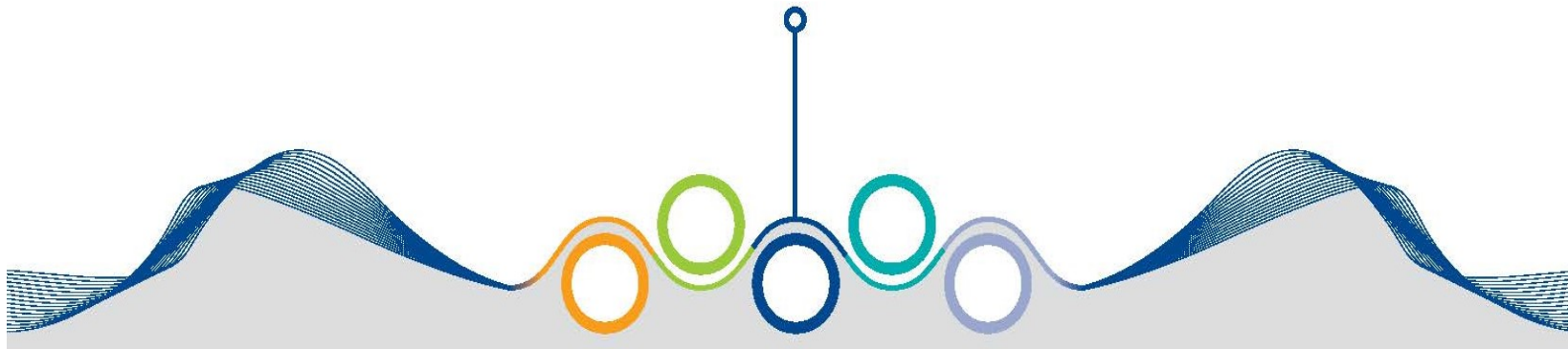


SOUTH AFRICAN QUALIFICATIONS AUTHORITY

STRATEGIC & ANNUAL PLAN PERFORMANCE PLAN

2020/21-2024/25

2021/22






Revised Strategic Plan 2020 - 2025

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Revised Strategic Plan for 2020/21 – 2024/25

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APPROVED BY THE SAQA BOARD ON
24 OCTOBER 2019 (SAQA 02126/19)

REVISED ON 29 JANUARY 2021

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STRATEGIC PLAN 2020/21 – 2024/25

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Executive Authority Statement

Dr Blade Nzimande

Executive Authority: The South African Qualifications Authority

Accounting Officer Statement

SAQA, a section 3A public entity, has an unbroken record of unqualified audit opinions in its twenty-three-year history. During the last five years, SAQA reported to three different Ministers and saw two Board members resign. The Minister replaced one Board member in December 2018 and the second in April 2020. Nevertheless, the organisation continued to strive towards achieving a world-class National Qualifications Framework for South Africa. This period focused on implementing the NQF policies and consolidating SAQA's international footprint. Some of the highlights during this period included the reinstatement of the NQF Forum in 2018 and the establishment of the first NQF Stakeholder Forum. The latter event coincided with the National Qualifications Framework marking its twenty-first anniversary. SAQA also continued to show leadership internationally through its efforts to embed the Recognition of Prior Learning (RPL) into the NQF and to introduce a framework for recognising the achievements of refugees and asylum seekers.

During the last five years, the DPME led the process to evaluate the implementation of the NQF Act, 2008. The NQF Act Implementation Evaluation took place, in 2017 and the President signed the NQF Amendment Act in August 2019 and published it for information. SAQA expects the President to proclaim this Act during these five years. The President also signed the Addis Convention and deposited it with UNESCO. The Addis Convention came into effect on 15 December 2019.

SAQA worked closely with the Council on Higher Education (CHE) on the NQF Alignment Project. This project entailed aligning all registered qualifications to the ten-level NQF established by the NQF Act, 2008 from the old eight-level NQF under the SAQA Act, 1995. This project ended in March 2020. SAQA also undertook to "clean" the records on the National Learners' Records Database (NLRD) in preparation for implementing the NQF Act 2008, as amended.

SAQA's focus for the 2020/25 Planning Cycle is on streamlining and automating its processes to become more efficient in its service provision. The NQF Act 2008, as amended, gives SAQA more responsibility and authority. SAQA must ensure that it is ready to implement the Act as soon as the President proclaims it. It is also essential for SAQA to strengthen its leadership role.

SAQA is also focusing on ensuring its financial sustainability through its paid-services. Furthermore, SAQA is consolidating its relationships with counterparts in SADC, on the African continent and globally.

The Covid-19 pandemic and the subsequent lockdown had severely hampered SAQA's ability to generate funding through its paid-services. Closure of South Africa's borders resulted in SAQA not receiving requests for the evaluation of foreign qualifications. National and provincial departments had also slowed down recruitment during this period, and therefore did not make use of SAQA's verification services. Professional bodies, like many organisations, suffered financial difficulties, and early indications were that SAQA would not receive professional body fees in 2020/21. Many professional bodies requested to be de-recognised so that they were not liable for the fee.

SAQA received forty-four percent of its funding from the fiscus in 2020/21. The Department of Higher Education and Training imposed a further budget cut of one million, two hundred and eighteen thousand rand (R 1,218 million). This cut, coupled with SAQA's inability to generate funding, resulted in SAQA not being able to balance its budget, and not being able to pay staff salaries from November 2020. SAQA faced the daunting possibility of staff retrenchments.

The current Board's term of office ends on 31 December 2020. I thank the Board for its leadership and look forward to the handover to the new Board.

Recruitment for a new CEO is underway. I take this opportunity to thank SAQA's staff for their continuous efforts in ensuring that SAQA meets its commitments. Despite the financial challenges and frozen posts, staff have taken on more responsibility to ensure that SAQA continues to contribute to the further development and implementation of the NQF.

A handwritten signature in black ink, appearing to read 'Reddy', is positioned above a horizontal line.

Dr J Reddy

Acting Accounting Officer

The South African Qualifications Authority

Official Sign-Off

It is hereby certified that this Strategic Plan:

- Was developed by the Management of SAQA under the guidance of the Ministry of Higher Education, Science and Technology;
- Takes into account all the relevant policies, legislation and other mandates for which SAQA is responsible; and
- Accurately reflects the Impact, Outcomes and Outputs which SAQA will endeavour to achieve over the period 2020/21 – 2024/25.

Programme 1



Ms P Flanagan



Mr J Ntsoia

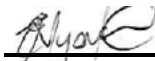


Mr W Radu



Ms P Mbingo
Finance Director

Programme 2



Ms F Nyaka

Programme 3



Ms C Oelofsen




Mr D Strydom

Programme 4



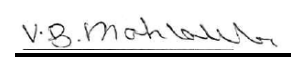
Ms N Coetzee

Programme 5



Dr H Bolton

Programme 6



Ms B Mahlalela



Ms N Naidoo
Director: Office of CEO
(responsible for Planning)



Dr J Reddy
Acting Accounting Officer / CEO

Approved by:



Dr B Nzimande
Minister: Higher Education, Science and Technology

SOUTH AFRICAN QUALIFICATIONS AUTHORITY



Revised Strategic Plan for 2020/21 to 2024/2025

Part A: Our Mandate

1. Constitutional Mandate

1.1 The Bill of Rights, in Section 29 of the **Constitution of the Republic of South Africa, 1996**, provides for Education:

1. Everyone has the right
 - a) to a basic education, including adult basic education; and
 - b) to further education, which the state, through reasonable measures, must make progressively available and accessible.
2. Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. To ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account
 - a) equity;
 - b) practicability; and
 - c) the need to redress the results of past racially discriminatory laws and practices.
3. Everyone has the right to establish and maintain, at their own expense, independent educational institutions that
 - a) do not discriminate based on race;
 - b) are registered with the state, and
 - c) maintain standards that are not inferior to standards at comparable public educational institutions.
4. Subsection (3) does not preclude state subsidies for independent educational institutions.
5. The National Qualifications Framework (NQF) Act, No. 67 of 2008 (as amended by the Higher Education Laws Amendment Acts 26 of 2010), provides for the NQF as follows:
 - (1) The objectives of the NQF are to—
 - (a) Create a single integrated national framework for learning achievements;
 - (b) Facilitate access to, and mobility and progression within, education, training and career paths;
 - (c) Enhance the quality of education and training; and
 - (d) Accelerate the redress of past unfair discrimination in education, training and employment opportunities.

- (2) The objectives of the NQF are designed to contribute to the full personal development of each learner and the social and economic development of the nation at large.
- (3) SAQA and the Quality Councils (QCs) must seek to achieve the objectives of the NQF by—
 - (a) Developing, fostering and maintaining an integrated and transparent national framework for the recognition of learning achievements;
 - (b) Ensuring that South African qualifications meet appropriate criteria, determined by the Minister as contemplated in section 8, and are internationally comparable; and
 - (c) Ensuring that South African qualifications are of acceptable quality.

2. Legislative and Policy Mandates

2.1 National Qualifications Framework Act, 2008 (Act 67 of 2008 as amended)

SAQA was established under the SAQA Act, No. 58 of 1995 and continues to exist under the National Qualifications Framework (NQF) Act, No. 67 of 2008 (as amended by the Higher Education Laws Amendment Acts 26 of 2010 and the NQF Amendment Act, No 12 of 2019). The functions of SAQA are set out in sections 5(3) and 13 of the NQF Act, which became effective on 1 June 2009. It positions SAQA as the oversight body of the NQF and the custodian of its values. In summary, SAQA must:

- ✱ Advise the relevant Ministers and decision-makers on NQF matters, oversee the implementation of the NQF, liaise and consult with the QCs on issues relating to the implementation of the NQF;
- ✱ Develop policies and criteria for the registration of qualifications, assessment, recognition of prior learning and credit accumulation and transfer, recognising a professional body and registering a professional designation, and develop level descriptors;
- ✱ Maintain a National Learners' Records Database (NLRD), to ensure that South African qualifications are of acceptable quality, to provide an evaluation and advisory service with respect to foreign qualifications; and
- ✱ Conduct or commission research into NQF related matters, to collaborate with international counterparts, and to initiate and drive a clear, coordinated communication and advocacy strategy to assist providers, learners and the public at large in knowing, understanding and valuing the NQF architecture, and how it benefits them.

The NQF Amendment Act, No 12 of 2019 that was signed by the President on 13 August 2019 and published for information, further adds to SAQA's mandate.

"The purpose of the NQF Amendment Act is:

- › To amend the National Qualifications Framework Act, 2008, so as to amend and insert certain definitions;
- › to provide for the verification of all qualifications or part-qualifications by the SAQA;
- › to provide for the formulation of criteria for evaluating foreign qualifications;
- › to provide for the establishment and maintenance of separate registers of misrepresented or fraudulent qualifications or part-qualifications;
- › to provide for a separate register for professional designations;
- › to provide for the referral of qualifications or part-qualifications to the SAQA for verification and evaluation;
- › to provide for offences and penalties which have a bearing on fraudulent qualifications; and
- › to provide for matters connected therewith.

Source: NQF Amendment Act, 2019

The NQF Amendment Act “seeks to create an enabling mechanism for the South African Qualifications Authority (“SAQA”) and the three Quality Councils (“QCs”) to have legislative competence to address challenges with regard to fraudulent or misrepresented qualifications or part-qualifications. In this regard, a provision is made for the referral of all qualifications or part-qualifications presented for study, employment or appointment to the SAQA for verification or evaluation. Furthermore, a provision is also made for the referral of fraudulent qualifications or part-qualifications to the relevant professional body. A provision has also been made for offences in respect of fraudulent qualifications or part-qualifications.

The SAQA is also empowered to establish and maintain separate registers for professional designations, misrepresented qualifications and part-qualifications, and fraudulent qualifications and part-qualifications. The SAQA is also empowered to evaluate foreign qualifications or part-qualifications and to formulate and publish criteria for evaluating foreign qualifications or part-qualifications.

A provision has also been made to allow the SAQA, as the body with overall responsibility for the National Qualifications Framework (“NQF”) and for the coordination of the sub-frameworks, to be consulted when the QCs advise the Minister on matters relating to their sub-frameworks. The rationale for this amendment is to mitigate the current situation where QCs do not consult with the SAQA about issues pertaining to the development and management of their sub-frameworks and other matters related to their quality assurance role. This situation creates a risk for the enduring public credibility of the NQF and the quality assurance regime.”

Source: MEMORANDUM ON THE OBJECTS OF NATIONAL QUALIFICATIONS FRAMEWORK AMENDMENT BILL, 2018 presented to Parliament.

The Public Finance Management Act (1999)

SAQA commits to sound corporate governance, integrity, efficiency, and compliance. This Strategic Plan considers section 30.1 of the Treasury Regulations, 2005, promulgated under the Public Finance Management Act, 1999 (PFMA) as well as the Revised Framework for Strategic Plans and Annual Performance Plans, issued by the DPME in June 2019.

2.2 Policy Mandates

SAQA has direct responsibility for implementing, managing or overseeing the following Policy mandates:

- The White Paper on Post- School Education and Training (November 2013)
- Priorities and Guidelines for the NQF and other directives issued by the Minister of Higher Education, Science and Technology

Concerning the White Paper on Post-School Education and Training (2013): the implementation of this document finds expression in the Draft National Plan for Post-School Education and Training discussed below.

In terms of the Ministerial Guidelines: The Minister: Higher Education, Science and Technology, may publish guidelines that highlight priorities that SAQA and the QCs must consider. The Minister did not publish Guidelines in 2019 as the NQF Act Implementation Evaluation Improvement Plan replaced the 2019 Guidelines. SAQA considered the contents of the latter in the development of this Strategic Plan.

3 Institutional Policies and Strategies over the Five-Year Planning Period

3.1 National Development Plan 2030

Chapter 9 of the National Development Plan (NDP) deals with IMPROVING EDUCATION, TRAINING AND INNOVATION. In its focus on the **Youth and Education**, the NDP lists the following targets:

- (i) Improve the school system, including increasing the number of students achieving above 50 per cent in literacy and mathematics, increasing learner retention rates to 90 per cent and bolstering teacher training.
- (ii) Strengthen youth service programmes and introduce new, community-based programmes to offer young people life-skills training, entrepreneurship training and opportunities to participate in community development programmes.

- (iii) Strengthen and expand the number of FET colleges to increase the participation rate to 25 per cent.
- (iv) Increase the graduation rate of FET colleges to 75 per cent.
- (v) Provide full funding assistance covering tuition, books, accommodation and living allowance to students from poor families.
- (vi) Provide a tax incentive to employers to reduce the initial cost of hiring young labour-market entrants.
- (vii) Subsidise the placement sector to identify, prepare and place matric graduates into work. The subsidy will be paid upon successful placement.
- (viii) Expand learnerships and make training vouchers directly available to job seekers.
- (ix) Formalise the graduate recruitment scheme for the public service to attract highly skilled people.
- (x) Expand the role of state-owned enterprises in training artisans and technical professionals.

Enabling milestones

- (i) Increase the quality of education so that all children have at least two years of preschool education, and all children in grade 3 can read and write.
- (ii) Broaden social cohesion and unity while redressing the inequities of the past.

Critical actions

An education accountability chain, with lines of responsibility from the state to the classroom.

In line with the priorities of the plan, **people with disabilities** must have enhanced access to quality education and employment. Efforts to ensure relevant and accessible skills development programmes for people with disabilities, coupled with equal opportunities for their productive and gainful employment, must be prioritised.

3.2 National Development Plan Five-Year Implementation Plan

Government has identified seven priorities derived from the Electoral Mandate and the 2019 State of the Nation Address:

- Priority 1: Economic Transformation and Job Creation
- **Priority 2: Education, Skills and Health**
- Priority 3: Consolidating the Social Wage through Reliable and Quality Basic Services
- Priority 4: Spatial Integration, Human Settlements and Local Government
- Priority 5: Social Cohesion and Safe Communities
- Priority 6: A Capable, Ethical and Developmental State
- Priority 7: A better Africa and World

Priority 2, namely, *Education, Skills and Health*, is relevant to the Department of Higher Education and Training. This priority contributes to pillar 2 of the 3 NDP pillars, which is *Capabilities of South Africans*.

The DHET's NDP five-year Implementation Plan does not specify any direct contribution from SAQA.

3.3 Medium Term Strategic Framework (MTSF)

DHET's five-year MTSF refers to the following outcomes:

- Access;
- Quality;
- Responsiveness;
- Success; and
- Efficiency.

DHET has recommended that SAQA and the QCs consider the following three outcomes in their Strategic Plans:

- Improved quality;
- Expanded access (RPL and Articulation); and
- Improved efficiency.

3.4 National Spatial Development Plan

SAQA awaits the publication of this document.

3.5 Draft National Plan for Post-School Education and Training

The White Paper for Post-School Education and Training of 2013 sets out a vision for a post-school education system that enriches lives, promotes social justice and overcomes historical inequalities. This Draft National Plan for Post-School Education and Training (the Plan) gives effect to that vision.

The post-school education and training (PSET) system provide for three main types of public education and training institutions: community education and training (CET) colleges, technical and vocational education and training (TVET) colleges and higher education institutions, each with an important role to play in the system. The Plan provides for an expanded and differentiated public system, in which the TVET and the CET sectors should enrol 3.5 million students by 2030 or well over two-thirds of all public PSET students. All colleges and universities that provide post-school education and training opportunities across the sector will work closely with skills development providers, as identified in the National Skills Development Strategy (2030).

The sections of the Plan that are relevant to SAQA are detailed below.

| Goal | Objective | Outcomes | Strategies |
|---|---|---|--|
| Goal 1: An integrated and coordinated PSET system | To build a PSET system that is integrated and coordinated to achieve efficiencies and improve the effectiveness | 1.1 Clear and streamlined roles and responsibilities of all key stakeholders and role players | 1.1 The roles, responsibilities, functions and funding frameworks of the quality councils, the Department of Higher Education and Training (DHET) and the South African Qualifications Authority (SAQA) are being refined to reduce duplication and improve efficiency. |
| | | 1.3 A simplified National Qualifications Framework (NQF) | <ul style="list-style-type: none"> The DHET will work with SAQA and the Quality Councils to address all NQF-related issues, including, among other things, simplifying occupational qualification nomenclature and developing policies on NQF matters. The quality councils and SAQA will simplify accreditation and registration processes. The sub-frameworks, in particular, the higher education qualifications sub-framework (HEQSF) and the occupational qualifications sub-framework (OQSF), should be reviewed to ensure alignment and reduce the proliferation of programmes leading to qualifications. NQF-related policies will be reviewed to eliminate contradictions. |

| | | | |
|----------------------------------|---|---|--|
| | | | <ul style="list-style-type: none"> The NQF Act will be reviewed, considering the recommendations of the report of the NQF evaluation undertaken by the Department in collaboration with the Department of Planning, Monitoring and Evaluation (DPME). |
| | | 1.4 Increased articulation for students between and within the NQF sub-frameworks, and between and within institutions | Unnecessary and unfair barriers to student articulation between programmes and NQF levels will be addressed through a joined-up planning process between the DHET, Department of Basic Education (DBE), Council on Higher Education (CHE), QCTO and Umalusi. |
| | | 1.5 Aligned policy and legislation | Policy and legislation will be reviewed to consider the implications of this Plan. |
| Goal 3: A responsive PSET system | To provide qualifications, programmes and curricula that are responsive to the needs of the world of work, society and students | 3.1 A diverse range of programmes relevant to the aspirations and needs of the locality and responsive to community needs | <ul style="list-style-type: none"> CET colleges will offer skills/occupational programmes, community education programmes, general or academic programmes (particularly the General Education and Training Certificate for Adults [GETCA] and the National Senior Certificate for Adults [NASCA]) and foundational learning programmes. By 2030, TVET colleges will offer general vocational programmes (particularly the National Certificate Vocational [NCV]), skills/occupational certificate programmes, foundational learning programmes, higher certificate programmes (initially in partnership with universities), advanced certificate programmes, and, beyond that, those with capacity will offer diplomas. Higher education colleges will offer a range of undergraduate certificate, diploma and degree programmes in specific niche areas. Universities will offer general formative programmes, professional programmes and career-focused programmes at the undergraduate level, all of which may be offered through extended curriculum programmes, as well as a range of postgraduate professional and research-oriented programmes. Universities will be supported to develop engagement policies and strategies (with the CHE advising on policy, reporting, monitoring and sharing of good practice) and to integrate these into teaching, learning and research. |

| | | | |
|--|--|---|---|
| | | | <ul style="list-style-type: none"> Through the Internationalisation Policy Framework, outbound scholarship and academic exchange opportunities will be broadened, and foreign postgraduate enrolments encouraged. |
| | | 3.2 A diverse range of programmes responsive to the world of work | <ul style="list-style-type: none"> CET colleges will analyse municipal local economic development plans and Labour Market Intelligence Unit (LMIU) data to assess demand and develop programmes, including programmes which articulate with TVET studies, and skills development programmes where needed by other government departments. SAQA and the QCTO will review all NQF Level 2 and 3 occupational certificates and NQF Level 4 National Occupational Certificates (NOCs) with particular regard to the possibility of simulated workplace-based experience components, as there are limitations currently with placements for WPBL. TVET Centres of Specialisation will initially focus on 13 priority trades in demand and will extend to other trades as identified in the pilot review. University enrolment and Programme Qualification Mix (PQM) planning will be reviewed to ensure that they are clear and responsive to the changing national and global contexts. Occupational programmes will be responsive to global technological advancements. |

3.6 NQF Act Implementation Evaluation Improvement Plan, 2018

DPME evaluated the implementation of the NQF Act in 2016. The findings of the evaluation resulted in the development of the NQF Act Implementation Evaluation Improvement Plan, 2018. The purpose of the Improvement Plan is to ensure that the relevant stakeholders address the evaluation findings. SAQA has included its commitments from the Improvement Plan for this planning period, in the Strategic Plan.

Below is an extract of the Improvement Plan highlighting SAQA's deliverables.

| Recommendation | Outputs to achieve the objective | Activity to produce output | Deadline | Target |
|--|--|------------------------------------|------------------|---|
| Specify the roles and responsibilities of the NQF Forum, [CEO Committee] and Inter-Departmental NQF Steering Committee in greater detail. Particular emphasis should | SAQA, after consultation, strengthens the System of Collaboration: | Review the System of Collaboration | 31 December 2020 | Amendments to the NQF Act are taken into account when the |

| Recommendation | Outputs to achieve the objective | Activity to produce output | Deadline | Target |
|---|---|---|------------------|--|
| be placed on defining the scope and authority for a decision of each structure, their accountability and reporting lines. | R4.1 - Roles and responsibilities specified in the NQF Act to strengthen the System of Collaboration. | | | review of the System of Collaboration is done. |
| Ensure that the NQF Forum is again held on at least an annual basis. For this to happen, SAQA will require the support from the M: HET and DG: HET. It is important to note that for the forum to achieve its goals, it needs to be attended by the right policymakers who have the authority to address the complex issues being raised. | A dedicated channel created for CEO Committee to engage DHET and DBE on policy issues | Amend System of Collaboration, and in particular the Terms of Reference of the CEO Committee | 31 December 2020 | Amendments to the NQF Act are taken into account when a review of the System of Collaboration is done. |
| The DHET should clarify and document the role of the NQF Directorate in the policy framework, and review its location within the department. | Establish monitoring mechanisms and report on the functioning of the System of Collaboration | Use DHET's Guidelines on M&E to establish a monitoring and evaluation protocol for the System of Collaboration | 1 April 2021 | The new M&E protocol is ready for implementation in the next financial year |
| There is currently no implementation of the registered qualifications designed for adults, i.e. the NASCA and the GETC. In this regard, Umalusi, DHET and the DBE must clarify the status of the NASCA and the GETC, in terms of where in the system the qualifications are to be offered, how they will be funded and what upwards | Provide advice to the Minister about the transfer of the quality assurance of N1-N3 qualifications | SAQA will coordinate meetings between the QCTO and Umalusi to draft a proposal on the transfer of the quality assurance of N1-N3 qualifications to the QCTO | 31 March 2021 | Develop a project plan on the transitional transfer arrangements |

| Recommendation | Outputs to achieve the objective | Activity to produce output | Deadline | Target |
|---|--|---|-------------------|--|
| <p>articulation possibilities exist for those completing the NASCA and the GETC.</p> <p>SAQA, after consultation with the QCTO and Umalusi, will advise the Minister about the transfer of the quality assurance of N1-N3 qualifications to the QCTO.</p> | | | | |
| Based on the theories of change, DHET in collaboration with the DBE, SAQA and Quality Councils, must develop a detailed implementation plan that outlines the key activities, outputs and outcomes that the NQF is expected to achieve over a five-year period. | Analyses and reporting on trends in data relating to key policy initiatives, in terms of the indicators and performance metrics | SAQA reports on the analyses on trends in data relating to key policy initiatives. | 31 March 2021 | NLRD trends reporting on analyses relating to key policy initiatives |
| SAQA after consultation with the Quality Councils must issue guidelines clarifying what a part-qualification is in the context of their sub-framework and specify what is allowable or not in terms of a part-qualification (e.g. will a part-qualification require a workplace component in the OQSF). | Guidelines issued on registration of part-qualifications in line with policy and criteria requirements | Guidelines published | 30 September 2020 | Guidelines published |
| SAQA must use the data from the NLRD to track and monitor policy changes and developments across the NQF. The indicators and performance metrics could be defined by the CEO Committee, after consultation with the Inter-Departmental NQF Steering Committee. | Establish an NQF-wide workflow system to track and monitor the status of qualifications and part-qualifications submitted to the | Develop and implement the MIS tracking system for qualifications and part-qualifications submitted to the QCs for accreditation | 31 March 2020 | MIS tracking system developed and implemented (subject to budget availability) |

| Recommendation | Outputs to achieve the objective | Activity to produce output | Deadline | Target |
|----------------|---|---|----------|--------|
| | QCs for accreditation and to SAQA for registration on the NQF | and to SAQA for registration on the NQF | | |

3.7 Policy Initiatives

SAQA, the apex organisation responsible for overseeing the further development and implementation of the NQF, will work with its NQF Partners to ensure implementation of the following NQF-related Policies and Criteria:

- National Qualifications Framework(NQF) Level Descriptors;
- Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation for the purpose of the National Qualification Framework Act, Act 67 of 2008;
- Policy and Criteria for the Registration of Qualifications and Part- Qualifications on the National Qualifications Framework;
- National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-Qualifications and Professional Designations in South Africa;
- National Policy for the Implementation of the Recognition of Prior Learning (amended);
- National Policy for Credit Accumulation and Transfer(CAT) within the National Qualifications Framework(NQF);
- Amended Policy and Criteria for Evaluating Foreign Qualifications within the South African NQF;
- Addendum on the Recognition of Qualifications of Refugees and Asylum Seekers;
- NQF Implementation Framework 2020-2025;
- The Articulation Policy for the Post-School Education and Training System of South Africa; and
- Recognition of Prior Learning (RPL) Coordination Policy.

SAQA reviews its policies periodically to ensure currency and alignment to legislation. During this period, SAQA will finalise its Policy on the Misrepresentation of Qualifications, which will be in line with the latest amendments to the NQF Act, 2008.

4 Relevant Court Rulings

In the matter between *Accelerated Christian Education South Africa (ACE)* (Applicant) and *South African Qualifications Authority (SAQA)* (1st respondent); *Council for Further Education and Training Quality Assurance (Umalusi)* (2nd respondent):

ACE provides education programmes through many schools known as the Schools of Tomorrow (SOT). ACE lodged an urgent application against SAQA and Umalusi on 3 March 2017. The essence of the application was to restrain SAQA and Umalusi from informing the public that the SOT Grade 12 College Entrance Certificate (ACE Certificate):

- a. Has not been registered on the General and Further Education and Training Qualifications Sub-framework (GENFETQSF);
- b. That the ACE certificate has been de-registered; and
- c. That the qualification is invalid.

SAQA, supported by Umalusi, launched a counter application that sought declaratory orders that:

- a. The provisional accreditation granted by Umalusi to ACE has been terminated;
- b. ACE has been operating unlawfully as an assessment body of qualifications;
- c. ACE be prohibited from acting as an assessment body;
- d. ACE be ordered to inform ACE students that it may not enrol new students until it has been accredited by Umalusi;
- e. It is declared that ACE has been operating unlawfully since 15 September 2016 and continues to operate unlawfully, in that it has been acting as an assessment body of certain identified qualifications without having been accredited as an assessment body by Umalusi.

Final Order:

- (i) It is declared that the ACE Grade 12 qualification awarded by independent schools to learners at any date prior to this order is registered and is a valid qualification;
- (ii) It is declared that the ACE qualification presently being offered by independent schools to learners who had enrolled for the learning programme leading to the qualification before 30 June 2016, is a qualification registered on the NQF as a qualification that has passed its end date, i.e. with the last date of enrolment is 30 June 2016 and the last date for achievement being 30 June 2019;
- (iii) SAQA is interdicted and restrained from informing the public anything different than what is provided for in (i) and (ii) above; and
- (iv) It is declared that ACE's Grade 12 qualification offered through independent schools has never been assessed by Umalusi or an accredited assessment body, and ACE's qualifications, therefore, do not comply with the 2012 and 2017 Umalusi Policies, which fact does not impact on the validity or registration of the qualifications, and consequently, the qualifications already obtained and to be awarded to learners who had enrolled for the learning programmes leading to qualifications before 30 June 2016, will have the same status as the qualifications had before 30 June 2015, and should be treated accordingly.

Part B: Our Strategic Focus

5 Vision

A world-class National Qualifications Framework that works for the People in South Africa

6 Mission

Oversee the further development and implementation of the National Qualifications Framework (NQF) and advance its objectives, which contribute to the full development of each lifelong learner and to the social and economic development of the nation at large

7 Values

SAQA regards the NQF as a framework for communication, coordination and collaboration across education, training, development and work. SAQA's staff commitment expressed in the SAQA Staff Declaration underpins its work. SAQA staff commits to serve the life-long learner by:

- Building a dynamic, responsive, internationally respected and living NQF;
- Developing a visionary, influential and reflective leadership who cares;
- Registering quality qualifications and professional designations that articulate;
- Building a competent, skilled and caring staff component; and
- Increasing the visibility, understanding and appreciation of the NQF through advocacy and communication over the next five years.

"We also commit to being more accountable, listen more attentively, and to be more respectful and accepting of one another. We pledge to be more aware of the work that we do as an organisation and to appreciate how each of us contributes to serving all people, particularly the poor, rural and marginalised".

"We commit to creating a sustainable environment, where new ideas are encouraged and given due consideration. We commit to reflect on our practices and strive to communicate without fear, favour or prejudice."

Extracts from the Staff Declaration 2019

8 Situational Analysis






The Covid-19 pandemic and the subsequent lockdown had severely hampered SAQA's ability to generate funding through its paid-services. Closure of South Africa's borders resulted in SAQA not receiving requests for the evaluation of foreign qualifications. National and provincial departments have also slowed down recruitment during this period, and therefore did not make use of SAQA's verification services. Professional bodies, like many organisations, suffered financial difficulties, and early indications were that SAQA would not receive professional body fees in 2020/21. Many professional bodies had requested to be de-recognised so that they are not liable for the fee.

SAQA received forty-four percent of its funding from the fiscus for 2020/21. The Department of Higher Education and Training imposed a further budget cut of one million, two hundred and eighteen thousand rand (R 1,218 million). This cut, coupled with SAQA's inability to generate funding, resulted in SAQA not being able to balance its budget and not being able to pay staff salaries from November 2020. SAQA faced the daunting possibility of staff retrenchments.

The environment in which SAQA operates is below.

a) The strategic focus over the five-year planning period

SAQA, as the custodian of the NQF and its values, strives for:

-  A dynamic NQF that is responsive, adapts to, and supports the changing needs of life-long learning;
-  Visionary and influential leadership that drives a clear, evidence-based NQF Agenda;
-  Well-articulated quality-assured-qualifications and relevant professional designations that instil trust and meet the needs of the people;
-  A competent and capable team, dedicated and resourced to develop and maintain the NQF; and
-  Stakeholders and role-players who are aligned to deliver on the NQF.

SAQA has incorporated DHET's outcomes as follows:

| SAQA's Outcome Statements | DHET's Outcome Statements |
|---|--|
| A dynamic NQF that is responsive, adapts to, and supports the changing needs of life-long learning | Expanded Access |
| Visionary and influential leadership that drives a clear, evidence-based NQF Agenda | Improved Quality; Improved Efficiency; Expanded Access |
| Well-articulated quality-assured-qualifications and relevant professional designations that instil trust and meet the needs of the people | Improved Quality; Expanded Access |
| A competent and capable team, dedicated and resourced to develop and maintain the NQF | Improved Efficiency |
| Stakeholders and role-players who are aligned to deliver on the NQF | Improved Efficiency |

In light of these priorities, SAQA will ensure that it:

- Registers **quality** qualifications;
- Coordinates **Articulation and RPL** initiatives;
- Lobbies to strengthen and align relevant **legislation**; and
- Continues to **Simplify** the NQF.

b) The medium and long term policy environment

The President signed the NQF Amendment Act in August 2019 but has not proclaimed it yet. The NQF Amendment Act, No. 12 of 2019 gives SAQA additional responsibilities in terms of verifying national qualifications, reporting on misrepresented and fraudulent qualifications, and advising the Minister on the sub-frameworks.

The NQF Act will change further within these five years. The NQF Act Implementation Evaluation identified the need for further changes to the Act, and the NQF Act Implementation Evaluation Improvement Plan captures this recommendation.

The recommendations state: "The DHET, the Department of Basic Education (DBE), SAQA and the Quality Councils must, as a matter of priority, revise the objectives of the NQF set out in the Act to ensure that they describe the specific contribution of the NQF to the systemic goals. To do this, the DHET, SAQA and Quality Councils must consider the following actions. SAQA, DHET and the Quality Councils must create theories of change or log frames as tools to clarify the following:

- (a) The aims and objectives of the NQF, and how these will contribute to the broader goals of the education and training system, and
 - (b) How implementers will achieve the specific NQF objectives.
- This will inform the required changes to the objectives of the NQF Act.”

Another area for proposed amendments is on the roles and responsibilities of the NQF structures. Proposed changes include strengthening SAQA’s position as the apex body within the NQF space.

A change in the NQF Act will probably result in a shift in SAQA’s strategy.

c) Challenges experienced by the institution in the performance environment and mechanisms to address the challenges over the planning period

SAQA’s biggest challenge is **financial sustainability**. Its allocation of voted funds comprise less than half (44%) of its conservative budget.

The lockdown due to the Covid-19 pandemic had severely affected SAQA’s ability to generate revenue for services rendered. SAQA has three sources of revenue generation:

- ✱ The evaluation of foreign qualifications;
- ✱ The verification of national qualifications; and
- ✱ Services offered to recognised professional bodies.

With South Africa’s borders closed, SAQA had not received any requests for the evaluation of foreign qualifications in the first quarter. There is uncertainty over when travel into South Africa for work or study purposes will resume. SAQA verifies national qualifications mainly for national and provincial departments. There has been little demand for this service in the first quarter, and with further budget cuts in the public service, SAQA does not expect to match the number of requests for this service in 2019/20. Professional bodies find themselves experiencing financial difficulties, and many had indicated that they are unable to pay SAQA their annual fee.

This leaves SAQA facing serious financial challenges. The unbudgeted costs of preparing the workplace for staff to return to work under tightly regulated and controlled lockdown measures had cost SAQA over one million rand and DHET had cut SAQA’s budget further by one million, two hundred and eighteen thousand rand. Despite SAQA’s best efforts, it could not balance the revised budget. Early indications are that SAQA will not be in a position to continue as a financially viable entity. To mitigate its dire financial situation, SAQA has already imposed a freeze on filling non-essential vacancies and is considering a retrenchment plan as it goes through a re-structure process.

Many of SAQA's processes are manual, outdated and time-consuming. With adequate resources, we will be able to automate and streamline processes; employ artificial intelligence to repetitive processes; improve our productivity; and develop innovative and effective solutions to complex problems. .

In the period, SAQA will continue to look for alternative sources of funding for specific projects and will continue to charge for services rendered, where possible.

The second challenge is SAQA's ability to manage the **transition** to the NQF Act. The NQF Act passed in 2008 and came into effect in June 2009. SAQA is still dealing with some of the transitional issues from the SAQA Act, 1995 to the NQF Act, 2008. This challenge exists because of SAQA's limited resources to deal with the problems and the differences in understandings of the NQF Act among entities in the NQF family. The amendments to the NQF Act worsens this problem and further changes expected in the next five-year period will compound this further.

SAQA's approach will be to phase in the implementation of the amendments to the NQF Act and only to take on funded-functions.

d) Emerging priorities and opportunities implemented during the planning period

The latest amendments to the NQF Act, 2008 adds to SAQA's mandate. Implementation of these amendments will be phased in during the planning period. In addition to this, SAQA plans to do the following:

- ✳ Develop a Strategy and **Plan for SAQA's sustainability**;
- ✳ In its efforts to improve efficiency: develop a **plan for automating processes** across SAQA; and
- ✳ Develop an **Organisational Development Plan** that will include the re-configuration of SAQA's structure in light of the amendments to the NQF Act and planned automation.

Despite having these plans in place, SAQA will not be able to implement its automation plan, without funding

e) Information on the capacity of the institution to deliver on its mandate

The SAQA Board approved SAQA's new microstructure for implementation, in January 2021. Only once the microstructure has been implemented, monitoring and evaluation completed to identify and fill gaps, will the Board approve the final microstructure. The Board expects to approve this microstructure by July 2021.

At this stage, it seems that the new structure accommodates eighty-one posts.

SAQA has a staff complement of **81** members. The distribution of staff is as follows:

CEO plus support = 2

Programme 1: Governance, Strategy, Legal, People, Communications & Stakeholder Relations: 16

Programme 1: Finance and Administration: 15

Programmes 2 – 5: NQF Operations: 48

The current capacity is the minimum structure required to carry out SAQA's functions. SAQA's approach to managing unexpected and short-term crises, is to make use of short-term contract staff. Also, SAQA will be considering ways to automate processes so that capacity is available to deal with more complex functions.

SAQA's new structure will be implemented on 1 April 2021, and may change following monitoring and evaluation. The SAQA Board is expected to approve the final structure in July 2021.

f) Relevant stakeholders that contribute to the institution's achievement of its outcomes

SAQA has a Board that is appointed by the Minister: Higher Education, Science and Technology. The Board delegates some of its work to various committees, but maintains overall responsibility. The Board sets the strategy and monitors its implementation. The current Board's term of office ends on 31 December 2020.

The NQF family (SAQA, the QCs, DHET and DBE) are the primary stakeholders responsible for implementing the NQF Act. The SETAs, private education and training providers, professional bodies, universities, TVET and community colleges, and private and public schools, indirectly contribute to SAQA's achievements through their association with SAQA and members of the NQF family.

The Departments of Justice, Home Affairs and International Relations also play a role in SAQA's achievements by contributing to SAQA's evaluation of foreign qualifications role and in SAQA's ability to create and maintain the Register of Fraudulent Qualifications. The South African Police Services play their part by investigating cases of misrepresented qualifications.

8.1 External Environment Analysis

SAQA operates in a complex and challenging environment. A description of the external environment follows.

a) Background information on factors contributing to the performance of policy and regulatory institutions

SAQA is a Schedule 3A public entity. Approximately half of its funding comes from the state coffers. SAQA is expected to raise the balance of funds through the provision of paid services. This impacts on SAQA's ability to fully deliver on its mandate as the funds generated through paid services are limited. The services offered by SAQA arise from SAQA's mandate described in the NQF Act. The activities in which SAQA engages also align with the functions and powers given to SAQA by this Act.

In addition to the NQF and Public Finance Management Acts, SAQA also subscribes to the King Code on Good Corporate Governance (King IV) and has sound governance practices. SAQA has had unqualified audit opinions from the Auditor-General throughout its twenty-three-year history.

b) Background information on the demand for services and other factors that inform this Strategic Plan

At the heart of SAQA is a directorate that is responsible for registering qualifications and part-qualifications, recognising professional bodies and registering professional designations. The demand for these services continues to grow as the learning and work environments change. An institution should not offer a qualification if SAQA did not register it on the NQF. No person may use a designation registered with SAQA if s/he is not a member of the respective professional body that registered the designation. SAQA recognises professional bodies for five years. If they no longer comply with SAQA's Policy and Criteria, the professional bodies are de-recognised and their designations de-registered. A recognised professional body, among other criteria, must ensure that they load records of all members who have achieved professional designations on the National Learners' Records Database (NLRD).

The NLRD is a national treasure in that it is the largest and only official database for all records of learning in the country. The NQF Act requires the QCs to maintain a database of learner achievement and submit that data to the NLRD. In terms of the Amendment Act, QCs are expected to load learner records onto the NLRD within 30 days of the data being quality assured. The NLRD also contains registers of all registered qualifications and part-qualifications, providers who are accredited to offer these qualifications and a separate register for professional designations. Separate databases also exist for all foreign qualification holders and their qualifications if they used SAQA's Evaluation service; and all national qualifications that were verified by SAQA, but are not currently on the main NLRD database. The Registers of Misrepresented and Fraudulent Qualifications are new additions to the NLRD. SAQA must establish the Registers in these five years. All the registers of the NLRD that comply with the Protection of Personal Information (POPI) Act are available to the public through SAQA's website.

The latest amendments to the NQF Act provide for the referral of all qualifications or part-qualifications presented for study, employment or appointment to SAQA for verification or evaluation. Learner achievements on the NLRD are used to verify national qualification achievements.

The NQF Act 2008, as amended also provides for the QCs to consult SAQA when the QCs advise the Minister on matters relating to their sub-frameworks. This provision makes sense because SAQA is the body with overall responsibility for the National Qualifications Framework and the coordination of the sub-frameworks. The amendment responds to the current situation where QCs advise the Minister about their sub-frameworks and other matters related to their quality assurance role independently of SAQA. The advice does not necessarily take into account its effect across the system. SAQA must be responsive and quickly act when QCs request advice.

SAQA also has a responsibility to provide the public with information about the NQF. To this end, SAQA makes use of its website and social media platforms to communicate with the public. SAQA also provides printed information to policymakers and implementers at its various seminars, workshops, conferences and information-sharing events.

c) Identify challenges and provide interventions

Registration of qualifications: One of the reasons for delays in the registration process is that SAQA does not receive all the required information or SAQA receives incorrect information. The root cause of this problem is that SAQA and the QCs use independent systems with which to carry out their work. The NQF Act Implementation Evaluation highlighted the problem and recommended remedial action in the accompanying Improvement Plan. The Improvement Plan lists as a deliverable, the development and implementation of an end-to-end workflow system that will allow providers to load information once for both SAQA and the QCs. This intervention requires additional funding that DHET has committed to secure. In light of SAQA's financial situation, this project will be delayed until funding becomes available.

Professional bodies: the most significant challenge is to resolve the issue of old legislation that governs statutory professional bodies, which conflicts with the NQF Act. The risk to SAQA is that statutory bodies encroach on SAQA's role or are in conflict with the Quality Councils, and these matters require the courts to resolve them. As a result, SAQA becomes embroiled in unnecessary litigation. At the NQF Stakeholders Forum held on 2 March 2019, the previous Minister of Higher Education and Training, recommended setting up a Ministerial Task Team to resolve this matter. SAQA hopes that the current Minister of Higher Education, Science and Technology, takes up this baton.

The NLRD: the most significant challenge is the incomplete or missing data sets on the NLRD. Since the NLRD is the official management information system of the NQF, it is critical to ensure that the NLRD has a complete set of all learner achievements. SAQA will meet this objective if:

- (i) SAQA ensures that the QCs, through their data suppliers, load information onto the NLRD timeously; and
- (ii) SAQA locates historical records, digitises these records and loads them onto the NLRD.

The digitisation process requires additional resources. . Amendments to the NQF Act, once enforced, will hopefully ensure that data is provided to SAQA timeously. In light of SAQA's current financial situation, the Digitisation Project will be put on hold.

The verification and evaluation of qualifications: While SAQA currently verifies national and evaluates foreign qualifications, the NQF Act, 2008, as amended is expected to increase demand for these services. These are paid-services, and SAQA uses this revenue to supplement its government funding. SAQA does not have the resources to increase head-count any further in these areas. It is therefore essential to automate and streamline processes as far as funding permits so that these services are offered timeously and in line with service standards. In light of SAQA's serious financial predicament, some staff in these areas may be retrenched. The demand for these services is very low, but will increase once the economy fully opens. This would be an ideal time to automate systems so as to offer a streamlined and more efficient service when the demand increases. Unfortunately, SAQA has to place this project on hold, until funds become available.

The QCs must consult SAQA whenever they advise the Minister on matters relating to their sub-frameworks: The QCs are not happy with this clause in the amendments to the NQF Act, 2008. Their reluctance to give up their right to communicate directly with the Minister: Higher Education, Science and Technology, could prove challenging. SAQA must strengthen its relationships with the leadership of the QCs and be more responsive when asked to comment on advice for the Minister. In time, SAQA hopes to resolve this impasse.

SAQA provides information about the NQF to the public: it is the responsibility of the NQF family to provide information to the public. The challenge is that at times, institutions convey conflicting messages to the public. The public is also confused about which organisation is responsible for what services. It is therefore crucial for SAQA to drive the advocacy and communication strategy and ensure that the NQF family communicates with one voice. There should be one portal with information about all the entities, and some planned joint campaigns.

d) Findings of internal or external evaluations

The NQF Act Implementation Evaluation study, undertaken by DHET in collaboration with the DPME, was concluded in 2017. Subsequently, the NQF Act Implementation Evaluation Improvement Plan was developed to address the findings of the Evaluation. The Improvement Plan is a critical document used in compiling this Strategic Plan.

e) Information from the political environment which may impact on the implementation of the Strategic Plan

SAQA had three Ministers in the last five-year period. With political uncertainty comes uncertainty in the implementation of policies, notably if a new Minister does not support its entities current plans. The current Minister was a previous Minister of Higher Education and Training, so SAQA does not envisage any policy shift that may affect SAQA's strategy.

8.2 Internal Environment Analysis

SAQA's structure and its configuration to deliver on its mandate

A board governs SAQA. The 6th Board's term of office ends on 31 December 2020, and the Minister appointed a new Board on 1 January 2021.

Functions of the Board and Corporate Governance

According to Section 14 (3) (a) of the NQF Act, the SAQA Board is appointed by the Minister (Higher Education, Science and Technology) following a public nomination process. The functions of the Board are set out in sections 5(3), 11, and 13 of the NQF Act.

SAQA is a National Public Entity listed under Schedule 3(a) of PFMA. Therefore, in addition to its responsibilities as set out in the NQF Act, the Board also fulfils the role of the Accounting Authority in terms of section 49 of the PFMA.

As the Accounting Authority, the Board acts in a fiduciary capacity and is responsible for ensuring that:

- ✱ Effective, efficient and transparent systems of financial and risk management and internal control, internal audit and procurement are in place;
- ✱ Steps are taken to collect outstanding debts; prevent irregular, fruitless and wasteful expenditure; and recoup losses from criminal conduct and spending resulting from non-compliance with operational policies;
- ✱ Effective and efficient management is in place which will include ensuring the safeguarding of the assets of SAQA and controlling its liabilities, revenues and expenditures;
- ✱ SAQA complies with applicable legislation and regulations;
- ✱ An effective and appropriate disciplinary system is in place to deal with failures to comply with the PFMA and the internal control system;
- ✱ Budgets, significant contracts and other commitments are approved;
- ✱ Finances are well-controlled; and
- ✱ SAQA operates ethically.

The SAQA Board sets strategy and policy. Management formulates strategy and makes policy proposals for the Board's consideration. Management also implements the decisions made by the Board and maintains systems of internal control as well as accounting and information systems. The Board monitors Management's performance.

Section 16 (1) of the NQF Act allows the Board to establish committees to assist in the execution of its fiduciary responsibilities. The SAQA Board utilises the following committee structures:

- ✱ Executive Committee
- ✱ Remuneration and Human Resources Committee
- ✱ Audit and Risk Committee
- ✱ Information and Information Technology Committee
- ✱ NQF Qualifications Committee
- ✱ Professional Bodies Committee
- ✱ National and Foreign Qualifications Appeals Committee
- ✱ Professional Body Appeals Committee

Each of these committees operates within Board-approved Terms of Reference. The Board assesses the responsibilities of all committees and evaluates their performance annually. The committees also self-evaluate their performance each year. The Chairperson of the Audit and Risk Committee is not a Board member. Board members chair all other Committees, and at least one other Board member is a member of each committee. Twelve of the sixteen Board members are independent non-executive members. Three Board members are the CEO's of the QCs, and the last Board member is the CEO of SAQA. At least 2 Board members come from organised labour.

SAQA's Board has committed to the principles of openness, integrity, efficiency, accountability and compliance reflected in the King Code of Governance Principles 2009 (King IV). SAQA, even though it is not a private corporation, subscribes to the principles of King IV and continuously works towards the further enhancement of its excellent governance processes.

a) SAQA's capacity to deliver on its mandate

Human Resources

The SAQA Board approved SAQA's new microstructure for implementation, in January 2021. Only once the microstructure has been implemented, monitoring and evaluation completed to identify and fill gaps, will the Board approve the final microstructure. The Board expects to approve this microstructure by July 2021.

At this stage, it seems that the new structure accommodates eighty-one posts. The areas most impacted are the following:

- NQF Advisory Services – closure of this service
- Foreign Qualifications Walk-in Centre – closure of this service

- Advocacy, Communications and Advisory Services – closure of this Directorate and a more streamlined function focusing on the media and communication with stakeholders via social media platforms will emerge.
- NLRD – closure of this Directorate. The database itself will be managed by IT, and the MIS unit will have minimal staff to ensure the integrity of the information on the database.
- International Relations – closure of this Directorate and a more streamlined function is considered under Stakeholder Relations.
- Combining the Verifications Project (Programme 3) with the Foreign Qualifications Evaluations and Advisory Service (Programme 4) for a more streamlined service provision with less staff and an investment in automation if funding allows.

Information Technology

The IT Directorate focuses mainly on managing the various service level agreements with suppliers and ensuring that staff have the necessary tools to perform their job functions. SAQA conforms to the Government-Wide ICT Strategy and relevant Cobit standards. IT is an area of deficiency within SAQA. SAQA's strategy is to remain current and relevant by employing ICT to streamline processes and to automate where possible. Human and financial resources to implement this strategy fully is lacking. In light of SAQA's current financial situation, this project has been put on hold.

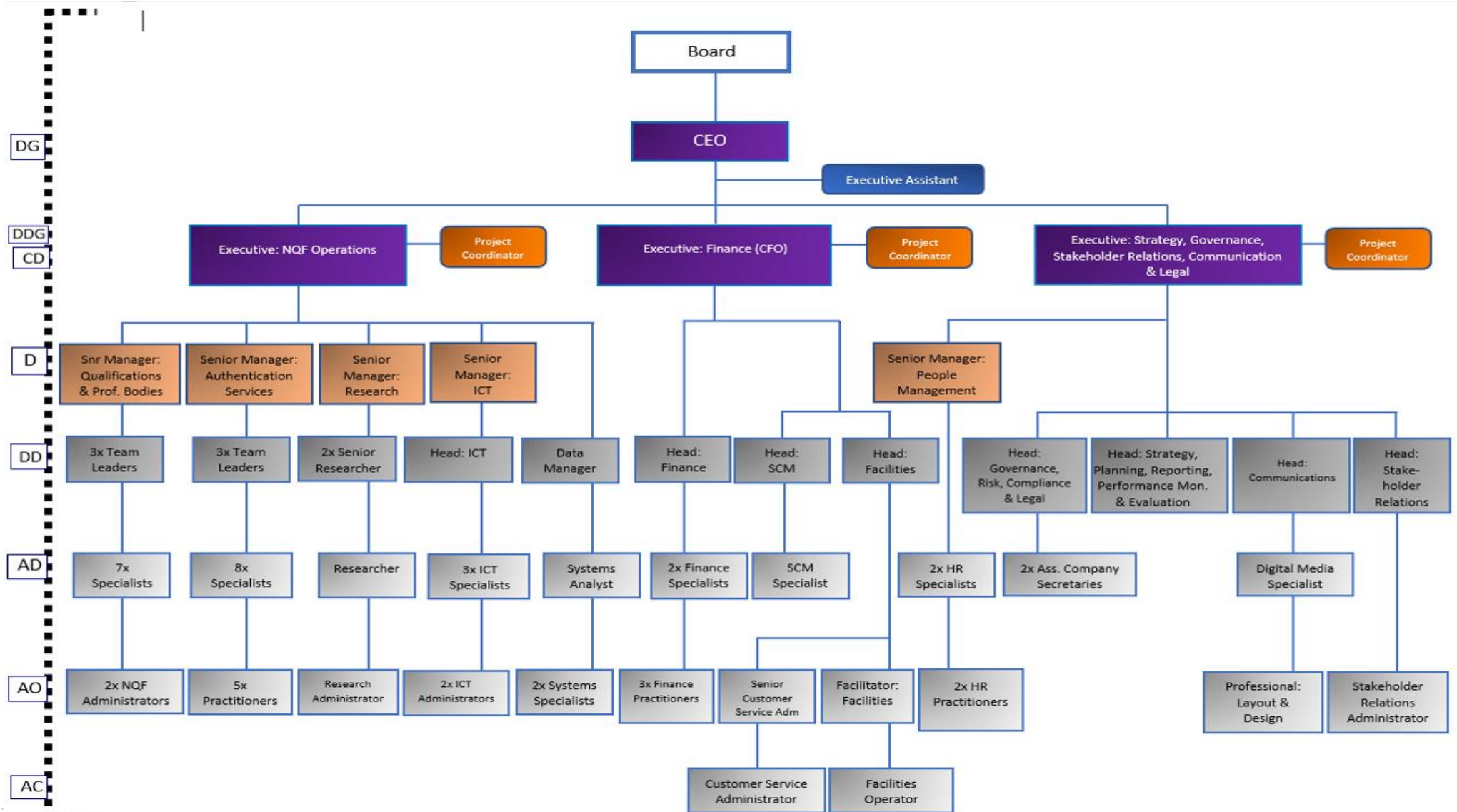
Finance and Administration

This Directorate manages all SAQA's contracts, ensures that staff comply with SCM regulations, manages SAQA's financial resources and maintains the building. SAQA fully complies with the PFMA, and the twenty-three years of consecutive unqualified audit opinions bear testimony to this. SAQA has established a realistic baseline budget in line with the MTEF. Previously several donors and sponsors provided the necessary resources. The primary sources of income currently are:

- ✧ Voted funds through the Department of Higher Education and Training; and
- ✧ Self-funded projects through paid services

SAQA has an old building that requires significant maintenance. This matter must be a priority during these five years.

Below is SAQA's new microstructure. This microstructure will be implemented on 1 April 2021. The microstructure currently accommodates eighty-one posts. This may change during implementation. Approximately one hundred and six employees will be retrenched during this process.



b) The status of the institution regarding compliance with the BBBEE Act

SAQA's subscribes to the Employment Equity Act.

Below is the SAQA EMPLOYMENT EQUITY statistics as of 30 June 2019.

Notes to the table below: **The Employment Equity Plan (Target) is based on the National EAP for Top, Senior and Professional levels. The provincial EAP is applicable for Skilled, Semi-Skilled and Unskilled levels, according to Statistics SA.

c) The status of the institution regarding women, youth and people with disabilities

| Occupational Categories | Male | | | | Female | | | | Foreign Nationals | | Total SAQA Actual Status | Total Approved Positions* | Total Vacant Positions | Persons with Disabilities *** | | |
|--|-------|------|------|------|--------|------|------|------|-------------------|----|--------------------------|---------------------------|------------------------|-------------------------------|----|-------|
| | A | C | I | W | A | C | I | W | M | F | | | | M | F | Total |
| Target % | 35,1% | 5,3% | 1,8% | 4,2% | 40,8% | 4,5% | 4% | 5,3% | 0 | 0 | 100% | | | | | |
| Top Management (CEO & DCEO) | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 2 | 0 | | | |
| Senior Management (Directors) | 1 | 0 | 0 | 1 | 3 | 1 | 1 | 3 | 1 | 0 | 11 | 11 | 0 | 1 | | 1 |
| Professionally Qualified/experienced specialist/mid-management (DD) | 6 | 1 | 0 | 1 | 5 | 1 | 2 | 0 | 1 | 1 | 18 | 21 | 3 | | | |
| Total SAQA Actual Status | 8 | 1 | 0 | 2 | 8 | 2 | 4 | 3 | 2 | 1 | 31 | 34 | 3 | | | |
| % SAQA Actual Status | 26% | 3% | 0% | 6% | 26% | 6% | 13% | 10% | 6% | 3% | 91% | | 9% | | | |
| Target % | 35,2% | 1,3% | 1,1% | 6,3% | 44,8% | 1,7% | 1,8% | 7,9% | 0% | 0% | 100% | | | | | |
| Approved Positions | 69 | 2 | 2 | 12 | 56 | 2 | 1 | 9 | 0 | 0 | 153 | | | | | |
| Skilled technically and academically qualified workers, junior management/supervisors (AD, AO) | 37 | 1 | 1 | 3 | 48 | 2 | 1 | 5 | 0 | 2 | 100 | 103 | 3 | 0 | 2 | 2 |
| Semi-skilled and discretionary decision-making (AC, Secretary) | 12 | 0 | 0 | 0 | 40 | 1 | 0 | 0 | 1 | 0 | 54 | 57 | 3 | 1 | | 1 |
| Total Actual Status (AD & Below) | 49 | 1 | 1 | 3 | 88 | 3 | 1 | 5 | 1 | 2 | 154 | 160 | 6 | 2 | 2 | 4 |
| % Actual status (AD and Below) | 32% | 1% | 1% | 2% | 57% | 2% | 1% | 3% | 1% | 1% | 96% | | 5% | 1% | 1% | 2,06% |
| Total Approved Positions & Total Vacancies | | | | | | | | | | | | 194 | 9 | | | |
| Total Filled Positions & SAQA % Vacancy Rate | | | | | | | | | | | 185 | | 4,64% | | | |
| Learners and Interns | 6 | 1 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 14 | | | | | |
| GRAND TOTAL | | | | | | | | | | | 14 | | | | | |

63% of staff are women. 2% of the team are people with disabilities. The youth (35 years old and below) represent 45% of staff.

Part C: Measuring Our Performance

9 Institutional Performance Information

9.1 Measuring the Impact

| | |
|-------------------------|--|
| Impact Statement | An integrated and transparent national qualifications framework that facilitates access to, and mobility and progression within education, training and career paths |
|-------------------------|--|

9.2 Measuring Outcomes

| Outcome | Outcome Indicator | Baseline | Five-year Target |
|--|---|--|---|
| We have a dynamic NQF that is responsive, adapts to, and supports the changing needs of life-long learning | 1. NQF Policies that support the changing needs of life-long learning | Amended the Policy and Criteria for Evaluating Foreign Qualifications within the SA NQF | Review five NQF Policies and amend them as required |
| | 2. Amended NQF Policies are implemented | Amended the Policy and Criteria for Recognising Professional Bodies and Registering Professional Designations Developed and implemented the Addendum on Refugees and Asylum Seekers | Monitor the implementation of the reviewed NQF Policies |

| Outcome | Outcome Indicator | Baseline | Five-year Target |
|--|---|--|--|
| | | Amended the RPL Policy | |
| We have visionary and influential leadership that drives a well-researched and clearly formulated NQF agenda | 3. SAQA influences and shapes national and international discourses | SAQA aligned the SA NQF to the SADC Qualifications Framework. SAQA participated in the development of the Addis Convention and the Global Convention. | Align the SA NQF to the proposed African Continental Qualifications Framework. Implement the Addis Convention. |
| | 4. SAQA's work through the CEO Committee shows the results of a well-researched and clearly formulated NQF agenda | SAQA addressed all transitional arrangements listed in section 36 except: 36(c) "the regulations made under the SAQA Act continue to exist to the extent that they are consistent with this Act until they are repealed by the Minister by notice in the Gazette." SAQA performs its oversight role through a Tracking Grid. The current System of Collaboration only includes SAQA and the QCs. | Conclude all transitional arrangements listed in section 36 of the NQF Act, 2008 Strengthen the System of Collaboration and NQF structures. |
| | 5. SAQA's activities promote a world-class NQF that is well | Stakeholders interact with information about the NQF. | SAQA reaches 5 000 000 people through its advocacy and communication initiatives. |

| Outcome | Outcome Indicator | Baseline | Five-year Target |
|---|---|--|--|
| | understood and benefits all stakeholders | 2 000 000 impressions are currently made on SAQA's online and social media platforms | |
| | | There are 19 million learner achievements on the NLRD. The NLRD aims to have all national learner achievement records on the database. This is a slow and tedious process as missing records are identified, located, digitised and loaded on the NLRD. | The NLRD reflects 24 million learner achievements |
| We have well-articulated quality-assured qualifications and relevant professional designations that instil trust and meet the needs of the people | 6. There are well-defined systemic, specific or individual Articulation pathways within and across Sub-Frameworks | SAQA published the Policy and Criteria for the Registration of Qualifications and Part- Qualifications on the National Qualifications Framework in March 2013 and amended it in March 2020. SAQA registered 13 179 qualifications since 1 April 2014. Of these, 2 143 (16%) do not have articulation options. | All qualifications registered on the NQF after 1 January 2014 have at least one Articulation pathway within or across Sub-Frameworks |
| | 7. There is a clear understanding of the types of professional | SAQA recognises 17 statutory professional bodies and 89 non-statutory | Clearly define the roles of statutory and non-statutory professional |

| Outcome | Outcome Indicator | Baseline | Five-year Target |
|---|--|---|---|
| | bodies, their designations and their value-add in the changing NQF landscape | professional bodies. There is a need to refine SAQA's understanding of the different types of professional bodies and what they do within the changing context. | bodies and use the research findings to amend the Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation. |
| We have a competent and capable team, dedicated and resourced to further develop and maintain the NQF | 8. SAQA's structure is aligned to deliver on its strategy | There is currently an uneven spread of workload across the organisation. There is a duplication of functions in some directorates. With the introduction of automation across the organisation, SAQA must look at a more streamlined organisational design to support delivery on its strategy. | Re-design SAQA's structure to better suit delivery on its strategy. |
| | 9. SAQA develops and trains its staff | Every staff member has at least one learning intervention per year. | Every staff member has at least two learning interventions per year. |
| We have stakeholders and role-players who are aligned to deliver on the NQF | 10. The NQF value chain works efficiently | SAQA returns approximately 30% of qualifications recommended by QCs for registration that do not meet all SAQA's criteria. This delays the registration process. If the QCs provided all the information required, the registration process could be faster. | Develop a functional system that allows for the efficient registration of qualifications within 3 weeks. |

| Outcome | Outcome Indicator | Baseline | Five-year Target |
|---------|-------------------|---|---|
| | | Approximately 75% of learner achievements verified against registered qualifications and part-qualifications appear on the NLRD. | SAQA identifies all historical (legacy) datasets that are not on the NLRD, secures and loads it on the NLRD. 90% of national learner achievements submitted for verification appear on the NLRD. |
| | | SAQA only just began monitoring professional bodies for their data loads. Going forward, all professional bodies that fail to load professional designation information annually will be de-recognised. | All recognised professional bodies load information about their members with professional designations on the NLRD annually |

9.3 Explanation of Planned Performance over the Five-Year Planning Period

SAQA plans to refine further South Africa's integrated and transparent national qualifications framework that facilitates access to, and mobility and progression within education, training and career paths. The Board identified five outcomes that contribute to the desired impact.

SAQA's vision is: A world-class National Qualifications Framework that works for the People in South Africa

a) The contribution of outcomes towards the achievement of the NDP Five-Year Implementation Plan

Priority 2, namely, Education, Skills and Health, is relevant to the Department of Higher Education and Training and SAQA. This priority contributes to pillar 2 of the 3 NDP pillars, which is 'Capabilities of South Africans'. DHET did not include any specific deliverables for SAQA in the NDP Five-Year Implementation Plan. However, DHET lists Outcome 4 in the NDP Implementation Plan as *a responsive PSET system*. Target 7 is to *improve the responsiveness of the PSET System to the world of work by 2024*. The planned interventions are to *develop a Critical Skills List for the Department of Home Affairs* and to *develop a Priority Skills Plan*. SAQA can assist DHET with these interventions by providing information about registered qualifications and learner achievements from the NLRD and from holders of foreign qualifications who apply to SAQA to evaluate their qualifications.

b) The rationale for the choice of the Outcome Indicators relevant to the respective Outcomes

| Outcome | Outcome Indicator | Rationale |
|--|--|--|
| We have a dynamic NQF that is responsive, adapts to, and supports the changing needs of life-long learning | NQF Policies that support the changing needs of life-long learning Amended NQF Policies are implemented | NQF policies drive the implementation of the NQF. By conducting research, and reviewing and updating its policies regularly, it will be supporting the changing needs of life-long learning. It is not enough for SAQA to publish policies. SAQA must also ensure that stakeholders implement these policies. |
| We have visionary and influential leadership that drives a well-researched and clearly formulated NQF agenda | SAQA influences and shapes national and international discourses | The NQF Amendment Act gives SAQA more powers than the NQF Act, 2008. SAQA must work within its mandate to influence both national and international agendas for the benefit of all the people in South Africa. It is important for South Africa's NQF to be benchmarked against regional NQFs so that we are assured of internationally accepted qualifications. The benchmarking also allows SAQA to compare international qualifications to qualifications registered on the SA NQF. |

| Outcome | Outcome Indicator | Rationale |
|---------|--|---|
| | SAQA's work through the CEO Committee shows the results of a well-researched and clearly formulated NQF agenda | The CEO Committee is an important NQF structure comprising the CEOs of SAQA and the QCs. Members of DHET and the DBE attend on invitation. This forum drives the NQF agenda and ensures that the stakeholder value chain works efficiently. SAQA uses this forum to oversee implementation of NQF priorities. The System of Collaboration describes how members of the CEO Committee work together and how they will handle disputes, if they occur. It is important to strengthen the System of Collaboration to align to further amendments to the NQF Act 2008, as amended. This Committee also has the power to recommend to the Minister: HEST that he ends the transitional arrangements. |
| | SAQA's activities promote a world-class NQF that is well understood and benefits all stakeholders | SAQA's challenge is to simplify the NQF and to explain the NQF simply so that stakeholders understand and know how to use information about the NQF. It is important for SAQA to work with NQF partners so that everyone provides similar messaging that do not contradict one another. Ideally, SAQA, DHET and the QCs should have one common portal for all information about the NQF. SAQA measures the success of its activities and campaigns through impressions on its electronic and social media |

| Outcome | Outcome Indicator | Rationale |
|---|--|---|
| | | <p>platforms. If stakeholders are seen to be interacting with information about the NQF, then it can be assumed that they know, understand and value the information.</p> <p>The NLRD is the largest database of learner achievements in the country and the official management information system of the NQF. It is important for learners to have their information on the NLRD so that it can be quickly verified for work and study opportunities. If SAQA wants a world-class NQF, then its management information system should contain <u>all</u> the information related to the NQF. The NLRD is an indicator of learners' benefitting from the NQF.</p> |
| We have well-articulated quality-assured qualifications and relevant professional designations that instil trust and meet the needs of the people | There are well-defined systemic, specific or individual Articulation pathways within and across Sub-Frameworks | The Minister's Articulation Policy supports the idea of systemic, specific and individual Articulation pathways. SAQA will not register a qualification that does not have clear horizontal and vertical Articulation pathways. SAQA published the Policy and Criteria for registering a Qualification and Part-Qualification on the NQF in March 2013. SAQA will now monitor implementation of this Policy by identifying qualifications that it registered from 1 January 2014, that do not have Articulation pathways and requesting the missing information from the QCs. |
| | There is a clear understanding of the types of professional bodies, | SAQA and other NQF entities do not fully understand the differences between statutory and non-statutory professional bodies in the changing NQF context. This impacts on SAQA's |

| Outcome | Outcome Indicator | Rationale |
|---|--|--|
| | their designations and their value-add in the changing NQF landscape | ability to recognise professional bodies, register their designations and provide services to them. If SAQA is clear about this, then it will better market its services to professional bodies and ensure that the registered designations meet the needs of the people. |
| We have a competent and capable team, dedicated and resourced to further develop and maintain the NQF | SAQA's structure is aligned to deliver on its strategy | SAQA has a new five-year strategy. The amendments to the NQF Act, 2008 gives SAQA more responsibility. SAQA is also planning on automating repetitive processes throughout the organisation. Budgetary constraints are also putting pressure on SAQA to re-look at its organisational design. |
| | SAQA develops and trains its staff | SAQA relies on the intellectual capital of its staff. It takes years to build the depth of knowledge required to make a real difference. SAQA has, therefore prioritised its talent attraction and retention strategy. Every staff member must have at least two learning interventions each year. |
| We have stakeholders and role-players who are aligned to deliver on the NQF | The NQF value chain works efficiently | Many stakeholders are involved in implementing the NQF. If the NQF value chain works efficiently, then it would mean that the stakeholders and role-players are aligned to deliver on the NQF. |

| Outcome | Outcome Indicator | Rationale |
|---------|-------------------|---|
| | | There are definite gaps in the NQF's management information system, the NLRD. Stakeholders must provide this information to SAQA timeously. A complete set of information on the NLRD will allow beneficiaries to use the information to gain access to work and further study opportunities. |

c) Explanation of enablers to achieve the five-year targets

The following will be enablers to the achievement of SAQA's five-year objectives:

- The President proclaims the NQF Amendment Act, 2019;
- The stakeholders agree on further amendments to the NQF Amendment Act, 2019; and
- SAQA raises sufficient funds to implement this Strategy fully.

d) How the Outcomes contribute to the achievement of the Impact

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| Impact Statement | An integrated and transparent national qualifications framework that facilitates access to, and mobility and progression within education, training and career paths |
| Outcome Statement | Link to Impact |
| We have a dynamic NQF that is responsive, adapts to, and supports the changing needs of life-long learning | A dynamic NQF facilitates access to, and mobility and progression within education, training and career paths. |

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| <p>We have visionary and influential leadership that drives a well-researched and clearly formulated NQF agenda</p> | <p>It requires visionary and influential leadership to ensure that the NQF family work in unison to achieve the objectives of the NQF. Visionary leaders identify areas for research and use the evidence gained from research to formulate an NQF agenda that supports an integrated and transparent NQF framework. SAQA's influence is visible through its participation in national and international discourses.</p> <p>Stakeholders who criticise the NQF do so on the basis that the public's understanding of the NQF is poor. SAQA will promote the NQF using simple and easy-to-understand language and tools so that stakeholders understand what the NQF is about and how it benefits them.</p> |
| <p>We have well-articulated quality-assured qualifications and relevant professional designations that instil trust and meet the needs of the people</p> | <p>The public can trust the NQF because of its value-add to the system of education, training and development goals of the country and transparency. SAQA publishes information about registered qualifications and its associated information on its website. If qualifications articulate well, then people can progress within education, training and the workplace. SAQA also publishes information about recognised professional bodies and their registered designations.</p> |
| <p>We have a competent and capable team, dedicated and resourced to further develop and maintain the NQF</p> | <p>People are required to implement and advance the NQF. Without the right people and skills and adequate resources, it would be challenging to implement the NQF. SAQA also needs the right structure to support its strategy.</p> |
| <p>We have stakeholders and role-players who are aligned to deliver on the NQF</p> | <p>It takes visionary and influential leadership to bring all the NQF role-players to the same level of understanding. The NQF value chain spans SAQA, the QCs, DHET and DBE, as well as all the institutions, entities and providers associated with each of these organisations. The stakeholders and beneficiaries will only see the full impact of the NQF if all the stakeholders work together to deliver on the NQF.</p> |

10.Key Risks

| Outcome | Key Risk | Risk Mitigation |
|---|---|---|
| We have a dynamic NQF that is responsive, adapts to, and supports the changing needs of life-long learning | <ul style="list-style-type: none"> ⌚ The NQF as a system does not function optimally. ⌚ The NQF does not respond to the needs of workers or learners. ⌚ Proposed changes to the NQF Amendment Act may cause further confusion and contestations. | <ul style="list-style-type: none"> ✳ Implement the System of Collaboration to resolve contestations. Strengthen the NQF Act to place SAQA as the apex body. ✳ Continue to engage with stakeholders to meet the needs of workers and learners in terms of the NQF. ✳ SAQA must ensure that it fully participates in the processes to amend the NQF Amendment Act. |
| We have visionary and influential leadership that drives a well-researched and clearly formulated NQF agenda | <ul style="list-style-type: none"> ⌚ Stakeholders fight for turf. ⌚ Each entity operates independently with its separate agenda. ⌚ There is little or no co-operation among stakeholders. | <ul style="list-style-type: none"> ✳ Fully implement the NQF Amendment Act. ✳ Strengthen SAQA's role through amendments to the NQF Act so that SAQA is the apex body with authority to drive a common agenda. ✳ Implement the System of Collaboration to resolve contestations. |
| We have well-articulated quality-assured qualifications and relevant professional designations that instil trust and meet the needs of the people | <ul style="list-style-type: none"> ⌚ Providers offer unregistered qualifications. ⌚ The NLRD does not contain all learner achievement records. | <ul style="list-style-type: none"> ✳ Take action against institutions and providers who offer unregistered qualifications (supported by the NQF Amendment Act). ✳ Put strategies in place to ensure that providers load learner records timeously on the NLRD and that old learner achievement records are digitised and loaded on the NLRD. |

| Outcome | Key Risk | Risk Mitigation |
|---|---|--|
| | <ul style="list-style-type: none"> ⌚ Qualifications are no longer recognised internationally. ⌚ The NLRD contains “dirty data.” | <ul style="list-style-type: none"> ✳ Ensure that all qualifications registered on the NQF adhere to SAQA’s Policy and Criteria. ✳ Put processes in place to remove duplicate data and data that does not conform to the NLRD specifications |
| We have a competent and capable team, dedicated and resourced to further develop and maintain the NQF | <ul style="list-style-type: none"> ⌚ Limited funding does not allow SAQA to recruit skilled staff. ⌚ Staff morale is low. ⌚ Institutional memory is lost as skilled staff retire or leave. ⌚ Not all staff are willing to accept change. ⌚ Due to the current financial situation, retrenchments are being considered as SAQA’s structure is re-designed | <ul style="list-style-type: none"> ✳ Ensure continuous learning and development of staff ✳ Implement SAQA’s policy on Appreciation and Recognition ✳ Put systems in place to retain institutional memory ✳ Introduce staff training to assist with change management. ✳ Additional funding from the fiscus will negate the need for staff retrenchments |
| We have stakeholders and role-players who are aligned to deliver on the NQF | <ul style="list-style-type: none"> ⌚ Each entity communicates different messages, which leads to confusion among stakeholders | <ul style="list-style-type: none"> ✳ Work with the NQF family to develop common messages |

11.Public Entities

Part D: Technical Indicator Description (TID)

| Indicator Title | 1. NQF Policies that support the changing needs of life-long learning |
|--|---|
| Definition | <p>A dynamic NQF facilitates access to, and mobility and progression within education, training and career paths.</p> <p>There are several NQF Policies that SAQA developed during the last strategic cycle. For South Africa to have a dynamic NQF that is responsive, adapts to, and supports the changing needs of life-long learning, the NQF policies must reflect current dynamics. This indicator is, therefore, about ensuring that NQF Policies are regularly reviewed and updated to reflect changes in the needs of learners and workers.</p> |
| Source of Data | The Research Directorate will conduct research or draw on research reports that will inform possible amendments to the Policies. The team responsible for amending the Policy will consider the recommendations made by the Research team in their proposed changes. Evidence of changes are the published revised Policies and working documents leading up to the final approved revised Policies. |
| Method of calculation/assessment | The Research Directorate will conduct desktop research, interviews or use any other research methods, depending on the policy under review. The team will formulate a report on finds of the research and make recommendations on amendments to the Policy. The team responsible for reviewing the policy will consider the research report in its proposed amendments. Once the policies are amended, the SAQA Board approves them for publication for public comment. The team then considers the comments, revises the policies and gets Board approval before publishing the approved policies. |
| Assumptions | SAQA consulted its stakeholders during the review phase. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual progress against the five-year target |

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| Desired performance | Review five NQF Policies and amend them as required over the five years. It is desirable to exceed the target in any given year if circumstances warrant more immediate policy amendments. |
| Indicator responsibility | Director: International Liaison, Director: Research |

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| Indicator Title | 2. Amended NQF Policies are implemented |
| Definition | A dynamic NQF facilitates access to, and mobility and progression within education, training and career paths. Once SAQA has published its policies, it must also ensure that stakeholders implement these amended policies. |
| Source of Data | Tracker for Articulation, CAT and RPL; NQF Impact Studies; applications for professional body recognition; recommendations for qualification registration; application of policies in the Verifications Project and the Foreign Qualifications Evaluation unit. |
| Method of calculation/assessment | SAQA will generate a report on the implementation of the amended NQF Policies based on the information from the different sources. |
| Assumptions | SAQA's communication about the amended Policies reach all stakeholders |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual progress against the five-year target |
| Desired performance | SAQA monitors implementation of the five amended policies. The actual performance should be higher than the targeted performance. |
| Indicator responsibility | Director: International Liaison |

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| Indicator Title | 3a. SAQA influences and shapes national and international discourses |
| Definition | <p>It requires visionary and influential leadership to ensure that the NQF family work in unison to achieve the objectives of the NQF. Visionary leaders identify areas for research and use the evidence gained from research to formulate an NQF agenda that supports an integrated and transparent NQF. SAQA's influence is visible through its participation in national and international discourses. SAQA will use this influence to align the SA NQF to the African Continental Qualifications Framework (ACQF).</p> <p>This indicator is about aligning the SA NQF to the proposed African Continental Qualifications Framework (ACQF).</p> |
| Source of Data | Evidence of alignment to the ACQF; Board approval of alignment document |
| Method of calculation/assessment | Once the ACQF is published, SAQA will embark on an alignment exercise. The exercise will require SAQA to compare and align the SA NQF to the ACQF. SAQA will produce a document outlining the alignment process and the outcome of the alignment. |
| Assumptions | The ACQF will be completed within the five-year period. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual |
| Desired performance | The SA NQF and the proposed African Continental Qualifications Framework are aligned |
| Indicator responsibility | Director: International Liaison |

| Indicator Title | 3b. SAQA influences and shapes national and international discourses |
|---|---|
| Definition | <p>It requires visionary and influential leadership to ensure that the NQF family work in unison to achieve the objectives of the NQF. Visionary leaders identify areas for research and use the evidence gained from research to formulate an NQF agenda that supports an integrated and transparent NQF. SAQA's influence is visible through its participation on national and international discourses.</p> <p>The President ratified the Addis Convention in 2019 and deposited the instrument with UNESCO. The Addis Convention became active on 15 December 2019 after ten countries had ratified it.</p> <p>This indicator is about implementing the Addis Convention.</p> |
| Source of Data | Addis Convention, SAQA's Policy and Criteria for evaluating foreign qualifications that is aligned to the Addis Convention; Implementation Plan. |
| Method of calculation/assessment | SAQA will use the source documents to develop and implement a plan for implementing the Addis Convention and track and report on progress. |
| Assumptions | There is sufficient funding available to fully implement the Addis Convention. |
| Disaggregation of beneficiaries (where applicable) | Foreign nationals, refugees and asylum seekers wishing to work or study in South Africa; and South Africans who studied outside the borders of SA. |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual |
| Desired performance | The Addis Convention is fully implemented |
| Indicator responsibility | Director: International Liaison |

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| Indicator Title | 4a. SAQA's work through the CEO Committee shows the results of a well-researched and clearly formulated NQF agenda |
| Definition | <p>It requires visionary and influential leadership to ensure that the NQF family work in unison to achieve the objectives of the NQF. Visionary leaders identify areas for research and use the evidence gained from research to formulate an NQF agenda that supports an integrated and transparent NQF. SAQA's influence is visible through its participation on national and international discourses.</p> <p>SAQA addressed all transitional arrangements listed in section 36 of the NQF Act except: 36(c) "the regulations made under the SAQA Act continue to exist to the extent that they are consistent with this Act until they are repealed by the Minister by notice in the Gazette."</p> <p>This indicator is about concluding all transitional arrangements listed in section 36 of the NQF Act, 2008.</p> |
| Source of Data | Analysis of qualifications still not complying the NQF Act; SAQA's efforts in encouraging the QCs to de-register qualifications that do not comply with the NQF Act and replace them with compliant qualifications; CEO Committee minutes on this issue; SAQA Board approval for the decision to end the transitional arrangements; and SAQA's advice to the Minister to end the transitional arrangements. |
| Method of calculation/assessment | Once SAQA is satisfied that the QCs have recommended all non-aligned qualifications for de-registration, SAQA will propose the end of the transitional arrangements to the CEO Committee, the Board and then the Minister: HEST. |
| Assumptions | The QCs are willing to end the transitional arrangements. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual |
| Desired performance | The Minister ends the transitional arrangements through a notice in the Government Gazette. |

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| Indicator responsibility | CEO |
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| Indicator Title | 4b. SAQA's work through the CEO Committee shows the results of a well-researched and clearly formulated NQF agenda |
| Definition | <p>It requires visionary and influential leadership to ensure that the NQF family work in unison to achieve the objectives of the NQF. Visionary leaders identify areas for research and use the evidence gained from research to formulate an NQF agenda that supports an integrated and transparent NQF. SAQA's influence is visible through its participation on national and international discourses.</p> <p>SAQA performs its oversight role through a Tracking Grid. The current System of Collaboration only includes SAQA and the QCs.</p> <p>This indicator is about strengthening the System of Collaboration and NQF structures.</p> |
| Source of Data | Further amendments to the NQF Act, 2008 as amended; report from the task team working on the proposed amendments to the System of Collaboration; CEO Committee recommendation regarding the System of Collaboration; SAQA Board approval of the amendments to the System of Collaboration. |
| Method of calculation/assessment | Once DHET has made the necessary changes to the NQF Act, and these changes have been signed into law by the President, SAQA will lead a task team to amend the System of Collaboration. Work may begin prior to the president's signature, but the document will only be implemented after the President signs the amendments to the NQF Act. |
| Assumptions | The DHET will make the amendments to the NQF, parliament will approve the amendments and the President will sign the Amended Act during this five-year period. |
| Disaggregation of beneficiaries (where applicable) | This System of Collaboration affects SAQA, the QCs, DHET and the DBE. |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual |
| Desired performance | The System of Collaboration is amended during this five-year period. |

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| Indicator responsibility | CEO |
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| Indicator Title | 5a. SAQA's activities promote a world-class NQF that is well understood and benefits all stakeholders |
| Definition | <p>It requires visionary and influential leadership to ensure that the NQF family work in unison to achieve the objectives of the NQF. Visionary leaders identify areas for research and use the evidence gained from research to formulate an NQF agenda that supports an integrated and transparent NQF. SAQA's influence is visible through its participation on national and international discourses.</p> <p>Stakeholders who criticise the NQF do so on the basis that the NQF is poorly understood. SAQA's focus will be on promoting the NQF with clear and simplified messages so that stakeholders understand what the NQF is about and how it benefits them.</p> <p>This indicator is about stakeholders interacting with information about the NQF. SAQA will reach 5 000 000 people through its advocacy and communication initiatives.</p> |
| Source of Data | Reports from various advocacy and communication initiatives across platforms including online and social media platforms. |
| Method of calculation/assessment | The quarterly figures from various initiatives are added to give the annual totals and compared to the yearly targets. By the 5 th year of this Plan, the annual total should meet the expected goal of having reached 5 000 000 people. |
| Assumptions | If stakeholders interact with information about the NQF, then it is assumed that they know, understand and see value in the information. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |

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| Reporting cycle | Annual progress against the five-year target |
| Desired performance | The target is to reach 5 000 000 people through SAQA's advocacy and communication initiatives. The actual performance should be higher than the targeted performance. |
| Indicator responsibility | Director: Advocacy, Communication and Support |

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| Indicator Title | 5b. SAQA's activities promote a world-class NQF that is well understood and benefits all stakeholders |
| Definition | <p>It requires visionary and influential leadership to ensure that the NQF family work in unison to achieve the objectives of the NQF. Visionary leaders identify areas for research and use the evidence gained from research to formulate an NQF agenda that supports an integrated and transparent NQF. SAQA's influence is visible through its participation on national and international discourses.</p> <p>Stakeholders who criticise the NQF do so on the basis that the NQF is poorly understood. SAQA's focus will be on promoting the NQF with simple and easy-to-understand language and tools so that stakeholders understand what the NQF is about and how it benefits them.</p> <p>The National Learners' Records Database (NLRD) is the largest and only official database of the NQF. Among other sets of information, the NLRD contains learner achievement data. The growth in the learner achievement data is a reflection of the NQF working for the people. The NLRD is an indicator of learners' benefitting from the NQF. The NQF Amendment Act, once promulgated, makes it a requirement for QCs to load all learner achievement data on the NLRD within 30 days of it being in the public domain.</p> <p>The target is for the NLRD to reflect 24 million learner achievements by 2025.</p> |
| Source of Data | Quality Councils and information partners such as SETAs and professional bodies that load data onto the NLRD |
| Method of calculation/assessment | A report is drawn annually on the total number of learner achievements on the NLRD and compared to the previous year's learner achievement data. The NLRD should load one million or more learner achievements each year. |
| Assumptions | QCs, professional bodies and information partners continue to load data on the NLRD, in compliance with the NQF Act and the NQF Amendment Act once promulgated. Data cleaning does not result in net negative growth in numbers |

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| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual progress against the five-year target |
| Desired performance | The NLRD reflects 24 million or more learner achievements. The actual performance should exceed the targeted performance. |
| Indicator responsibility | Director: NLRD |

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| Indicator Title | 6. There are well-defined systemic, specific or individual Articulation pathways within and across Sub-Frameworks |
| Definition | <p>The public can trust the NQF because of its transparency. SAQA publishes information about registered qualifications and its associated information on its website. If qualifications articulate well, then people can progress within education, training and the workplace.</p> <p>The Minister's Articulation Policy supports the idea of systemic, specific and individual Articulation pathways. SAQA will not register a qualification that does not have clear Articulation pathways. SAQA published the Policy and Criteria for registering a Qualification and Part-Qualification on the NQF in March 2013. SAQA will now monitor implementation of this Policy by identifying qualifications that it registered from 1 January 2014, that do not have Articulation pathways and requesting the missing information from the QCs.</p> <p>The target is for all qualifications registered on the NQF after 1 January 2014 to have at least one Articulation pathway within or across Sub-Frameworks.</p> |
| Source of Data | The NLRD. SAQA published the Policy and Criteria for the Registration of Qualifications and Part- Qualifications on the National Qualifications Framework in March 2013. SAQA registered 13 179 qualifications since 1 April 2014. Of these, 2 |

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| | 143 (16%) do not have articulation options. SAQA must source the missing Articulation options for these qualifications from QCs and update the NLRD. |
| Method of calculation/assessment | Create a spreadsheet with the qualifications with no articulation options and track progress until the articulation options appear on the NLRD. SAQA will achieve the target once all qualifications registered from 1 January 2014 have articulation options. |
| Assumptions | Quality Councils provide the missing information when SAQA requests it. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual accumulated progress against the five-year target |
| Desired performance | All qualifications registered on the NQF after 1 January 2014 have at least one Articulation pathway within or across Sub-Frameworks. Actual performance should equal the targeted performance. |
| Indicator responsibility | Director: Registration and Recognition and Director: NLRD |

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| Indicator Title | 7. There is a clear understanding of the types of professional bodies, their designations and their value-add in the changing NQF landscape |
| Definition | <p>The public can trust the NQF because of its transparency. SAQA publishes information about recognised professional bodies and registered professional designations on its website. Qualifications underlie professional designations. SAQA does not fully understand the differences between statutory and non-statutory professional bodies in the changing NQF context. This impacts on SAQA's ability to recognise professional bodies, register their designations and provide services to them. If SAQA is clear about this, then it will better market its services to professional bodies and ensure that the registered designations meet the needs of the people.</p> <p>The target is to clearly define the roles of statutory and non-statutory professional bodies and use the research findings to amend the Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation.</p> |
| Source of Data | Desktop research and a survey |

| | |
|---|--|
| Method of calculation/assessment | The Research Directorate must produce a report that clearly defines the roles of statutory and non-statutory professional bodies. SAQA must use the research findings to amend the Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation. The deliverables are the report on research findings and the amended Policy and Criteria. |
| Assumptions | SAQA can classify all professional bodies as either a statutory or non-statutory professional body. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual progress accumulates towards the five-year target |
| Desired performance | There is a Report that clearly defines the roles of statutory and non-statutory professional bodies. SAQA uses this Report to amend the Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation. The actual performance should equal the targeted performance. |
| Indicator responsibility | Director: Registration and Recognition; and Director: Research |

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| Indicator Title | 8. SAQA's structure is aligned to deliver on its strategy |
| Definition | <p>People are required to implement the NQF. Without the right people, skills and adequate resources, it would be challenging to implement the NQF. SAQA also needs the right structure to support its strategy.</p> <p>The target is to re-design SAQA's structure to better suit delivery on its strategy.</p> |
| Source of Data | Strategy; proposed re-structure to deliver on strategy; evidence of consultation with staff; evidence of REMCO recommendation and Board approval. |
| Method of calculation/assessment | Approved organisational development design developed after staff consultation |

| | |
|---|---|
| Assumptions | The SAQA Board will be open to approving a new organisational structure |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual |
| Desired performance | The actual performance equals the targeted performance. |
| Indicator responsibility | Director: Human Resources and CEO |

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|---|---|
| Indicator Title | 9. SAQA develops and trains its staff |
| Definition | <p>People are required to implement the NQF. Without the right people and skills and adequate resources, it would be challenging to implement the NQF. SAQA also needs the right structure to support its strategy. SAQA relies on the intellectual capital of its staff. It takes years to develop the depth of knowledge required to make a real difference.</p> <p>The target is for every staff member to have at least two learning interventions each year.</p> |
| Source of Data | Records of learning interventions managed by HR. |
| Method of calculation/assessment | HR records each staff member's learning and development initiatives on a spreadsheet. At the end of the year, HR analyses the information to confirm that all staff members engaged in at least two training and development initiatives. |
| Assumptions | Staff members on maternity or long term sick or study leave may not have completed two learning initiatives. Staff members who joined SAQA during the year may not have completed two learning initiatives. Training and development may be formal, informal or non-formal. |
| Disaggregation of beneficiaries (where applicable) | N/A |

| | |
|--|---|
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual progress measured discretely against the five-year target |
| Desired performance | Every staff member has at least two learning interventions per year. The actual performance should be higher than the targeted performance. |
| Indicator responsibility | Director: Human Resources |

| | |
|---|--|
| Indicator Title | 10.1 The NQF value chain works efficiently |
| Definition | <p>It takes visionary and influential leadership to bring all the NQF role-players to the same level of understanding. The NQF value chain spans SAQA, the QCs, DHET and DBE, as well as all the institutions, entities and providers associated with each of these organisations. The stakeholders and beneficiaries will only see the full impact of the NQF if all the stakeholders work together to deliver on the NQF. Many stakeholders are involved in implementing the NQF. If the NQF value chain works efficiently, then it would mean that the stakeholders and role-players are aligned to deliver on the NQF.</p> <p>This specific deliverable is about QCs recommending qualifications to SAQA for registration on the NQF. Currently, SAQA returns approximately 30% of qualifications to QCs because they do not comply with SAQA's Policy and Criteria. The QCs, in turn, must communicate with the providers to get the required information. This process causes unnecessary delays that QCs could avoid if they implement SAQA's Policy and Criteria correctly and if there is a common workflow between SAQA and the QCs.</p> <p>The target is to have a functional system that allows for the efficient registration of qualifications within 3 weeks of submission.</p> |
| Source of Data | Qualifications and Part-Qualifications Tracking Grid; and letters sent to QCs |
| Method of calculation/assessment | The time difference between the Board approving the registration of qualifications and the date on which the compliant qualifications were received from the QCs \leq 3 weeks. |

| | |
|---|--|
| Assumptions | The Directorate applies the Policy and Criteria consistently |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | Quality Councils |
| Reporting cycle | Quarterly beginning with 4 months leading up to the 5-year target of 3 weeks |
| Desired performance | It is desirable for QCs only to recommend fully compliant qualifications to SAQA so that it does not return any qualifications to the QCs. SAQA should reach its target of a three-week turnaround time before the fifth year. |
| Indicator responsibility | Director: Registration and Recognition; CEO |

| | |
|------------------------|---|
| Indicator Title | 10.2 The NQF value chain works efficiently |
| Definition | <p>It takes visionary and influential leadership to bring all the NQF role-players to the same level of understanding. The NQF value chain spans SAQA, the QCs, DHET and DBE, as well as all the institutions, entities and providers associated with each of these organisations. The stakeholders and beneficiaries will only see the full impact of the NQF if all the stakeholders work together to deliver on the NQF. Many stakeholders are involved in implementing the NQF. If the NQF value chain works efficiently, then it would mean that the stakeholders and role-players are aligned to deliver on the NQF.</p> <p>This specific indicator is about verifying national qualification achievements against the learner achievements on the NLRD. Approximately 75% of learner achievements verified against registered qualifications and part-qualifications currently appear on the NLRD. As a result, the Verifications team must source 25% of its information from providers and education and training institutions, which results in delaying the verification outcomes to potential employers and learning institutions.</p> <p>The target is for SAQA to identify all historical (legacy) datasets that are not on the NLRD, secure and load it on the NLRD. 90% of national learner achievements submitted for verification appear on the NLRD.</p> |
| Source of Data | The Verifications database; records of qualifications that were verified; the NLRD Tracking Grid of legacy datasets not on the NLRD |

| | |
|---|---|
| Method of calculation/assessment | The total number of learner achievements verified from the NLRD (x) as a percentage of the total number of verification requests received (y). $x/y \times 100 = \pm 90\%$ |
| Assumptions | The employer provides the correct information about the learner and the qualification achievement |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual reporting measured against the five-year target |
| Desired performance | Approximately 90% of learner achievements against registered qualifications and part-qualifications appear on the NLRD. The actual performance should exceed the planned execution. |
| Indicator responsibility | Director: NLRD; Director: Verifications Project |

| | |
|------------------------|---|
| Indicator Title | 10.3 The NQF value chain works efficiently |
| Definition | <p>It takes visionary and influential leadership to bring all the NQF role-players to the same level of understanding. The NQF value chain spans SAQA, the QCs, DHET and DBE, as well as all the institutions, entities and providers associated with each of these organisations. The stakeholders and beneficiaries will only see the full impact of the NQF if all the stakeholders work together to deliver on the NQF. Many stakeholders are involved in implementing the NQF. If the NQF value chain works efficiently, then it would mean that the stakeholders and role-players are aligned to deliver on the NQF.</p> <p>SAQA only just began monitoring professional bodies for their data loads. Going forward, all professional bodies that fail to load professional designation information annually will be de-recognised.</p> |

| | |
|---|--|
| | The target is for all recognised professional bodies to load information about their members with professional designations on the NLRD annually. |
| Source of Data | The Tracking Grid for recognised professional bodies; the NLRD data load report; letter sent to non-compliant professional bodies; SAQA Board decision to de-recognise non-compliant professional bodies |
| Method of calculation/assessment | The NLRD will report on all recognised professional bodies that do not load data in a given year. The Registration and Recognition Directorate will prepare letters for the CEO's signature, to these non-compliant professional bodies. If they fail to load data within the specified deadline and cannot provide an acceptable reason for the non-compliance, the SAQA will be requested to de-recognise these professional bodies. |
| Assumptions | The professional bodies recruit new members with additional designations each year. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual reporting measured against the five-year target |
| Desired performance | All recognised professional bodies load their professional designation information on the NLRD annually. |
| Indicator responsibility | Director: NLRD; Director: Registration and Recognition |



Annexure A

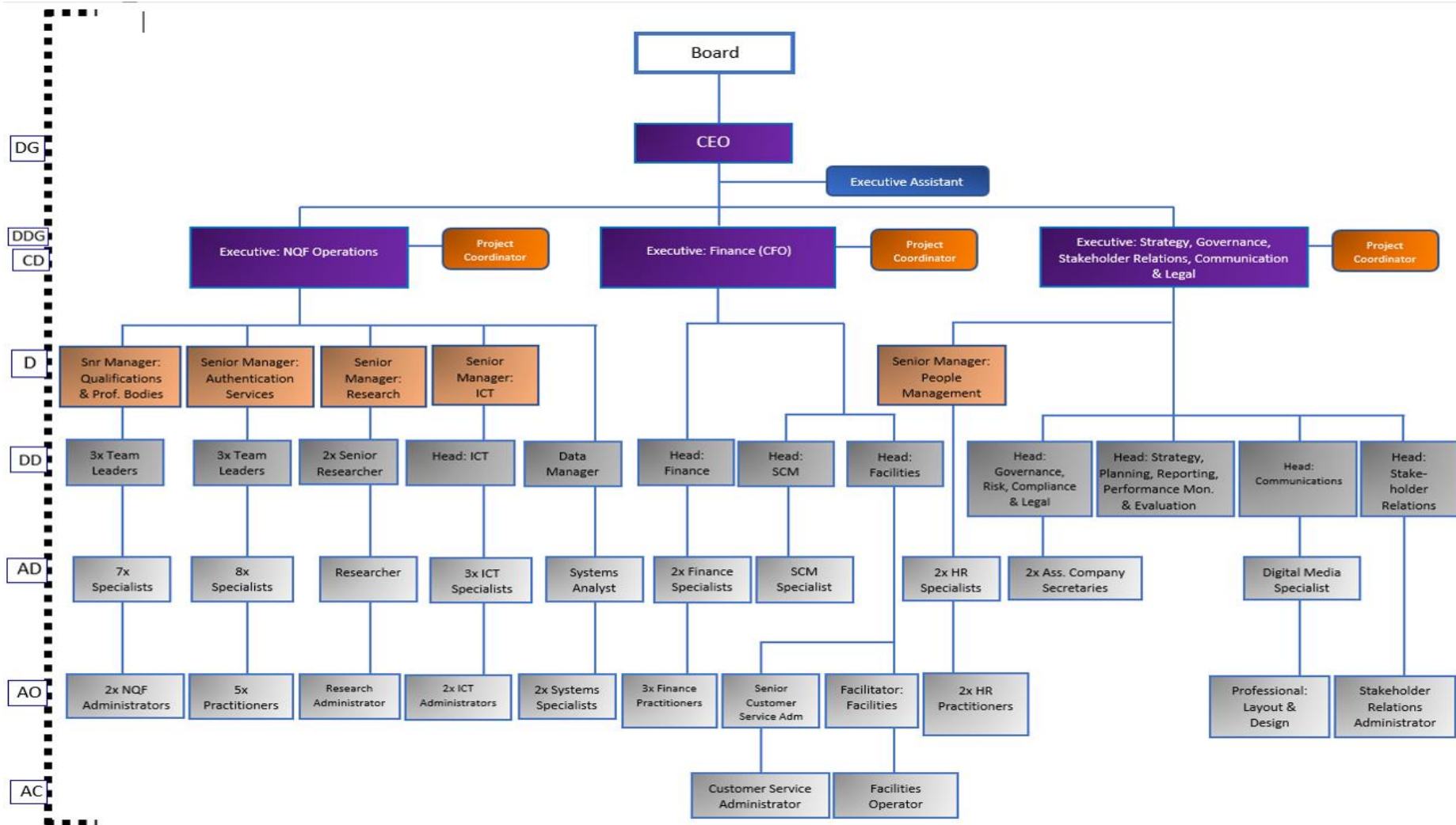
Amendments to the Strategic Plan 2020/25

Annexure A: Amendments to the Strategic Plan 2020/25

| SECTION | REVISED TEXT | REASON FOR REVISION | DATE WHEN REVISED |
|------------|--|---|------------------------|
| 8.2 | <p>The SAQA Board utilises the following committee structures:</p> <ul style="list-style-type: none"> ✳ Executive Committee ✳ Remuneration and Human Resources Committee ✳ Audit and Risk Committee ✳ Information and Information Technology Committee ✳ NQF Qualifications Committee ✳ Professional Bodies Committee ✳ National and Foreign Qualifications Appeals Committee ✳ Professional Body Appeals Committee | <p>The term of office of the 6th Board ended on 31 December 2020. The 7th Board took office on 1 January 2021. At its first meeting on 29 January 2021, the Board adopted a new governance structure. The amendment reflects SAQA's new Board Committees.</p> | 29 January 2021 |
| 8 e | <p>Information on the capacity of the institution to deliver on its mandate</p> <p>The SAQA Board approved SAQA's new microstructure for implementation, in January 2021. Only once the microstructure has been implemented, monitoring and evaluation completed to identify and fill gaps, will the Board approve the final microstructure. The Board expects to approve this microstructure by July 2021.</p> <p>SAQA has a staff complement of 81 members. The distribution of staff is as follows: CEO plus support = 2 Programme 1: Governance, Strategy, Legal, People, Communications & Stakeholder Relations: 16</p> | <p>SAQA's new microstructure was designed on the basis of available funding. Though not ideal, it was designed to support delivery on mandated functions. This structure may change over time if new functions are added, more service delivery avenues are explored and funding permits.</p> <p>This structure is set up to complement efforts to automate processes and employ 4IR technologies to SAQA's work.</p> | 29 January 2021 |

| | | | |
|------------|---|--|------------------------|
| | <p>Programme 1: Finance and Administration: 15 Programmes 2 – 5: NQF Operations: 48</p> <p>The current capacity is the minimum structure required to carry out SAQA's functions. SAQA's approach to managing unexpected and short-term crises, is to make use of short-term contract staff. Also, SAQA will be considering ways to automate processes so that capacity is available to deal with more complex functions.</p> <p>SAQA's new structure will be implemented on 1 April 2021.</p> | | |
| 8.2 | <p>SAQA's capacity to deliver on its mandate</p> <p>The SAQA Board approved SAQA's new microstructure for implementation, in January 2021. Only once the microstructure has been implemented, monitoring and evaluation completed to identify and fill gaps, will the Board approve the final microstructure. The Board expects to approve this microstructure by July 2021.</p> <p>At this stage, it seems that the new structure accommodates eighty-one posts. The areas most impacted are the following:</p> <ul style="list-style-type: none"> ▪ NQF Advisory Services – closure of this service ▪ Foreign Qualifications Walk-in Centre – closure of this service ▪ Advocacy, Communications and Advisory Services – closure of this Directorate and a more streamlined function focusing on the media and communication with stakeholders via social media platforms will emerge. ▪ NLRD – closure of this Directorate. The database itself will be managed by IT, and the MIS unit will have | <p>SAQA experienced financial difficulties during the lockdown. It was unable to balance its budget. The SAQA Board approved implementation of Section 189 of the Labour Relations Act. Approximately, 71 employees were to be retrenched. Hours before retrenchment letters were to be issued, DHET gave SAQA an additional R 5 million which stopped retrenchments in the short term, and gave SAQA an additional 3 months to restructure. The new Board approved the microstructure for implementation on 9 February 2021, via a round-robin process. After implementation on 1 April 2021, SAQA will perform a monitoring and evaluation process to determine the effectiveness of the new structure, and make</p> | 9 February 2021 |

| | | | |
|--|---|---|--|
| | <p>minimal staff to ensure the integrity of the information on the database.</p> <ul style="list-style-type: none"> ▪ International Relations – closure of this Directorate and a more streamlined function is considered under Stakeholder Relations. ▪ Combining the Verifications Project (Programme 3) with the Foreign Qualifications Evaluations and Advisory Service (Programme 4) for a more streamlined service provision with less staff and an investment in automation if funding allows. <p>Below is SAQA's new microstructure. This microstructure will be implemented on 1 April 2021. The microstructure currently accommodates eighty-one posts. This may change during implementation. Approximately one hundred and six employees may be retrenched during this process.</p> | <p>changes where required. The Board will approve the final structure at its meeting on 29 July 2021.</p> | |
|--|---|---|--|





Annual Performance Plan 2021/22

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Annual Performance Plan 2021/22



DRAFT 2

APPROVED BY THE SAQA BOARD ON 4
DECEMBER 2020 (SAQA03131/20)
REVISED IN FEBRUARY 2021

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REVISED ANNUAL PERFORMANCE PLAN 2021/22

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Executive Authority Statement

Dr Blade Nzimande

Executive Authority: The South African Qualifications Authority

Accounting Officer Statement

SAQA, a section 3A public entity in terms of the PFMA, has an unbroken record of unqualified audit opinions in its twenty-four-year history. SAQA faced one of its toughest years in its history during the 2020/21 financial year. The Covid-19 pandemic and the subsequent lockdown had severely hampered SAQA's ability to generate funding through its paid-services. Closure of South Africa's borders resulted in SAQA not receiving requests for the evaluation of foreign qualifications. National and provincial departments had also slowed down recruitment during this period, and therefore did not make use of SAQA's verification services. Professional bodies, like many organisations, suffered financial difficulties, and early indications were that SAQA would not receive professional body fees in 2020/21. Some professional bodies requested to be de-recognised so that they were not liable for the fee.

Despite its best efforts to remain sustainable, the SAQA Board had no choice but to approve the implementation of Section 189 of the Labour Relations Act on 29 September 2020. This meant that seventy-one employees across salary bands had to be retrenched in order to balance the 2020/21 budget. Retrenchments halted hours before final letters were issued as DHET approved an additional five million rand in funding for 2020/21, to cover the shortfall in the salary bill until 31 March 2021. In the meanwhile, SAQA continued with its restructure plans to streamline the organisation for greater efficiency and in preparation for the adoption of 4IR in the form of automation.

SAQA's leadership is also in crisis. The 6th SAQA Board saw fit not to appoint a new CEO, so SAQA continues to be under the leadership of the Acting CEO. The Minister: HESI appointed the 7th Board as of 1 January 2021, and this Board would have to appoint a CEO urgently.

The 6th Board decided, in its Strategic Planning session in July 2020, to focus SAQA's efforts on becoming financially sustainable. This means that SAQA must find alternate ways to raise revenue to build its reserves; ensure that it generates more revenue through its paid-services; streamline its processes for greater efficiency and improved service delivery through automation and the sustained development and maintenance of artificial intelligence tools; restructure the organisation to match its deliverables and streamline its governance structure to serve SAQA better.

SAQA's focus for the 2020/25 Planning Cycle is on streamlining and automating its processes to become more efficient in its service provision. The NQF Act 2008, as amended, gives SAQA more responsibility and authority. With the pending retrenchments due to the restructure (brought on because of budgetary constraints) and operational expenses cut to the bone, SAQA is unlikely to achieve these deliverables in the current year. Some deliverables will have to shift to

the next financial year once SAQA's staff complement has stabilised, revenue generation has normalised and more money is available for capital and operational expenditure.

This Annual Performance Plan is premised on the assumption that SAQA will have sufficient funds and staff to deliver on its commitments.

A handwritten signature in blue ink, appearing to read 'Reddy', is positioned above a horizontal line.

Dr J Reddy





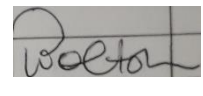
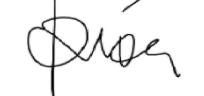

Acting Accounting Officer




The South African Qualifications Authority

Official Sign-Off

It is hereby certified that this Annual Performance Plan:

- Was developed by the Management of SAQA under the guidance of the Ministry of Higher Education, Science and Technology;
- Takes into account all the relevant policies, legislation and other mandates for which SAQA is responsible; and
- Accurately reflects the Impact, Outcomes and Outputs which SAQA will endeavour to achieve over the period 2021/22.

| Human Resources | NQF Qualifications & Professional Bodies | NLRD (Management Information System) | Foreign & National Qualification Authentication | Research | IT | Communications |
|---|---|---|--|---|---|---|
|  |  |  |  |  |  |  |
| Ms P Flanagan | Ms C Jaftha | Ms C Oelofsen | Mr D Strydom | Dr H Bolton | Mr J Ntsioa | Mr W Radu |

| Governance, Strategy & Planning | | Acting Finance Director | | Acting Accounting Officer | |
|---------------------------------|---|-------------------------|---|---------------------------|---|
| Ms N Naidoo |  | Ms N Ravjee |  | Dr J Reddy |  |

Approved by:



Dr B Nzimande

Minister: Higher Education, Science and Innovation

SOUTH AFRICAN QUALIFICATIONS AUTHORITY



Annual Performance Plan 2021/22

Part A: Our Mandate

1. Updates to the Relevant Legislative and Policy Mandates

1.1 National Qualifications Framework Act, 2008 (Act 67 of 2008 as amended)

SAQA was established under the SAQA Act, No. 58 of 1995 and continues to exist under the National Qualifications Framework (NQF) Act, No. 67 of 2008 (as amended by the Higher Education Laws Amendment Acts 26 of 2010 and the NQF Amendment Act, No 12 of 2019). The functions of SAQA are set out in sections 5(3) and 13 of the NQF Act, which became effective on 1 June 2009. It positions SAQA as the oversight body of the NQF and the custodian of its values. In summary, SAQA must:

- ✱ Advise the relevant Ministers and decision-makers on NQF matters, oversee the implementation of the NQF, liaise and consult with the QCs on issues relating to the implementation of the NQF;
- ✱ Develop policies and criteria for the registration of qualifications, assessment, recognition of prior learning and credit accumulation and transfer, recognising a professional body and registering a professional designation, and develop level descriptors;
- ✱ Maintain a National Learners' Records Database (NLRD), to ensure that South African qualifications are of acceptable quality, to provide an evaluation and advisory service with respect to foreign qualifications; and
- ✱ Conduct or commission research into NQF related matters, to collaborate with international counterparts, and to initiate and drive a clear, coordinated communication and advocacy strategy to assist providers, learners and the public at large in knowing, understanding and valuing the NQF architecture, and how it benefits them.

The NQF Amendment Act, No. 12 of 2019 that was signed by the President on 13 August 2019 and published for information, further adds to SAQA's mandate.

"The purpose of the NQF Amendment Act is:

- › To amend the National Qualifications Framework Act, 2008, so as to amend and insert certain definitions;
 - › to provide for the verification of all qualifications or part-qualifications by the SAQA;
 - › to provide for the formulation of criteria for evaluating foreign qualifications;
 - › to provide for the establishment and maintenance of separate registers of misrepresented or fraudulent qualifications or part-qualifications;
 - › to provide for a separate register for professional designations;
-

- › to provide for the referral of qualifications or part-qualifications to the SAQA for verification and evaluation;
- › to provide for offences and penalties which have a bearing on fraudulent qualifications; and
- › to provide for matters connected therewith.

Source: NQF Amendment Act, 2019

The NQF Amendment Act “seeks to create an enabling mechanism for the South African Qualifications Authority (“SAQA”) and the three Quality Councils (“QCs”) to have legislative competence to address challenges with regard to fraudulent or misrepresented qualifications or part-qualifications. In this regard, a provision is made for the referral of all qualifications or part-qualifications presented for study, employment or appointment to the SAQA for verification or evaluation. Furthermore, a provision is also made for the referral of fraudulent qualifications or part-qualifications to the relevant professional body. A provision has also been made for offences in respect of fraudulent qualifications or part-qualifications.

The SAQA is also empowered to establish and maintain separate registers for professional designations, misrepresented qualifications and part-qualifications, and fraudulent qualifications and part-qualifications. The SAQA is also empowered to evaluate foreign qualifications or part-qualifications and to formulate and publish criteria for evaluating foreign qualifications or part-qualifications.

A provision has also been made to allow the SAQA, as the body with overall responsibility for the National Qualifications Framework (“NQF”) and for the coordination of the sub-frameworks, to be consulted when the QCs advise the Minister on matters relating to their sub-frameworks. The rationale for this amendment is to mitigate the current situation where QCs do not consult with the SAQA about issues pertaining to the development and management of their sub-frameworks and other matters related to their quality assurance role. This situation creates a risk for the enduring public credibility of the NQF and the quality assurance regime.”

Source: MEMORANDUM ON THE OBJECTS OF NATIONAL QUALIFICATIONS FRAMEWORK AMENDMENT BILL, 2018 presented to Parliament.

The Public Finance Management Act (1999)

SAQA commits to sound corporate governance, integrity, efficiency, and compliance. This Strategic Plan considers section 30.1 of the Treasury Regulations, 2005, promulgated under the Public Finance Management Act, 1999 (PFMA) as well as the Revised Framework for Strategic Plans and Annual Performance Plans, issued by the DPME in June 2019.

1.2 Policy Mandates

SAQA has direct responsibility for implementing, managing or overseeing the following Policy mandates:

- The White Paper on Post- School Education and Training (November 2013)
- Priorities and Guidelines for the NQF and other directives issued by the Minister of Higher Education, Science and Technology

Concerning the White Paper on Post-School Education and Training (2013): the implementation of this document finds expression in the Draft National Plan for Post-School Education and Training discussed below.

In terms of the Ministerial Guidelines: The Minister: Higher Education, Science and Technology, may publish guidelines that highlight priorities that SAQA and the QCs must consider. The Minister did not publish Guidelines in 2019 or 2020 as the NQF Act Implementation Evaluation Improvement Plan replaced the 2019 Guidelines. SAQA considered the contents of the latter in the development of its Strategic Plan and Annual Performance Plan.

2 Updates to Institutional Policies and Strategies

2.1 National Development Plan 2030

Chapter 9 of the National Development Plan (NDP) deals with IMPROVING EDUCATION, TRAINING AND INNOVATION. In its focus on the **Youth and Education**, the NDP lists the following targets:

- (i) Improve the school system, including increasing the number of students achieving above 50 per cent in literacy and mathematics, increasing learner retention rates to 90 per cent and bolstering teacher training.
 - (ii) Strengthen youth service programmes and introduce new, community-based programmes to offer young people life-skills training, entrepreneurship training and opportunities to participate in community development programmes.
 - (iii) Strengthen and expand the number of FET colleges to increase the participation rate to 25 per cent.
 - (iv) Increase the graduation rate of FET colleges to 75 per cent.
 - (v) Provide full funding assistance covering tuition, books, accommodation and living allowance to students from poor families.
 - (vi) Provide a tax incentive to employers to reduce the initial cost of hiring young labour-market entrants.
-

- (vii) Subsidise the placement sector to identify, prepare and place matric graduates into work. The subsidy will be paid upon successful placement.
- (viii) Expand learnerships and make training vouchers directly available to job seekers.
- (ix) Formalise the graduate recruitment scheme for the public service to attract highly skilled people.
- (x) Expand the role of state-owned enterprises in training artisans and technical professionals.

Enabling milestones

- (i) Increase the quality of education so that all children have at least two years of preschool education, and all children in grade 3 can read and write.
- (ii) Broaden social cohesion and unity while redressing the inequities of the past.

Critical actions

An education accountability chain, with lines of responsibility from the state to the classroom.

In line with the priorities of the plan, **people with disabilities** must have enhanced access to quality education and employment. Efforts to ensure relevant and accessible skills development programmes for people with disabilities, coupled with equal opportunities for their productive and gainful employment, must be prioritised.

These targets are currently under review.

2.2 National Development Plan Five-Year Implementation Plan

Government has identified seven priorities derived from the Electoral Mandate and the 2019 State of the Nation Address:

- Priority 1: Economic Transformation and Job Creation
 - **Priority 2: Education, Skills and Health**
 - Priority 3: Consolidating the Social Wage through Reliable and Quality Basic Services
 - Priority 4: Spatial Integration, Human Settlements and Local Government
 - Priority 5: Social Cohesion and Safe Communities
 - Priority 6: A Capable, Ethical and Developmental State
 - Priority 7: A better Africa and World
-

Priority 2, namely, *Education, Skills and Health*, is relevant to the Department of Higher Education and Training. This priority contributes to pillar 2 of the 3 NDP pillars, which is *Capabilities of South Africans*.

The DHET's NDP five-year Implementation Plan does not specify any direct contribution from SAQA.

2.3 Medium Term Strategic Framework (MTSF)

DHET's five-year MTSF refers to the following outcomes:

- Access;
- Quality;
- Responsiveness;
- Success; and
- Efficiency.

DHET has recommended that SAQA and the QCs consider the following three outcomes in their Strategic Plans:

- Improved quality;
- Expanded access (RPL and Articulation); and
- Improved efficiency.

2.4 National Spatial Development Plan

SAQA awaits the publication of this document.

2.5 National Plan for Post-School Education and Training

The White Paper for Post-School Education and Training of 2013 sets out a vision for a post-school education system that enriches lives, promotes social justice and overcomes historical inequalities. This Draft National Plan for Post-School Education and Training (the Plan) gives effect to that vision.

The post-school education and training (PSET) system provide for three main types of public education and training institutions: community education and training (CET) colleges, technical and vocational education and training (TVET) colleges and higher education institutions, each with an important role to play in the system. The Plan provides for an expanded and differentiated public system, in which the TVET and the CET sectors should enrol 3.5 million students by 2030 or well over two-thirds of all public PSET students. All colleges and universities that provide post-school education and training opportunities across the sector will work closely with skills development providers, as identified in the National Skills Development Strategy (2030).

The sections of the Plan that are relevant to SAQA are detailed below.

| Goal | Objective | Outcomes | Strategies |
|---|---|---|--|
| Goal 1: An integrated and coordinated PSET system | To build a PSET system that is integrated and coordinated to achieve efficiencies and improve the effectiveness | 1.1 Clear and streamlined roles and responsibilities of all key stakeholders and role players | 1.1 The roles, responsibilities, functions and funding frameworks of the quality councils, the Department of Higher Education and Training (DHET) and the South African Qualifications Authority (SAQA) are being refined to reduce duplication and improve efficiency. |
| | | 1.3 A simplified National Qualifications Framework (NQF) | <ul style="list-style-type: none"> The DHET will work with SAQA and the Quality Councils to address all NQF-related issues, including, among other things, simplifying occupational qualification nomenclature and developing policies on NQF matters. The quality councils and SAQA will simplify accreditation and registration processes. The sub-frameworks, in particular, the higher education qualifications sub-framework (HEQSF) and the occupational qualifications sub-framework (OQSF), should be reviewed to ensure alignment and reduce the proliferation of programmes leading to qualifications. NQF-related policies will be reviewed to eliminate contradictions. The NQF Act will be reviewed, considering the recommendations of the report of the NQF evaluation undertaken by the Department in collaboration with the Department of Planning, Monitoring and Evaluation (DPME). |
| | | 1.4 Increased articulation for students between and within the NQF sub- | Unnecessary and unfair barriers to student articulation between programmes and NQF levels will be addressed through a joined-up planning process between the DHET, Department of Basic Education (DBE), and Council on Higher Education (CHE), QCTO and Umalusi. |

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| | | frameworks, and between and within institutions | |
| | | 1.5 Aligned policy and legislation | Policy and legislation will be reviewed to consider the implications of this Plan. |
| Goal 3: A responsive PSET system | To provide qualifications, programmes and curricula that are responsive to the needs of the world of work, society and students | 3.1 A diverse range of programmes relevant to the aspirations and needs of the locality and responsive to community needs | <ul style="list-style-type: none"> • CET colleges will offer skills/occupational programmes, community education programmes, general or academic programmes (particularly the General Education and Training Certificate for Adults [GETCA] and the National Senior Certificate for Adults [NASCA]) and foundational learning programmes. • By 2030, TVET colleges will offer general vocational programmes (particularly the National Certificate Vocational [NCV]), skills/occupational certificate programmes, foundational learning programmes, higher certificate programmes (initially in partnership with universities), advanced certificate programmes, and, beyond that, those with capacity will offer diplomas. • Higher education colleges will offer a range of undergraduate certificate, diploma and degree programmes in specific niche areas. • Universities will offer general formative programmes, professional programmes and career-focused programmes at the undergraduate level, all of which may be offered through extended curriculum programmes, as well as a range of postgraduate professional and research-oriented programmes. • Universities will be supported to develop engagement policies and strategies (with the CHE advising on policy, reporting, monitoring and sharing of good practice) and to integrate these into teaching, learning and research. • Through the Internationalisation Policy Framework, outbound scholarship and academic exchange opportunities will be broadened, and foreign postgraduate enrolments encouraged. |
| | | 3.2 A diverse range of programmes responsive to the world of work | <ul style="list-style-type: none"> • CET colleges will analyse municipal local economic development plans and Labour Market Intelligence Unit (LMIU) data to assess demand and develop programmes, including programmes which articulate with TVET studies, and skills development programmes where needed by other government departments. • SAQA and the QCTO will review all NQF Level 2 and 3 occupational certificates and NQF Level 4 National Occupational Certificates (NOCs) with particular regard to the possibility of simulated workplace-based experience components, as there are limitations currently with placements for WPBL. |

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| | | <ul style="list-style-type: none"> • TVET Centres of Specialisation will initially focus on 13 priority trades in demand and will extend to other trades as identified in the pilot review. • University enrolment and Programme Qualification Mix (PQM) planning will be reviewed to ensure that they are clear and responsive to the changing national and global contexts. • Occupational programmes will be responsive to global technological advancements. |
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2.6 NQF Act Implementation Evaluation Improvement Plan

DPME evaluated the implementation of the NQF Act in 2016. The findings of the evaluation resulted in the development of the NQF Act Implementation Evaluation Improvement Plan, 2018. The purpose of the Improvement Plan is to ensure that the relevant stakeholders address the evaluation findings. SAQA has included its commitments from the Improvement Plan for this planning period, in the Strategic Plan.

Below is an extract of the Improvement Plan highlighting SAQA's deliverables.

| Recommendation | Outputs to achieve the objective | Activity to produce output | Deadline | Target |
|--|---|------------------------------------|------------------|--|
| Specify the roles and responsibilities of the NQF Forum, [CEO Committee] and Inter-Departmental NQF Steering Committee in greater detail. Particular emphasis should be placed on defining the scope and authority for a decision of each structure, their accountability and reporting lines. | SAQA, after consultation, strengthens the System of Collaboration: R4.1 - Roles and responsibilities specified in the NQF Act to strengthen the System of Collaboration. | Review the System of Collaboration | 31 December 2020 | Amendments to the NQF Act are taken into account when the review of the System of Collaboration is done. |

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| Ensure that the NQF Forum is again held on at least an annual basis. For this to happen, SAQA will require the support from the M: HET and DG: HET. It is important to note that for the forum to achieve its goals, it needs to be attended by the right policymakers who have the authority to address the complex issues being raised. | A dedicated channel created for CEO Committee to engage DHET and DBE on policy issues | Amend System of Collaboration, and in particular the Terms of Reference of the CEO Committee | 31 December 2020 | Amendments to the NQF Act are taken into account when a review of the System of Collaboration is done. |
| The DHET should clarify and document the role of the NQF Directorate in the policy framework, and review its location within the department. | Establish monitoring mechanisms and report on the functioning of the System of Collaboration | Use DHET's Guidelines on M&E to establish a monitoring and evaluation protocol for the System of Collaboration | 1 April 2021 | The new M&E protocol is ready for implementation in the next financial year |
| There is currently no implementation of the registered qualifications designed for adults, i.e. the NASCA and the GETC. In this regard, Umalusi, DHET and the DBE must clarify the status of the NASCA and the GETC, in terms of where in the system the qualifications are to be offered, how they will be funded and what upwards articulation possibilities exist for those completing the NASCA and the GETC. SAQA, after consultation with the QCTO and Umalusi, will advise the Minister about the transfer of the quality assurance of N1-N3 qualifications to the QCTO. | Provide advice to the Minister about the transfer of the quality assurance of N1-N3 qualifications | SAQA will coordinate meetings between the QCTO and Umalusi to draft a proposal on the transfer of the quality assurance of N1-N3 qualifications to the QCTO | 31 March 2021 | Develop a project plan on the transitional transfer arrangements |
| Based on the theories of change, DHET in collaboration with the DBE, SAQA and Quality Councils, must develop a detailed implementation plan that outlines | Analyses and reporting on trends in data relating to key policy initiatives, in terms of | SAQA reports on the analyses on trends in data | 31 March 2021 | NLRD trends reporting on analyses relating to key policy initiatives |

| the key activities, outputs and outcomes that the NQF is expected to achieve over a five-year period. | the indicators and performance metrics | relating to key policy initiatives. | | |
|--|--|---|-------------------|--|
| SAQA after consultation with the Quality Councils must issue guidelines clarifying what a part-qualification is in the context of their sub-framework and specify what is allowable or not in terms of a part-qualification (e.g. will a part-qualification require a workplace component in the OQSF. | Guidelines issued on registration of part-qualifications in line with policy and criteria requirements | Guidelines published | 30 September 2020 | Guidelines published |
| SAQA must use the data from the NLRD to track and monitor policy changes and developments across the NQF. The indicators and performance metrics could be defined by the CEO Committee, after consultation with the Inter-Departmental NQF Steering Committee. | Establish an NQF-wide workflow system to track and monitor the status of qualifications and part-qualifications submitted to the QCs for accreditation and to SAQA for registration on the NQF | Develop and implement the MIS tracking system for qualifications and part-qualifications submitted to the QCs for accreditation and to SAQA for registration on the NQF | 31 March 2020 | MIS tracking system developed and implemented (subject to budget availability) |

2.7 Policy Initiatives

SAQA, the organisation responsible for overseeing the further development and implementation of the NQF, will work with its NQF Partners to ensure implementation of the following NQF-related Policies and Criteria:

- National Qualifications Framework (NQF) Level Descriptors;
- Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation for the purpose of the National Qualification Framework Act, Act 67 of 2008 as amended (2020);
- Policy and Criteria for the Registration of Qualifications and Part- Qualifications on the National Qualifications Framework as amended (2020);

- National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-Qualifications and Professional Designations in South Africa;
- National Policy for the Implementation of the Recognition of Prior Learning (amended);
- National Policy for Credit Accumulation and Transfer (CAT) within the National Qualifications Framework (NQF);
- Amended Policy and Criteria for Evaluating Foreign Qualifications within the South African NQF;
- Addendum on the Recognition of Qualifications of Refugees and Asylum Seekers;
- NQF Implementation Framework 2020-2025;
- The Articulation Policy for the Post-School Education and Training System of South Africa; and
- Recognition of Prior Learning (RPL) Coordination Policy.

SAQA reviews its policies periodically to ensure currency and alignment to legislation. During this period, SAQA has finalised its Policy on the Misrepresentation of Qualifications and will publish the Policy once the President has proclaimed the NQF Amendment Act, 2019.

3 Relevant Court Rulings

In the matter between *Accelerated Christian Education South Africa (ACE)* (Applicant) and *South African Qualifications Authority (SAQA)* (1st respondent); *Council for Further Education and Training Quality Assurance (Umalusi)* (2nd respondent):

ACE provides education programmes through many schools known as the Schools of Tomorrow (SOT). ACE lodged an urgent application against SAQA and Umalusi on 3 March 2017. The essence of the application was to restrain SAQA and Umalusi from informing the public that the SOT Grade 12 College Entrance Certificate (ACE Certificate):

- a. Has not been registered on the General and Further Education and Training Qualifications Sub-framework (GENFETQSF);
- b. That the ACE certificate has been de-registered; and
- c. That the qualification is invalid.

SAQA, supported by Umalusi, launched a counter application that sought declaratory orders that:

- a. The provisional accreditation granted by Umalusi to ACE has been terminated;
- b. ACE has been operating unlawfully as an assessment body of qualifications;
- c. ACE be prohibited from acting as an assessment body;
- d. ACE be ordered to inform ACE students that it may not enrol new students until it has been accredited by Umalusi;

- e. It is declared that ACE has been operating unlawfully since 15 September 2016 and continues to operate unlawfully, in that it has been acting as an assessment body of certain identified qualifications without having been accredited as an assessment body by Umalusi.

Final Order:

- (i) It is declared that the ACE Grade 12 qualification awarded by independent schools to learners at any date prior to this order is registered and is a valid qualification;
- (ii) It is declared that the ACE qualification presently being offered by independent schools to learners who had enrolled for the learning programme leading to the qualification before 30 June 2016, is a qualification registered on the NQF as a qualification that has passed its end date, i.e. with the last date of enrolment is 30 June 2016 and the last date for achievement being 30 June 2019;
- (iii) SAQA is interdicted and restrained from informing the public anything different than what is provided for in (i) and (ii) above; and
- (iv) It is declared that ACE's Grade 12 qualification offered through independent schools has never been assessed by Umalusi or an accredited assessment body, and ACE's qualifications, therefore, do not comply with the 2012 and 2017 Umalusi Policies, which fact does not impact the validity or registration of the qualifications, and consequently, the qualifications already obtained and to be awarded to learners who had enrolled for the learning programmes leading to qualifications before 30 June 2016, will have the same status as the qualifications had before 30 June 2015, and should be treated accordingly.

Part B: Our Strategic Focus

4 Vision

A world-class National Qualifications Framework that works for the People in South Africa

5 Mission

Oversee the further development and implementation of the National Qualifications Framework (NQF) and advance its objectives, which contribute to the full development of each lifelong learner and to the social and economic development of the nation at large

6 Values

SAQA regards the NQF as a framework for communication, coordination and collaboration across education, training, development and work. SAQA's staff commitment expressed in the SAQA Staff Declaration underpins its work. SAQA staff commits to serve the life-long learner by:

- Building a dynamic, responsive, internationally respected and living NQF;
- Developing a visionary, influential and reflective leadership who cares;
- Registering quality qualifications and professional designations that articulate;
- Building a competent, skilled and caring staff component; and
- Increasing the visibility, understanding and appreciation of the NQF through advocacy and communication over the next five years.

"We also commit to being more accountable, listen more attentively, and to be more respectful and accepting of one another. We pledge to be more aware of the work that we do as an organisation and to appreciate how each of us contributes to serving all people, particularly the poor, rural and marginalised".

"We commit to creating a sustainable environment, where new ideas are encouraged and given due consideration. We commit to reflect on our practices and strive to communicate without fear, favour or prejudice."

Extracts from the Staff Declaration 2019

7 Updated Situational Analysis

The Covid-19 pandemic and the subsequent lockdown had severely hampered SAQA's ability to generate funding through its paid-services. Closure of South Africa's borders resulted in SAQA not receiving requests for the evaluation of foreign qualifications. National and provincial departments had also slowed down recruitment during this period and therefore did not make use of SAQA's verification services. Professional bodies, like many organisations, suffered financial difficulties, and while many professional bodies were not able to pay their annual fees, some professional bodies requested to be de-recognised so that they were not liable for the annual fee.

SAQA received forty-four per cent of its funding from the fiscus in 2020/21. The Department of Higher Education and Training imposed a further budget cut of one million, two hundred and eighteen thousand rands (R 1,218 million). Further cuts were made over the 2021/24 MTEF. The SAQA Board, on 29 September 2020, decided to approve the implementation of section 189 of the Labour Relations Act so that SAQA could balance its 2020/21 budget. This meant that seventy-one employees across salary bands had to be retrenched. Retrenchments were to be implemented from 1 December 2020; any delay in the process would result in further retrenchments. Hours before issuing retrenchment letters to staff, DHET offered SAQA an additional five million rands to halt retrenchments. This meant that SAQA had to defer all capital and operational spending for the last four months, to meet its salary bill until 31 March 2021. DHET also warned that no further "bail-outs" were forthcoming and that SAQA should restructure to reduce its salary bill.

Restructure was on the cards for 2020/21, as this was a deliverable in SAQA's APP. The restructuring process had begun in April 2020 but was overtaken by SAQA's financial crisis and the threat of retrenchments. The SAQA Board, in December 2020 approved SAQA's functional structure, which would be used as the basis for developing its microstructure. Work continues on SAQA's microstructure, and the new Board is expected to approve the final structure in July 2021. As a result of the restructure, some positions will become redundant, while new posts that position SAQA for the adoption of automation and 4IR practices, will be created. Unfortunately, the loss of some jobs is inevitable as SAQA's head-count will be much smaller than its current structure.

SAQA's leadership is also in crisis. The 6th Board's term of office ended on 31 December 2020, having decided not to appoint a new CEO, so SAQA continues to operate under the Acting CEO. The 7th Board that took office on 1 January 2021, will give priority to appointing a CEO and a CFO.

The 6th Board decided, in its Strategic Planning session in July 2020, to focus SAQA's efforts on its financial sustainability. This means that SAQA must find alternate ways to raise revenue to build its reserves; ensure that it generates more revenue through its paid-services; streamline its processes for greater efficiency and improved service delivery through automation and artificial intelligence tools; restructure the organisation to match its mandate, and streamline its governance structure to serve SAQA better. These activities require further investment.






SAQA's focus for 2020/25 Planning Cycle is on streamlining and automating its processes to become more efficient in its service provision. It can only embark on this project if it has sufficient financial resources to do so.

The NQF Act 2008, as amended, gives SAQA more responsibility and authority. SAQA must ensure that it is ready to implement the Act as soon as the President proclaims it. It is also essential for SAQA to strengthen its leadership role nationally, in SADC, on the African continent and globally as it grows its international footprint. All of the above are premised on SAQA having sufficient financial and human resources to deliver on its mandated functions.

The environment in which SAQA operates is below.

a) The strategic focus over the five year planning period

SAQA, as the custodian of the NQF and its values, strives for:

-  A dynamic NQF that is responsive, adapts to, and supports the changing needs of life-long learning;
-  Visionary and influential leadership that drives a clear, evidence-based NQF Agenda;
-  Well-articulated quality-assured-qualifications and relevant professional designations that instil trust and meet the needs of the people;
-  A competent and capable team, dedicated and resourced to develop and maintain the NQF; and
-  Stakeholders and role-players who are aligned to deliver on the NQF.

SAQA has incorporated DHET's outcomes as follows:

| SAQA's Outcome Statements | DHET's Outcome Statements |
|---|--|
| A dynamic NQF that is responsive, adapts to and supports the changing needs of life-long learning | Expanded Access |
| Visionary and influential leadership that drives a clear, evidence-based NQF Agenda | Improved Quality; Improved Efficiency; Expanded Access |
| Well-articulated quality-assured-qualifications and relevant professional designations that instil trust and meet the needs of the people | Improved Quality; Expanded Access |
| A competent and capable team, dedicated and resourced to develop and maintain the NQF | Improved Efficiency |
| Stakeholders and role-players who are aligned to deliver on the NQF | Improved Efficiency |

In light of these outcomes, SAQA will focus its efforts to:

- Register **quality** qualifications;
- Coordinate **Articulation and RPL** initiatives;
- Lobby to strengthen and align relevant **legislation**; and
- Continue to **Simplify** the NQF.

b) The medium and long term policy environment

The President signed the NQF Amendment Act in August 2019 but has not proclaimed it yet. The NQF Amendment Act, No. 12 of 2019 gives SAQA additional responsibilities in terms of verifying national qualifications, reporting on misrepresented and fraudulent qualifications, and advising the Minister on the sub-frameworks.

The NQF Act will change further within these five years. The NQF Act Implementation Evaluation identified the need for further changes to the Act, and the NQF Act Implementation Evaluation Improvement Plan captures this recommendation.

The recommendations state: “The DHET, the Department of Basic Education (DBE), SAQA and the Quality Councils must, as a matter of priority, revise the objectives of the NQF set out in the Act to ensure that they describe the specific contribution of the NQF to the systemic goals. To do this, the DHET, SAQA and Quality Councils must consider the following actions. SAQA, DHET and the Quality Councils must create theories of change or log frames as tools to clarify the following:

- (a) The aims and objectives of the NQF, and how these will contribute to the broader goals of the education and training system, and
- (b) How implementers will achieve the specific NQF objectives.

This will inform the required changes to the objectives of the NQF Act.”

Another area for proposed amendments is on the roles and responsibilities of the NQF structures. Proposed changes include strengthening SAQA’s position as the apex body within the NQF space.

A change in the NQF Act will probably result in a shift in SAQA’s strategy.

c) Challenges experienced by the institution in the performance environment and mechanisms to address the challenges over the planning period

SAQA’s biggest challenge is **financial sustainability**. Its allocation of voted funds comprises less than half (44%) of its conservative budget.

The lockdown due to the Covid-19 pandemic had severely affected SAQA's ability to generate revenue for rendered services. SAQA has three sources of revenue generation:

- ✱ The evaluation of foreign qualifications;
- ✱ The verification of national qualifications; and
- ✱ Services offered to recognised professional bodies.

With South Africa's borders closed, and some countries prohibiting travel into and out of South Africa, there is little to no demand for the evaluation of foreign qualifications service. There is uncertainty over when travel into South Africa for work or study purposes will resume. SAQA verifies national qualifications mainly for national and provincial departments. There has been little demand for this service, and with further budget cuts in the public service, SAQA does not expect to match the number of requests for this service in 2019/20. Professional bodies find themselves experiencing financial difficulties, and many had indicated that they are unable to pay SAQA their annual fee.

This leaves SAQA facing serious financial challenges. The unbudgeted costs of preparing the workplace for staff to return to work under tightly regulated and controlled lockdown measures had cost SAQA one million and two hundred thousand rands, and DHET had cut SAQA's budget further by one million, two hundred and eighteen thousand rands. Despite SAQA's best efforts, it could not balance the revised budget. Early indications were that SAQA would not be in a position to continue as a financially viable entity. To mitigate its dire financial situation, SAQA froze all vacancies, including that of the CEO, considered the alternatives of cutting staff salaries and retrenching staff as it underwent a re-structure process. None of the options yielded a solution that balanced the budget deficit of thirty-seven million rands.

Many of SAQA's processes are manual, outdated and time-consuming. With adequate resources, SAQA will be able to automate and streamline processes; employ artificial intelligence to repetitive processes; improve its productivity; and develop innovative and effective solutions to complex problems.

In the period, SAQA will continue to look for alternative sources of funding for specific projects and will continue to charge for services rendered, where possible. Once processes were automated, and the staffing structure streamlined, this could bring about greater efficiencies.

The second challenge is SAQA's ability to manage the **transition** to the NQF Act. The NQF Act passed in 2008 and came into effect in June 2009. SAQA is still dealing with some of the transitional issues from the SAQA Act, 1995 to the NQF Act, 2008. This challenge exists because of SAQA's limited resources to deal with the problems and the differences in understandings of the NQF Act among entities in the NQF family. The amendments to the NQF Act worsens this problem and further changes expected in the next five-year period will compound this further. In December 2020, SAQA advised the Minister: HESI to end the transitional arrangements so that there will be greater clarity in terms of registered qualifications.

SAQA's approach will be to phase in the implementation of the amendments to the NQF Act and only to take on funded-functions.

d) Emerging priorities and opportunities which will be implemented during the planning period

The latest amendments to the NQF Act, 2008 adds to SAQA's mandate. Implementation of these amendments will be phased in during the planning period. In addition to this, SAQA plans to do the following:

- ✱ Implement its **Plan for SAQA's financial sustainability**;
- ✱ In its efforts to improve efficiency: develop a **plan for automating processes** across SAQA; and
- ✱ Implement its new microstructure.

Despite having these plans in place, SAQA will not be able to implement its automation plan, without funding.

e) Information on the capacity of the institution to deliver on its mandate

The SAQA Board approved the restructure of SAQA in July 2020. The process is still to be finalised. At this stage, it seems that SAQA would be left with approximately eighty-one (81) employees, although this number is likely to change during implementation and monitoring and evaluation. The areas most impacted are the following:

- NQF Advisory Services – closure of this service. Client/public queries will be handled by each of the units within the work streams.
- Foreign Qualifications Walk-in Centre – closure of this service
- Advocacy, Communications and Advisory Services – closure of this Directorate and a more streamlined function focusing on the media and communication with stakeholders via social media platforms will be included under the Governance, Strategic Planning, People, Legal, Communications and Stakeholder Relations stream. Aspects of marketing SAQA's services have been included under Business Development in the NQF Operations stream.
- NLRD – closure of this Directorate. A new work stream within the NQF Operations will focus on maintaining the management information system.
- International Relations – closure of this Directorate and a more streamlined function is considered under Stakeholder Relations in the Governance, Strategic Planning, People, Legal, Communications and Stakeholder Relations stream.
- The Verifications Project (Programme 3) and the Foreign Qualifications Evaluations and Advisory Service (Programme 4) have been combined as the Authentication of Qualifications unit under NQF Operations, resulting in a more streamlined service provision with less staff and an investment in automation if funding allows.

f) Relevant stakeholders that contribute to the institution's achievement of its outcomes

SAQA has a Board that is appointed by the Minister: Higher Education, Science and Innovation. The Board delegates some of its work to various committees, but maintains overall responsibility. The Board sets the strategy and monitors its implementation. The 6th Board's term of office ended on 31 December 2020. The 7th Board began its tenure on 1 January 2021.

The NQF family (SAQA, the QCs, DHET and DBE) are the primary stakeholders responsible for implementing the NQF Act. The SETAs, private education and training providers, professional bodies, universities, TVET and community colleges, and private and public schools, indirectly contribute to SAQA's achievements through their association with SAQA and members of the NQF family.

The Departments of Justice, DPSA, Home Affairs and International Relations also play a role in SAQA's achievements by contributing to SAQA's evaluation of foreign qualifications role, the verification of public sector employees and in SAQA's ability to create and maintain the Register of Fraudulent Qualifications. The South African Police Services play their part by investigating cases of misrepresented qualifications.

GCIS assists SAQA with some of its media briefings.

7.1 External Environment Analysis

SAQA operates in a complex and challenging environment. A description of the external environment follows.

a) Background information on factors contributing to the performance of policy and regulatory institutions

SAQA is a Schedule 3A public entity. Less than half of its funding comes from the state coffers. SAQA is expected to raise the balance of funds through the provision of paid services. This impacts SAQA's ability to fully deliver on its mandate as the funds generated through paid services are limited. The services offered by SAQA arise from SAQA's mandate described in the NQF Act. The activities in which SAQA engages also align with the functions and powers given to SAQA by this Act.

In addition to the NQF and Public Finance Management Acts, SAQA also subscribes to the King Code on Good Corporate Governance (King IV) and has sound governance practices. SAQA has had unqualified audit opinions from the Auditor-General throughout its twenty-four-year history.

b) Background information on demand for services and other factors which informs the development of the Strategic Plan

At the heart of SAQA is a unit that is responsible for registering qualifications and part-qualifications on the NQF, recognising professional bodies and registering professional designations. The demand for these services continues to grow as the learning and work environments change. An institution should not offer a qualification if SAQA did not register it on the NQF. No person may use a designation registered with SAQA if s/he is not a member of the respective professional body that registered the designation. SAQA recognises professional bodies for five years. If they no longer comply with SAQA's Policy and Criteria, the professional bodies are de-recognised and their designations de-registered. A recognised professional body, among other criteria, must ensure that they load records of all members who have achieved professional designations on the National Learners' Records Database (NLRD).

SAQA's Management Information System, the NLRD is a national treasure in that it is the largest and only official database for all records of learning. QCs are expected to load learner records onto the NLRD within 30 days of the data being quality assured. The NLRD also contains registers of all registered qualifications and part-qualifications, providers who are accredited to offer these qualifications and a separate register for professional designations. Separate databases also exist for all foreign qualification holders and their qualifications if they used SAQA's Evaluation service, and all national qualifications that were verified by SAQA, but are not currently on the main NLRD database. The Registers of Misrepresented and Fraudulent Qualifications are new additions to the NLRD. SAQA must establish the Registers in these five years. All the registers of the NLRD that comply with the Protection of Personal Information (POPI) Act are available to the public through SAQA's website.

The latest amendments to the NQF Act provide for the referral of all qualifications or part-qualifications presented for study, employment or appointment to SAQA for verification or evaluation. Learner achievements on the NLRD are used to verify national qualification achievements and for policy and decision-making.

The NQF Act 2008, as amended also provides for the QCs to consult SAQA when the QCs advise the Minister on matters relating to their sub-frameworks. This provision makes sense because SAQA is the body with overall responsibility for the National Qualifications Framework and the coordination of the sub-frameworks. The amendment responds to the current situation where QCs advise the Minister about their sub-frameworks and other matters related to their quality assurance role independently of SAQA. The advice does not necessarily take into account its effect across the system. SAQA must be responsive and quickly act when QCs request advice.

SAQA also has a responsibility to provide the public with information about the NQF. To this end, SAQA makes use of its website and social media platforms to communicate with the public. SAQA also provides printed information to policymakers and implementers at its various seminars, workshops, conferences and information-sharing events.

c) Identify challenges and provide interventions

Registration of qualifications: One of the reasons for delays in the registration process is that SAQA does not receive all the required information or SAQA receives incorrect information. The root cause of this problem is that SAQA and the QCs use independent systems with which to carry out their work. The NQF Act Implementation Evaluation highlighted the problem and recommended remedial action in the accompanying Improvement Plan. The Improvement Plan lists as a deliverable, the development and implementation of an end-to-end workflow system that will allow

providers to load information once for both SAQA and the QCs. This intervention requires additional funding that DHET has committed to secure. In light of SAQA's financial situation, this project will be delayed until funding becomes available.

Professional bodies: the most significant challenge is to resolve the issue of old legislation that governs statutory professional bodies, which conflicts with the NQF Act. The risk to SAQA is that statutory bodies encroach on SAQA's role or are in conflict with the Quality Councils, and these matters require the courts to resolve them. As a result, SAQA becomes embroiled in unnecessary litigation. At the NQF Stakeholders Forum held on 2 March 2019, the previous Minister of Higher Education and Training, recommended setting up a Ministerial Task Team to resolve this matter. SAQA hopes that the current Minister of Higher Education, Science and Technology, takes up this baton.

The NLRD: the most significant challenge is the incomplete or missing data sets on the NLRD. Since the NLRD is the official management information system of the NQF, it is critical to ensure that the NLRD has a complete set of all learner achievements. SAQA will meet this objective if:

- (i) SAQA ensures that the QCs, through their data suppliers, load information onto the NLRD timeously; and
- (ii) SAQA locates historical records, digitises these records and loads them onto the NLRD.

The digitisation process requires additional resources. . Amendments to the NQF Act, once enforced, will hopefully ensure that data is provided to SAQA timeously. In light of SAQA's current financial situation, the Digitisation Project will be put on hold.

The verification and evaluation of qualifications: While SAQA currently verifies national and evaluates foreign qualifications, the NQF Act, 2008, as amended is expected to increase demand for these services. These are paid-services, and SAQA uses this revenue to supplement its government funding. SAQA does not have the resources to increase head-count any further in these areas. It is therefore essential to automate and streamline processes as far as funding permits so that these services are offered timeously and in line with service standards. In light of SAQA's serious financial predicament, some staff in these areas may be retrenched. The demand for these services is very low but will increase once the economy fully opens. This would be an ideal time to automate systems to offer a streamlined and more efficient service when the demand increases. Unfortunately, SAQA has to, place this project on hold, until funds become available.

The QCs must consult SAQA whenever they advise the Minister on matters relating to their sub-frameworks: The QCs are not happy with this clause in the amendments to the NQF Act, 2008. Their reluctance to give up their right to communicate directly with the Minister: Higher Education, Science and Technology, could prove challenging. SAQA must strengthen its relationships with the leadership of the QCs and be more responsive when asked to comment on advice for the Minister. In time, SAQA hopes to resolve this impasse.

SAQA provides information about the NQF to the public: it is the responsibility of the NQF family to provide information to the public. The challenge is that at times, institutions convey conflicting messages to the public. The public is also confused about which organisation is responsible for what services. It is therefore crucial for SAQA to drive the advocacy and communication strategy and ensure that the NQF family communicates with one voice. There should be one portal with information about all the entities, and some planned joint campaigns. Covid-19 has highlighted the need

for online platforms as a means of communication. SAQA accepted this challenge and planned several webinars to promote the NQF. Based on its success, SAQA will continue to use this platform as a tool of communication.

d) Findings of internal or external evaluations that inform the strategy

The NQF Act Implementation Evaluation, undertaken by DHET in collaboration with the DPME, was concluded in 2017. Subsequently, the NQF Act Implementation Evaluation Improvement Plan was developed to address the findings of the Evaluation. The Improvement Plan is a critical document used in compiling the Strategic Plan 2020/25.

e) Information from the political environment which may impact the implementation of the Strategic Plan

SAQA had three Ministers in the last five-year period. With political uncertainty comes uncertainty in the implementation of policies, notably if the new Minister does not support the current plans. The current Minister was a previous Minister of Higher Education and Training, so SAQA does not envisage any policy shift that may affect SAQA's strategy.

7.2 Internal Environment Analysis

SAQA's structure and its configuration to deliver on its mandate

A board governs SAQA. The 6th Board's term of office ended on 31 December 2020, and the Minister: HESI appointed a new Board comprising fifteen of the sixteen members.

Functions of the Board and Corporate Governance

According to Section 14 (3) (a) of the NQF Act, the SAQA Board is appointed by the Minister (Higher Education, Science and Technology) following a public nomination process. The functions of the Board are set out in sections 5(3), 11, and 13 of the NQF Act.

SAQA is a National Public Entity listed under Schedule 3(a) of PFMA. Therefore, in addition to its responsibilities as set out in the NQF Act, the Board also fulfils the role of the Accounting Authority in terms of section 49 of the PFMA.

As the Accounting Authority, the Board acts in a fiduciary capacity and is responsible for ensuring that:

Effective, efficient and transparent systems of financial and risk management and internal control, internal audit and procurement are in place;

- ✧ Steps are taken to collect outstanding debts; prevent irregular, fruitless and wasteful expenditure; and recoup losses from criminal conduct and spending resulting from non-compliance with operational policies;
- ✧ Effective and efficient management is in place which will include ensuring the safeguarding of the assets of SAQA and controlling its liabilities, revenues and expenditures;
- ✧ SAQA complies with applicable legislation and regulations;
- ✧ An effective and appropriate disciplinary system is in place to deal with failures to comply with the PFMA and the internal control system;
- ✧ Budgets, significant contracts and other commitments are approved;
- ✧ Finances are well-controlled; and
- ✧ SAQA operates ethically.

The SAQA Board sets strategy and policy. Management formulates strategy and makes policy proposals for the Board's consideration. Management also implements the decisions made by the Board and maintains systems of internal control as well as accounting and information systems. The Board monitors Management's performance.

Section 16 (1) of the NQF Act allows the Board to establish committees to assist in the execution of its fiduciary responsibilities. The SAQA Board utilises the following committee structures:

- ✧ Executive Committee
- ✧ Remuneration Committee
- ✧ Audit and Risk Committee
- ✧ Information and Information Technology Committee
- ✧ NQF Qualifications Committee
- ✧ Professional Bodies Committee
- ✧ National and Foreign Qualifications Appeals Committee
- ✧ Professional Body Appeals Committee

Each of these committees operates within Board-approved Terms of Reference. The Board assesses the responsibilities of all committees and evaluates their performance annually. The committees also self-evaluate their performance each year. The Chairperson of the Audit and Risk Committee is not a Board member. Board members chair all other Committees, and at least one other Board member is a member of each committee. Twelve of the sixteen Board members are independent non-executive members. Three Board members are the CEO's of the QCs, and the last Board member is the CEO of SAQA. At least 2 Board members come from organised labour.

SAQA's Board has committed to the principles of openness, integrity, efficiency, accountability and compliance reflected in the King Code of Governance Principles 2009 (King IV). SAQA, even though it is not a private corporation, subscribes to the principles of King IV and continuously works towards the further enhancement of its excellent governance processes.

The new Board approved the new governance structure above so that it aligns with SAQA's new microstructure.

a) SAQA's capacity to deliver on its mandate

Human Resources

The SAQA Board approved SAQA's new microstructure for implementation, in January 2021. Only once the microstructure has been implemented, monitoring and evaluation completed to identify and fill gaps, will the Board approve the final microstructure. The Board expects to approve this microstructure by July 2021.

At this stage, it seems that the new structure accommodates eighty-one posts. The areas most impacted are the following:

- NQF Advisory Services – closure of this service
- Foreign Qualifications Walk-in Centre – closure of this service
- Advocacy, Communications and Advisory Services – closure of this Directorate and a more streamlined function focusing on the media and communication with stakeholders via social media platforms will emerge.
- NLRD – closure of this Directorate. The database itself will be managed by IT, and the MIS unit will have minimal staff to ensure the integrity of the information on the database.
- International Relations – closure of this Directorate and a more streamlined function is considered under Stakeholder Relations.
- Combining the Verifications Project (Programme 3) with the Foreign Qualifications Evaluations and Advisory Service (Programme 4) for a more streamlined service provision with less staff and an investment in automation if funding allows.

Information Technology

The IT Directorate focuses mainly on managing the various service level agreements with suppliers, ensuring that risks are identified and mitigated, and ensuring that staff have the necessary tools to perform their job functions. SAQA conforms

to the Government-Wide ICT Strategy and relevant Cobit standards. IT is an area of deficiency within SAQA. SAQA's strategy is to remain current and relevant by employing ICT to streamline processes and to automate where possible. Human and financial resources to implement this strategy fully is lacking. SAQA plans to outsource the automation project, with IT staff managing the project.

Finance and Administration

This Directorate manages all SAQA's contracts, ensures that staff comply with SCM regulations, manages SAQA's financial resources and maintains the building. SAQA fully complies with the PFMA, and the twenty-three years of consecutive unqualified audit opinions bear testimony to this. SAQA has established a realistic baseline budget in line with the MTEF. Previously several donors and sponsors provided the necessary resources. The primary sources of income currently are:

- ✳ Voted funds through the Department of Higher Education and Training; and
- ✳ Self-funded projects through paid services

SAQA has an old building that requires significant maintenance. This matter must be a priority during these five years.

Below is SAQA's new microstructure. This microstructure will be implemented on 1 April 2021. The microstructure currently accommodates eighty-one posts. This may change during implementation. Approximately one hundred and six employees will be retrenched during this process.

b) The status of the institution regarding compliance with the BBBEE Act

SAQA's subscribes to the Employment Equity Act.

Below is the SAQA EMPLOYMENT EQUITY statistics in the 2020/21 financial year. This will change after the restructure.
Notes to the table below:

**The Employment Equity Plan (Target) is based on the National EAP for Top, Senior and Professional levels. The provincial EAP is applicable for Skilled, Semi-Skilled and Unskilled levels, according to Statistics SA.

| Occupational Categories | Males | | | | | Females | | | | | Foreign Nationals | | Total SAQA Actual Status | Total Approved Positions* | Total Vacant Positions | Persons with Disabilities *** | | |
|---|--------------|-------------|-------------|-------------|----------|--------------|-------------|-------------|-------------|----------|-------------------|-----------|--------------------------|---------------------------|------------------------|-------------------------------|---|-------|
| | A | C | I | W | Other | A | C | I | W | Other | M | F | | | | M | F | Total |
| Target % | 35,1% | 5,3% | 1,8% | 4,2% | | 40,8% | 4,5% | 4% | 5,3% | | 0 | 0 | 100% | | | | | |
| Top Management (CEO & DCEO) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | | 0 | 0 | 1 | 2 | 1 | | | |
| Senior Management (Directors) | 1 | 0 | 0 | 1 | 0 | 3 | 1 | 1 | 3 | | 1 | 0 | 11 | 11 | 0 | 1 | | 1 |
| Professionally Qualified/experienced specialist/mid-management (DD) | 8 | 1 | 0 | 1 | 0 | 6 | 1 | 2 | 0 | | 1 | 1 | 21 | 21 | 0 | | | |
| Total SAQA Actual Status | 9 | 1 | 0 | 2 | 0 | 9 | 2 | 4 | 3 | 0 | 2 | 1 | 33 | 34 | 1 | | | |
| % SAQA Actual Status | 27% | 3% | 0% | 6% | | 27% | 6% | 12% | 9% | | 6% | 3% | 97% | | 3% | | | |
| | | | | | | | | | | | | | | | | | | |
| Target % | 35,2% | 1,3% | 1,1% | 6,3% | | 44,8% | 1,7% | 1,8% | 7,9% | | 0% | 0% | 100% | | | | | |
| Skilled technically and academically qualified workers, junior management/supervisors (AD,AO) | 35 | 1 | 1 | 2 | 0 | 44 | 1 | 2 | 5 | 0 | 1 | 2 | 94 | 103 | 9 | 0 | 2 | 2 |
| Semi-skilled (AC,Secretary) | 12 | 0 | 0 | 0 | 0 | 39 | 1 | 0 | 0 | 0 | 0 | 0 | 52 | 57 | 5 | 1 | | 1 |

| | | | | | | | | | | | | | | | | | | |
|--|-----|----|----|----|--|-----|----|----|----|--|----|----|-----|-----|-------|----|----|-------|
| Total Actual Status (AD & Below) | 47 | 1 | 1 | 2 | | 83 | 2 | 2 | 5 | | 1 | 2 | 146 | 160 | 14 | 2 | 2 | 4 |
| % Actual status (AD and Below) | 32% | 1% | 1% | 1% | | 57% | 1% | 1% | 3% | | 1% | 1% | 91% | | 5% | 1% | 1% | 2,06% |
| Total Approved Positions & Total Vacancies | | | | | | | | | | | | | | 194 | 15 | | | |
| Total Filled Positions & SAQA % Vacancy Rate | | | | | | | | | | | | | 179 | | 7,73% | | | |
| Learners and Interns | 2 | 0 | 0 | 0 | | 13 | 0 | 0 | 0 | | 0 | 0 | 15 | | | | | |
| Temporary Employees & Fixed Term | 0 | 0 | 0 | 0 | | 2 | 0 | 0 | 0 | | 0 | 0 | 2 | | | | | |
| GRAND TOTAL | | | | | | | | | | | | | 17 | | | | | |

*Total Establishment of 194 as per approved staffing plan includes contract positions in Verifications and HEQCIS positions

**The Employment Equity Plan (Target) is based on the National EAP at Top, Senior and Professional levels, and the provincial EAP is applicable at Skilled, Semi-Skilled and Unskilled levels

****Persons with Disabilities are included in the Total Establishment .B34 The race and gender profile of Persons with Disabilities is reflected on the Employment Equity Profile Report."

Source: (Statistics South Africa,-QLFS 3rd Quarter,2016/17) & SAQA Approved establishment

c) The status of the institution regarding women, youth and people with disabilities

63% of staff are women. 2% of the team are people with disabilities. The youth (35 years old and below) represent **45%** of staff. This status will change after the restructure.

Part C: Measuring Our Performance

8 Institutional Programme Performance Information

Programmes

SAQA has six programmes, and its objectives span across these six programmes. This may change with the re-structure and will reflect in the next APP. For now, the Board has kept the programmes the same.

8.1. Programme 1: Administration:

This programme covers the activities under the Division Strategy, Governance, People, Legal, Stakeholder Relations and Communications; as well as the Finance and Administration Division and IT under the NQF Operations Division in the new microstructure. Its purpose is to support the operations of SAQA.

8.1.1 Executive Office

Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|--|---|---|--|---|--|--|--|
| | | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| We have visionary and influential leadership that drives a clear, evidence-based NQF Agenda | Strengthened System of Collaboration and NQF structures | 1. An effective System of Collaboration and NQF structures | The System of Collaboration was implemented A Report on the System of Collaboration was approved by the SAQA Board and submitted to the Minister | Produced report on the implementation and effectiveness of collaboration between SAQA and the QCs The Board approved the report for submission to the Minister | Implemented the System of Collaboration to guide mutual relations between SAQA and the QCs and reported on its effectiveness | Assessed the effectiveness of the System of Collaboration | Report on the effectiveness of the System of Collaboration | Report on the effectiveness of the System of Collaboration | Report on the effectiveness of the System of Collaboration |
| | | | | | Reviewed the System of Collaboration and amended as required | | | Review the System of Collaboration in line with changes to the NQF Act | |
| | | | | | | | | Develop a Monitoring and Evaluation protocol for the System of Collaboration | |

| | | | | | | | | | |
|--|--|---|---|--|--|--|---|---|---|
| | Advice to the Executive Authority on NQF matters, including the alignment of relevant Laws | 2. Evidence of advice provided to the Executive Authority | The Minister was reminded about advice provided on the Articulation Ombud in 2016 as we are still waiting for a response on this proposal | SAQA provided advice to the Minister on the TVET landscape | Provided advice to the Minister: HET on all requested matters, or as and when deemed necessary | Advised the Executive Authority on NQF matters as required | Advise the Executive Authority on NQF matters as required | Advise the Executive Authority on NQF matters as required | Advise the Executive Authority on NQF matters as required |
| | | | The advice was provided to the Deputy Minister in the form of an overview of the work of SAQA | | | | | | |
| | Implementation of the closure | 3. Compliance with the | | | | Produced a Progress | | | |

| | | | | | | | | | |
|--|---|-----------------------------|--|--|--|--|--|--|--|
| | of transitional arrangements from the SAQA Act to the NQF Act | requirements of the NQF Act | | | | Report on ending the transitional arrangements | | | |
|--|---|-----------------------------|--|--|--|--|--|--|--|

Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|---|--|--|--|--|--|
| | | 1 st | 2 nd | 3 rd | 4 th |
| An effective System of Collaboration and NQF structures | Report on the effectiveness of the System of Collaboration | | | | Report on the effectiveness of the System of Collaboration |
| Evidence of advice provided to the Executive Authority | Advise the Executive Authority on NQF matters as required | Provide advice to the Executive Authority on NQF matters if required | Provide advice to the Executive Authority on NQF matters if needed | Provide advice to the Executive Authority on NQF matters if required | Provide advice to the Executive Authority on NQF matters if required |

8.1.2 Finance and Administration

Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|--|------------------------------|---------|---------|--|--|----------------------------|----------------------------|
| | | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| We have a competent and capable team, dedicated and resourced to further develop and maintain the NQF | Alternative revenue streams to support the work of SAQA | 4. Sufficient revenue to support SAQA's work | | | | Developed a strategy to secure alternative funding | Implement a plan for alternate funding | Pursue alternative funding | Pursue alternative funding |

Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|---|--|-------------------|-----------------|-----------------|--------------------------|
| | | 1 st | 2 nd | 3 rd | 4 th |
| Sufficient revenue to support SAQA's work | Implement a plan for alternate funding | Implement Plan | Implement Plan | Implement Plan | Report on implementation |

8.1.3 Human Resources

Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---------------------------------|-------------------------------|-----------------------------------|------------------------------|---------|---------|-----------------------------|-----------------------------|---|---------|
| | | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| We have a competent and capable | Re-design SAQA's structure to | 5. SAQA's structure is aligned to | | | | Reviewed and redesigned the | Implement the new structure | Monitor and report on the effectiveness | |

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|--------------------------------------|---|---|--|---|---|---|---|---|
| | | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| team, dedicated and resourced to further develop and maintain the NQF | better suit delivery of its strategy | deliver on its strategy | | | | organisational structure | | of the organisational structure | |
| | Staff capacity building programmes | 6. Implemented Staff capacity building programmes | All SAQA staff members participated in at least one learning and development intervention | All staff members participated in at least one learning and development intervention | All SAQA staff members participated in at least one learning and development activity | Every staff member had at least two learning interventions per year | Every staff member has at least two learning interventions per year | Every staff member has at least two learning interventions per year | Every staff member has at least two learning interventions per year |

Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|--|---|---|---|---|---|
| | | 1 st | 2 nd | 3 rd | 4 th |
| SAQA's structure is aligned to deliver on its strategy | Implement the new structure | Implement the new structure | | Report on the implementation of the new structure | |
| Implemented Staff capacity building programmes | Every staff member has at least two learning interventions per year | Record learning and development activities for Q1 | Record learning and development activities for Q2 | Record learning and development activities for Q3 | Record learning and development activities for the financial year and confirm that all staff participated in at least two learning & development activities |

8.1.4 Information Technology

Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|--|------------------------------|---------|---------|--|---|--|--|
| | | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| We have stakeholders and role-players who are aligned to deliver on the NQF | 3 NLRD Registers | 7. Efficient electronic processes across SAQA | | | | Developed Register for professional designations; Created an interim platform for reporting misrepresented qualifications and fraudulent qualifications | Develop the electronic Registers for misrepresented qualifications and fraudulent qualifications as part of the NLRD, if budget permits | | |
| | A workflow system for the evaluation of foreign qualifications | | | | | | | Conceptualise an end-to end electronic system for the evaluation of foreign qualifications | Develop an end-to end electronic system for the evaluation of foreign qualifications |
| | A workflow tracking system for qualifications and part-qualifications | 8. Integrated Tracking System for qualifications and part-qualifications | | | | Conceptualised a workflow tracking system for qualifications | | | |

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---------|--------|------------------|------------------------------|---------|---------|-------------------------|---------------------|---------|---------|
| | | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| | | | | | | and part-qualifications | | | |

| Output Indicator | Annual target | Quarterly targets | | | |
|--|---|-------------------|---|---------------------------|-------------------------------------|
| | | 1 st | 2 nd | 3 rd | 4 th |
| Efficient electronic processes across SAQA | Develop the electronic Registers for misrepresented qualifications and fraudulent qualifications as part of the NLRD, if budget permits | | Scope the project and publish the RFQ or tender | Begin work on the project | Report on progress with the project |

8.1.5 Advocacy, Communication and Support

Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|--|---|---|--|--|--|---|--|--|--|
| | | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| We have visionary and influential leadership | The NQF explained simply (Simplification) | 9. Stakeholders access simplified information | Recorded 2 868 358 people interactions on digital | Recorded 3 803 354 people interactions on digital media platforms | Recorded 4 200 000 people interacting with content | Implemented four comprehensive campaigns aimed at | Implement four online campaigns aimed at informing the | Implement four online campaigns aimed at informing the | Implement four online campaigns aimed at informing the |

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|--|---|------------------------------|---------|-------------------------------|--|--|---|---|
| | | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| that drives a well-researched and clearly formulated NQF agenda | | about the NQF | media platforms | | on SAQA/NQF digital platforms | informing the public about the NQF in a simplified manner that is easy to understand | public about the NQF | public about the NQF | public about the NQF |
| | A growing number of learner achievements on the NLRD | 10. An increasing number of learner achievements recorded on the NLRD | | | | The NLRD contained 20 000 000 learner achievements | Ensure that the NLRD contains at least 21 000 000 learner achievements | The NLRD includes 22 000 000 learner achievements | The NLRD includes 23 000 000 learner achievements |

Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|---|---|---|---|---|---|
| | | 1 st | 2 nd | 3 rd | 4 th |
| Stakeholders access simplified information about the NQF | Implement four online campaigns aimed at informing the public about the NQF | Draft and finalise plans for the campaigns | Implement the first campaign | Implement the second and third campaigns | Implement the fourth campaign |
| An increasing number of learner achievements recorded on the NLRD | Ensure that the NLRD contains at least 21 000 000 learner achievements | Record the number of learner achievements loaded for Q1 | Record the number of learner achievements loaded for Q2 | Record the number of learner achievements loaded for Q3 | Record the number of learner achievements loaded for Q4 |

Explanation of Planned Performance over the Medium-Term Period

Executive Office is responsible for the overall coordination and performance of the authority in response to the NQF mandate. The Executive Office's role is to provide leadership to the NQF family; to act as the custodian of the values of the NQF; and to advise the Minister: HEST on matters involving the legislative and policy environment. Without strong and clear leadership, the NQF family may not implement the NQF Amendment Act and the NQF Policies as intended. The Executive Office also guides SAQA staff and takes responsibility for the implementation of the Strategic Plan and Annual Performance Plan. The Executive Office in the new Structure refers to the Office of the CEO and the Strategy, Governance, People, legal, Stakeholder Relations and Communications Division.

Finance and Administration are responsible for ensuring effective governance and the aligned development of financial and infrastructural resources to support the achievement of organisational objectives. The Finance unit ensures that SAQA adheres to the PFMA and National Treasury requirements. This unit must also ensure that SAQA has the required budget to deliver on its mandate and that expenditure is within budget. Lastly, the Facilities unit is responsible for maintaining the building infrastructure. In the new structure, this function falls under the Finance Division.

Human Resources are responsible for providing human resource support to discharge the Authority's mandated functions and achieve their planned performance targets while embracing diversity, environmental sustainability, and social justice. The Human Resources unit ensures that SAQA employs the right people with the right skills, and that staff are trained to deliver on SAQA's mandate. In the new structure, this unit falls under the Strategy, Governance, People, legal, Stakeholder Relations and Communications Division.

Information Technology: Responsible for ensuring effective IT governance and the aligned development of IT infrastructural resources to support the achievement of organisational objectives and business processes. The IT unit drives SAQA's plans to embrace the Fourth Industrial Revolution by enabling the automation of operations across the organisation and developing end-to-end workflows where required. Owing to budget cuts, the IT unit will not pursue any IT development in this financial year, unless budgets permit. The focus will be on keeping current systems operational and investigating the move to the Microsoft platform from IBM. In the new structure, this unit falls under NQF Operations.

Advocacy, Communication and Support are responsible for informing stakeholders and the public about the NQF, SAQA and related matters. This unit works with the Quality Councils, DHET and DBE to ensure that everyone communicates the same messages in simple language. In the new structure, this unit falls under the Strategy, Governance, People, legal, Stakeholder Relations and Communications Division.

Programme 1 contributes to achieving three of the five Outcomes.

8.2 Programme 2: Registration and Recognition

Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|------------------------------|---------|---------|--|---|---|--|
| | | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| We have stakeholders and role-players who are aligned to deliver on the NQF | Improved turnaround times for the registration of qualifications and part-qualifications (Simplified NQF) | 11. Streamlined processes and improved turnaround times | | | | Registered qualifications recommended by QCs that met all SAQA's criteria within four months of submission | Register qualifications recommended by QCs that meet all SAQA's criteria within four months of submission | Register qualifications recommended by QCs that meet all SAQA's criteria within three months of submission | Register qualifications recommended by QCs that meet all SAQA's criteria within two months of submission |
| | Reduced proliferation of qualifications registered on the NQF (Simplified NQF) | 12. Increased number of national qualifications and part-qualifications registered on the NQF | | | | | | Produce a concept paper on the registration of national qualifications on the NQF in consultation with the 3 QCs and DHET | Report on the number of national qualifications versus provider qualifications registered on the NQF |
| We have well-articulated quality-assured-qualifications and relevant professional | Registered qualifications that articulate across Sub-Frameworks (Simplified NQF) | 13. Increased number of qualifications that articulate across Sub-Frameworks | | | | Identified qualifications already registered on the NQF after 1 January 2014 that did not have an | Track progress made in terms of ensuring that the identified qualifications have articulation | Track progress made in terms of ensuring that the identified qualifications have articulation | De-register qualifications with no articulation pathways or no valid explanations for the lack of |

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|--|---|------------------------------|---------|---------|---|--|---|--|
| | | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| designations that instil trust and meet the needs of the people | | | | | | articulation option and requested missing information from QCs | pathways across and within sub-frameworks | pathways across and within sub-frameworks | articulation pathways |
| | A refined understanding of a professional body and its value-add in the NQF landscape (Simplified NQF) | 14. A clearly defined role of a professional body | | | | Researched the roles of statutory and non-statutory professional bodies | Clearly define the roles of statutory and non-statutory professional bodies in relation to SAQA's professional body function | Use the research findings to amend the Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation if required | Implement the amended Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation |

Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|---|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| | | 1 st | 2 nd | 3 rd | 4 th |
| Streamlined processes and improved turnaround times | Register qualifications recommended by QCs that meet all SAQA's | Report on turnaround times for the | Report on turnaround times for the | Report on turnaround times for the | Report on turnaround times for the |

| Output Indicator | Annual target | Quarterly targets | | | |
|--|---|--|--|---|--|
| | | 1 st | 2 nd | 3 rd | 4 th |
| | criteria within three months of submission | registration of qualifications | registration of qualifications | registration of qualifications | registration of qualifications |
| Increased number of qualifications that articulate across Sub-Frameworks | Track progress made in terms of ensuring that the identified qualifications have articulation pathways across and within sub-frameworks | | | | Update the tracking grid on identified qualifications that have articulation pathways and those still with outstanding information |
| A clearly defined role of a professional body | Clearly define the roles of statutory and non-statutory professional bodies in relation to SAQA's professional body function | Finalise the draft document outlining roles and responsibilities | Get inputs from stakeholders on the draft document | Present the draft document to the Professional Bodies Committee for recommendation to the Board | Get Board approval for the document clearly defining the roles of statutory and non-statutory professional bodies |

Explanation of Planned Performance over the Medium-Term Period

This programme is responsible for registering qualifications and part-qualifications, recognising professional bodies and registering professional designations. This programme contributes to two of the five Outcomes. The five-year focus is for this unit to:

- Develop a streamlined workflow to register qualifications faster;
- Create clear policies and guidelines for registering national qualifications;
- Reduce the number of qualifications on the NQF by encouraging the Quality Councils to recommend national qualifications instead of provider qualifications; and
- Automate and streamline processes for efficient, professional body recognition and monitoring.

In the new structure, this unit falls under the NQF Operations Division.

8.3 Programme 3: National Learners' Records Database

This programme covers the work of the National Learners' Records Database (NLRD) Directorate and the Verifications Project.

8.3.1 National Learners' Records Database (NLRD)

Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|--|--|------------------------------|---------|---------|--|---------------------|---|--|
| | | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| We have well-articulated quality-assured-qualifications and relevant professional designations that instil trust and meet the needs of the people | NLRD information for informed decision making | 15. Access and use of NLRD information | | | | Made the public information on the NLRD easily accessible and usable by all stakeholders | | Promote the use of SAQA's information for policy and decision making | Promote the use of SAQA's information for policy and decision making |
| We have stakeholders and role-players who are aligned to deliver on the NQF | Legacy learner achievement records on the NLRD | 16. Percentage completeness of legacy learner achievement data on the NLRD | | | | | | Identify institutions with legacy data and make arrangements to get legacy achievement data | Report on progress made with obtaining legacy qualifications |
| | | | | | | | | Develop a funding proposal for the digitisation of legacy achievement records | Seek funding for the digitisation of legacy achievement records |
| | Current learner achievement | 17. Learner achievement | | | | | | Ensure that QCs load learner | Ensure that QCs load learner |

| | | | | | | | | | |
|--|---|--|---|---|---|--|---|---|---|
| | records on the NLRD | records loaded within 30 days of records being quality assured | | | | | | achievement records on the NLRD within 30 days of records being quality assured | achievement records on the NLRD within 30 days of records being quality assured |
| | Professional designations on the NLRD | 18. Percentage completeness of learner achievement data from professional bodies on the NLRD | | | | All recognised professional bodies loaded professional designation achievements that met the requirements, on the NLRD | All recognised professional bodies load professional designation achievements that meet the requirements, on the NLRD | All recognised professional bodies load professional designation achievements that meet the requirements, on the NLRD | All recognised professional bodies load professional designation achievements that meet the requirements, on the NLRD |
| | Registers of Misrepresented and Fraudulent Qualifications | 19. Updated Registers of Misrepresented and Fraudulent Qualifications | | | | Developed the Policy on the Misrepresentation of Qualifications in line with the Amended NQF Act | | Publish the Policy on the Misrepresentation of Qualifications | Implement the Policy on the Misrepresentation of Qualifications |
| | | | Produced a report bi-monthly and sent all six reports to the Minister | The List of Misrepresented Qualifications was updated Produced bi-monthly reports on | Maintained and reported bi-monthly on the Register of Misrepresented Qualifications | Updated the Register of Misrepresented Qualifications | Update the Register of Misrepresented Qualifications | Update the Register of Misrepresented Qualifications | Update the Register of Misrepresented Qualifications |

| | | | | | | | | | |
|--|--|--|---|---|---|---|--|--|--|
| | | | | Misrepresented Qualifications and sent these reports to the Minister | to the Minister | | | | |
| | | | Developed Draft Register of Fraudulent Qualifications | Met with the Dept. of Justice on 11 February 2019 The DOJ agreed to provide information on fraudulent qualifications to SAQA | No update was required as the President did not proclaim the NQF Amendment Act establishing the Register of Fraudulent Qualifications yet | No update was required as the President did not proclaim the NQF Amendment Act establishing the Register of Fraudulent Qualifications yet | | | |

Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|--|--|--|-----------------|--|--|
| | | 1 st | 2 nd | 3 rd | 4 th |
| Percentage completeness of learner achievement | All recognised professional bodies load professional designation | Receive and screen data loads from professional bodies | | Receive and screen data loads from professional bodies | Report on professional body data loads and identify professional |

| Output Indicator | Annual target | Quarterly targets | | | |
|---|--|--|--|--|--|
| | | 1 st | 2 nd | 3 rd | 4 th |
| data from professional bodies on the NLRD | achievements that meet the requirements, on the NLRD | Load all data of acceptable quality on the NLRD | | Load all data of acceptable quality on the NLRD | bodies that did not load data for the year |
| Updated Registers of Misrepresented and Fraudulent Qualifications | Update the Register of Misrepresented Qualifications | Update the Register of Misrepresented Qualifications | Update the Register of Misrepresented Qualifications | Update the Register of Misrepresented Qualifications | Update the Register of Misrepresented Qualifications |

8.3.2 Verifications Project

Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|--|---|------------------------------|---------|---------|--|---|---|---|
| | | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| We have well-articulated quality-assured-qualifications and relevant professional designations that instil trust and meet the | A trusted qualification verification process | 20. A Verification service used by employers and institutions | | | | Completed all applications received for the verification of national qualifications within 20 working days | Complete all applications received for the verification of national qualifications within 25 working days | Complete all applications received for the verification of national qualifications within 20 working days | Complete all applications received for the verification of national qualifications within 20 working days |

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---------------------|--------|------------------|------------------------------|---------|---------|-----------------------|---------------------|---------|---------|
| | | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| needs of the people | | | | | | | | | |

Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|---|---|---|---|---|---|
| | | 1 st | 2 nd | 3 rd | 4 th |
| A Verification service used by employers and institutions | Complete all applications received for the verification of national qualifications within 25 working days | Report on the turnaround time for applications received in Q1 | Report on the turnaround time for applications received in Q2 | Report on the turnaround time for applications received in Q3 | Report on the turnaround time for applications received in Q4 |

Explanation of Planned Performance over the Medium-Term Period

This Programme contributes to two of the five Outcomes.

The NLRD unit is responsible for maintaining and further developing SAQA's Management Information System as the critical national source of information for human resource and skills development in policy, infrastructure and planning. The unit's five-year focus is on:

- Securing and loading legacy learner achievements;
- Ensuring that QCs load records within thirty days of the information being in the public domain;
- Creating and maintaining the Registers of Misrepresented Qualifications; and
- Publishing public databases of qualifications and related information for public consumption.

In the new structure, the NLRD falls under the NQF Operations Division. The function reflects under the Data Manager sub-unit. The Verifications Project is responsible for verifying national qualifications. This Project must ensure that it streamlines its processes where possible so that it can reduce the time that it takes to verify qualification achievements. This function has been combined with the Foreign Qualifications Evaluation and Advisory Services (Programme 4) in the new structure as the Authentication of Qualifications unit in the NQF Operations Division.

8.4 Programme 4: Foreign Qualifications Evaluation and Advisory Service

Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|---|------------------------------|---------|---------|--|---|---|--|
| | | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| We have a dynamic NQF that is responsive, adapts to, and support the changing needs of life-long learners | A foreign qualifications evaluation and advisory service that meets changing learner and worker needs | 21. Articulation from foreign systems into South Africa takes place | | | | | Complete all compliant applications received for the evaluation of foreign qualifications within 3 months | Complete 95% or more of compliant applications received for the evaluation of foreign qualifications within 90 days | Complete all compliant applications received for the evaluation of foreign qualifications within 90 days |
| | | 22. The evaluation criteria align with the current legislative and policy context | | | | Developed evaluation criteria in line with the NQF Act, 2008, as amended, and other relevant legal instruments | | | |

Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|---|---|---|---|---|---|
| | | 1 st | 2 nd | 3 rd | 4 th |
| Articulation from foreign systems into South Africa takes place | Complete all compliant applications received for the evaluation of foreign qualifications within 3 months | Report on the turnaround time for compliant applications received in Q1 | Report on the turnaround time for compliant applications received in Q2 | Report on the turnaround time for compliant applications received in Q3 | Report on the turnaround time for compliant applications received in Q4 |

Explanation of Planned Performance over the Medium-Term Period

This programme contributes to one of the five Outcomes.

The Foreign Qualifications and Advisory Services unit is responsible for evaluating foreign qualifications and providing advice on international learning and qualifications.

This Directorate must ensure that it:

- Aligns with the NQF Act 2008, as amended and other relevant policies; and
- Is able to show the value of its evaluation service by tracking the turnaround times for evaluating foreign qualifications.

In the new structure, this unit has been combined with the Verifications Project as the Authentication of Qualifications unit in the NQF Operations Division.

8.5 Programme 5: Research

Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|--|---|--|--|--|---|--|--|--|--|
| | | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| We have a dynamic NQF that is responsive, adapts to, and supports the changing needs of life-long learning | Reviewed NQF Policies and recommendations for Policy amendments | 23. Number of policies reviewed | Reviewed 2 NQF policies | Reviewed 2 NQF policies | Reviewed 2 NQF policies | Reviewed 1 NQF policy | Review one NQF policy | Review one NQF policy | Review one NQF policy |
| | Implemented Policies | 24. The implementation of amended Policies is monitored | | | | | | | Report on the implementation of the amended policies |
| | Research on the implementation of the NQF | 25. Findings and recommendations of NQF-related research | Produced the Draft 2017 NQF Impact Study Report | Commence conceptualisation of the 2021 NQF Impact Study | Produced a progress report on the 2021 NQF Impact Study | Produced a progress report on the 2021 NQF Impact Study | Produce the draft 2021 NQF Impact Study Report | Produce the final 2021 NQF Impact Study Report | Distribute the approved report to stakeholders |
| | | | Produced a detailed report on progress made with the current partnership | Produced a detailed report on progress made with the current partnership | Provided a detailed report on progress made with the existing partnership | Compiled specifications for a new research and development partnership | | Establish a new research and development partnership | Monitor the work of the research and development partner |

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|--|---|---|---|---|---|---|---|
| | | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| We have well-articulated quality-assured-qualifications and relevant professional designations that instil trust and meet the needs of the people | Coordinated Articulation, CAT and RPL initiatives | 26. Record of Articulation initiatives | Produced final report on the implementation of the Articulation Action Plan The Board approved the Report on 9 March 2018 for submission to the Minister | Developed a new Action Plan for Articulation The Board approved the Articulation Action Plan in March 2019 | Reported on SAQA's contribution to the Action Plan for Articulation | Provide the Minister with a report on progress made by SAQA and the QCs in implementing the Articulation Policy | Provide the Minister with a report on progress made by SAQA and the QCs in implementing the Articulation Policy | Provide the Minister with a report on progress made by SAQA and the QCs in implementing the Articulation Policy | Provide the Minister with a report on progress made by SAQA and the QCs in implementing the Articulation CAT and RPL Policies |

Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|--|--|---|-----------------|---------------------------------------|---|
| | | 1 st | 2 nd | 3 rd | 4 th |
| Number of policies reviewed | Review 1 NQF policy | | | | Review 1 NQF policy |
| Findings and recommendations of NQF-related research | Produce the draft 2021 NQF Impact Study Report | | | | Produce a draft report on the 2021 NQF Impact Study |
| Record of Articulation initiatives | Provide the Minister with a report on progress made by | Send the 2020/21 report to the Minister | | Request updates from SAQA and the QCs | Collate the report on progress made with implementing the |

| Output Indicator | Annual target | Quarterly targets | | | |
|------------------|--|-------------------|-----------------|-----------------|---------------------------------|
| | | 1 st | 2 nd | 3 rd | 4 th |
| | SAQA and the QCs in implementing the Articulation Policy | | | | Articulation Policy for 2021/22 |

Explanation of Planned Performance over the Medium Term Period

The Research Directorate contributes to two of the five Outcomes.

The unit is responsible for conducting evidence-based research to track the development and implementation of the NQF and to evaluate the impact of the NQF on the people in South Africa.

The five-year focus is on:

- Recommending amendments to current NQF Policies based on research;
- Producing the 2021 NQF Impact Study Report;
- Establishing a new research partnership;
- Reporting on progress made with implementing the Articulation Policy; and
- Monitoring the implementation of the amended Policies.

In the new structure, the Research unit falls under the NQF Operations Division.

8.6 Programme 6: International Liaison

Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Output | Output Indicator | Audited / Actual Performance | | | Estimated Performance | Medium-Term Targets | | |
|---|---|--|------------------------------|---------|---------|--|--|--|--|
| | | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| We have visionary and influential leadership that drives a clear, evidence-based NQF Agenda | National and international promotion of the SA NQF | 27. Prominent national, regional and global standing | | | | Identify and implement one initiative to promote the SA NQF | Identify and implement two initiatives to promote the SA NQF | Identify and implement two initiatives to promote the SA NQF | Identify and implement two initiatives to promote the SA NQF |
| | Sharing of national and international trends and best practices with stakeholders | 28. Informed stakeholders | | | | Identified and implemented two initiatives to share national and international best practice with stakeholders | Identify and implement two initiatives to share national and international best practice with stakeholders | Identify and implement two initiatives to share national and international best practice with stakeholders | Identify and implement two initiatives to share national and international best practice with stakeholders |
| | Implementation of the Addis Convention | 29. Recognition of international studies | | | | Developed a plan to implement the Addis Convention | | | |

Indicators, Annual and Quarterly Targets

| Output Indicator | Annual target | Quarterly targets | | | |
|--|--|-------------------|-----------------|-----------------|---|
| | | 1 st | 2 nd | 3 rd | 4 th |
| Prominent national, regional and global standing | Identify and implement two initiatives to promote the SA NQF | | | | Report on initiatives to promote the SA NQF |
| Informed stakeholders | Identify and implement two initiatives to share national and international best practice with stakeholders | | | | Report on initiatives to share national and international best practice with stakeholders |

Explanation of Planned Performance over the Medium Term Period

This Programme contributes to one of the five Outcomes.

International Liaison is responsible for working with international partners on matters concerning qualifications frameworks and sharing best practice with stakeholders.

Its five-year focus is on:

- Growing its national, regional and global standing;
- Having well-informed stakeholders; and
- Implementing the Addis Convention.

This Directorate no longer exists under the new structure, but the function falls within the Stakeholder Relations sub-unit in the Strategy, Governance, People, legal, Stakeholder Relations and Communications Division.

Programme Recourse Considerations

9.1 Budget Allocation for Programme and Sub-Programme as per the ENE

| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
|--|----------------|----------------|----------------|----------------|-----------------------------|----------------|----------------|
| Programmes R Thousand | Audited | Audited | Audited | Budget | Medium-Term Estimate | | |
| 1. Administration and support | 54 581 | 55 941 | 59 998 | 61 262 | 78 150 | 81 805 | 83 863 |
| 2. Recognition and Registration | 9 248 | 9 451 | 14 043 | 8 942 | 9 742 | 9 937 | 10 374 |
| 3. National Learners Records Database including Verifications | 14 724 | 16 798 | 17 890 | 16 880 | 18 297 | 18 846 | 19 675 |
| 4. Foreign Qualifications Evaluation and Advisory services | 28 444 | 29 293 | 31 043 | 30 759 | 33 467 | 34 471 | 35 988 |
| 5. Research | 4 194 | 3 673 | 4 123 | 4 095 | 4 460 | 4 594 | 4 796 |
| 6. International Liaison | 1 511 | 2 261 | 2 598 | 2 642 | 2 897 | 2 984 | 3 115 |
| Subtotal | 112 702 | 117 417 | 129 695 | 124 580 | 147 013 | 152 637 | 157 811 |
| Government grant Received from the Department of higher Education and Training | 64 940 | 66 719 | 69 893 | 72 519 | 82 793 | 81 164 | 83 193 |
| Economic classification | | | | | | | |
| Current payments | 111 797 | 116 557 | 128 803 | 123 621 | 146 053 | 151 648 | 156 811 |
| Compensation of employees | 79 321 | 86 093 | 98 680 | 95 737 | 101 867 | 104 829 | 109 441 |
| Goods and services of which: | | | | | | | |
| Administrative fees | 1 461 | 1 851 | 1 643 | 1 270 | 1 410 | 1 416 | 1 426 |
| Advertising | 33 | 361 | 172 | 76 | 524 | 530 | 531 |
| Minor assets | 23 | 26 | 57 | 20 | 27 | 28 | 38 |
| Audit costs | 2 310 | 1 778 | 1 849 | 2 100 | 2 000 | 2 060 | 2 151 |
| Bursaries(employees) | 269 | 106 | 254 | 30 | 368 | 379 | 396 |

| | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|--------|
| Catering: internal activities | - | 244 | 304 | 100 | 199 | 201 | 193 |
| Communication | 3 598 | 413 | 207 | 531 | 663 | 682 | 694 |
| Computer services | 1 672 | 1 389 | 1 097 | 2 663 | 6 725 | 8 927 | 7 800 |
| Consultants | 3 438 | 4 250 | 2 805 | 3 227 | 2 496 | 2 571 | 2 616 |
| Legal fees | 3 271 | 692 | 516 | 850 | 1 000 | 1 030 | 1 000 |
| Contractors: Maintenance and repairs of other fixed structures | 973 | 850 | 883 | 852 | 1 392 | 1 400 | 1 400 |
| Contractors: Maintenance and repairs of other machinery and equipment | | 397 | 78 | 100 | 200 | 200 | 200 |
| Contractor: Other | | 108 | 112 | 100 | 200 | 200 | 200 |
| Agency and support outsourced services | 4 543 | 7 026 | 7 579 | 6 309 | 8 472 | 8 252 | 9 470 |
| Fleet services (including government motor transport) | | 14 | 19 | 10 | 18 | 18 | 18 |
| Consumables: supplies (Covid-19) | | | | 600 | | | |
| Consumables: Stationery, printing and office supplies | | 552 | 859 | 456 | 596 | 607 | 625 |
| Operating leases | 52 | 56 | 130 | 180 | 242 | 242 | 243 |
| Property payments | 1 913 | 1 194 | 1 534 | 1 682 | 1 769 | 1 822 | 1 830 |
| Travel and subsistence | 690 | 848 | 812 | 44 | 616 | 634 | 652 |
| Training and staff development | 824 | 219 | 463 | | 893 | 920 | 920 |
| Operating payments | 4 492 | 4 311 | 4 092 | 3 384 | 7 764 | 7 195 | 10 276 |
| Venues and facilities | 491 | 378 | 732 | - | 512 | 527 | 528 |
| Depreciation | 2 423 | 2 733 | 3 879 | | | | |
| Municipalities | 905 | 860 | 892 | 959 | 960 | 989 | 1 000 |
| Losses: Impairments to non-financial assets | | 656 | | | | | |
| Losses: Other | | 12 | 47 | | | | |

| | | | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Payment for capital assets | 2 633 | 4 597 | 6 770 | 3 300 | 6 100 | 6 978 | 4 163 |
| Buildings and other fixed structures | 244 | 864 | 491 | 1 000 | 3 000 | 4 815 | 2 000 |
| Computer Equipment | 1 164 | 2 735 | 2 779 | 2 200 | 3 000 | 1 500 | 1 500 |
| Office Furniture and Equipment | 271 | 234 | 458 | 100 | 100 | 663 | 663 |
| Motor Vehicles | - | - | - | | | | |
| Intangible Assets | 954 | 764 | 3 042 | | | | |
| Total Expenditure | 115 335 | 122 014 | 136 465 | 124 580 | 147 013 | 152 637 | 157 811 |
| NB: The above totals (2017/18 to 2019/20) differ from the ENE Template because of the payment for capital assets which is part of SAQA's budget, but it is not included on the "expenditure summary sheet" on the ENE Template from National Treasury | 112 702 | 117 417 | 129 695 | 124 580 | 147 013 | 152 637 | 157 811 |
| | 2 633 | 4 597 | 6 770 | | | | |
| | | | | | | | |
| | 2 633 | 4 597 | 6 770 | | | | |

| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
|--|----------------|----------------|----------------|----------------|----------------------|----------------|----------------|
| Revenue: | | | | | | | |
| | Audited | Audited | Audited | Budget | Medium-Term Estimate | | |
| | | | | | | | |
| Government Grant Income | 64 940 | 66 719 | 69 893 | 72 519 | 82 793 | 81 164 | 83 193 |
| Other government units | | | 5 737 | | | | |
| Evaluation Fees DFQEAS | 36 927 | 37 599 | 39 695 | 30 000 | 40 000 | 42 000 | 43 848 |
| Income - Verifications | 10 418 | 9 819 | 11 385 | 9 500 | 20 000 | 22 000 | 22 968 |
| Rental Income | 1 037 | 1 099 | 856 | - | | - | |
| Sundry Income | 5 312 | 3 447 | 1 513 | 700 | 520 | 3 500 | 3 654 |
| Interest Received | 1 844 | 1 878 | 2 096 | 1 200 | 1 200 | 1 473 | 1 538 |
| Income from professional Bodies | - | 2 745 | 2 534 | 1 800 | 2 500 | 2 500 | 2 610 |
| Sale of fixed assets | 27 | - | 33 | - | - | - | |
| Other income | | | 428 | | | | |
| Savings and Income from Prior Year Carried Forward | - | - | - | 8 861 | - | - | |
| TOTAL INCOME | 120 505 | 123 306 | 134 170 | 124 580 | 147 013 | 152 637 | 157 811 |

9.2 Explanation of the Contribution of Resources towards Achievement of Outputs

The budget allocation per programme appears above. The current budget allocation has cut operational expenditure to the bone to balance the budget. This budget will not allow SAQA to grow or to deliver on its mandate to any meaningful extent. Funding for automation to improve workflows is imperative to take SAQA forward, allow it to streamline its structure and improve service delivery efficiencies.

Once the President proclaims the NQF Amendment Act, SAQA will require additional resources to manage the legal processes associated with the Registers for Misrepresented and Fraudulent Qualifications. By automating processes, SAQA hopes to maintain or reduce the human resources in the Registration, Verifications and Foreign Qualifications functions. The skills required in these areas will be different from the current capabilities, and SAQA is committed to re-training and up-skilling its staff to take on new functions.

The IT Directorate requires more resources to drive the Automation Project. If these resources are not available, then SAQA requires funds to contract service providers.

10.Updated Key Risks

| Outcome | Key Risk | Risk Mitigation |
|---|---|---|
| We have a dynamic NQF that is responsive, adapts to, and supports the changing needs of life-long learning | <ul style="list-style-type: none"> ⌚ The NQF as a system does not function optimally. ⌚ The NQF does not respond to the needs of workers or learners. ⌚ Proposed changes to the NQF Amendment Act may cause further confusion and contestations. | <ul style="list-style-type: none"> ✳ Implement the System of Collaboration to resolve contestations. Strengthen the NQF Act to place SAQA as the apex body. ✳ Continue to engage with stakeholders to meet the needs of workers and learners in terms of the NQF. ✳ SAQA must ensure that it fully participates in the processes to amend the NQF Amendment Act. |
| We have visionary and influential leadership that drives a well-researched and clearly formulated NQF agenda | <ul style="list-style-type: none"> ⌚ Stakeholders fight for turf. ⌚ Each entity operates independently with its separate agenda. ⌚ There is little or no co-operation among stakeholders. | <ul style="list-style-type: none"> ✳ Fully implement the NQF Amendment Act. ✳ Strengthen SAQA's role through amendments to the NQF Act so that SAQA is the apex body with authority to drive a common agenda. ✳ Implement the System of Collaboration to resolve contestations. |
| We have well-articulated quality-assured qualifications and relevant professional designations that instil trust and meet the needs of the people | <ul style="list-style-type: none"> ⌚ Providers offer unregistered qualifications. ⌚ The NLRD does not contain all learner achievement records. | <ul style="list-style-type: none"> ✳ Take action against institutions and providers who offer unregistered qualifications (supported by the NQF Amendment Act). ✳ Put strategies in place to ensure that providers load learner records timeously on the NLRD and |

| Outcome | Key Risk | Risk Mitigation |
|---|---|--|
| | <ul style="list-style-type: none"> ⌚ Qualifications are no longer recognised internationally. ⌚ The NLRD contains “dirty data.” | <p>that old learner achievement records are digitised and loaded on the NLRD.</p> <ul style="list-style-type: none"> ✳ Ensure that all qualifications registered on the NQF adhere to SAQA’s Policy and Criteria. ✳ Put processes in place to remove duplicate data and data that does not conform to the NLRD specifications |
| We have a competent and capable team, dedicated and resourced to further develop and maintain the NQF | <ul style="list-style-type: none"> ⌚ Limited funding does not allow SAQA to recruit skilled staff. ⌚ Staff morale is low. ⌚ Institutional memory is lost as skilled staff retire or leave. ⌚ Not all staff are willing to accept change. ⌚ Due to the current financial situation, retrenchments are being considered as SAQA’s structure is re-designed | <ul style="list-style-type: none"> ✳ Ensure continuous learning and development of staff ✳ Implement SAQA’s policy on Appreciation and Recognition ✳ Put systems in place to retain institutional memory ✳ Introduce staff training to assist with change management. ✳ Additional funding from the fiscus will negate the need for staff retrenchments |
| We have stakeholders and role-players who are aligned to deliver on the NQF | <ul style="list-style-type: none"> ⌚ Each entity communicates different messages, which leads to confusion among stakeholders | <ul style="list-style-type: none"> ✳ Work with the NQF family to develop common messages |



11. Public Entities

N/A

12. Infrastructure Projects

N/A

13. Public Private Partnerships

N/A

Part D: Technical Indicator Description (TID)

| Indicator Title | 1. An effective System of Collaboration and NQF structures |
|---|---|
| Definition | <p>It requires visionary and influential leadership to ensure that the NQF family work in unison to achieve the objectives of the NQF. Visionary leaders identify areas for research and use the evidence gained from research to formulate an NQF agenda that supports an integrated and transparent NQF framework.</p> <p>The NQF Amendment Act gives SAQA more powers than the NQF Act. However, the Amendment Act does not name SAQA as the apex body responsible for the NQF. SAQA must, therefore, work within its mandate to establish itself as a body with visionary and influential leadership for this to work.</p> <p>The object of the System of Collaboration is to guide the mutual relations of SAQA and the Quality Councils in such a manner as to promote constructive cooperation. The System of Collaboration also defines the roles and responsibilities of the collaboration structures and outlines what needs to be done if there is a dispute between SAQA and one of the QCs, or between two QCs. The System of Collaboration was published in 2013 and is regularly amended.</p> <p>The purpose of this indicator is to assess the effectiveness of the System of Collaboration and the NQF structures.</p> |
| Source of Data | Reports emanating from the CEO Committee, CEO Committee Task Teams, CEO Sub-Committees and NQF Forum; and relevant correspondence and outcomes of joint initiatives. |
| Method of calculation/assessment | Information from the source data will be collated into a report annually and analysed for evidence of effective collaboration. The SAQA Board will approve this report in March before sending it to the Minister: HESI in April each year. |
| Assumptions | The CEO Committee continues to function in the same manner so that information is available for analysis and reporting. |
| Disaggregation of beneficiaries (where applicable) | N/A |

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| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual |
| Desired performance | The System of Collaboration and NQF structures work as they should and support the implementation of the NQF Act, 2008 as amended. |
| Indicator responsibility | Head: Stakeholder Relations; Executive: Strategy, Governance, People, legal, Stakeholder Relations and Communications Division |

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| Indicator Title | 2. Evidence of advice provided to the Executive Authority |
| Definition | <p>SAQA wants to have visionary and influential leadership that drives a well-researched and clearly formulated NQF agenda. SAQA will have achieved this outcome if it is seen and accepted as the apex body responsible for the NQF. Currently, SAQA and the QCs advise the Minister independently. Section 27f of the NQF Amendment Act, 2019 requires QCs to advise the Minister: HESI, in consultation with SAQA. SAQA will implement this clause during this planning cycle.</p> <p>The purpose of this indicator is to advise the Executive Authority on NQF matters as required.</p> |
| Source of Data | Requests for consultation on advice from QCs; SAQA Board decisions to provide advice to the Minister: HESI on specific matters; and requests from the Minister: HESI for advice on specific matters. |
| Method of calculation/assessment | Record of advice provided to the Minister: HESI as reported in SAQA's quarterly reports. |
| Assumptions | There will be a need for advice each year. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |

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| Reporting cycle | Annual |
| Desired performance | The actual performance should equal the planned execution. |
| Indicator responsibility | Head: Stakeholder Relations; Executive: Strategy, Governance, People, legal, Stakeholder Relations and Communications Division. |

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| Indicator Title | 4. Sufficient revenue to support SAQA's work |
| Definition | <p>SAQA's biggest challenge is financial sustainability. The voted funds comprise only half of our conservative budget. With a bigger baseline budget, SAQA will be able to achieve much more. Many of our processes are manual, outdated and time-consuming. We can automate processes; employ artificial intelligence to repetitive processes; improve our productivity; and develop innovative solutions to complex problems, with adequate resources.</p> <p>SAQA hopes to raise R 300 million over the five years from sources other than the fiscus.</p> <p>The purpose of this indicator is to implement a plan to secure alternate funding.</p> |
| Source of Data | SAQA's budget and Strategic Plan; information from the different directorates regarding possible paid-for services; possible donor funding for specific projects. |
| Method of calculation/assessment | SAQA will use the various sources of information to draft a plan for alternate funding and implement it. |
| Assumptions | SAQA's service offerings are valued. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |

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| Reporting cycle | Annual |
| Desired performance | The plan for Alternate Funding is developed and successfully implemented. |
| Indicator responsibility | Executive: Finance; CEO; Executive: NQF Operations |

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| Indicator Title | 5. SAQA's structure is aligned to deliver on its strategy |
| Definition | <p>People are required to implement the NQF. Without the right people, skills and adequate resources, it would be challenging to implement the NQF. SAQA also needs the right structure to support its strategy.</p> <p>The purpose of this indicator is to implement SAQA's re-designed structure to better suit delivery on its strategy.</p> |
| Source of Data | Strategy; proposed re-structure to deliver on strategy; service providers' documents; evidence of Board approval. |
| Method of calculation/assessment | Approved organisational development design developed and implemented. |
| Assumptions | The SAQA Board will be open to approving a new organisational structure. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual |
| Desired performance | The actual performance equals the targeted performance. |
| Indicator responsibility | CEO; Executive: Strategy, Governance, People, legal, Stakeholder Relations and Communications Division; HR Senior Manager |

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| Indicator Title | 6. Implemented Staff capacity building programmes |
| Definition | <p>People are required to implement the NQF. Without the right people and skills and adequate resources, it would be challenging to implement the NQF.</p> <p>The purpose of this indicator is for every staff member to have at least two learning interventions per year</p> |
| Source of Data | Records of learning interventions managed by HR. |
| Method of calculation/assessment | HR records each staff member's learning and development initiatives on a spreadsheet. At the end of the year, HR analyses the information to confirm that all staff members engaged in at least two training and development initiatives. |
| Assumptions | Staff members on maternity or long term sick or study leave may not have completed two learning initiatives. Staff members who joined SAQA during the year may not have completed two learning initiatives. Training and development may be formal, informal or non-formal. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual |
| Desired performance | Every staff member has at least two learning interventions per year. The actual performance should be higher than the targeted performance. |
| Indicator responsibility | Senior Manager: Human Resources |

| Indicator Title | 9. Stakeholders access simplified information about the NQF |
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| Definition | <p>Stakeholders who criticise the NQF do so on the basis that the NQF is poorly understood. SAQA's focus will be on promoting the NQF with simple and easy-to-understand language and tools so that stakeholders understand what the NQF is about and how it benefits them.</p> <p>If stakeholders are seen to be interacting with information about the NQF, then it can be assumed that they know, understand and value the information. SAQA provides NQF information to the public through its website and social media platforms.</p> <p>The purpose of this indicator is to implement four comprehensive online campaigns aimed at informing the public about the NQF in a simple manner that is easy to understand.</p> |
| Source of Data | The sources of data include plans, progress reports, statistics about reach and final campaign reports. Social media and website statistics is also an indicator of the public interacting with SAQA's information. |
| Method of calculation/assessment | Campaign reports will be drawn up to show how the campaign was implemented, its reach (number of people reached) and the impact that it had. Furthermore, statistics of social media and website activity is an indication of the public interacting with SAQA's information online. |
| Assumptions | If stakeholders interact with information about the NQF, then it can be assumed that they know, understand and see value in the information. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Quarterly progress and final reports against the annual target |
| Desired performance | Four comprehensive campaigns. The actual performance should exceed the expected performance. |
| Indicator responsibility | Head: Communications; Head: Stakeholder Relations; Executive: Strategy, Governance, People, legal, Stakeholder Relations and Communications Division. |

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| | 10. An increasing number of learner achievements recorded on the NLRD |
| | <p>Stakeholders who criticise the NQF do so on the basis that the NQF is poorly understood. SAQA's focus will be on promoting the NQF with simple and easy-to-understand language and tools so that stakeholders understand what the NQF is about and how it benefits them.</p> <p>The National Learners' Records Database (NLRD) is the largest and only official database of the NQF. Among other sets of information, the NLRD contains learner achievement data. The growth in the learner achievement data is a reflection of the NQF working for the people. The NLRD is an indicator of learners' benefitting from the NQF. The NQF Amendment Act, once promulgated, makes it a requirement for QCs to load all learner achievement data on the NLRD within 30 days of it being in the public domain.</p> <p>The purpose of this indicator is to ensure that the NLRD contains 21 000 000 or more learner achievements.</p> |
| | Quality Councils and information partners such as SETAs and professional bodies that load data onto the NLRD |
| | A report is drawn annually on the total number of learner achievements on the NLRD and compared to the previous year's learner achievement data. The NLRD should load one million or more learner achievements each year. |
| | QCs, professional bodies and information partners continue to load data on the NLRD, in compliance with the NQF Act and the NQF Amendment Act once promulgated. Data cleaning does not result in net negative growth in numbers |
| | N/A |
| | N/A |
| | Quarterly achievements accumulating to the annual target |
| | The NLRD reflects 20 million or more learner achievements. The actual performance should exceed the targeted performance. |
| | Data Manager (Manager: MIS); Executive: NQF Operations |

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| | 11. Streamlined processes and improved turnaround times |
| | <p>One of the reasons why the registration process experiences delays are that SAQA does not receive all the required information or SAQA receives incorrect information. The root cause of this problem is that SAQA and the QCs use independent systems with which to carry out their work. The NQF Act Implementation Evaluation highlighted the problem and recommended remedial action in the accompanying Improvement Plan. The Improvement Plan lists as a deliverable, the development and implementation of an end-to-end workflow system that will allow providers to load information once for both SAQA and the QCs. This intervention requires additional funding that DHET has committed to secure. In the meanwhile, SAQA is doing everything in its power to improve internal processes so as to register qualifications and part-qualifications quicker. While SAQA is currently working with the CHE on a streamlined workflow, this system will take a few years to implement. In the meanwhile, SAQA has changed its governance structure and the Board has delegated authority to the NQF Qualifications Committee to approve the registration of qualifications and part-qualifications. This delegation will go some way towards speeding up the registration process.</p> <p>The purpose of this indicator is to register qualifications recommended by QCs that meet all SAQA's criteria within four months of submission.</p> |
| | Standard Operating Procedures (SOP) for registering qualifications and part-qualifications on the NQF; Checklist for evaluating recommended qualifications |
| | The process time is calculated from the time that qualifications are received from the QCs, until the time that the qualifications are approved for registration for NQF. |
| | Some qualifications are returned to the QCs if they do not meet the criteria. At this point, the process ends with the return rather than with the registration of the qualification on the NQF. |
| | N/A |
| | N/A |
| | Quarterly |
| | It is desirable if the team completes the registration process ahead of schedule |
| | Senior Manager: NQF Qualifications & Professional Bodies; Executive: NQF Operations |

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| | 13. Increased number of qualifications that articulate across Sub-Frameworks |
| | <p>The public can trust the NQF because of its transparency. SAQA publishes information about registered qualifications and its associated information on its website. If qualifications articulate well, then people can progress within education, training and the workplace.</p> <p>As indicated in the Minister's Articulation Policy: <i>"A well-articulated system is one in which there are linkages between its different parts, there should be no silos and no dead-ends"</i>. An articulated system is about having a joined-up education and training system by 'design' with multiple pathways, and no dead-ends in terms of a learner's progression.</p> <p>The National Plan for PSET lists Outcome 1.4 as "Increased articulation for students between and within the NQF sub-frameworks, and between and within institutions". While SAQA ensures that qualifications registered on the NQF have articulation options, some qualifications do not include articulation options.</p> <p>The Minister's Articulation Policy supports the idea of systemic, specific and individual Articulation pathways. SAQA will not register a qualification that does not have clear Articulation pathways. SAQA published the Policy and Criteria for registering a Qualification and Part-Qualification on the NQF in March 2013.</p> <p>The purpose of this indicator is to identify qualifications already registered on the NQF after 1 January 2014 that do not have articulation options and request the missing information from QCs.</p> |
| | The NLRD. SAQA should establish how many qualifications it registered from 1 January 2014 do not have articulation options. SAQA must source the missing Articulation options for these qualifications from QCs and update the NLRD. |
| | Create a spreadsheet with the qualifications with no articulation options and track progress until the articulation options appear on the NLRD. SAQA will achieve the target once all qualifications registered from 1 January 2014 have articulation options. |
| | Quality Councils provide the missing information when SAQA requests it. |
| | N/A |

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| | N/A |
| | Annual accumulated progress against the five-year target |
| | All qualifications registered on the NQF after 1 January 2014 have at least one Articulation pathway within or across Sub-Frameworks. Actual performance should equal the targeted performance. |
| | Senior Manager: NQF Qualifications & Professional Bodies |

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| Indicator Title | 14. A clearly defined role of a professional body |
| Definition | <p>The public can trust the NQF because of its transparency. SAQA publishes information about recognised professional bodies and registered professional designations on its website. Qualifications underlie professional designations. SAQA does not fully understand the differences between statutory and non-statutory professional bodies in the changing NQF context. This impacts on SAQA's ability to recognise professional bodies, register their designations and provide services to them. If SAQA is clear about this, then it will better market its services to professional bodies and ensure that the registered designations meet the needs of the people.</p> <p>The most significant challenge is to resolve the issue of old legislation that governs statutory professional bodies, which conflicts with the NQF Act. The risk to SAQA is that statutory bodies encroach on SAQA's role or are in conflict with the Quality Councils, and these matters require the courts to resolve them. As a result, SAQA becomes embroiled in unnecessary litigation. At the NQF Stakeholders Forum held on 2 March 2019, the previous Minister of Higher Education and Training, recommended to setting up a Ministerial Task Team to resolve this matter. Nothing has been done to take this forward by the current Minister.</p> <p>The purpose of this indicator is to develop a document outlining the roles of statutory and non-statutory professional bodies as they pertain to SAQA's professional body function.</p> |
| Source of Data | Research paper developed in 2020/21; Policy and Criteria on Recognising Professional Bodies and Registering Professional Designations. |

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| Method of calculation/assessment | The Research Directorate produced a report on the roles of statutory and non-statutory professional bodies in 2020/21. SAQA must use the research findings to develop its own model for working with professional bodies and identifying services that it has to offer. Once it has figured out the service offering, it can consider amending the Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation if amendments are required. The deliverable is the report on the service offerings for statutory and non-statutory professional bodies in relation to their roles and responsibilities. |
| Assumptions | All professional bodies display characteristics of being either a statutory or a non-statutory professional body. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual |
| Desired performance | There is a Report that clearly defines the roles of statutory and non-statutory professional bodies as they pertain to SAQA's professional body function. The actual performance should equal the targeted performance. |
| Indicator responsibility | Senior Manager: NQF Qualifications & Professional Bodies; Senior Manager: Research; Executive: NQF Operations; CEO |

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| Indicator Title | 18. Percentage completeness of learner achievement data from professional bodies on the NLRD |
| Definition | The NQF Amendment Act requires SAQA to develop a separate register for professional designations on the NLRD. SAQA's Policy and Criteria for recognising professional bodies require professional bodies to load their professional designation achievement data on the NLRD, at least once a year. Failure to comply with may result in SAQA de-recognising the professional body. |

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| | The purpose of this indicator is to ensure that all recognised professional bodies load professional designation achievements that meet the requirements, on the NLRD |
| Source of Data | NLRD data loads, information about recognised professional bodies from the Registration and Recognition Directorate |
| Method of calculation/assessment | The NLRD team draw quarterly reports on data loads by professional bodies and compares this list against the list of recognised professional bodies. The team follow up with professional bodies who did not load data and report those professional bodies that did not load data during the financial year to the Registration and Recognition directorate. All recognised professional bodies x should load data (y) at least once a year. $y \geq x$ |
| Assumptions | Professional bodies load complete sets of data each time. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Quarterly – accumulated to annual |
| Desired performance | The actual performance should equal or exceed the expected performance. |
| Indicator responsibility | Data Manager with support from Senior Manager: NQF Qualifications & professional bodies; Executive: NQF Operations |

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| Indicator Title | 19. Updated Registers of Misrepresented and Fraudulent Qualifications |
| Definition | <p>The NQF Amendment Act provides for the establishment of the Registers of Misrepresented and Fraudulent Qualifications. SAQA must establish these Registers in these five years.</p> <p>The purpose of this indicator is to update the Register of Misrepresented Qualifications</p> |
| Source of Data | Misrepresented qualification information from the Verifications Project, Foreign Qualifications Evaluation and Advisory Services, QCTO, Umalusi and CHE. Currently, Umalusi and the CHE do not provide any information on misrepresented qualifications to SAQA. The data sources load data about the Misrepresented Qualifications onto the NLRD according to |

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| | the NLRD specifications, monthly. The NLRD database administrator cleans the information by removing duplicate data and ensuring that the data sources filled in all the compulsory fields, before uploading the information. |
| Method of calculation/assessment | The Register of Misrepresented Qualifications is derived from the NLRD as a report. The Registrar of Misrepresented Qualifications confirms the information before the administrator updates the Register. Note: SAQA will only appoint the Registrar after the President has proclaimed the NQF Amendment Act. Until then, the Register remains a List of Misrepresented Qualifications. |
| Assumptions | The data sources confirmed the accuracy of the data before loading it onto the NLRD |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Quarterly |
| Desired performance | An updated Register of Misrepresented Qualifications |
| Indicator responsibility | Data Manager with support from the Senior Manager: Authentication Services; Executive: NQF Operations |

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| Indicator Title | 20. A Verification service used by employers and institutions |
| Definition | <p>The NQF Amendment Act provides for the referral of all qualifications or part-qualifications presented for study, employment or appointment to SAQA for verification or evaluation. Learner achievements on the NLRD are used to verify national qualification achievements.</p> <p>The qualifications of persons seeking employment and further study must be verified for correctness to aid employment appointments. Applications for verification are received mainly from organisations that have shortlisted candidates for</p> |

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| | <p>jobs. Applications are made on a specific template. Generally, applications are received in batches which vary in size from a single application to several hundreds of applications.</p> <p>The purpose of this indicator is to complete all applications received for the verification of national qualifications within 25 working days.</p> |
| Source of Data | Email applications from clients; NLRD; other data sources if the information is not on the NLRD |
| Method of calculation/assessment | Applications are received via email and checked for completeness. Incomplete are returned to the applicant. Those that meet the criteria are captured on the Verifications database and assigned to a batch verifier to commence with the verifications process. All verification requests must be completed and the results presented to the client within 25 working days of being captured on the Verifications Database. |
| Assumptions | It is assumed that most clients will request the normal verification service. In cases where clients request their results in a shorter time and pay the premium rate for the faster service, then these service standards and timelines must be adhered to. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Quarterly accumulated to the annual target |
| Desired performance | The actual performance should equal or exceed the expected performance |
| Indicator responsibility | Senior Manager: Authentication Services |

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| Indicator Title | 21. Articulation from foreign systems into South Africa takes place |
| Definition | Applicants submit their applications to SAQA either personally, or via courier / post. If the latter, they are recorded in a register. SAQA checks all submitted applications against the criteria for compliance (screened). Compliant applications (i.e. applications that meet all the criteria) are then further processed (that is, evaluation, which entails both verification and |

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| | comparison). After completion of the evaluation process, the outcome is communicated to applicants and can be that qualifications are either not recognised (communication per letter), or recognised (SAQA Certificate of Evaluation issued). Files are then closed. |
| | The purpose of this indicator is to ensure that 95% or more of compliant applications are evaluated within 90 days. |
| Source of Data | Registration reports pulled from the DFQEAS Admin System; status reports (such as Seeking Verification) indicating further progress. |
| Method of calculation/assessment | Statistical reports; simple count. The indicator is calculated as follows: $x/y \geq 95\%$ where x is the number of compliant applications processed by 1 January each financial year; and y is the number of completed applications within three months from such registration. Note: applications processed after 1 January each year falls into the next financial year's count as the 90-day period is beyond 31 March each year. |
| Assumptions | Further processing can be limited by a dependency on external sources, insufficient income and other resources or unexpected breakdowns in systems (including power failures). |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Quarterly accumulated to the annual target |
| Desired performance | The actual performance should equal or exceed the expected performance |
| Indicator responsibility | Senior Manager: Authentication Services |

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| Indicator Title | 23. Number of policies reviewed |
| Definition | A dynamic NQF facilitates access to, and mobility and progression within education, training and career paths. |

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| | <p>There are several NQF Policies that SAQA developed during the last strategic cycle. For South Africa to have a dynamic NQF that is responsive, adapts to, and supports the changing needs of life-long learning, the NQF policies must reflect current dynamics. This indicator is, therefore, about ensuring that NQF Policies are regularly reviewed and updated to reflect changes in the needs of learners and workers.</p> <p>The purpose of this indicator is to review one NQF policy annually.</p> |
| Source of Data | The Research Directorate will conduct research that will inform possible amendments to the Policies. The team responsible for amending the Policy will consider the recommendations made by the Research team in their proposed changes. Evidence of changes is the published revised Policy and working documents leading up to the final approved revised Policy. |
| Method of calculation/assessment | Successful performance means a published amended Policy or an explanation post research, as to why the Policy should not be amended. |
| Assumptions | SAQA consulted its stakeholders during the review phase. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual progress against the five-year target |
| Desired performance | Review five NQF Policies and amend them as required over the five years. It is desirable to exceed the target in any given year if circumstances warrant more immediate policy amendments. |
| Indicator responsibility | Senior Manager: Research supported by Senior Manager: NQF Qualifications & Professional Bodies; Senior Manager: Authentication Services; and Executive: NQF Operations |

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| Indicator Title | 25a. Findings and recommendations of NQF-related research |
| Definition | One of SAQA's outcomes is to have a dynamic NQF that is responsive, adapts to, and supports the changing needs of life-long learning. SAQA has put initiatives in place to achieve this outcome. However, SAQA will only know if its initiatives |

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| | <p>made a difference if SAQA conducts research. SAQA's main research instrument is its Impact Studies, which is a mandated requirement. Impact Studies span three to four years of research before a final research report is produced.</p> <p>The purpose of this indicator is to produce the draft 2021 NQF Impact Study Report.</p> |
| Source of Data | Analyses of the data obtained |
| Method of calculation/assessment | Information from various sources is used to measure the reported impact of aspects of the NQF on education and training in line with the approved theoretical frameworks. The research culminates in a research report. |
| Assumptions | SAQA can only use available data and cannot measure some aspects because of the lack of data |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual |
| Desired performance | SAQA produces the Draft 2021 NQF Impact Study Report by March 2022. |
| Indicator responsibility | Senior Manager: Research |

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| Indicator Title | 26. Record of Articulation initiatives |
| Definition | <p>A dynamic NQF facilitates access to, and mobility and progression within education, training and career paths. It is not enough for SAQA to publish policies. SAQA must also ensure that stakeholders implement these policies.</p> <p>The purpose of this indicator is to provide the Minister with a report on progress made by SAQA and the QCs in implementing the Articulation Policy.</p> |
| Source of Data | SAQA, DHET and the QCs reports culminating in a combined report. |
| Method of calculation/assessment | SAQA, DHET and the QCs each produce an update on their Articulation activities. SAQA uses these updates to compile the consolidated report for the Minister: HESI. The consolidated report is first approved by the SAQA Board in March before being sent to the Minister: HESI in April each year. |
| Assumptions | Sufficient funding is available to implement the Articulation Policy and the QCs supply their reports in line with SAQA guidelines, timeously. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual |
| Desired performance | SAQA completes the consolidated report for the Minister, the Board approves it, and SAQA sends it to the Minister: HESI within 30 days after the financial year-end. |
| Indicator responsibility | Head: Stakeholder Relations; Executive: Strategy, Governance, People, legal, Stakeholder Relations and Communications Division. |

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| Indicator Title | 27. Prominent national, regional and global standing |
| Definition | <p>SAQA, as the custodian of the NQF and its values, strives for a world-class NQF that is well understood and benefits all stakeholders. As such, SAQA plays an important role globally, regionally and specifically within SADC. SAQA strives to continuously keep up to date with the latest international trends in NQFs and to benchmark South Africa's NQF against those of other countries. SAQA also has a lot to teach the world about NQFs since South Africa has one of the oldest NQFs in the world.</p> <p>The purpose of this indicator is to identify and implement two initiatives to promote the SA NQF internationally.</p> |
| Source of Data | Seminar and workshop reports, presentations, participation in international events, papers written for the global market, contributions to regional and global reports. |
| Method of calculation/assessment | SAQA will use international platforms to promote the SA NQF. The data sources form the basis of the assessment. If SAQA uses an international workshop to promote the NQF, then the MOC will be the presentation and evidence of attendance. If SAQA publishes an article in an international publication, the MOC will be evidence of the article. SAQA uses a variety of platforms to reach the international community. Each initiative will be recorded and reported on. |
| Assumptions | SAQA will continue to participate in international events and on international platforms |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual |
| Desired performance | The actual performance should equal or exceed the expected performance. |
| Indicator responsibility | Head: Stakeholder Relations; Senior Manager: Research; Executive: Strategy, Governance, People, legal, Stakeholder Relations and Communications Division; and CEO |

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| Indicator Title | 28. Informed stakeholders |
| Definition | <p>SAQA, as the custodian of the NQF and its values, strives for a world-class NQF that is well understood and benefits all stakeholders. As such, SAQA plays an important role nationally, globally, regionally and specifically within SADC. SAQA strives to continuously keep up to date with the latest international trends in NQFs and to benchmark South Africa's NQF against those of other countries. The NQF Amendment Act gives SAQA the mandate to inform the QCs and other interested parties about international practice in the development and management of qualifications frameworks.</p> <p>The purpose of this indicator is to identify and implement at least two initiatives to share international best practice with stakeholders.</p> |
| Source of Data | Reports and articles from international events and publications. |
| Method of calculation/assessment | SAQA informs the QCs about international best practice through its quarterly reports to the CEO Committee. SAQA also shares international best practice with stakeholders through various platforms such as webinars, publications and conferences. |
| Assumptions | Stakeholders understand and use the information that SAQA provides |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Reporting cycle | Annual |
| Desired performance | The actual performance equals or exceeds the expected performance. |
| Indicator responsibility | Head: Stakeholder Relations; Executive: Strategy, Governance, People, legal, Stakeholder Relations and Communications Division. |

Annexures to the Annual Performance Plan

Annexure A: Amendments to the Strategic Plan

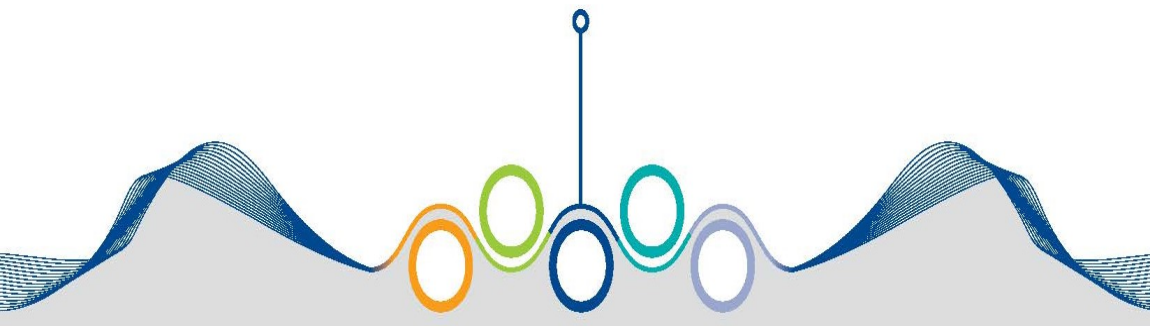
There are no amendments during this period.

Annexure B: Conditional Grants

| Name of Grant | Purpose | Outputs | Current Annual Budget (R'000) | Period of Grant |
|----------------------|----------------|----------------|--|------------------------|
| N/A | N/A | N/A | N/A | N/A |

Annexure C: Consolidated Indicators

| Institution | Outputs | Output Indicator | Target | Data Source |
|--------------------|----------------|-------------------------|---------------|--------------------|
| N/A | N/A | N/A | N/A | N/A |



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