



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

THE ENABLING MECHANISM FOR CAT, ARTICULATION AND RPL

ECCE ROUNDTABLE

Emperor's Palace

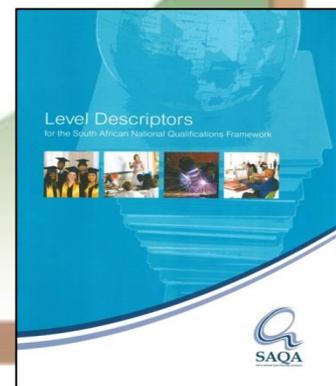
4 JUNE 2018

The legislative mandate

- The Policies are developed in accordance with the NQF Act, section 8 (2)(b) and section 13 which require the Minister to determine policy on NQF matters in terms of the NQF Act, and to publish the policy in the *Gazette*; and
- SAQA to develop policies, such as the level descriptors and the CAT Policy.

Level Descriptors as the enabler

- **The NQF comprises ten levels and covers all kinds of learning achievement**
- **The level descriptors provide a general, shared understanding of learning and achievement at each of these ten levels**
- **The level descriptors are designed to enable their use across a wide range of learning contexts**
- **What are levels?**
 - **indication of the relative demand made on the learner, the complexity and/or depth of achievement, and the learner's autonomy in demonstrating that achievement**
- **The descriptors have been written to cover the full range of learning outcomes:**
 - **irrespective of the learning or institutional context**
 - **from basic education, through school and unskilled worker levels up to doctoral or senior professional levels**
 - **both work and study situations**
 - **academic as well as vocational settings**
 - **initial as well as continuing education or training**
 - **all forms of learning**



Context



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Professions

Level Descriptors

NQF Levels

10

9

8

7

6

5

4

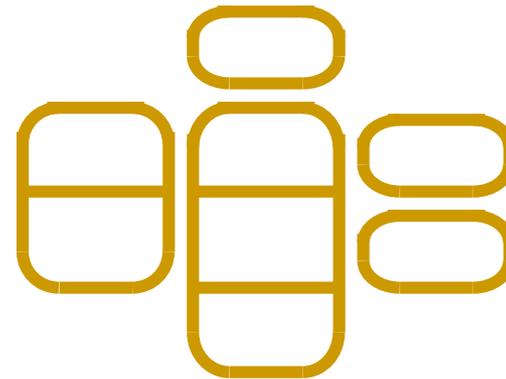
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Higher Education

**General and
Further
Education and
Training**



Trades and Occupations

The purpose

- Establish key articulation principles
- Ensure that articulation happens within and between the three qualifications sub-frameworks across all levels of the NQF; and within and between qualifications and learning programmes offered by education and training institutions.
- Develop a common core curriculum at NQF level four (4) which must inform further development and design of qualifications at this level;
- Design the curriculum of these qualifications at NQF level 4 with a focus on general formative and vocationally oriented elements
- Allow all QCs to develop qualifications at NQF level five (5)
- Collaboration between Institutions to develop learning pathways,
- Support learners in their individual pathways.

The principles

Broad policy principles are focused on the big picture

- **Principle 1: Articulation is both *systemic* and *specific***
- **Principle 2: Articulation meets the needs of the economy**
- **Principle 3: Articulation addresses lifelong learning**
- **Principle 4: Articulation ensures redress, equity and inclusiveness**
- **Principle 5: Articulation ensures programmatic rather than only institutional articulation**

Principles cont...

- **Principle 6: Articulation must be straight-forward and ensure accessibility of the system**
- **Principle 7: Articulation must promote the value of learning outcomes achieved through different routes equally**
- **Principle 8: Articulation must be done by design**
- **Principle 9: Articulation must include credible and fair procedures and practices to validate learning**

Roles and responsibilities

DHET:

- Provide the policy and guidelines
- Monitor and evaluate the implementation of the Articulation Policy
- Commission research
- Work with other government departments to remove outdated policies
- Consider advice from SAQA and the QCs
- Receive and respond to reports from SAQA and the QCs about the implementation of articulation
- Lobby the Department of Labour to ensure that parity of esteem of qualifications is taken into account in the Basic Conditions of Employment Act.

Roles cont.

SAQA

- Determine the criteria for articulation and ensure qualifications submitted for registration comprise articulation pathways
- Provide leadership to the QCs in terms of articulation processes and practices
- Provide annual reports to the Minister; address challenges and incongruities as they occur
- address deficiencies so as to produce a well-articulated system that brings about linkages between its different parts
- Advise the Minister, and coordinate the work of the Quality Councils to ensure that articulation conflicts when they occur are eliminated or managed.

Roles cont...

The QCs

- Review all *current* qualifications to ensure they contain clear articulation routes. Where articulation is not possible, reasons must be given
- Ensure all *new* qualifications and part qualifications submitted to SAQA for registration contain clear articulation routes
- Work towards simplifying the NQF
- Work with education and training institutions to develop and implement new progressive access, articulation and CAT policies
- Identify and eliminate dead-ends for learners as they occur

Roles cont.

Education and Training Providers:

- Ensure that their statutes/ policies enable articulation
- Develop institutional Articulation policies and guidelines, which are aligned the Minister's Articulation Policy
- Promote and implement articulation, RPL and CAT
- Establish inter-institutional partnerships and arrangements through which vertical, lateral or diagonal articulation of qualifications and part qualifications are anchored in articulation agreements
- Establish intra-institutional articulation which can comprise articulation between one learning programme to another or one department/faculty to another.

Transitional Arrangements

- Provide a dedicated articulation sub-directorate or articulation office within the NQF Directorate of the DHET for the purposes of guiding implementation, enhancing continuous policy improvements, monitoring and evaluation of the implementation of articulation across the system.
- At systemic level SAQA must ensure that qualifications and part qualifications submitted for registration on the NQF comprise clear articulation opportunities and routes, or that mitigating reasons are provided if articulation is not possible.
- Commission and/or conduct research to identify diverse modes of teaching and learning, open learning, massive online open courses (MOOCs).
- Conduct wide-spread advocacy and communication campaigns