

IMPLEMENTATION OF THE HEQSF – August 2017

PRESENTATION AT THE SAAIR CONFERENCE

BLOEMFONTEIN

3 AUGUST 2017

OVERVIEW

- History
- The HEQSF
- Statistical overview
- Benefits to universities
- Challenges to universities
- Recommendations from a regulatory perspective

HISTORY

- Apartheid legacy - offerings unknown
- NQF Act 2008 – CHE is QC for higher education
- CHE designed HEQSF alignment process – 2011 to 2015
- Alignment completed in 2015 – a year ahead of schedule
- Further consolidation, systematisation of titles and abbreviations
- PhD and D debate

AIMS OF HEQSF

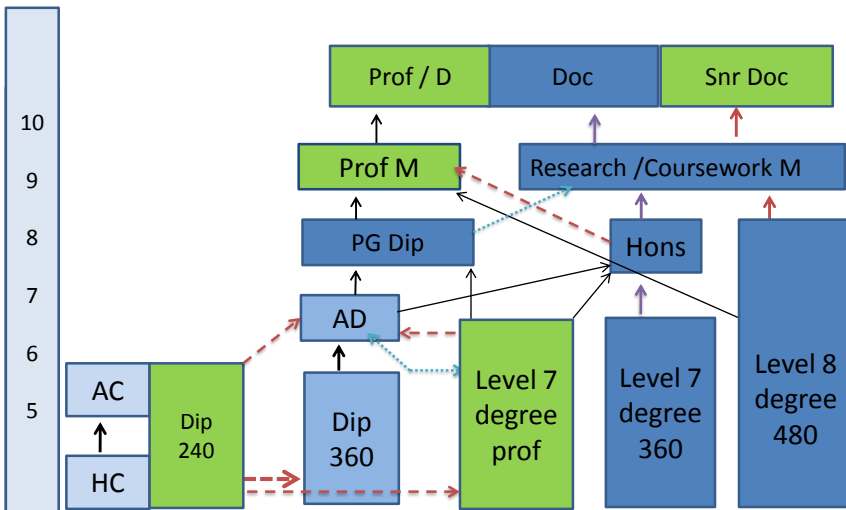
- Single qualifications sub-framework for HE integrated into NQF
- Enable articulation of programmes and transfer of students between programmes & HEIs (Access)
- More rungs for HE to occupy – 11 qualification types mapped onto 6 levels of NQF
- Offers a nested approach to qualification design: qualification types / designators / qualifiers etc.
- Intended to simplify HE and make it more flexible

HEQSF PRINCIPLES

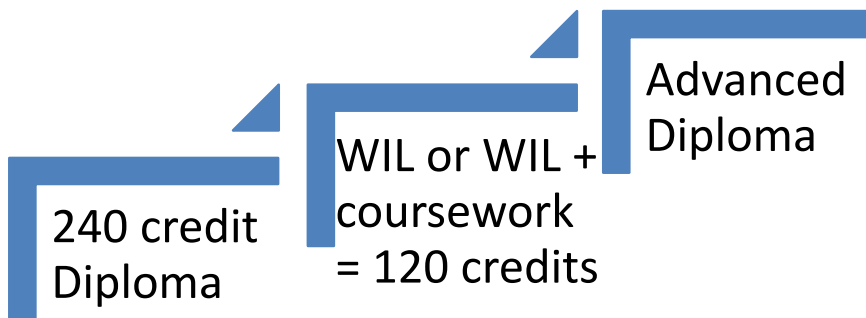
- Simple, few qualification types
- Recognisable, have some meaning across the system
e.g. diploma
- Should facilitate articulation across the system
- Compatible with other frameworks internationally
- Allow space for institutions to pursue own curriculum goals within broad parameters of qualification types.

HIGHER EDUCATION QUALIFICATION SUBFRAMEWORK (HEQSF)	
LEVEL 10	DOCTORATE (GENERAL & PROFESSIONAL)
LEVEL 9	MASTERS (GENERAL & PROFESSIONAL)
LEVEL 8	BACHELOR (PROFESSIONAL) / HONS/PGDIP
LEVEL 7	BACHELOR (GENERAL) / ADVANCED DIPLOMA
LEVEL 6	DIPLOMA / ADVANCED CERTIFICATE
LEVEL 5	HIGHER CERTIFICATE

REVISED
HIGHER EDUCATION QUALIFICATIONS FRAMEWORK (HEQSF)



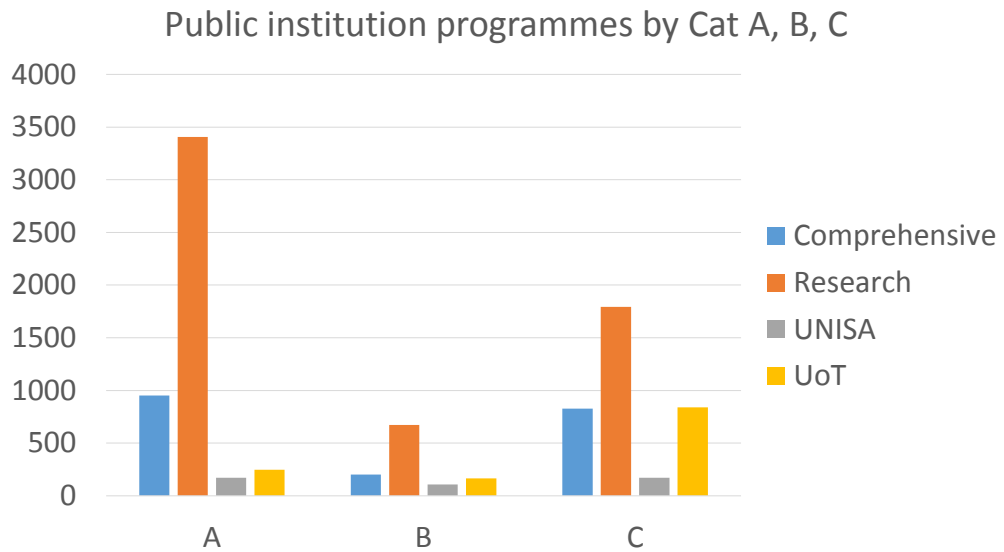
PROGRESSION ROUTE 1



FOR NOTING

- Last date of offering of programmes not-aligned to the HEQSF = 31 December 2019 – pipeline students to be taught out (N+2)
- RPL policy – not more than 10% of cohort
- CAT principle – assess content, level, credits
- Articulation policy
- Difference between a programme and a qualification
- No direct equivalence - old framework = 8 levels; new framework = 10 levels

Sum of num_submitted	Column Labels					
Row Labels	Comprehensive	Private	Research	UNISA	UoT	Grand Total
Advanced certificate	2	13	3		1	19
Advanced diploma	20	26	23	6	94	169
Bachelor Honours degree	5	10	18	3	2	38
Bachelors degree 360-credit	5	64	8	5	12	94
Bachelors degree 480-credit	10	18	17	4	2	51
Diploma 240-credit (Professional)		10	1	1	5	17
Diploma 360-credit	7	51	3	2	33	96
Doctoral degree	3	3	7		4	17
Doctoral degree (Professional)			1			1
Higher certificate	3	88	2	3	3	99
Masters degree	19	7	21	5	2	54
Masters degree (Professional)	3	1	14	1	1	20
Postgraduate diploma	7	26	20	6	36	95
Grand Total	84	317	138	36	195	770



inst_type Public

Count of heqf_reference_no Column Labels					
Row Labels	Comprehensive	Research	UNISA	UoT	Grand Total
A	952	3405	171	246	4774
B	202	671	108	164	1145
C	828	1794	171	838	3631
Grand Total	1982	5870	450	1248	9550

IMPLEMENTATION - BENEFITS TO HEIs

- Standardise credits and cognitive demand across NQF levels
- Application of level descriptors
- Mobilise academic and management communities to examine offerings
- Consolidate qualifications and programmes
- Autonomy in phase out old not aligned and phase in new aligned qualifications
- Institutional autonomy – Senate approved transition arrangements
- MBA model

IMPLEMENTATION - CHALLENGES TO HEIs

- HEIs late in developing and submitting replacement programmes for accreditation
- Accreditation process takes 6-9 months for one HEQC outcome – high volumes
- SAQA + DHET timeframes to be added
- Professional body endorsement + cost
- WIL vs. WPBL

CHE PRINCIPLES

- Students must not be disadvantaged by HEQSF implementation
- Quality is the responsibility of the institution - CHE holds institution accountable for quality it provides
- CHE does not support the shifting of the gazetted last date of offering of programmes not aligned to HEQSF -
- Avoid proliferation of programmes
- Design programmes, and teaching and learning philosophies and strategies in accordance i.a., to student profile

CHE RECOMMENDATIONS

- Programme stock take – accelerate submission of programmes
- Liaise with CHE, DHET and SAQA through the Office of the DVC: Academic/Learning and Teaching
- Formulate institutional policies on transitions – include in calendars
- Create awareness about HEQSF implementation among management and academic staff and students in institution
- Multi-pronged strategy – Institutional strategic planning initiative