

The following matter forms part of the Environmental Scan for January 2019:

Department of Higher Education (DHET)

1) Basic Education hosts International Africa Play Conference

<https://www.gov.za/speeches/south-africa-host-international-play-conference-boost-learning-outcomes-basic-education-8>

“In response to the demand of the 21st century skills, the Department of Basic Education, UNICEF, the LEGO Foundation and the Association for the Development of Education in Africa (ADEA) have partnered up to advance the understanding and use of learning through play in schools and homes”.

“In many school systems there is a dire need to address the delivery of curriculums and teaching methods that challenges the traditional approaches. Whilst addressing this need, learning through play also equips children with the ability to tap into their inherent capabilities such as building on their curiosity, while also helping them develop 21st century skills (e.g. problem solving, creativity, critical thinking, citizenship, etc.). This will lay the foundation needed for lifelong learning and the ability to successfully navigate an uncertain and complex world”.

2) Amendment of the minimum admission requirements for entry into Bachelor's Degree programmes for holders of the National Senior Certificate

https://www.gov.za/sites/default/files/gcis_document/201812/42100gon1369.pdf

"Bachelor's Degree" The minimum admission requirement is a National Senior Certificate (NSC) with a minimum of 30% in the language of learning and teaching of the higher education institution as certified by Umalusi, coupled with an achievement rating of 4 (Adequate Achievement, 50 - 59 %) or better in four 20- credit NSC subjects”.

“A 20- credit NSC subject is a subject recognised for the seven -subject NSC package as approved by the Minister of Basic Education in terms of the National Education Policy Act, 1996 (Act No. 27 of 1996)”.

“Adequate Achievement in the NSC and in at least four 20- credit NSC subjects provides the primary basis for admission to a Bachelor's Degree programme. An institution is entitled to specify an appropriate level of subject achievement for a particular programme. For example, admission requirements for a Bachelor's Degree programme in Fine Art or Music might include a specified

level of achievement in the corresponding recognised NSC subject/s. Similarly, an institution will be entitled to specify subject requirements for a particular programme. For example, Mathematics and Physical Science might be considered as requirements for admission to a Bachelor of Science Degree".

3) Promotion of Access to Information Act, 2000

DHET: Available records and access to such records

https://www.gov.za/sites/default/files/gcis_document/201812/42092gen775.pdf

4) HIGHER EDUCATION ACT, 1997 (ACT No.101 OF 1997) NOTICE OF AMENDMENT OF MINIMUM ADMISSION REQUIREMENTS FOR HIGHER CERTIFICATE, DIPLOMA AND DEGREE PROGRAMMES REQUIRING A NATIONAL CERTIFICATE (VOCATIONAL) AT LEVEL 4 OF THE NATIONAL QUALIFICATIONS FRAMEWORK

https://www.gov.za/sites/default/files/gcis_document/201812/42092gon1345.pdf

Minimum requirements for admission to the higher Certificate, Diploma and Bachelor's Degree

Higher Certificate

Subject to institutional admission requirements, the minimum admission requirements to a Higher Certificate programme are (a) a National Certificate (Vocational) Level 4 issued by the Council for General and Further Education and Training, and (b) compliance with the requirements for the language of learning and teaching in the higher education institution.

Diploma

Subject to institutional admission requirements, the minimum admission requirement is a National Certificate (Vocational) Level 4 issued by Council for General and Further Education and Training. In addition, a student must (a) achieve at least 40% in three fundamental subjects including the language of learning and teaching in the higher education institution, (b) achieve at least 50% in the three compulsory vocational subjects.

Bachelor's Degree

Subject to institutional admission requirements, the minimum admission requirement to a Bachelor's Degree programme is a National Certificate (Vocational) Level 4 issued by Council for General and Further Education and Training. In addition, a student must (a) achieve at 50% in three fundamental subjects, including the language of learning and teaching in the higher education institution, (b) achieve at least 60% in four vocational subjects, chosen from the NC (V) Level 4 Subjects.

Council on Higher Education (CHE)

1) CHE Newsletter Quality Matters Vol 2 Issue No.1, November 2018

https://www.che.ac.za/media_and_publications/che-newsletters/che-newsletter-quality-matters-volume-2-issue-no-1-november

a) Southern African Quality Assurance Network (SAQAN)

Hosted by the Council on Higher Education- Lesotho of which Prof. Narend Baijnath from the CHE (SA) is interim President.

At the conference "Prof. Baijnath also alluded to the SADC Qualifications Framework which had recently been finalized and to the efforts in various countries of aligning National Qualifications Frameworks to it".

The presentations on the day were as follows:

- Dr James Keevy – "Potential of Skills Development and Recognition for Regulated Labour Mobility in SADC"
- Ms Olivia Mokgatle and Dr Siyanda Makuala – "National reviews: The Pinnacle of Academic Quality in Higher Education"
- Dr Phumzile Dlamini – "The Role of Student Engagement in Quality Assurance of Higher Education: Considerations for External Quality Assurance Agencies"

b) Transformation Colloquium 2018: Strategies that work

"A colloquium to discuss transformation strategies and experiences was jointly organised by the Ministerial Oversight Committee on Transformation (TOC), the Department of Higher Education and Training (DHET), the CHE, and Universities South Africa (USAf). The event took place on 5 November, 2018. The colloquium provided an opportunity for the Minister (DHET), Ms Naledi Pandor, to engage with representatives from public universities and national bodies on issues related to transformation".

"In her opening address, Minister Pandor noted that there continues to be dissatisfaction with the level of transformation in the sector, and for this reason it is important to engage with one another. She highlighted the need to learn from one another in terms of strategies that work, and to find solutions rather than to focus only on the challenges. The Minister called for the development of more black and female academics, and the nurturing of young scholars who show potential. She discussed how institutional cultures can be alienating and the need for transformation to extend beyond demographics to the core of the knowledge project. The Minister called for renewed focus on the quality of education, and for universities to work more closely with the *Technical and Vocational Education and Training* (TVET) sector and with the private sector and employers".

c) Higher Education Qualification Sub-Framework Standards – Standards Development: Drafting process for the Qualification Standard for Doctoral degrees

“As stated in the *Framework*, higher education standards aim ‘to play a meaningful role not only in establishing benchmarks for **assuring** quality, but also in **developing** quality in the sector, while recognising the fundamental importance for higher education institutions to promote their own internal processes of quality assurance”.

The Standard for Doctoral Degrees “...was formally approved by the Higher Education Quality Committee (HEQC) of the Council on Higher Education on 8 November and endorsed by Council on 22 November 2018. The standard statement would be made available on the CHE website once all the key stakeholders have been formally informed”.

d) Upcoming event: Colloquium - Changes in patterns of student governance

“The Council on Higher Education (CHE) and the Human Sciences Research Council (HSRC) are jointly organising a colloquium entitled “Changes in Patterns of Student Governance”. The Colloquium will be held at the offices of the CHE in Pretoria on 15th February 2019. The colloquium will include approximately seven presenters and fifty participants. Presentations and papers will address a range of issues among them:

- The changing student political landscape,
- Structural changes in student governance and the effect on university leadership and governance,
- The meanings of academic freedom,
- The implications of policy and governance changes for institutional autonomy and,
 - Matters of institutional culture and governance culture”.

e) Staff-related matters

Welcome to Ms Zahida Myburg

Farewell to Dr Denise Webbstock and Dr Genevieve Simpson

South African Qualifications Authority (SAQA)

1) Accreditation of Providers and Registration of Qualifications

<http://www.saqa.org.za/docs/brochures/2018/Accreditation%20of%20Providers%20and%20Registration%20of%20Qualifications.pdf>

An infographic

2) Communication regarding the registration of Private Education Providers offering qualifications and part qualifications on the Occupational qualifications sub-framework

<http://www.saqa.org.za/docs/genpubs/2018/Communique%201.pdf>

The closing date for applications for registration of private Skills Development Providers (SDPs) initially set at 30 November 2018 no longer applies. The department will continue to process applications after this date on an ongoing basis.