



HEQSF REVIEW PANEL

PROPOSALS FOR A REVISED HEQSF

Drivers of change (1)

- **National policy goals**
 - **CHE's Quality Assurance Framework (simplification, institutional accountability)**
 - **Global trends re qualifications frameworks**
 - **Regional and continental developments**
 - **Global trends on recognition of different forms of learning**
 - **Feedback from institutions and stakeholders**
 - **Scale of poverty, inequality and unemployment**
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Drivers of change (2)

- **Conceptual framework – foregrounding knowledges**
 - **Foregrounding students as knowers and social justice**
 - **Aspirational graduate attributes (dispositions)**
 - **Multilingualism**
 - **Articulation and agency**
 - **Facilitating transitions into higher education**
 - **Flexible modes of provision**
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Revised HEQSF in a nutshell (1)

- 1. Introduces two new forms of the Higher Certificate and the Bachelor's Degree at level 7.**
- 2. Introduces a new qualification type at level 8, a Bachelor's (Professional) degree;**
- 3. Clarifies the nature of the Postgraduate Diploma, the Advanced Diploma, the Master's (Professional) Degree and the Doctorate (Professional) Degree;**
- 4. Clarifies the conditions under which the 240-credit Diploma may be offered and new name ;**
- 5. Enables allocation of credits for informal and non-formal learning subject to quality assurance requirements set by the CHE for safeguarding the integrity of qualifications.**

Revised HEQSF in a nutshell (2)

5. Shifts the unit of accreditation to qualifications rather than programmes and streamlines the accreditation process by **allowing for institutional self-approval**;
6. Changes the rules for naming of qualifications to reduce proliferation;
7. Permits flexibility for academics to structure applications for accreditation;
8. Permits flexibility for institutions to incorporate offerings developed by other institutions subject to Senate/Academic approval and any conditions of the CHE; and
9. **Devolves authority to institutional senates/academic boards** (RPL admissions and embedded qualifications).

Revised HEQSF in a nutshell (3)

Introduces a new approach for conceptualising the qualification type descriptors within four domains, namely dispositions, knowledge and skills, context, and societal relevance;

Provides high level information on regional and continental qualifications frameworks and resources

Stipulates that joint qualifications, collaborative programmes and co-badged qualifications with international institutions are permissible

Enables easier articulation between qualification types on the three Qualifications Sub-Frameworks through integrating references to different routes for meeting admission requirements.



Flexibility and simplification

- **NQF level descriptors used to evaluate applications**
- **Shifting to accrediting qualifications and institutions approving programmes leading to qualifications if requisite QMS;**
- **Specialisations approved by institutions & indicated on transcripts;**
- **No qualifiers in UG degrees except if linked to professional area of practice**
- **Only one qualifier in other qualification types**
- **Longer term: if on NQF and have self-approval status then institutions may offer**



Flexibility and simplification (2)

- **Enabling approach in the recognition of different forms of learning**
- **Residency**
- **Use of external offerings**
- **Embedded qualifications**

50% restrictions (RPL, CAT, Non-formal, Other forms of learning)

Qualification descriptors

- informed by the normative values enshrined in the Constitution,
- the values of Ubuntu, ('I am because of who we all are' and *umuntu ngumuntu ngabantu*, in Nguni languages);
- and the purposes of higher education outlined in the Education White Paper 3.
- intended to advance intellectual and social capabilities of students and societal advantages.
- **Communicative multilingual functionality**
 - Disposition of knowers;
 - Learning (knowledge and skills);
 - Contexts of application including WIL; and
 - Societal relevance.

Higher certificate (1)

- Purpose and characteristics
- There are two forms: *one suitable to a field of practice and the other to a field(s) of study*. They share a common purpose and seek to nurture a common set of core dispositions. The form is not included in the titles of qualifications.
- The purpose of this qualification is to equip graduates with basic levels of knowledge, cognitive and conceptual tools, and skills required for success in a particular field of practice and/or discipline in higher education.

Higher Certificate (2)

- In the higher certificate suitable to a field of practice, the logic of the curriculum is derived from practice. The qualification involves opportunities for students to integrate theoretical and practical knowledge at a basic level within a specific field of practice. The qualification prepares people for entry-level jobs in certain fields, intermediate jobs in certain fields, income generating opportunities, or advanced study.
- In the Higher Certificate with a foundational focus the logic of the curriculum is derived from introductory knowledge, conceptual tools and practical techniques for higher education studies in a particular discipline or professional area. It can be used to broaden access, or articulation, into higher education and improve success rates in higher education studies. The design of a degree or diploma may accommodate the higher certificate as embedded within the degree or diploma.

Legislative changes

- **Broaden the functions of higher education providers to reflect the shift towards HEIs being permitted to approve programmes**
- **Permit delegation**
- **Eliminate any ambiguity regarding whether joint degrees, co-badging, consecutive degrees and cross-border offerings are permissible or not**
- **Definitions of programmes and qualifications**
- **Regulations re admissions and reporting**
- **Joint statute**

Implementation

- **A systematic exercise to align qualifications will not be undertaken.**
- **A phased approach will be adopted in several areas to enable the CHE to develop guidelines, modify policies or set up procedures where appropriate.**
- **Period of two years for CHE to prepare**
- **Thereafter institutions need only submit applications for NEW qualifications in line with the new criteria. The standards development processes and the CHE's national and institutional reviews can be used for engagements around the level descriptors.**