

## ENVIRONMENTAL SCAN – JUNE 2018

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The following matter forms part of the Environmental Scan for June 2018:

### **South African Qualifications Authority (SAQA)**

- 1) Evaluation of Foreign Qualifications notice of tariffs adjustments with effect from 1 July 2018

<http://www.saqa.org.za/docs/notices/2018/DFQEAS%20Tariffs%20Adjustment%20with%20effect%20from%201%20July%202018.pdf>

- 2) Draft report on the alignment of the South African National Qualification Framework (SANQF) to the Southern African Qualification Framework (SADCQF)

SAQA has published this draft report for public comment.

"The SADCQF is a comprehensive Regional Qualification Framework (RQF) for schooling, Technical and Vocational Education and Training (TVET) and higher education (HE). Its purpose is to enable easier movement of learners and workers across the SADC region and internationally. It is a 10-level RQF underpinned by learning outcomes and quality assurance (QA) principles that will provide a regional benchmark for qualifications and QA mechanisms in SADC. The SADC level descriptors describe what a learner is able to know, understand and do after the completion of a learning process at a particular SADCQF level".

"The Southern African Development Community (SADC) is an economic development region on the southern tip of the African continent comprising 16 Member States. The Member States are: Angola, Botswana, Comoros, Democratic Republic of Congo, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, South Africa, Seychelles, Swaziland, Tanzania, Zambia and Zimbabwe. The three official languages in SADC are English, French and Portuguese".

Member States agreed to align their National Qualifications Frameworks (NQFs) or National Qualifications Systems (NQS) and QA mechanisms to the SADC Qualifications Framework (SADCQF). The vision is that, in the SADC region, all new qualification certificates, diplomas and other documents issued by competent authorities will contain the reference to the relevant SADCQF level. Alignment will enable this recognition of achievement at a regional level. The alignment reports that Members have to complete will demonstrate transparency and information about the qualifications and QA of aligned Member States.

<http://www.saqa.org.za/docs/notices/2018/SADCQF%20alignment%20report.pdf>

### **Council on Higher Education (CHE)**

- 1) Briefly Speaking #6 – The National Plan for Higher Education (2001) targets: Have they been met?

“Given that a draft National Plan for the PSET sector for the next decade is currently in consultation phase, in this issue of BrieflySpeaking we reflect on the targets that were set in the National Plan for Higher Education of 2001. Using data from VitalStats 2016, which was published in March 2018, we consider the extent to which these targets have been reached and point to some interesting developing trends”.

“The NPHE was structured around five goals (from the 1997 White Paper), with identified priorities, and sixteen outcomes”. The following selected outcomes are discussed:

Outcome 1: Increased participation rate

Outcome 2: Increased graduate outputs

Outcome 3: A broadened social base of students

Outcome 4: Increased recruitment of students from the Southern African Development Community (SADC)

Outcome 5: Changed enrolments by fields of study

Outcome 6: Enhanced cognitive skills of graduates

Outcome 7: Increased equity in access and success

Outcome 8: Improved staff equity

Outcome 14: Increasing graduate outputs at the masters and doctoral levels

[http://www.che.ac.za/media\\_and\\_publications/monitoring-and-evaluation/brieflyspeaking-6-national-plan-higher-education](http://www.che.ac.za/media_and_publications/monitoring-and-evaluation/brieflyspeaking-6-national-plan-higher-education)

### **Department of Higher Education (DHET)**

- 1) Call for comment on the draft policy framework on Administration and Management of student admissions at technical and vocational education and training (TVET) colleges

[https://www.gov.za/sites/default/files/41685\\_gon564\\_.pdf](https://www.gov.za/sites/default/files/41685_gon564_.pdf)