



# *P . A . B*

Professional Accreditation Body

## **INFORMATION TO STAKEHOLDERS REGARDING THE WAY FORWARD**

### **INDEX**

SCOPE AND PURPOSE	Page 2
OPTION 1	Page 3
OPTION 2	Page 5
OPTION 3	Page 5
IMPLICATIONS RELATED TO EXAMINING BODIES AND ASSESSMENT HOUSES	Page 6
CONCLUSION	Page 6

## SCOPE AND PURPOSE

The information in this document is relative to information available as at 21 February 2010. It is given in the context of:

- The NQF Act
- The amended Skills Development Levy Act
- The amended Higher Education Act
- The amended Further Education and Training Act
- Discussions in the meeting held between PAB and CHE on 11 February 2010 at 12:00
- Discussions in the meeting held between CHE, several providers, and DoE on 11 February 2010 at 14:00
- Discussions in the meeting held between PAB and SAQA on 3 February 2010 at 10:00

The scope of this document includes all relevant stakeholders, and includes, but is not limited, to:

- Providers currently accredited with PAB
- Providers previously accredited with PAB
- Examining bodies and assessment houses
- Learners affected

The purpose of this document is to provide guidance and empower stakeholders in their future planning. Providers specifically will have to make decisions regarding their scope of practice. The different options available are stated, as well as the available information pertaining to the implications and requirements of each option. Providers may however choose more than one option, as it applies to their market positioning.

Please see the following diagram as basis for the options given thereafter:

NQF		
SAQA registers approved programmes SAQA administrates NLRD		
HEQF	FETQF	OFO
Quality assurance done by CHE	Quality assurance done by Umalusi	Quality assurance done by QCTO in conjunction with quality partners

## Option 1: Apply to CHE for accreditation and programme approval on the HEQF

Procedure:

A programme/s must be submitted to CHE for programme approval, and must meet the criteria for one or more of the qualifications as stipulated below:

a) Higher Certificate Level 5 120 Credits

Admission requirement: National Certificate or similar

The Higher Certificate could provide entry to an Advanced Certificate on level 6, or a Diploma on level 6. In other words, the Higher Certificate could contain the exact credits required as part of the Diploma. Please refer to the diagram below.

b) Advanced Certificate Level 6 120 Credits

Admission requirement: National Certificate or similar

The Advanced Certificate could provide entry to a Diploma on level 6 or a Bachelor's Degree on level 7

c) Diploma Level 6 360 Credits

(Max 120 credits level 5, min 240 credits level 6, 50% of 3<sup>rd</sup> year credits level 7)

Admission requirement: National Certificate or similar

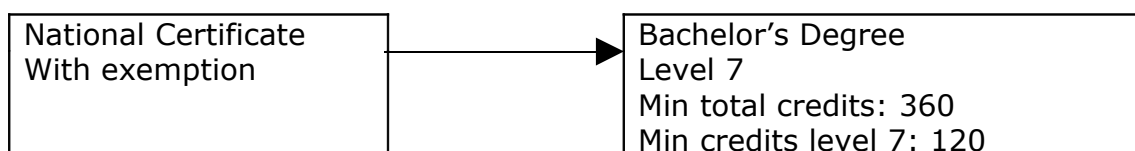
d) Bachelor's Degree Level 7 360 Credits

(Min 120 credits level 7, max 96 credits level 5)

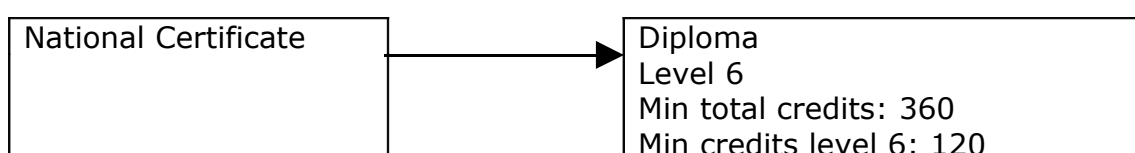
Admission requirement: National Certificate with exemption or similar; a level 5 or 6 qualification in the same cognate field of study

Possible qualification paths:

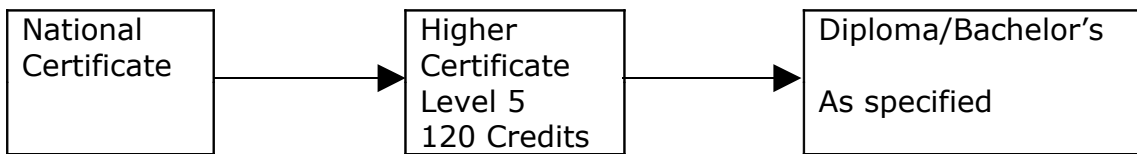
1. Direct admission to Bachelor's Degree



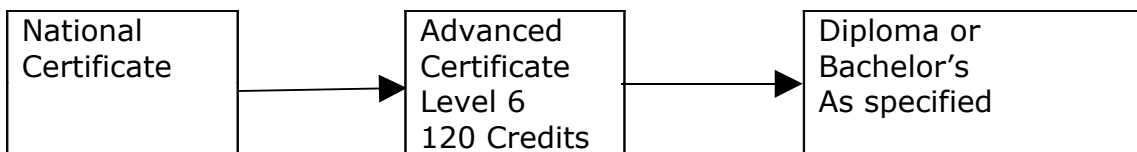
2. Direct admission to Diploma



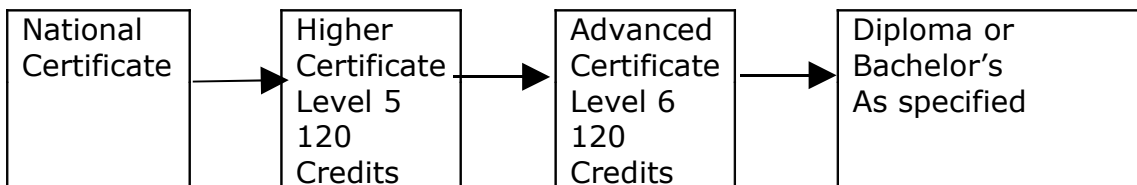
### 3. Moving via Certificate levels



OR



OR



Factors to consider:

- Providers will be competing with public higher education institutions.
- Learners with National Certificate (with exemption) can obtain a Bachelor's Degree on level 7 in the same period of time it would take to complete a Diploma on level 6.
- As confirmed by CHE, the level 5 Higher Certificate might be moved from the scope of the HEQF. Providers should bear this in mind when deciding on the type/s of programmes they apply for.
- Lecturers must have a qualification at one level higher than the programmes offered. This means that lecturers must have a qualification at level 7 (in a similar cognate field) if the Diploma is to be offered. Please note that a grace period might be given for this criteria to be put in place, as indicated during the meeting with CHE.

Preliminary interim procedures for providers following the HEQF path (as per discussions held between PAB and CHE):

- CHE will take responsibility for quality assurance of education once accreditation has been awarded.
- PAB will continue to provide the function of uploading learners against any learning programmes, offered by providers accredited or previously accredited by PAB, that do not fit the HEQF structure.
- Providers already accredited with CHE will be able to upload to CHE once their HEQF aligned programmes have been awarded approval by CHE, and is registered with DOE. Uploads to PAB will continue for the teach-out period of non HEQF aligned programmes.

## **Option 2: Apply to Umalusi for accreditation for the FETQF**

Providers can decide to apply to offer Further Education and Training programmes in future. In this instance the following procedure applies:

1. Complete application form
2. Submit proof of accreditation from PAB
3. Submit copy of most recent site visit from PAB
4. Pay registration fee to Umalusi

This will enable providers to register with DoE to offer full qualifications on NQF level 2 and higher, in the Further Education and Training field.

Please note that PAB will still be responsible for quality assurance and the upload of learners as normal, as per the qualifications allocated to PAB by SAQA.

Programmes on the FETQF might be moved to the OFO, if they comply with criteria for programmes on the OFO. Currently, this criteria is not yet available.

Any fully accredited provider who wishes to follow this route, is requested to send an e-mail to PAB in order for us to assist you.

## **Option 3: Apply to the QCTO for accreditation to offer programmes on the OFO**

The QCTO is currently not yet established. SAQA is handling matters related to the QCTO for the interim. It has been announced that the QCTO board will be officially announced on 23 February 2010. Their aim is the expediting of skills acknowledgement in South Africa. The OFO contains skill awards which comprises ALL NQF levels.

Thus far, the following has been indicated, but not been made official:

- The QCTO will devolve some functions to quality partners, such as upload of learner information and accreditation of sites. Criteria for application as a quality partner have not yet been made official.
- The focus will be on accrediting work places functioning in partnership with providers of education, or owned by providers of education.
- The programmes on the OFO are to contain the following components: theory, practical and workplace.
- Learning material will be standardised and provided by QCTO, in conjunction with subject matter experts.
- Assessment material and criteria will be standardised and provided by QCTO, in conjunction with subject matter experts.

- Progression and articulation processes between the OFO and the other two frameworks are not yet clear, but must be established according to the NQF Act.

PAB will forward information to all providers on the QCTO as it is made available.

## **IMPLICATIONS RELATED TO EXAMINING BODIES AND ASSESSMENT HOUSES**

- The award given on successful completion of these programmes can not be named a qualification, unless the awarding body is themselves a provider of education, accredited and registered as per South African legislation.
- The award may be named a 'membership' or similar.
- The programme owners need to review their award criteria, and admission criteria, in terms of the new legislation.
- Depending on the programme owner, providers could offer the award irrespective of their location on the NQF.
- Depending on the programme owner, learners could receive the award prior to the completion of a NQF registered qualification, or learning programme, or skills programme, as it will no longer be officially aligned to a full qualification.

The above will greatly depend on decisions to be made by the programme owners individually, and will hold many implications for the providers. Examining bodies and assessment houses might have different criteria for 'membership' respectively. PAB plans to schedule meetings with the programme owners to discuss the way forward.

## **CONCLUSION**

The cut-off date for making these decisions, and the implementation thereof, has not yet been made official. This can only be done when the QCTO has been established, and all procedures for its function has been provided and implemented.

It is recommended however that providers discuss and plan for their own way forward, as some of the options require extensive additional resource allocation. PAB will provide assistance irrespective of the route decided upon, and will provide input with regards to providers' decisions should it be requested.

Learners enrolled against current qualifications will be administrated according to current procedures, and will not be affected. In all probability the current National Diploma: Health and Skincare ID 58310 should be able to provide learners with entrance to a new Diploma in the relevant field on level 6, or an Advanced Certificate in the relevant field on level 6.

For the interim, procedures and functions remain the same. Please feel free to contact us at any time for input, assistance or information.

## **INDEX OF TERMS**

CHE Council for Higher Education

*Explanation: One of the three Quality Councils, appointed as custodian of the HEQF as sub-framework of the NQF, as per the NQF Act*

DOE Department of Education

ETQA Education and Training Quality Assurance body

*Explanation: Bodies accredited by SAQA to perform functions such as awarding of accreditation, administration of learner data, etc as per the SAQA Act (which was made obsolete by the NQF Act, but is still valid until further notice of the full implementation of the NQF Act)*

FETQF Further Education and Training Qualification Framework

*Explanation: One of the three sub-frameworks of the NQF as per the NQF Act; falls within the responsibility of Umalusi as Quality Council for Further Education and Training*

HEQF Higher Education Qualifications Framework

*Explanation: One of the three sub-frameworks of the NQF as per the NQF Act; falls within the responsibility of the CHE as Quality Council for Higher Education*

NLRD National Learner Record Database

*Explanation: Database of all learner enrolments and achievements administrated by SAQA; all ETQA's upload their relevant information as received from their accredited providers to the NLRD twice annually.*

NQF National Qualifications Framework

*Explanation: Structure containing qualifications and unit standards according level, type, etc. Will consist of three sub-frameworks as per the NQF Act, which is the HEQF, FETQF and the OFO.*

NQF Act National Qualifications Framework Act

*Explanation: Legislation promulgated in 2009 which addresses a new NQF structure, and appoints three Quality Councils to as custodians of the three sub-frameworks. Implementation of the NQF Act is still in progress.*

OFO Organised Framework for Occupations

*Explanation: One of the three sub-frameworks of the NQF as per the NQF Act; falls within the responsibility of the QCTO as Quality Council for Trades and Occupations*

PAB Professional Accreditation Body

QCTO Quality Council for Trades and Occupations

*Explanation: One of the three Quality Councils, appointed as custodian of the OFO as sub-framework of the NQF, as per the NQF Act*

SAQA South African Qualifications Authority

Umalusi

*Explanation: One of the three Quality Councils, appointed as custodian of the FETQF as sub-framework of the NQF, as per the NQF Act*