



# **SOUTH AFRICAN QUALIFICATIONS AUTHORITY**

***Annual Integrated Report for 2012/13***

**Presentation to the Portfolio Committee on  
Higher Education and Training**

***Dr V Toni Penxa, Mr J Samuels, Dr J Reddy, Mr M Albertyn***

***8 October 2013***

# Presentation Layout

- \* **Objectives of the NQF and SAQA**
- \* **SAQA Governance Structures**
- \* **Governance Report**
- \* **Performance Report 2012/13**
  - \* Additional Tasks assigned to SAQA
  - \* Performance against Targets for 2012/13
  - \* Human Resources Report
  - \* Annual Financial Report
- \* **Matters raised during SAQA's presentation to the Portfolio Committee on 24 April 2012**
  - \* SAQA's funding needs
  - \* Digitisation of pre 1992 learners' records
  - \* Fraudulent Qualifications
  - \* RPL
- \* **Conclusion**

# Approach to the Report



- \* Plainer Language
- \* More visual: infographics, speech bubbles, text boxes
- \* Format as per the Guideline of National Treasury, and in addition the elements of an *Annual Integrated Report*, which includes:
  - \* Future objectives
  - \* Risk reporting
  - \* Sustainability reporting (economic, environmental, socio-economic)
  - \* Communication with stakeholders
  - \* Improvement measures

# Objectives of the NQF and SAQA

# Objectives of the NQF and SAQA

## Objectives of the NQF are to:

- \* Create a single integrated national framework for learning achievements
- \* Facilitate access, mobility and progression within education, training and career paths
- \* Enhance equality of education and training
- \* Accelerate redress of past unfair discrimination in education, training, and employment opportunities
- \* Contribute to the full personal development of each learner and the social and economic development of the nation at large

Only the real thing can ever be a **mark of distinction.**

That's why you need a quality qualification to get yourself covered for life. Check if the course you're studying is NQF accredited to be real and recognised all over the world.



Visit [www.nqf.co.za](http://www.nqf.co.za) or call 0860 103 188 for more information.

**FOR FUTURE SUCCESS**

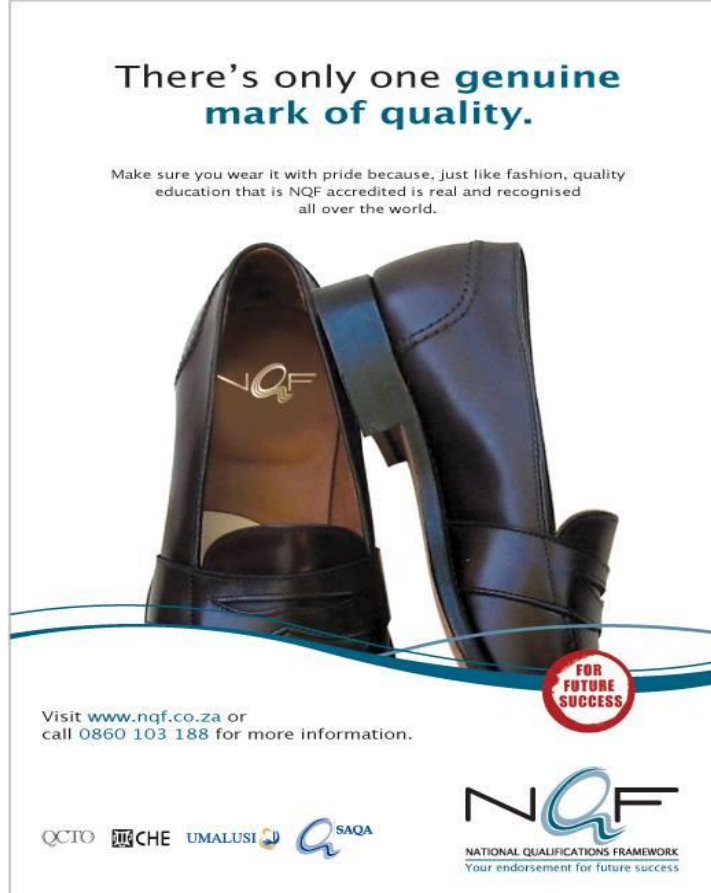
   
NATIONAL QUALIFICATIONS FRAMEWORK  
Your endorsement for future success

NQF - Print Advert 3

# Objectives of the NQF and SAQA


SAQA and the QCs must seek to achieve the objectives of the NQF by:

- \* Developing, fostering and maintaining an integrated and transparent framework for the recognition of learning achievements
- \* Ensuring that South African Qualifications meet appropriate criteria, determined by the Minister and are internationally comparable
- \* Ensuring that South African Qualifications are of an acceptable quality





There's only one **genuine** mark of quality.

Make sure you wear it with pride because, just like fashion, quality education that is NQF accredited is real and recognised all over the world.



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**FOR FUTURE SUCCESS**

   
NATIONAL QUALIFICATIONS FRAMEWORK  
Your endorsement for future success

# SAQA Governance Structures

# Board and Committees' Structure

## \* Board comprises

- 12 members nominated from the ETD Sector and appointed by the Minister in their personal capacities
- 4 CEO's of SAQA and the Quality Councils by virtue of their Offices



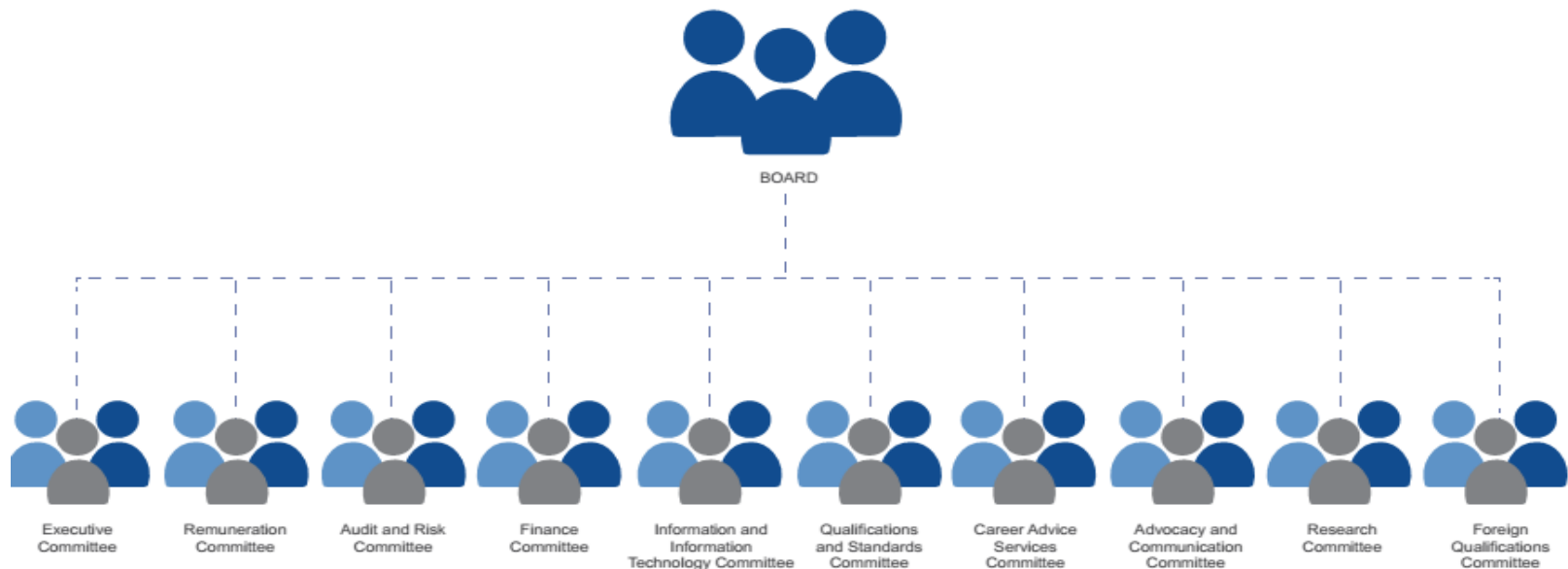
1 Mr MJN Njeke (Chairperson of the Board); 2 Dr V Toni Penxa (Deputy Chairperson); 3 Mr JS Samuels (SAQA CEO); 4 Ms MM Maboye; 5 Dr CF Barnes; 6 Ms ND Moodley; 7 Adv. KS Malunga; 8 Mr SFA Mokonane; 9 Mr O Sipuka; 10 Ms CS Muller; 11 Mr D Adler; 12 Prof. TG Schultz; 13 Ms CT Duba; 14 Ms GJ Mashabela; 15 Mr A Essop; 16 Dr Mafu Rakometsi.



# Board and Committees' Structure

\*10 Committees comprising at least two Board members and sufficient expertise to advise the Board

## *Board and Committees Structure:*



# Board and Committees' Structure



## All Committees:

- \* Have Terms of Reference, reviewed and approved by the Board annually
- \* Report to every Board Meeting
- \* Conduct an annual self-assessment that is considered by the Board

# Governance Report

# Governance Highlights from 2012/13

## \* Risk Management:

- Amended of the Terms of Reference of the Audit Committee - now called the Audit and Risk Committee
- Adopted a Combined Assurance Framework
- Established the Management Risk Committee, to identify and actively manage risks. Reports to every meeting of the Audit and Risk Committee



# Governance Highlights from 2012/13

## \*Environmental Sustainability:

- *Communication and awareness programme*
- *Electronic document packs: 21/54 Board and Committees members and 10/14 Senior Management*



# Governance Highlights from 2012/13



## \*Communication with Stakeholders:

- *CEO Committee, Advice to the Minister, DHET, DBE*
- *Research Conference, Seminars, Chairperson's Lecture, NLRD Partners Forum, SAQA-DPSA Project Steering Committee, CAS-DHET Steering Committee*
- *Exhibitions, KHETHA radio programmes, Publications*
- *International Work:*
  - *NQF Development work: Ethiopia, Tanzania, Commonwealth*
  - *Hosted study visits: Tanzania, Ethiopia, Seychelles, Uganda, China*



# Performance Report

*Tasks assigned to SAQA*

# ***Tasks assigned to SAQA***

✳ SAQA was assigned some tasks, and we also report on these in the Annual Integrated Report:

✳ **Tasks included:**

✳ **Ministerial Priorities**

✳ Advice to the Minister on:

✳ *Green Paper for Post-school Education and Training,*

✳ *Determination of the Sub-frameworks*



# Tasks assigned to SAQA



## \* Ministerial Priorities (continued)

- \* Ministerial Guidelines on Strategy and Priorities for the NQF:
  - \* *Articulation*
  - \* *Advice on the sub-frameworks*
  - \* *Allocation of qualifications to the Sub-frameworks*
  - \* *Scoping exercise and report on SAQA's organisational trajectory*
  - \* *Develop a Standard Glossary of Terms*

# Tasks assigned to SAQA



## \* Ministerial Priorities (continued)

### \* Priorities from NQF Determination

- \* *Coordinate the Sub-framework Policy amendments and publication in Gazette*
- \* *Provide advice on the clarification of the relationship between the Sub-frameworks and professional designations*
- \* *Provide advice on a qualification type at NQF level 5 for Umalusi*
- \* *Study and Report on Occupational Qualifications from level 7 – 10 on the OQCSF*
- \* *Provide a draft policy on the principles that should direct articulation pathways on the NQF*

# Tasks assigned to SAQA



## \* Ministerial Priorities (continued)

### \* Tasks from Meeting with the Minister

- \* *Development of a Fraud Combat Strategy including whistle blowing process*
- \* *Lead recognition of NCV and Occupational Qualifications*
- \* *Independent evaluation of the CAS project*
- \* *Expand database on community organisations delivering Career Advice Services*

# Tasks assigned to SAQA



## \*Tasks included (continued)

### \*Requests from DHET

\* *Assistance with Apply Now! Campaign*

\* *Assistance with Central Applications Clearing House*

\* *Taking on the functions of the Joint Matriculation Board Function*

# Performance Report

## *Performance against Targets*



- 1 Mr Joe Samuels, CEO
- 2 Dr Julie Reddy, DCEO
- 3 Mr John Arnesen, Director: Advocacy, Communication and Support
- 4 Mr Mark Albertyn, Director: Finance and Administration
- 5 Mr Jody Cedras, Director: Registration and Recognition
- 6 Mr Paul West, Director: Career Advice Services
- 7 Mr Victor Booyesen, Director: Human Resources
- 8 Dr Herman Ohlhoff, Director: Information Technology
- 9 Dr James Keevy, Director: International Liaison
- 10 Ms Ntsiki Gumbe, Director: Office of the CEO
- 11 Ms Nadina Coetzee, Director: Foreign Qualifications Evaluation and Advisory Services
- 12 Ms Yvonne Shapiro, Director: National Learners' Records Database
- 13 Dr Heidi Bolton, Director: Research

## 1. LEADERSHIP



### Our Goal

To provide bold leadership in the transition to the NQF Act (including development of policy in the NQF landscape) and in future operations, so that all NQF partner organisations can ensure effectiveness in the system to the advantage of lifelong learners.

1.1

Implement all the requirements of the NQF Act (e.g. completing the NQF policies)

1.3

Provide leadership, influence and give input towards the formulation of government policy

1.2

Monitor implementation of the NQF through the appropriate mechanisms

1.4

Enhance relationships with partner organisations



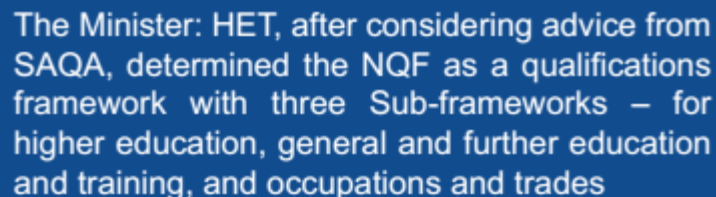
# Performance against Targets



## The Good ...

SAQA...

- Finalised three policies for the NQF landscape, towards full implementation of the NQF Act
- Established a mechanism to monitor progress of implementation of the priorities for the NQF
- Advised the Minister: HET on the determination of the Sub-frameworks that comprise the NQF
- Met twice with the Minister: HET. These meetings provided the opportunity for the Minister to highlight priorities for SAQA and for the SAQA Board to brief the Minister on progress in achieving priorities
- Used the NQF Forum and CEO Committee meetings as platforms to discuss matters of interest and collaboration for SAQA and the QCs



The Minister: HET, after considering advice from SAQA, determined the NQF as a qualifications framework with three Sub-frameworks – for higher education, general and further education and training, and occupations and trades



## The not so Good

- Work on the assessment of CAT policies were delayed, and were prioritised for the 2013/14 financial year



**48 Professional bodies were recognised**

**193 Professional designations were registered**

## 2. PUBLIC POSITION



### Our Goal

To publicly position SAQA as a value-adding organisation through the further development of the NQF as a roadmap for learning and as a transformative mechanism for society

2.1

Implement a relevant ICS to facilitate integrated communication and advocacy (internal and external, including at school level) of key messages relating to SAQA, encompassing all SAQA services and deliverables, the NQF Advocacy Initiative and the CAS Project

2.2

Ensure that SAQA's key communication interventions, such as a public road show with selected audiences, are appropriate and relevant to establish the NQF as a roadmap for and the language of learning for every lifelong learner

2.3

Strive to ensure that policy makers, stakeholders and leaders of NQF partner organisations, leaders of providers and leaders of professional bodies recognise and value the role of SAQA and the NQF in the establishment of recognised learning and career path systems



# Performance against Targets

The Khetha radio programmes reach 1.9 million listeners per week, of which 1.6 million are categorised as LSM 1-6



## 1917

new people subscribed to receive alerts from the SAQA website



## The not so Good

- We still need to work very hard to ensure that more stakeholders are aware of, understand and value SAQA and the NQF



## The Good ...

- The Board approved the ICS, and an implementation plan for 2013/14 to roll out the strategy was developed
- We commissioned research to measure the level of awareness, understanding and appreciation of the NQF, amongst the target audiences
- The SAQA-SABC Khetha radio campaign informed listeners about various matters related to the NQF, CAS, post-school options, etc.
- We developed a social media policy, which will direct how we use the social media to interact with our clients
- We held a number of road shows to create awareness about level descriptors and the policy and criteria for the recognition of professional bodies and other public events through presentations on SAQA, the NQF, CAS, etc.
- We used the print media to published advertisements, advertorials, etc. to communicate our message. We further published several academic, policy and popular publications
- We re-affirmed our client service standards with staff, and began with a project to establish an integrated frontline, to improve and streamline our clients' experience of our service

## 3. VALUE OUR PEOPLE



### Our Goal

To enhance the capacity and value the contributions of staff towards ensuring organisational effectiveness

3.1

Prioritise the professional development of staff and refine the recognition and reward systems

3.2

Ensure that SAQA's mandate is understood internally and that actions are focused thereon

# Performance against Targets



## The Good ...

We...

- Retained the IIP Standard
- Implemented and maintained an employee wellness programme
- Ensured that all staff members received feedback on their performance and were recognised for their contributions
- Reviewed and streamlined the Performance and Development Management System
- Conducted sessions to ensure that staff members understand SAQA's mandate and plans for achieving the mandate
- Undertook job profiling for some staff groupings



2

candidates submitted their PhD theses



24 staff members received study leave to write examinations



17

staff members passed their formal examinations

Staff contributions were recognised and 24 employees were broadbanded



## The not so Good

- We still need to improve on communicating with our staff, so that they are aware of developments within the organisation and in the landscape. This will also help us to achieve a higher IIP standard

## 4. ENHANCE RESEARCH CAPACITY



### Our Goal

To ensure research credibility to direct and steer policy, legislative and conceptual debates on key NQF-related priorities and to impact on national and international practice

Use findings of research and outcomes from collaborations (both nationally and internationally) to feed into policy development processes

Use, consolidate and further develop the intellectual project of the NQF

4.1

Use findings of research and outcomes from collaborations (both nationally and internationally) to feed into policy development processes

4.2

Consolidate and further develop the intellectual project of the NQF

# Performance against Targets



## The Good ...

We...

- Hosted the 2<sup>nd</sup> NQF Research Conference: *"Building Articulation and Integration"*
- Hosted six seminars for staff from the DHET, DBE, SAQA, the QCs, and other NQF organisations
- Developed and started implementing a study plan to assess the impact of the NQF
- Used findings from the research partnership projects in our comment on and to influence NQF policy documents and discussions in the NQF arena. The learnings from our engagement with our international partners were also valuable in informing our position on policy matters
- Presented papers at various conferences and seminars and produced peer-reviewed papers
- Conducted research to assess the recognition of South African qualifications abroad
- Used findings from long-term research in the development of the RPL policy - which strengthened the policy



253 delegates attended the 2<sup>nd</sup> NQF Research Conference



## The not so Good

- We must accelerate work on the Impact Study to assess the impact of the NQF

## 5. ADDRESS SYSTEMIC BARRIERS



### Our Goal

To work towards a system of recognised, quality, articulated learning and career paths, which remove systemic barriers to access and progression, and enable easy navigation.



# Performance against Targets



1 030 occupational qualifications re-registered

1 236 occupational qualifications are currently registered on the NQF



## The Good ...

182 New qualifications were registered



25 Education and Training Quality Assurance (ETQA) bodies were visited as part of the quality assurance monitoring on behalf of the QCTO, with a trends report and individual monitoring reports handed to the QCTO

## 5.1

### Work with NQF partners towards addressing articulation between universities, colleges and workplaces

- We have prepared a draft policy on the principles that should direct articulation pathways in the NQF. We are conducting further research and will submit the draft policy to the Minister at the end of the first quarter of the 2013/14 financial year
- We expanded articulation networks across the NQF by hosting the 2<sup>nd</sup> NQF Research Conference: *"Building Articulation and Integration"*
- Up until 30 September 2012, we assisted the QCTO with the quality assurance of the old style-occupational and trade qualifications. We also assisted with the audits of the Quality Assurance Bodies (SETAs) and prepared a handover report for the QCTO
- We registered NQF qualifications and part qualifications (unit standards) that comply with the criteria for registration
- We recognised professional bodies that comply with the criteria for recognition and registered their designations

# Performance against Targets

## 5.2

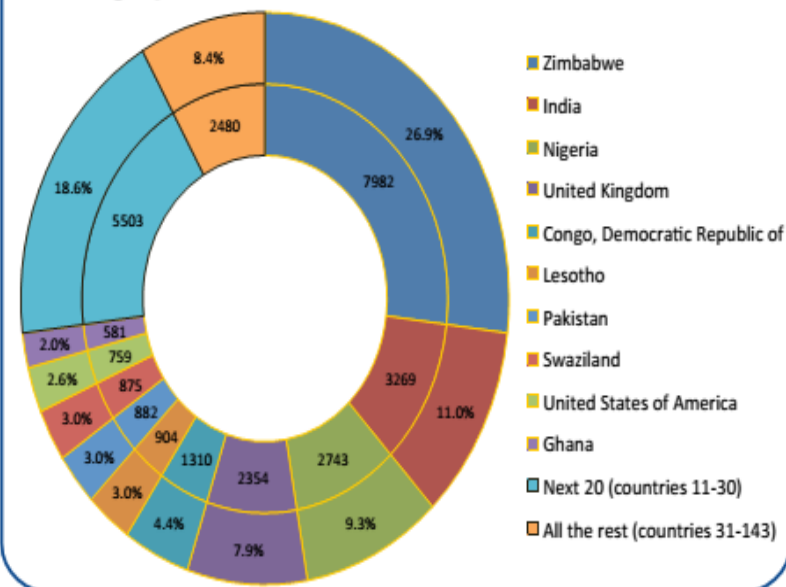
Support the national and international mobility of lifelong learners and workers by facilitating the recognition of their learning

- We managed to increase the number of information partners and we made progress to fill some of the information gaps:
  - The pilot of the SAQA Higher Education Data Project (SAQA-HEDP) enables Public Higher Education Institutions (HEI) to upload data directly to the NLRD
  - The number of Private Higher Education Institutions (PHEI) that are uploading data has increased steadily
  - We have reached an agreement with the DBE and Umalusi regarding access to pre-1992 matric data
- We have verified 72 255 records of qualification achievement
- We have dealt with 32 289 applications for evaluation of foreign qualifications
- We did RPL development work with SAPS, DPSA, MIASA, NAMB, HPCSA, the Game Rangers Association, Backyard Mechanics, Correctional Services, SASCOC, the haircare industry, Rand Water, SITA and the Department of Defence, Social Development and Agriculture



## The Good ...

*The distribution of the countries, from where the qualifications that were evaluated originated, appears in the graph below:*





# Performance against Targets



## The Good ...

### 5.3

Ensure the establishment of a sustainable, credible and quality national career helpline

- We assisted DHET and the Ministry to establish the *“Framework for Co-operation in the provision of Career Development (Information, Advice and Guidance) Services in South Africa”*
- We also assisted DHET with the Mandela Day Career Festival, the Apply Now! Campaign and the CACH. Approximately 6000 learners attended the career exhibition during the Mandela Day Festival over 3 days
- We launched the first phase of the National Career Advice Portal. The portal now gives access to 500 career pathways via public institutions such as universities and FET colleges. The system also provides an interest questionnaire and a learning directory. An ePortfolio will be developed next
- We improved the Career Advice Helpline by implementing a new Case Database System and appointing quality coaches to monitor and assist the career advisors to provide correct information and quality service. Our service is focused on the poor and those in the deep rural areas



# Performance against Targets

Key Deliverables	Figure description	Actual based on previous financial year (Apr '12– Mar '13)	Target based on average for previous financial year (Apr '12 – Mar '13)
Helpline Queries	Tel, Email, Walk-in, Facebook, Post & SMS	79 629	24 000
Website	Visits	156 769	75 000
Mobi-site (only launched in July 2012)	Visits	160 824	75 000
Radio	Weekly listeners	1 900 000	1 900 000
Exhibitions	Attending learners	139 716	24 996



## The not so Good

- We need to make quicker progress with ensuring that articulation within and across the sub-frameworks becomes a reality
- Information gaps, especially for institutions that have closed down, still remain a big challenge for the NLRD and also impact on the Verifications Service
- We have not received the majority of the bulk requests for verification of qualifications of persons already employed in the public service. This has a big impact on funding to effectively deliver the service as a whole
- We need to ensure that our service to evaluate foreign qualifications is recognised as professional and credible
- We need to secure sustainable funding for the CAS Project

# Human Resources Report

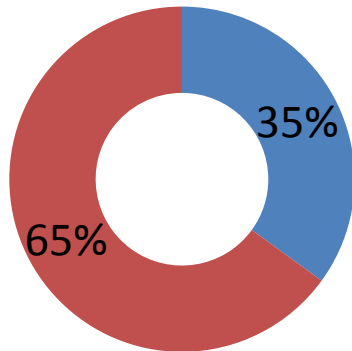
# Human Resources Overview



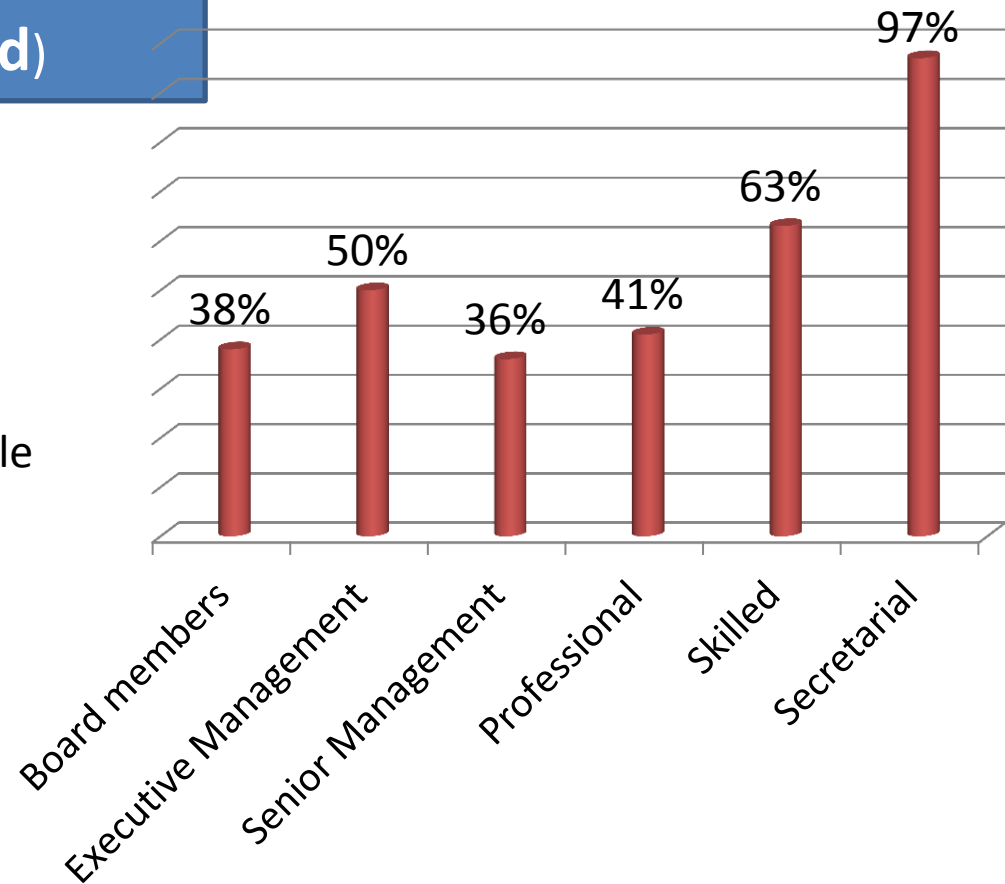
- \* Stable workforce and virtually no vacancies at senior management level
- \* Review of Performance and Development Management System
- \* Introduced a comprehensive employee wellness programme
- \* 182 staff members benefited from the staff development programme. 1.04% of personnel costs was utilised for staff development
- \* Retained the IIP award

# Employment Equity

## SAQA: Gender (2012 reporting period)

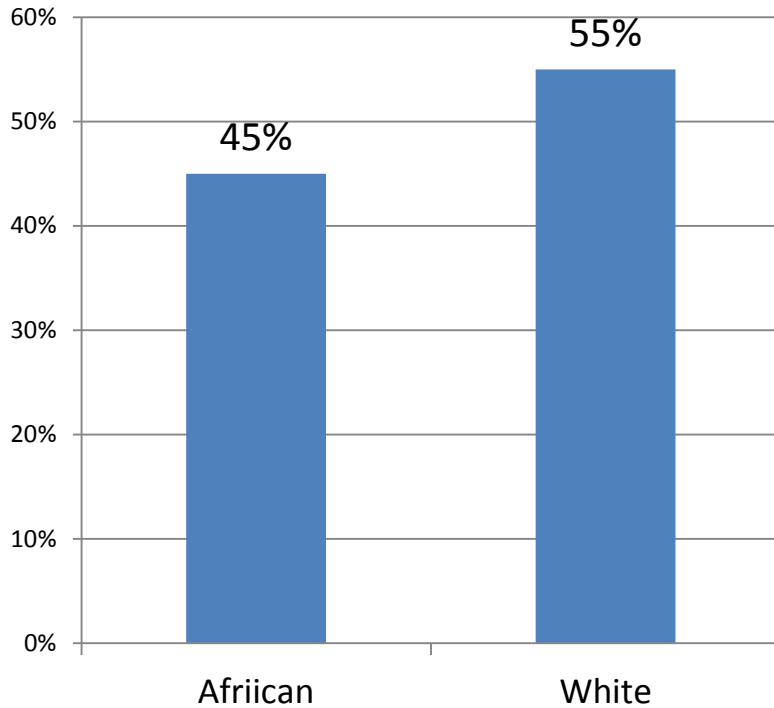


■ Male  
■ Female

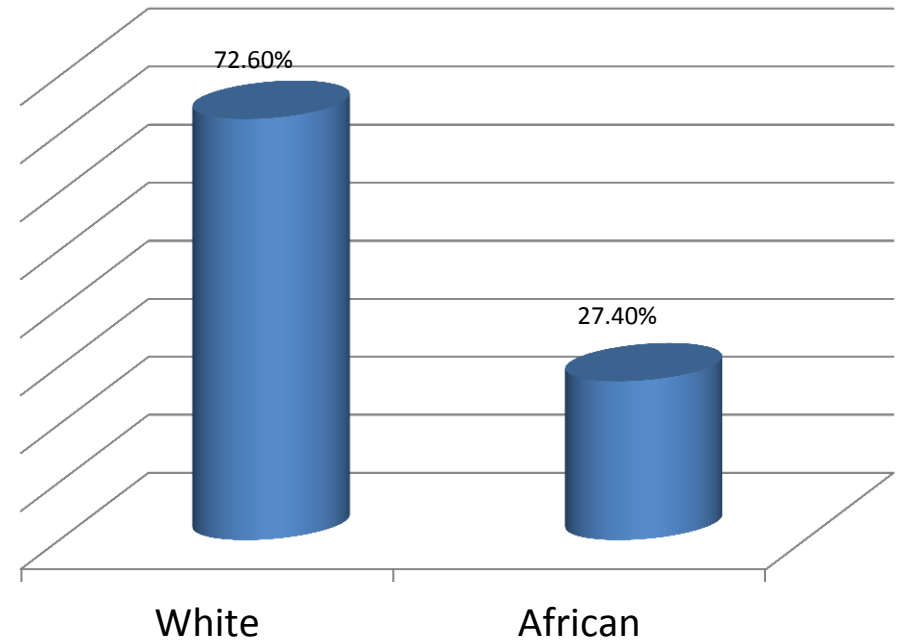


# Employment Equity

**Top Management SAQA: Race  
(2012 reporting period)**

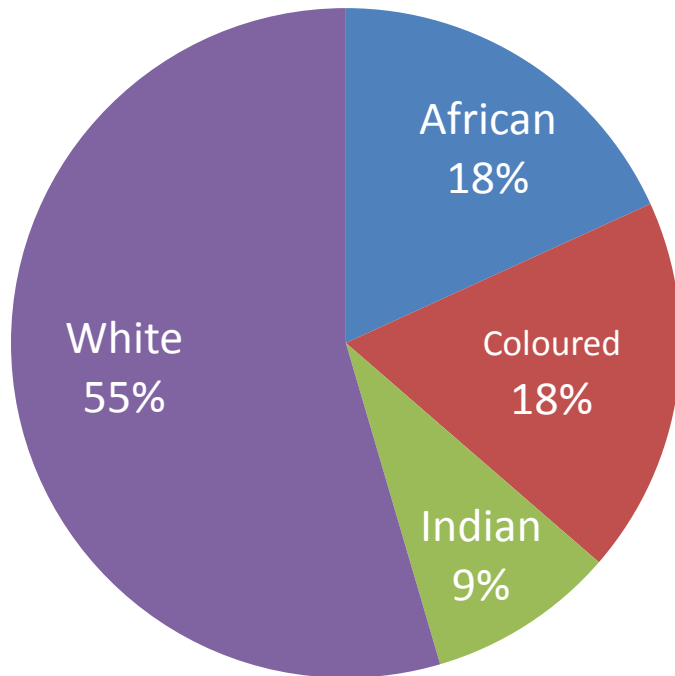


**Top Management National: Race  
(2012 reporting period)**

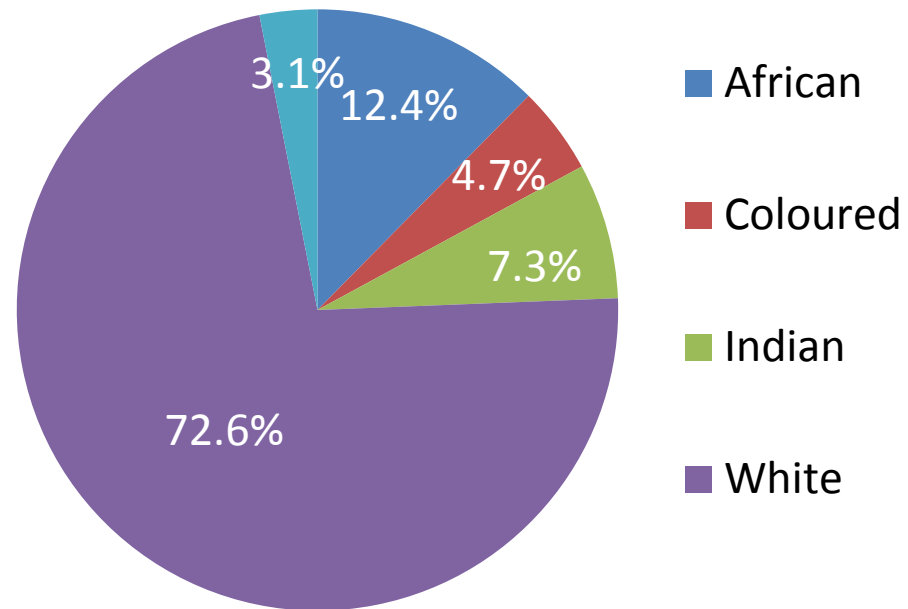


# Employment Equity

Top Management SAQA: Race (Sept 2013)

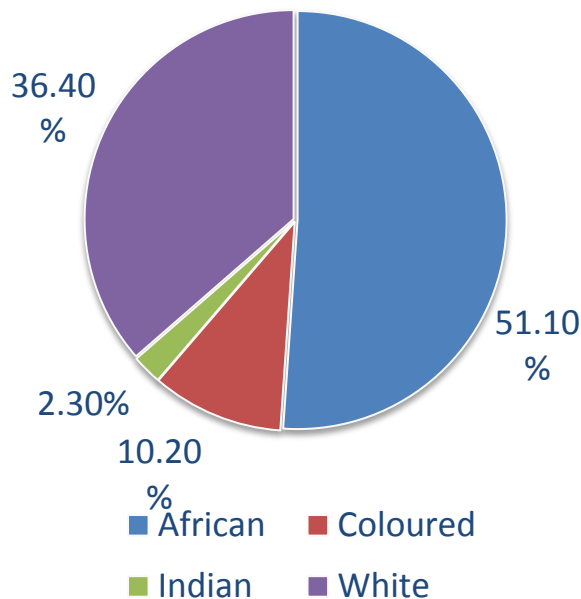


Top Management National: Race (2012 reporting period)

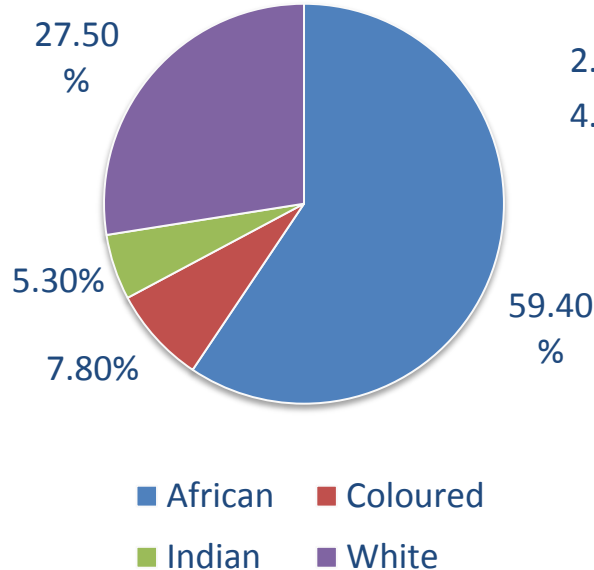


# SAQA Five Year trend of EE Reports submitted to DOL against target

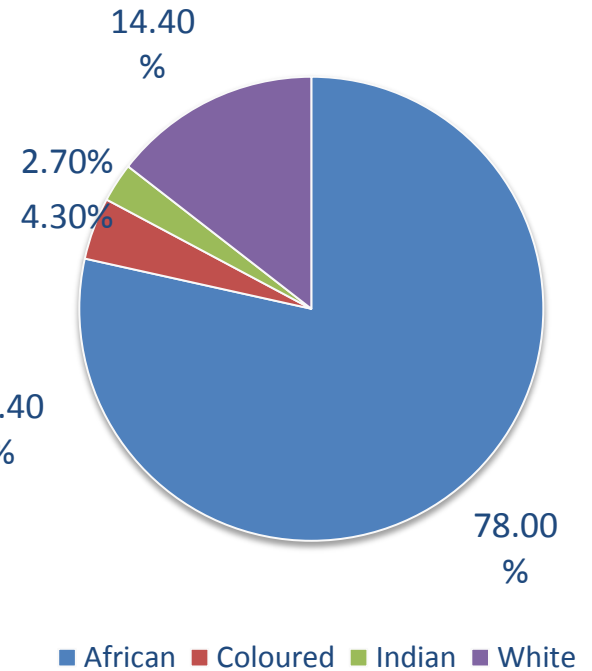
EE Status as at 30 Sept 2009



Target (2001 Census)



EE Status as at 30 Sept 2013





# Annual Financial Report

- \*Achieved SAQA's 16<sup>th</sup> unqualified audit report from the Auditor General
- \*Funds managed responsibly, efficiently and effectively

# Revenue Collection



Sources of revenue	2012/2013		
	Estimate	Actual Amount Collected	(Over)/Under Collection
	R'000	R'000	R'000
Government Grant	45 723	45 723	-
Evaluation Fees - DFQEAS	14 310	18 017	(3 707)
Verifications Fee income	9 540	1 538	8 002
Career Advice Services project - NSF funding	41 625	42 630	(1 005)
Interest Received	2 100	1 311	789
Rental Income	1 560	1 627	(67)
Sundry Income	6 310	5 267	1 043
<b>Total</b>	<b>121 168</b>	<b>116 113</b>	<b>5 055</b>

# Programme Expenditure



Programme and Sub-Programme Name	2012/2013		
	Budget R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000
<b>1. Administration &amp; Support</b>			
1.1 Executive Office	6 545	6 101	444
1.2 Finance & Administration	11 636	11 112	524
1.3 Human Resources	3 877	3 634	243
1.4 Information Technology	8 567	6 534	2 033
1.5 Strategic Support	7 785	7 025	760
1.6 Research	5 944	4 768	1 176
1.7 International Liaison	2 128	2 636	(508)
1.8 NQF Advocacy	3 329	1 690	1 639
1.9 Career Advice Services Project	41 379	42 770	(1 391)
<b>2. Directorate Registration and Recognition</b>	9 360	8 491	869
<b>3. National Learners' Records Database including Verifications Project</b>	15 238	7 947	7 291
<b>4. Directorate Foreign Qualifications Evaluation and Advisory Services</b>	14 980	15 898	(918)
<b>Total</b>	<b>130 768</b>	<b>118 606</b>	<b>12 163</b>

# Capital Investment, Maintenance, and Asset Management Plan



Capital Expenditure	2012/2013		
	Budget	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000
Land and Buildings	400	687	(287)
IT Equipment	2,890	1,820	1,070
Motor Vehicles	120	147	(27)
Furniture and Fixtures	780	312	468
Intangible Assets	6,480	7,887	(1,407)
<b>Total</b>	<b>10,670</b>	<b>10,853</b>	<b>(183)</b>

**Matters that were raised during  
SAQA's presentation to the Portfolio  
Committee on 24 April 2013**

# 1

# Funding



- \* *SAQA Underfunding of at least R10 million* – Letters and submissions made to the DHET. Feedback still awaited
- \* *CAS Funding:*
  - \* Contract signed with EW SETA for CAS project funding of R5,1 million from 1 August 2013 to 31 July 2014
  - \* Approval letter from DHET received granting funding for CAS project of R38 million from 1 September 2013 to 30 September 2014
- \* *Conference attendance fees:* to still be charged due to funding limitations
- \* Proposals submitted for funding for Digitisation of Learner Records. Feedback still awaited



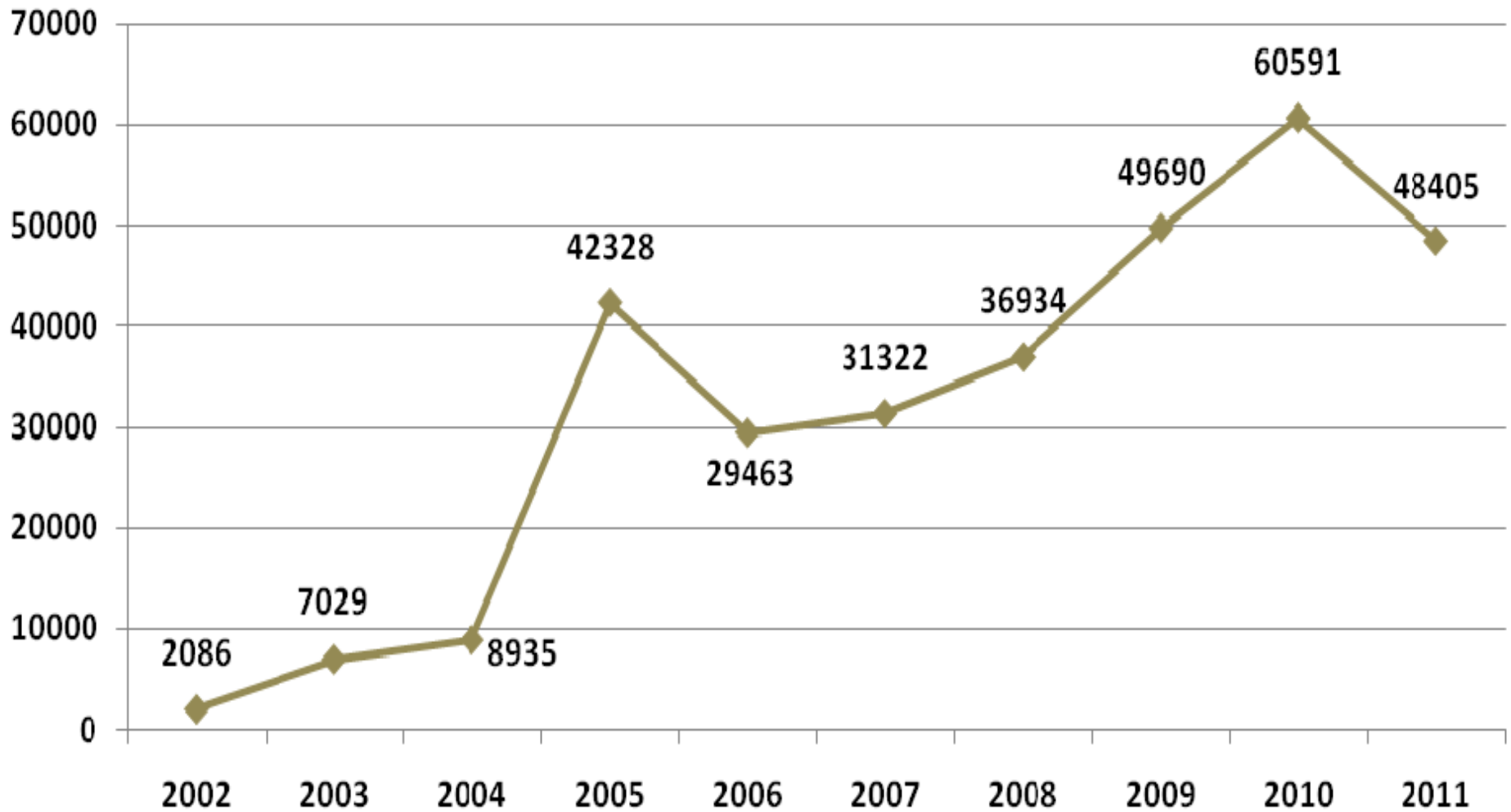
# 2

## *Digitisation of pre-1992 records*



- \* More Information becoming available
- \* Finalising a Report on trends in NQF aligned qualifications and unit standards: 2002 – 2011
- \* The Report indicates:

# Total Number of Qualification Achievements per Year

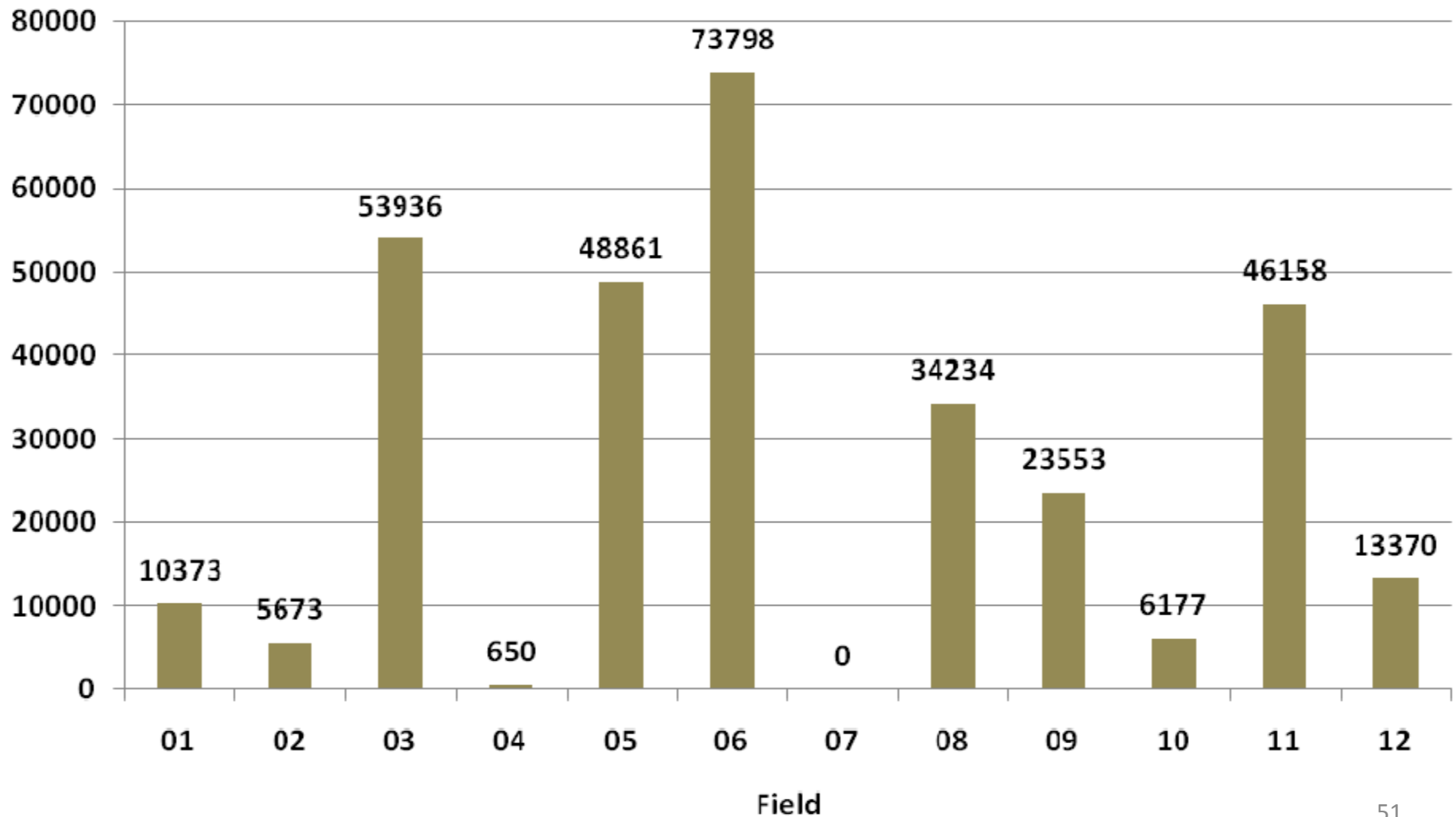


## *Comment on the 2011 decrease*

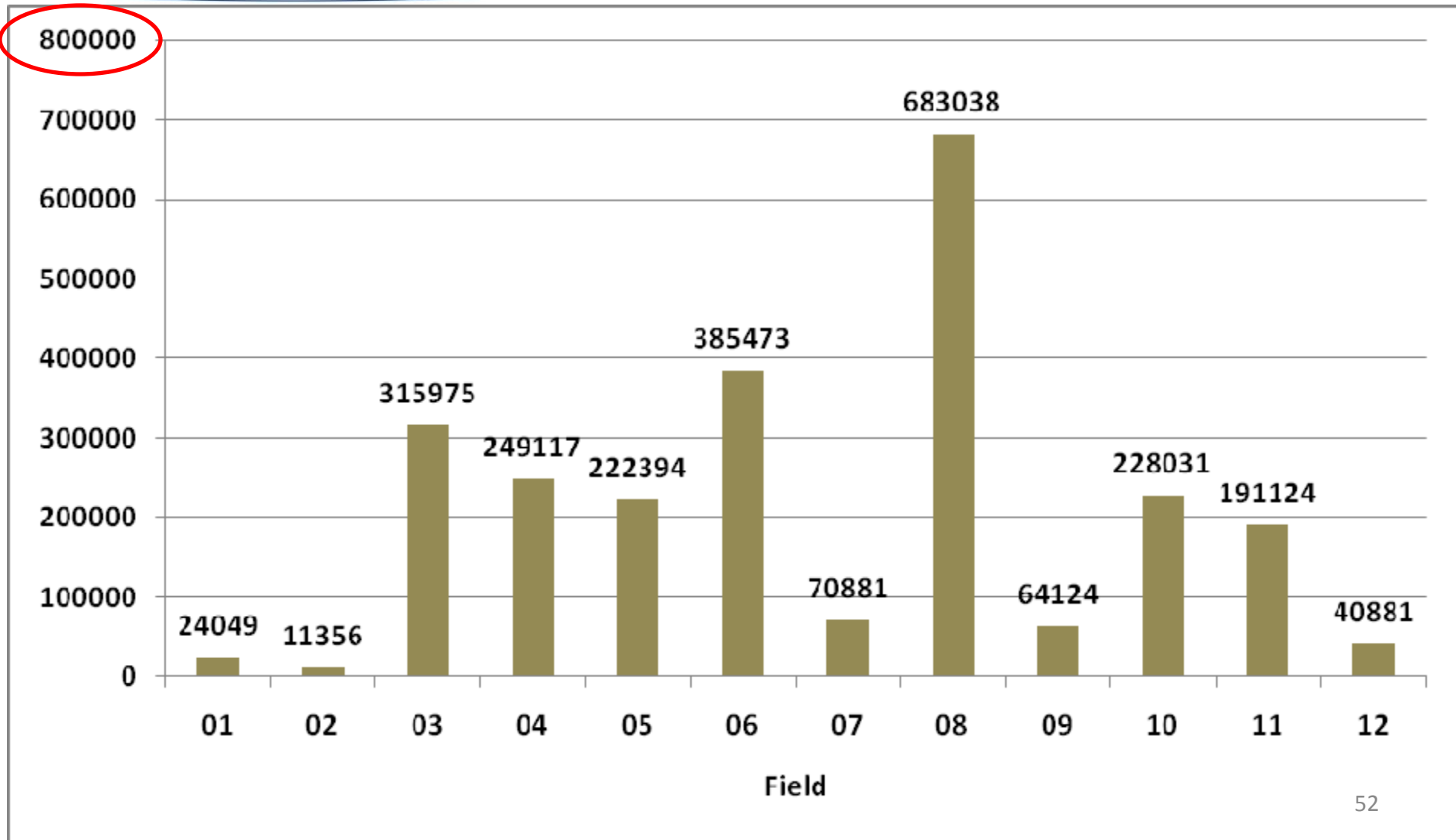


- \* Every NQF Field – except Fields 8 and 10 – shows a marked decrease for 2011.
- \* The quality assuring bodies were asked to comment on whether this reflects a true downturn, or whether further records are still expected:
- \* They observed that the downturn coincided with the introduction of the new National Skills Development Strategy (NSDS).
- \* Furthermore, several SETAs were placed under administration at that time, which could have affected their performance.

# Total Number of Qualification Achievements per NQF Field



# Total Number of People who Completed at least one Unit Standard in Each Field



# ***Overall Totals***



Total Number of People who Completed Unit Standards: 1 610 015

Total Number of People who Completed Qualifications: 281 843

Total Number of People who Completed Anything:  
1 653 006

**(each person counted once, no matter how many subfields /  
qualifications / unit standards per person)**

In this presentation:

- \* Trends in fraudulent practices
- \* Verification of national and foreign qualifications
- \* Confirmed forgeries
- \* SAQA's Counter Fraud Strategy





# National qualification

1

- Accredited provider

2

- Registered provider

3

- Registered qualification

4

- Authentic documentation



# Trends in Fraudulent Practices

---

Unregistered

Unaccredited

Unscrupulous  
Providers

Internet-based Degree /  
Diploma Mills

Unregistered  
Qualifications

# Trends in Fraudulent Practices

---

Syndicates selling fake certificates

Individuals buying or changing certificates

Unscrupulous Practices

Range of different marketing ploys by registered institutions

Registered Institutions awarding unregistered qualifications

# Trends in Fraudulent Practices

Selling / leaking question papers

Ghost writing

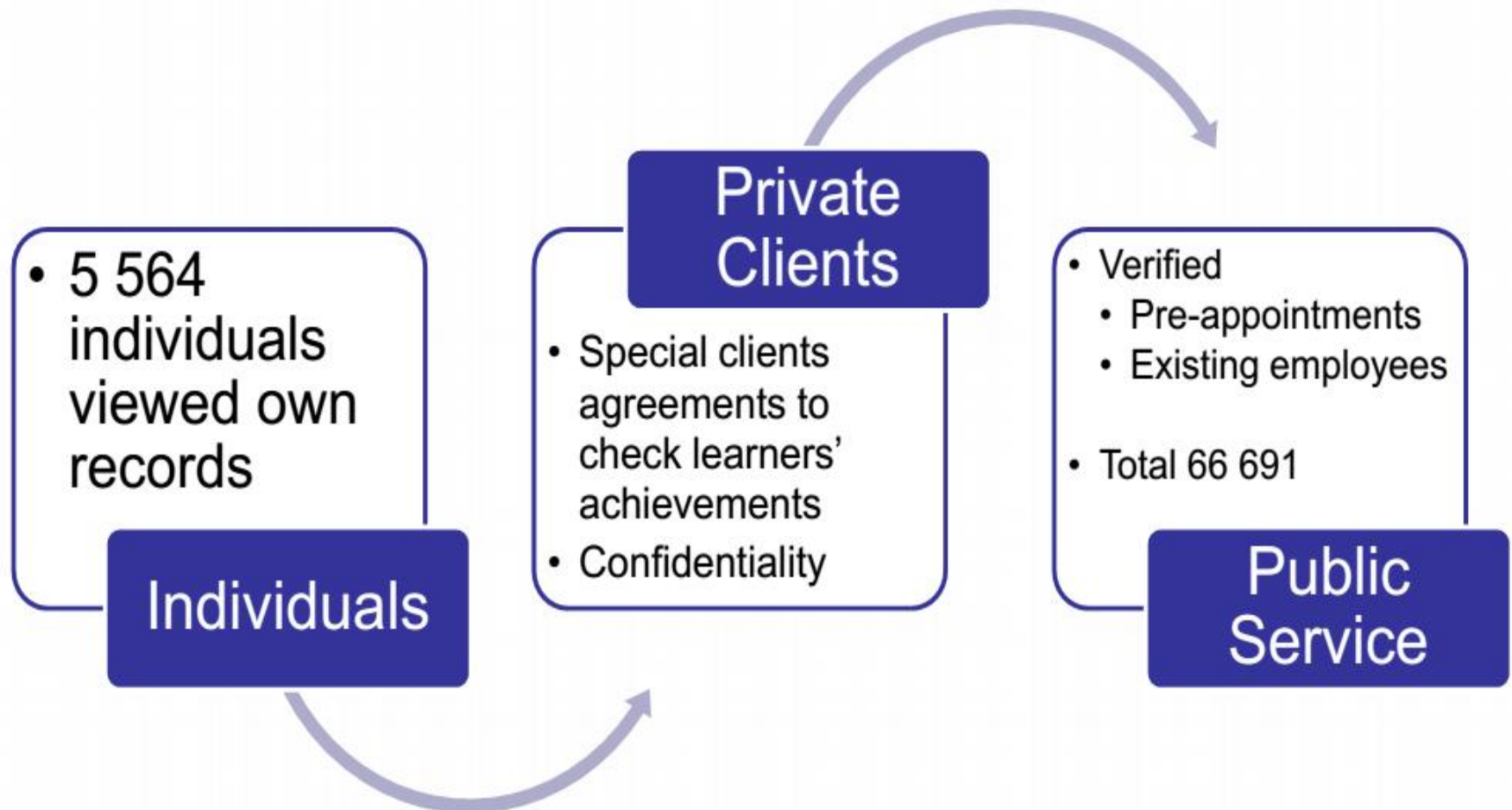
Examination  
Fraud Practices

Mass copying

Marking Fraud



# Verifications of national qualifications



# Verifications of national and foreign qualifications for the Public Sector

## Fraud detected

\* Pre-  
appointment  
2011/12  
1.3%

\* Pre-  
appointment  
2012/13  
1.1%

\* Pre-  
appointment  
Foreign  
Quals  
0%

# SAQA's verification services – proactive approach


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 **Evaluation  
of Foreign  
Qualifications**

Download application form and view  
information brochure

 **Online application  
for Evaluation of  
Foreign  
Qualifications**

Register and apply through our online  
system

 **Check the status  
of an overseas  
institution**

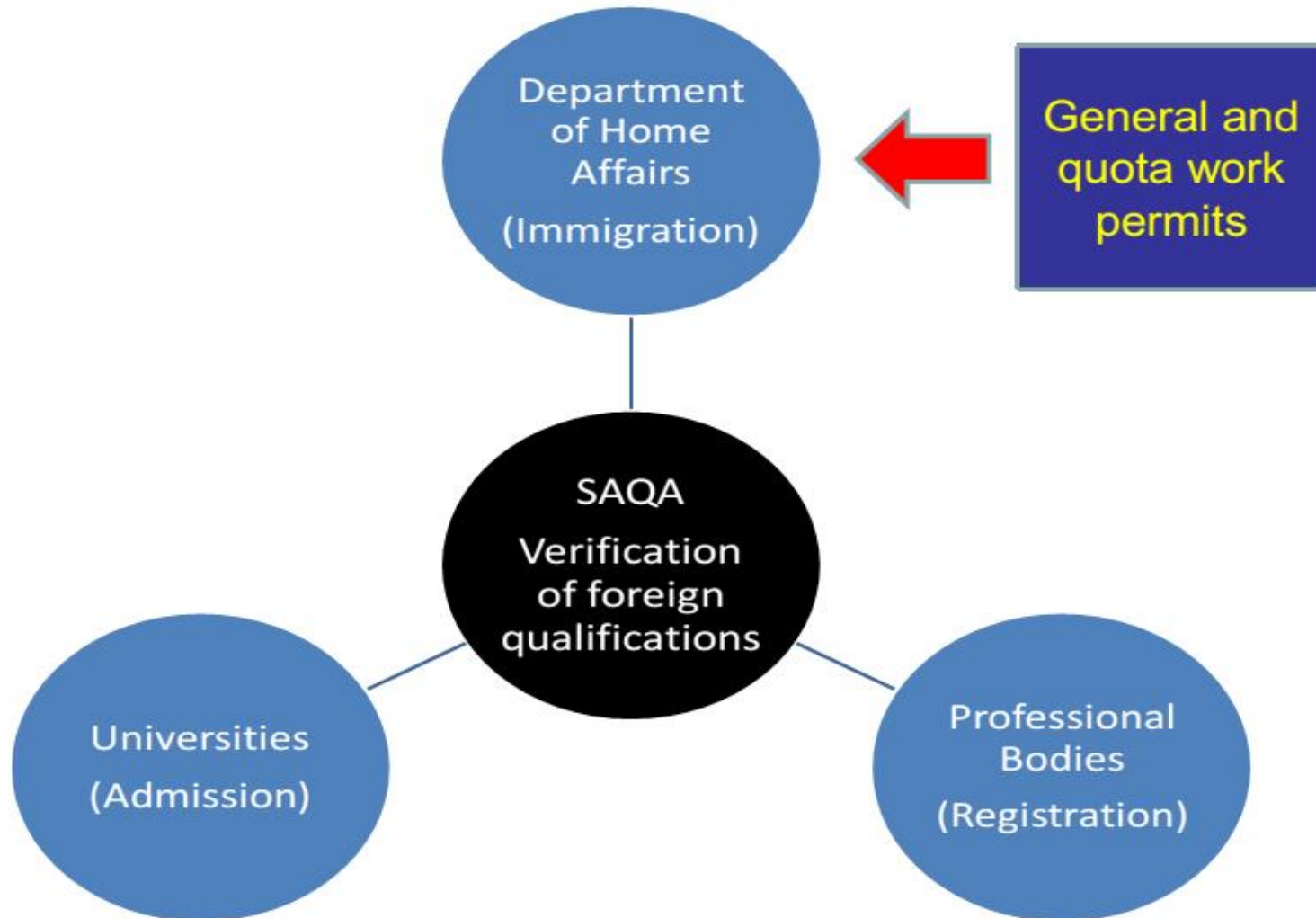
Send an email querying the status of an  
overseas institution

 **Verify  
South African  
Qualification  
Achievements**

Apply to verify qualifications achieved at  
South African providers



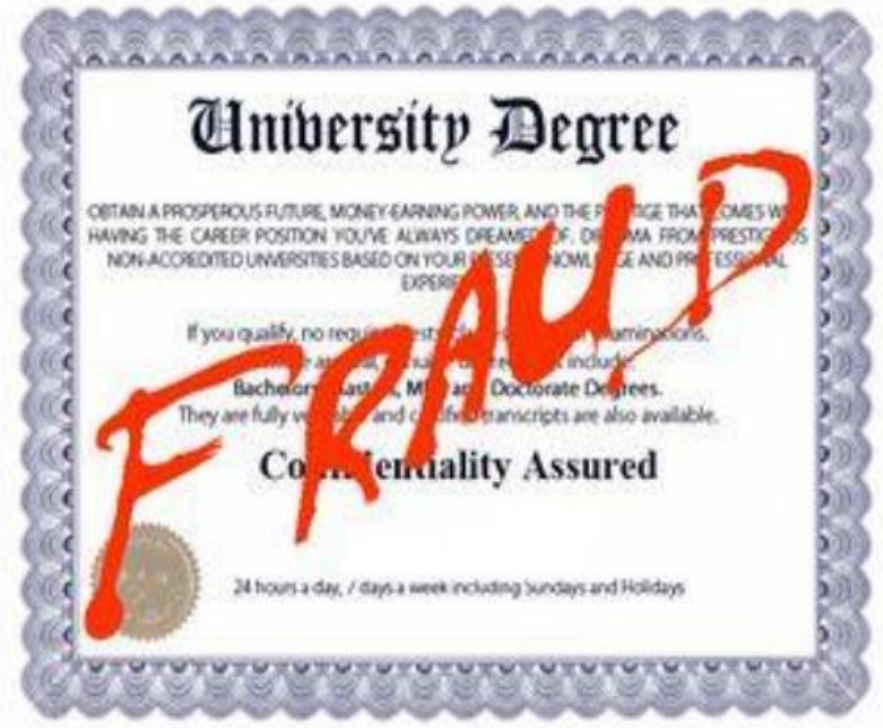
# Purpose of verification of foreign qualifications



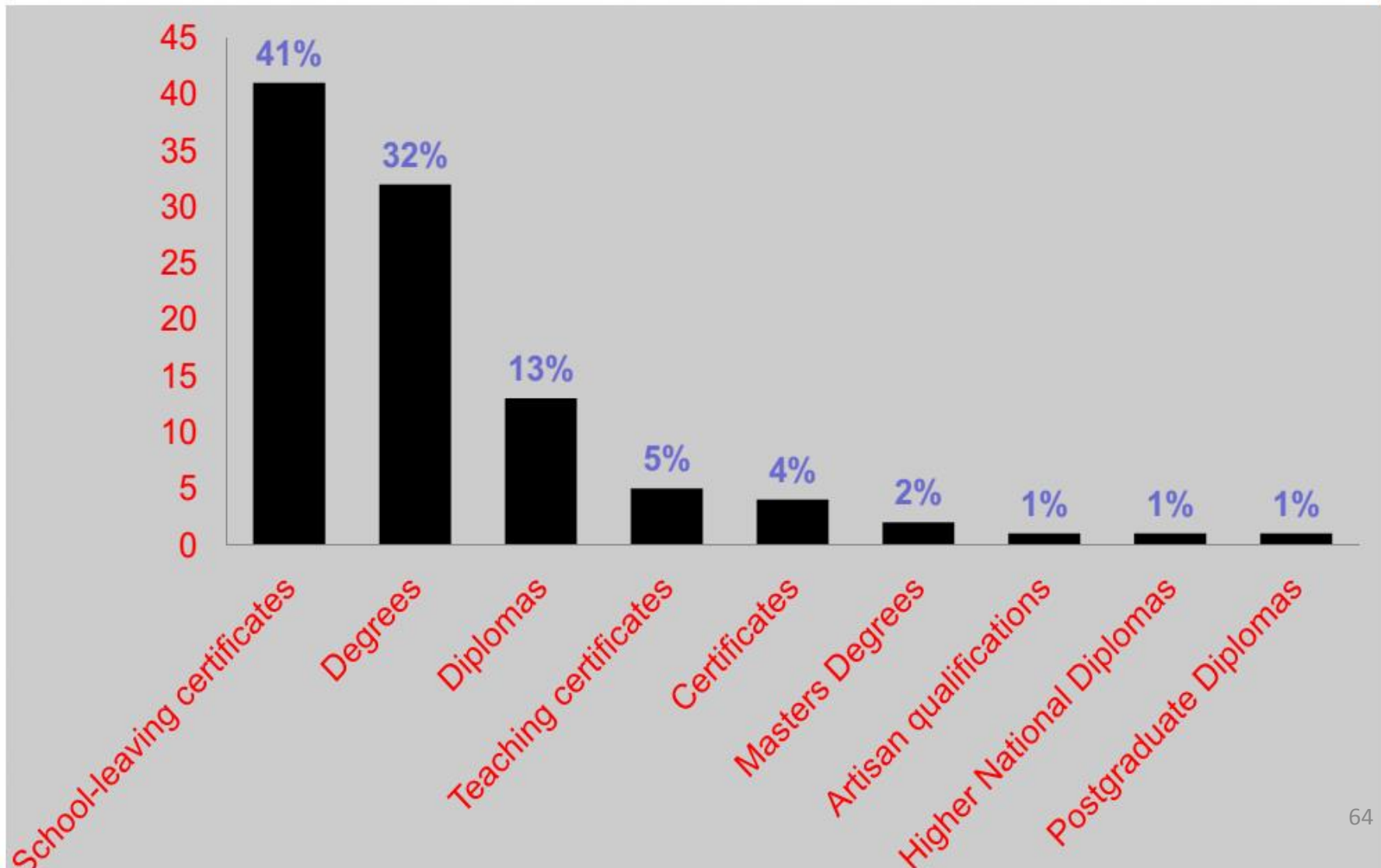
# Confirmed Forgeries span 23 countries

The majority of forged qualifications come from the countries listed below:

1. Ghana
2. Pakistan
3. India
4. Nigeria
5. Zimbabwe
6. China
7. Cameroon
8. Bangladesh
9. Democratic Republic of Congo (DRC)
10. Zambia



# Top 5 forged foreign qualification types





# UNIVERSITY OF CAPE COAST



This certificate was confirmed to be a FAKE by the university

This is to Certify

.....  
 having pursued the prescribed programme of studies at the University of Cape Coast, Ghana and having passed the prescribed Examinations

has on the 6th day of June, 2003

been admitted to the degree of

**BACHELOR OF EDUCATION**

with *SECOND CLASS HONOURS (Upper Division)*

in Mathematics

SEAL CERTIFIED TRUE COPY OF ORIGINAL  
 DATE: 2012/02/15  
 POSTMASTER CRESTA 2118  
 Registrar

1002387

# UNIVERSITY OF CAPE COAST

Academic Affairs Office

P O Box UCC Cape Coast Tel 042-32480 / 32483



## TRANSCRIPT OF ACADEMIC RECORD

THE NAME OF THE UNIVERSITY: [REDACTED] WHITE DOCUMENT IS NOT OFFICIAL

NAME: BERTHIE ABEDNEGO BOATENG 5525/1999

YEAR OF ADMISSION: (OCTOBER) 1999

PROGRAMME: BACHELOR OF EDUCATION (MATHEMATICS) DEGREE

EXAMINATION: FIRST YEAR B.ed (55) DEGREE YEAR: 1999/2000

COURSES: GRADING REMARKS

### Level 100

#### First Semester

ENG105	Communicative Skills	B	
IRC101	Information Retrieval	A	
MAT101	Algebra and Trigonometry	B	
EPS101	Education Psychology	C	
PHY101	General Physics I		
PHY103	General Physics I (Practical)		

#### Second Semester

ENG105	Communicative Skills	A	
MAT102	Analytic Geometry and Calculus	C+	
EDF102	Social/Philosophical Foundations of Education	B	
ESC105	Educational Technology	B+	
PHY101	General Physics I	C	GPA 3.03
PHY103	General Physics I (Practical)	B	CGPA 2.90

EXAMINATION YEAR: 2000/2001

COURSES GRADING REMARKS

### Level 200

#### First Semester

EMA203	Psychological Basis of Teaching and Learning Mathematics	C+	
EMA204	Field Experience in Mathematics Teaching And Learning	A	
MAT209	Methods of Teaching Mathematics	B	
MAT204	Introduction to Probability and Statistics	B+	
EPS204	Special Education	B+	
PHY202	Electricity and Magnetism	B	GPA 3.54
PHY206	Electricity and Magnetism (Practical)	C	CGPA 3.22

#### Second Semester

EMA203	Psychological Basis of Teaching and Learning Mathematics	B	
EMA204	Field Experience in Mathematics Teaching And Learning	C	
EMA209	Methods of Teaching Mathematics	B	
MAT204	Introduction to Probability and Statistics	B+	
EPS204	Special Education	C	
PHY202	Electricity and Magnetism	B	GPA 3.50
PHY206	Electricity and Magnetism (Practical)	B	CGPA 3.36

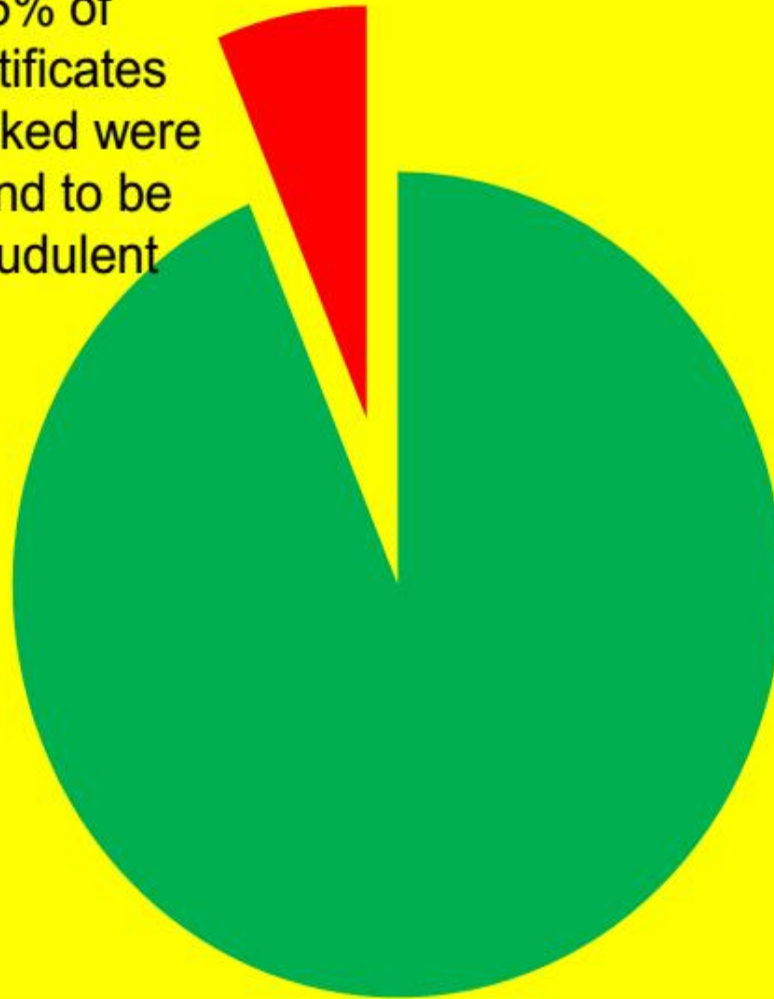
CERTIFIED TRUE COPY OF ORIGINAL  
 DATE: 2012/02/15  
 POSTMASTER CRESTA 2118  
 GPA 2.90  
 CGPA 2.50

Education qualifications are sought after in South Africa particularly in the Mathematics and Science fields – fraudsters cater to this

# SAQA Certificate of Evaluation

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6% of  
certificates  
checked were  
found to be  
fraudulent





# SAQA Counter Fraud Strategy

Build expertise to identify fraudulent practices

Build strong relationships with national and international partners

Improve security features of all SAQA issued certificates

# SAQA Counter Fraud Strategy



**Expand  
proactive  
services**

**Educate public  
about NQF and  
its functions**

**Good role  
models / best  
practices**

# SAQA Counter Fraud Strategy

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Shift from paper orientation to paper/electronic verifications

Develop and advocate minimum paper / electronic security guidelines

Deal more effectively with internet degree mills

Improve relationships with law enforcement agencies



- \* Support to the Ministerial RPL Task Team – report published, still awaiting the outcome
- \* Published the Revised Policy and Criteria for RPL
- \* RPL Research
- \* SAQA Bulletin on RPL
- \* Support to implementing individual projects



**10 ORGANISATIONAL  
RPL CASES  
SUPPORTED BY SAQA:**

SAPS; Department of Public Service and Administration (DPSA); Marine Industry Associations of Southern Africa (MIASA); Medical Lab Technologists; Community Development Practitioners; Game Rangers Association; Health Professions Council of South Africa; State Information Technology Agency (SITA); South African Sports Confederation and Olympic Committee; and Haircare Industry.

# Conclusion

# Conclusion

## In 2012/13, SAQA:

- \* Maintained the performance standard of previous years*
- \* Implemented a number of additional priorities as requested by the Minister and DHET*
- \* Was able to ensure cost savings – funds can be rolled over to the new financial year*
- \* Achieved its 16<sup>th</sup> consecutive unqualified audit*



# **SOUTH AFRICAN QUALIFICATIONS AUTHORITY**

***Annual Integrated Report for 2012/13***

**Presentation to the Portfolio Committee on  
Higher Education and Training**

***Dr V Toni Penxa, Mr J Samuels, Dr J Reddy, Mr M Albertyn***

***8 October 2013***