

# **NATIONAL QUALIFICATIONS FRAMEWORK PILOT PROJECT**

## **PILOT PROGRAMME CONTEXT**

Broad consensus has been reached on the need for a National Qualification Framework. In the pilot programme outline which follows, it is assumed that the NQF will be formally adopted by the political authorities in South Africa, and that legislation to establish the South African Qualification Authority will be passed. At this stage it is difficult to establish the timeframe of these developments.

The current NQF agreement is based on broad principles and schematic propositions, principally developed by the National Training Board. The need to develop these details and associated implementation strategies for the framework as a basis for improving quality and access of provision has led to the development of this proposal for a pilot project.

This initiative needs to be seen against three related developments at national, provincial and sectoral level:

### **1. National Initiatives:**

#### **1.1 National Training Board**

The National Training Board has established Working Group 9 whose task it is to develop NQF is broad outline and explore the implications of this framework for governance, particularly of industry training boards. The group has developed certain initial propositions in this regard and requires that concrete development work be undertaken to test and deepen the initial work done.

#### **1.2 The Inter-Ministerial Working Group**

The Ministers of Education and Labour Affairs have established a Working Group to investigate the organisational and policy implications of developing an integrated approach to education and training. The Working Group has proposed that two technical committees be established under the authority of the Inter-Ministerial Working Group to work full-time on development and wide-ranging consultation work. The first of these would address NQF/SAQA and the second would focus on governance issues, both within the relevant departments and in statutory bodies. Ministerial approval for this proposal is awaited. It is unclear what precise timescales are likely to operate.

#### **1.3 National Education and Training Forum - Curriculum Co-ord. Committee (NETF - CCC)**

The NETF has been co-ordinating a Curriculum Co-ordinating Committee which has developed proposals which focus principally on the school curriculum in respect of the a broad interpretation of the NQF.

## **2. Provincial Pressures**

In terms of the constitution, technical colleges fall under the authority of the provinces. In the PWV a number of the technical colleges have approached the Minister of Education requesting that she facilitate a process whereby their future role can be clarified and work to develop this can be accelerated.

In the Orange Free State, considerable progress has been made in linking the programmes of various institutions together in a way which facilitates credit transfer from one level to another across institutional boundaries. This process has been driven by a highly inclusive and democratic process under the auspices of the regional education and training forum. However, while these processes have expressed strong support for a National Qualification Framework, no guidelines have been forthcoming from national bodies so work has had to progress in its absence. There is therefore the danger that solutions developed in the OFS will not fit together with those developed elsewhere.

## **3. Sectoral and Industrial Initiatives**

A number of industries, institutions and sectors have identified the urgent need to develop new curricula to meet the needs of the "new" South Africa. These initiatives will occur in isolation of the NQF unless a framework is urgently given. New curricula are urgently needed to deliver the goals of the Reconstruction and Development Programme - from sectors as diverse as agriculture to policing, and including traditional (restructuring) industries such as engineering and mining as well as growing sectors such as health, hospitality and housing.

### **PROPOSED INTERVENTION:**

The pilot project is designed to

- explore and expand early national propositions on the National Qualification Framework
- meet the demands for implementation from colleges and sectors
- establish draft national guidelines and
- provide technical support, an infrastructure and trained personnel.

### **PROJECT PURPOSE**

An improved quality of education and training is provided to targetted learners through a practical illustration of the NQF, developed and delivered in the PWV and OFS.

This is divided into a number of phases:

- Phase 1 Pilot preparation
  - Phase 2 Development of curricula materials and practioners
  - Phase 3 Implementation of pilots
  - Phase 4 Evaluation and revision
- Only Phase 1 is addressed in detail below.

## **RESULTS AND ACTIVITIES of Phase 1:**

### **1. Guidelines are developed**

- 1.1 writing standards (outcome statements and assessment criteria)
- 1.2 what constitutes a pathway
- 1.3 level descriptors
- 1.4 funding staging posts
- 1.5 criteria for establishing work groups
- 1.6 illustrative material compiled or developed

### **2. Training to Work Groups is delivered (for following guidelines)**

- 2.1 Capacity to deliver training developed (including establishment of national team of about 5 people, trainees supported by international expertise)
- 2.2 Establishment of a national team to deliver training
- 2.3 Ways of presenting material are developed

### **3. National and Provincial Pilot Co-ordination Units are established and operational**

- 3.1 National level
  - composition
  - approve pathways (portability and progression) and associated work groups
  - composition of work groups (including possible international participation)
  - form of writing standards
  - evaluation
  - training of work groups
- 3.2 Provincial level
  - composition
  - administration and finance of work groups
  - training or co-ordination of curricula developers
  - co-ordination of work groups
  - training of practioners

- development and delivery of programmes
- development of pathways

#### 4. Pilot pathways are developed

- broad examples of pathways suggested from national level.

<b>General</b>	<b>Common</b>	<b>Core/specialisation</b>
Provincial language	Communication	Livestock production
English	Health and safety	Crop production
Computation	Quality	Electrical
Social development	Industrial relations	Mechanical
	Development (planning and implementation monitoring)	Fabrication
	Business skills	Administration
	etc	Water provision
		Hospitality
		Education, trainer and development practioners
		House and road building
		Policing
		Health sector...

##### 4.1 Criteria for participation in pilot pathway teams agreed

- educator
- industry person
- non-duplicating
- distance
- tertiary
- training board
- links...

##### 4.2 Incentive funding

#### 5. Stakeholders are able to understand and implement NQF

#### 6. Practioners understand and are able to implement NQF

## **HUMAN RESOURCE NEEDS:**

### **1. Provincial Co-ordinating Unit**

(i) Ministerially Appointed Committee comprising  
Chairperson; representatives from NTB/DNE; AITB; Technical College;  
Technicon/University; ABE; RDP

(ii) Provincial Service Unit:

Provincial Project Co-ordinator (TECHNISA post); Administrator to deal with  
secondments and project finance (CEPD?); Distance Learning Specialist (SAIDE);

### **2. National Co-ordinating Unit**

Initially established under the NTB Working Group 9 but later to be transferred to  
the Inter-Ministerial Working Group or SAQA Service Unit, whichever is  
appropriate.

National level service unit - identification and training of approximately 5 staff  
members and 2 trainees to be developed to deliver training to provincial Co-  
ordinating Units and assist with the training of Work Groups. International support  
will be sought for this training.

## **FINANCE REQUIRED:**

1. Employment of national training team and identified provincial teams  
Secondment contracts for technical assistance to Provincial Project Co-ordination.
2. Work Group costs:
  - \* Do members get paid?
  - \* What are the funding stages?
  - \* Travel / meeting costs/
3. Costs of training functions
  - \* Training of National Team
  - \* Training of Provincial Co-ordinators
  - \* Training of up to 20 Working Groups
4. Training of Curricula Development process (at later stage)

**PROJECT PLANNING TIME-TABLE**

(Only Key Results outlined to date)

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY
1. Guidelines are developed	████████████████████									
2. Training is delivered										
* trainers are identified	██████████████									
* Materials are developed		██████████████								
* training programmes are run				████████████████████						
3. National Co-ordination										
* human resources contracted	██████████									
* operations are managed										
* Work groups and pathways are approved						██				
4. Provincial Units are established										
5. Pilot Pathways are established										
* briefing meetings are held										
* groups are established and trained				████████████████████						
* groups work				██						
* pathway is submitted							████████████████████			
6. Curriculae are developed and educators trained						██				