional provisions. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |

| Reporting cycle | Annual |
|---|---|
| Desired performance | The transitional arrangements end as soon as possible. |
| Indicator responsibility | Director: Office of the CEO |

| Indicator Title | **4. Sufficient revenue to support SAQA's work** |
|---|---|
| Definition | SAQA's biggest challenge is financial sustainability.  The voted funds comprise only half of our conservative budget.  With a bigger baseline budget, SAQA will be able to achieve much more.  Many of our processes are manual, outdated and time-consuming.  We can automate processes; employ artificial intelligence to repetitive processes; improve our productivity; and develop innovative solutions to complex problems, with adequate resources.<br><br>SAQA hopes to raise R 300 million over the five years from sources other than the fiscus.<br><br>The purpose of this indicator is to develop a strategy to secure alternate funding. |
| Source of Data | SAQA's budget and Strategic Plan; information from the different directorates regarding possible paid-for services; possible donor funding for specific projects. |
| Method of calculation/assessment | SAQA will use the various sources of information to draft a strategy for alternate funding. |
| Assumptions | SAQA's service offerings are valued. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |

| Reporting cycle | Annual |
|---|---|
| Desired performance | The Strategy for Alternate Funding is developed and successfully implemented. |
| Indicator responsibility | Director: Finance and Administration; CEO; Director: DFQEAS; Director: Verification Project; Director: ACS; Director: Research; Director: Registration & Recognition; Director: International Liaison |

| Indicator Title | **5. SAQA's structure is aligned to deliver on its strategy** |
|---|---|
| Definition | People are required to implement the NQF.  Without the right people, skills and adequate resources, it would be challenging to implement the NQF.  SAQA also needs the right structure to support its strategy.<br><br>The purpose of this indicator is to re-design SAQA's structure to better suit delivery on its strategy. |
| Source of Data | Strategy; proposed re-structure to deliver on strategy; evidence of consultation with staff; evidence of REMCO recommendation and Board approval. |
| Method of calculation/assessment | Approved organisational development design developed after staff consultation. |
| Assumptions | The SAQA Board will be open to approving a new organisational structure. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual |
| Desired performance | The actual performance equals the targeted performance. |

| Indicator responsibility | Director: Human Resources and CEO |
|---|---|

| Indicator Title | **6. Implemented Staff capacity building programmes** |
|---|---|
| **Definition** | People are required to implement the NQF.  Without the right people and skills and adequate resources, it would be challenging to implement the NQF.<br><br>The purpose of this indicator is for every staff member to have at least two learning interventions per year |
| **Source of Data** | Records of learning interventions managed by HR. |
| **Method of calculation/assessment** | HR records each staff member's learning and development initiatives on a spreadsheet.  At the end of the year, HR analyses the information to confirm that all staff members engaged in at least two training and development initiatives. |
| **Assumptions** | Staff members on maternity or long term sick or study leave may not have completed two learning initiatives.  Staff members who joined SAQA during the year may not have completed two learning initiatives.  Training and development may be formal, informal or non-formal. |
| **Disaggregation of beneficiaries (where applicable)** | N/A |
| **Spatial transformation (where applicable)** | N/A |
| **Reporting cycle** | Annual |
| **Desired performance** | Every staff member has at least two learning interventions per year.  The actual performance should be higher than the targeted performance. |

| Indicator responsibility | Director: Human Resources |
|---|---|

| Indicator Title | **7a. Efficient electronic processes across SAQA** |
|---|---|
| **Definition** | Many of our processes are manual, outdated and time-consuming.  We can automate processes; employ artificial intelligence to repetitive processes; improve our productivity;  and develop innovative solutions to complex problems, with adequate resources.  SAQA's strategy is to remain current and relevant by employing ICT to streamline processes and to automate where possible. SAQA will, therefore, consider which processes across the organisation can be automated and put plans in place to automate them.<br><br>The purpose of this indicator is to develop Registers for professional designations; misrepresented qualifications and fraudulent qualifications. |
| **Source of Data** | Specifications for the Register of Professional designations will come from the NLRD.  The Register currently exists, but the NQF Act, 2008 as amended requires a separate Register for Professional Designations on the NLRD.<br><br>Specifications for the Registers of Misrepresented Qualifications and Fraudulent Qualifications will come from the Director: Office of the CEO.  The Director currently maintains an Excel spreadsheet of misrepresented qualifications.  This spreadsheet will inform the fields required in the Register.  The NQF Act 2008, as amended will inform the specifications for the Register of Fraudulent Qualifications. |
| **Method of calculation/assessment** | The IT directorate will use the information provided by the NLRD and Director: Office of the CEO to develop the specifications for the build of the Registers.  The Registers will form part of the NLRD. |
| **Assumptions** | There is sufficient budget and skills to build these Registers |
| **Disaggregation of beneficiaries (where applicable)** | N/A |
| **Spatial transformation (where applicable)** | N/A |

| Reporting cycle | Annual |
|---|---|
| Desired performance | The Registers are implemented before the end of the year. |
| Indicator responsibility | Director: IT with support from Director: NLRD and Director: Office of the CEO |

| Indicator Title | 7b. Efficient electronic processes across SAQA |
|---|---|
| Definition | Many of our processes are manual, outdated and time-consuming.  We can automate processes; employ artificial intelligence to repetitive processes; improve our productivity;  and develop innovative solutions to complex problems, with adequate resources.  SAQA's strategy is to remain current and relevant by employing ICT to streamline processes and to automate where possible. SAQA will, therefore, consider which processes across the organisation can be automated and put plans in place to automate them.<br><br>The purpose of this indicator is to conceptualise the system for the evaluation of foreign qualifications. |
| Source of Data | Specifications for the system will come from the Foreign Qualifications and Advisory Services Directorate.  There is a current system in place, but this system no longer meets the business needs. |
| Method of calculation/assessment | The IT directorate will use the information provided by the Foreign Qualifications and Advisory Services Directorate to develop the tender specifications and secure a service provider to spec and build the system. |
| Assumptions | There is sufficient budget to build a new system |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |

| Reporting cycle | Annual |
|---|---|
| Desired performance | The new evaluation syatem is built prior to the specified deadline and within budget. |
| Indicator responsibility | Director: IT with support from Director: DFQEAS |

| Indicator Title | 8. Integrated Tracking System for qualifications and part-qualifications |
|---|---|
| Definition | One of the reasons for delays in the registration process is that SAQA does not receive all the required information or SAQA receives incorrect information.  The root cause of this problem is that SAQA and the QCs use independent systems with which to carry out their work.  The NQF Act Implementation Evaluation highlighted the problem and recommended remedial action in the accompanying Improvement Plan.  The Improvement Plan lists as a deliverable, the development and implementation of an end-to-end workflow system that will allow providers to load information once for both SAQA and the QCs.  This intervention requires additional funding that DHET has committed to secure.<br><br>The purpose of this indicator is to conceptualise a workflow tracking system for qualifications and part-qualifications. |
| Source of Data | Consultations with the QCs and education and training providers, relevant SAQA and QC policies, existing systems at SAQA and the QCs |
| Method of calculation/assessment | SAQA will drive the process of developing the end-to-end workflow.  IT will set up a project team comprising SAQA and QC team members to provide inputs into the project.  SAQA must first scope the project and secure funding through DHET.  SAQA will then advertise the tender for a service provider to come on board. |
| Assumptions | Stakeholders buy into this initiative; DHET provides funding, and we can build one system that services the needs of all QCs and SAQA. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |

| Reporting cycle | Annual |
|---|---|
| Desired performance | SAQA builds the end-to-end workflow system as soon as possible. |
| Indicator responsibility | Director: IT and Director: Registration and Recognition |

| Indicator Title | **9. Stakeholders access simplified information about the NQF** |
|---|---|
| Definition | Stakeholders who criticise the NQF do so on the basis that the NQF is poorly understood.  SAQA's focus will be on promoting the NQF with simple and easy-to-understand language and tools so that stakeholders understand what the NQF is about and how it benefits them.<br><br>If stakeholders are seen to be interacting with information about the NQF, then it can be assumed that they know, understand and value the information.  SAQA provides NQF information to the public through various ways including new and traditional media, events and publications.<br><br>The purpose of this indicator is to implement four comprehensive campaigns aimed at informing the public about the NQF in a simple manner that is easy to understand. |
| Source of Data | The sources of data include plans, progress reports, statistics about reach and final campaign reports. |
| Method of calculation/assessment | Campaign reports will drawn up to show how the campaign was implemented, its reach (number of people reached) and the impact that it had. |
| Assumptions | If stakeholders interact with information about the NQF, then it can be assumed that they know, understand and see value in the information.  Only planned campaign activities will be monitored and reported on. |
| Disaggregation of beneficiaries (where applicable) | N/A |

| Spatial transformation (where applicable) | N/A |
|---|---|
| Reporting cycle | Quarterly progress and final reports against the annual target |
| Desired performance | Four comprehensive campaigns. The actual performance should exceed the expected performance. |
| Indicator responsibility | Director: Advocacy Communication and Support |

| Indicator Title | **10. An increasing number of learner achievements recorded on the NLRD** |
|---|---|
| Definition | Stakeholders who criticise the NQF do so on the basis that the NQF is poorly understood.  SAQA's focus will be on promoting the NQF with simple and easy-to-understand language and tools so that stakeholders understand what the NQF is about and how it benefits them.<br><br>The National Learners' Records Database (NLRD) is the largest and only official database of the NQF.  Among other sets of information, the NLRD contains learner achievement data.  The growth in the learner achievement data is a reflection of the NQF working for the people.  The NLRD is an indicator of learners' benefitting from the NQF.  The NQF Amendment Act, once promulgated, makes it a requirement for QCs to load all learner achievement data on the NLRD within 30 days of it being in the public domain.<br><br>The purpose of this indicator is to ensure that the NLRD contains 20 000 000 or more learner achievements. |
| Source of Data | Quality Councils and information partners such as SETAs and professional bodies that load data onto the NLRD |
| Method of calculation/assessment | A report is drawn annually on the total number of learner achievements on the NLRD and compared to the previous year's learner achievement data.  The NLRD should load one million or more learner achievements each year. |
| Assumptions | QCs, professional bodies and information partners continue to load data on the NLRD, in compliance with the NQF Act and the NQF Amendment Act once promulgated.   Data cleaning does not result in net negative growth in numbers |

| Disaggregation of beneficiaries (where applicable) | N/A |
|---|---|
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Quarterly achievements accumulating to the annual target |
| Desired performance | The NLRD reflects 20 million or more learner achievements.  The actual performance should exceed the targeted performance. |
| Indicator responsibility | Director: NLRD |

| Indicator Title | 11. Streamlined processes and improved turnaround times |
|---|---|
| Definition | One of the reasons why the registration process experiences delays are that SAQA does not receive all the required information or SAQA receives incorrect information.  The root cause of this problem is that SAQA and the QCs use independent systems with which to carry out their work.  The NQF Act Implementation Evaluation highlighted the problem and recommended remedial action in the accompanying Improvement Plan.  The Improvement Plan lists as a deliverable, the development and implementation of an end-to-end workflow system that will allow providers to load information once for both SAQA and the QCs.  This intervention requires additional funding that DHET has committed to secure.<br><br>The purpose of this indicator is to register qualifications recommended by QCs that meet all SAQA's criteria within four months of submission.  This timeline will progressively reduce until SAQA is able to register qualifications within 3 weeks. |
| Source of Data | Standard Operating Procedures (SOP) for registering qualifications and part-qualifications on the NQF; Checklist for evaluating recommended qualifications |
| Method of calculation/assessment | The project team will begin to automate the processes listed in the SOP and Checklist so that they can process qualifications faster.  The project will be successful if most processes are automated and if the turnaround times improve reach 3 weeks. |

| | |
|---|---|
| **Assumptions** | Some processes still require manual intervention, and there may, therefore, be a limit to how much the turnaround times may be improved. |
| **Disaggregation of beneficiaries (where applicable)** | N/A |
| **Spatial transformation (where applicable)** | N/A |
| **Reporting cycle** | Quarterly |
| **Desired performance** | It is desirable if the team completes the process automation ahead of schedule |
| **Indicator responsibility** | Director: Registration and Recognition; Director: NLRD; Director: IT |

| | |
|---|---|
| **Indicator Title** | **12. Increased number of national qualifications and part-qualifications registered on the NQF** |
| **Definition** | The National Plan for PSET lists "A simplified National Qualifications Framework (NQF)" as Outcome 1.3. The Plan lists one of the strategies to address this issue as "The sub-frameworks, in particular, the higher education qualifications sub-framework (HEQSF) and the occupational qualifications sub-framework (OQSF), should be reviewed to ensure alignment and reduce the proliferation of programmes leading to qualifications." Outcome 1.4 is "Increased articulation for students between and within the NQF sub-frameworks, and between and within institutions".

The purpose of this indicator is to produce a concept paper on the registration of national qualifications on the NQF in consultation with the 3 QCs. National qualifications will address the problems of proliferation and articulation. |
| **Source of Data** | Desktop research, workshops with QCs and providers |
| **Method of calculation/assessment** | The team will conduct desktop research and formulate a draft concept document. The team will workshop this draft document first with the 3 QCs and then with education and training providers. The team will consider all the inputs before finalising the concept paper. |
| **Assumptions** | QCs and providers buy into the idea of national qualifications |

| Disaggregation of beneficiaries (where applicable) | N/A |
|---|---|
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Quarterly |
| Desired performance | It is preferred if the team completes the concept paper ahead of schedule |
| Indicator responsibility | Director: Registration and Recognition |

| Indicator Title | **13. Increased number of qualifications that articulate across Sub-Frameworks** |
|---|---|
| **Definition** | The public can trust the NQF because of its transparency.  SAQA publishes information about registered qualifications and its associated information on its website.  If qualifications articulate well, then people can progress within education, training and the workplace.<br><br>The National Plan for PSET lists Outcome 1.4 as "Increased articulation for students between and within the NQF sub-frameworks, and between and within institutions".   While SAQA ensures that qualifications registered on the NQF have articulation options, some qualifications do not include articulation options.<br><br>The Minister's Articulation Policy supports the idea of systemic, specific and individual Articulation pathways.  SAQA will not register a qualification that does not have clear Articulation pathways.  SAQA published the Policy and Criteria for registering a Qualification and Part-Qualification on the NQF in March 2013.<br><br>The purpose of this indicator is to identify qualifications already registered on the NQF after 1 January 2014 that do not have articulation options and request the missing information from QCs. |

| Source of Data | The NLRD.    SAQA should establish how many qualifications it registered from 1 January 2014 do not have articulation options.  SAQA must source the missing Articulation options for these qualifications from QCs and update the NLRD. |
|---|---|
| Method of calculation/assessment | Create a spreadsheet with the qualifications with no articulation options and track progress until the articulation options appear on the NLRD.  SAQA will achieve the target once all qualifications registered from 1 January 2014 have articulation options. |
| Assumptions | Quality Councils provide the missing information when SAQA requests it. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual accumulated progress against the five-year target |
| Desired performance | All qualifications registered on the NQF after 1 January 2014 have at least one Articulation pathway within or across Sub-Frameworks.  Actual performance should equal the targeted performance. |
| Indicator responsibility | Director: Registration and Recognition supported by Director: NLRD |

| Indicator Title | **14. A clearly defined role of a professional body** |
|---|---|
| Definition | The public can trust the NQF because of its transparency.  SAQA publishes information about recognised professional bodies and registered professional designations on its website.  Qualifications underlie professional designations. SAQA does not fully understand the differences between statutory and non-statutory professional bodies in the changing NQF context.  This impacts on SAQA's ability to recognise professional bodies, register their designations and provide services to them.  If SAQA is clear about this, then it will better market its services to professional bodies and ensure that the registered designations meet the needs of the people.<br><br>The most significant challenge is to resolve the issue of old legislation that governs statutory professional bodies, which conflicts with the NQF Act.  The risk to SAQA is that statutory bodies encroach on SAQA's role or are in conflict with the |

| | |
|---|---|
| | Quality Councils, and these matters require the courts to resolve them. As a result, SAQA becomes embroiled in unnecessary litigation. At the NQF Stakeholders Forum held on 2 March 2019, the previous Minister of Higher Education and Training, recommended to setting up a Ministerial Task Team to resolve this matter. SAQA hopes that the current Minister of Higher Education, Science and Technology, takes up this baton. The purpose of this indicator is to research the roles of statutory and non-statutory professional bodies. |
| **Source of Data** | Desktop research and a survey |
| **Method of calculation/assessment** | The Research Directorate must produce a report that clearly defines the roles of statutory and non-statutory professional bodies. SAQA must use the research findings to amend the Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation. The deliverables are the report on research findings and the amended Policy and Criteria. |
| **Assumptions** | All professional bodies show display characteristics of being either a statutory or a non-statutory professional body. |
| **Disaggregation of beneficiaries (where applicable)** | N/A |
| **Spatial transformation (where applicable)** | N/A |
| **Reporting cycle** | Annual |
| **Desired performance** | There is a Report that clearly defines the roles of statutory and non-statutory professional bodies. SAQA uses this Report to amend the Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation. The actual performance should equal the targeted performance. |
| **Indicator responsibility** | Director: Registration and recognition; Director: Research |

| Indicator Title | 15. Access and use of NLRD information |
|---|---|
| Definition | The NLRD is a national treasure in that it is the largest and only official database for all records of learning.  QCs are expected to load learner records onto the NLRD within 30 days of the data being quality assured.  The NLRD also contains registers of all registered qualifications and part-qualifications, providers who are accredited to offer these qualifications and a separate register for professional designations.  All the registers of the NLRD that comply with the Protection of Personal Information (POPI) Act are available to the public through SAQA's website.

The NQF Amendment Act provides for the referral of all qualifications or part-qualifications presented for study, employment or appointment to SAQA for verification if it is not on the NLRD.

The purpose of this indicator is to make the public  information on the NLRD easily accessible and usable by all stakeholders |
| Source of Data | NLRD information |
| Method of calculation/assessment | SAQA will revamp the public databases on SAQA's website so that they are easily accessible and usable by stakeholders. Some stakeholders find the current databases difficult to find and manipulate. |
| Assumptions | There is sufficient funding for this project |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual |

| Desired performance | The NLRD databases are easy to locate on SAQA's website and simple to use |
|---|---|
| Indicator responsibility | Director: NLRD supported by the Director: Advocacy, Communication and Support and the Director: IT |

| Indicator Title | **16. Percentage completeness of learner achievement data on the NLRD** |
|---|---|
| Definition | The most significant challenge of the NLRD is the incomplete or missing data sets on the NLRD.  Since the NLRD is the official management information system of the NQF, it is critical to ensure that the NLRD has a complete set of all learner achievements.  SAQA will meet this objective if:<br>(i)      SAQA ensures that the QCs, through their data suppliers, load information onto the NLRD timeously; and<br>(ii)     SAQA locates historical records, digitises these records and loads them onto the NLRD.<br>This process requires additional resources.  SAQA has sourced some funds from the ETDP SETA for the digitisation project.<br><br>The purpose of this indicator is for 80% or more of legacy learner achievements to be digitised and loaded on the NLRD |
| Source of Data | QCs, higher education institutions, private providers |
| Method of calculation/assessment | SAQA will source physical records of learning from QCs, private providers and higher education institutions, digitise those records not digitised by other institutions, and load them on the NLRD.<br><br>% completeness: x/y ≥80%; where x is the number of records found on the NLRD through the national verifications process and y is the total number of national qualification records verified. |
| Assumptions | SAQA has sufficient funding for this project; SAQA can locate these legacy records. |
| Disaggregation of beneficiaries (where applicable) | N/A |

| Spatial transformation (where applicable) | N/A |
|---|---|
| Reporting cycle | Quarterly |
| Desired performance | The actual performance should exceed the planned performance |
| Indicator responsibility | Director: NLRD |

| Indicator Title | **17. Learner achievement records loaded within 30 days of records being made public** |
|---|---|
| Definition | The NLRD is a national treasure in that it is the largest and only official database for all records of learning.  The NQF Amendment Act requires QCs to load learner records onto the NLRD within 30 days of the data being quality assured.<br><br>The purpose of this indicator is to ensure that QCs load learner achievement records on the NLRD within 30 working days of records being made public. |
| Source of Data | QC or their information partner data loads |
| Method of calculation/assessment | SAQA will monitor the release of learner results to the public and ensure that QCs and their information partners load these records on the NLRD within 30 days of the information being in public. |
| Assumptions | QCs and information partners accept the legal requirement |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |

| Reporting cycle | Quarterly |
|---|---|
| Desired performance | The actual performance should equal or exceed the planned performance. |
| Indicator responsibility | Director: NLRD |

| Indicator Title | 18. Percentage completeness of learner achievement data from professional bodies on the NLRD |
|---|---|
| Definition | The NQF Amendment Act requires SAQA to develop a separate register for professional designations on the NLRD. SAQA's Policy and Criteria for recognising professional bodies require professional bodies to load their professional designation achievement data on the NLRD, at least once a year.  Failure to comply with may result in SAQA de-recognising the professional body.<br><br>The purpose of this indicator is to ensure that all recognised professional bodies load professional designation achievements that meet the requirements, on the NLRD |
| Source of Data | NLRD data loads, information about recognised professional bodies from the Registration and Recognition Directorate |
| Method of calculation/assessment | The NLRD team draw quarterly reports on data loads by professional bodies and compares this list against the list of recognised professional bodies.  The team follow up with professional bodies who did not load data and report those professional bodies that did not load data during the financial year to the Registration and Recognition directorate. All recognised professional bodies x should load data (y) at least once a year.   y≥x |
| Assumptions | Professional bodies load complete sets of data each time. |
| Disaggregation of beneficiaries (where applicable) | N/A |

| Spatial transformation (where applicable) | N/A |
|---|---|
| Reporting cycle | Quarterly – accumulated to annual |
| Desired performance | The actual performance should equal or exceed the expected performance. |
| Indicator responsibility | Director: NLRD with support from Director: Registration and Recognition |

| Indicator Title | **19.1 Updated Registers of Misrepresented and Fraudulent Qualifications** |
|---|---|
| Definition | The NQF Amendment Act provides for the establishment of the Registers of Misrepresented and Fraudulent Qualifications.  SAQA must establish these Registers in these five years.  Before implementing the Registers, SAQA must develop a Policy on the Misrepresentation of Qualifications that is in line with the NQF Amendment Act.<br><br>The purpose of this indicator is to develop and publish the Policy on the Misrepresentation of Qualifications. |
| Source of Data | The NQF Amendment Act; stakeholder feedback on the draft Policy that SAQA published for public comment in 2017; relevant NQF policies, the POPI Act |
| Method of calculation/assessment | SAQA will consider all the data sources and finalise the Policy on the Misrepresentation of Qualifications |
| Assumptions | The NQF Amendment Act will be revised to clear up all confusion in definitions |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |

| Reporting cycle | Annual |
|---|---|
| Desired performance | The actual performance should equal the planned performance |
| Indicator responsibility | Director: Office of the CEO |

| Indicator Title | **19.2 Updated Registers of Misrepresented and Fraudulent Qualifications** |
|---|---|
| Definition | The NQF Amendment Act provides for the establishment of the Registers of Misrepresented and Fraudulent Qualifications.  SAQA must establish these Registers in these five years.<br><br>The purpose of this indicator is to update the Register of Misrepresented Qualifications |
| Source of Data | Misrepresented qualification data loads from the Verifications Project, Foreign Qualifications Evaluation and Advisory Services, QCTO, Umalusi and CHE |
| Method of calculation/assessment | The data sources load data onto the NLRD according to the NLRD specifications, monthly.  The NLRD database administrator cleans the information by removing duplicate data and ensuring that the data sources filled in all the compulsory fields, before uploading the information onto the Register of Misrepresented Qualifications.  The Registrar (title to be confirmed) of Misrepresented Qualifications confirms the information before the administrator updates the Register. |
| Assumptions | The data sources confirmed the accuracy of the data before loading it onto the NLRD |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Quarterly |

| Desired performance | The actual performance should equal the expected performance |
|---|---|
| **Indicator responsibility** | Director: NLRD with support from the Director: Office of the CEO, Director: Verifications Project and the CEO |

| Indicator Title | **19.3 Updated Registers of Misrepresented and Fraudulent Qualifications** |
|---|---|
| **Definition** | The NQF Amendment Act provides for the establishment of the Registers of Misrepresented and Fraudulent Qualifications.  SAQA must establish these Registers in these five years.<br>The purpose of this indicator is to update the Register of Fraudulent Qualifications. |
| **Source of Data** | Department of Justice |
| **Method of calculation/assessment** | Only a court of law can determine if a qualification is fraudulent.  The Department of Justice will collate information about fraudulent qualifications from each of its courts and provide the information to SAQA. |
| **Assumptions** | The Department of Justice will cooperate with SAQA |
| **Disaggregation of beneficiaries (where applicable)** | N/A |
| **Spatial transformation (where applicable)** | N/A |
| **Reporting cycle** | Annual |
| **Desired performance** | The actual performance should exceed the expected performance.  The performance can exceed expectations if the DOJ provides SAQA with regular updates. |
| **Indicator responsibility** | Director: NLRD with support from the Director: Office of the CEO, Director: Verifications Project and the CEO |

| Indicator Title | 20. A Verification service used by employers and institutions |
|---|---|
| Definition | The NQF Amendment Act provides for the referral of all qualifications or part-qualifications presented for study, employment or appointment to SAQA for verification or evaluation. Learner achievements on the NLRD are used to verify national qualification achievements.<br><br>The qualifications of persons seeking employment and further study must be verified for correctness to aid employment appointments.  Applications for verification are received mainly from organisations that have shortlisted candidates for jobs.  Applications are made on a specific template.  Generally, applications are received in batches which vary in size from a single application to several hundreds of applications.<br><br>The purpose of this indicator is to complete all applications received for the verification of national qualifications within 20 working days. |
| Source of Data | Email applications from clients; NLRD; other data sources if the information is not on the NLRD |
| Method of calculation/assessment | Applications are made by completing the *Individual Verifications List for SAQA: NLRD* spreadsheet and emailing the request for verification services to verifications@saqa.co.za . The *Individual Verifications List for SAQA: NLRD* spreadsheet is made available to the government departments / organisations who wish to use SAQA's Verification services on the SAQA website.  Applications are received via email.  Each application is opened and checked for completeness of all the fields on the *Individual Verifications List for SAQA: NLRD* spreadsheet and checklist.  This is required to proceed with the verification.  Those applications that are incomplete are returned to the applicant.  Those that meet the criteria are captured on the Verifications database and assigned to a batch verifier to commence with the verifications process.  All verification requests must be completed and the results presented to the client within 20 working days of being captured on the Verifications Database. |
| Assumptions | It is assumed that most clients will request the normal verification service.  In cases where clients request their results in a shorter time and pay the premium rate for the faster service, then these service standards and timelines must be adhered to. |

| Disaggregation of beneficiaries (where applicable) | N/A |
|---|---|
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Quarterly accumulated to the annual target |
| Desired performance | The actual performance should equal or exceed the expected performance |
| Indicator responsibility | Director: Verifications Project |

| Indicator Title | **21. Articulation from foreign systems into South Africa takes place** |
|---|---|
| Definition | The NQF Act 2008, as amended, provides for the referral of all qualifications or part-qualifications presented for study, employment or appointment to SAQA for verification or evaluation. Learner achievements on the NLRD are used to verify national qualification achievements.<br><br>The purpose of this indicator is to ensure the future measurement of the actual extent to which evaluated foreign qualifications enables articulation from foreign education and training systems into the South African educational and work environments. |
| Source of Data | Survey of foreign nationals in South Africa |
| Method of calculation/assessment | The directorate will conceptualise and develop a survey instrument for foreign nationals who have used SAQA's Evaluation services.  This instrument will be designed to establish the success of foreign nationals in terms of accessing further study or employment opportunities. |
| Assumptions | An adequate number of foreign nationals in the selected sample will participate in the survey to make the results representative. |
| Disaggregation of beneficiaries (where applicable) | N/A |

| Spatial transformation (where applicable) | N/A |
|---|---|
| Reporting cycle | Annually |
| Desired performance | The results indicate a moderate to high participation in the educational and work environments. |
| Indicator responsibility | Director: Foreign Qualifications Evaluation and Advisory Service |

| Indicator Title | **22. The evaluation criteria align with the current legislative and policy context** |
|---|---|
| Definition | The NQF Act 2008, as amended, provides for the referral of all qualifications or part-qualifications presented for study, employment or appointment to SAQA for verification or evaluation.  SAQA is the only body that is mandated to evaluate foreign qualifications.<br><br>The purpose of this indicator is to develop evaluation criteria in line with the current legislative and policy context.  This will ultimately result in an amended Policy and Criteria document. |
| Source of Data | Documentary evidence of the development of criteria |
| Method of calculation/assessment | Evidence of amendments to the current criteria that are aligned to the NQF Act, 2008, as amended, and other important policy documents will be examined.  These amendments will find expression in the amended Policy and Criteria for Evaluating Foreign Qualifications in the South African Context. |
| Assumptions | The Directorate identified the correct and complete set of legislative and policy documents for the alignment exercise |
| Disaggregation of beneficiaries (where applicable) | N/A |

| Spatial transformation (where applicable) | N/A |
|---|---|
| Reporting cycle | Quarterly |
| Desired performance | The Board approves the amendments to the criteria |
| Indicator responsibility | Director: Foreign Qualifications Evaluation and Advisory Service |

| Indicator Title | 23. Number of policies reviewed |
|---|---|
| Definition | A dynamic NQF facilitates access to, and mobility and progression within education, training and career paths.<br><br>There are several NQF Policies that SAQA developed during the last strategic cycle.   For South Africa to have a dynamic NQF that is responsive, adapts to, and supports the changing needs of life-long learning, the NQF policies must reflect current dynamics.  This indicator is, therefore, about ensuring that NQF Policies are regularly reviewed and updated to reflect changes in the needs of learners and workers.<br><br>The purpose of this indicator is to review one NQF policy |
| Source of Data | The Research Directorate will conduct research that will inform possible amendments to the Policies.  The team responsible for amending the Policy will consider the recommendations made by the Research team in their proposed changes.  Evidence of changes are the published revised Policies and working documents leading up to the final approved revised Policies. |
| Method of calculation/assessment | Successful performance means a published amended Policy. |
| Assumptions | SAQA consulted its stakeholders during the review phase. |
| Disaggregation of beneficiaries (where applicable) | N/A |

| Spatial transformation (where applicable) | N/A |
|---|---|
| **Reporting cycle** | Annual progress against the five-year target |
| **Desired performance** | Review five NQF Policies and amend them as required over the five years.  It is desirable to exceed the target in any given year if circumstances warrant more immediate policy amendments. |
| **Indicator responsibility** | Director: International Liaison; Director: Research |

| Indicator Title | **24. The implementation of the amended policies is monitored** |
|---|---|
| **Definition** | A dynamic NQF facilitates access to, and mobility and progression within education, training and career paths.<br>It is not enough for SAQA to publish policies.  SAQA must also ensure that stakeholders implement these policies.<br><br>The purpose of this indicator is to monitor the implementation of the amended policies. |
| **Source of Data** | Tracking for Articulation, CAT and RPL; NQF Impact Studies; applications for professional body recognition; recommendations for qualification registration; application of policies in the Verifications Project and the Foreign Qualifications Evaluation unit; and other available sources. |
| **Method of calculation/assessment** | SAQA will generate a report on the implementation of the amended NQF Policies based on the information from the different sources. |
| **Assumptions** | SAQA's communication about the amended Policies reach all stakeholders |
| **Disaggregation of beneficiaries (where applicable)** | N/A |
| **Spatial transformation (where applicable)** | N/A |

| Reporting cycle | Annual – no target set for 2020/21 |
|---|---|
| Desired performance | SAQA monitors implementation of the amended policies one year after its implementation.  The actual performance should equal the targeted performance. |
| Indicator responsibility | Director: International Liaison; Director: Research |

| Indicator Title | **25.1 Findings and recommendations of NQF-related research** |
|---|---|
| Definition | One of SAQA's outcomes is to have a dynamic NQF that is responsive, adapts to, and supports the changing needs of life-long learning.  SAQA has put initiatives in place to achieve this outcome.  However, SAQA will only know if its initiatives made a difference if SAQA conducts research.<br><br>The purpose of this indicator is to produce a progress report on the Draft 2021 NQF Impact Study  Report |
| Source of Data | Analyses of the data obtained |
| Method of calculation/assessment | Information from various sources is used to measure the impact of aspects of the NQF on education and training in line with the approved theoretical frameworks |
| Assumptions | SAQA can only use available data and cannot measure some aspects because of the lack of data |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual |
| Desired performance | SAQA produces a progress report on the 2021 NQF Impact Study |

| Indicator responsibility | Director: Research |
|---|---|

| Indicator Title | **25.2 Findings and recommendations of NQF-related research** |
|---|---|
| Definition | One of SAQA's outcomes is to have a dynamic NQF that is responsive, adapts to, and supports the changing needs of life-long learning.  SAQA has put initiatives in place to achieve this outcome.  However, SAQA will only know if its initiatives made a difference if SAQA conducts research.  SAQA engages with research partners to conduct specific research over a multi-year period.<br><br>The purpose of this indicator is to establish a new research partnership. |
| Source of Data | Proposals from different universities and potential research partners |
| Method of calculation/assessment | SAQA will advertise for a new research partner and evaluate all the proposals it receives against the specifications it provided.  SAQA will enter into a partnership with the provider who submitted the best proposal. |
| Assumptions | The research partner with the best proposal will be a suitable research partner for SAQA |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual |
| Desired performance | SAQA must finalise and sign the research partnership agreement before the year ends |

| Indicator responsibility | Director: Research |
|---|---|

| Indicator Title | **26. Record of RPL, CAT and Articulation initiatives** |
|---|---|
| Definition | A dynamic NQF facilitates access to, and mobility and progression within education, training and career paths.<br>It is not enough for SAQA to publish policies.  SAQA must also ensure that stakeholders implement these policies.<br><br>The purpose of this indicator is to provide the Minister with a report on progress made by SAQA and the QCs in implementing the Articulation Policy. |
| Source of Data | SAQA, DHET and the QCs reports |
| Method of calculation/assessment | SAQA, DHET and the QCs each produce a report on their Articulation activities.  SAQA uses these reports to compile the consolidated report for the Minister: HEST.  The consolidated report is first approved by the SAQA Board before being sent to the Minister by the end of April each year. |
| Assumptions | Sufficient funding is available to implement the Articulation Policy |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual |
| Desired performance | SAQA completes the consolidate report for the Minister and sends it within 30 days after the financial year-end. |
| Indicator responsibility | Director: Office of the CEO |

| Indicator Title | 27. Prominent national, regional and global standing |
|---|---|
| Definition | SAQA, as the custodian of the NQF and its values, strives for a world-class NQF that is well understood and benefits all stakeholders. As such, SAQA plays an important role globally, regionally and specifically within SADC. SAQA strives to continuously keep up to date with the latest international trends in NQFs and to benchmark South Africa's NQF against those of other countries. SAQA also has a lot to teach the world about NQFs since South Africa has one of the oldest NQFs in the world.<br><br>The purpose of this indicator is to identify and implement two initiatives to promote the SA NQF internationally |
| Source of Data | Seminar and workshop reports, presentations, participation in international events, papers written for the global market, contributions to global or regional reports |
| Method of calculation/assessment | SAQA will consider all the source information and provide reports on its initiatives to promote the SA NQF internationally |
| Assumptions | SAQA will continue to participate in international events |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual |
| Desired performance | The actual performance should equal or exceed the expected performance |

| Indicator responsibility | Director: International Liaison; Director: Research and CEO |
|---|---|

| Indicator Title | 28. Informed stakeholders |
|---|---|
| Definition | SAQA, as the custodian of the NQF and its values, strives for a world-class NQF that is well understood and benefits all stakeholders.  As such, SAQA plays an important role globally, regionally and specifically within SADC.  SAQA strives to continuously keep up to date with the latest international trends in NQFs and to benchmark South Africa's NQF against those of other countries.  The NQF Amendment Act gives SAQA the mandate to inform the QCs and other interested parties about international practice in the development and management of qualifications frameworks.<br><br>The purpose of this indicator is to identify and implement at least two initiatives to share international best practice with stakeholders |
| Source of Data | Reports and articles from international events and publications |
| Method of calculation/assessment | SAQA informs the QCs about international best practice through its quarterly reports to the CEO Committee.  SAQA also shares international best practice with stakeholders through various platforms. |
| Assumptions | Stakeholders understand and use the information that SAQA provides |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual |
| Desired performance | The actual performance equals or exceeds the expected performance. |

| Indicator responsibility | Director: International Liaison |
|---|---|

| Indicator Title | **29. Recognition of international studies** |
|---|---|
| **Definition** | The President ratified the Addis Convention in 2019 and deposited the instrument with UNESCO. SAQA must be ready to implement the Addis Convention as soon as it comes into effect.<br><br>The purpose of this indicator is to develop an implementation plan and implement the plan for the Addis Convention |
| **Source of Data** | Addis Convention, SAQA's Policy and Criteria for evaluating foreign qualifications |
| **Method of calculation/assessment** | SAQA will use the source documents to develop a plan to implement the Addis Convention. |
| **Assumptions** | The Addis Convention will come into effect within these five years |
| **Disaggregation of beneficiaries (where applicable)** | N/A |
| **Spatial transformation (where applicable)** | N/A |
| **Reporting cycle** | Annual |
| **Desired performance** | The actual performance should equal the expected performance |
| **Indicator responsibility** | Director: International Liaison; Director: Foreign Qualifications Evaluation and Advisory Service |

## *Annexures to the Annual Performance Plan*

### Annexure A: Amendments to the Strategic Plan

There are no amendments during this period.

### Annexure B: Conditional Grants

| Name of Grant | Purpose | Outputs | Current Annual Budget (R'000) | Period of Grant |
|---|---|---|---|---|
| N/A | N/A | N/A | N/A | N/A |

### Annexure C: Consolidated Indicators

| Institution | Outputs | Output Indicator | Target | Data Source |
|---|---|---|---|---|
| N/A | N/A | N/A | N/A | N/A |