


# South Africanisation of the Evaluation of Foreign Qualifications Function

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17 June 2019



# Overview of Presentation



**1.**

**History of  
Evaluation  
Function**

**2.**

**National  
Legislation  
as Priority**

**3.**

**New  
Definition of  
Evaluation**

**4.**

**New SAQA  
Certificate of  
Evaluation**

**5.**

**From  
National to  
Global**

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# Background





# History of the Evaluation Function



**Recognition Advice**

**Recognition Advice**

**National Information  
Centre**

**Competent  
Authority**

1950's  
Dept.  
Education

1968  
HSRC

1999  
SAQA

2013/14  
Review of  
Function



# History of the Evaluation Function

1950's to 1994



# Key insights



1. Lisbon Recognition Convention adopted by the EU operates within European political context- legally binding in that context.
2. A number of countries have a mixed approach (legally binding /advisory / both legally binding and advisory)
3. Local context and legislative framework takes precedence
4. European Area Recognition (EAR) manual - assist credential evaluators in Europe to use learning outcomes- useful but must be contextualised
5. Important for applicants to have recourse when dissatisfied with the outcome of recognition process. Must manage contradictions- appeal process especially when the outcome seen as advice.
6. Cannot ignore link between NQF and recognition process. Links must be explored and incorporated into recognition methodology

# Review of the evaluation function



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# Context



NQF Act, 67 of 2008

SAQA mandate  
NQF system &  
objectives

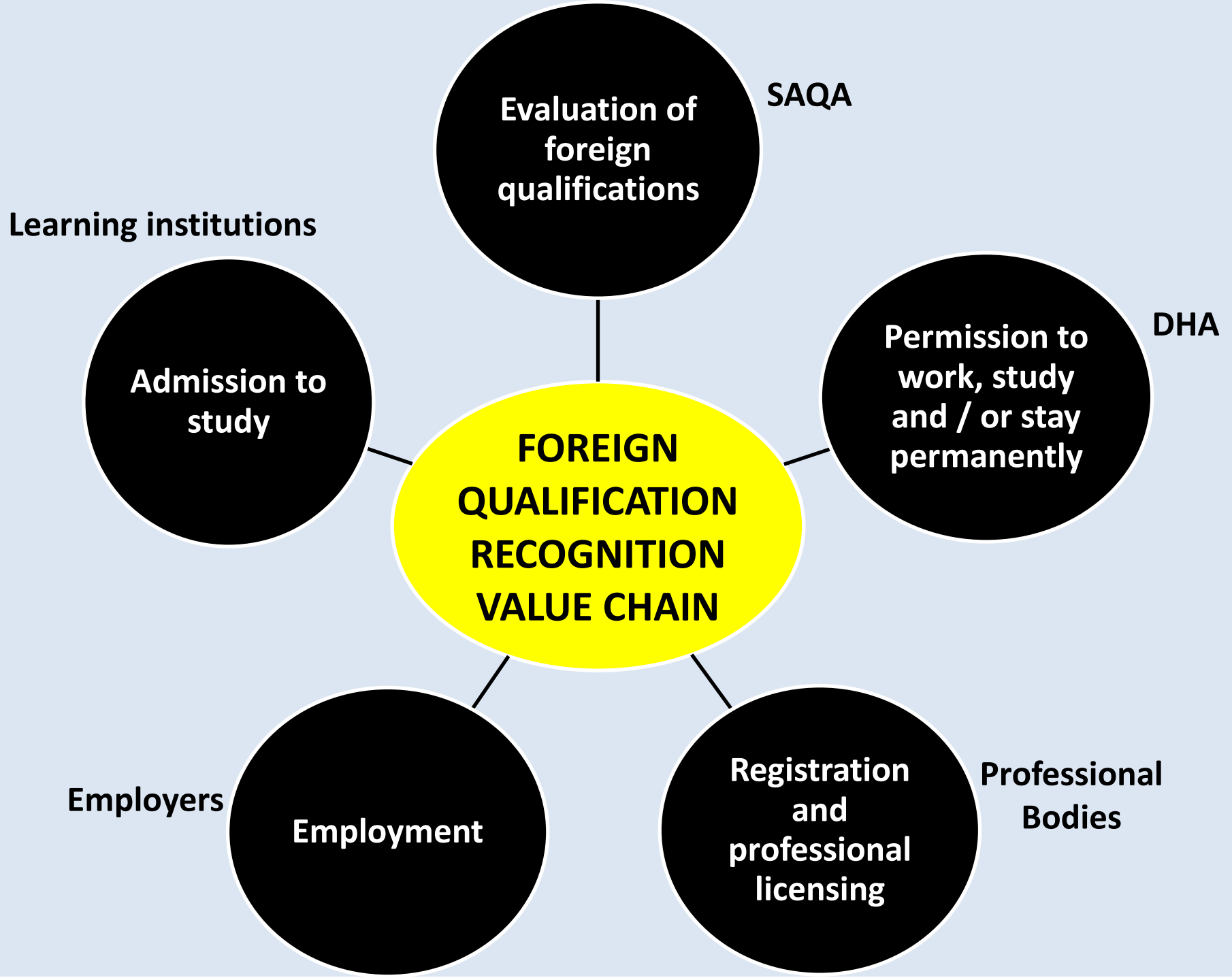
NQF as recognition  
instrument

Global recognition  
instruments

Recognition  
value chain

SAQA Certificate  
of Evaluation





# Principles



## The SAQA Certificate of Evaluation

Professional status,  
licensing, admission

Information

Right to appeal

National  
legislation

Substantial  
difference

Zero tolerance  
to fraud

Recognition relationships  
& bigger context

NQF policies



SAQA policies, structures, principles

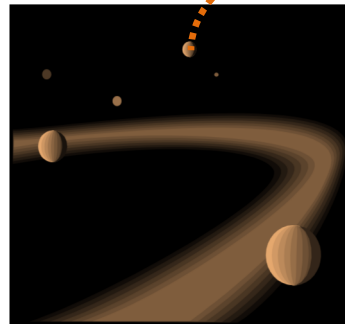


# Overview of Presentation



# Evaluation

⦿ Verification



Internationally  
recognised

⦿ Comparison

# NQF as Benchmark



## National Qualifications Framework

Level	Sub-framework and qualification types	
10	Doctoral Degree Doctoral Degree (Professional)	*
9	Master's Degree Master's Degree (Professional)	* Qualification types beyond Level 6 on the OQSF have not been determined pending further advice
8	Bachelor's Degree Postgraduate Diploma Bachelor's Degree	Occupational Certificate (Level 8)
7	Bachelor's Degree Advanced Diploma	Occupational Certificate (Level 7)
6	Diploma Advanced Certificate	Occupational Certificate (Level 6)
5	Higher Certificate	Occupational Certificate (Level 5)
4	National Certificate	Occupational Certificate (Level 4)
3	Intermediate Certificate	Occupational Certificate (Level 3)
2	Elementary Certificate	Occupational Certificate (Level 2)
1	General Certificate	Occupational Certificate (Level 1)

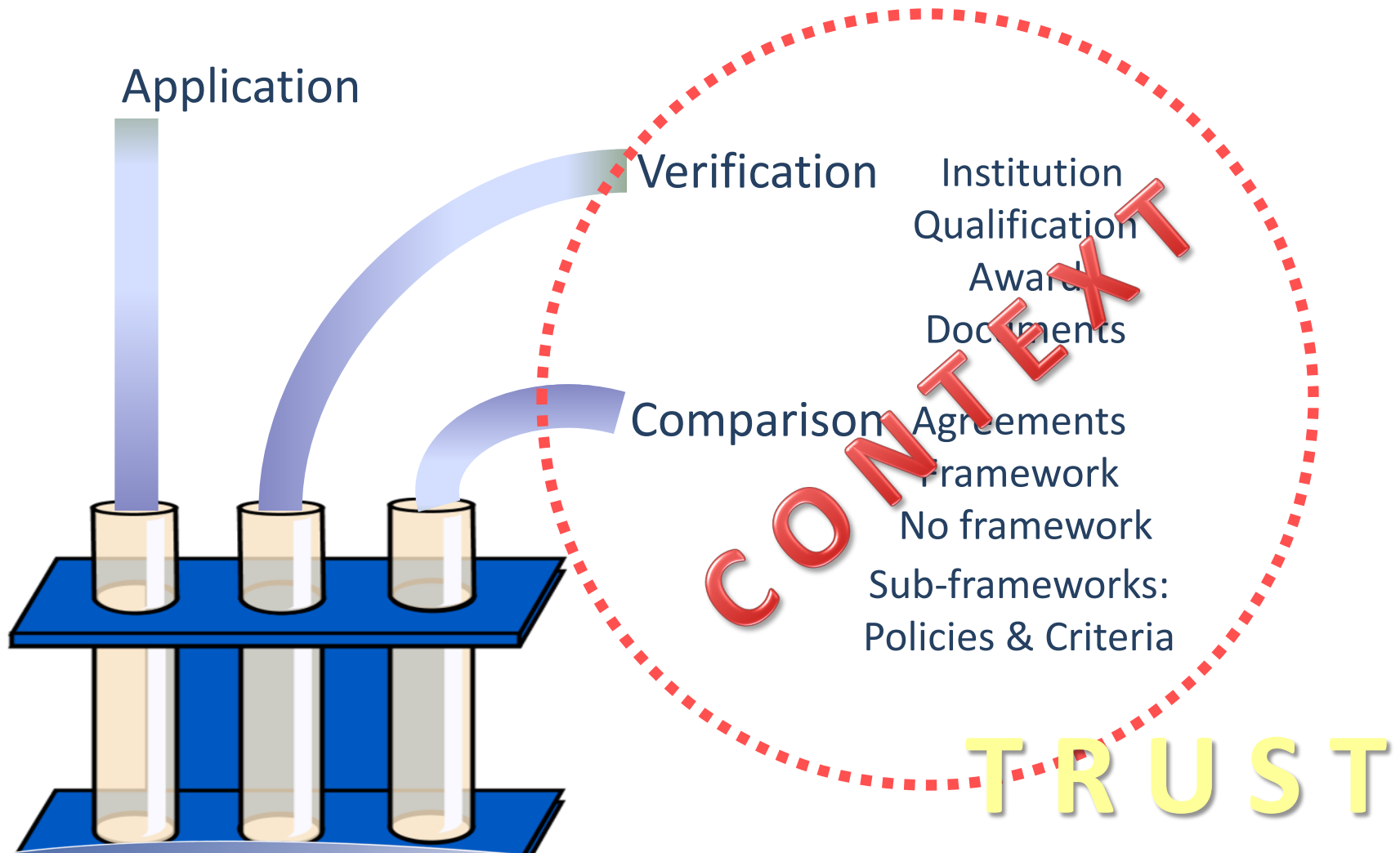
Higher Education Qualifications Sub-Framework

& Field

Occupational Qualifications Sub-Framework

General and Further Education and Training Qualifications Sub-Framework

# Criteria



**4771**

**providers accredited to  
offer qualifications**

**3508**

**providers accredited to  
offer part-qualifications**

**106**

**Recognised Professional  
Bodies**

**385**

**Professional Designations**

**350 677**

**Professionals with  
designations**

**N  
L  
R  
D**

**18,3 million**  
**Learners on the NLRD**

**14,9 million**  
**Qualification  
Achievements**

**96,2 million**  
**Part-qualification  
Achievements**

**63 790**  
**Achievements  
through RPL**

**National Learners' Records Database (NLRD) Snapshot as at 31 March 2018**

SAQA has standing memoranda and/or contracts with agencies in the following countries in these areas:



SADC Protocol on Education and Training

Completed

•SADC project (April-May 2017)



Bilateral agreement on mutual recognition of qualifications with Russia



Contract to develop an information system with Namibia



Memoranda of Understanding (MoUs) in the area of qualifications frameworks (QFs) with Malaysia, United Arab Emirates and New Zealand

25

## Verifications' Service Level Agreements (VSLAs)



Australia



Botswana



France



Kenya



Lesotho



Namibia



Netherlands



Saudi Arabia



Singapore



Swaziland



UK



USA



Zambia

# Seven draft bilateral agreements between SA and other countries



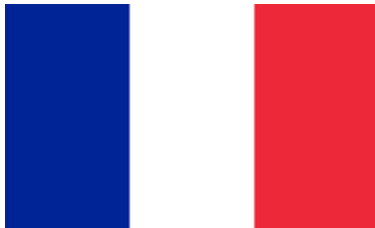
**Brazil**



**China**



**Cuba**



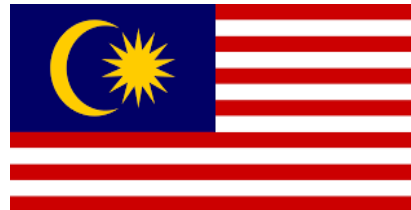
**France**



**Hungary**



**India**



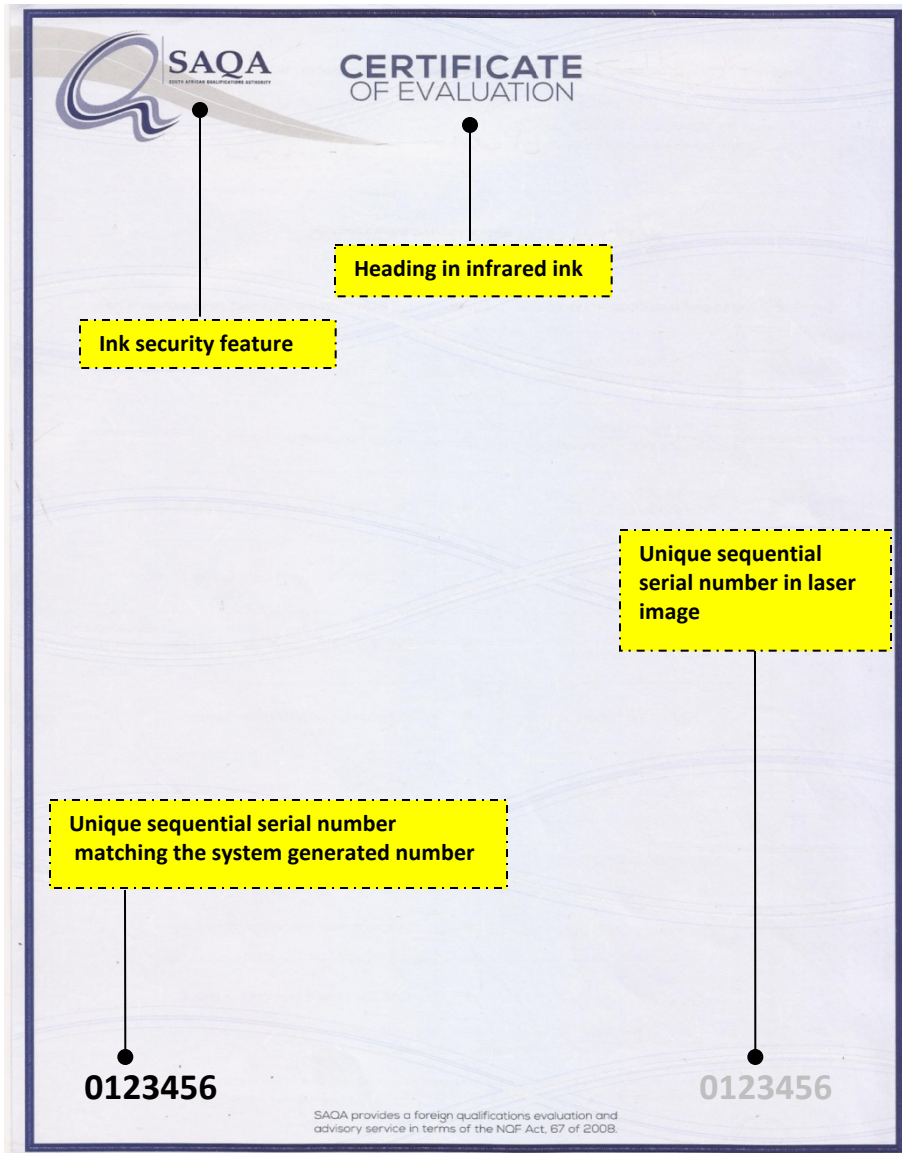
**Malaysia**

# Overview of Presentation





# Secure SAQA Certificate in line with our counter-fraud drive



*Since first week of December 2013*

## Other security features

“South African Qualifications Authority” written in microprint in border and in swirls

- Substrate coated to prevent alteration to information

- Rainbow print and fine-line background design

- “RSA” watermark embedded in substrate

- Invisible fluorescent security fibres

# Counter-fraud drive to educate the public about the NQF

**SAQA**  
SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**CERTIFICATE  
OF EVALUATION**

The serial number **0123456** must appear at the bottom of this page in printed and in perforated format

**Unique sequential certificate number**

**Names and date of birth of applicant**

**CURRENT NAMES** • **(Born YYYY-MM-DD)**

**Items 1 to 8 describe the foreign qualification**

Item 1: Qualification (1):  
Item 2: Awarding Body / Institution:  
Item 3: Date of completion / award:  
Item 4: Purpose of the qualification:  
Item 5: Minimum entry requirement:  
Item 6: Minimum duration of study:  
Item 7: Requirements for the award:  
Item 8: Level in country of origin:

**Items 9 to 13 state SAQA's recognition decision**

**RECOGNITION DECISION**  
Qualification(s) described above **Closest comparable South African qualification / qualification type**

Item 9: (1): (Name of comparable SA qualification appears here)  
Item 10: Organising Field:  
Item 11: Sub-framework location:  
Item 12: NQF Level (see overleaf)  
Item 13: Credits

**Item 14:** SAQA verified that, at the time of award of qualifications listed on this certificate, the institutions were part of the national systems in their countries of origin and had the right to award these qualifications.  
**Item 15:** SAQA took all reasonable steps to ensure that the qualifications were authentic

**Items 14 to 15 state SAQA's verification decision**

**Signatures and date of issue of certificate**

Evaluator: 01308010018/AB • Director: Foreign qualifications evaluation and advisory services

2013-11-13

**SAQA's legal mandate in terms of the NQF Act**

SAQA provides a foreign qualifications evaluation and advisory service in terms of the NQF Act, 67 of 2008.

**0123456** **0123456**

The South African Qualifications Authority (SAQA) is mandated in terms of the NQF Act, 67 of 2008, to:

- Oversee the further development and implementation of the National Qualifications Framework (NQF);
- Advance the objectives of the NQF; and
- Co-ordinate the three sub-frameworks (outlined below).

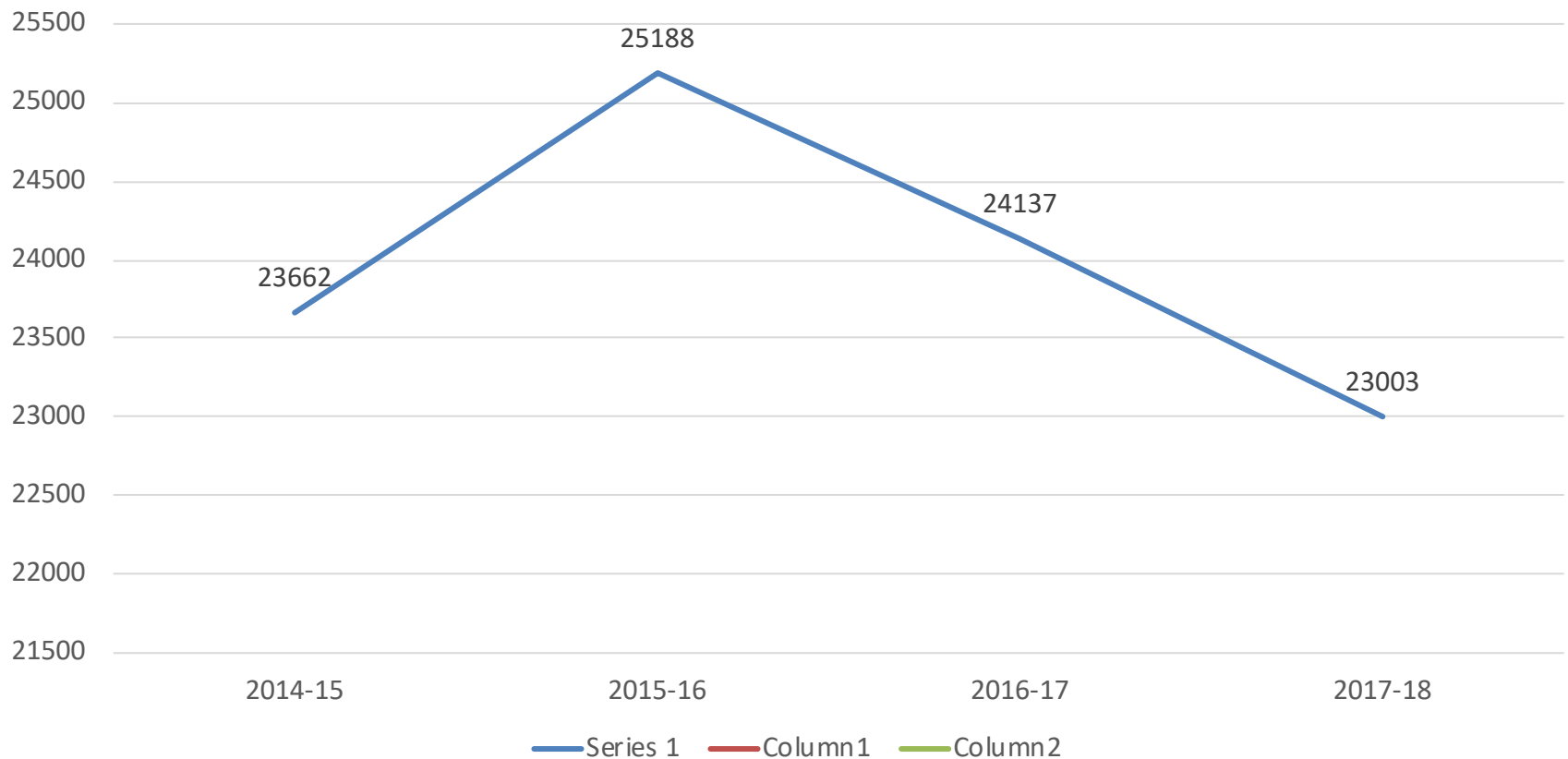
**NATIONAL QUALIFICATIONS FRAMEWORK**

Sub-frameworks and qualification types		Levels	Sub-frameworks and qualification types	
Higher Education Qualifications Sub-framework (HEQSF)	Doctoral Degree Doctoral Degree (Professional)	10	*Not determined yet	
	Master's Degree Master's Degree (Professional)	9	*Not determined yet	
	Bachelor Honours Degree Postgraduate Diploma Bachelor's Degree	8	Occupational Certificate (Level 8)	
	Bachelor's Degree Advanced Diploma	7	Occupational Certificate (Level 7)	
	Diploma Advanced Certificate	6	Occupational Certificate (Level 6)	
General and Further Education and Training Qualifications Sub-framework (GFETQSF)	Higher Certificate	5	Occupational Certificate (Level 5)	
	National Certificate	4	Occupational Certificate (Level 4)	
	Intermediate Certificate	3	Occupational Certificate (Level 3)	
	Elementary Certificate	2	Occupational Certificate (Level 2)	
	General Certificate	1	Occupational Certificate (Level 1)	

The amended determination of the sub-frameworks as outlined above was published as Notice 891 of 2013 in Government Gazette Number 36803 of 30 August 2013.

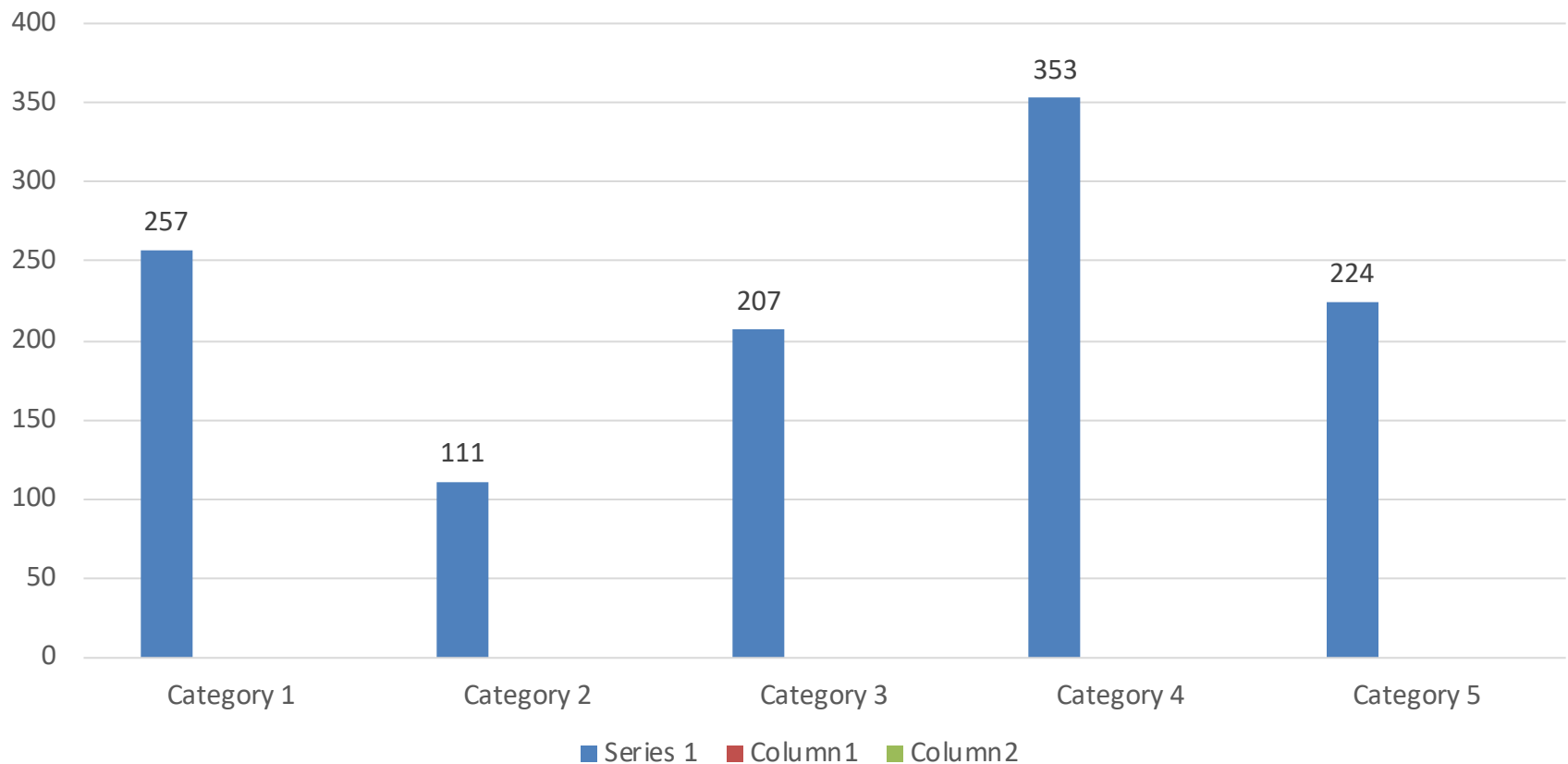
# SAQA Evaluation Numbers

Evaluation Numbers 2014-15 to 2018-19



# Misrepresented Qualifications

Misrepresented Qualifications 2014/15 to 2018/19



# Misrepresented Qualifications – Top 5 Countries

1. Democratic Republic of Congo
2. Nigeria
3. Cameroon
4. India
5. Pakistan

# **Real-time verification of SAQA Certificate (e-Certificate)**





# CERTIFICATE OF EVALUATION

Serial  
number

Qualification (1):

Awarding body / institution:

Date of completion / award:

**Docteur en Médecine**

**Université de Lubumbashi**

**2007**

Closest comparable South African  
qualification / qualification type:

Organising Field:

Sub-framework location:

NQF Level:

Credits:

**Bachelor of Medicine and Bachelor of Surgery**

**Health Sciences and Social Services**

**Higher Education Qualifications Sub-framework**

**8**

**720**

SAQA verified that, at the time of award of qualifications listed on this certificate, the institutions were part of the national systems in their countries of origin and had the right to award these qualifications.

SAQA took all responsible steps to ensure that the qualifications are authentic.

SAQA provides a foreign qualifications evaluation and advisory service in terms of the NQF Act 67 of 2008.

**SAQA confirmed the above information, for digital certification and sharing by PrivySeal Limited [GB],  
at 04:31 on 07 December 2017.**



# **Electronic Evaluation Work Flow System**

- elimination of repetitive  
and routine evaluations**
- From 15 days to minutes  
to seconds**



# NQF Amendment Bill



2

New definitions:

- Authenticity or authentic
- Evaluate
- Foreign institution
- Fraudulent or Misrepresentatives qualifications

To provide for verification of all qualifications and part-qualifications by the SAQA

To provide for formulation of criteria for evaluating foreign qualifications

Establishment & maintenance of separate Registers of Misrepresented or Fraudulent qualifications and part-qualifications; and Professional Designations

Referral of qualifications or part-qualifications to SAQA for verification and evaluation

Offences & penalties relating to fraudulent qualifications

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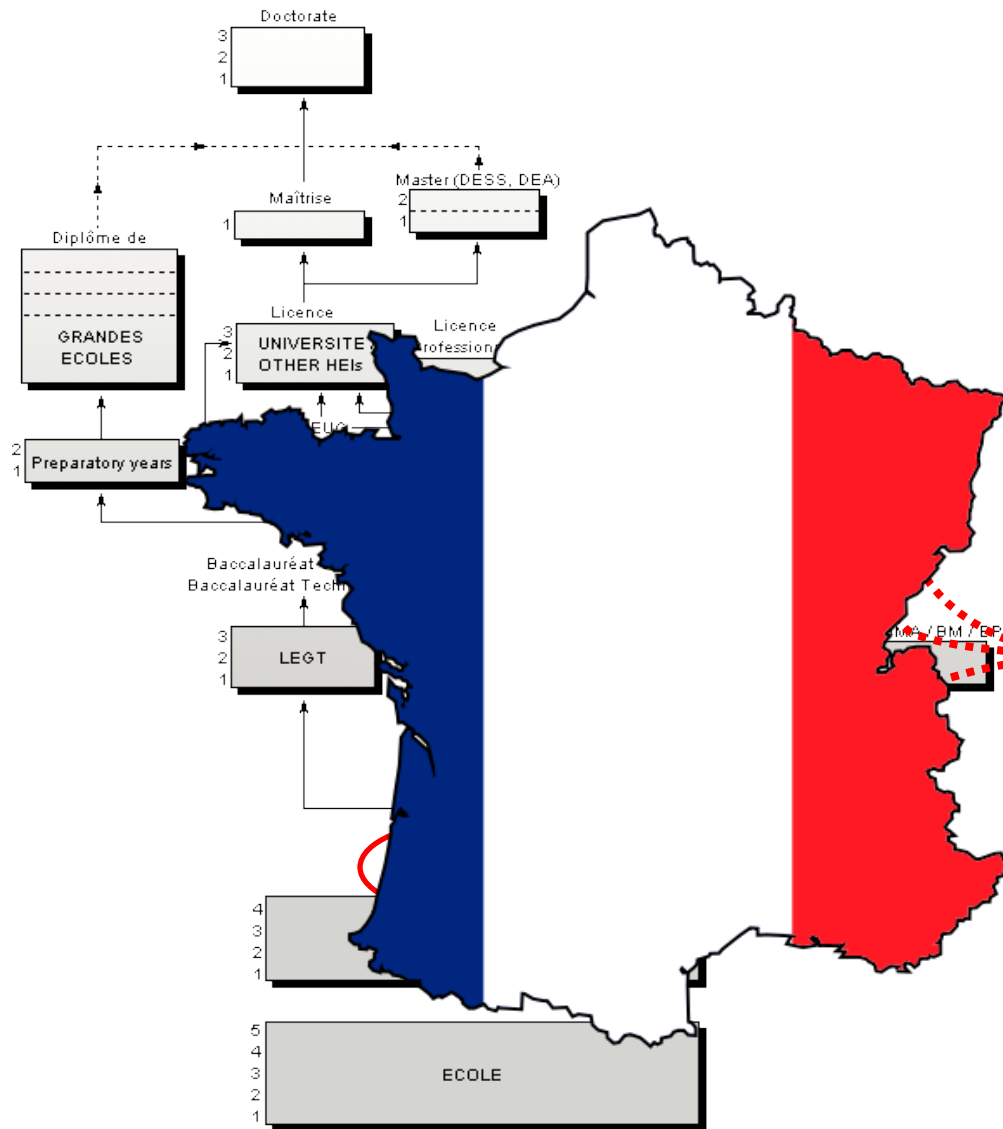
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# Initial definition of a foreign qualification



Awarded by an institution  
accredited or recognised  
in an education system other  
than South Africa

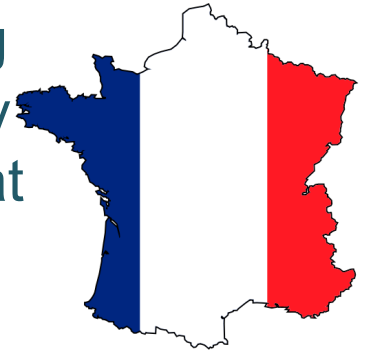
Forms an intrinsic part of  
that system in accordance  
with its laws, policies or  
generally accepted  
practice

Equivalent of “NQF registered”

# Changed definition of a foreign qualification?



Forms an intrinsic part of an education and training system other than South Africa, and is awarded by an institution that is accredited or recognised in that system, in accordance with the relevant laws, policies or generally accepted practice



OR



Meets other specific criteria as determined and published by SAQA

# Expanded criteria

**29(a)(ii) and (b)(ii):**



Under auspices of the UN and listed on  
IAU / UNESCO WHED

Legitimate in terms of location and  
agreed rights

Programme accreditation by legitimate  
QA body

# The case of World Maritime University

~~Not Recognised  
in National  
System~~

• IMO



• Swedish  
Government



• ZEvA



Use  
learning  
outcomes



# Expanded criteria

**29(a)(iii) and (b)(ii):**



Established on grounds that SAQA may consider on a case-by-case basis and find to be meritorious

# Expanded criteria

**33:**



Not located within a national system of education and training

Meets all the verification criteria outlined in (29)(a) and (b)

SAQA will use appropriate measures to determine comparability in terms of the NQF



# Looking Ahead

- Responding to the changing skills needs – 17 SDGs
  - Education 2030 Goal: leaving no-one behind (SDG 4)
- Globalised solutions to a globalised world
  - Global Convention on Recognition of Qualifications concerning higher education
  - Qualification Passport
  - Common items for designing qualifications
  - Transparent and Auditable use of Education Data
  - Developing a Global Skills Recognition Framework – World Reference Levels Technology-based Tool
  - Recognition in a digitised world: From current to possible future approaches
  - Possible scenarios



United Nations  
Educational, Scientific and  
Cultural Organization

Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

Организация  
Объединённых Наций по  
вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
لتربية والعلم والثقافة

联合国教育、  
科学及文化组织

# Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States

Convention régionale révisée sur la  
reconnaissance des études et des  
certificats, diplômes, grades et autres  
titres de l'enseignement supérieur  
dans les États d'Afrique

الاتفاقية الإقليمية المعدلة الخاصة بالاعتراف بدراسات  
التعليم العالي  
وشهاداته ودرجاته العلمية وسائر مؤهلاته الأكاديمية في  
الدول الأفريقية

Convenio revisado de convalidación  
de estudios y certificados, diplomas,  
grados y otros títulos de educación  
superior en los Estados de África

**Learning  
Outcomes**

**Recognition of  
Prior Learning**

**Partial studies**

**Commitment to  
eradicate fraud**

**Addendum on  
refugees and  
asylum seekers**



## Key features of the draft text of the Global Convention

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- **Validation of prior learning:** recognise, for the purpose of access to higher education system, the qualifications and documented or certified prior learning
- **Valuing non-traditional modes:** Qualifications acquired through recognised non-traditional learning modes that are subject to comparable quality assurance mechanisms will be assessed, using the same criteria as those applied to a similar qualification acquired by traditional learning modes
- **Recognition of partial studies:** recognise, documented or certified partial studies or documented or certified prior learning obtained
- **Recognition of Partial Studies and Qualifications held by Refugees and Displaced Persons:** take necessary and feasible steps to assess fairly and efficiently including in cases where the partial studies, prior learning or qualifications obtained in another country cannot be proven through documentary evidence

# Recognition in a digitized world

Formal, non-formal and informal divide

Learner's records include formal credentials

Central role of NQFs, underpinned by Quality Assurance

RPL works, but not everywhere, it is costly and slow to reach scale

Strong role of national recognition authorities

Growing role of use of learning outcomes

**Current approaches**

The divide becomes much more blurred

Learner's records inclusive  
Representation is more important than formal credits

Global tools such as world reference levels gain ascendancy

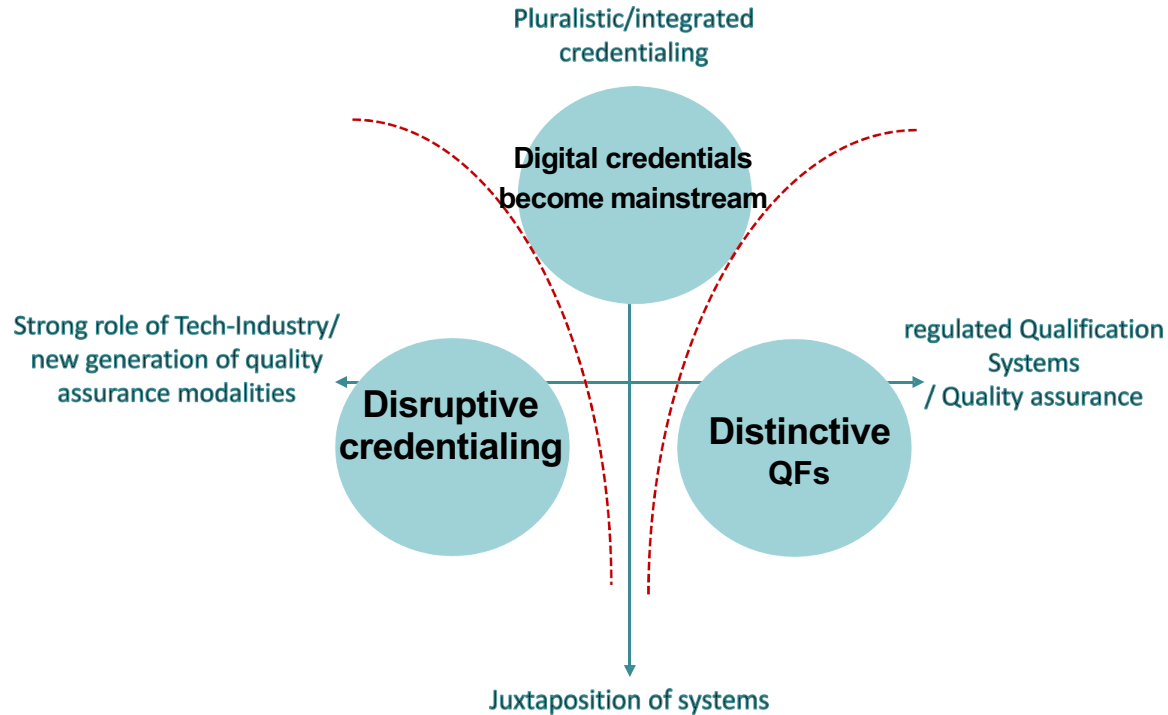
Digital credentials become more mainstream

Blockchain and privacy measures

International sectoral qualifications

**Where we are heading**

# Possible Scenarios



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