



## Message from the Chief Executive Officer of SAQA

**Samuel Isaacs:** Chief Executive Officer



The year 2009 brought significant changes to education, training and development in general as well as to the National Qualifications Framework (NQF) landscape in particular. In February 2009, the NQF Act was promulgated. The Act has introduced three sub-frameworks within the NQF and three Quality Councils (QCs) to set standards and assure quality for the qualifications for their sub-frameworks and to work in collaboration with SAQA. These are the Council on Higher Education (CHE), General and Further Education and Training Quality Council (Umalusi) and the Quality Council for Trades and Occupations (QCTO). This new approach ensures that different sectors are able to follow sector-specific routes of learning but continue to be guided within a nationally coherent framework.

SAQA continues to give intellectual leadership and ensures that the NQF is underpinned by systemic communication, coordination, collaboration and resource alignment, keeping in mind that NQFs should enable the development of relevant and appropriate qualifications, which address both national and personal needs.

Communicating the new NQF landscape to the public is one of SAQA's priorities. We are doing this in collaboration with the QCs and the Department of Higher Education and Training through the NQF Advocacy Task Team. The aim is to build public, stakeholder and media awareness and understanding of the NQF value proposition.

SAQA continues to promote the Recognition of Prior Learning (RPL). As part of addressing past imbalances and advocating lifelong learning, we recognise that learning can occur in

other environments apart from a formal, structured learning environment. People need to be able to access learning pathways where they can demonstrate their skills and competencies and pursue the acquisition of credits in an NQF environment. This will contribute to addressing skills shortages that exist in many facets of the South African labour market. A further benefit of RPL is career development and when this is encouraged in an enabling environment of skills transfer, the opportunities for meaningful work and new enskilling enterprises open up.

Growth in people coincides with people making informed decisions about their careers. SAQA recognises this and has taken decisive steps in placing career guidance at the centre stage by facilitating explorations and discussions about the state of career guidance in the country. A study was commissioned by SAQA and various role-players have been involved in a "think tank" process so as to establish a career guidance and advice service for the South African public. An accessible helpline is the first step in the process of establishing an enhanced suite of career guidance interventions. Proper career guidance will have a significant impact on the economy and will make South Africans marketable in various career directions both nationally and on a global level. We hope that stakeholders from various sectors will join in our endeavours to promote a culture of lifelong learning, a national careers advice helpline, and learner-centred learning opportunities.

May I take this opportunity to wish you well for 2010 and I hope that it will be a successful, prosperous and learning-filled year for you in which you take your career development to another level.

After all, **Your Career is Your Business!**



## Recognising professional bodies and registering professional designations on the NQF

**Samuel Isaacs:** Chief Executive Officer

Professional bodies play a critically important role in taking care of the interests of their respective sectors, also when it comes to education and training. Professional bodies are hugely diverse, ranging from those established more than a hundred years ago, to others that have only been established recently to cater for new and emerging professions. In some cases, statutory professional bodies are established through legislation, while in other cases, bodies are established to represent recognised groups of expert practitioners by agreeing on a set constitution. In all cases, professional bodies inform, monitor and update benchmarked standards of competence required in the practice of the profession for which it is responsible.

In recognition of this important role, SAQA has continually strived to involve professional bodies in the NQF. Over the years this involvement has taken many forms, including representation on standards generating bodies (SGBs) and national standards bodies (NSBs), accreditation as quality assurance bodies, and in some cases, direct involvement in the delivery of education and training. While the NQF in its original form accommodated professional bodies in many ways, there is no doubt that the NQF was also limited in the extent to which the diversity and needs could be located in the new system. As a result professional qualifications were noted as an ongoing area of concern during the review of the original NQF, as evident in the numerous references to professional bodies and professional qualifications in the three main review documents, the Study Team Report (2002), Consultative Document (2003) and Joint Policy Statement (2007).

In recognition of the challenges faced by professional bodies, SAQA initiated a review of professional qualifications on the NQF, together with the Council on Higher Education (CHE), in 2005. As part of this process, a Review Panel on Professional Qualifications, comprised of eight nominated recognised individuals from professional bodies, was appointed to make recommendations to SAQA after engaging in a broad consultation process which ended in 2006. One of the key recommendations of the Review Panel was that professional designations should be recognised as being separate from professional qualifications. The Review Panel proposed that a professional designation be defined as:

a title or status that is conferred by a professional body, which indicates the professional status of the individual and the right to practice in the particular field of expertise governed by that body.

The Review Panel further proposed that the retention of such a professional status be dependent upon compliance with the stated requirements of the specific professional body, and would typically include compliance with a code of professional conduct, compliance with continuing professional development requirements and the payment of fees.

As the NQF Review drew to a close in 2007, the recommendations of the Review Panel on Professional Qualifications played an important role during the interactions between SAQA, the Department of Education, CHE and Umalusi that led up to the drafting of the NQF Bill. Ultimately, the recognition of the importance of professional bodies, and the improved understanding of professional qualifications and professional designations directly contributed to the NQF Act that was promulgated in February 2009.

According to the NQF Act SAQA now has the responsibility to:

- recognise professional bodies (Paragraph 14(i)(i)) for the purposes of the NQF Act, and
- register professional designations on the NQF (Paragraph 14(i)(ii)).

Within this new NQF landscape, SAQA is currently at an early stage of setting up a process to develop policy and criteria for recognising professional bodies and registering professional designations on the NQF. As has always been the case throughout NQF development and implementation, this will take place in consultation with principals and stakeholders, including statutory and non-statutory professional bodies, as well as the two existing Quality Councils, Umalusi and the CHE, and until the QCTO is operational, its line Department.

The continued recognition of the critical role of professional bodies since the inception of the NQF in 1995 has laid a strong foundation for the work that will now take place in the new NQF landscape under the auspices of the newly established Ministry of Higher Education and Training.



## SAQA - Living the values of client service

**Ntsiki Gumbe:** Director: Strategic Support



SAQA is committed to offering excellent service to all its customers, including stakeholders, education and training providers and members of the public. In all its operations, SAQA aims to be service orientated and customer focused. The organisation has embraced the eight Batho Pele principles of the government which

relate to service delivery, namely: consultation, service standards, access, courtesy, information, openness and transparency, redress, and value for money. This means that SAQA's employees will strive to achieve greater customer satisfaction each time they interact with customers.

SAQA's Client Services Unit has been in operation for over a year now. The focus of this Unit has been on facilitating the promotion of excellent customer service within the organisation and on resolving client complaints. This Unit has put processes in place to ensure that SAQA staff members are service orientated and to pro-actively minimise the number of complaints. Client service standards have been developed and, on a regular basis, staff members are reminded of them. The Unit also provides employees with useful tips and guidelines. A system of managing complaints received from clients to ensure that they are dealt with effectively is in place.



*Joe Samuels, Deputy Executive Officer of SAQA, launching the Client Service Standards.*

As a means of measuring the effectiveness of our client service standards, we have over the past twelve months collected unsolicited compliments from satisfied clients. The following is a random list of compliments:

**Reggie Saruchera** sent the following comment to the Client Service Unit on 20 January 2009, after having interacted with the evaluation of foreign qualifications helpdesk:

"I must admit that I'm highly impressed by your urgent response to my challenge. I'm happy that you are now handling this matter. I have no doubt that I will be able to beat the UNISA deadline. You don't know what this will mean to me."

On 3 July 2009 **Christopher Thela** wrote: "I just want to say that it was an honour to have been able to speak to you. You're such a wonderful person. I really appreciate it. I am proud of you, my sister! Yes, if the world would have people like you it would be a better place to live in. Remember every day you've made someone like me feel better. Whatever lessons I learned, it was part of the curriculum." His comments were to Paula Ramehlape who was a temporary receptionist at SAQA.

Christopher is a senior planner and cartographer at the Department of Land Affairs in Pretoria. Christopher has been involved in Geographic Information Systems (GIS) for the past 17 years. He obtained a series of short courses and attended workshops, but he had no further qualifications. However, he wanted to study further and when he contacted UNISA, they referred him to SAQA as a port of call to pursue Recognition of Prior Learning (RPL). This is how Christopher interacted with Paula, who advised him about the information on the website and put him in touch with Margaret Baretto, the Deputy Director: Quality Assurance at SAQA. Margaret advised Christopher about RPL and this translated to huge time and cost savings for him. He could reach his goals sooner. It is no wonder that he was impressed with Paula who assisted him in this efficient manner.

**Lenette Benade** visited SAQA's evaluation of foreign qualifications helpdesk during July 2009. Her daughter, who studied logistics in Germany, wanted to evaluate her qualifications because she needed a job desperately. Job prospects looked bleak if this important hurdle was not accomplished. When Lenette saw the queue of clients at the helpdesk, she "nearly cried". She works at the South African National Defence Force (SANDF) and took some time off her busy work schedule to assist her daughter. The queue was not a welcome sight! However, she soon discovered that the team dealing with the evaluation of foreign qualifications was competent, efficient, and, believe it or not, fast! She was pleasantly surprised to find that the matter was finalised within thirty minutes and Lenette could return to work, satisfied! This prompted her to write to the client service helpdesk and acknowledge the efforts of the efficient personnel who handle the evaluation of foreign qualifications.

**Bill Meyer** contacted SAQA and spoke to Kobi Masinge of the Client Services Unit. Bill was constructing a project competency/ qualifications matrix for a project at Eskom. It was critical that he captured the correct information on the qualifications he was working with. Kobi told Bill about the searchable database



of qualifications and unit standards and guided him on how he could access the information he needed. Bill was grateful for the help that enabled him to complete his project. His comment was, "Thanks, exactly what I was looking for".

It is clear that SAQA is serving its clients and providing good service. The Client Services Unit at SAQA is growing in stature. We encourage stakeholders and members of the public to contact the Client Services Unit if they have complaints or even compliments for the organisation. The e-mail address is [customercare@saqa.org.za](mailto:customercare@saqa.org.za) and the telephone number is 012 431-5015.



*Staff at the evaluation of foreign qualifications helpdesk assisting clients.*

## *Migrating qualifications from the 8-level NQF to the 10-level NQF*

**Dugmore Mphuthing:** *Acting Director: Standards Setting and Development*



The start date for the implementation of the NQF Act has been set, and SAQA has begun migrating all qualifications from the 8-level NQF to a 10-level NQF. The process is driven by the Directorate for Standards Setting (DSSD) and supported by the National Learners' Records Database (NLRD). It will be a long journey and will involve a great many stakeholders and providers of education and training.

An internal cross-Directorate meeting was held in June 2009 to agree on a process for migrating all qualifications. It was decided that DSSD would undertake a phased approach and use the support of the NLRD to fast-track the activities, where possible.

The process comprises seven phases – the first of which entailed moving all PhDs from Level 8 to Level 10. The second phase, which was completed recently, focused on moving all Masters level qualifications to Level 9 from Level 8.

In phase three all qualifications titled 'Honours' will remain 'Honours' and move from Level 7 to Level 8 provided they have at least 120 credits and are non-unit standard-based. Unit Standards-based qualifications will need closer scrutiny to make sure that their credit profiles are compliant to the Higher Education Qualifications Framework (HEQF). Qualifications titled 'Bachelor' and currently on Level 7 will move to Level 8 provided they have 480 credits or more, are non-unit standard-based, are not titled BEd or BTech, are occupationally focused, and have the word 'Bachelor' in their name.

Anything that falls out of the above range will be individually

reviewed by DSSD and the anomalies will be looked at in terms of credit value, exit level outcomes (ELOs), complexity and purpose.

In phase four all qualifications titled 'Bachelor' will move from Level 6 to Level 7 provided they have 360 credits as a minimum. Anything that falls outside this range will also be individually reviewed using the same approach as the Honours and Professional Qualifications.

Phases five and six will include the migration of National Diplomas and National Certificates in the context of an established and operational Quality Council for Trades and Occupations (QCTO) and in consultation with the Council on Higher Education (CHE).

Phase seven is about ensuring that Levels 1 to 4 are in accordance with level descriptors which were signed off by the Minister of Education and gazetted.

Users of the database of qualifications will already have noticed changes under the format template that appears at the top of each qualification or unit standard. This now reflects both the new and the old levels where these have been finalised.

As with many NQF processes at SAQA, diligence and attention to detail underpin our total commitment to a high quality framework of over 10 000 qualifications. On the plus side, we have a dedicated team of top-notch professionals who have a passion for the NQF and who are ready to embrace change.

Of course, as with all major changes, implementation of the 10-level NQF will be in full consultation with our major partners, the Quality Councils.



## The 17<sup>th</sup> Conference of Commonwealth Education Ministers

**James Keevy:** Director: International Liaison



The government of Malaysia hosted the 17<sup>th</sup> Conference of Commonwealth Education Ministers (CCEM) from 15 to 18 June 2009 in Kuala Lumpur. This conference marked the 50th anniversary of the first CCEM. The overarching theme of the conference was "Education in the Commonwealth: towards and beyond global goals and targets".

Forty Commonwealth countries were represented at this 17<sup>th</sup> CCEM, including 37 ministers, several senior officials and other stakeholders. SAQA was invited to present a paper at the Teachers' Forum, and also to be an observer at the ministers' meeting. James Keevy presented a paper entitled "Teaching in the Commonwealth: noble, but not professional". The paper was well received and generated significant debate amongst delegates.

Joe Samuels and James Keevy attended the ministers' meeting as observers and presented the key findings of a recent research initiative into teacher qualifications in the Commonwealth to

a ministerial round table discussion. This research report was prepared in collaboration with Prof Jonathan Jansen. The Commonwealth Ministers proposed that the research be expanded to focus on the quality of teacher training as well as the professional status of teachers. The research report is currently in press.



Joe Samuels, James Keevy and Kehla Ndlovu, Strategic Advisor to the Vice-Chancellor, TUT.



Delegates at the Conference.



## NQF Advocacy project update

**John Arnesen:** Project Director: NQF Advocacy Campaign



The Minister of Higher Education and Training, Dr Blade Nzimande, opened his recent budget speech with the statement: "... together achieving and expanding quality and access to education and training for all. Quality education and training properly delivered, changes lives and makes it possible to achieve our vision of a better life for all."

The NQF certainly provides a strong framework for communication, coordination and collaboration and the common ground to support and serve this vision.

This renewed focus has given the NQF Advocacy project, now just over one year old, added motivation to successfully deliver on its vision of providing the public with quality, valued information and advice on qualifications and the NQF.

The project, which now has gained serious momentum, certainly has the same characteristics as the NQF – where, in the words of Samuel Isaacs, SAQA's Chief Executive Officer, it is very much a case of "making the **NQF road** by walking reflectively, accountably and boldly".

Initially, the project's main focus was on a national media-based communication plan to alert the public to the benefits and the value of the NQF. As we progressed we realised that we first needed to build a foundation of quality communication support, to ensure that the public gains maximum value when interacting with the NQF.

The primary elements of this communication foundation are:

- introducing a series of programmes to ensure staff of the four partner organisations, SAQA, Umalusi, Council on Higher Education and the Quality Council for Trades and Occupations, become NQF "ambassadors"
- establishing a professionally staffed NQF helpdesk
- building a second tier of advice specialists at the NQF partner organisations
- developing a smart NQF website and search engine
- developing a case management system with excellent analysis capability

Most of these elements are now in place.

There is a new energy flowing through South Africa as we prepare for the 2010 World Cup. This energy can be channelled into quality learning through the NQF. Your support as a NQF ambassador is essential to ensure we make the most of this opportunity. Together we can help build a better life for all.

For more information on the NQF Advocacy, visit <http://www.nqf.org.za>



Staff at the Brand Ambassadors workshops.



## Certificates of Evaluation using the new 10-level NQF

**Nadina Coetzee:** Director: DFQEAS



SAQA evaluates foreign qualifications in terms of the closest comparable South African qualifications and recommended recognition at relevant levels of the National Qualifications Framework (NQF).

These levels are reflected on Certificates of Evaluation and until recently has always referred to the

original NQF with eight levels. The National Qualifications Framework (NQF) Act, 67 of 2008, which was implemented on 1 June 2009, brought about a change from an eight-level to a ten-level NQF.

To date, South African qualifications registered on the NQF have been captured with reference to the old eight-level framework. SAQA, as the responsible body for the registration of national South African qualifications, is in the process of changing these current levels to the appropriate new levels.

- Where the assignment of new levels is straightforward, these are already shown on the SAQA searchable database.
- Where negotiations concerning the levels are in progress with the relevant bodies, the new levels appear as "NLAP". This means that the **new level assignment is pending** until the negotiations have been concluded.

The changeover will be completed over a period of time. In the meantime, a transitional arrangement is in place for issuing SAQA

Certificates of Evaluation to inform the recognition of foreign qualifications.

### Transitional arrangements

Until all qualifications on the NQF have been assigned their new levels, Certificates of Evaluation issued to the holders of foreign qualifications will show the levels of qualifications as they are registered **at the time of issue of the certificate**. Where the new level is available, it will be reflected. Where the new level has not yet been determined, this will be shown by the acronym NLAP (new level assignment pending).

SAQA will charge a fee to replace Certificates of Evaluation that were issued before or during the transitional period, and applicants who wish to apply for Certificates of Evaluation that reflect the new levels will need to do so at their own expense.

However, this will not be essential, as information on new levels will always be available to the public on the SAQA website. The pathway is given below.

Finding information on new levels on the SAQA website:

- Access the website: [www.saqa.org.za](http://www.saqa.org.za)
- Click on Qualifications and Unit Standards.
- Click on All Qualifications and Standards (the brown line).
- Click on Search for a Qualification.
- Type the name of the qualification, as it appears on the Certificate of Evaluation, next to Qualification Title and enter.

### An example of the evaluation outcome referring to both the old eight-level and the new ten-level National Qualifications Framework

RECOMMENDED RECOGNITION based on structural comparison, excluding analysis of syllabi or assessment of learning outcomes:			
Qualification(s) described above	Closest comparable South African qualification / qualification type	NQF Level	
		Old	New
(1)	Bachelor of Education	6	NLAP*
Provisos / comments:	*New level assignment pending (the new level has not been determined as yet).		
(2)	Bachelor of Education Honours	7	8
Provisos / comments:	This evaluation reflects the training of the candidate. It is not binding on the Department of Education responsible for the employment of teachers and their salary categorisation and does not per se bestow on the candidate the right to teach in a public school in South Africa.		



## *Just for the record...*

**Carin Stoltz-Urban:** *Deputy Director: Secretariat*



SAQA achieved a major milestone in its organisation-wide Records Management Project when it completed the first draft of its functional subject file plan (this is the plan prescribed by the National Archives). This achievement was celebrated with a big cake at the meeting of the Records Management Task Team in June 2009.

The project started with an organisation-wide information audit, clean-up of all filing rooms and the appointment and training of committed staff members in each of the Directorates.

Each Directorate then had to draft its own part of the file plan in accordance with its strategic plan.

The importance of sound records management practices is clear: the records (all documents created or received by the organisation) contain the history of the implementation of the NQF since its inception, and serve as evidence of SAQA's work over the past 12 years. Sound records management also enables the organisation to function effectively and efficiently.

The first section of the file plan has since been submitted to the National Archives. Archivist, Marlene Hamman, who visited SAQA to give advise on the development of the file plan, congratulated SAQA's Records Management Team on its excellent work.



*Celebration cake.*



*Records Management Task Team: Passionate about records!*



## The NLRD is 10 years old

**Tumelo Modisane:** Assistant Director: Information Services



The National Learners' Records Database (NLRD) celebrated its 10th birthday at the end of November 2009, and NLRD Director Yvonne Shapiro notes that it has been an interesting journey.

When it was first launched, the NLRD was a database of qualifications and unit standards, as well as learner achievements, to support the management of South Africa's National Qualifications Framework (NQF). A project charter was drawn up and the project was sponsored by the Canadian International Development Agency (CIDA). "SAQA went to tender and PricewaterhouseCoopers Canada won it," says Ms Shapiro.

PwC Canada made a number of visits to South Africa and had meetings with SAQA CEO Mr Samuel Isaacs and Mr Joe Samuels who explained SAQA's vision for the database – that is a register of Education and Training Quality Assurance bodies (ETQAs), training providers, unit standards, qualifications and so on. "PwC Canada wrote the system from scratch in Oracle and the front end is Visual Basic. This combination has worked extremely well," says Ms Shapiro.

The first batch of information captured was provider qualifications that different providers had been asked to submit for registration on the NQF – this was known as interim registration of qualifications. There were six to seven thousand qualifications in hard copy or on floppy discs that were captured by a team in a unit that was then known as the Registration and Information Division (RAID), says Ms Shapiro.

Ms Shapiro then joined SAQA in 2001, from the Human Sciences Research Council (HSRC), as the manager of the NLRD. Ms Shapiro brought with her the data from the Register of Graduates (which had existed since 1965 and contained information on graduates since 1914 from all universities in South Africa), as well as three Data Clerks – Annatjie Greyvenstein, Maritha Coertze and Annetjie Verster.

It was the Data Clerks who discovered that something was wrong with the information that had been captured – it seemed that, in an effort to meet the deadlines to capture the six to seven thousand qualifications, not all of the necessary information had been captured. This led to a massive data cleaning project and this is how SAQA first came across Carina Oelofsen, who is now the NLRD Data Quality Coordinator.

"Wonderful things grew from the data cleaning project," notes Ms Shapiro. "Standards Generating Bodies (SGBs) were writing

their qualifications and these needed to be captured on the NLRD. From this came the idea of a learnership." Learners would capture information on the NLRD as the practical component of the *Information Administrator* learnership and study towards a qualification at UNISA – a National Certificate in Datametrics. The first intake of the two-year learnership included two people who had been working on the data cleaning project – namely Carina Oelofsen and Adele Van Zyl. Now the NLRD is in its fourth intake of six learners on the learnership.

Many of the past learners have returned to work at SAQA: Oupa Mpondo, Lati Tloubatla, Portia Manaiwa and Veronica Vuma are now Data Clerks in the NLRD, Mamotse Mangwane is the NLRD Secretary, Nontutu Baartman is the Assistant Director: Higher Education Quality Committee Information System (HEQCIS), Lerato Zondo is an Assistant Evaluator in SAQA's Directorate Foreign Qualifications Evaluation and Advisory Services (having first been an NLRD Data Clerk), while Nonhlanhla Dlamini did some contract work for the HEQCIS recently.



*NLRD staff*

In an effort to make public the information that had been captured on the NLRD, the searchable database which is accessible from the SAQA website was started in 2003 and it comprises nightly downloads from the live data. Other developments that took place included the contracting of several service providers, notably Praxis Computing (database administration and system development) and Octopus (development and maintenance of the searchable database) after the PwC Canada contract came to an end in June 2001.

"At the same time as all the activity concerning qualifications and unit standards was happening, we realised that not all of the ETQAs were sure how to submit their information on learner achievements," says Ms Shapiro. In order to assist them in sending their learner information to the NLRD, Ms Shapiro



ensured that the data-load specifications were discussed regularly at the bi-monthly meetings of the NLRD Partners Forum, attended by the ETQAs and other data suppliers, and drew up an MS Access format data-testing utility in 2001 that was rudimentary but it assisted them. Praxis Computing developed this utility much further, to come up with a comprehensive data-testing tool known as Edu.Dex, which has been used ever since. SAQA bought the license to offer it to the ETQAs in order for them to test data before submitting it to SAQA. The ETQAs have had it internally since 2006, and have found it extremely helpful in assessing the quality of their own data.

“We developed the minimum standard for ETQA data loads, and initiated two league tables where ETQAs would be rated on their submission of data,” noted Ms Shapiro. The first is a compliance league table – it is about being compliant with the legislation. The second is about performance – it looks at actual numbers of how many qualifications under ETQAs are being utilised, as well as total learner numbers against Department of Labour targets for learner numbers. Johan Smit, the Data / Learnership Coordinator, ensures that the ETQAs meet their requirements, and Ngwako Matloga, the NLRD Data Analyst, produces reports on learner achievements and the uptake of qualifications. Current numbers are: 8.9 million learners and their achievements, 11 716 qualifications, 15 280 unit standards, 32 740 providers and over 40 000 assessors.

The NLRD is also making its mark internationally, as it is the first of its kind in the world. Ms Shapiro notes that whenever Mr Isaacs, SAQA CEO, goes to conferences he is asked about it. The NLRD has hosted a member of the Seychelles Qualifications Authority (SQA) who is designing the database for the SQA, and Ms Shapiro has been working with the United Arab Emirates’ Qualifications Framework Project as well as with the Mauritius Qualifications Authority with regard to their databases.

Apart from making strides internationally, the NLRD also publishes a report known as “Trends in Public Higher Education in South Africa”: the first report was for 1992 to 2001, the second for 1995 to 2004, with the analysis for both done by Independent Research Services, and the third will be produced soon. These publications give information on graduate trends and availability in South Africa in 54 work-related categories, according to qualification type, NQF level, population group, gender, and field of study.

This analysis also proves that the Council on Higher Education (CHE) is fulfilling its mandate as an ETQA, by mandating the Higher Education Management Information System (HEMIS) at the Department of Higher Education and Training to load the data from all public higher education institutions onto the NLRD.

The NLRD also provides a service of qualification verifications – that is, one can confirm what qualifications one has completed or enrolled for. The Department of Public Service and Administration has asked SAQA to verify the qualifications of all public sector officials – 1.5 million people – plus all of their new applicants. Ms Shapiro says this verification project has included a “road show” to all nine provinces in South Africa to explain what the

verification process entails. Cleo Radebe, the NLRD Deputy Director, Ms Shapiro, and several other NLRD staff members have already verified the achievements of 1 193 applicants for public sector positions.

Other people who have contributed to the work of the NLRD have been Chameney Engelbrecht as a Data Clerk, Matthews Phenya, currently a data clerk, Phuti Semanya as an HEQCIS Manager, and several people from IBM who were contracted to the NLRD during its first two years while SAQA recruited permanent staff members.

It has been an exciting ten years for the NLRD and there are still exciting times ahead, especially with the Higher Education Quality Committee Information System (HEQCIS) project – which is a partnership between SAQA and the CHE. This project entails the loading of data from the over 100 private higher education institutions accredited by the CHE. The first successful upload took place in July 2009

Other work in progress or in the pipeline includes the annual loading and analysis of the data of Kha Ri Gude (the national literacy campaign), and participating in the fulfilment of the requirements of the NQF Act, by ensuring that information concerning items such as recognition of prior learning (RPL), credit accumulation and transfer (CAT), professional designations, and professional bodies, is recorded and that its analysis is disseminated.

When asked how the NLRD would celebrate these eventful ten years, Ms Shapiro said they’d have a cake at the NLRD Partners Forum to thank them for their commitment, and also a cake at the Information and IT Committee and the SAQA Board meeting.



*Samuel Isaacs, Shirley Walters, the Chairperson of the SAQA Board, and Yvonne Shapiro celebrate the 10<sup>th</sup> Anniversary of the NLRD.*



**SAQA Board members and staff from left to right: G Magnus, R Rajab, D Nkosi, N Moodley, S Isaacs, Y Shapiro(staff), M Rakometsi, S Walters and E Williams, celebrating the 10<sup>th</sup> anniversary of the NLRD.**

## *International Study groups visit SAQA*

### **Eritrea Study Tour**



*Samuel Isaacs (left) welcomed the delegates from Eritrea.*

SAQA hosted a delegation from Eritrea on 23 October 2009. The delegation aimed to familiarise themselves with South Africa's National Qualifications Framework (NQF). Furthermore, they expressed an interest in standards setting, learning routes, Recognition of Prior Learning (RPL), quality assurance and securing international recognition.

#### *Eritrea delegation:*

- Mr Ghebrezgy Dimmam* Director-General of the Department of Adult Education and Media Education (DAME) and Head of delegation
- Mr Tiku Kidane* Focal person for National Accreditation & Evaluation Centre (NAEC)
- Mr Habte Maekele* Unit Head of Assessment Unit - DAME
- Mr Tesfaldet Teclé* Unit Head of Supervision - TEVT
- Mr Idris Ali Nur* HRD



*Delegation from Eritrea with James Keevy (right).*



## Angola Study Tour



Shandukani Manyaka (far right) engages with the Angolan delegation.

A delegation from Angola visited SAQA on 18 November 2009. The delegates needed to familiarise themselves with the national quality assurance system, especially in the Higher Education environment. This initiative also involved the Council on Higher Education (CHE). Delegates benefited from the interaction with SAQA and indicated that this will assist them in refining their current systems.

### Angolan delegation:

Maria Helena Santos	Director of the Bureau of Evaluation and Accreditation
Miguel	
Cláudia Magali Alves Grilo	Chief of the Department of Evaluation/Assessment
Eugénio Dos Santos	Chief of the Department of Expansion
Novais	
Preciosa Correia Bezerra	Chief of the Department of Accreditation
Chifuche	
Maria Cláudia Teixeira	Secretary

## Mozambique Study Tour



Delegation from Mozambique and SAQA staff.

SAQA hosted a very large delegation from Mozambique on 13 November 2009. Their area of interest is developing structures and systems to manage new vocational qualifications as well as a new vocational qualification framework. They expressed their gratitude for the valuable presentations as well as the publications that they received, particularly the *Transnational Qualifications Framework for the Virtual University for Small States of the Commonwealth*.

### Delegation from Mozambique:

Name	Organisation	Role
Lucas Chachine	CTA	Confederation of Trade & Industry
Gilberto Botas	DINET	National Director MoE
Adiba Tamele	INEFP	National Director MoL
Zelia Menete	PIREP	Qualification & Training Manager
Lucas Balate	PIREP/DINET	Technico
Leopoldo Dos Santos	PIREP	Technico Agriculture
Bruno Barreto	PIREP	Technico Hospitality & Tourism
Denise Malauene	PIREP	Technico Business & Administration
Vasco Cuna	PIREP	Technico Engineering Maintenance
Paule Racine	ACCC	Technical Advisor Canadian International Partnerships
Manuel Etiene Armando Antonio	IAC Chimoio	Pedagogical Director Chimoio Agricultural School
Atonio Sinoia	IAC Chimoio	Head of Department Chimoio Agricultural School
Eugenia das Dores Cassamo	IAC Chimoio	Agricultural Teacher (Animal Husbandry)
Henrique Gemusse Nhacapsipa	IIC Pemba	Director of Pemba School (Business & Hospitality & Tourism)
Julio Luis Madidi	IIC Pemba	Pedagogical Director Pemba School and business teacher
Severo Rafael Mpachoca	IIC Pemba	Hospitality & Tourism Teacher
Arlindo Manjotwane Langa	IC Maputo	Maputo Business/Administration Teacher
Elisa Francisco Nhampalelo	IC Maputo	Maputo Hospitality & Tourism Teacher
Alberto Banze	II Maputo	Director of Maputo Industrial Engineering School
Jacinto Jose Sumbane	II Maputo	Maputo Industrial Engineering Teacher
Dinis Timane	II Maputo	Maputo Industrial Engineering Teacher
Tatiana Simao	Ministry of Tourism/STAC	Hospitality & Tourism Industry Advisory Committee
Luis Loforte	PIREP	Procurement Manager
Ian Morris	SQA/Eurosis	Consultant/Advisor



*Delegation from Vietnam.*



*The delegation from Mauritius was hosted by Tronie Potgieter, Joe Samuels (second left) and Samuel Isaacs (back row, second right).*



*Delegation from Nigeria with Joe Samuels (left).*



# SAQA Events

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## Osizweni Science Week

Learners at the SAQA stand during the Osizweni Science Expo.



## Youth making a difference

John Amesen at the SAQA stand during the Youth Making a Difference Careers Expo.



## Umalusi Conference

Poloko Masuelele makes the SAQA stand presentable during the Umalusi Conference.





## Spar Challenge

SAQA staff members look fresh after taking part in the Spar Challenge (Walk and run - 5km and 10 km).



## SABC Career Faire - Pretoria

Visitors at the SAQA-NQF stand at the SABC Career Faire in Pretoria.



## SABC Career Faire - Bisho

Both teachers and learners were excited about SAQA publications at the SABC Career Faire in Bisho.



## Contact Information

SAQA House, 1067 Arcadia Street, Hatfield 0083  
Postnet Suite 248, Private Bag X06, Waterkloof 0145  
Tel: +27 12 431 5000  
Fax: +27 12 431 5147  
E-mail: [saqainfo@saqa.org.za](mailto:saqainfo@saqa.org.za)  
[www.saqa.org.za](http://www.saqa.org.za)