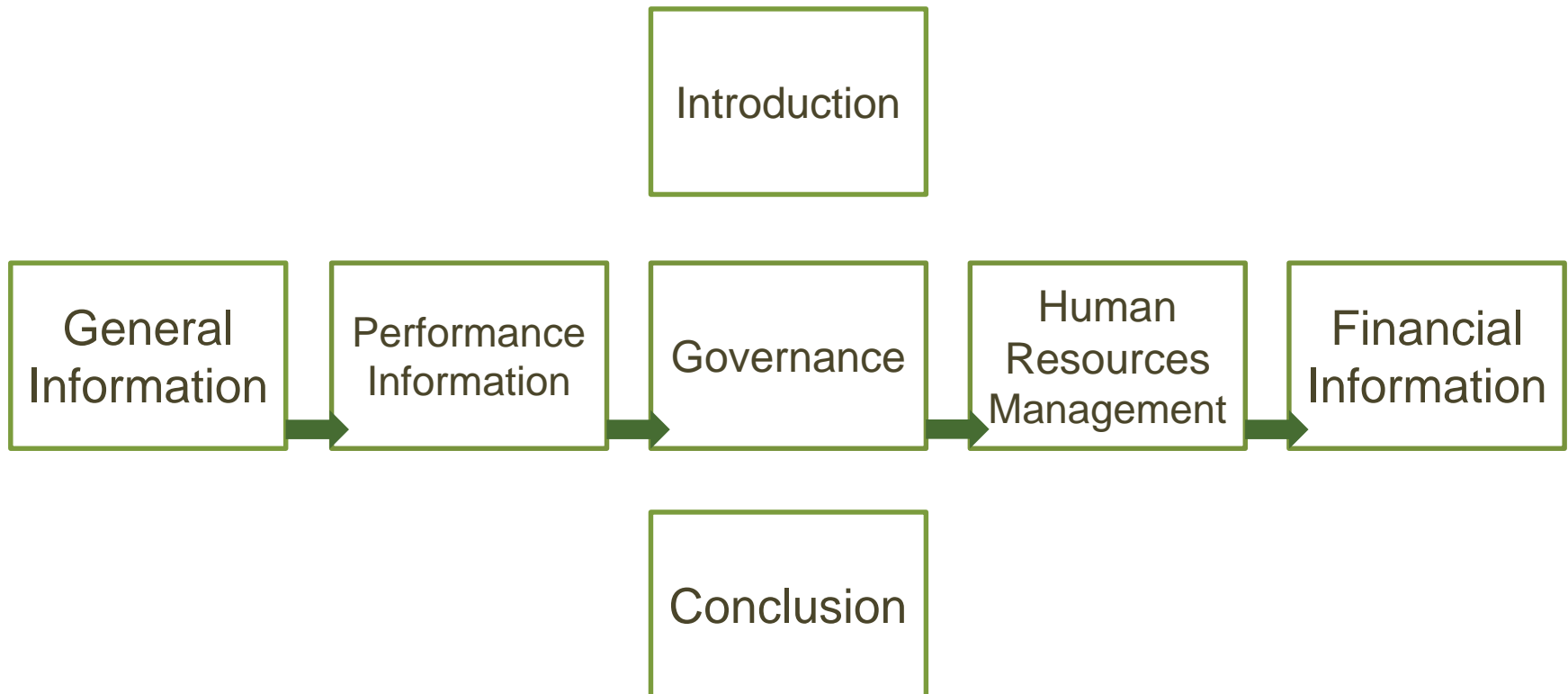**Annual Integrated Report 2017/18**

Presentation to Parliamentary Portfolio
Committee on Education and Training

10 October 2018

Implementing the NQF:
Building on Solid Foundations

Structure of Report

Introduction

General Information → Performance Information → Governance → Human Resources Management → Financial Information

Conclusion

Introduction

Implementing the NQF:

Building on Solid Foundations
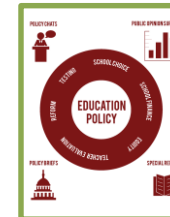
NQF Act Implementation Evaluation

Measured Relevance, Effectiveness, Efficiency & Emerging Impact

Reforms introduced by the Act embedded in parts of education and training system despite inefficiencies due to insufficient funding

NQF Act accepted as key and relevant part of SA educational architecture that leads to better quality education

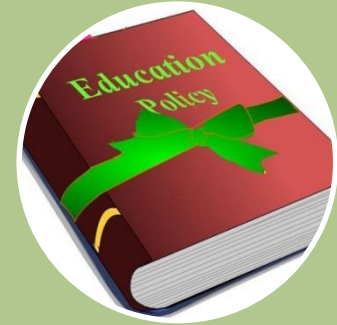There is policy coherence and policies that work

SAQA's Key Contributions over the last year

Contributed to NQF Act Implementation Evaluation Improvement Plan

Contributed to NQF Amendment Bill

Amended some existing policies

Legislation and Policy Environment

SAQA's Key Contributions over the last year

Provided leadership through the CEO Committee

Monitored and reported on implementation of Ministerial Guidelines

Lead cross-entity task teams to create clarity on NQF matters

Leadership

SAQA's Key Contributions over the last year

Created new knowledge

Showed that Articulation exists in practice

Informed the public about the NQF

Contributed to global debates

Shared information about international best practice

Information and knowledge about the NQF

SAQA's Key Contributions over the last year

Registered qualifications and part-qualifications

Recognised professional bodies and registered professional designations

Re-registered qualifications meeting criteria and de-registered qualifications no longer required

Monitored professional bodies for compliance

Recorded information on NLRD

Qualifications, professional bodies and professional designations

SAQA's Key Contributions over the last year

Verified national qualifications

Evaluated foreign qualifications

Identified and reported on misrepresented qualifications

National and Foreign Qualifications

Part A
General Information

- Foundation for Performance
- Strategic Imperatives
- Focus Areas
- Legislative and Policy Mandates
- Objectives of the NQF

Foundation for Performance

A world-class National
Qualifications Framework

To oversee the further development and implementation of the NQF and to advance its objectives, which contribute to the full development of the lifelong learner and to the social and economic development of the nation at large

Quality service

Integration

Integrity

High energy and corporate vibrancy

Quality qualifications

Social and economic transformation

Strategic Imperatives

Leadership

Provide decisive and coherent leadership, co-ordination and effective monitoring and evaluation

Policy Implementation

Oversee and facilitate the implementation of NQF policies in a coherent, simple and integrated manner across education, training, development and work
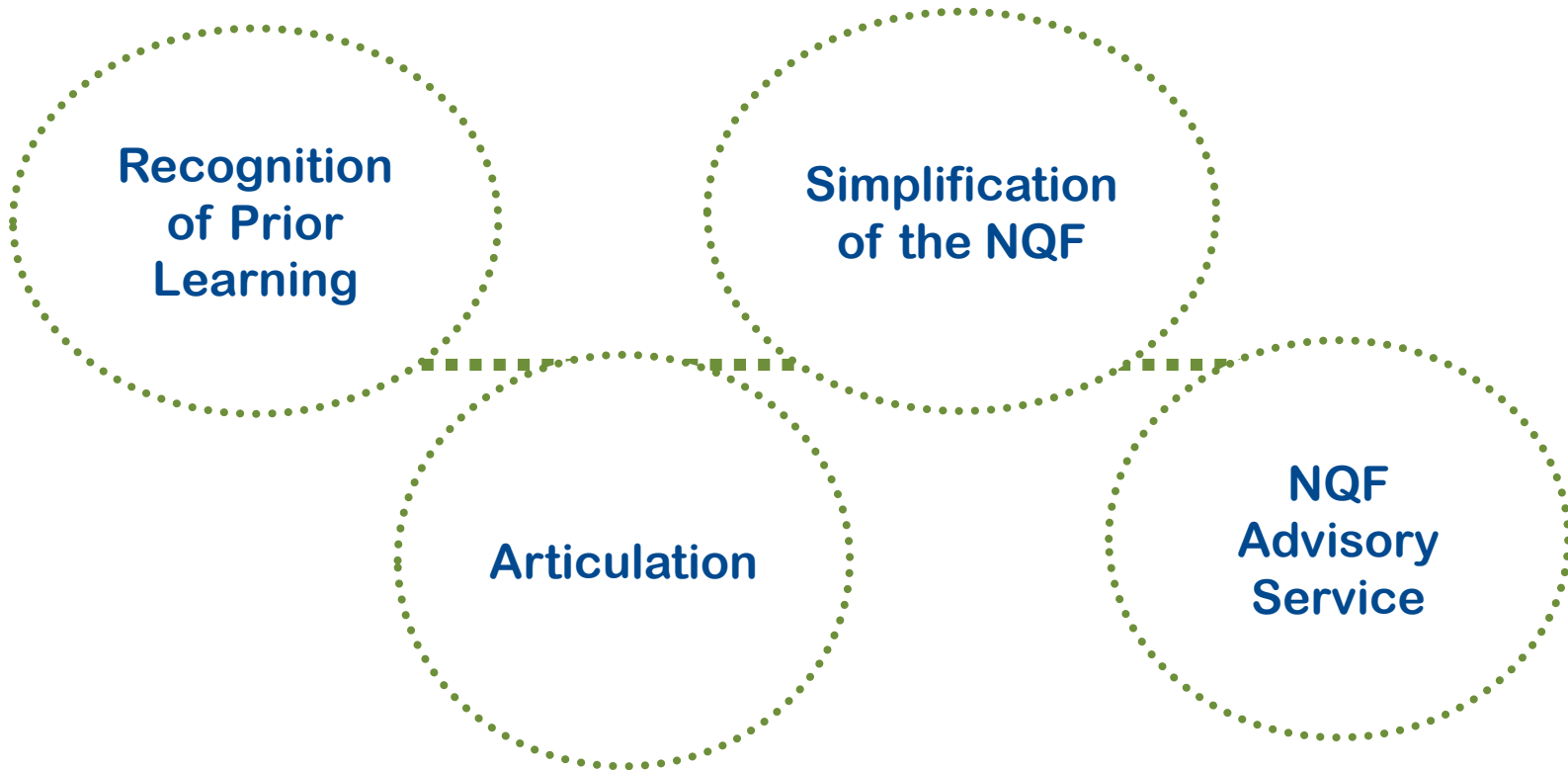
Public Positioning

Make the NQF visible through its positive impact and structured advocacy and communications
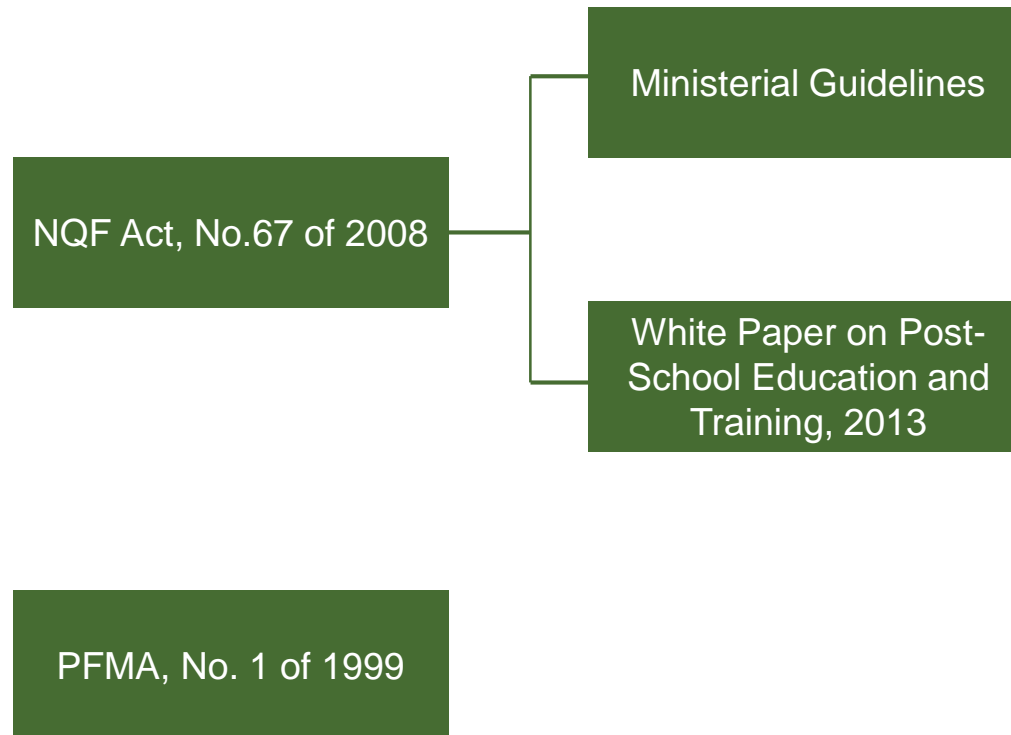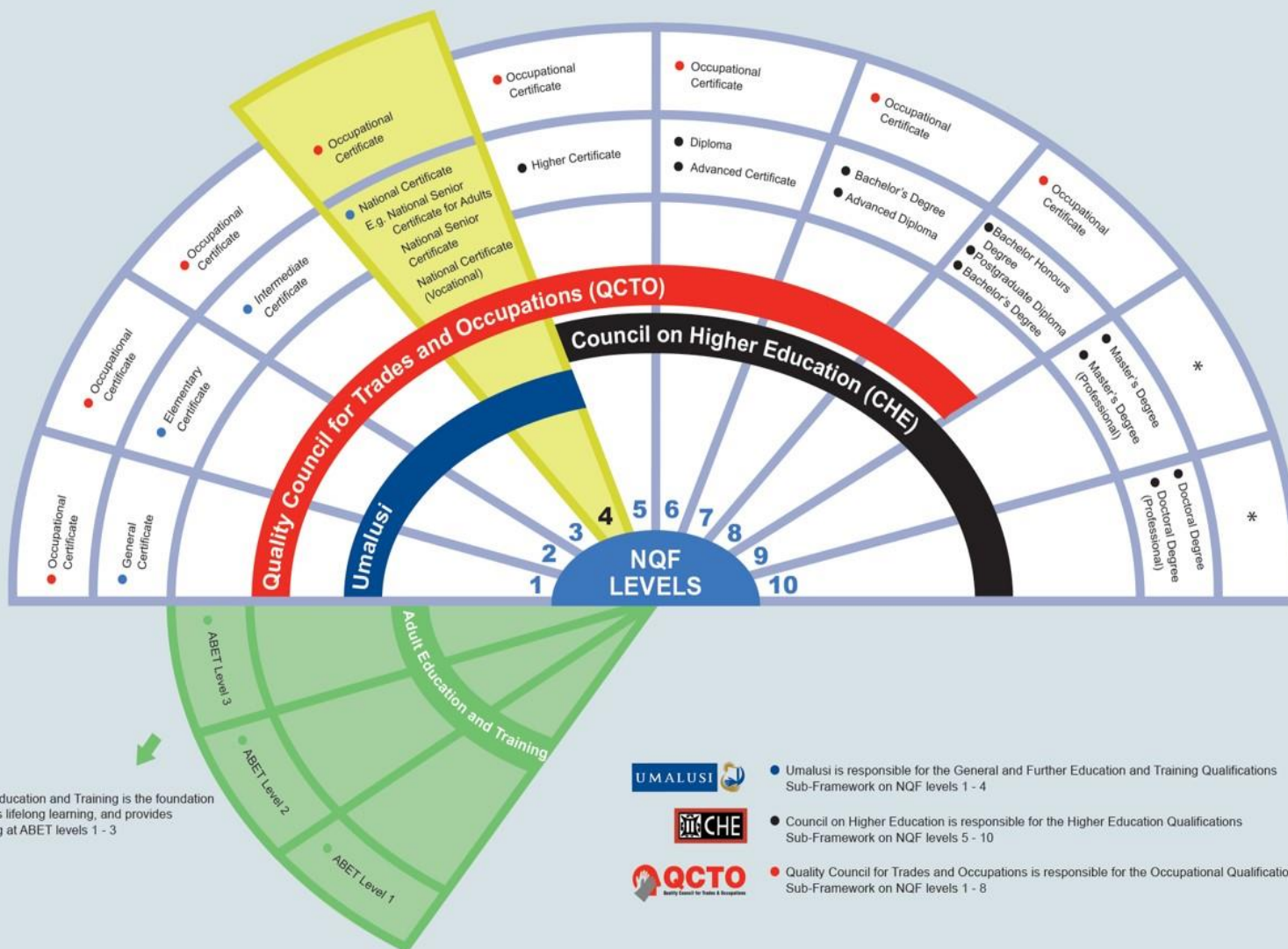
Staff Development

Value and grow its staff to achieve organisational excellence

Focus Areas

Recognition of Prior Learning

Simplification of the NQF

Articulation

NQF Advisory Service

Legislative and Policy Mandates

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┌─────────────────────────┐
│   Ministerial Guidelines │
└─────────────────────────┘

┌─────────────────────────┐
│   NQF Act, No.67 of 2008 │
└─────────────────────────┘

┌─────────────────────────┐
│   White Paper on Post-   │
│   School Education and   │
│   Training, 2013         │
└─────────────────────────┘

┌─────────────────────────┐
│   PFMA, No. 1 of 1999    │
└─────────────────────────┘
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NATIONAL QUALIFICATIONS FRAMEWORK
ABET LEVELS AND THE NATIONAL SENIOR CERTIFICATE

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

SAQA
SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Quality Council for Trades and Occupations (QCTO)

Council on Higher Education (CHE)

Umalusi

NQF LEVELS
1 2 3 4 5 6 7 8 9 10

Occupational Certificate
Occupational Certificate
Occupational Certificate
Occupational Certificate
Occupational Certificate
Occupational Certificate
Occupational Certificate
Occupational Certificate

National Certificate
E.g. National Senior Certificate for Adults
National Senior Certificate
National Certificate (Vocational)

Intermediate Certificate
Elementary Certificate
General Certificate

Higher Certificate
Diploma
Advanced Certificate

Bachelor's Degree
Advanced Diploma

Bachelor Honours Degree
Postgraduate Diploma
Bachelor's Degree

Master's Degree (Professional)
Master's Degree

Doctoral Degree (Professional)
Doctoral Degree

*
*

Adult Education and Training

ABET Level 3
ABET Level 2
ABET Level 1

ABET

- Adult Education and Training is the foundation towards lifelong learning, and provides learning at ABET levels 1 - 3

UMALUSI
- Umalusi is responsible for the General and Further Education and Training Qualifications Sub-Framework on NQF levels 1 - 4

CHE
- Council on Higher Education is responsible for the Higher Education Qualifications Sub-Framework on NQF levels 5 - 10

QCTO
Quality Council for Trades & Occupations
- Quality Council for Trades and Occupations is responsible for the Occupational Qualifications Sub-Framework on NQF levels 1 - 8

*Where an occupational qualification is needed at NQF levels 9 and 10, the developers should contact SAQA and the Quality Council for Trades and Occupations to motivate.

Objectives of the NQF

- Create a single integrated national framework for learning achievements
- Facilitate access to, and mobility and progression within, education, training and career paths
- Enhance the quality of education and training
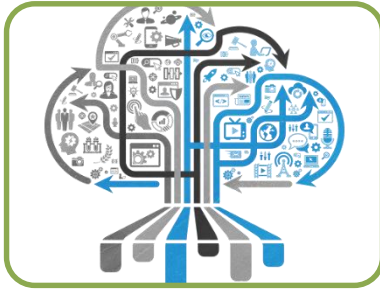- Accelerate the redress of past unfair discrimination in education, training and employment opportunities

The full personal development of each individual learner

The social and economic development of the nation at large

SAQA and the Quality Councils focus on…

| Developing and maintaining an integrated and transparent framework for recognising learning achievements | Ensuring that South African Qualifications meet appropriate criteria and are internationally comparable | Ensuring that South African Qualifications are of an acceptable quality |

PART B
Performance Information

- Overall Performance
- A momentous year…
- Key Contributions
- Qualifications and Professional Bodies
- NLRD as at 31 March 2018
- National and Foreign Qualifications

Overall Performance

Met 93% of targets

55 deliverables

Exceeded 3 targets

Fully met 48 targets

Did not meet 4 targets

A momentous year...

Highlights

- 20th consecutive unqualified audit report
- Embraced 4th Industrial Revolution (eSAQA Certificates of Evaluation)
- Increased international footprint
- Created new knowledge through research
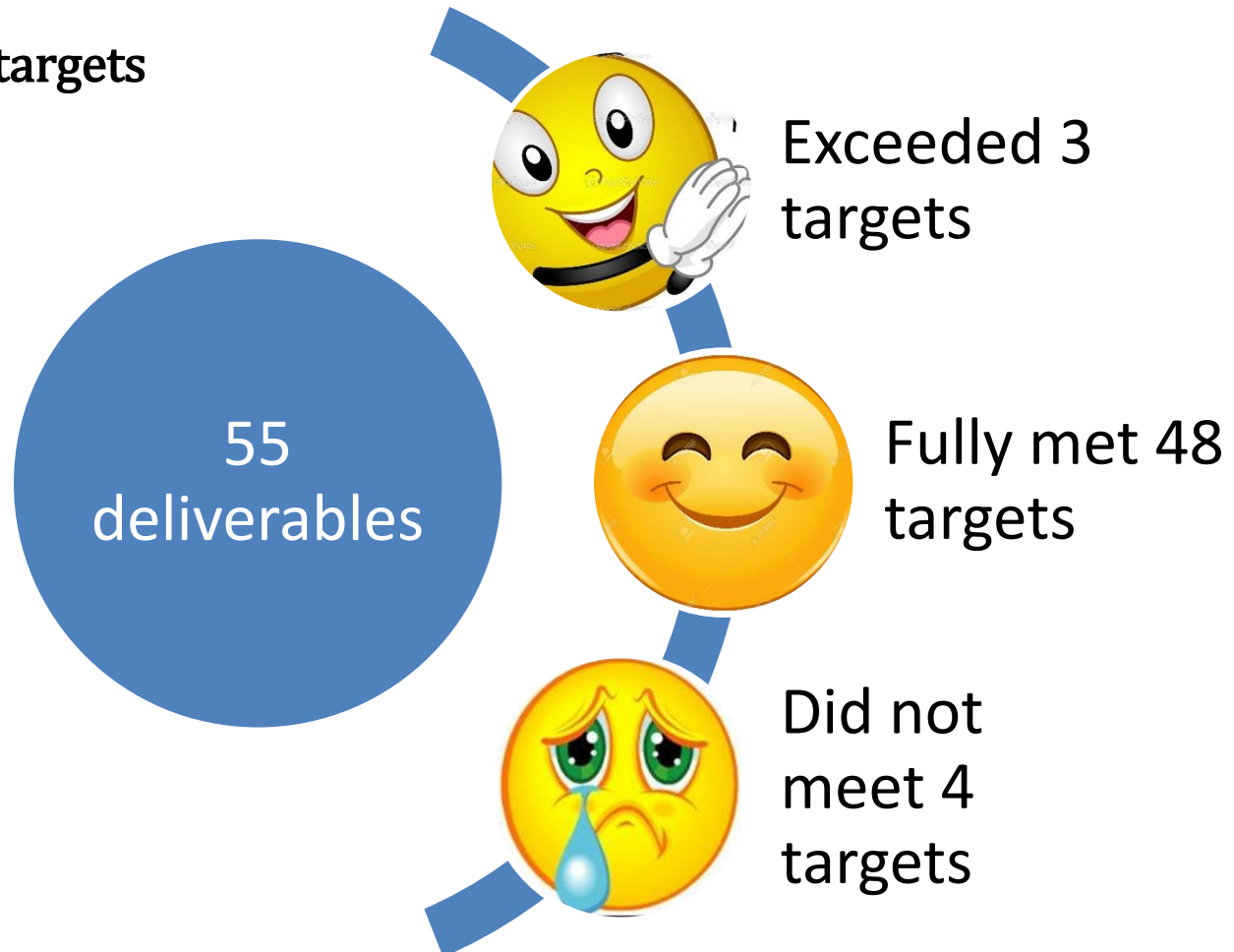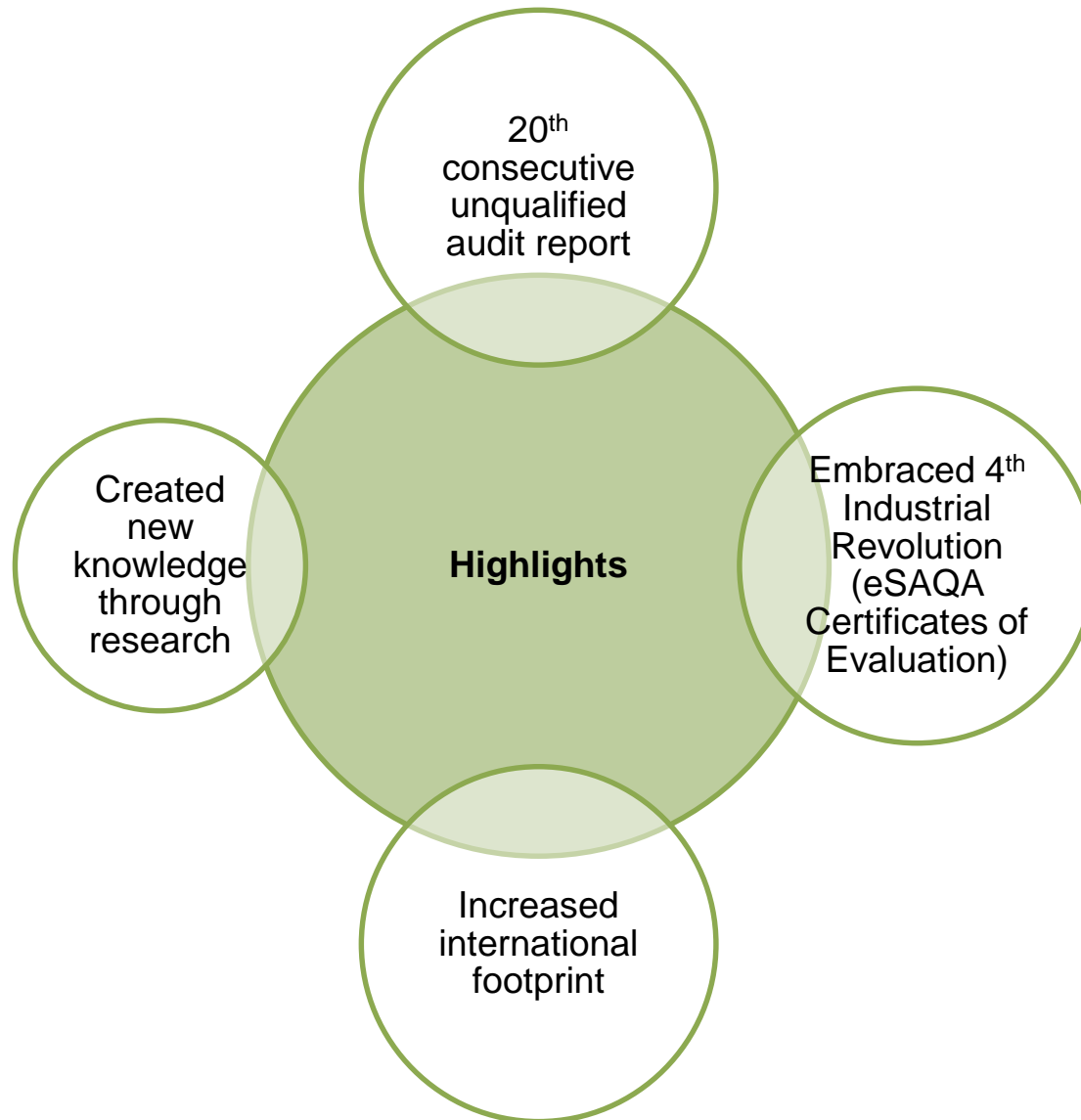
Qualifications and Professional Bodies

Loaded 100%

1 487 824
new learners

1 453 622
Qualification
achievements

Processed 100%

385
Qualifications and
part-qualifications

13
Professional bodies

44
Professional designations

Time taken to Register Qualifications on the NQF 2017/18

Registered 283 qualifications on HEQSF

- 77% registered within 2-4 months
- 22.6% registered within 5 months
- 0.4% registered within 7 months

Registered 81 qualifications on OQSF

- 95% registered within 2-4 months
- 2.5% registered within 5 months
- 2,5% registered within 7 months

Information on the NLRD as at 31 March 2018

18 372 991 learners

14 950 465 Qualification achievements

96 204 025 Part-qualification achievements

63 790 Achievements through RPL

106 Recognised professional bodies

385 Registered designations

350 677 People with professional designations

5 642 Active accredited providers

4 771 Offer **11 482** qualifications
3 508 Offer **8164** part-qualifications

Information about RPL at 31 March 2018

1 222 062
Unit Standard Achievements

206
Qualifications

33 055
Qualification Achievements

98%
OQSF

2%
HEQSF

42%
NQF Level 4

25%
NQF Level 2

11%
NQF Level 1
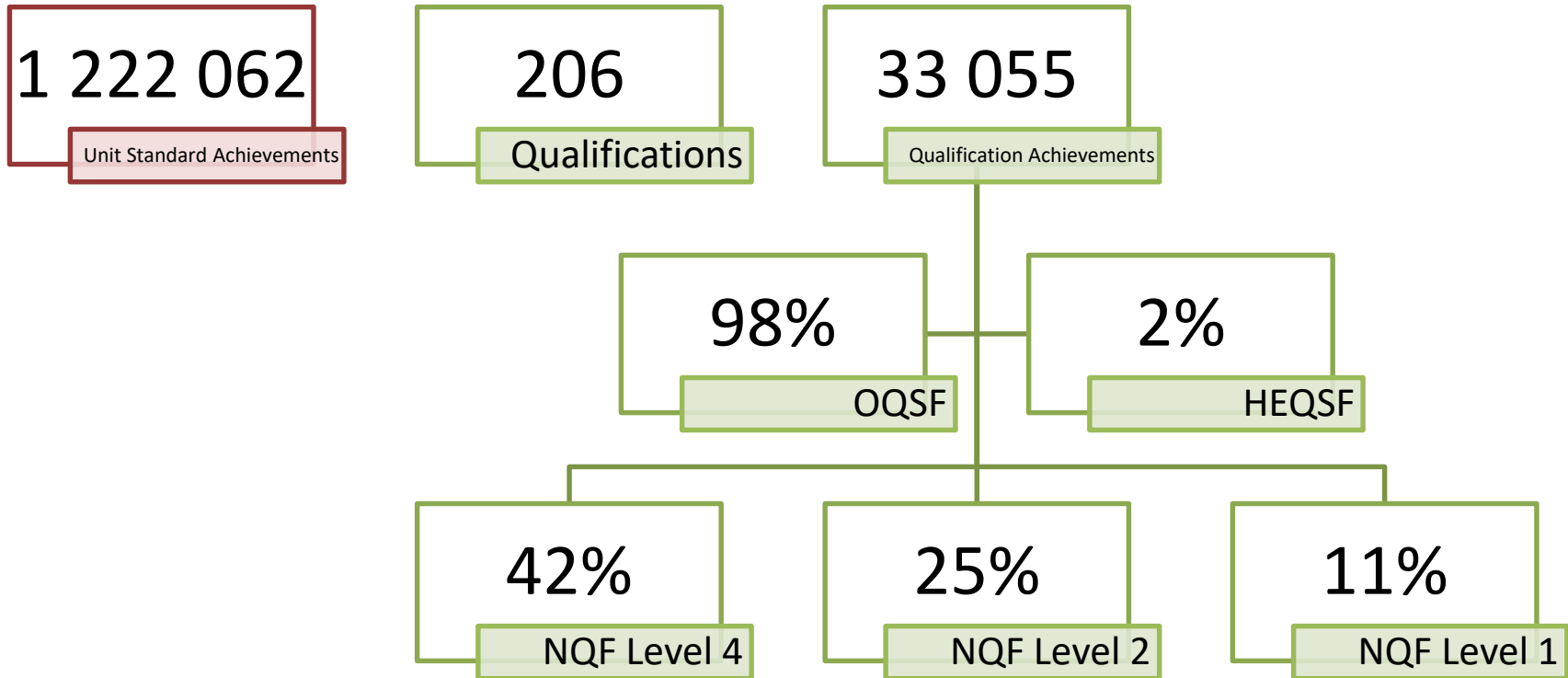
Verification of National Qualifications

67% within 2 working days

2% could not be found within 20 working days

Turnaround times

23% within 3-5 working days

8% within 6-20 working days
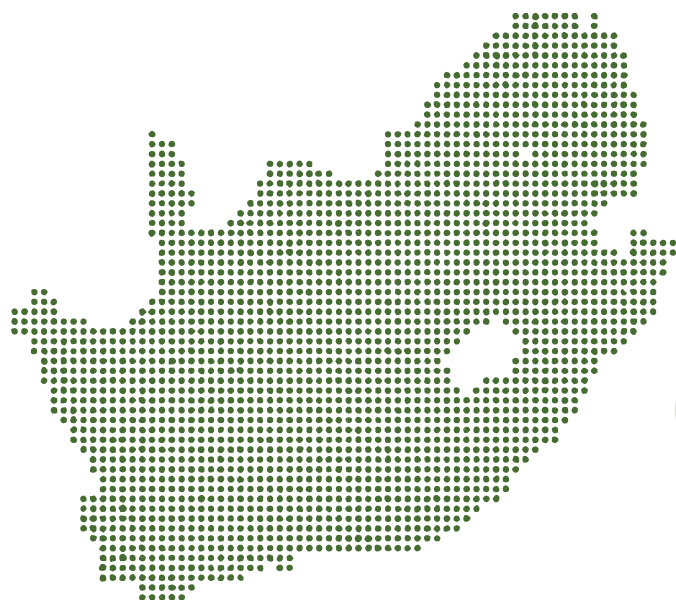
verified
79 931
national qualifications
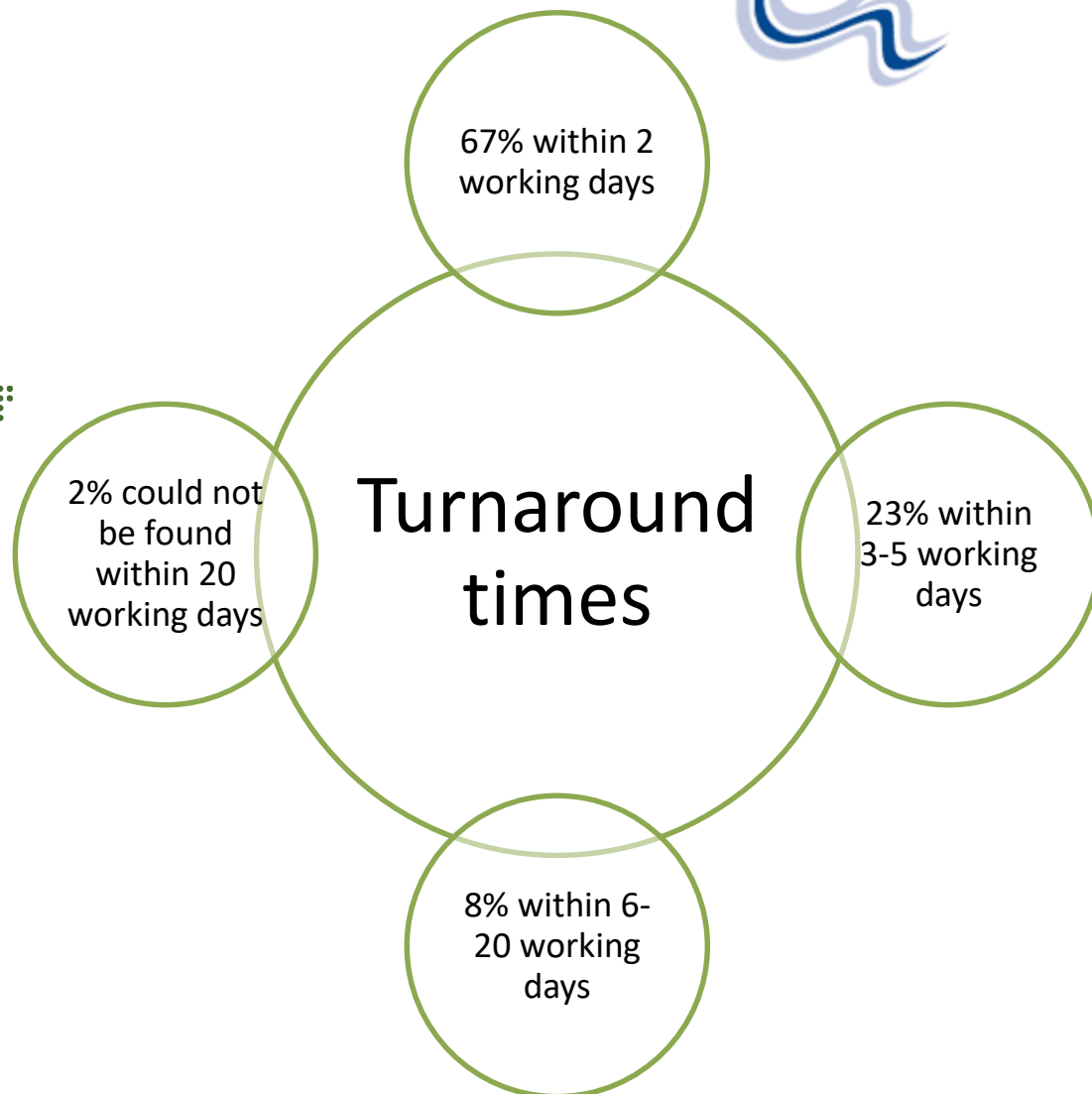
Verification of National and Evaluation of Foreign Qualifications

processed
23 401
foreign
qualifications

recognised
25 216
foreign
qualifications

Target: 90 calendar days

Turnaround times

98% evaluated within 75 calendar days

Outstanding Debtors for Verification Services

March 2017	March 2018	September 2018
R 4 727 476	R 5 875 714	R 2 971 370

PART C
Governance

- SAQA Board
- Composition of Board
- Committee Structure
- Board Profile
- Environmental Sustainability
- Corporate Social Responsibility

6th SAQA Board

Dr Vuyelwa Toni-Penxa
Chairperson

Prof. Sarah Howie
Deputy Chairperson

Mr Joe Samuels
CEO

Mr Gordon Louw

Ms Anne Oberholzer

Ms Fundisile Nzimande

Prof. Talvin Schultz

Prof. Jerry Kuye

Ms Nadia Starr

Mr Malesela Maleka

Dr Shamrita Bhikha

Prof. Narend Baijnath

Mr Bonisile Gantile

Dr Mafu Rakometsi

Mr Vijayen Naidoo

Composition of Board

Education and Training sector, professional bodies, organised business and the community	Organised Labour	CEOs
10 members appointed by Minister in their individual capacities	2 members appointed by Minister in their individual capacities	3 QCs and SAQA CEOs appointed by virtue of their positions
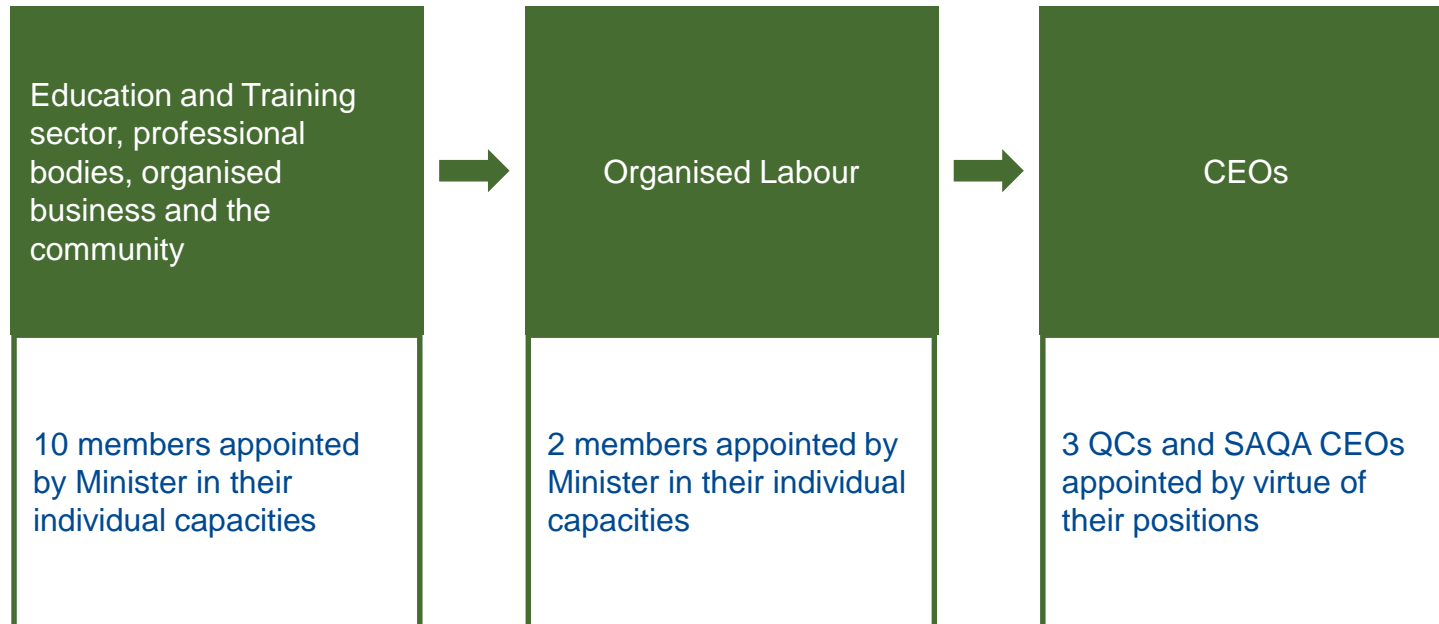
There is a vacancy for an organised labour representative

Committee Structure

Advocacy and Communication Committee	Audit and Risk Committee	Executive Committee	Finance Committee	Foreign Qualifications Appeal Committee	Information and Information Technology Committee

Professional Body Appeals Committee	Qualifications and Standards Committee	Remuneration and Human Resources Committee	Research Committee	Verification and Comparison of Qualifications Committee

11 Committees	**Terms of Reference** Reviewed and approved annually by the Board	**Reporting** Chairperson report progress to the Board	**Assessment** Annual self-assessment

Board Profile
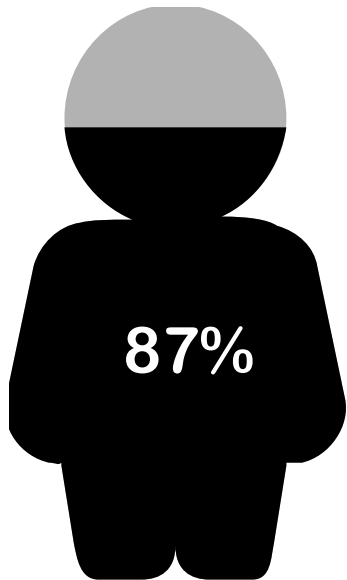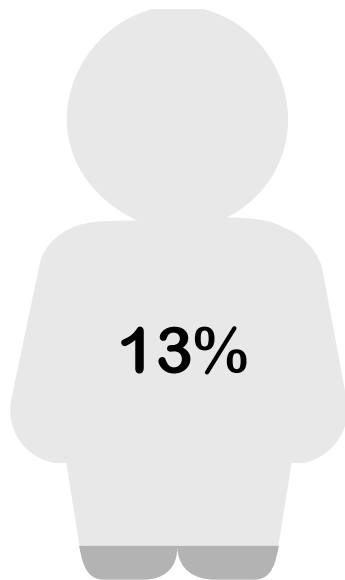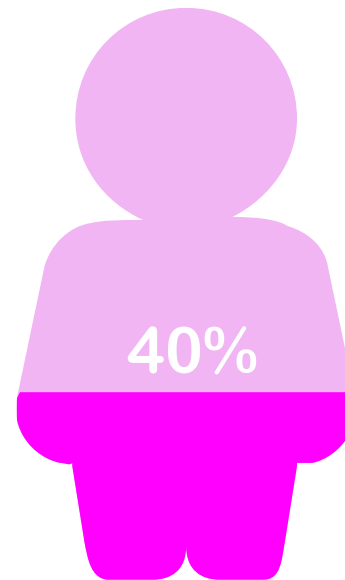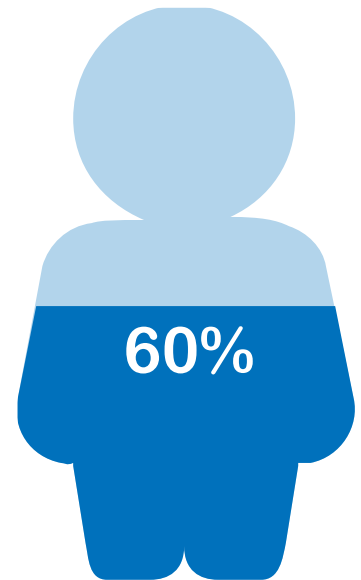
87% Black
13% White
40% Female
60% Male

Environmental Sustainability

R86 377.83

Annual electricity saving

Green Building Initiatives

Active recycling project

Corporate Social Responsibility

Mandela Day
Donated clothing, books, toys, money and personal time

World AIDS Day
Donated food items, toys and books

Bread Tag Initiative
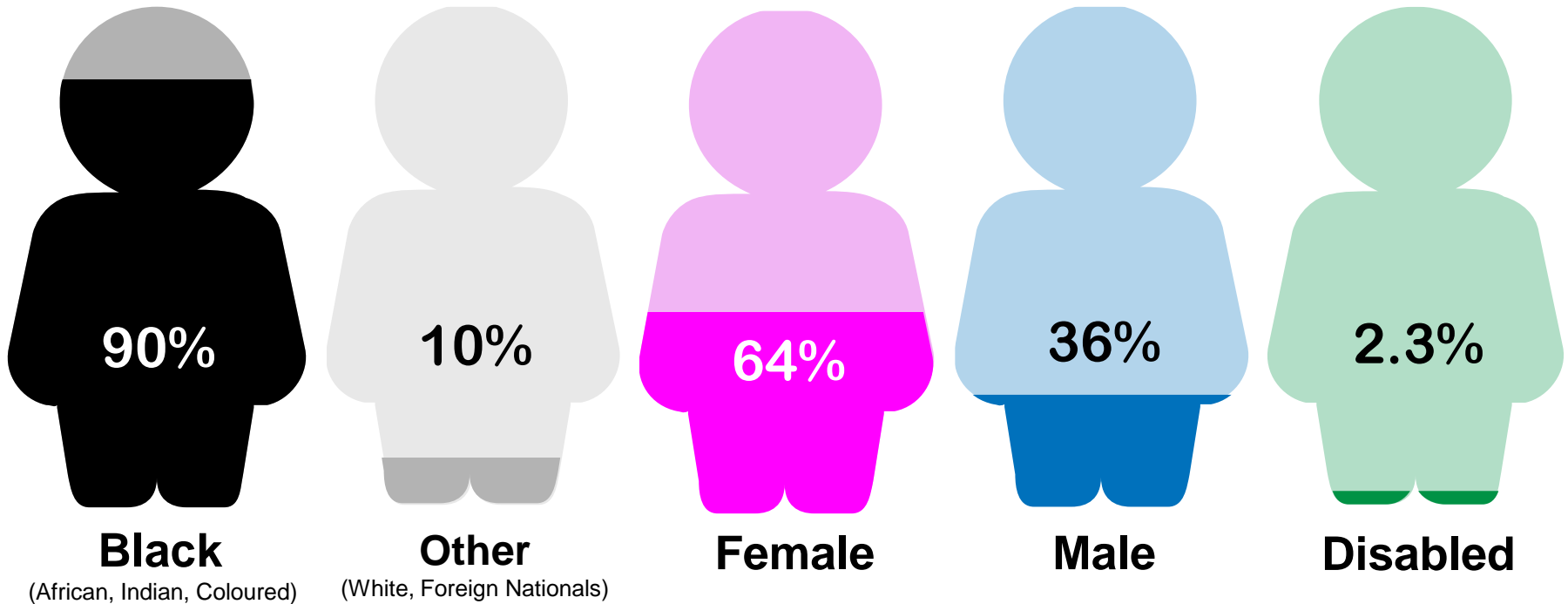Bread tags for wheel chair project

PART D
Human Resources Management

- Staff Count
- Staff Composition
- Senior Staff Composition
- Valuing Staff
- Internship Programme

Staff Count

2012	2013	2014	2015	2016	2017
171	**182**	**214**	**148**	**167**	**173**

Staff Composition

90%

Black
(African, Indian, Coloured)

10%

Other
(White, Foreign Nationals)

64%

Female

36%

Male

2.3%

Disabled
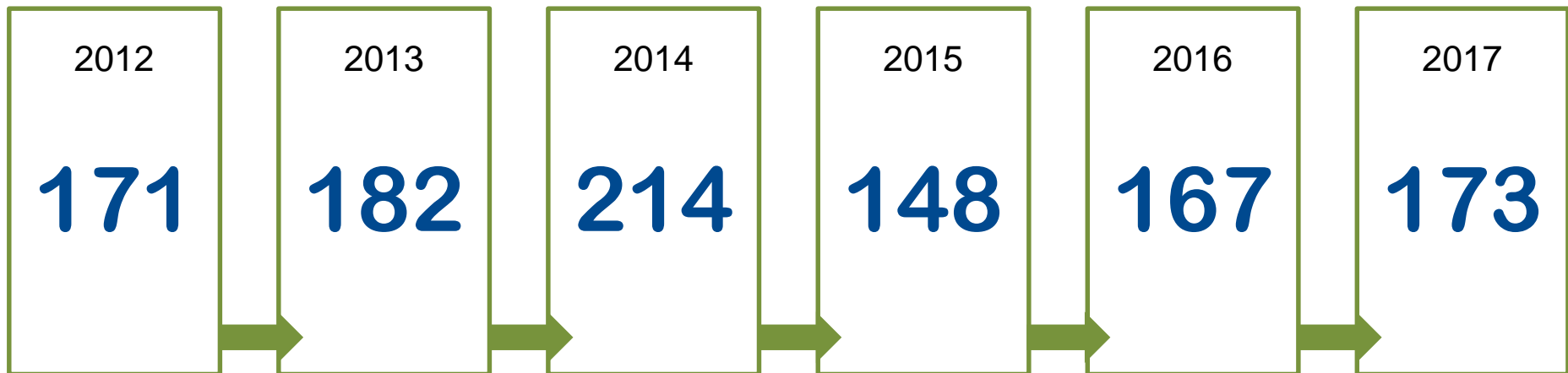
173 staff

37 appointed

30 terminations

Senior Staff Composition
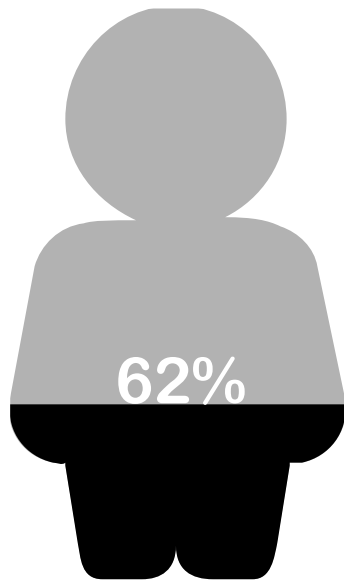
Black
(African, Indian, Coloured)
62%
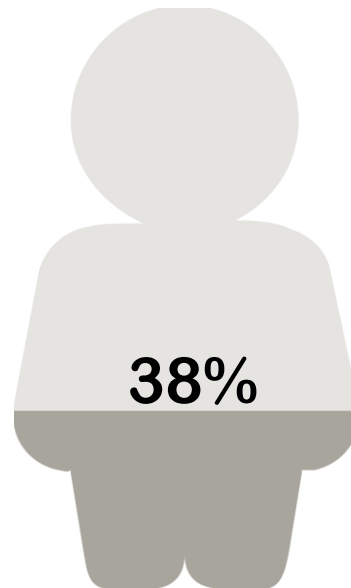
Other
(White, Foreign Nationals)
38%
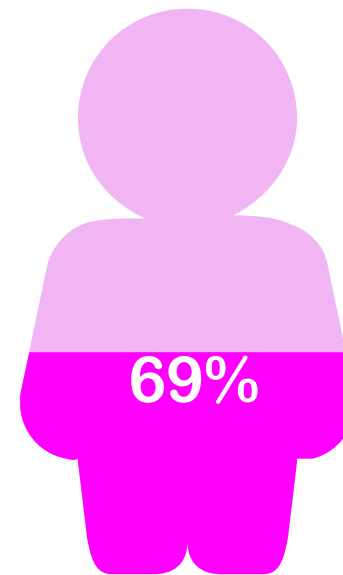
Female
69%
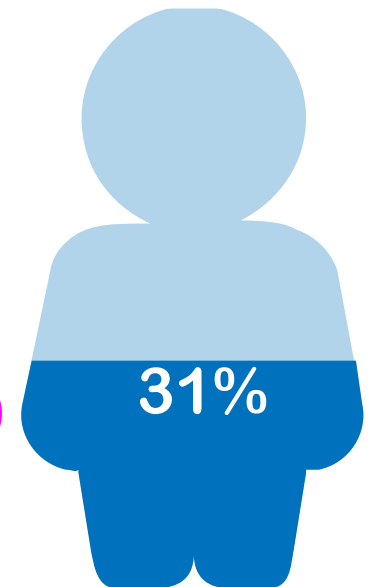
Male
31%

Valuing Staff

Spent
R158 307
on staff training, seminars and workshops

Spent
R318 336
on staff education assistance

Conducted
649
learning and development initiatives

Recognised
and
Rewarded
all staff who qualified

Promoted
11
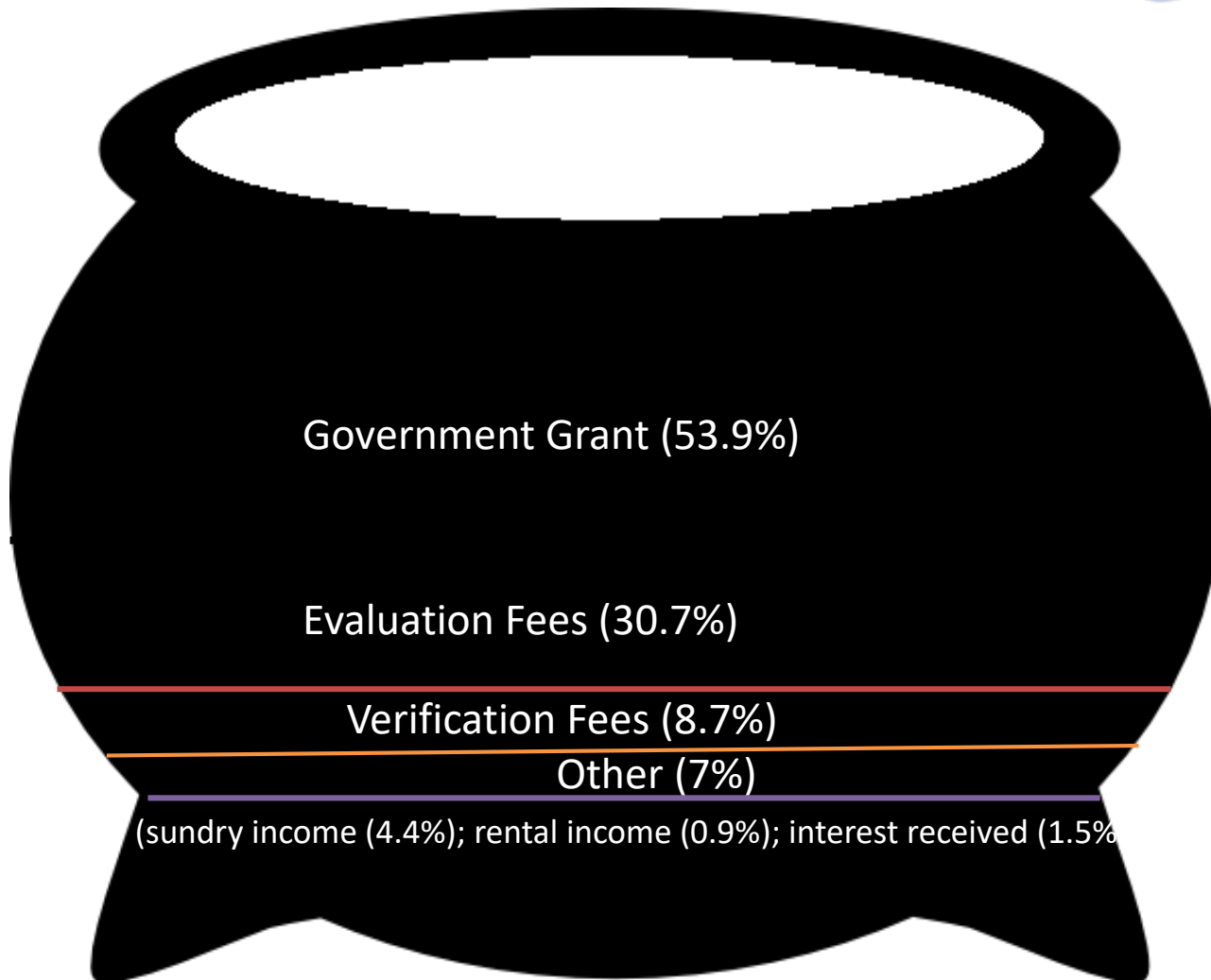staff to higher positions

Internship Programme

16 interns each year

PART E
Financial Information

- Budget vs Expenditure
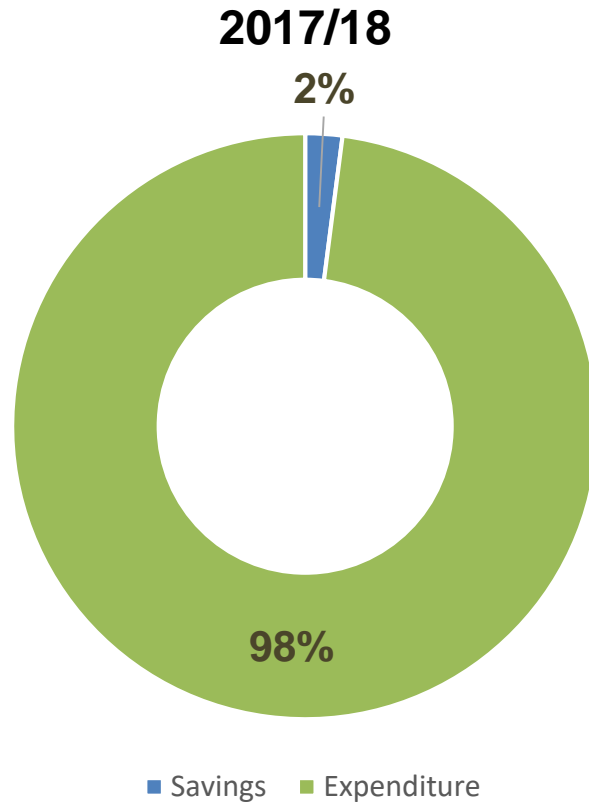- Revenue Received
- Savings
- Expenditure over Budget
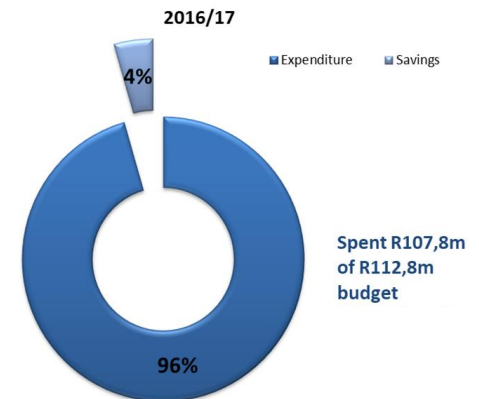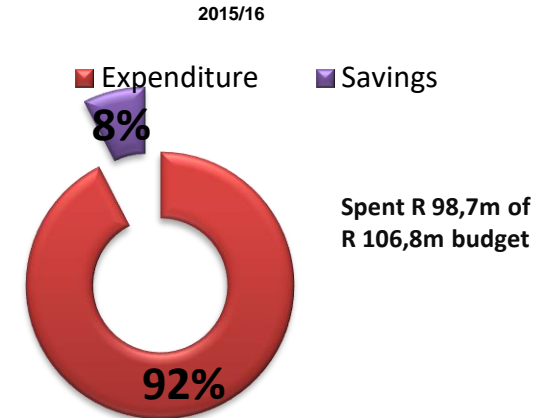
Revenue Received for 2017/18

Government Grant (53.9%)

Evaluation Fees (30.7%)

Verification Fees (8.7%)

Other (7%)

(sundry income (4.4%); rental income (0.9%); interest received (1.5%)

Actual Revenue = R120 503 822

Budget vs Operating Expenditure

2017/18

2%

98%

■ Savings ■ Expenditure

Spent R 112,70m of R 115,17m budget

2015/16

■ Expenditure ■ Savings

8%

92%

Spent R 98,7m of R 106,8m budget

2016/17

■ Expenditure ■ Savings

4%

96%

Spent R107,8m of R112,8m budget

Savings

Property, Plant & Equipment
R 1 881 203
(52.8%)

Staff expenses
R 3 897 926
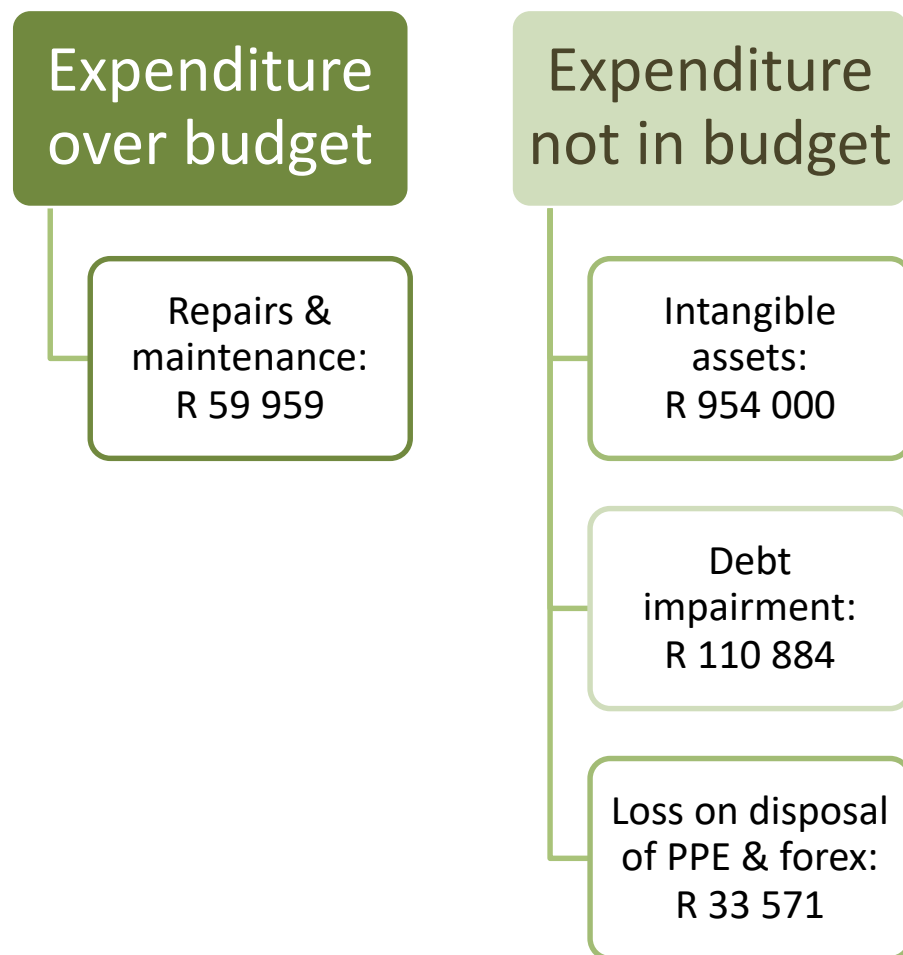(4.6%)

Electricity
R 449 008
(29.4%)

IT
R 930 472
(37.9%)

Staff training & Educational Assistance
R 474 833
(52.7%)

Over-expenditure

Expenditure over budget

- Repairs & maintenance: R 59 959

Expenditure not in budget

- Intangible assets: R 954 000
- Debt impairment: R 110 884
- Loss on disposal of PPE & forex: R 33 571

Audit finding from 2016/17

In the 2016/17 audit report, the AG found that SAQA could not provide appropriate audit evidence with respect to contracts awarded to bidders based on points given for criteria that were stipulated in the original invitation for bidding as required by Preferential Procurement Regulation 4.

The audit revealed that Management did not stipulate functional criteria in the bid document for the evaluation of bids. This was corrected and there was no finding relating to this in 2017/18 financial year.

Questions from previous meeting
Articulation

TVET college and Higher Education Institution (HEI) qualifications are not meant to articulate. What is SAQA's role in Articulation?

SAQA ensures that all qualifications registered on the NQF have articulation options. SAQA has also done research into Articulation and shared best practice with stakeholders. SAQA tracks articulation pathways by analysing the data on the NLRD.

TVET colleges offer more practical training, so there shouldn't be many students who articulate from TVET to HEIs.

There are three types of qualifications offered at TVET Colleges namely, N1-N6, NC(V) and Occupational Certificates (theoretical part) . Policy stipulates that the N6 with practical experience leads to the Diploma through which it can articulate with universities. The NC(V) also leads to access to universities. Currently, the Occupational Certificates don't necessarily allows for articulation. The Minister's position as stated in the Articulation Policy is that there should be no dead-end qualifications. All qualifications should create opportunities for life-long learning.

Questions from previous meeting

SAQA is currently using persuasion rather than structure to create articulation options.

There are 3 types of articulation: systemic; specific; and individual articulation pathways. Systemic articulation is based on legislation, national policy (such as this articulation policy) and formal requirements within the education and training system.
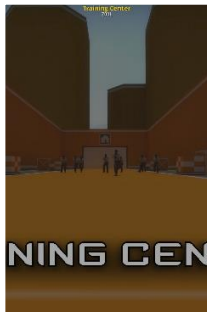
Specific articulation (also referred to as articulation in practice) is based on formal and informal agreements within the education and training system, between two or more education and training sub -systems, between specific qualifications and learning programmes, institutional types guided by policies, and accreditation principles. Institutional accommodation of individual needs also falls into the category of specific articulation.

SAQA's role is to ensure that both systemic and specific articulation options are possible for all registered qualifications. SAQA has also, through its research, created knowledge and understanding of articulation, and provided evidence of existing articulation arrangements. While structure is clearly important for both types of articulation, establishing relationships is clearly required for specific articulation options.

Questions from previous meeting

Question

- What informs the decision to de-register a qualification? What happens to the learner achievements for that qualification?

Answer

- A QC may recommend a qualification for de-registration if (i) it no longer complies with its quality assurance regime; (ii) the qualification no longer meets the Policy and Criteria for registration on the NQF; (iii) the qualification has been replaced by another qualification; (iv) the provider has decided to withdraw the qualification; (v) there is no learner uptake two years after the qualification was registered; (vi) or any other legitimate reason.

Answer

- When a qualification is de-registered, there is a teach-out period allowed so that no learner already registered, is at a disadvantage. SAQA specifies the date in which the last batch of learners may be enrolled; and the last date of achievement.
- Learner achievements are not affected if qualifications are de-registered. Learner achievements are captured on the NLRD and are available for life. The record of the qualification is also kept for life.

Simplification

Questions from previous meeting
Advocacy

Advocacy should not be part of SAQA's role. It is the role of the DBE and DHET.
Section 13(n) of the NQF Act states: "with respect to other matters – Inform the public about the NQF". It is therefore SAQA's mandate to inform the public about matters relating to the NQF.

How do we inform students about qualifications that are recognised?
SAQA provides access to all information on the NLRD (except learner achievement information), through its website. Students are able to log on to the website to check if a particular qualification is registered, and which institution is accredited to offer that qualification. SAQA provides a service to the public who wish to study outside the country. Anyone may contact SAQA to find out if a particular qualification offered by a specific institution is recognised.

Questions from previous meeting
Misrepresentation

Question

- If SAQA already maintains a List of Misrepresented Qualifications, is there such an increase in the workload to maintain the Register of Misrepresented and Fraudulent Qualifications?

Answer

- The List of Misrepresented Qualifications is currently maintained by the Office of the CEO. The list is currently manually generated and quality assured. Once the NQF Amendment Bill is promulgated, the Registers must be established. A proper IT system is required, and dedicated staff are required to quality assure the information prior to it being entered into either Register

Answer

- SAQA needs to establish relationships with the DOJ, NPA and SAPS to ensure that information for the Register of Fraudulent Qualifications is forthcoming, that cases are prosecuted, and that SAQA acts as the expert witness in the cases.
- The volume of qualifications is expected to increase significantly, and so will the misrepresentations that are detected. Regular reports also need to be generated. If this unit is not well functioning, it opens SAQA up to litigation.

Questions from previous meeting

Does SAQA evaluate all foreign qualifications or allow some foreign qualifications such as Oxford university qualifications to go unchecked?
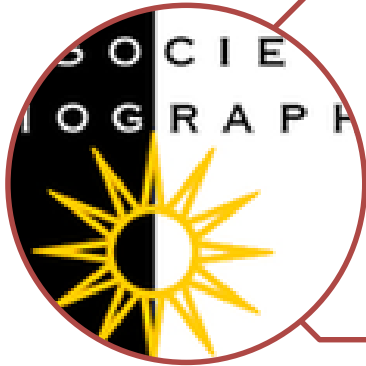

SAQA evaluates all foreign qualifications irrespective of where they originate.

Evaluation of Foreign Qualifications

Questions from previous meeting
Professional bodies

What is SAQA's role in ensuring that professional bodies recognise the relevant qualifications? Can SAQA insist that professional bodies recognise qualifications registered on the NQF?

SAQA can request reasons why a particular qualification is not recognised by a professional body. If SAQA believes that the professional body does not have legitimate reasons, then SAQA may challenge the professional body in court if necessary. Legislation of professional bodies should be changed so that they don't encroach in SAQA powers to determine the level and the credits of a qualification.

Questions from previous meeting

The SAQA Board should consider the high level panel report headed by Kgalema Motlante

Kgalema Motlante High Level Panel Report

The SAQA Board will discuss this report at its next meeting on 25 October 2018

In summary...

National Qualifications Framework	
Sub-Framework and qualification types	
Doctoral Degree / oral Degree (Professional)	
Master's Degree / r's Degree (Professional)	
helor Honours Degree / stgraduate Diploma / Bachelor's Degree	Occupational C
Bachelor's Degree / Advanced Diploma	Occupational C
Diploma / Advanced Certificate	Occupational C
Higher Certificate	Occupational C
National Certificate	Occupational C
ermediate Certificate	Occupational C
ementary Certificate	Occupational C
General Certificate	Occupational C

"Overall, the (NQF Act Implementation) evaluation found that there has been significant progress in implementing the NQF Act. The DHET, SAQA and the quality councils have established a reasonably robust policy framework to guide the implementation of the NQF Act. At the same time, the NQF bodies – consisting of SAQA, the CHE, the QCTO and Umalusi – have made progress in re-aligning older qualifications, registering new qualifications and accrediting providers to offer these qualifications."

SAQA has built further on this solid foundation that was laid by the legislation which outlines its roles, responsibilities and functions. SAQA developed all the necessary policies and criteria and is in the implementation phase. Through its work it promotes transparency, access, articulation and quality, and reduces misrepresented and fraudulent qualifications. SAQA is a model statutory body.

" Our culture of good governance and accountability is firmly embedded throughout the organisation with zero tolerance for fraud and corruption. "

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Committee on Education and Training
10 October 2018

Implementing the NQF:
Building on Solid Foundations