

National Qualifications Framework

21 years and counting...



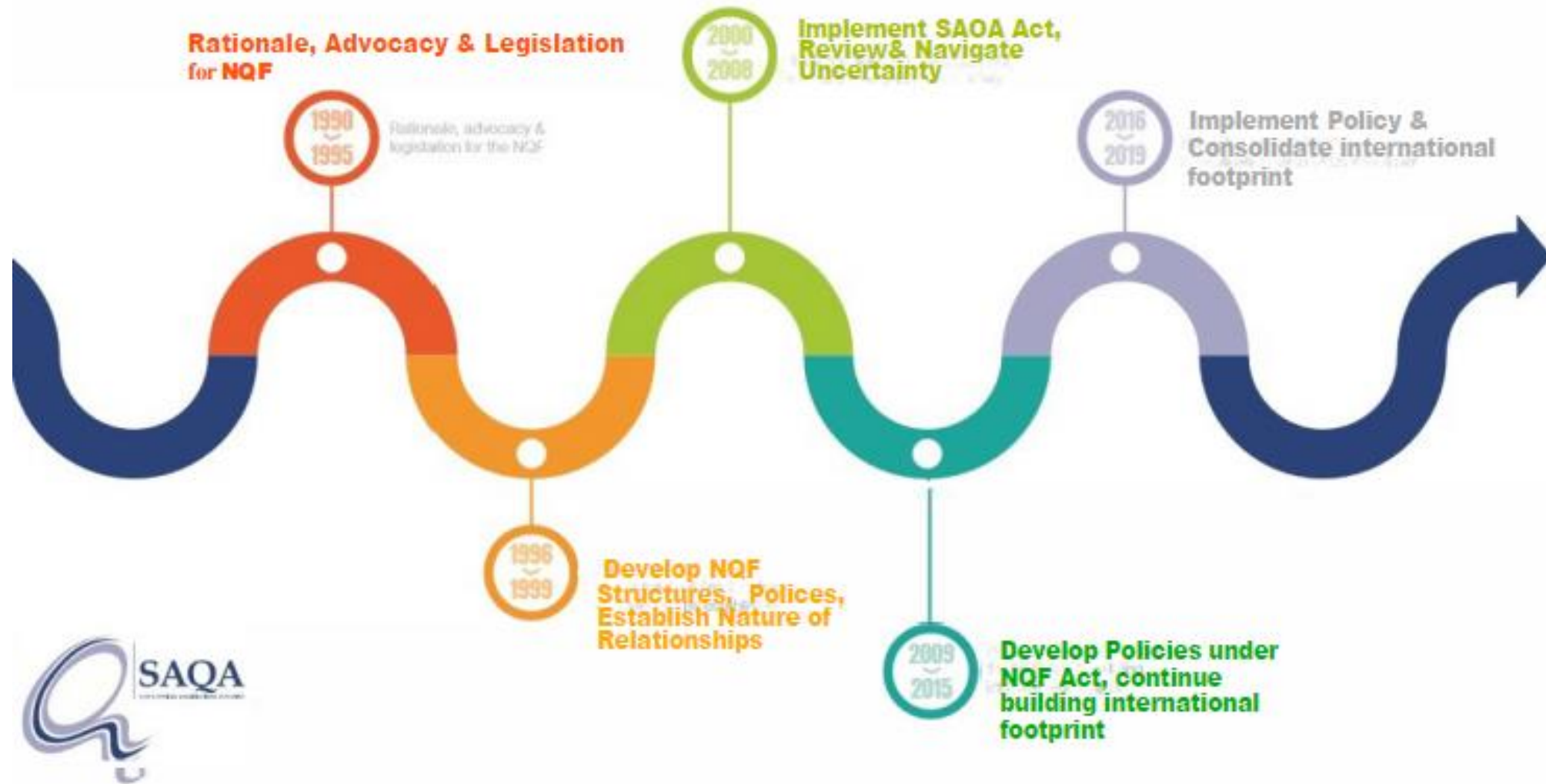
Background



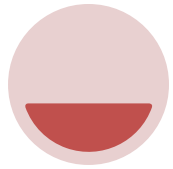
The NQF road was made
by walking reflectively,
accountably and boldly

- Samuel Isaacs

21 YEARS OF THE SOUTH AFRICAN NQF

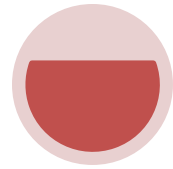


Highlights (1990 – 1995)



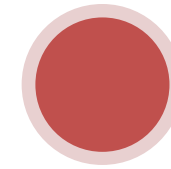
1992

- Democratic participation
- integration of education and training;
- a single Ministry of Education and Training;
- NQF



1994

- Democratic participation;
- Integrated approach to education and training;
- a Ministry of Education and
- a Ministry of Labour (training)
- a NQF



1995

Legislation:
establishes a
body to
develop and
establish a NQF

Learning outcomes
approach
7 critical cross-field
5 developmental
outcomes

Highlights (1996 – 1999)



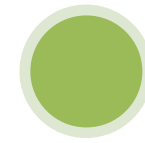
1996



1997



1998



1999

- NQF as Social Construct: Democratic participation, intellectual scrutiny adequate resourcing.
- Legislation of sister structures passed.
- SAQA Structures, Policies, set up and implementation begins;
- Limited funding from government and seek and receive funding from donors

Highlights (2000 – 2008)



2000

- Implemented Standards Setting
- Quality Assurance systems;
- Established Electronic Information Management System of the NQF



2001



2002/03

Report by
Study Team
Inter-
departmental



2004

6 808 existing qualifications accepted for interim registration on the NQF;
Registered 39 new qualifications and 600 unit standards on the NQF;
EU Funding ends and government takes over bulk of funding



2007

Joint Statement
by Ministers of
Education and
Labour



2008
Passed
NQF Act;

Changes to the
GENFETQA Act, Skills
Development Act and
the Higher Education
Act, including
establishment of the
Quality Council for
Trades and
Occupation

Highlights (2009 – 2015)



Higher Education and Training and Basic Education

Green Paper on Post-School Education and Training published

White Paper on Post-School Education and Training published (2013)

Development of policies under NQF Act

Highlights (2016 – 2019)



2016

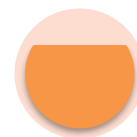
**20 years of
SAQA**

African
Qualifications
Verification
Network
launched;
hosted Annual
Meeting of the
GDN;



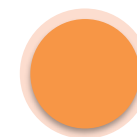
2017

Re-launched
SADC
Qualifications
Framework
Launched the
SADC
Qualifications
Verifications
Network



2018

Published NQF
Act
Implementation
Evaluation
Report
Develop
Improvement
Plan



2019

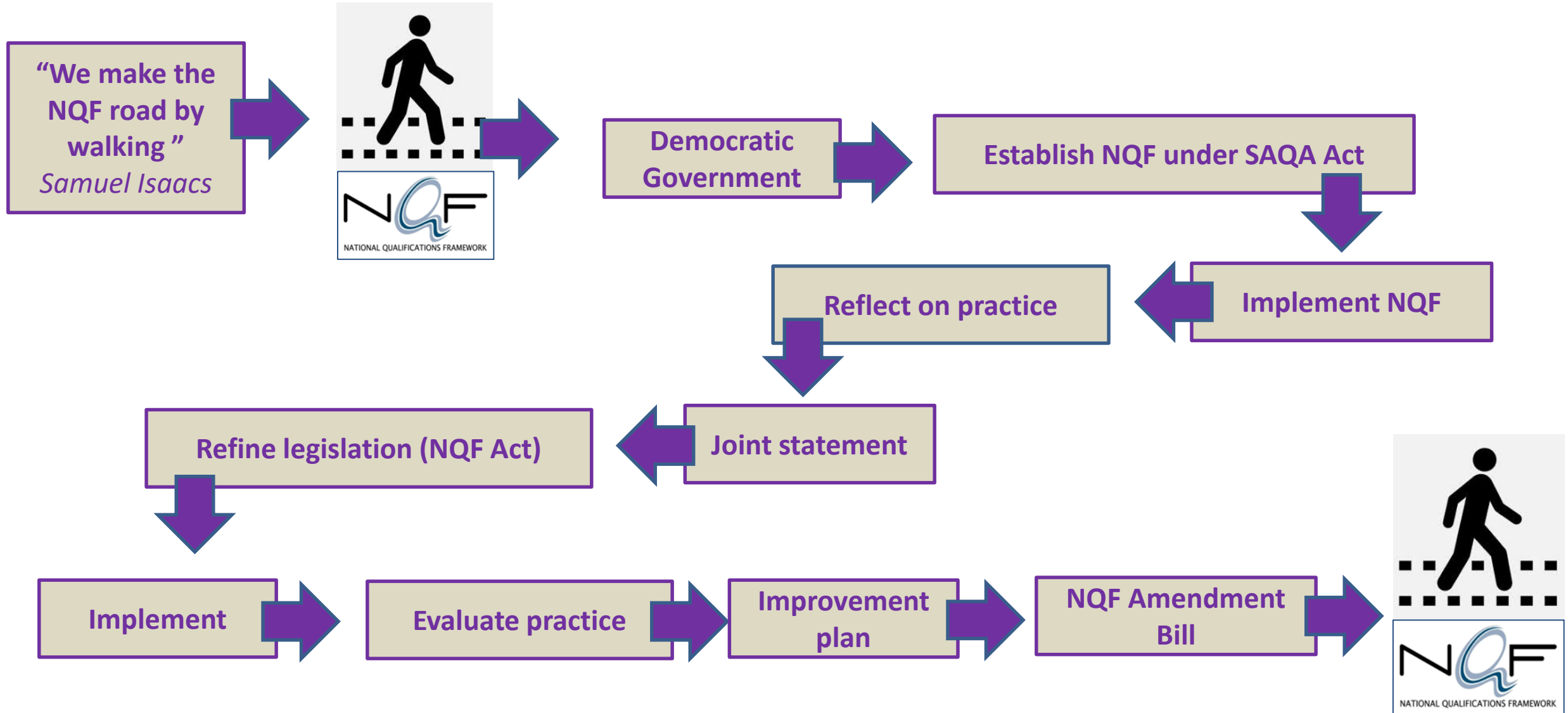
NQF Amendment
Bill passed by
Parliament; and
Established
Department of
Higher Education,
Science and
Technology



"An efficient post-school education and training system requires a high level of articulation within and between sub-frameworks, institutions and learning programmes!"

Minister Blade Ndzimande,
Articulation Policy, 2017

Policy learning and application in practice and policy refinement



Critical Crossfield Outcomes

- **Identify and solve problems** in which responses demonstrate that responsible decisions **using critical and creative thinking** have been made.
- **Work** effectively with others as a **member of a team**, group, organisation, community.
- **Organise** and **manage oneself** and one's activities responsibly and effectively.
- Collect, analyse, organise and critically **evaluate information**.
- **Communicate effectively** using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
- Use science and technology effectively and critically, showing responsibility towards the **environment and health** of others.
- Demonstrate an understanding of the **world as a set of related systems** by recognising that problem-solving contexts do not exist in isolation.

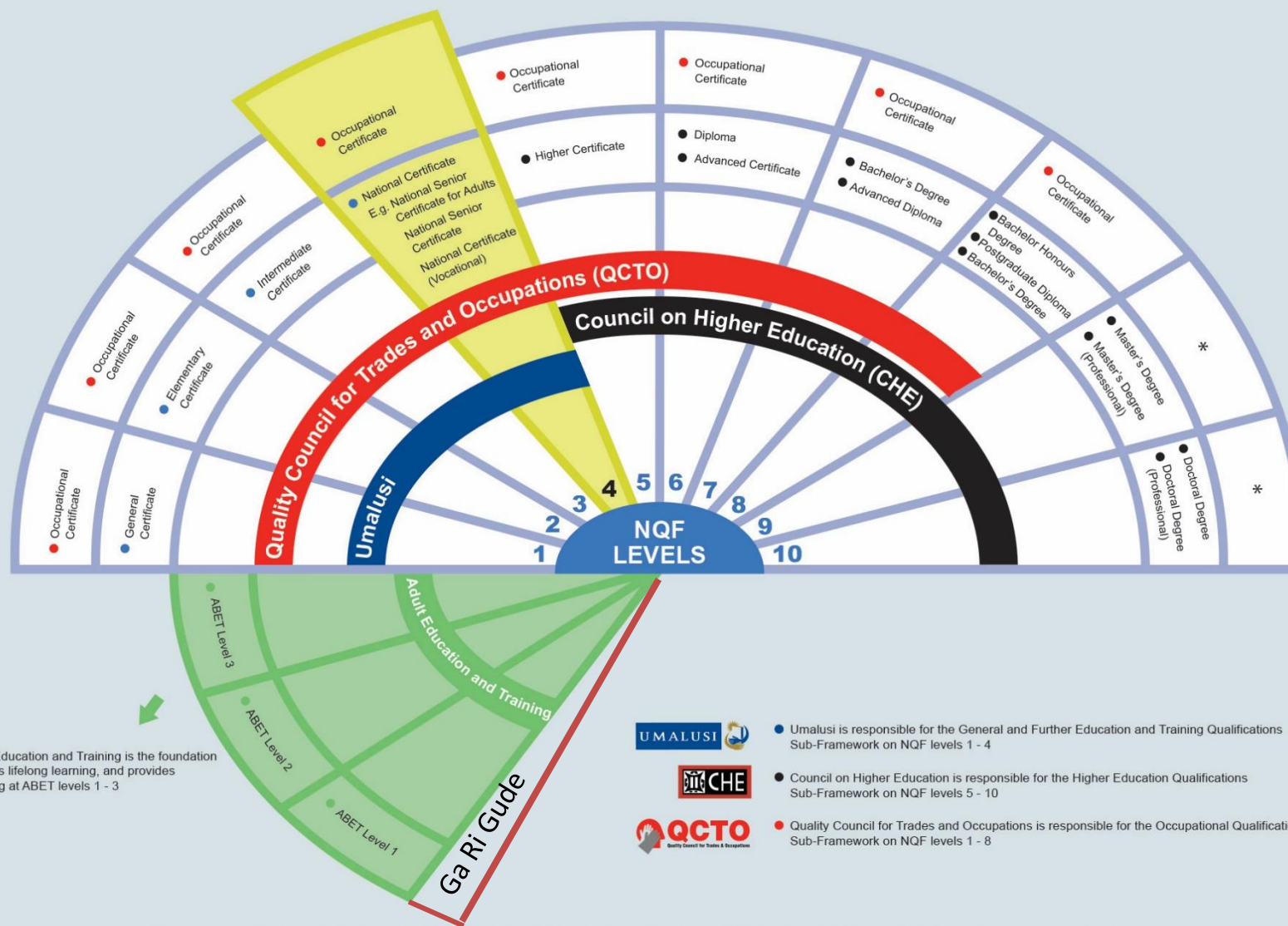
Developmental Outcomes

- In order to contribute to the full personal development of each learner and the social and economic development of the society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of:
 - reflect on and explore a variety of strategies to **learn** more **effectively**;
 - **participate** as **responsible citizens** in the life of local, national and global communities;
 - be **culturally** and aesthetically **sensitive** across a range of social contexts;
 - **explore** education and career **opportunities**;
 - develop **entrepreneurial** opportunities.



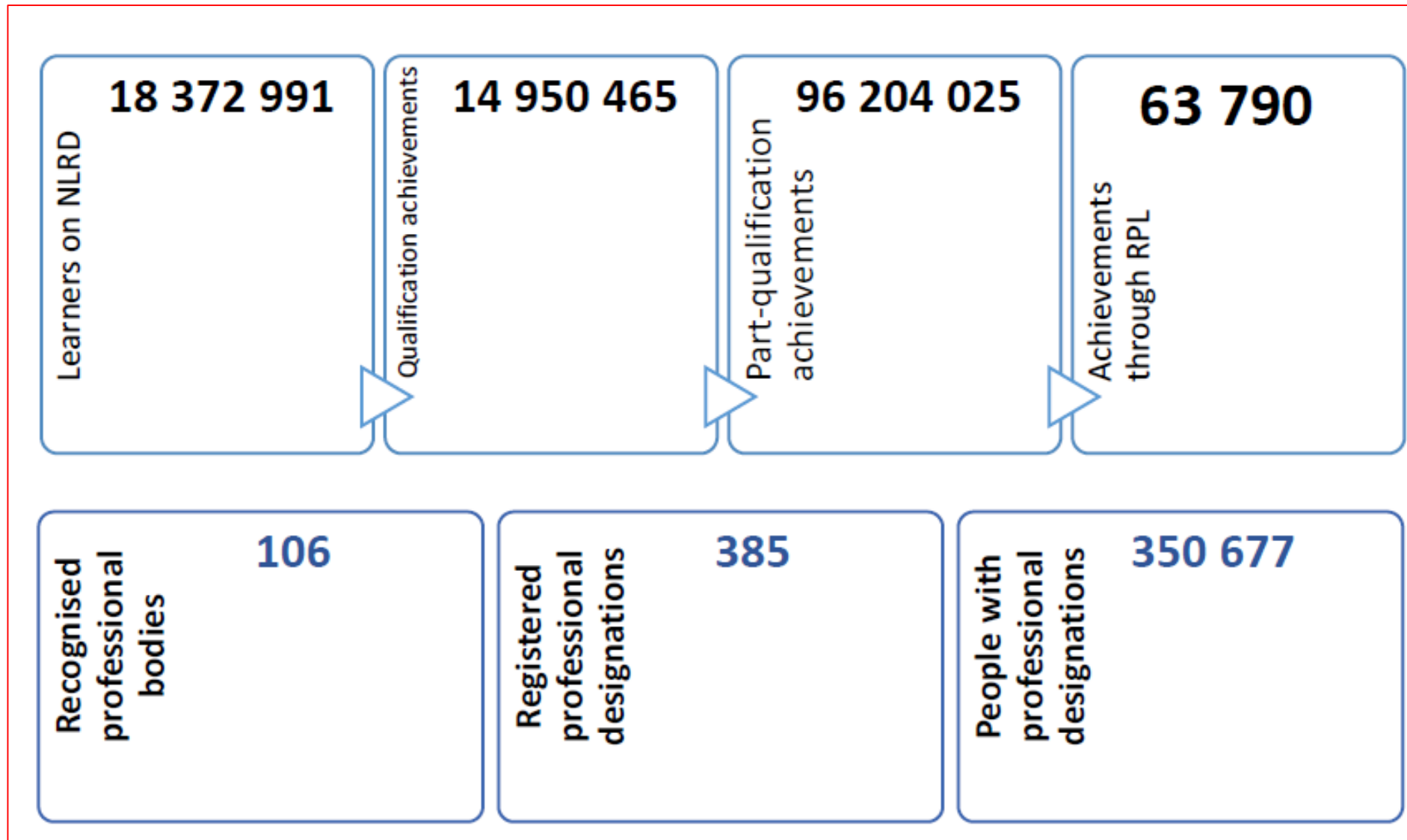
NATIONAL QUALIFICATIONS FRAMEWORK

ABET LEVELS AND THE NATIONAL SENIOR CERTIFICATE



*Where an occupational qualification is needed at NQF levels 9 and 10, the developers should contact SAQA and the Quality Council for Trades and Occupations to motivate.

NQF achievements: Snapshot of NLRD as at 31 March 2018



State of Nation Address 2019



“At the same time, we are having to contend with rapid technological change that is ushering in a new world of work, that is reshaping the global economy and that is redefining social relations.”

“Together with all the nations of the world, we are confronted by the most devastating changes in global climate in human history.”

State of Nation Address 2019



“Now is the time to focus on **implementation.**”

“Let us agree as a nation – we agree on **five fundamental goals** for the **next decade**, which are part of these **seven priorities.**”

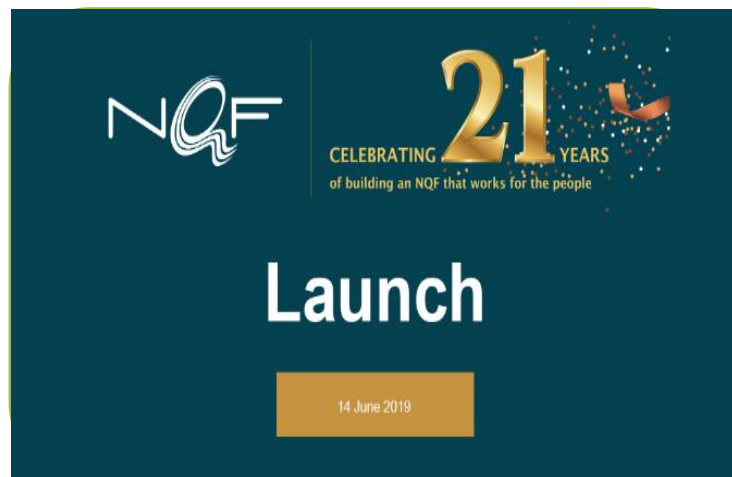
“Working together there is nothing we cannot be, nothing we cannot do, and nothing we cannot achieve.”

Social Construct and Learning Outcomes 2019

Now is the time to agree as the education and training community - NQF community - to work together, to apply our minds critically and to allocate enough resources...!

Use our common language of what we need to know, what we need to understand and what we need to know to build the nation, defeat unemployment, poverty and inequality!

Plans to commemorate 21 years of the NQF



National Qualifications Framework

21 years and counting...

