

CHE RESPONSE TO KEY FINDINGS OF THE IMPLEMENTATION OF THE NQF ACT

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Prof. Narend Baijnath

Theory of Change

- **Sufficient resources**
- **Consensus on the design and conceptual approach**
- **Policy framework is targeted at the right problem**
- **No major changes in the education and training system**
- **Providers understand the legislation**
- **See the benefit and value of the NQF**
- **Capacity and skills needed to implement the policy and legislation**
- **No other significant external barriers** that hinder the implementation of these policies
- **Implementation of policy leads to the desired changes** in the practices and behaviours of the Education and Training providers, stakeholders and learners

Horizontal Policy Coherence

- Some interviewees suggested that the NQF has established three sub-frameworks, each with their own nomenclature which creates confusion and makes articulation difficult
- On specific aspects, such as RPL and articulation, there were notable differences between the national and SAQA policies and that of the QCs
- There are mixed messages about the equivalence of the different qualification types and the same NQF level
- Although, NQF policies indicate that there should be parity of esteem between academic and vocational/occupational routes, in reality this has not happened

Findings Re Prof Bodies

- Many professional bodies are uncertain about their role in the quality assurance process
- Statutory bodies, in particular, are granted powers to approve or accredit learning programmes in terms of their governing legislation
- Other non-statutory bodies have a long history of accrediting qualifications and programmes
- Public universities report considerable duplication in the accreditation criteria used by the CHE and the approval criteria used by some professional bodies

Effectiveness of the QA System

- The QA system for the higher education sector is well-understood and entrenched
- The peer-reviewed approach seen as appropriate to the sector
- QA system beneficial to historically disadvantaged universities and comprehensive universities. It has improved their 'standing' in the university sector, and enhanced the credibility of their qualifications
- Articulation between the historically disadvantaged universities and traditional universities remains a challenge
- The QA system has also created a sense of parity of esteem between public universities and private HEIs
- National reviews an effective mechanism for identifying problems with the quality of programmes. In particular, the notices of withdrawal of accreditation force universities to review and rethink the structure and content of their programmes
- Private HEIs are increasingly contesting decisions of the CHE on programme accreditation.

Commendations

- Evaluation penetrating in conceptualisation and meticulous in execution
- As such, provides a window on successes, shortcomings; reflections on how things might be improved from multiple vantage points across the PSET sector
- Valuable in providing renewed impetus to work of implementation