Outlining SAQA's Responsibilities

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Overview

1. Registration of Qualifications

2. National Verifications

3. Evaluation of Foreign Qualifications

4. Articulation

5. Recognition of Prior Learning

SAQA's Responsibilities

SAQA RESPONSIBILITIES

OVERSEE
NQF implementation and co-ordinate NQF Sub-Frameworks

ADVISE
the Minister of Higher Education and Training on NQF matters

DEVELOP
and implement NQF policies and criteria

MAINTAIN
a National Learners' Records Database

REGISTER
qualifications and professional designations on the NQF

RECOGNISE
professional bodies

PROVIDE
evaluation and advisory services for foreign qualifications

PROVIDE
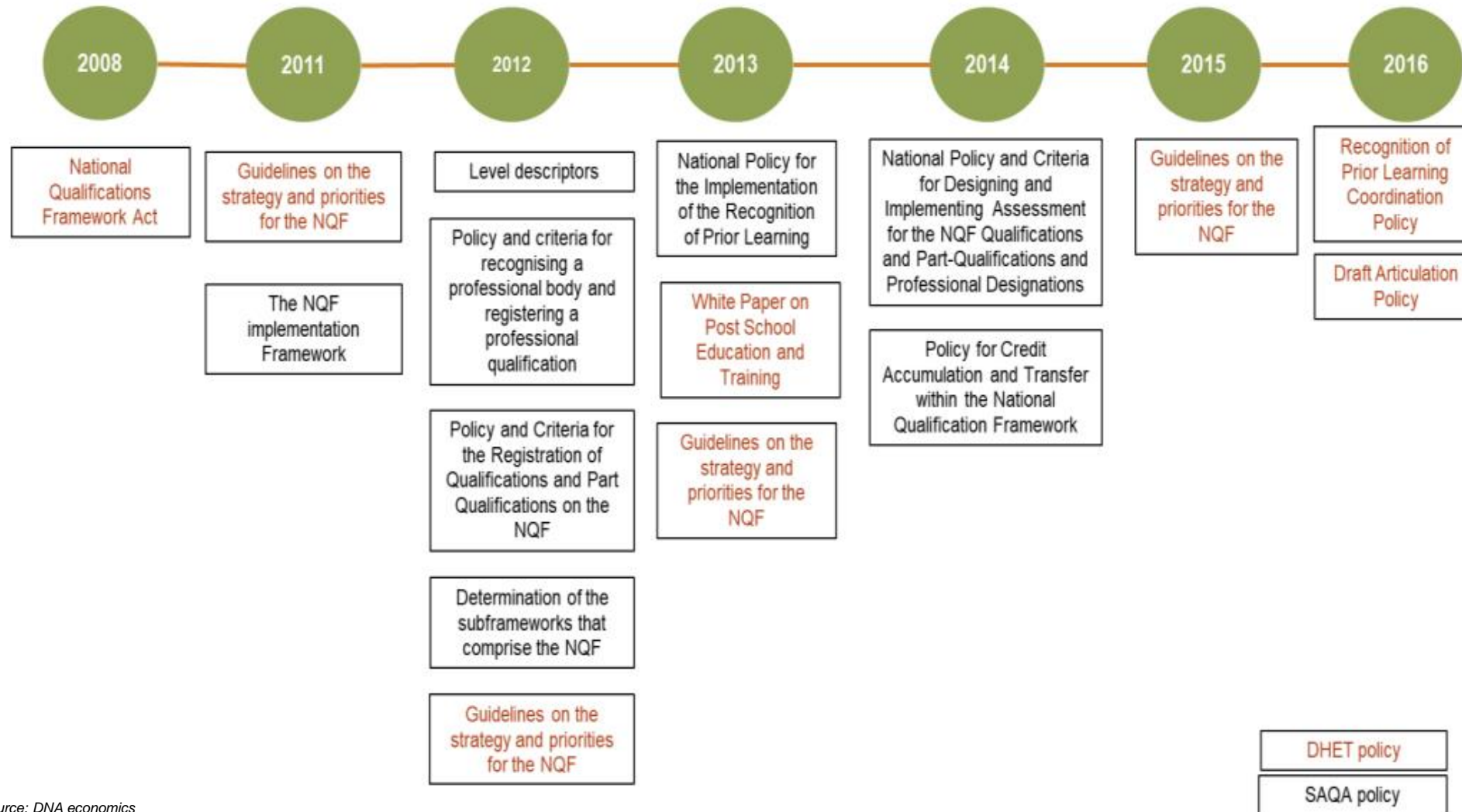verification services for national qualifications

CONDUCT
research and collaborate with international counterparts

INFORM
the public about the NQF

Policies and Guidelines

2008
- National Qualifications Framework Act

2011
- Guidelines on the strategy and priorities for the NQF
- The NQF implementation Framework

2012
- Level descriptors
- Policy and criteria for recognising a professional body and registering a professional qualification
- Policy and Criteria for the Registration of Qualifications and Part Qualifications on the NQF
- Determination of the subframeworks that comprise the NQF
- Guidelines on the strategy and priorities for the NQF

2013
- National Policy for the Implementation of the Recognition of Prior Learning
- White Paper on Post School Education and Training
- Guidelines on the strategy and priorities for the NQF

2014
- National Policy and Criteria for Designing and Implementing Assessment for the NQF Qualifications and Part-Qualifications and Professional Designations
- Policy for Credit Accumulation and Transfer within the National Qualification Framework

2015
- Guidelines on the strategy and priorities for the NQF

2016
- Recognition of Prior Learning Coordination Policy
- Draft Articulation Policy

- DHET policy
- SAQA policy

Source: DNA economics

- Range of policies developed anchored on the NQF act and developed between 2011 and 2016, with subsequent reviews and amendments
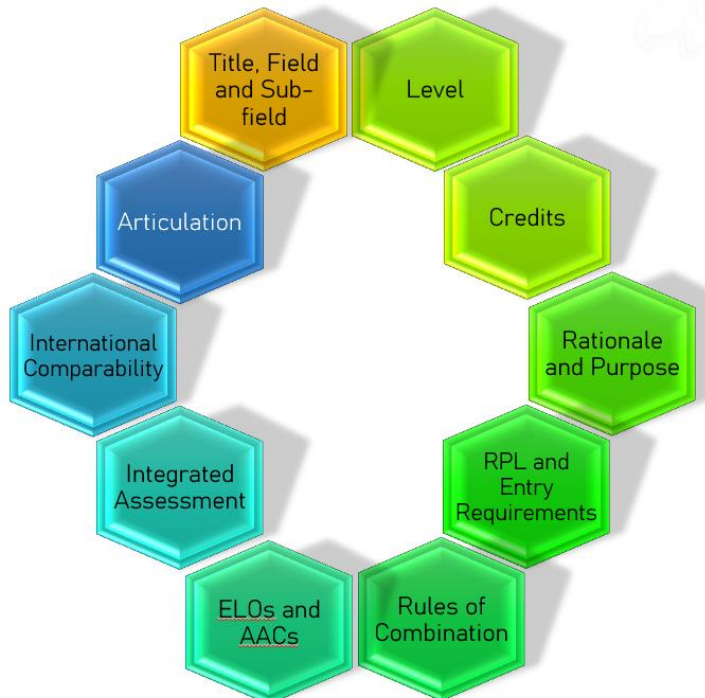
Registration of Qualifications

Key elements

SAQA

Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework
(As amended, 2022)

Registration requirements:

- Policy and criteria first published in 2013.

- Reviewed and amended in 2020.

- Positive impact on quality and recognition of qualifications.

2013 Policy	2020 Policy
Sets out the requirements for <u>registering</u> qualifications and part qualifications on the NQF	Sets out the requirements for **developing** and <u>registering</u> qualifications and part-qualifications on the NQF
Applies to the development, registration and publication of qualifications and part qualifications	Applies to the development , <u>evaluation</u>, registration and publication of qualifications and part-qualifications
	Includes information on **re-registration and de-registration** of qualifications and part-qualifications
	Includes criteria for the publication of qualifications and part-qualifications

SAQA

Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework (As amended, 2022)

Title, Field and Sub-field

Level

Articulation

Credits

International Comparability

Rationale and Purpose

Integrated Assessment

RPL and Entry Requirements

ELOs and AACs

Rules of Combination

National Verification

Verifications: What and Why

'**Verification**' = *the process followed by SAQA to determine the **authenticity** of a qualification or part-qualification in terms of the relevant SAQA policy and procedures.*

SAQA checks that qualification is:

(i)   registered on the NQF;

(ii)   offered by a registered, established, declared or merged and accredited education institution or skills development provider in terms of relevant legislation;

(iii)   lawfully obtained.

         – *NQF Amendment Act (2019)*
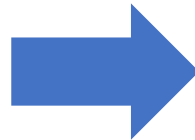
➢ **Trust**

➢ **Integrity**

➢ **Quality**

➢ **Mobility**

    ➢ *Emigration*

    ➢ *Further studies*

    ➢ *Professional registration*

    ➢ *Employment*

Verifications Products and Services

Individual (Learners)

Pre – Appointment (3rd Party)

- Pre appointment
- Cabinet Letters
- Individual Letters
- **NLRD**
- Board members
- Record of learning
- Bulk
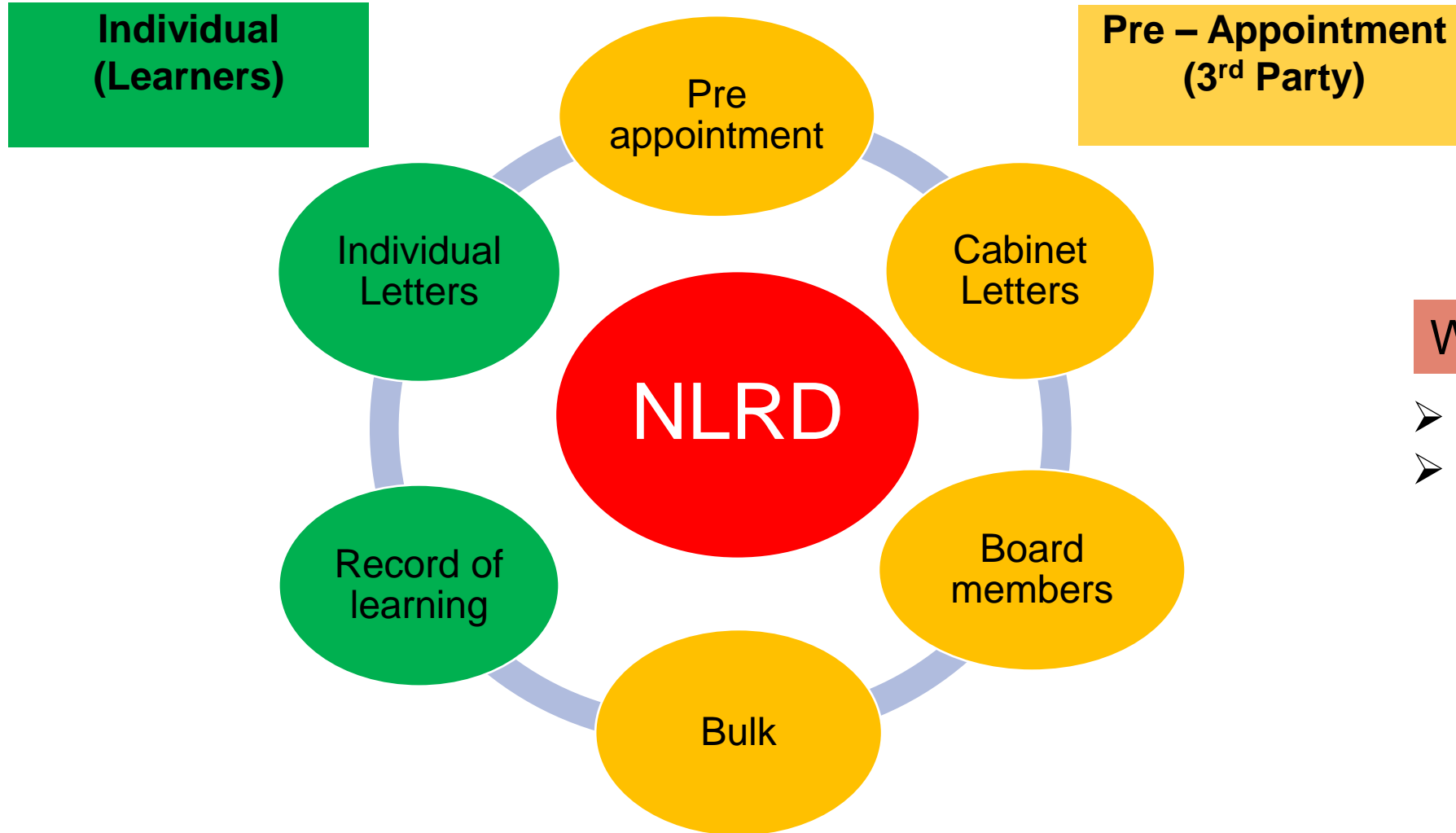
What we don't verify:

➢ Short courses
➢ Professional designations

Verifications Database
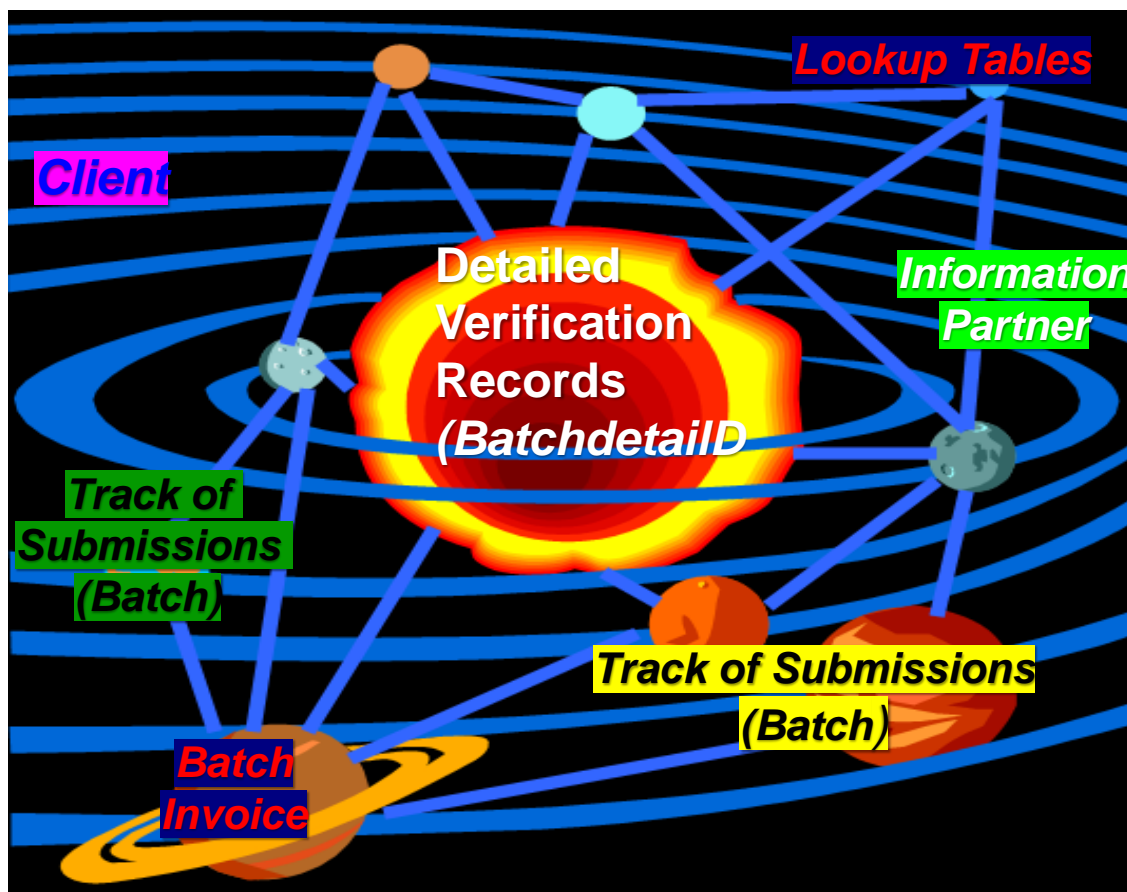
Relational Database (in MS SQL)

Best practice design, as guided by the NLRD's design

➤ Capture records for Verifications

➤ Tracking system - operates in real time

➤ Register of verification submissions, clients and information sources

➤ Automated nightly downloads to SAQA VeriSearch

➤ Verification reports: statistics; trends; requests for invoices

National Learner's Records Database(NLRD)

The NLRD: Data Sources
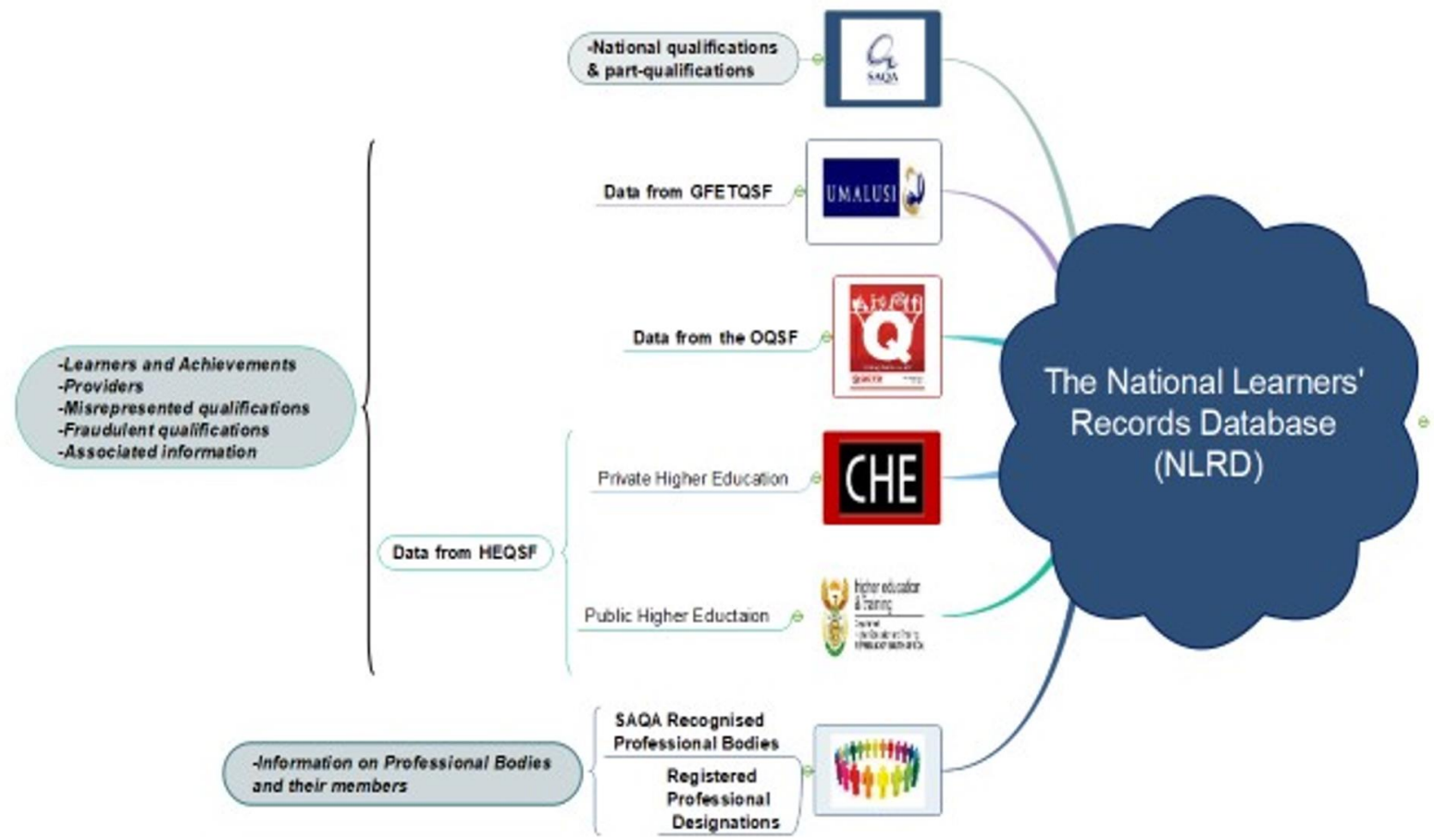
- ➢ Primary source of information for the Verification of South African Qualifications
- ➢ Bi- Annual loads
- ➢ Over 22 million records loaded on the NLRD

Verifications

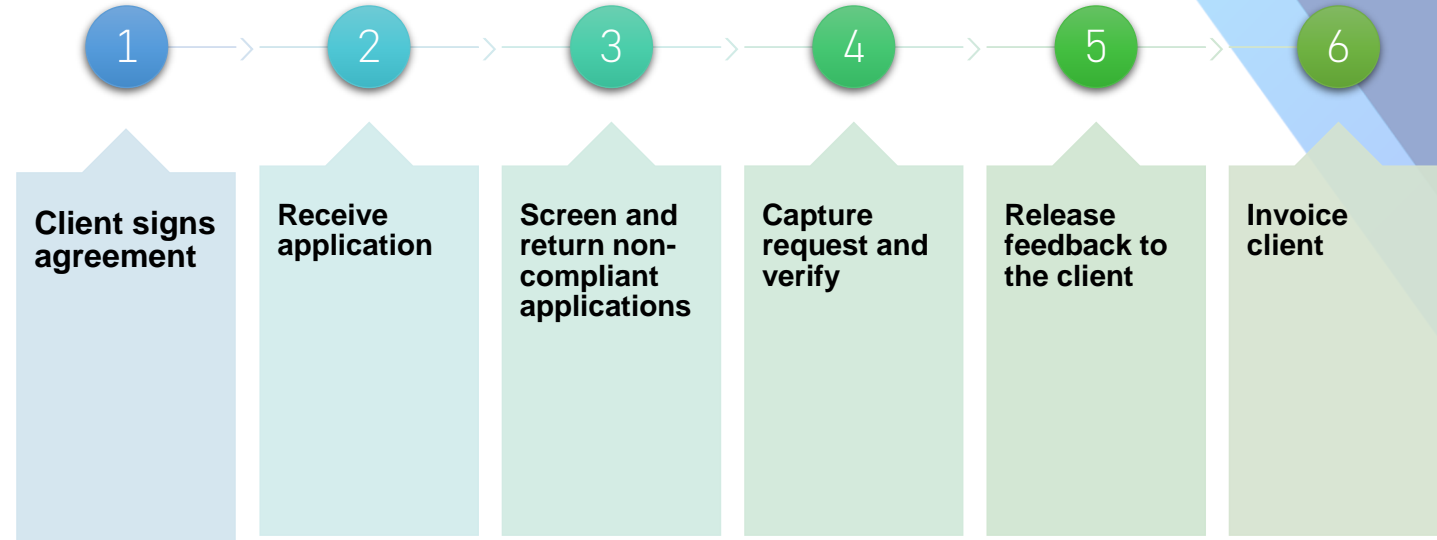Two main 'types' of verifications provided to learners with SA qualifications:

1. Pre-appointment Verifications
➤ For employment or further study

➤ Bulk requests from public sector

2. Individual letters
➤ Service started in 2019

➤ Geared towards individuals emigrating to other countries for employment and study

➤ Only for higher education qualifications

Process:

1	2	3	4	5	6
Client signs agreement	Receive application	Screen and return non-compliant applications	Capture request and verify	Release feedback to the client	Invoice client

Turnaround times:

➤ Extra – Up to 2 working days

➤ Special – 3 to 5 working days

➤ Standard – 25 working days (**for "pre-appointments" and "individual learners"**)
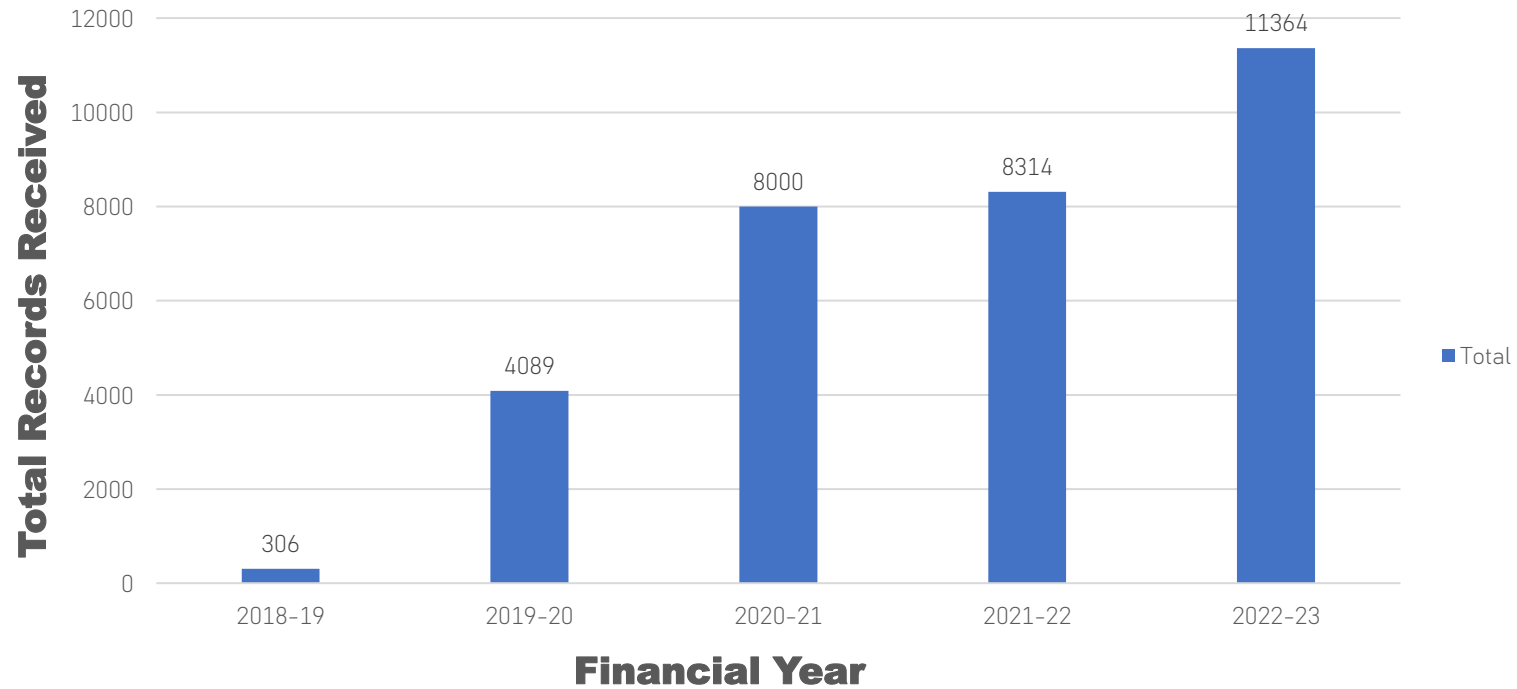
Pre-Appointment Verifications Statistics

Pre-appointment and Bulk per Financial Year
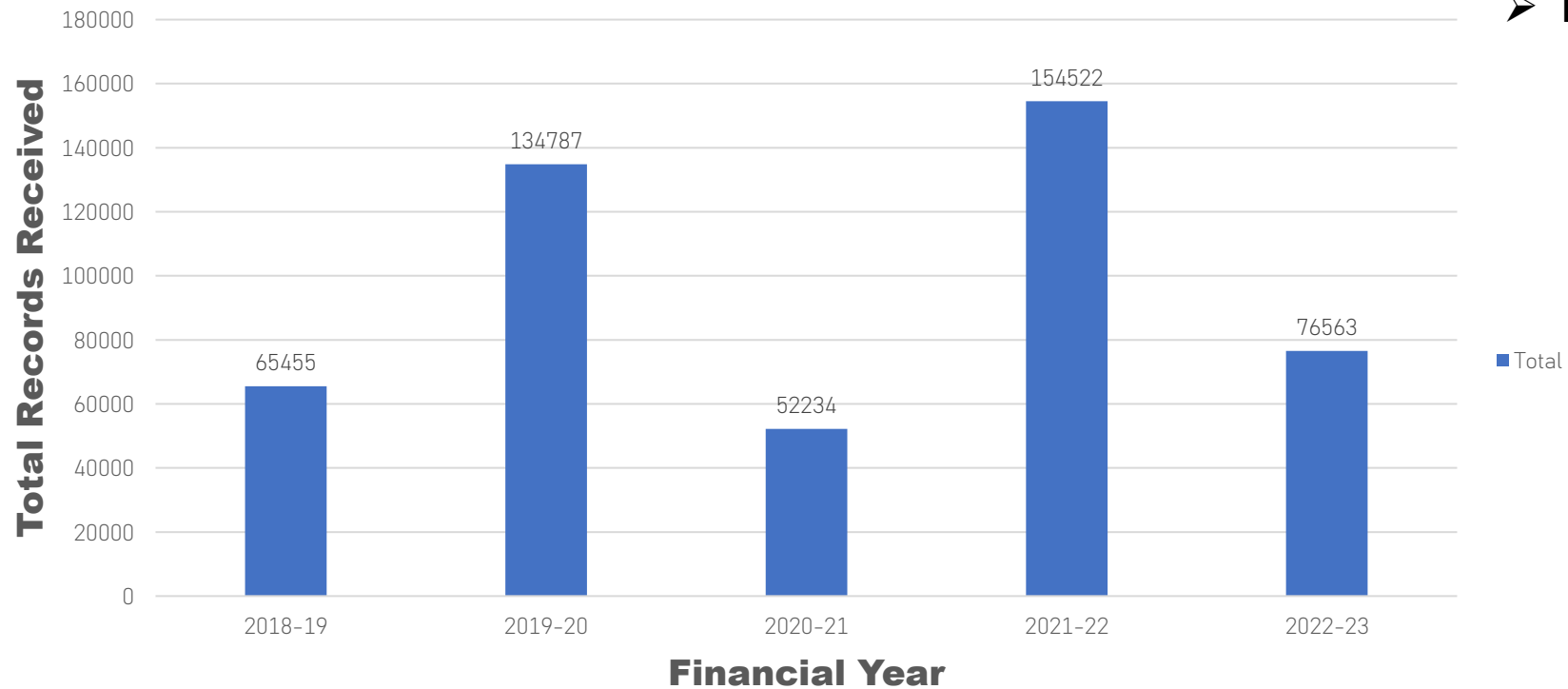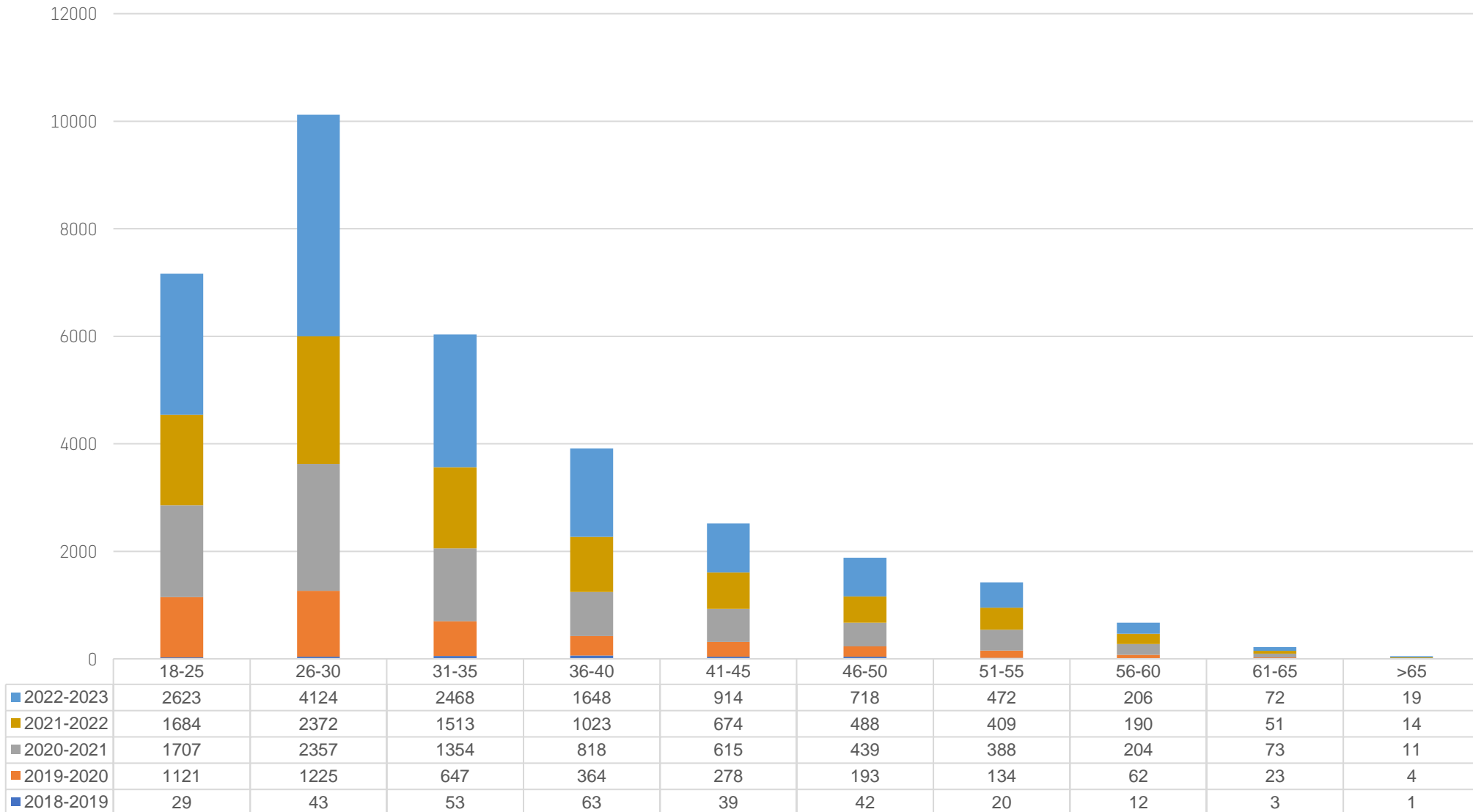

➢ Effects of Covid- 19 in 2020/21

Verification Letter Statistics

Individual Letter records per Financial Year

# Individual Verifications Qualification Trends

Count of People by Age Group

|	18-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	>65
2022-2023	2623	4124	2468	1648	914	718	472	206	72	19
2021-2022	1684	2372	1513	1023	674	488	409	190	51	14
2020-2021	1707	2357	1354	818	615	439	388	204	73	11
2019-2020	1121	1225	647	364	278	193	134	62	23	4
2018-2019	29	43	53	63	39	42	20	12	3	1

SAQA evaluation of foreign qualifications from African States

Trend of FQ achievements recognised by SAQA Overall 2019 – 2023
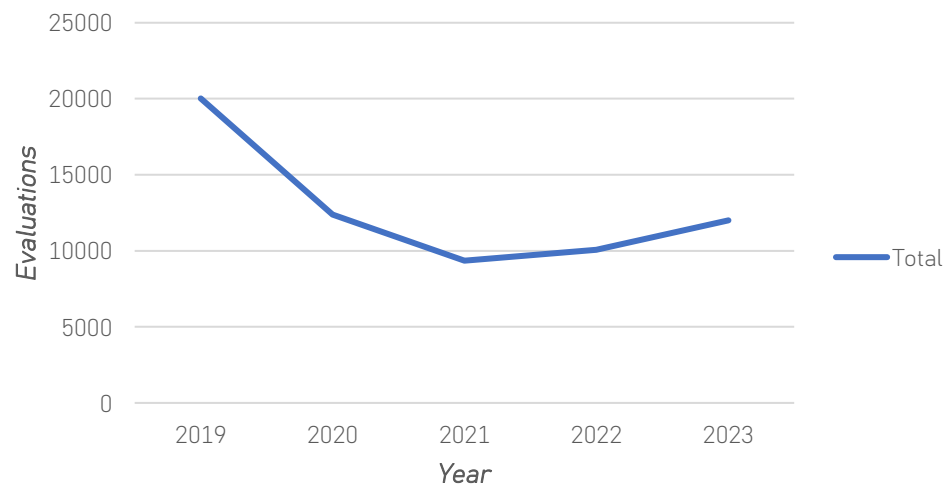
Trend of FQ achievements recognised by SAQA from African states 2019 – 2023
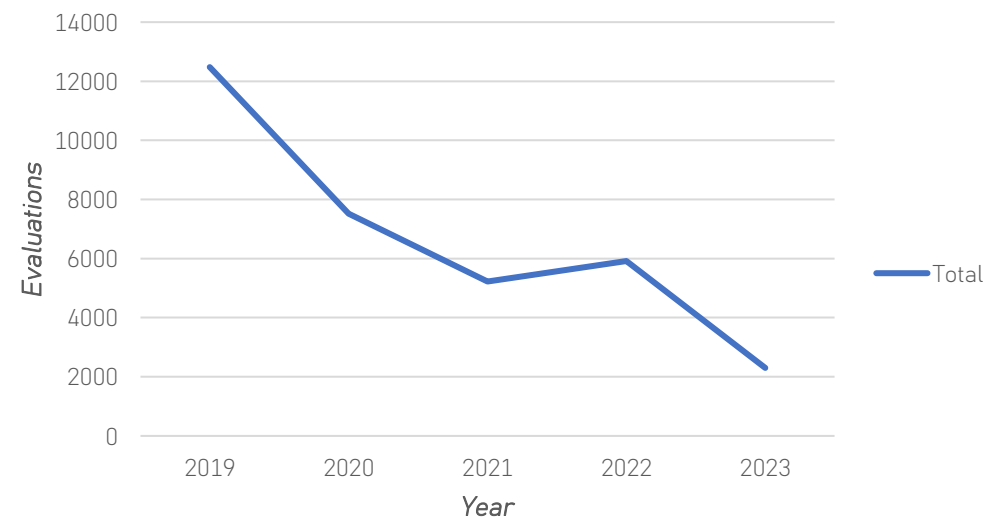
SAQA's Top 10 African countries since 2018

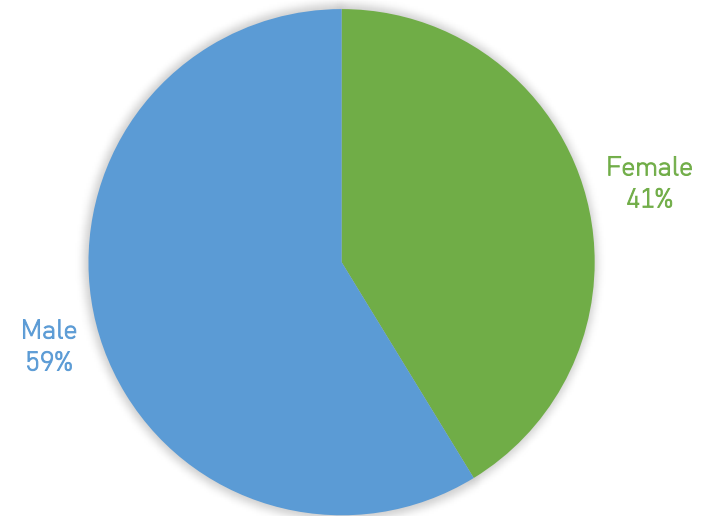| Country	Evaluations
Zimbabwe	16862
Nigeria	5812
Lesotho	3286
Congo, Democratic Republic of	3112
Ghana	1861
Namibia	1413
Kenya	1357
Swaziland	1316
Botswana	1093
Zambia	984
Grand Total	**37096**

Zimbabwe accounts for 45% of the total evaluations. Zimbabwe also tops the overall list of evaluations that we do at SAQA. Six of the overall Top 10 countries on the list are from the SADC region.

AFRICA: GENDER DISTRIBUTION

Female
42%
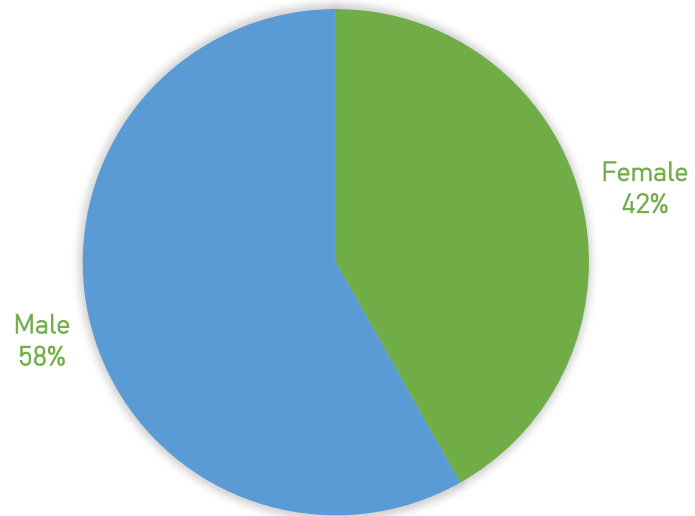
Male
58%

OVERALL: GENDER DISTRIBUTION

Female
41%

Male
59%

The two pie charts depicts the profile of a typical SAQA applicant. As it shows on the two charts, the typical gender is that of a male.

Top 10 African institutions

| Country	Evaluations
University of Zimbabwe	3385
Zimbabwe School Examinations Council (ZIMSEC)	3095
Midlands State University	2242
National University of Science and Technology	2028
Ministère de l'Enseignement Primaire, Secondaire et Professionnel	1535
National University of Lesotho (since 1975)	1342
The West African Examinations Council	1002
Ministry of Higher and Tertiary Education	984
University of Botswana	696
Great Zimbabwe University	619
Grand Total	16928

The table depicts the top 10 institutions SAQA receives the most qualifications from, of which the majority are located within Zimbabwe.

Locating foreign qualifications on the SA NQF

Africa: SAQA evaluations per SA NQF level 2018 – 2023
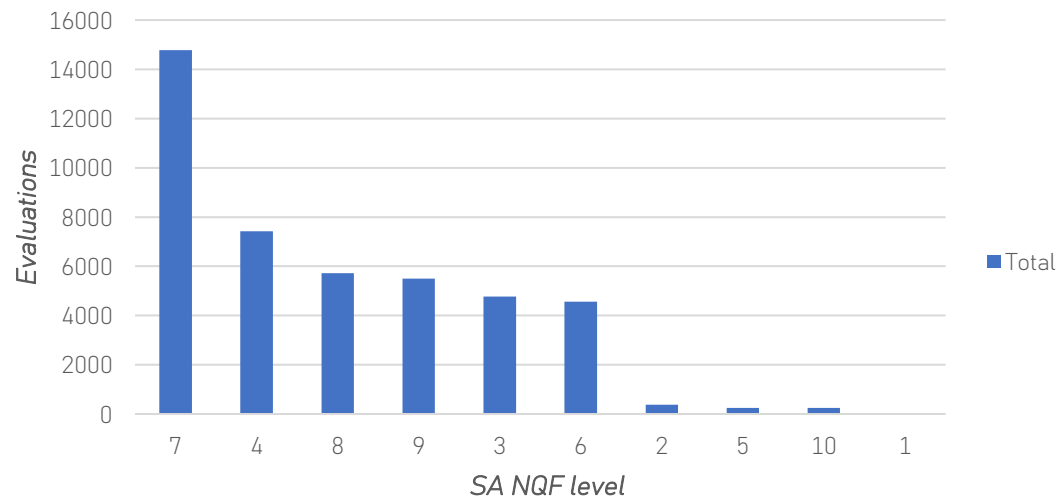
*Overall: SAQA evaluations per SA NQF level 2018 – 2023*
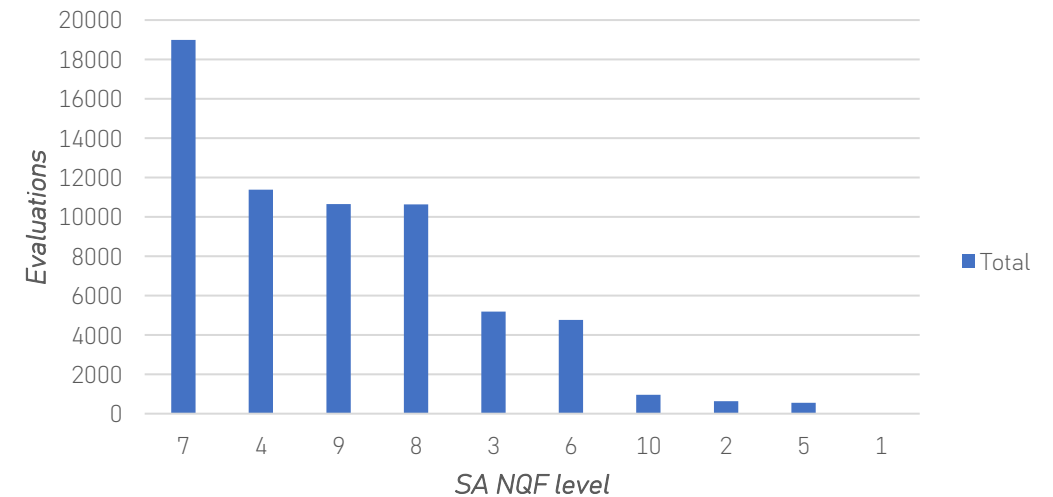
Both these graphs (African vs Overall evaluations) show a similar pattern; a large majority of the foreign qualifications SAQA recognizes are located on SA NQF level 7 (first degree or undergraduate level qualifications)

Locating foreign qualifications on the SA NQF: BRICS

Year	Brazil	China, Peoples Republic of	India	Russia	Total
2018	98	249	3935	50	4332
2019	62	361	2077	61	2561
2020	34	244	1063	40	1381
2021	34	270	762	59	1125
2022	31	224	697	68	1020
2023	19	269	548	59	895
Total	278	1617	9082	337	11314

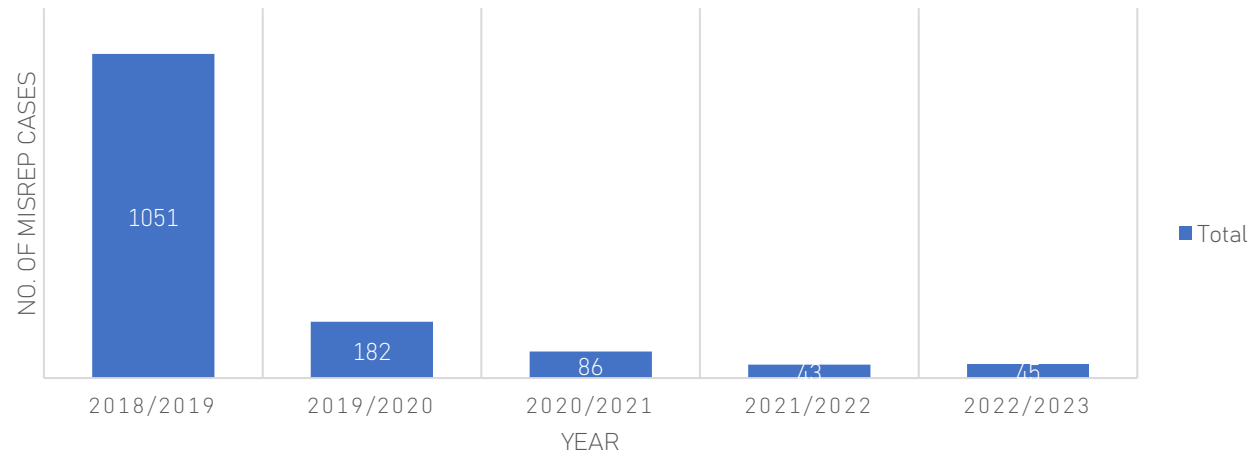EVALUATION OF QUALIFICATIONS FROM BRICS COUNTRIES DONE BY SAQA SINCE 2018
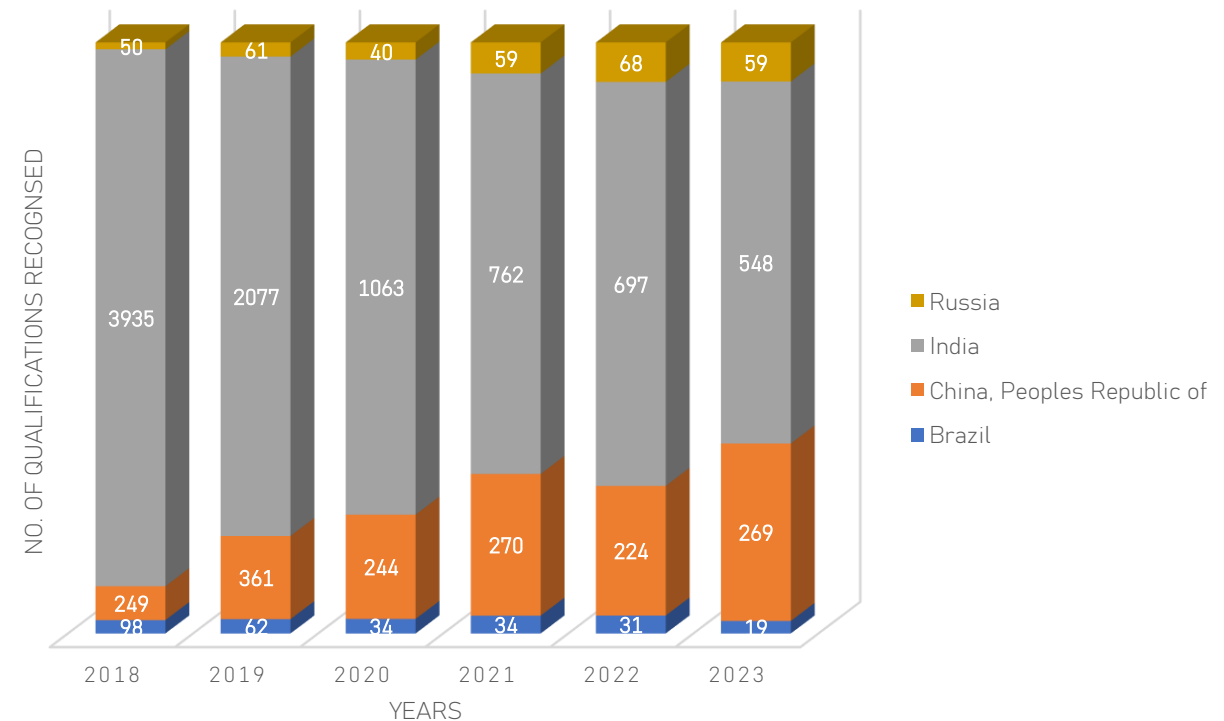
Verification of foreign qualifications

- The foreign qualifications team determined a need to start verifying foreign qualifications as part of the evaluation process. In August 2015 a verification pilot project was launched where all qualification evaluations requests of 5 countries were verified, with continued roll-out of various countries until 100% verification was implemented in 2018.

Cases of misrepresentation

RECORDED CASES OF MISREPRESENTATION
2018 – 2023

NO. OF MISREP CASES

1051

182

86

43

45

2018/2019   2019/2020   2020/2021   2021/2022   2022/2023

YEAR

■ Total

Top 10 countries for misrepresentation

| Country	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
DRC	98	13	9	2	2
India	250	6	7	2	5
Nigeria	248	6	10	1	
Cameroon	36	5	4	2	1
Pakistan	166	3	1		
Zimbabwe	54	2	5	3	4
Ghana	17	1			
China	60				
Bangladesh	46				
Ethiopia	14				
Grand Total	**989**	**36**	**38**	**10**	**13**

Misrepresentation Types

Misrepresentation Types	Number of cases recorded
MISREPRESENTATION OF QUALIFICATION	351
MISREPRESENTATION OF SAQA CERTIFICATE OF EVALUATION	1056
Grand Total	1407

Articulation

Articulation

- Articulation is an important requirement in terms of registering qualifications. 3 types:
  - ❖ Systemic, specific and individual articulation

- SAQA is involved in some articulation initiatives including:
  1. The **Unfurling Post-School Education and Training (UPSET) project :**
     a) Looking at jointly developed and offered qualifications between Colleges and HEIs (e.g., Diploma, Higher Certificate, other)
     b) tracking transitioning learners and
     c) documenting good practice, amongst others.

  2. Working with different sectors to develop and strengthen learning and work pathways in these sectors.

Articulation projects
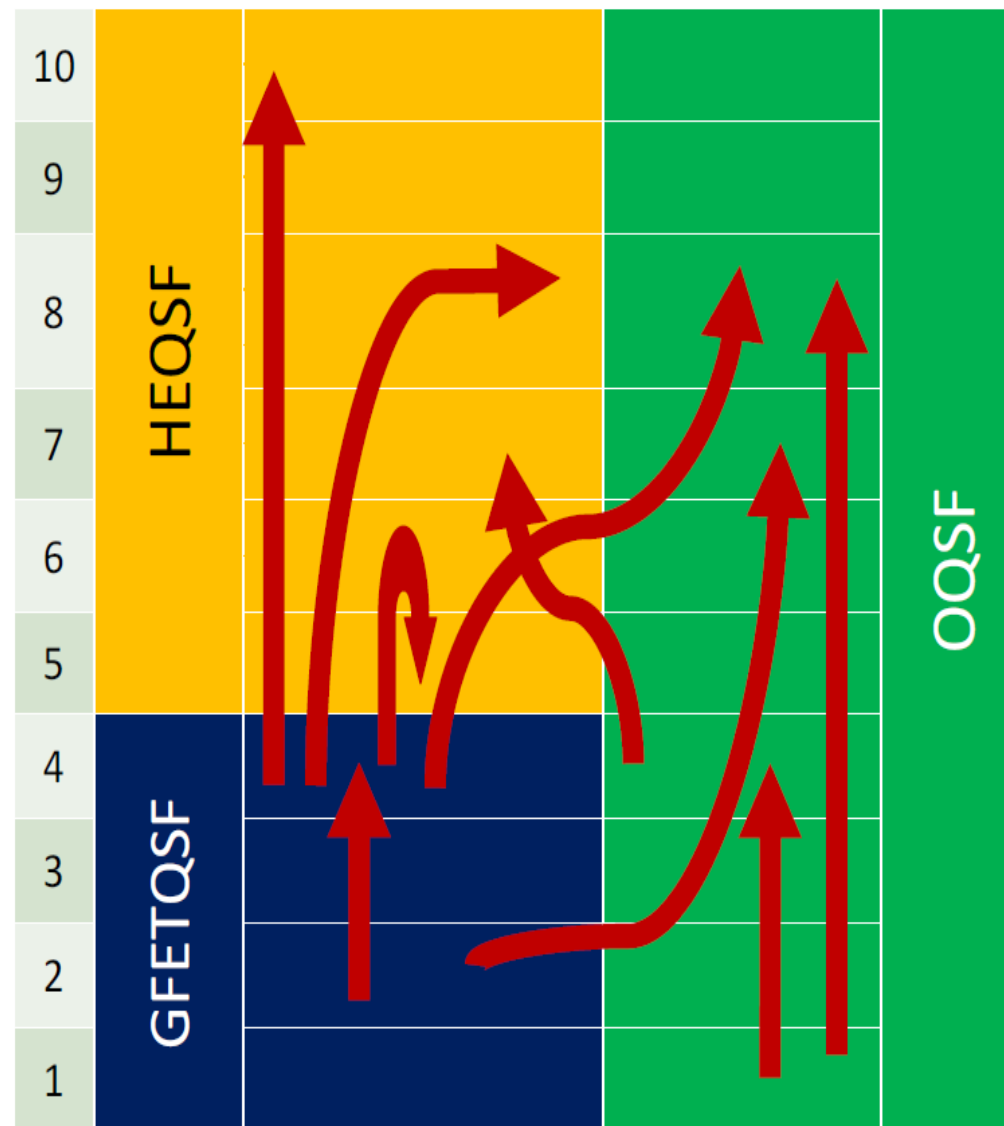
Unfurling Post–School Education and Training (UPSET) project:

- Based on five years of related research and development
- Setting up nine provincial/ regional **articulation hubs**
- **Jointly developed and offered qualifications** – College+HEI (e.g., Diploma, Higher Certificate, other)
- **Documenting and sharing** good practice
- **Tracking** transitioning learners

Progress to date:

- Four hub launches in 2022: KZN, Free State, Western Cape, Limpopo articulation hubs
- 2023: Gauteng , Eastern Cape hub launch

Recognition of Prior Learning

What is RPL? (South Africa)

"RPL is the principles and processes through which the prior knowledge and skills of a person are made visible, mediated, and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development" (SAQA, 2019)

Some RPL achievements – SA/ SAQA

RPL policy
- SAQA's RPL Policy & Criteria (2002, 2013, 2016, 2019)
- DHET, SAQA, QC policies almost aligned by 2017
- Full alignment expected by 2023

RPL implementation
- Data in NQF MIS (See following slides)
- Islands of excellent practice (OECD, 2008)
- Showcasing good practice in SAQA-hosted national conferences (2011, 2014)
- Documenting good practice (SAQA Bulletin 2015; SAQA Bulletin 2019)
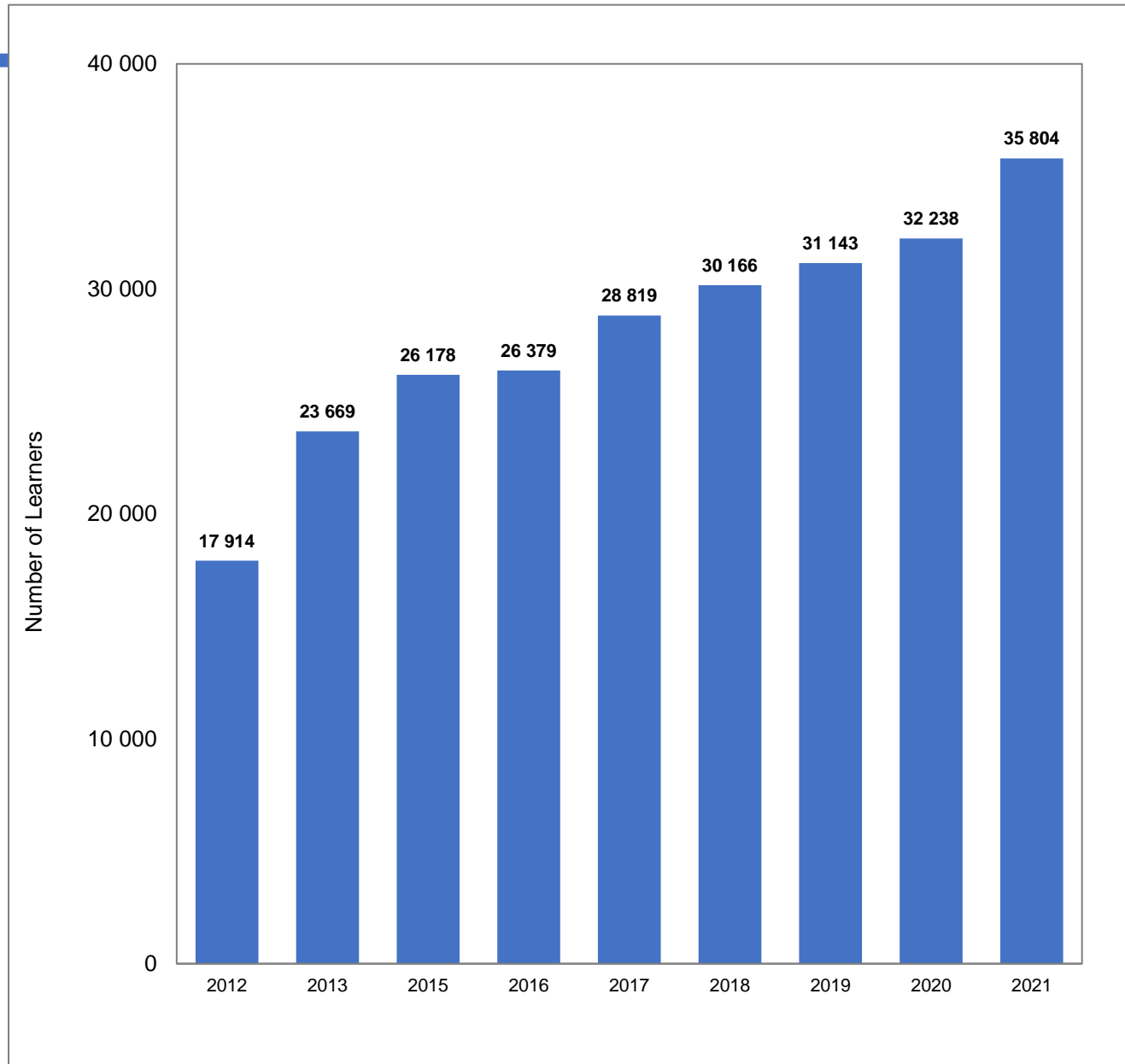- 20 national initiatives

RPL research
- SAQA-UWC partnership 2009-2015 'Developing a maximally inclusive RPL model'
- SAQA-UNESCO 2019-2021 'Flexible Learning Pathways in South Africa'
- SAQA-UWC-HSRC 'Crossing the lines: RPL as specialised pedagogy'
  (1st peer reviewed RPL book in the world, based on SAQA-UWC partnership research)

International recognition
- 2nd VPL Biennale (SA was runner up for its case study 'RPL in South Africa)
- 3rd VPL Biennale (SA won a prize for tools for RPL in workplaces)
- 4th VPL Biennale (UWC won overall first prize for its RPL platform)

Achievements via RPL

Number of Learners

| Year	Number of Learners
2012	17 914
2013	23 669
2015	26 178
2016	26 379
2017	28 819
2018	30 166
2019	31 143
2020	32 238
2021	35 804

- Steady, consistent increase in achievements via RPL annually.
- Number of qualifications obtained via RPL is 241.
- 97% of achievements via RPL are in the OQSF context, 3% in HEQSF (*mainly in the private HEI sector*)

Disaggregated by:
- NQF Field

Achievements via RPL
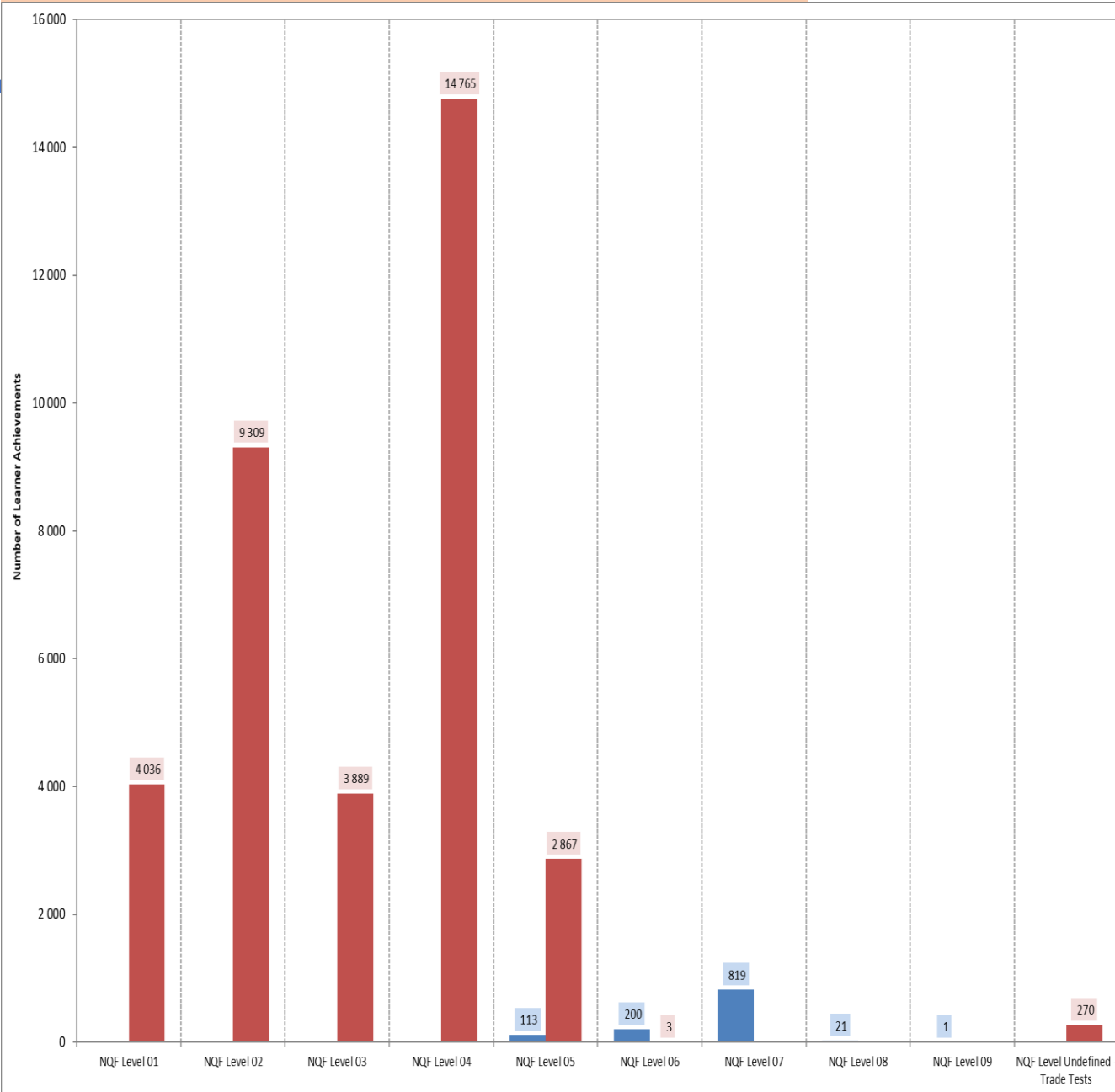
- 41% RPL achievements achieved at NQF L4, followed by NQF L2 (26%) and L3 (11%)

- Majority of achievement records were in the field of Services (41%) followed by Business, Commerce ad Mgt. Studies (35%) and Manufacturing Engineering and Technology (18%)

- Top 3 Qualifications:
  FETC: Real Estate (L4)
  National Cert: Contact Center support and
  National Cert: : Business

Professional designations achieved through RPL

- Professional bodies currently recognized by SAQA=103

- Professional designations of these bodies = 386

- Professional designations achieved via an RPL route=18

- **Statutory and non-statutory** professional bodies have submitted designation achievements via an RPL

THANK YOU

SAQA
SOUTH AFRICAN QUALIFICATIONS AUTHORITY