

Learning Pathways: Actual student movements as seen in the National Learners' Records Database (NLRD)

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Key DHET/DPME study findings



- Academic routes NSC to HEI appear to be working well
- Vocational/occupational pathways less understood/efficient
- Apparently limited articulation between OQSF & HEQSF
- Some effort to help students to articulate into HEIs through L5 qualifications (Comprehensive universities & UOTs)
- Key area of contestation re: articulation is whether we need to create the knowledge required for entry into an academic programme within occupational certifications

Reflections on DHET/DPME findings 1

Data source - National Learners' Records Database (NLRD)

SAOA

- Analyses of NLRD data shows improvements, declines, gaps in key metrics
- "Data gaps" achievements or improved data reporting?
- Limited articulation between HEQSF & OQSF real pattern or data gap?

Reflections on DHET/DPME findings 2



 When considering articulation into and between universities, the evaluation <u>emphasised L5 and L6</u> only

Articulation:

- Can be systemic/specific
- Can be <u>vertical/horizontal/diagonal</u>
- Can involve <u>addressing boundary-making</u> practices & <u>supporting boundary-crossing</u> practices
- NLRD patterns re: TVET (other) only visible when data are supplied to NLRD

NQF Experience: NLRD 1 of 2

- <u>SAQA</u>
- NLRD is <u>Management Information System</u> of South African NQF
- NQF Act mandates SAQA to maintain the NLRD
 - To provide policy makers with comprehensive information to enable informed decision-making, and
 - To provide learners and employers with proof of qualifications obtained
- NLRD currently has <u>more than 17 million records</u> of learning achievements
- NLRD also contains information on:
 - National qualifications & part-qualifications,
 - recognised professional bodies & professional designations,
 - associated information

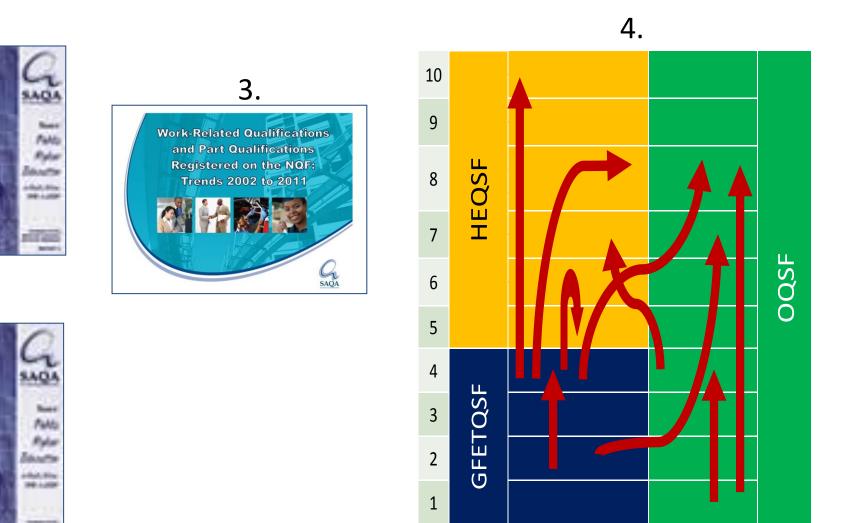
NQF Experience: NLRD 2 of 2 Four NLRD Trends Reports:

1.

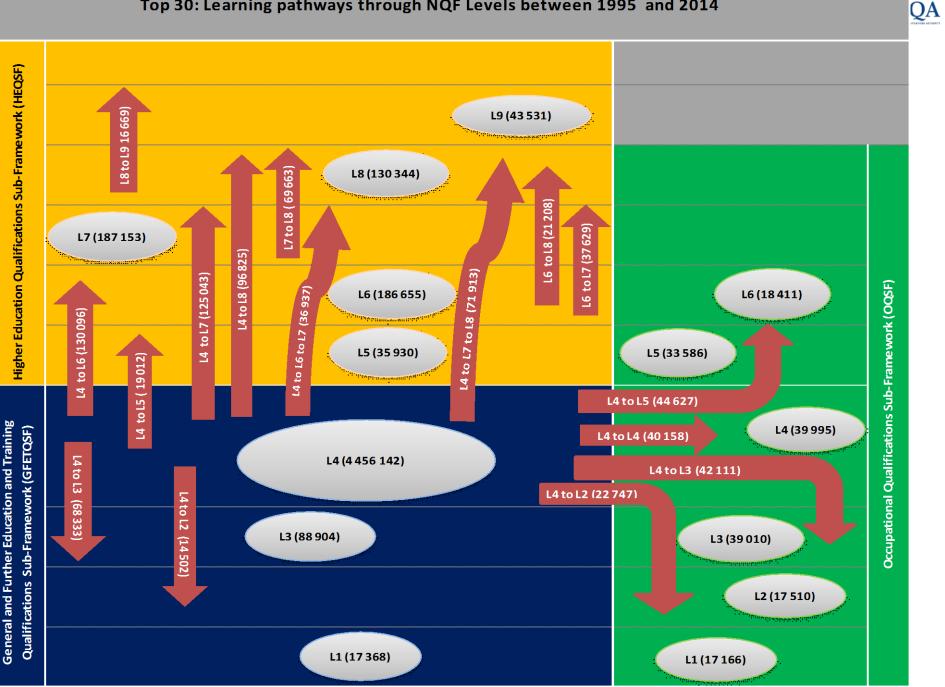
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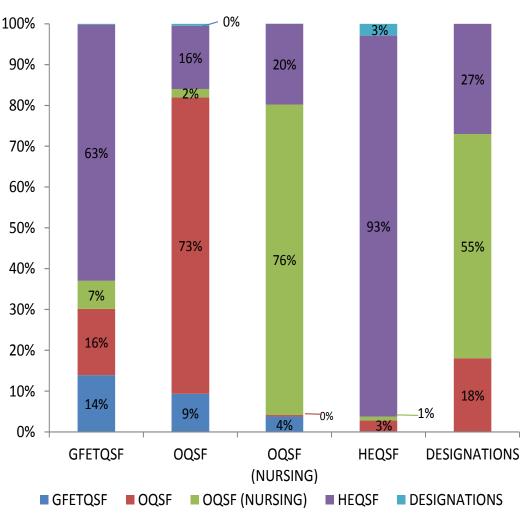
Top 30: Learning pathways through NQF Levels between 1995 and 2014



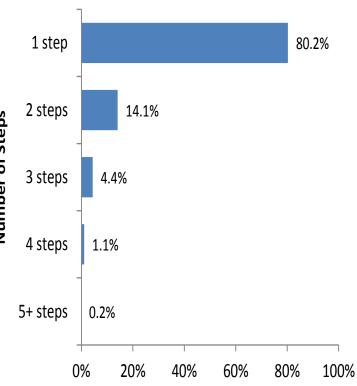
Experience...



Sub-Framework of second step, by Sub-Framework of initial step



Percentage of People for each Number of Steps



Number of Steps

Top Learning Pathways through NQF Levels of Holders of ECD Qualifications Achieved between 1995 and 2016

10 9 **Higher Education Qualifications Sub-**L8 (1 142) 8 Framework (HEQSF) 7 6 Occupational Qualifications Sub-Framework (OQSF) L4 to L8 (1788) 155 91 01 to L5 (532) (678) 14 2015 12 4151 L5 (4 324) 5 L5 (6 104) ð L5 to L5 L5 (412) S 2 L4 to L4 (21 196) 4 **General and Further Education and Training** Qualifications Sub-Framework (GFETQSF) L4 to L4 to L5 (2 020) to L4 to L5 (549) 4 L4 to L4 to L5 to L5 (423) to L4 (2 067) L4 to L4 (6 743) -L3 (642) 3 5 2 1 L1 (2 081)





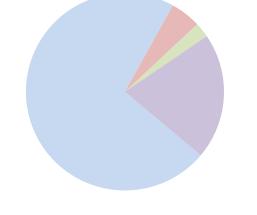
1. "Inclusive" definition of articulation

2. More detailed analyses required



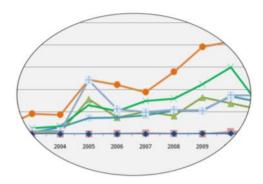


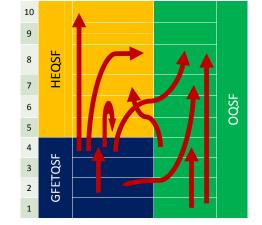






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