

**IAEA Conference – Assessment and the future of school and learning
Sub-theme: Assessment and life-long learning**

**A National Qualifications Framework (NQF) - No-Quick-Fix for life-long
learning and assessment**

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The Emperor is wearing his clothes!

Once upon a time, when Nelson Mandela became president, South Africa also had an Emperor. That Emperor was called the NQF. After a short time, the Trolls who didn't like the Emperor, suggested that perhaps he was not wearing any clothes, that he was a fraud. Being a wise man, the Emperor decided to look more closely at himself to see whether he was in fact wearing any clothes. He built an Impact Study and welcomed government and EU reviews. And then, when he looked through these government reports, external reviews and the Impact Study, he saw that in fact he was fully clothed. Now this was a shock for the Trolls who knew well what to do when the Emperor had no clothes; they had no experience of what to do when he was in fact wearing quite an impressive set of clothes!!! And so the Trolls didn't do anything and the Emperor remained the Emperor and they all lived happily ever after.

Introduction

South Africa in 1994 needed a vision and a significant agent of change in education. The imperative of a fundamental, observable movement away from the past into a new era of hope embodied in a change in attitudes was critical. Its previous history in education of 19 education systems and 8 different examining authorities, all racially or ethnically-based, differentially resourced and funded unsurprisingly had produced a divided nation with little or no faith in the established system. Any idea of a quality education was based on the race of the student body that an education institution served, which in turn determined the funding and allocation of resources, and comparisons of standards rested in the heads of 'external examiners' or government officials who rarely made public statements about standards applied at institutions that catered for different ethnic groups. Certainly any statements made were not based on any credible evidential base e.g. comparability of the Senior Certificate of the different examining bodies, while issued by the South African Certification Council (SAFCERT), was based primarily on opinions of external moderators and not on any concrete data. These comments were hence little more than 'off the record' conversations based on anecdotal evidence which often took on the proportions of urban legend. Indeed perceptions of where quality lay were closely aligned with different kinds of learning in different institutions and this in turn was closely linked to the social uses of qualifications – some qualifications let you 'in' to the 'in-circle' and others didn't. Such social uses of qualifications further privileged already deeply embedded sites of power and esteem. The use of education as a divisive instrument to de-value the learning experiences of the majority of people needed a powerful but easily understandable vehicle for change.

The NQF came into being through the South African Qualifications Authority (SAQA) Act, No. 58 of 1995, the first piece of legislation adopted by our new democratic government. It established the National Qualifications Framework (NQF) as the primary vehicle through which the transformation of the South African education and training system would be achieved. Its objectives are as follows:

- (a) To create an integrated national framework for learning achievements;
- (b) To facilitate access to and mobility and progression within education, training and career paths;
- (c) To enhance the quality of education and training;
- (d) To accelerate the redress of past unfair discrimination in education, training and employment opportunities; and

- (e) To contribute to the full development of each learner and the social and economic development of the nation at large.

(SAQA Act, 1995)

Through this Act, SAQA has the responsibility to oversee the development and implementation of the NQF. The intention to radically transform education is immediately evident and the support for the notion of life-long learning is clear. The recognition of learning on the basis of what has been learnt rather than where it has taken or takes place was a social aspiration that the fledgling democracy would vocally support. And hence the call for a transparent basis for comparison of different qualifications through the formal registration of learning demands in the form of learning outcomes and assessment criteria. It also required the quality assurance of the learning and assessment on which the qualification award is made.

The NQF as a social construct

The NQF in South Africa has always been viewed by its proponents as a social construct, a mechanism that enables ordinary people to engage meaningfully with some important social phenomenon, in this case learning.

This construct was conceived during the height of “idealism and the euphoria of policy making in the years immediately preceding and following the formal installation of a democratic government in 1994” (Jansen, 2004:88) and as Jansen points out, has tried to address employment opportunities as well as economic development as well as career paths and redress of past unfair discrimination and create an integrated framework for reviewing learning achievements from different learning sites – from formal institutions to the workplace. A review of these objectives could lead us to Jansen’s conclusion that ‘we got carried away’ and had no hope of success as the NQF promises what it can never deliver in practice.

Or as Gary Granville (2004:1) observed, the NQF by setting unreasonable targets for itself, is a potentially significant vehicle for progress. He reminded us of what George Bernard Shaw said:

The unreasonable man adapts himself to the world; the unreasonable man persist in trying to adapt the world to himself. Therefore all progress depends on the unreasonable man.

Granville did add that this approach could lead to disaster’. We in South Africa need to be constantly conscious of this possibility.

The important point is that in response to its unreasonable history, in response to the extraordinary circumstances in 1994, South Africans needed a strong vehicle for systemic change, a social construct based on principles of social justice and democratic participation; we needed a noble and rational response to an ignoble and irrational situation.

The South African NQF as a change agent

In South Africa at least, the NQF has inspired important social change and has laid the foundation for seeing a different education and training world – it has challenged traditional approaches; it has established a framework for social reflection on issues such as parity of esteem, communities of trust and communities of practice. To quote Jansen (2004:89):

The NQF has established a discourse of educational change among ordinary citizens; it has generated hope and optimism among those most marginalized from education and training opportunities; it has bequeathed a profound philosophy of education and training wrapped up in those five simple statements of ambition; it has brought together hundreds of people from across fields and sectors, and from all parts of the population to build the NQF and give meaning to this 'social construct'; and it has not become cynical about 'participation' at the very point that the delivery agenda of central government has cast suspicion on this highly valued legacy of the struggle for education.

There have been two reports sponsored by government, ostensibly aimed at strengthening and streamlining the implementation of the NQF. To date, government has still to make a definitive statement about how it intends to take the NQF forward and more importantly, how it will fund SAQA and support implementation of the NQF. The first government review was announced in April 2000 and the Report of the Study Team on the Implementation of the National Qualifications Framework was released in April 2002. The Study team made the following comment about the NQF:

The Study team's view is that the NQF is an important part of the South African system of education and training. It is a means, closely dependent on other means, for achieving major improvements in the education and training system and in so doing accelerating transformation of the nation's human resource base. (DoL & DoL, 2002:ii); and
The NQF is a major vehicle (but not the only one) for the transformation of education and training. ((DoL & DoL, 2002:iii)

The second report was produced by a governmental Task Team, consisting of senior members of staff in the Departments of Education and Labour. Their report was released in July 2003. It notes:

The NQF concept and its objectives continue to command widespread support. Despite the difficulties of implementing changes of such magnitude the idea of an integrated framework of quality assured qualifications is a reference point for all new developments in our national learning system. ((DoL & DoL, 2003:1)

Interestingly, in this report there is an acknowledgement of the nature of the NQF as a long term project:

The work is far from being completed and in some respects it is barely past its teething stage. The development of the NQF is essentially an open-ended process, constantly evolving in response to social, cultural and economic needs and technological change. (DoL & DoL, 2003:1)

At the NQF Colloquium held in April 2005, Dr Peliwe Lolwane, observed that:

The NQF enabled us to pull our education system out of its ugly, horrible past and has provided a vision for a future in which all South Africans can see their place.

More important, I believe, are the observations of Gary Granville when he reflected on the objectives of the South African NQF and what it has contributed to education and training internationally:

In it, the inclusion of 'redress' as an objective moves the framework from the technical realm of education and training to a socio-political realm. In doing so, the real meaning of the other objectives, and especially Objective 5, becomes transformed from technical and vaguely platitudinous aspirations into live and contestable political issues.

The South African situation is therefore of particular interest to the international community because of its overt concern with the meaning of citizenship and participatory democracy. (Granville, 2004:5)

He goes on:

There are profoundly significant ideas at work here. The activity of learning is not just an additive process, the accumulation of new knowledge: rather it is concerned with the creation of identity, and the individual becomes "someone or something new" through this process. A

similar transformation occurs in the social organization within which the individual is located.
(Granville, 2004:5)

He is referring to the notion of socio-genesis which Beach describes as 'the creation and metamorphosis of social activity and ultimately, society - producing culture in addition to reproducing it'. (Beach, 2003:57)

So when we talk about the relationship between qualifications frameworks and lifelong learning, an important dimension that is stark in the South African qualifications framework and may be absent from others is the opportunity that it provides to facilitate 'this process of transformational learning by providing links and pathways between different learning experiences and contexts without imposing uniformity on them.' (Granville, 2004:5)

From this perspective the South African NQF 'can be seen not just as a system in itself but also a field wherein the various and sometimes conflicting interests and needs of individuals, institutions and society meet and interact. In that sense it gives all who are engaged with it an opportunity to reflect on the kind of South Africa they wish to see develop. (Granville, 2004)

An initiative of this size and character challenges all areas of the social, economic and education fabric of our society and naturally raises many questions. How has it done? What has been its impact? And specifically, does this social construct provide a valid vehicle for what Beach calls socio-genesis: the creation and metamorphosis of social activity and ultimately, society, in our country?

The NQF Impact Study

In its commitment to intellectual scrutiny, under the leadership of the Authority itself and at the imperative of Samuel Isaacs, the Executive Officer of SAQA, SAQA commissioned a longitudinal research project to achieve the effective measurement of the impact of the NQF on the transformation of education and training in South Africa, with reference to the stated objectives of the NQF. Two reports have been released to date:

- The National Qualifications Framework Impact Study report: Cycle 1 : Establishing Criteria, published in 2003;
- The National Qualifications Framework Impact Study report: Cycle 2: Establishing a Baseline, published in 2005.

These two reports describe the research process in full, dealing in detail with methodological issues. Cycle 3 will provide the first actual measurement of the impact of the NQF, Cycle 4 the second measurement of the impact of the NQF and so on. It is worth recalling that Cycle 2 happened some ten years into the establishment of the NQF and hence one could argue that it is not truly a baseline measure – so much has already happened!!!

In Cycle 1, the Research Team noted that while the research has been commissioned by and located within SAQA, the structure of the study is such that both the process and the evidence are objective and open to interrogation by all. The research design for implementation is such that future applications can be carried out by agencies other than SAQA, should that be appropriate. (SAQA, 2004:8) A participative process was adopted for the development of indicators, based on the five objectives of the NQF. Internationally acceptable criteria for the development of measurable indicators were used. The Research Team was supported substantially in the development of the research methodology by international expertise and by a Reference Group comprising members of SAQA itself and others who have extended experienced in the NQF in South Africa. Hence while all research studies are susceptible to accusations of partisanship, the processes adopted in this study were consciously constructed to reduce this possibility.

Very simplistically, the research design is as follows:

The five NQF objectives are linked to four sets of indicators which are linked to 17 Impact indicators. These are detailed fully in Annexure 1. Granville (2004:16) has remarked that in the course of its work, the Organisation for Economic Co-operation and Development (OECD) identified a list of potential mechanisms to assess the impact of qualifications on the practice of lifelong learning. He observes that it is interesting to note the degree of overlap with the indicators that the Cycle 1 Impact Study in South Africa has generated. Both lists were released in 2003.

Results of Cycle 2 of the Impact Study

I would like to look at the results from Cycle 2, specifically in relation to indicators that are related to the question of whether the NQF creates the opportunity for socio-genesis in the world of education and training in South Africa.

Results of the survey of data were described for each indicator as follows:

HP: High positive impact	The research evidence shows a marked positive change across most of the education and training system as it pertains to the NQF
M: Moderate impact	The research evidence shows moderate positive change across the education and training system
MM: Minimal/mixed impact	The research evidence shows minimal positive and/or a mix of positive and negative change across the education and training system
N: Negative impact	The research evidence shows a marked negative change across most of the education and training system as it pertains to the NQF

The review of the data gathered for each indicator resulted in the indicators being rated by the Research Team as follows:

Set 1: The extent to which qualifications address the education and training needs of learners and the South African society				
Number of NQF-registered qualifications		M		
Effectiveness of qualifications design			MM	
Portability of qualifications			MM	
Relevance of qualifications		M		
Qualifications uptake and achievement			MM	
Integrative approach			MM	
Set 2: The extent to which the delivery of learning programmes addresses the education and training needs of learners and the South African society				
Equity of access		M		
Redress practices			MM	
Nature of learning programmes	HP			
Quality of learning and teaching		M		
Assessment practices		M		
Career and learning pathing		M		
Set 3: The extent to which quality assurance arrangements enhance the effectiveness of education and training				
Number of registered assessors and moderators			MM	
Number of accredited providers			MM	
Quality assurance practices			MM	

Set 4: The extent to which the NQF has had a wider social, economic and political impact in building a lifelong learning culture				
Organisational, economic and societal benefits	HP			
Contribution to other national strategies	HP			

In view of the distinguishing feature of the South African NQF in comparison with other frameworks, it would be interesting to look more closely at the results in the last two Impact Indicators i.e. Set 4, The extent to which the NQF has had a wider social, economic and political impact in building a lifelong learning culture.

Impact Indicator 16: Organisational, economic and societal benefits: The extent to which learner-centredness is embedded in organisational, economic and social environments in order to build a lifelong learning culture that empowers individuals and communities. The following table lists the questions included in the survey which related directly to this indicator and the percentage of respondents who responded 'agree' or 'strongly agree':

	%
Employers support lifelong learning and the empowerment of employees	69.4
Providers support lifelong learning and the empowerment of learners	77.1
Providers of education and training have become more focused on the needs of learners	74.4
The implementation of the NQF has led to an increased awareness of the need for lifelong learning	77.8
The implementation of the NQF has led to an increased awareness of the need for career and learning pathing	77.5
Changes in institutional policy and practice take place as a result of the implementation of the NQF	66.1
RPL provides hope for South African citizens	76.2
Citizens believe that new learning pathways offer hope for a better future	74
The achievements of NQF qualifications contributes to learners' sense of self-esteem	79.3
Our organization has provided NQF qualifications in other field/s that is/are not the core function of the organization	49.4

Impact Indicator 17: Contribution to other national strategies: The extent to which the implementation of the NQF supports and contributes to the achievement of national strategies such as the Human Resource Development, the National Skills Development Strategy and Tirisano. The following table lists the questions included in the survey which related directly to this indicator and the percentage of respondents who responded 'agree' or 'strongly agree':

	%
The objectives of the NQF are aligned with the objectives of the national human resource development strategy	63.5
NQF implementation supports and contributes to a decrease in unemployment	52.2
NQF implementation supports and contributes to economic growth and and the development of new economic opportunities	69.9
NQF implementation supports and contributes to reducing illiteracy	79.1
NQF implementation supports and contributes to the upskilling of the labour force	79.4
Life skills and HIV/AIDS awareness are improved through the completion of NQF qualifications	58.3
The NQF contributes to SADC and Africa collaboration	48.1
NQF qualifications improve employability and facilitate sustainable livelihoods of learners	67.1
NQF qualifications assist communities to take control of their socio-economic situations	64.6
NQF qualifications contribute to the achievement of the National Skills Development Strategy targets	72.3
NQF qualifications contribute to the development of the capacity of self-employed individuals and small businesses (SMMEs)	70.3
The implementation of the NQF has facilitated policies emanating from the Department of Education's Tirisano strategy	62.2
NQF qualifications have enabled the formal education system to be more relevant to the needs of learners	72.9
The costs involved in providing training are not adequately covered by the skills levy, hence only institutions with good profit margins can participate in this activity	52.3

It is evident that the perception among those surveyed, is that the NQF in South Africa has had a significant impact on attitudes in the education and training community itself as well as in broader society, including employers and learners and potential learners – it has set and continues to encourage a vision that truly supports the notion of lifelong learning. As Granville (2004:4) notes, it is not simply a technical exercise to facilitate systems administration and in some cases, to facilitate government control and accountability practices (Young, 2003).

It may be useful to look at the results in other indicators to see whether they provide data that may support or contradict the view that the NQF is a vehicle that supports and encourages systemic change. I would like to look at the remaining indicators in two groups, namely, those that seem to link to systemic change in the experience of learners and those that seem to link to systemic change in the social uses of qualifications.

Impact Indicators that relate to systemic change in the learning experience of learners

- Nature of learning programmes

There is a high positive impact for this indicator, which is a very positive development for learners in the system. The following table lists the questions included in the survey which related directly to this indicator and the percentage of respondents who responded 'agree' or 'strongly agree':

	%
There is a demand for learning programmes based on NQF qualifications	79
A wide range of NQF qualifications is available to facilitate curriculum development	65.8
The implementation of the NQF has led to a major re-design of courses to adopt an outcomes-based approach	76.2
The quality of learning programmes is improved by using an outcomes-based approach	70.9
The NQF has led to an improvement in the design of learning programmes	72.6

- Quality of learning and teaching

There has been a moderate impact on the quality of learning and teaching. The Research Team has observed (2005: 63) that a significant amount of positive responses were received: 72.1% of respondents 'agree' or 'strongly agree' that the NQF has led to improved learning and teaching practices that address the needs of learners; 73.8% 'agree' or 'strongly agree' that learning and teaching practices are responsive to the needs of learners, while 72.3% 'agree' or 'strongly agree' that the professional development of education and training practitioners has received increased attention. Surely these are all wonderfully positive developments within any system.

- Assessment practices

The Research Team indicates as follows:

The Impact Indicator, Assessment Practices, is rated as having a moderate impact.

There is strong evidence of beneficial effects on standards and on quality of learning.

.... This indicator had a very high incidence of 'don't know' and 'too soon to say' quantitative responses, which may reflect that the system is still in development.

(SAQA, 2005:66).

- Effectiveness of qualifications design

In reviewing the evidence for this Impact Indicator, the Research Team has concluded that the level of impact is minimal/mixed. What is interesting is that the questions included in the survey which relate directly to this Impact Indicator did not ask for comment on the impact of what could be argued are significant considerations in qualification design in the NQF i.e. the notion of applied competence; the formal articulation of purpose and emphasis on linking

outcomes and assessment to overall purpose; the notion of integrated assessment; the direct focus on the development of Critical Outcomes, being those skills that support lifelong learning; the insistence on the inclusion of the Fundamentals i.e. those areas of learning (communication and mathematical literacy) that are considered essential for effective further learning and underpin meaningful progression in the education and training system. The suggestion that this indicator be modified to focus more on the effect of qualification design on learning programme design in future cycles (2005:45) should also consider focusing on some of the specific innovations that the NQF has made part and parcel of qualification design.

- Quality assurance practices

The Research Team has observed:

Most respondents indicated strong support for the implementation of quality assurance mechanisms, and indicated that the quality of education and training has improved because of them. But the operationalisation of quality assurance has been problematic. Most of the problems are associated with lack of capacity, contestation, overlapping of responsibilities, lack of meaningful MoUs, legislative anomalies and power struggles. (SAQA, 2005:76)

It is rated as minimal/mixed impact. The on-going monitoring of this indicator may benefit from separating those issues that relate to an improved learning experience for learners and a positive improvement in society's recognition of learning from implementation difficulties that often have little or nothing to do with learners' experiences but generally reflect traditional 'turf protection' battles in the broader education and training system.

Impact Indicators that relate to systemic change in the social uses of qualifications

- Relevance of qualifications

The evidence suggests that the level of impact of this indicator is moderate. 77.4% of respondents responded 'agree' or 'strongly agree' to the statement: employees who have completed or are in the process of completing NQF qualifications acquire learning that is relevant to the workplace; 65.2% of respondents responded 'agree' or 'strongly agree' to the statement: new NQF qualifications are being introduced in response to the needs of the workplace, industry and society. This is encouraging, pointing to a positive development in that qualifications are perceived to be more relevant to our society.

- Equity of access

It is encouraging that the perceptions in this indicator which addressed issues of race, gender, disability and age point to a moderate impact. However the Research Team reminds us that significant issues are still to be addressed in the area of RPL. (SAQA, 2005:56)

- Career and learning pathing

The moderate rating for this indicator points to evidence that providers of education and training have developed clear career and learning pathways for prospective learners.

- Portability of qualifications

Minimal/mixed impact has been achieved for the indicator, portability of qualifications. It may be that the concept of portability of qualifications needs further interrogation e.g. when is portability of a qualification itself appropriate and when are concepts such as parity of esteem, communities of trust and communities of practice more appropriate.

- Integrative approach

There is strong support for the notion of an integrative approach particularly as it relates to the integration of theory and practice in the design of qualifications and assessment of learning. (SAQA, 2005:54). It is not surprising that the overall impact of this indicator is rated as minimal/mixed, given a similar rating for the indicator, portability of qualifications. One could argue that the difficulties associated with portability of qualifications are directly related to differences in perception and attitude to the notion of integration i.e. on one extreme those who maintain the ideal of a fully integrated system while at the other end are those who believe that the significant differences between modes of learning make even the loosest form of integration a remote possibility, and finally between the two extremes, those who recognize that there are differences but that in fact, the attitudes represent points on a continuum. It may be useful to interrogate this indicator more deeply by exploring opinions on the continuum and in that way develop a deeper understanding of the issues that affect our understanding of the notion of integration.

- Redress practices

The indicator is rated as having minimal/mixed impact. The Research Team observes as follows:

Redress practices were almost without exception seen as the recognition of prior learning (RPL) and progress towards achieving the implementation of RPL is still considered slow. .. (Respondents) do not believe that learners are able to “cash in” such credits in a way that is significant in terms of redress. (SAQA, 2005:58).

This is a very difficult indicator to ‘unpack’, primarily because it is retro-spective. To keep this indicator relevant in a changing society, it may be more useful to try and identify those issues

that prevent learners from benefiting fully from the education system and investigate how our system supports the inclusion of the 'excluded' in our society e.g. in homes where the head of the family is a school-going child because of the impact of HIV/AIDS - how does the system enable such a learner to remain part of or meaningfully re-join the education and training system.

The remaining indicators

The following four indicators as they stand do not appear to contribute meaningfully to any analysis of the NQF as a vehicle for creating and driving a system that supports lifelong learning. They do, in my opinion, need to be interrogated further and possibly re-conceptualised.

- Number of qualifications

While this indicator was rated as having had a moderate impact, one must question whether more qualifications registered at levels 3,4 and 5 necessarily means systemic improvement; whether the existence of a large number of historical qualifications on the NQF (i.e. they have not been replaced by 'new' qualifications) in itself means that these qualifications do not contribute positively to the learning experience of the learners concerned.

- Qualifications uptake and achievement

The Research Team has acknowledged that it may be premature to give any credence to results in this indicator as learners are still undergoing education and training and that achievement will only become evident later (SAQA, 2005:51).

- Number of registered assessors and moderators

- Number of accredited providers

The Research Team has acknowledged that both these indicators require further research (SAQA, 2005:71). The fact that there is a limited number of registered assessors and moderators working in a few of the sectors and there is a limited number of accredited providers, the rating for this impact is minimal/mixed, rather than negative. I would like to suggest that further research should view these indicators in conjunction with other indicators to see whether an increase in these numbers actually means an improved learning experience for learners or societal recognition for learners.

Conclusion

On the whole, the NQF and the Impact Study provide a vehicle for advancing and the on-going monitoring of transformation in the education and training system beyond the present, a system that supports lifelong learning, social justice and democratic participation.

Provided that:

- the NQF remains a vehicle for on-going social transformation;
- there is acknowledgement that the NQF is still in its infancy in its on-going mission for driving continuous improvement;
- the NQF is seen as a major and not the only vehicle for transformation and is not seen as having had its day once the education and/or the training system is perceived to have been 'changed';
- our society remains committed to developing holistic learners with the capacity for both conformity and non-conformity;
- the education and training community continues to engage with vexing questions about what 'integration' means, whether our society will improve if we focus on developing communities of trust or communities of practice or both – there is a difference;
- our society remains committed to continuous improvement in respect of broader social imperatives such as the learning experience of learners and the uses qualifications in the promotion of social justice and democratic participation;
- political and other leaders in our society show their leadership and political will to support the NQF, we as a society will continue to benefit from the positive impact our NQF has had in moving South Africa from its dark and depressing past into the present where there is hope for a better future.

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Annexure 1: Description of the Impact Indicators

Impact Indicator	Definition
Set 1: The extent to which qualifications address the education and training needs of learners and the South African society	
1 NQF 2,3*	Number of qualifications The number of NQF-registered qualifications
2 NQF 1,3	Effectiveness of qualifications design The contribution that qualifications design makes to ease of access, mobility and progression of learners
3 NQF 1,2,3	Portability of qualifications The extent to which qualifications facilitate the mobility of learners horizontally, diagonally and vertically
4 NQF 1,2,3	Relevance of qualifications The relevance of qualifications in relation to the needs of workplace, industry and society at large, including 'non-traditional' qualifications (qualifications offered in new and emerging fields of learning)
5 NQF 2,5	Qualifications uptake and achievement The extent to which NQF-registered qualifications are offered and the attainment of such qualifications by learners
6 NQF 1	Integrative approach The extent to which qualifications promote an integrative approach to education and training and the nature of such qualifications
Set 2: The extent to which the delivery of learning programmes addresses the education and training needs of learners and the South African society	
7 NQF 2,4	Equity of access The ease of entry and access of traditional and non-traditional learners to education and training, including admission requirements and the Recognition of Prior Learning
8 NQF 2,4	Redress practices The extent to which redress practices, including the Recognition of Prior Learning, facilitate the award of credits and/or access of learners to learning programmes
9 NQF 3	Nature of learning programmes The expansion of learning opportunities and the impacts of learning programmes, including an outcomes-based approach, to curriculum development and learning and teaching
10 NQF 2,3,5	Quality of learning and teaching The extent to which learning and teaching practices are responsive to the needs of learners through improved teaching practices
11 NQF 2	Assessment practices The fairness, validity, reliability and practicability of the assessment of learning
12 NQF 2,5	Career and learning pathing The extent to which learning programmes support and enhance career and learning pathing

Set 3: The extent to which quality assurance arrangements enhance the effectiveness of education and training		
13 NQF 3	Number of registered assessors and moderators	The number of skilled assessors and moderators required to support an effective education and training system
14 NQF 3	Number of accredited providers	The number of education and training providers who meet the quality requirements of the system
15 NQF 1,3	Quality assurance practices	The extent to which quality assurance practices enhance the quality of learning, teaching and assessment
Set 4: The extent to which the NQF has had a wider social, economic and political impact in building a lifelong learning culture		
16 NQF 4,5	Organisational, economic and societal benefits	The extent to which learner-centredness is embedded in organisational, economic and social environments in order to build a lifelong learning culture that empowers individuals and communities
17 NQF 5	Contribution to other national strategies	The extent to which the implementation of the NQF supports and contributes to the achievement of national strategies such as the Human Resource Development, the National Skills Development Strategy and Tirisano**

From Page 61, National Qualifications Framework Impact Study Report: Cycle 1: Establishing Criteria (2003), adapted to include Table on page 80

* the NQF objective or objectives to which the Impact Indicator is aligned

** these are government department (or departments in collaboration) initiatives to drive skills development