

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

Council on Higher Education (CHE)

- 1) Colloquium on Changes in Patterns of Student Governance

<https://www.che.ac.za/announcements/che-colloquium-changes-patterns-student-governance>

"The colloquium... addressed a range of matters: 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".

Da Vinci's Assistant Registrar attended the colloquium.

South African Qualifications Authority (SAQA)

- 1) Transition from the SAQA Act to the NQF Act

<http://www.saqa.org.za/docs/brochures/2019/Transition%20from%20the%20SAQA%20Act%20to%20the%20NQF%20Act1.pdf>

An infographic showing the shift from the SAQA Act of 1995 to the NQF Act of 2008 which came into effect on 1 June 2009 with regard to roles of various entities responsible for registration and accreditation of providers and learning programmes as well as registration of qualifications on the NQF.

- 2) SAQA NQF System of Collaboration

<http://www.saqa.org.za/docs/brochures/2019/SAQA%20NQF%20System%20of%20Collaboration.pdf>

To promote the principles of co-operative government and intergovernmental relations within the NQF system, the CHE has published a 12 page booklet containing the details on the "System of Collaboration" to guide the mutual relationships of SAQA and three Quality Councils, namely, the CHE, Umalusi and the Quality Council for Trades and Occupations.

- 3) Providers, Curricula and Qualifications

<http://www.saqa.org.za/docs/brochures/2019/Providers,%20Curricula%20and%20Qualifications.pdf>

An infographic showing the link between providers, curricula, examinations, assessment bodies, quality assurance bodies and qualifications offered at school leaving level

APPETD

1) NQF Stakeholder Forum 2 March 2019 at the Emperor's Palace

A forum for key stakeholders to share their thoughts on how to address systemic challenges identified in the NQF implementation.

SAQA hosted the event attended by the Minister Pandor. According to the article, the Minister said that "even though the NQF is broadly accepted by South Africans, a lot of people still do not understand it. She said the NQF is still not as easy as it should be, and that the silos in the system creates obstacles. Something is missing. She said students cannot become the victims of our inability to collaborate with one another. She urged us to work together in a collegial manner. Mobility needs to be secured, and articulation needs to happen".

"Mr Joe Samuels CEO of SAQA gave feedback on a research project and he shared a trend report of the NRLD. The report was from 1995-2014. He discussed learning pathways, and asked whether it is working? An issue is that adults do not move from Occupational qualifications to Higher qualifications".

Dr Shirley Lloyd gave feedback on the NQF Amendment Bill "that deals with the issues of misrepresentation of qualification and fraudulent qualifications.

Dr Wilma Guest-Mouton made a presentation on behalf of APPETD and Dr Linda Meyer on behalf of SAPHE.

UWN

1) Universities turn to dual mode to enhance HE access

<https://www.universityworldnews.com/post.php?story=20190305093158292>

"The government of Morocco has approved a virtual universities plan which will effectively convert the country's traditional universities to dual mode universities offering distance learning programmes alongside on-campus teaching, in a bid to enhance university access and reduce overcrowding".

2) University graduates realise the value of vocational skills

<https://www.universityworldnews.com/post.php?story=20190228195529762>

"Regardless of the reason, graduates were turning to vocational skills said curriculum specialist for business, technical, vocational education and training (BTVET), Benard Akol Otemor. He said the trend was a "good thing" which complemented the country's development plan.

Uganda launched a Skilling Uganda Initiative 2011-2020, specifically to boost

vocational skills which were more relevant to the country's needs. Since then thousands have learnt carpentry, brick laying and other skills".

- 3) Internationalisation of higher education – A curate's egg
<https://www.universityworldnews.com/post.php?story=20190307142531281>
The author examines the 'good' and 'bad' of Internationalisation.