Session 2 – ACQF PLW 10

Constructing and Managing an NQF MIS The SAQA Experience

African Continental Qualifications Framework (ACQF)

Peer Learning Webinar

22 July 2021

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NATIONAL QUALIFICATIONS FRAMEWORK

Overview

1 SAQA & the South African NQF

2 Key aspects of the SA NQF/MIS

3 Highlights, Challenges & Lessons

SAQA & the South African NQF

WHAT IS SAQA?

THE SOUTH AFRICAN QUALIFICATIONS AUTHORITY IS A STATUTORY BODY ESTABLISHED IN TERMS OF THE SAQA ACT AND CONTINUING IN TERMS OF THE NQF ACT

THE NQF ACT MANDATES SAQA TO

- DEVELOP & IMPLEMENT
- ADVANCE THE OBJECTIVES
- CO-ORDINATE SUB-FRAMEWORKS

OF THE NATIONAL QUALIFICATIONS FRAMEWORK

SAQA RESPONSIBILITIES

- REGISTRATION of qualifications and part-qualifications
- RECOGNITION of professional bodies
- MANAGEMENT of information & learner achievements
- VERIFICATION of national qualifications
- COLLABORATION with international counterparts concerning qualification frameworks
- CONDUCTING RESEARCH on qualification frameworks
- EVALUATION & ADVISORY SERVICES for foreign qualifications

WHAT IS THE NQF?

THE SOUTH AFRICAN NATIONAL QUALIFICATIONS FRAMEWORK (NQF) IS A SINGLE INTEGRATED SYSTEM FOR THE

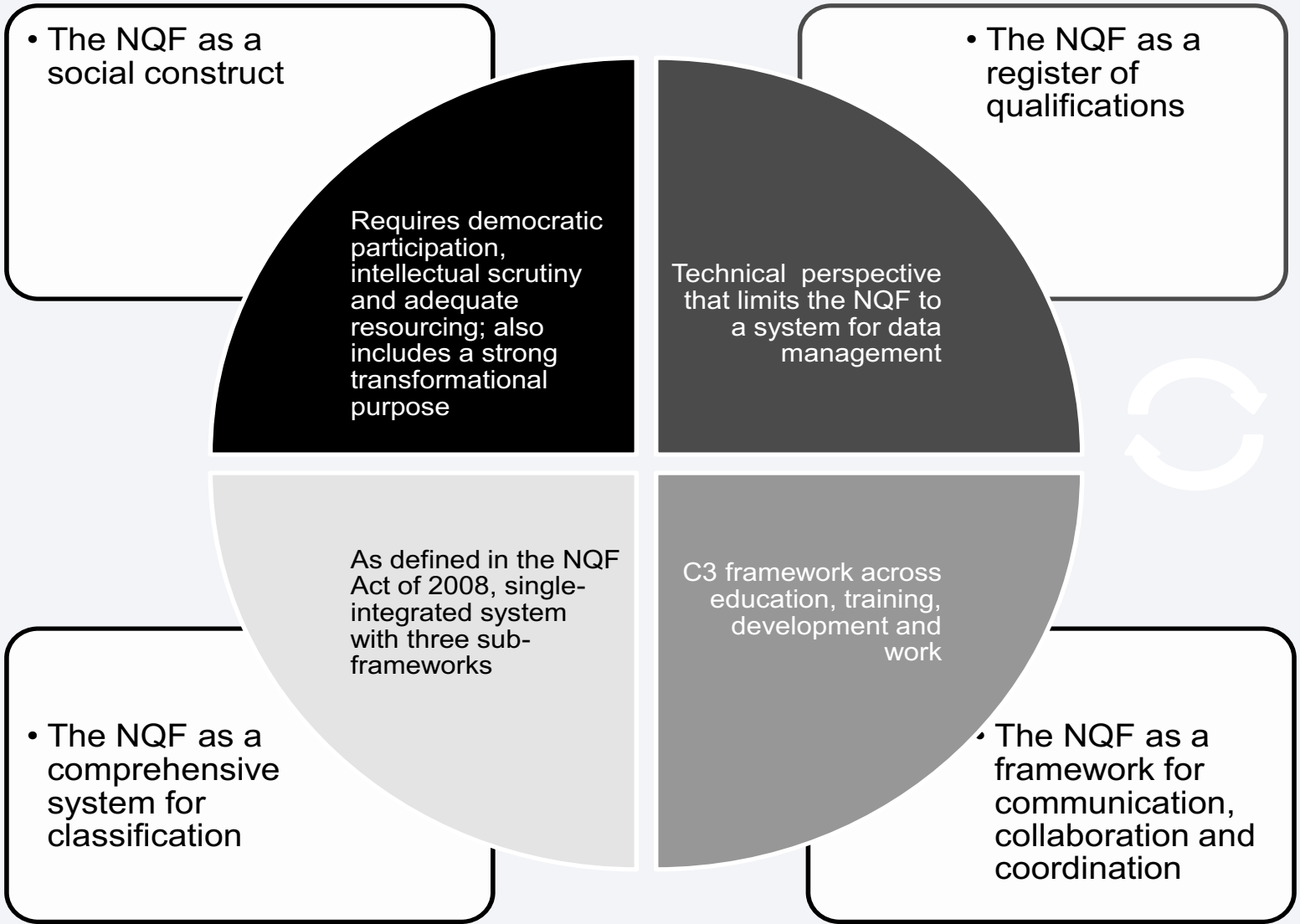
- CLASSIFICATION
- CO-ORDINATION
- REGISTRATION
- PUBLICATION
- ARTICULATION

OF QUALITY ASSURED NATIONAL QUALIFICATIONS

NQF Act (67 of 2008) ✓✓ ✓✓ Approved by the Minister: HET ✓✓ ✓✓

South African NQF contd…

Evolving Understandings of the South African NQF



Mandate

The NQF Act of 2008: SAQA must with respect to records of education and training, **maintain a National Learners' Records Database (MIS) comprising registers of :**

i. National qualifications and part-qualifications

ii. Learner achievements

iii. Details of the institution that awarded the qualification or part-qualification

iv. Recognised professional bodies [professional designations]

v. Associated information relating to registration, verification and accreditation;

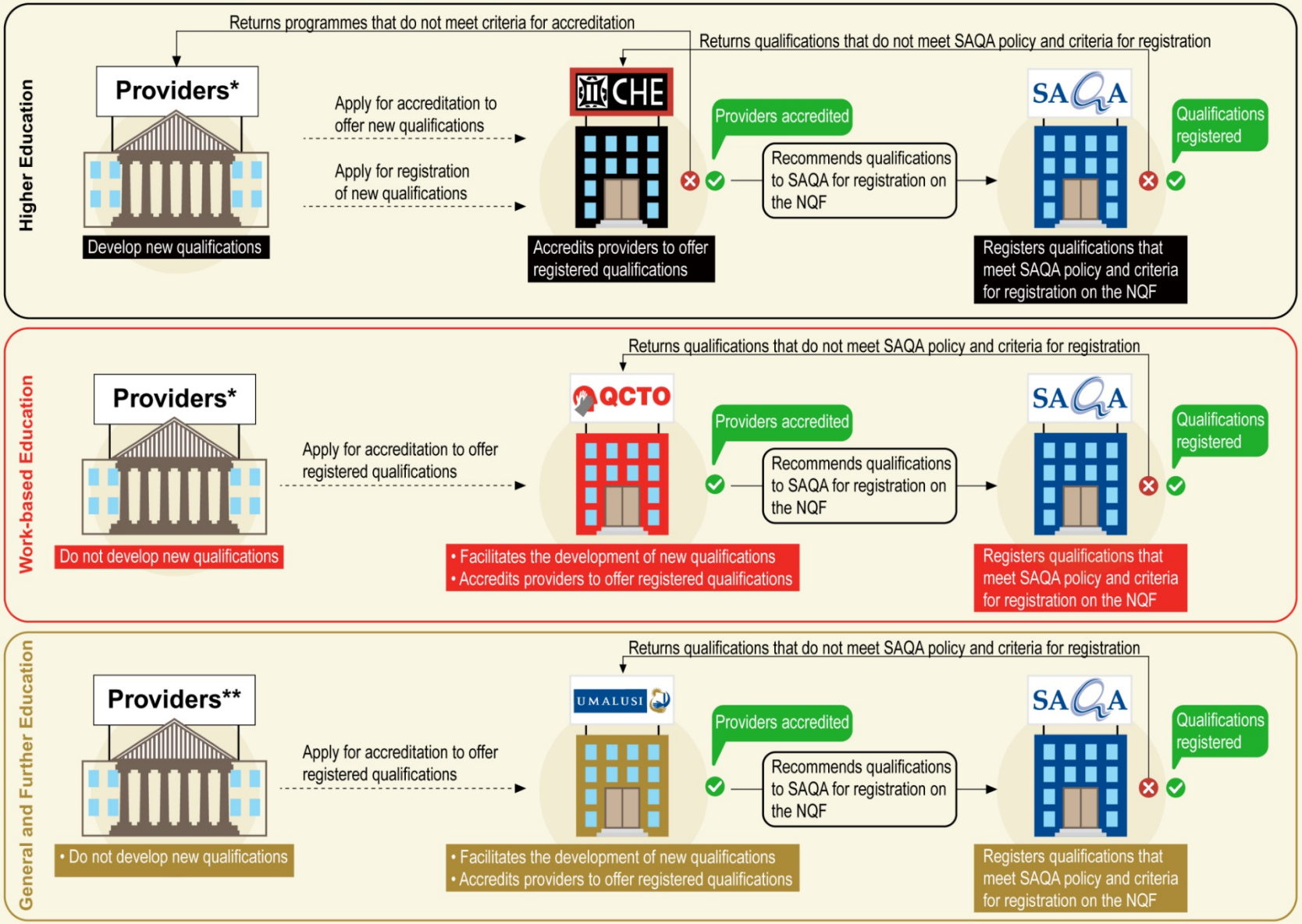
AND in terms of the 2019 Amendment to the Act:

(i) Establish and maintain a **register of misrepresented qualifications or part-qualifications**

(ii) Establish and maintain a **register of fraudulent qualifications or part-qualifications**

Three Quality Councils

Accreditation of Providers and Registration of Qualifications



*Need to register with DHET **Need to register with DBE

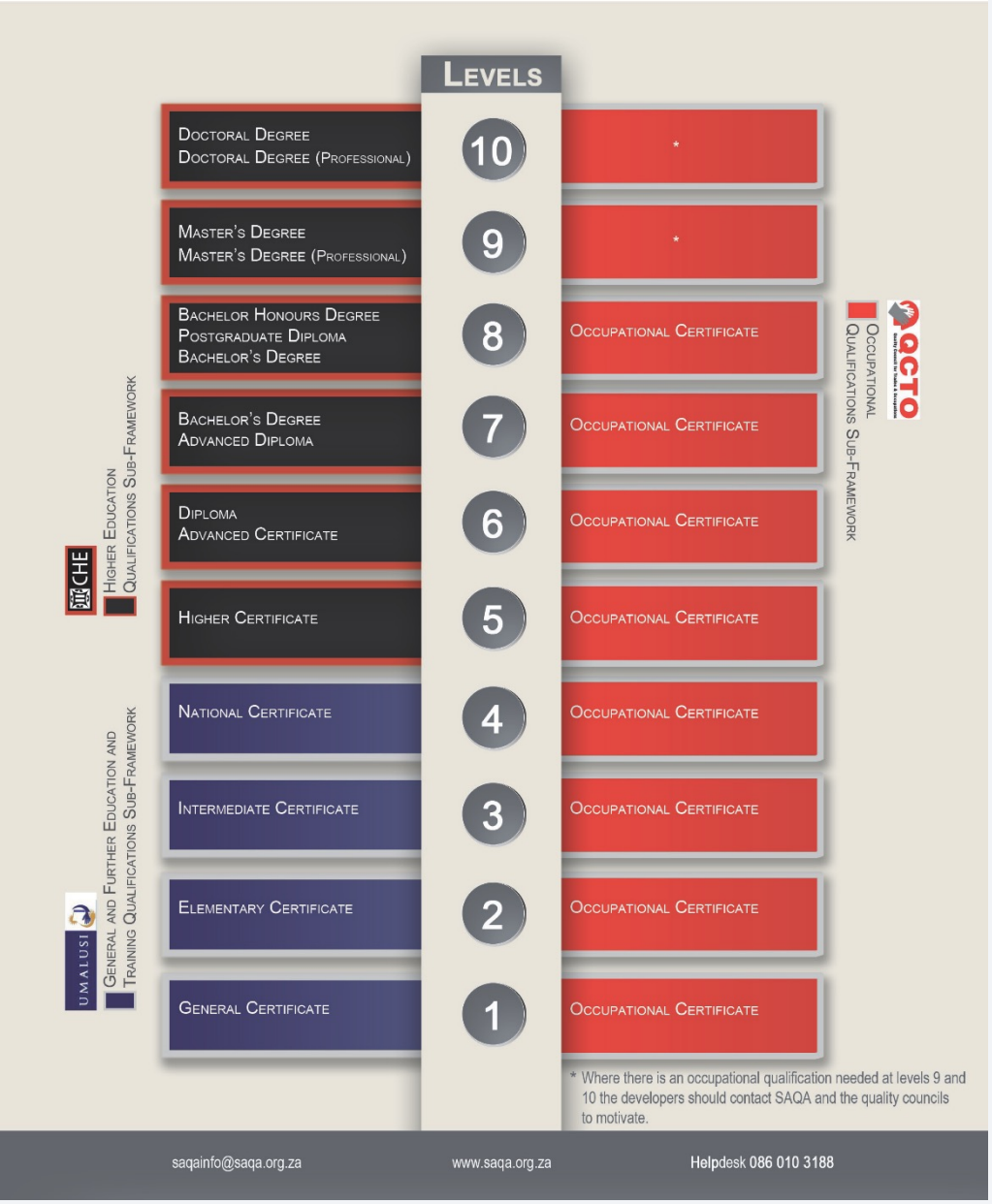
Issued by: SAQA Date: June 2018

higher education & training
Department: Higher Education and Training
REPUBLIC OF SOUTH AFRICA

National Qualifications Framework

Sub-frameworks and qualification types

SAQA



With regards to information matters

- **The three Quality Councils (QCs) must:**
  - Maintain a database of learner achievements and related matters for the purposes of the NQF Act
  - Submit such data in a formatted determined in consultation with the SAQA for recording on the NLRD
- **SAQA-recognised Professional Bodies must (in consultation with SAQA) :**
  - Maintain a database for the purposes of the NQF Act
  - Submit such data in a formatted determined in consultation with the SAQA for recording on the NLRD

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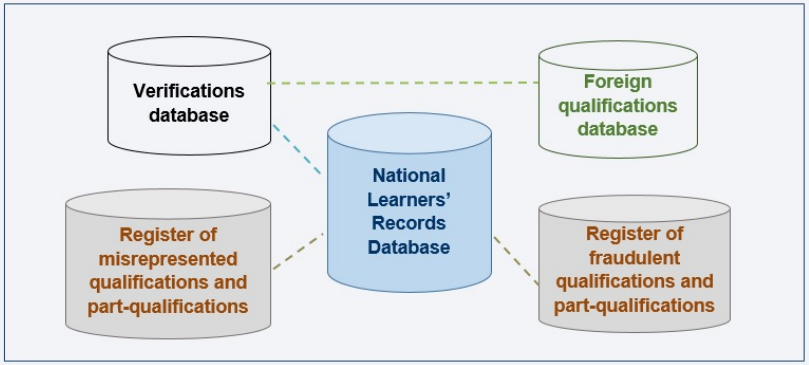
The NQF MIS (including the NLRD)



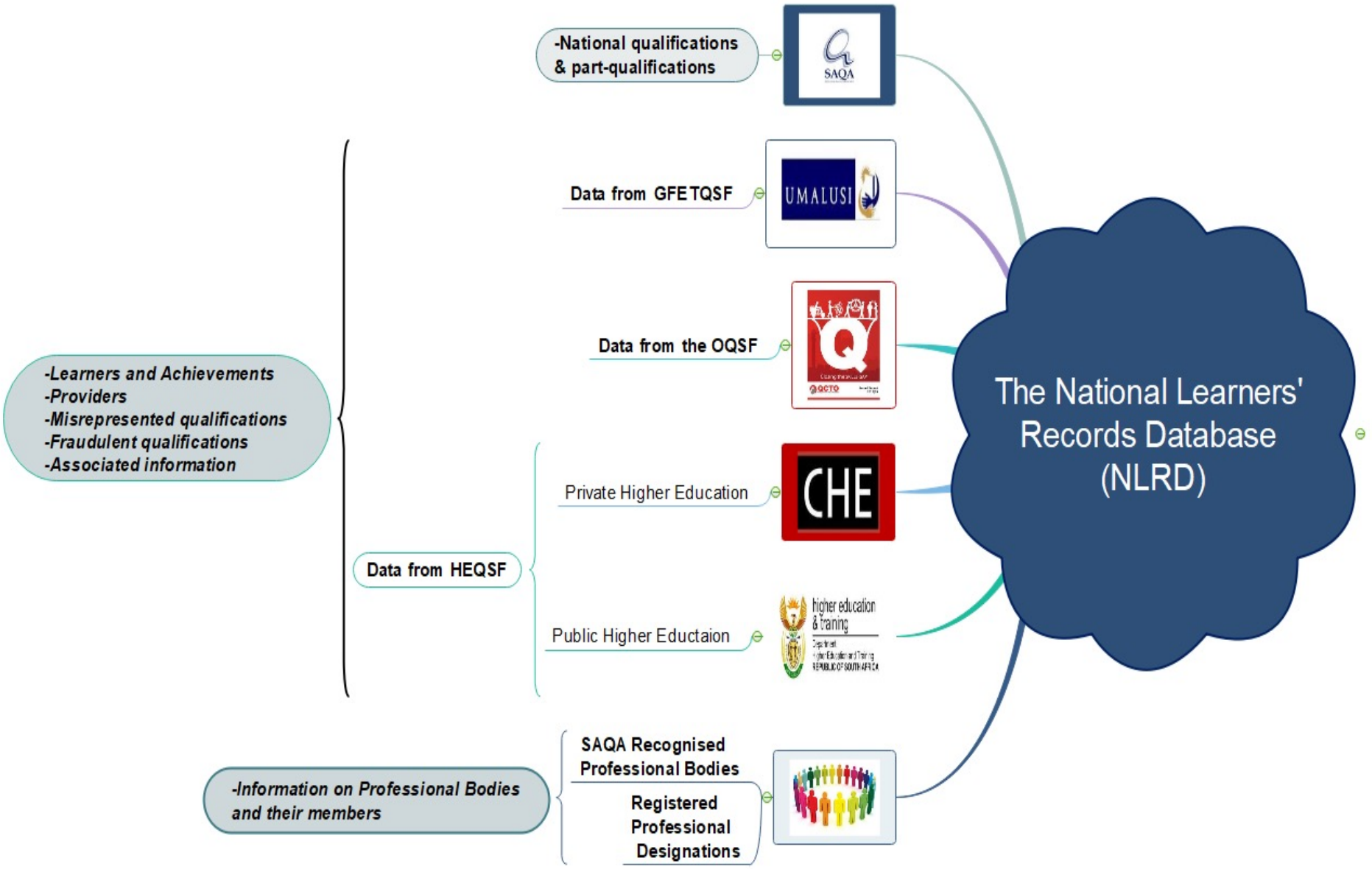
- **NQF MIS:**
  - An integrated information system which facilitates the management of the NQF
  - Contains all quality assured qualifications, accredited providers people who achieve it
  - It is linked to everything that is the essence of how the NQF is described in the NQF Act (67 of 2008)
- **The NLRD**:
  - Developed in 1999 to enable SAQA be '*the only source of complete data on qualifications, providers, assessors and learners in South Africa*'
  - Serves as a repository for the collection and management of NQF-related data
  - Guided by strict data loading requirements/standards and data loading regulations.
  - Widely considered the most comprehensive register of national learner achievements, and largest NQF MIS on the continent

The NLRD: Purpose

The information in the NLRD is used to:

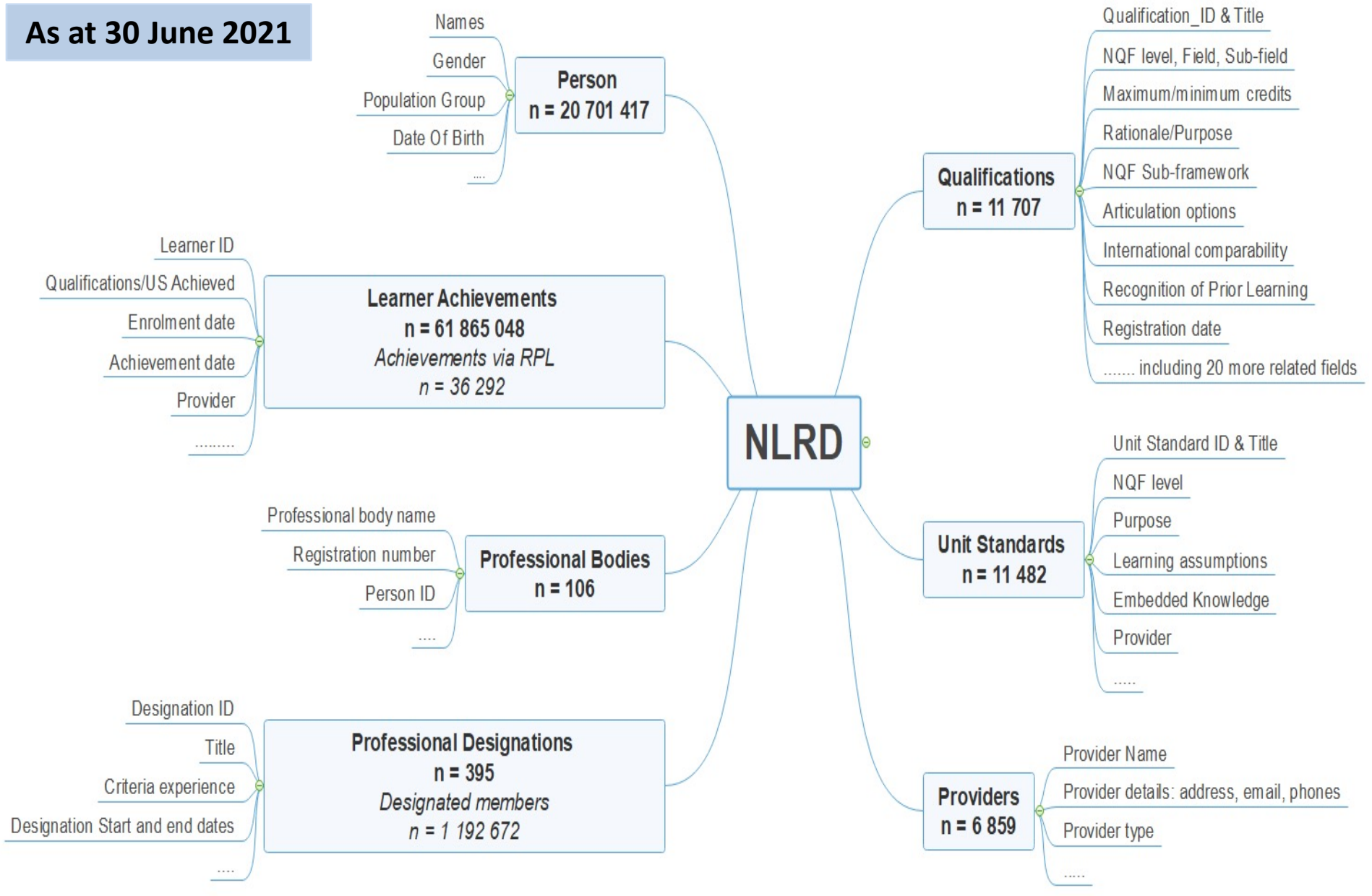
- Provide information and progress made towards implementing the NQF
- Provide analysis at macro policy level
  - Provide insightful reports to policy makers, policy implementers, policy beneficiaries and other stakeholders
  - Inform research and answer NQF-related queries
- Provide various reporting and analysis capabilities
- Verify information for work and/or study

The NLRD: Data Sources



The NLRD: Snapshot of Content

As at 30 June 2021



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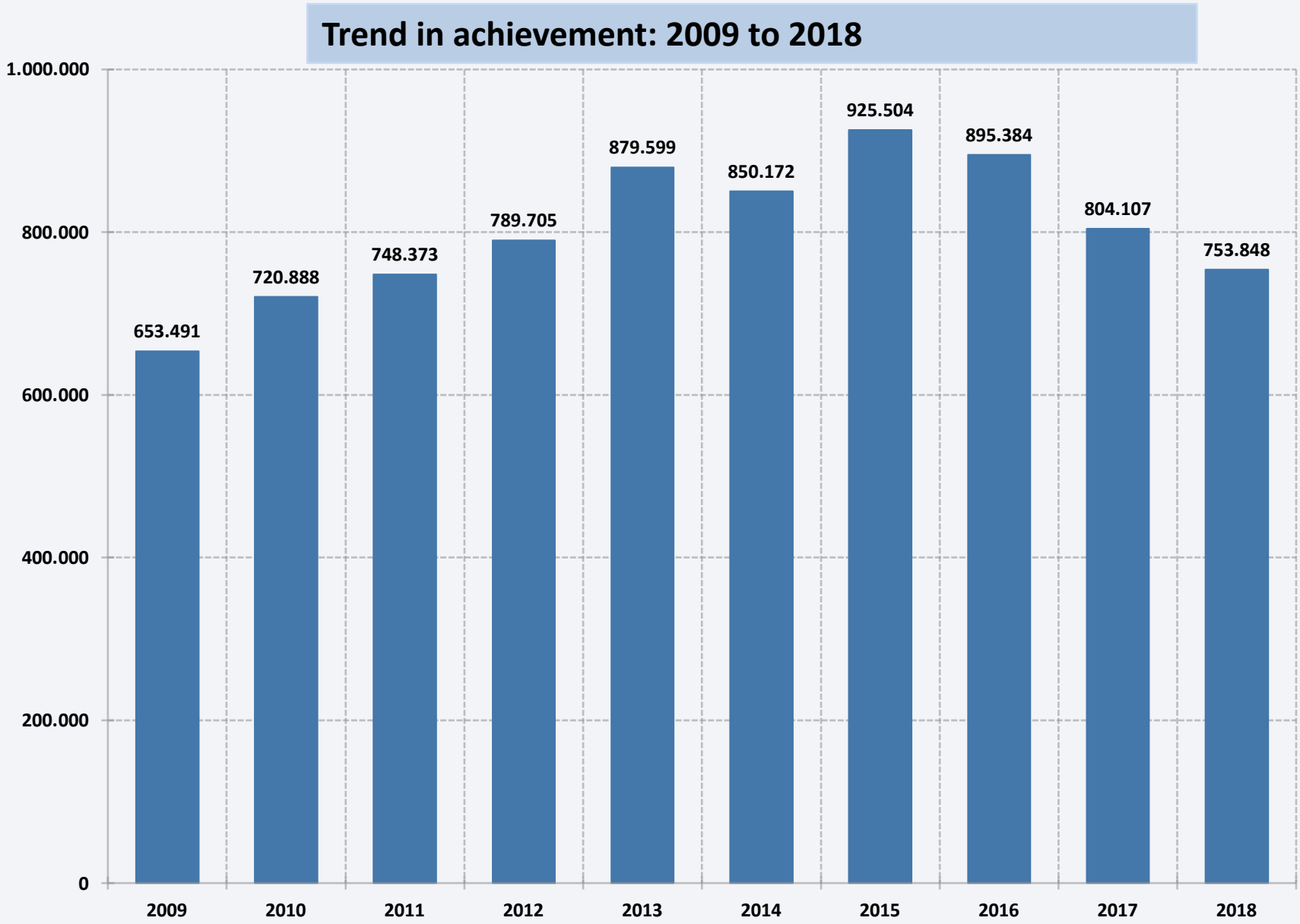
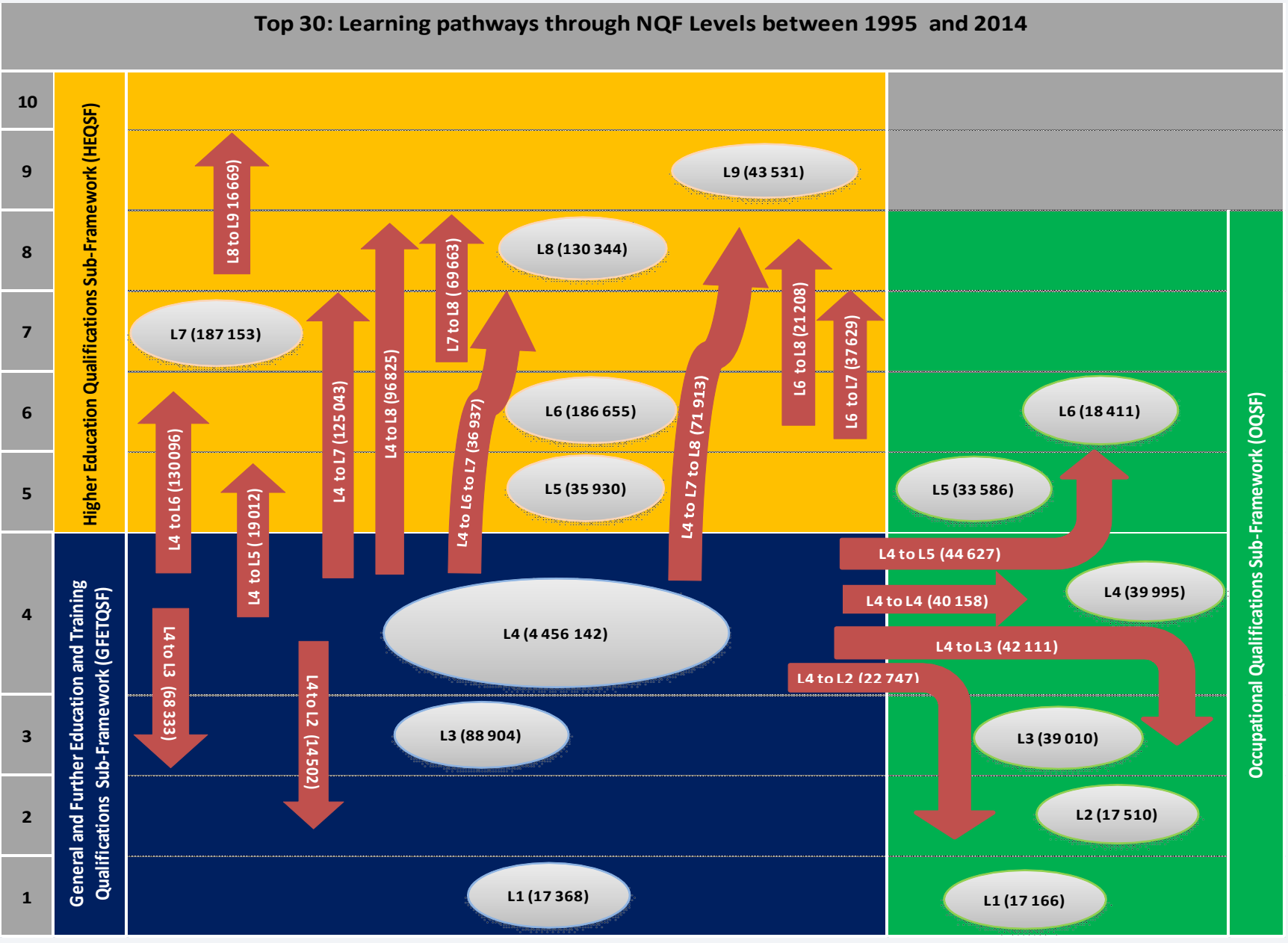


The NLRD: Sample analysis



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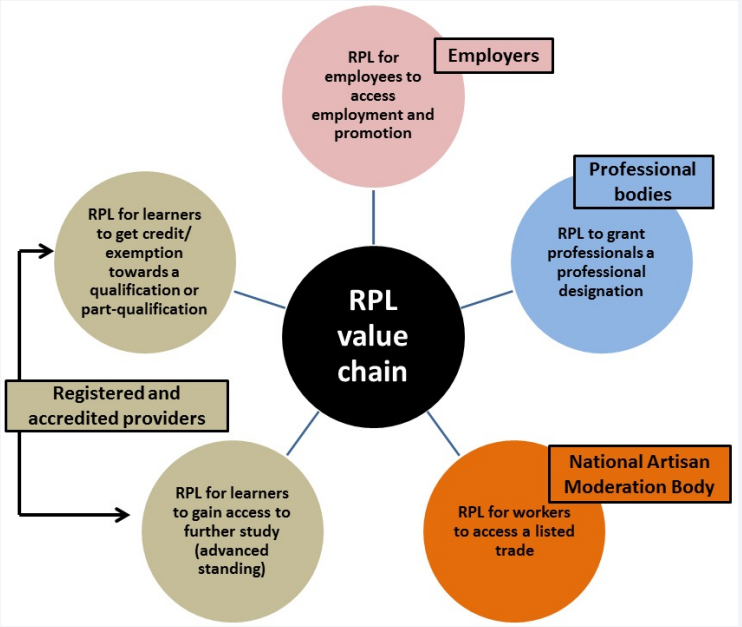
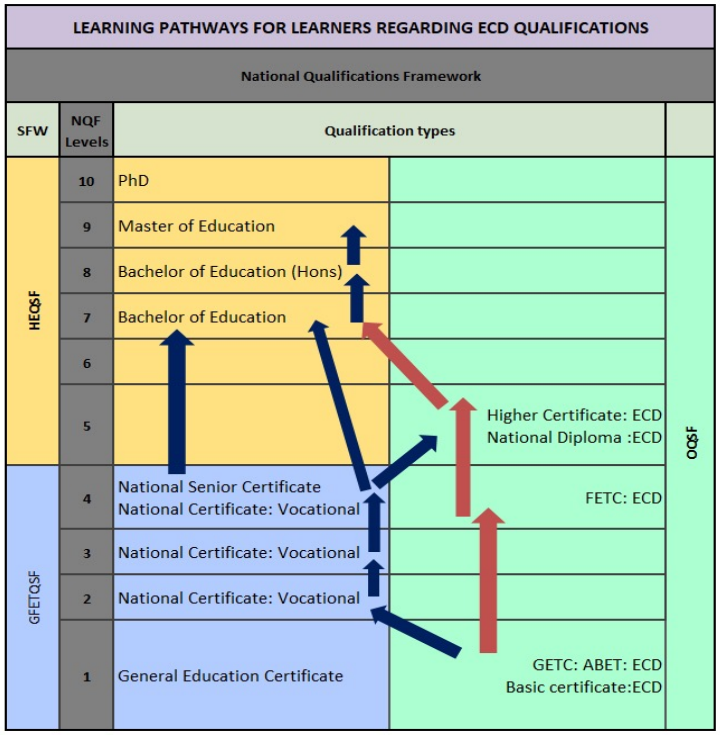
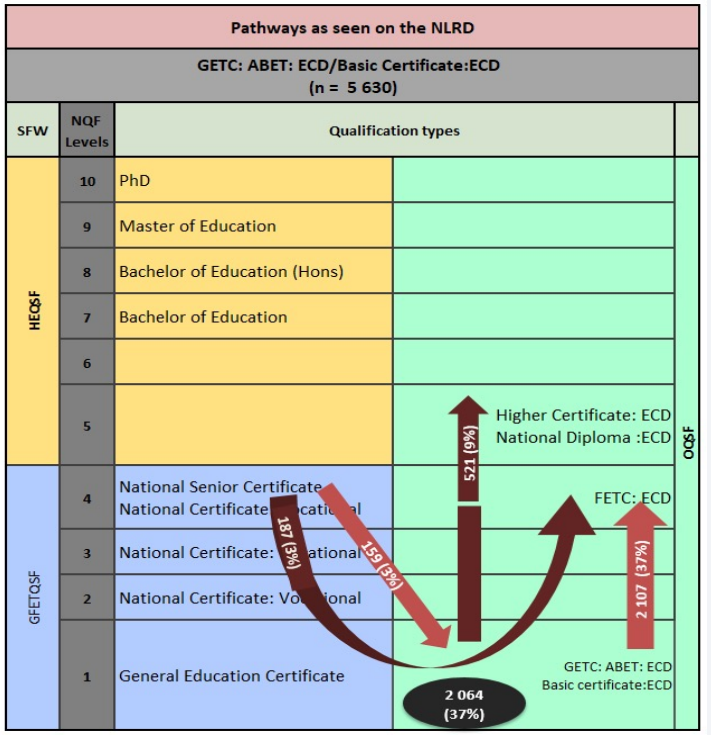
Highlights

- Tracking of articulation and progress made in implementing Recognition of Prior Learning (RPL)
- Learning pathways for three sectors have been developed
  - *Early Childhood Development*
  - *Community Development*
  - *Engineering*

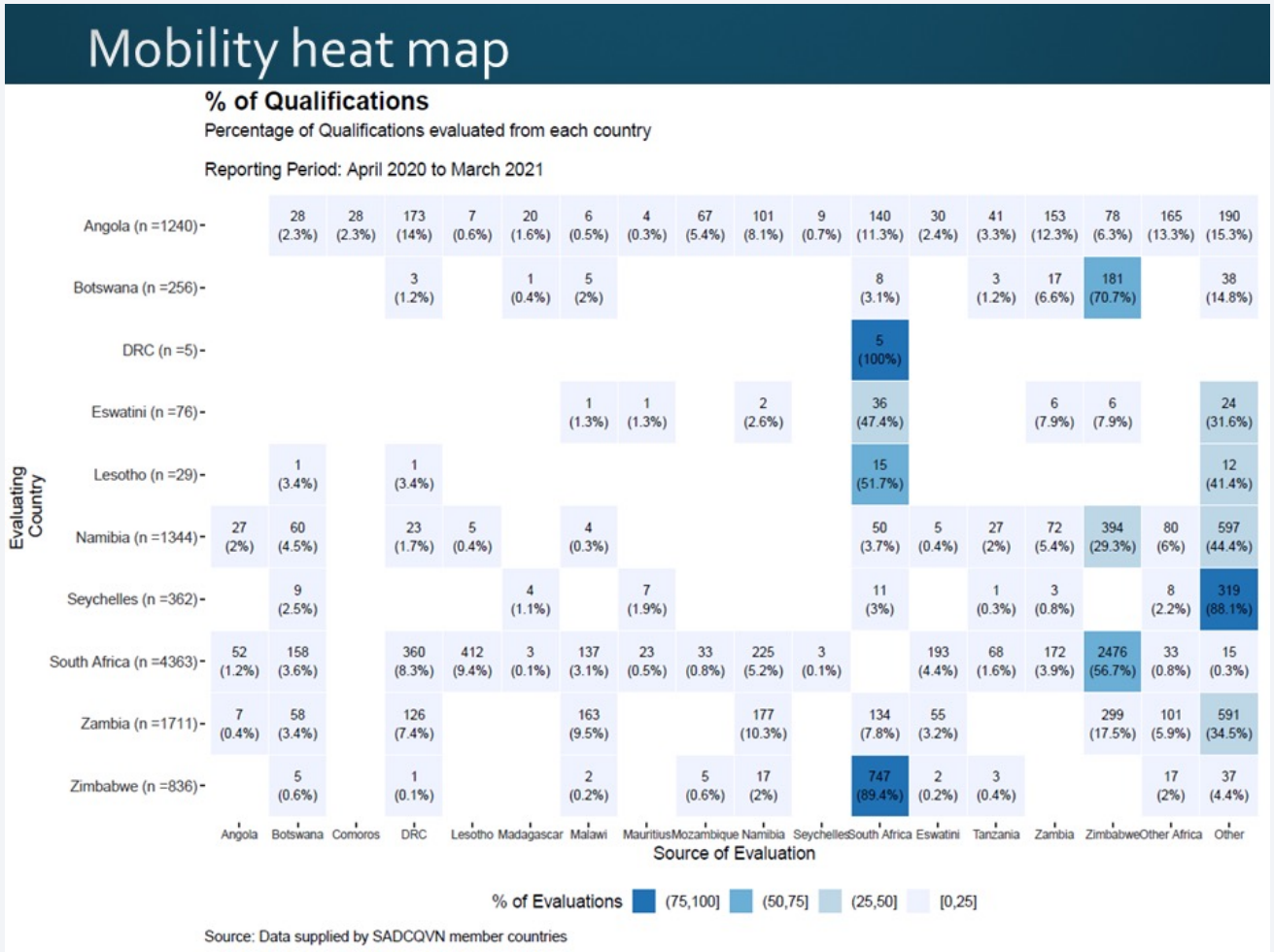






Highlights

- International benchmarking - *SADC Mobility report*



- SAQA has assisted countries with conceptualising similar systems and model (recently supported Namibia)

Highlights

- Enables the tracking of articulation and progress made in implementing Recognition of Prior Learning (RPL)
  - *Learning Pathways for three sectors have been developed(Early Childhood Development, Community Development and Engineering)*
- Used for national policy-making and analysis
- International benchmarking
  - *SADC Mobility report*
- SAQA has assisted countries with conceptualising similar systems and model
  - *Recently developed and handed over the specification requirements for a similar model to Namibia*

Challenges

- Historical data gaps:
  - *Due to the history of the country, fragmented records still exist on paper only*
  - *Digitisation initiatives are underway to ensure these paper records are digitised and recorded on the NLRD*

- Occasional and structural delays with data submissions
  - *Resulting in delays with the verifications process, and incomplete information*
  - *Gazette data regulations*

- Data quality and integrity:
  - *Consistent and extensive updates to the data through data cleaning processes/projects*

- Other registers exist in the 'NQF-universe'
  - *But not fully integrated into the MIS*
  - *Introduction of a phased in project that focuses on the integration of other databases*
  - *Provides an opportunity to further improve, enhance, expand/enrich the NQF MIS*

Lessons learned

- The transition to an integrated NQF MIS needs to take context into account
  - An NQF MIS must be guided and informed by the information needs of the national education and training systems to which it is linked and unified through a 'System of Collaboration'
  - While instruments and approaches are transferable across countries, policies are systems are not because notions of education/training and learning outcomes are culturally and socially embedded

- Further development of information systems is a multi-year process, informed by continuous improvement

- Shift from procedural data loading to a more strategic use of the data

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Thank You!!!