

South Africanisation of the Evaluation of Foreign Qualifications Function

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South African Qualifications Authority (SAQA)
ENIC – ENARIC Network
Cologne, Germany
17 June 2019

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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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National to
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Background



History of the Evaluation Function



Recognition Advice

Recognition Advice

**National Information
Centre**

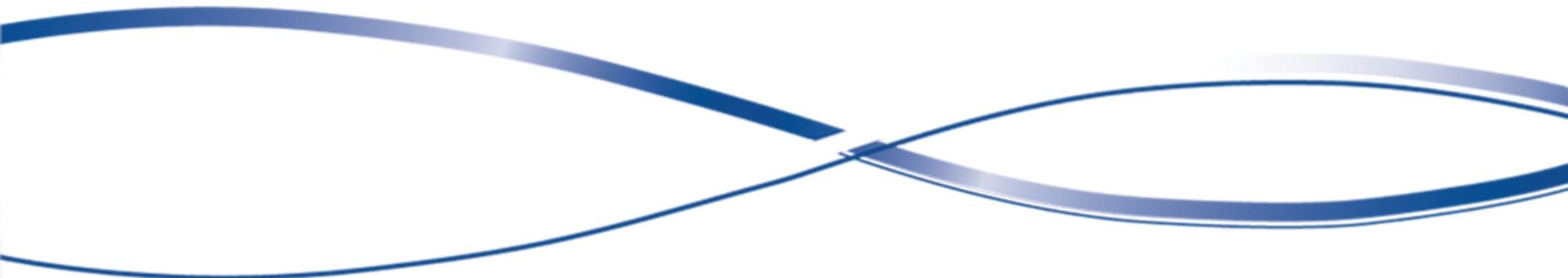
**Competent
Authority**

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



**National
legislation takes
precedence**

Evaluation = Verification + Comparison



Align

**Policy & Criteria
for Evaluating
Foreign Qualifications
within the
South African
NQF**



Chan



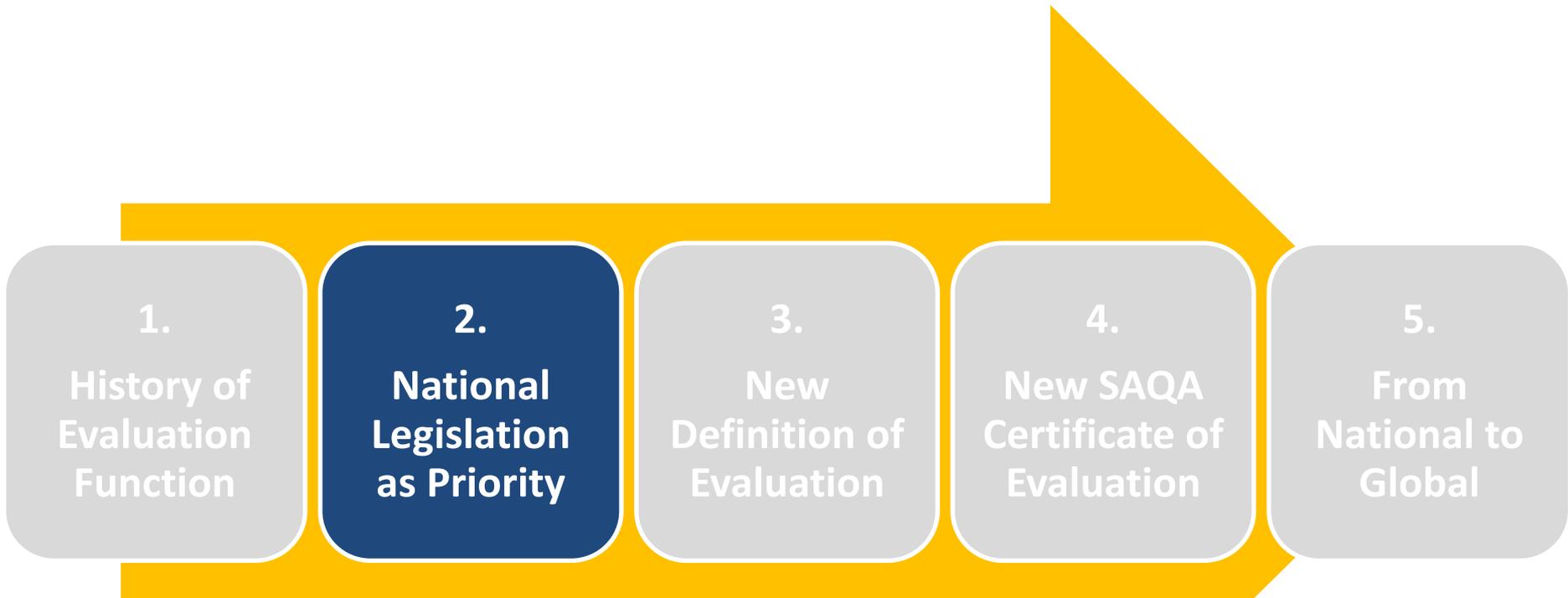
**Consistent
with the
NQF Act**

New SAQA Certificate Evaluation

**SAQA as
authority**

**Replaces Criteria
and Guidelines for
the Evaluation of
Foreign
Qualifications,
2005**

Overview of Presentation



Context



NQF Act, 67 of 2008

SAQA mandate
NQF system &
objectives

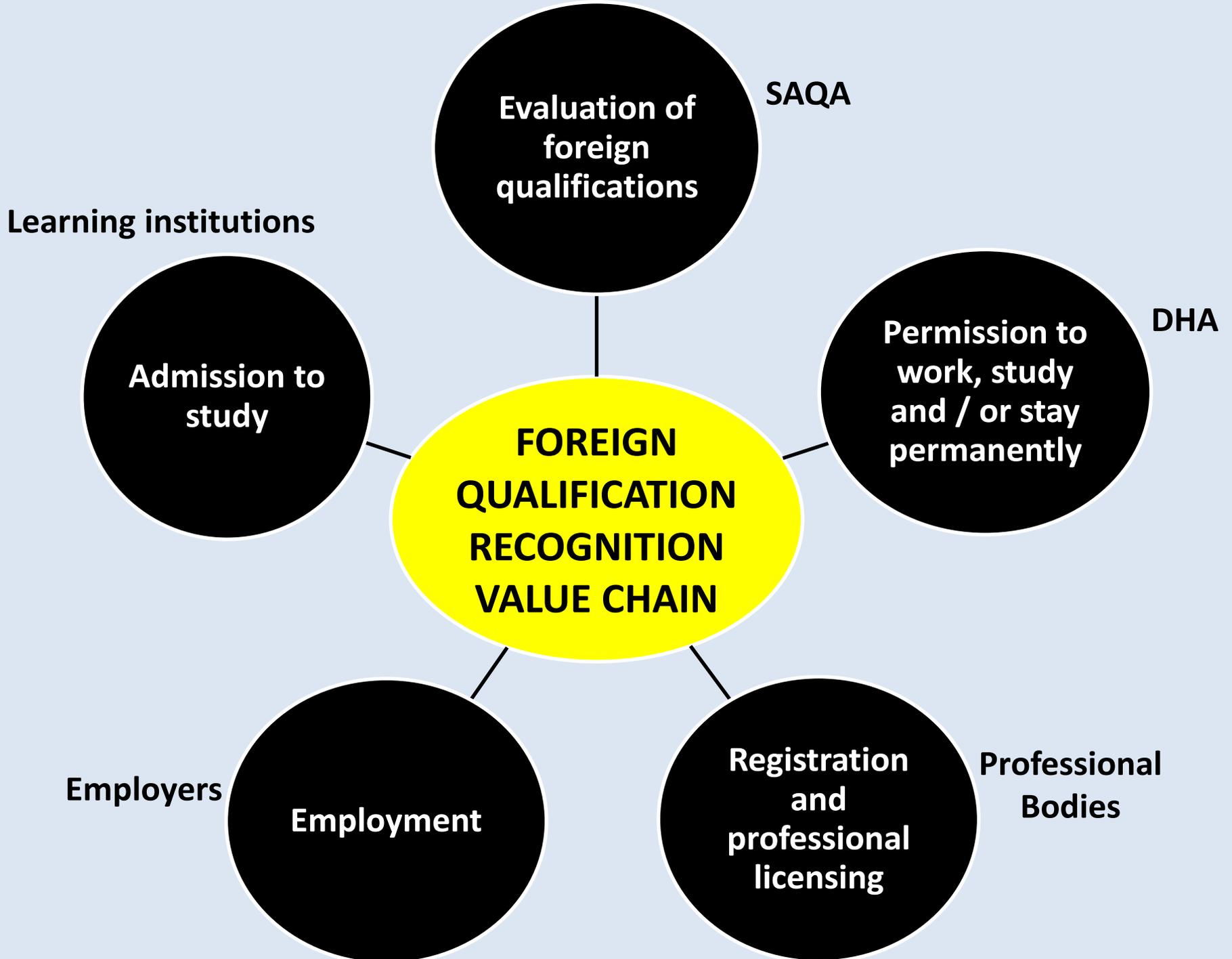
NQF as recognition
instrument

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

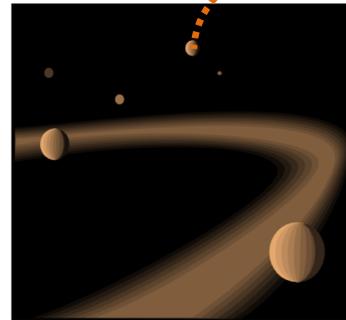
SAQA policies, structures, principles

Overview of Presentation



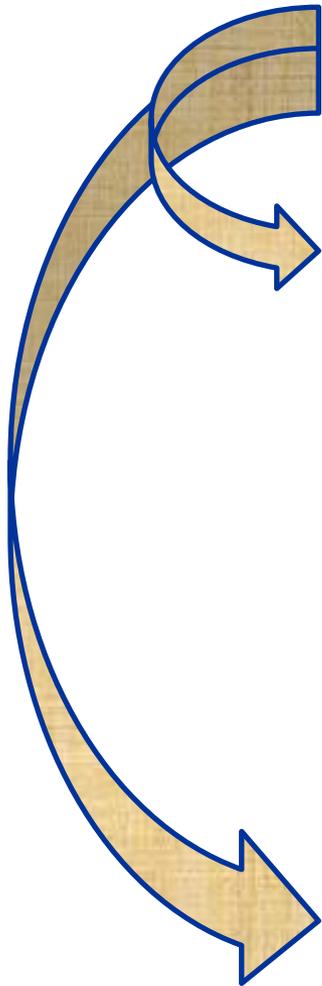
Evaluation

⦿ 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 QSF have not been determined pending further advice
8	Bachelor Honours 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)

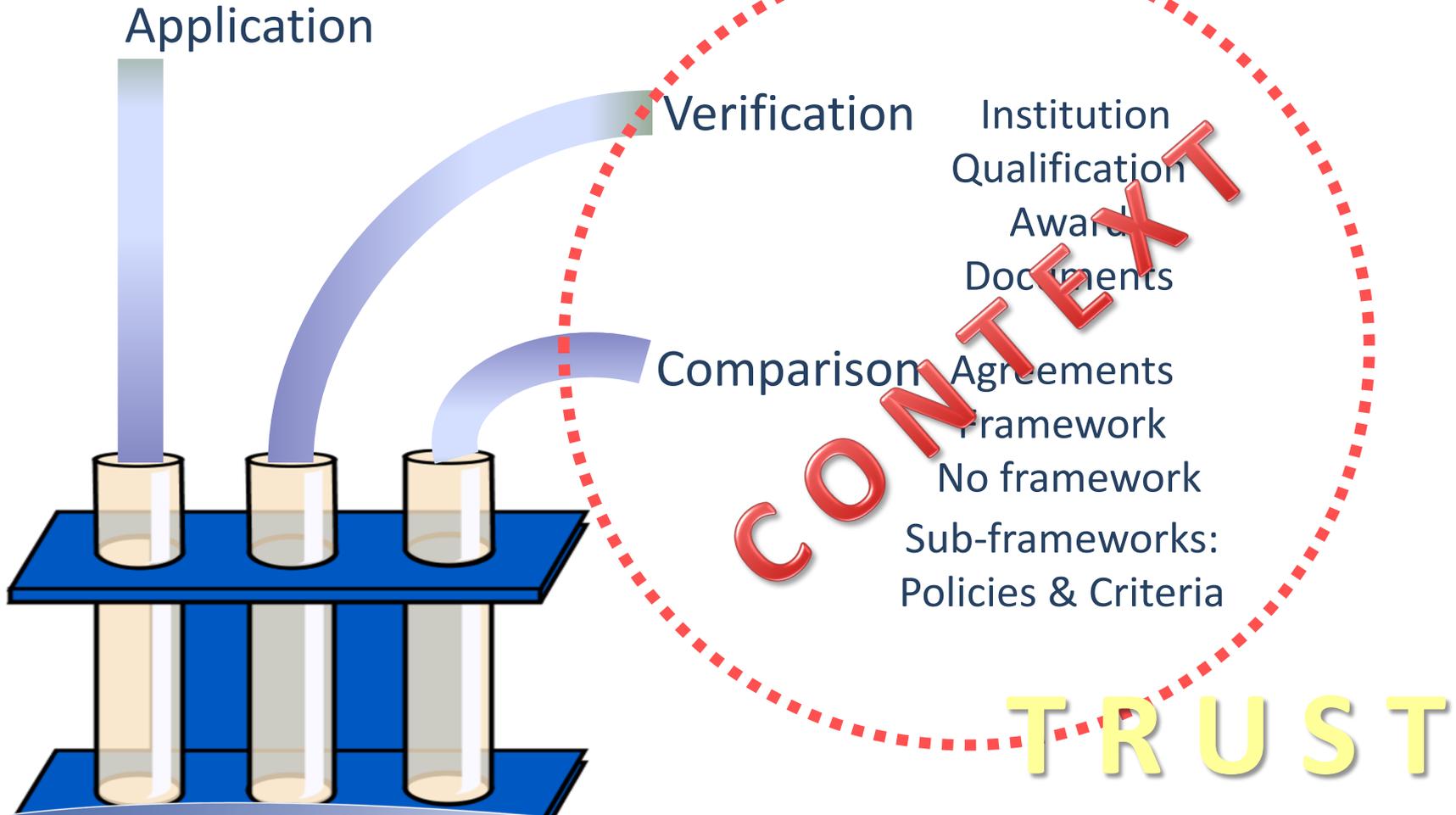
Higher Education Qualifications Sub-Framework

8
& 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

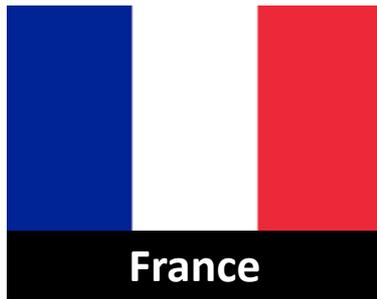
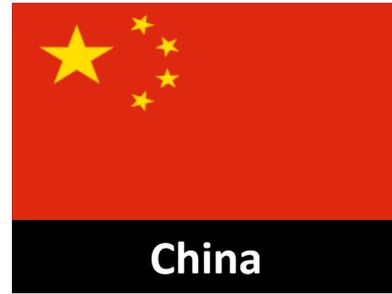


USA



Zambia

Seven draft bilateral agreements between SA and other countries



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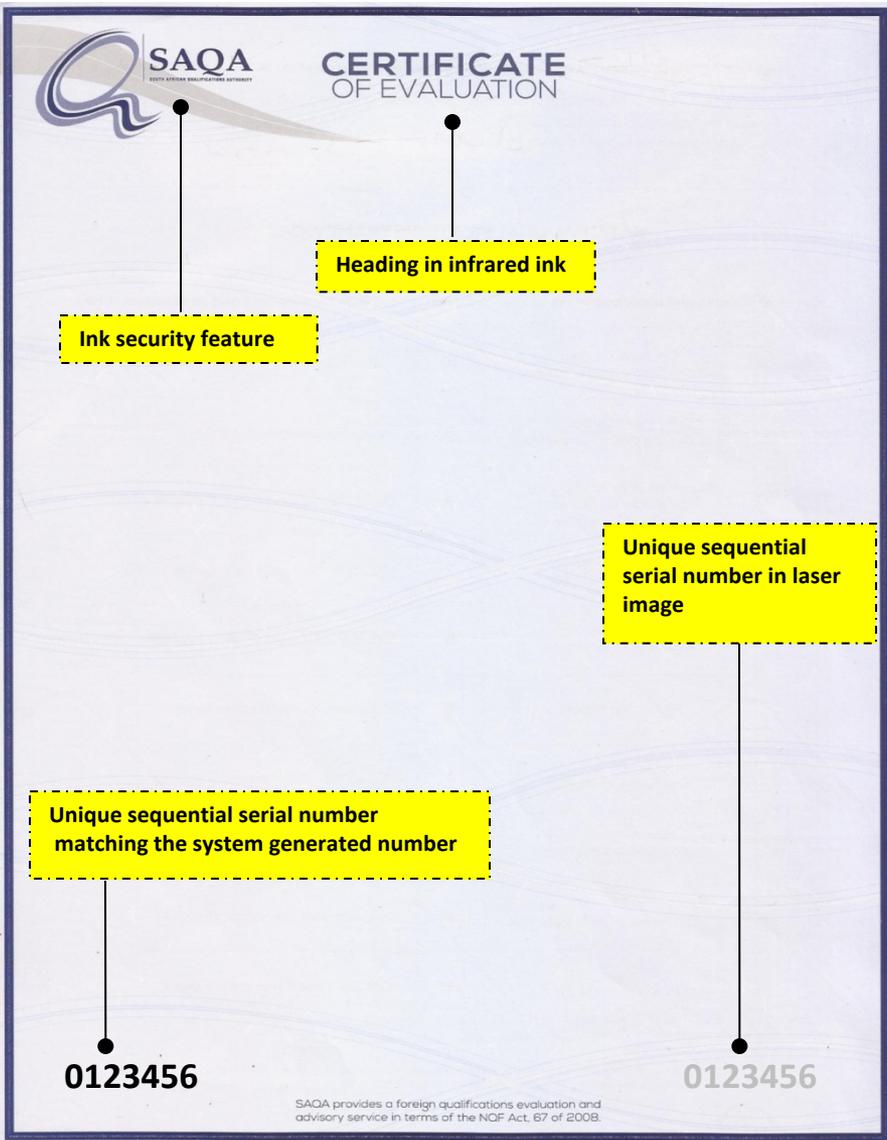
**New SAQA
Certificate of
Evaluation**

5.

From
National to
Global

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

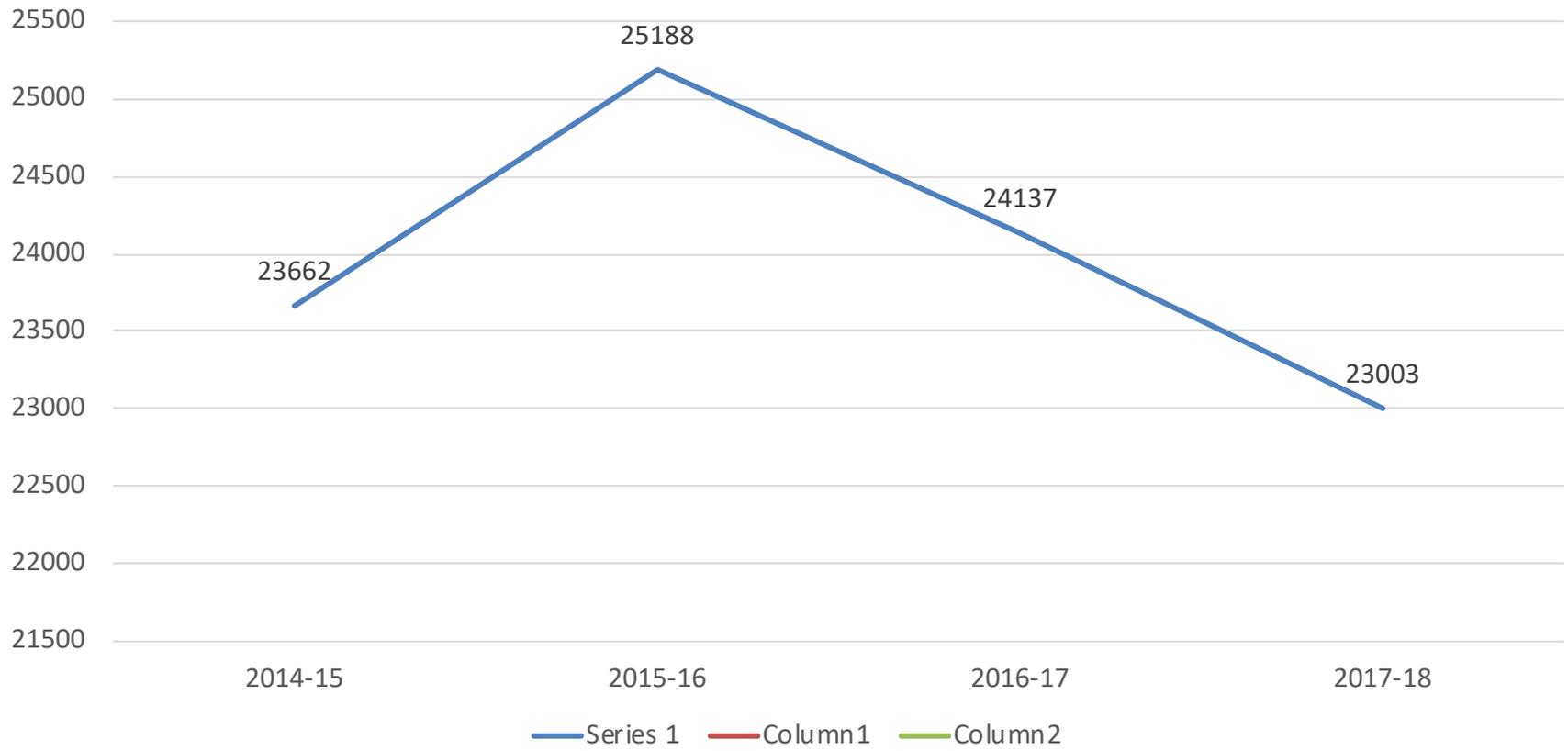
Sub-frameworks and qualification types	Levels	Sub-frameworks and qualification types	
Higher Education Qualifications Sub-framework (HEQSF)	Doctoral Degree Doctoral Degree (Professional)	10	*Not determined yet
	Master's Degree Master's Degree (Professional)	9	*Not determined yet
	Bachelor Honours Degree 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)
	Higher Certificate	5	Occupational Certificate (Level 5)
General and Further Education and Training Qualifications Sub-framework (GFETQSF)	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)

Occupational Qualifications Sub-framework (OQSF)

The amended determination of the sub-frameworks as outlined above was published as Notice B91 of 2013 in Government Gazette Number 36903 of 30 August 2013.

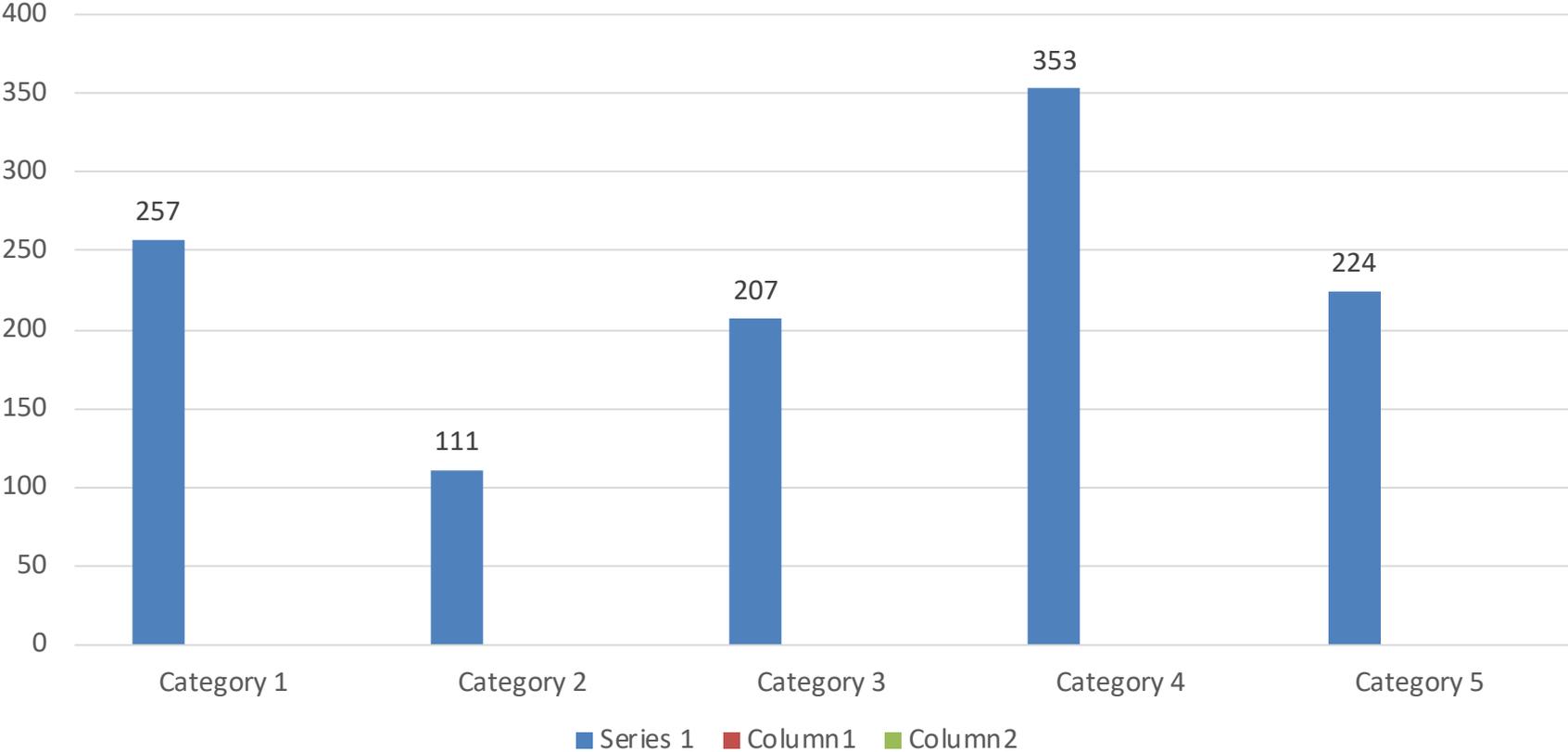
SAQA Evaluation Numbers

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.

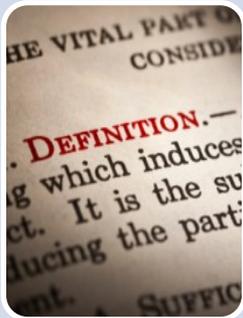
**SAQA confirmed the above information, for digital certification and sharing by PrivySeal Limited [GB],
at 04:31 on 07 December 2017.**



Electronic Evaluation Work Flow System

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

NQF Amendment Bill



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

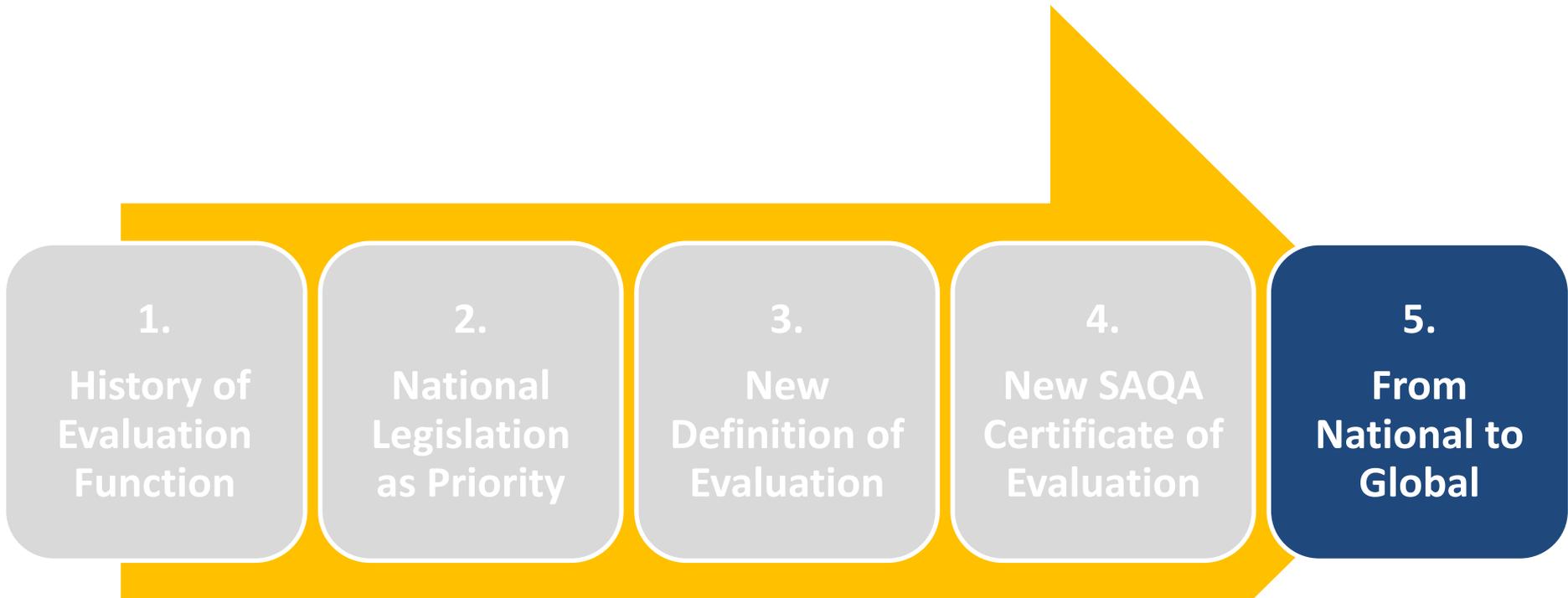
To provide for formulation of criteria for evaluating foreign qualifications

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

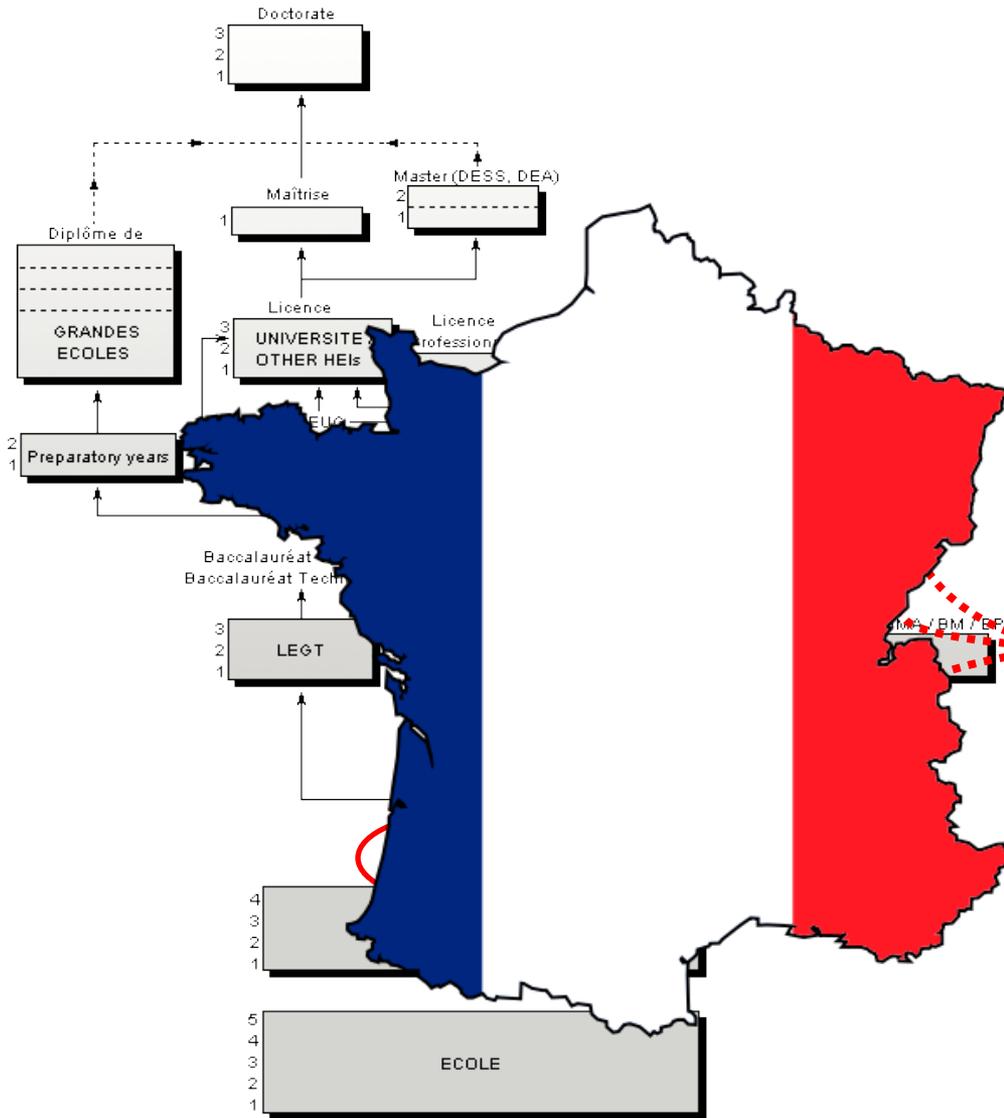
Referral of qualifications or part-qualifications to SAQA for verification and evaluation

Offences & penalties relating to fraudulent qualifications

Overview of Presentation



Initial definition of a foreign qualification



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

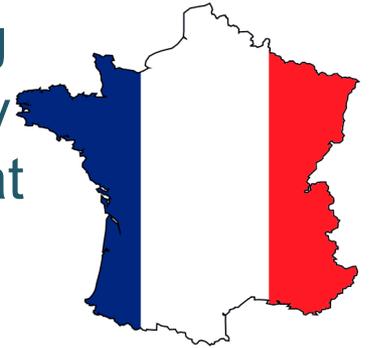
Forms an intrinsic part of that system in accordance with its laws, policies or generally accepted practice

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 الإفريقية

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

- **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

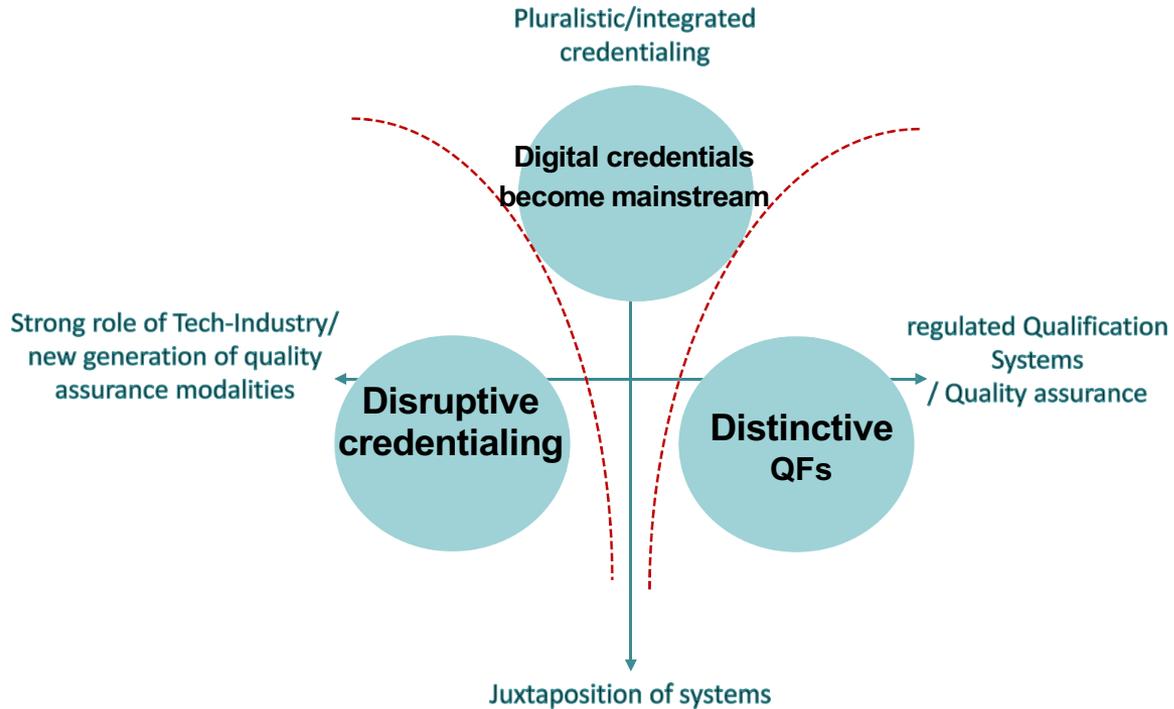
Digital credentials become more mainstream

Blockchain and privacy measures

International sectoral qualifications

Where we are heading

Possible Scenarios



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