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ANNEXURE 1

QUALITATIVE ANALYSIS OF INTERVIEWS AND FOCUS GROUPS

pp. 220 – 275 (Annexure page no's start at 1 for referencing in the text)

1.1 Data Sources

NQF Impact Study data for Cycle 1 (SAQA, 2004), including

- Annexure 3: Analysis of contextualisation interviews
- Annexure 5: Analysis of employer interviews
- Annexure 6: Analysis of focus group interviews
- Annexure 7: Analysis of departmental interviews
- Annexure 8: Analysis of union interviews
- Annexure 9: Analysis of provider interviews

NQF Impact Study data for Cycle 2 (SAQA, 2005), including

- Annexure 2: Analysis of Education and Training Quality Assurance bodies interviews
- Annexure 3: Analysis of departmental interviews
- Annexure 4: Analysis of providers
- Annexure 5: Analysis of labour interviews
- Annexure 6: Analysis of employer interviews

Interviews with the South African Qualifications Authority Board members and senior management staff

1.2 Themes, codes and sub-codes

1.2.1 Policy symbolism

- Break from the past
- Intentions of the framework
 - Integration
 - Education and training

- Congruent legislation and regulation
- Architecture
- Theory and practice
- Progression
- Linkages
- Policy borrowing
- Political contestation

1.2.2 Guiding philosophy

- Conceptual framework for the education and training system
 - Mobility
 - Articulation
 - Portability
 - Integration
 - Academic and vocational
 - Education and training
- Parity of esteem
 - Value all learning
 - Institutions
 - Qualifications
 - Vocational
 - Academic

1.2.3 Scope

- Coherence
 - Coordination
 - Political contestation
 - Different systems
- Linkages

- Progression
- Qualification sub-frameworks
- Old and new
- Learning pathways
- Joint responsibility
- Portability
 - Institutions
 - Articulation
 - Coordination
 - Structural problems and differences
 - Quality assurance
- Public/private and public/public
 - Collaboration
 - Parity of esteem

1.2.4 Architecture

- Articulation
 - Relationships
 - Public/private
 - University/technikon
 - Credit transfer
 - Joint planning
 - Agreed standards
- Portability
 - Structure of the qualification
 - Agreements
 - Collaboration
 - Quality assurance

1.2.5 Policy breadth

- Communities of practice
 - Quality assurance
- Establishment of trust
 - Stakeholder involvement
 - Collaboration of sub-structures
 - Joint design
 - Partnerships
 - Alignment of strategies
 - Employment grading
 - Relationships
- Credit accumulation
- Coherence

1.2.6 Continuum of learning

- Epistemologies
 - Divide between education and training
 - Discipline-based and workplace-based
 - Divide between institutions and workplaces
 - Parity of esteem

1.2.7 Curricular integrability

- Theory and practice
 - Workplace based qualifications
 - Workplace preparation
 - Employability
 - Curricula
 - Collaboration
 - Relationships

- Partnerships
- Joint planning
- Relevance to the world of work

1.3 References

- For the NQF Impact Study Cycle 1 Annexures the following referencing method is used: **(1:5:17)**, which means that the data has been extracted from the **Cycle 1** Annexures; it is **Annexure 5**; in Annexure 5, the reference is on **page 17**.
- For the NQF Impact Study Cycle 2 Annexures the following referencing method is used: **(2:9:21)**, which means that the data has been extracted from the **Cycle 2** Annexures; it is **Annexure 9**; in Annexure 9, the reference is on **page 21**.
- For the interviews with SAQA Board members and senior management:

| Name | Representative of: | Reference |
|------------------------|---|------------------|
| Ms Marietta van Rooyen | The Association of Private Providers of Education and Training (APPETD) | MvR |
| Mr Ken Hall | Business South Africa (BUSA) | KH |
| Prof Saleem Badat | Council on Higher Education (CHE) | SB |
| Ms Sue Muller | National Professional Teachers Organisation of South Africa (NAPTOSA) | SM |
| Dr Adi Paterson | Dept of Science and Technology | AP |
| Mr Samuel Isaacs | Executive Officer of the South African Qualifications Authority (SAQA) | SI |

1.4 Abbreviations

Abbreviations are used to indicate the stakeholder group represented by the respondent. The table below provides a full list of abbreviations:

| Abbreviations: Cycle 1 | Description | Abbreviations: Cycle 2 | Description |
|-----------------------------------|---|-----------------------------------|---|
| DoE | National Dept of Education | DoE NAT | National Dept of Education |
| DoL | National Dept of Labour | DoL GAU/KZN/LIM/NW/WC | Gauteng, Kwa-Zulu Natal, Limpopo, North-west, Western Cape Dept .s of Labour |
| ECEducation | Eastern Cape Dept of Education | EMP Large MPU | Large employer Mpumalanga |
| ECLabour | Eastern Cape Dept of Labour | EMP SMME NW | Small employer North-West |
| ETQA manager | Education and Training Quality Assurance manager | EMP SMME GAU | Small employer Gauteng |
| FET Private GAU | Further Education and Training institution, Private, Gauteng | ETQA | Education and Training Quality Assurance body |
| FET Private WC | Further Education and Training institution, Private, Western Cape | FET Private GAU/WC/NAT/NW | Private further Education and Training College Gauteng/Western Cape/National/North West |
| GD Education | Gauteng Dept of Education | | |
| GD Labour | Gauteng Dept of Labour | FET Public GAU/MPU | Public Further Education and Training College Gauteng/Mpumalanga |
| HET Public GAU | Higher Education Institution, Public, Gauteng | FET PR-PUB NAT | Private/public partnership FET National |
| IMWG member | Inter-Ministerial Working Group member | GET/ABET Private GAU | General Education and Adult Basic Education and Training Gauteng/Kwazulu |
| Nat DoE | National Dept of Education | GET/ABET Private KZN | |
| Nat DoL | National Dept of Labour | HET Public GAU | Public Higher Education and Training Institution Gauteng/Kwazulu |
| NUMSA | National Union for Mine Workers | HET Public KZN | |
| SACE | South African Council for Educators | HET Public LIM | Natal/Limpopo |
| SAQA Manager | South African Qualifications Authority manager | HET Public LIM FG | Public Higher Education and Training Limpopo Focus Group |
| SAQA Staff | South African Qualifications Authority staff member | LAB ED FS | Organised labour (Education) Free State |
| Snr DoE official | Senior Dept of Education official | | |
| Snr DoL official | Senior Dept of Labour official | | |
| University Principal | Vice Chancellor of a public university | | |
| WCEducation | Western Cape Dept of Education | | |
| WCLabour | Western Cape Dept of Labour | | |

| RESEARCH QUESTION 1: Is the objective of an integrated SANQF an example of policy symbolism? | | | |
|---|---|--|--------------------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy symbolism | <ul style="list-style-type: none"> Break from the past | <ul style="list-style-type: none"> Prior to the advent of the NQF there was no sign of education and training system, there was darkness in a sense. Now people believe there is education. It is an important achievement to have such a symbolic coming together of the minds. We might disagree about the mechanisms that are put in place but in terms [of] symbolism there is change. | Snr DoE official (1:3:13) |
| Policy symbolism | <ul style="list-style-type: none"> Break from the past | <ul style="list-style-type: none"> I think, the whole education and training thing is also embedded in a particular context and because we... And that is why I say, our policy intervention should be simultaneously driven by ideology and values and so on and also the context within which we have to operate. | SB 18/05/06 |
| Policy symbolism | <ul style="list-style-type: none"> Intentions of the framework | <ul style="list-style-type: none"> More importantly is the issues of access, redress, equity and quality has been compromised. When the NQF was designed the major arguments that were raised was that we want to get the majority of our people that were marginalized by the system, and are outside of the formal education system, out of no fault of their own, who have accumulated skills and experience in the workplaces and in the communities. We will provide them with access back into education system and provide them with opportunities for them to progress from a sweeper to an engineer. That is where we have done tremendous injustice to the NQF. I think we have not been able to build a facilitative framework that allows people access and give them a picture of how they are going to travel the journey and progress. We have not moved on that side, we have set a multitude of possibilities but they are not translated and cannot be translated into a picture that will assist our people to access education and training | Nat DoE (1:7:7) |
| Policy symbolism | <ul style="list-style-type: none"> Intentions of the framework | <ul style="list-style-type: none"> I think the legislation works well...whether the companies apply it properly, that's another matter...but I think the framework we have set up, and those who make use of it...does gain from it. I think we...we had a long history of not providing quality education for everybody. | FET Private GAU (2:4:84) |

| RESEARCH QUESTION 1: Is the objective of an integrated SANQF an example of policy symbolism? | | | |
|---|--|---|--------------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy symbolism | <ul style="list-style-type: none"> • Intentions of the framework | <ul style="list-style-type: none"> • I think in some way the NQF is about bringing things together | Nat DoL (1:7:10) |
| Policy symbolism | <ul style="list-style-type: none"> • Intentions of the framework | <ul style="list-style-type: none"> • ...so I think sometimes we get stuck in the ideological and I think a lot of the policies and so on in this country have been driven by ideological positions that adheres to particular theoretical frameworks and so on. Now, that's, I immediately want to say that that there is nothing wrong with that – and I still want to argue 20 years later that this is the correct starting point. I don't accept affordability, for example, as the correct starting point. I believe that your goals, your principles and values and all that, including the context in which you have to pursue these things are what should shape. Now, I think sometimes, where we are not honest enough – is, as much as ideology and visions and principles should drive policies and so on, at some point we have to also step back to say, but what does the empirical evidence say and if the empirical evidence is pointing in a different direction then you have to have the an interplay between the empirical evidence and ideological dispositions because otherwise we are being dishonest – the empirical must speak, and this is the point to say that there is nothing wrong with ideology driving the policy but the two must come together at some point. What does the empirical say to you now? | SB 18/05/06 |
| Policy symbolism | <ul style="list-style-type: none"> • Intentions of the framework <ul style="list-style-type: none"> ○ Integration ○ Education and training | <ul style="list-style-type: none"> • ...when you talk about NQF you talk about putting together education and training as, as a basic concept, and, and it put these two together without a thin, thin line of separation I think, it does emphasize, so to say, that education without training and vice versa can't work, and it doesn't, really, come up to bear any results. They go hand in glove. | ECLabour (1:7:11) |
| Policy symbolism | <ul style="list-style-type: none"> • Intentions of the framework <ul style="list-style-type: none"> ○ Integration ○ Education and training | <ul style="list-style-type: none"> • The major vision of NQF was to link education and the training, and these two are inseparable because you can't have theorists that cannot apply their knowledge and vice versa. Even their skills need to have some knowledge and I think we just need to balance the two. Balancing is critical. | EC Education (1:7:11) |

| RESEARCH QUESTION 1: <i>Is the objective of an integrated SANQF an example of policy symbolism?</i> | | | |
|--|--|---|-------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy symbolism | <ul style="list-style-type: none"> • Intentions of the framework <ul style="list-style-type: none"> ○ Integration ○ Education and training | <ul style="list-style-type: none"> • So, when I get back to the notion of an integrated learning system – an integrated learning system should establish peers, but not equals. • People who can have equal esteem for each other, equal respect... • I can sit with my technical college friends, you know who are certificated engineers...I have an equal respect for them, but I will never pretend to be equal in status to them in their practical knowledge | KH 19/05/06 |
| Policy symbolism | <ul style="list-style-type: none"> • Intentions of the framework <ul style="list-style-type: none"> ○ Integration ○ Education and training | <ul style="list-style-type: none"> • The idea simply that for the sake of looking ideologically elegant, education must simultaneously be training and training must be simultaneously be education – listen a human being has got only so much that he or she can do, in a three or four year programme • If it is not the case, why do you think that education and training can overcome...that are fundamentally social and economic structural problems of the society. I think a lot more honesty is required. • So, I think we are caught in these kind of – I am not, I am not being cynical about it, I am just very honest about the fact that – because I still believe that there is something worthwhile to hang on to – the ideological goals and so on. | SB 18/05/06 |
| Policy symbolism | <ul style="list-style-type: none"> • Intentions of the framework <ul style="list-style-type: none"> ○ Integration ○ Education and training | <ul style="list-style-type: none"> • ...perhaps, when in the heady days of people's education and people's power and so on we kind of dissolved complex binaries too easily. The people's education and people power part of it and the education and training part of it. And I think that was at a point where we were kind of highly optimistic and we thought that we will kind of really show the world because we also assumed we are pretty unique, therefore we would do it differently, wouldn't make the kind of mistakes that others have made and so, so, I think there was this kind of context also. | SB 18/05/06 |

| RESEARCH QUESTION 1: Is the objective of an integrated SANQF an example of policy symbolism? | | | |
|---|--|--|-------------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy symbolism | <ul style="list-style-type: none"> • Intentions of the framework <ul style="list-style-type: none"> ○ Progression | <ul style="list-style-type: none"> • What we have been able to do is push standards and learnerships and extended public works programmes. All these provide quick fixes to meagre salaries. There is no sustainability, no progression, no growth. In that regard we have failed big time, we have betrayed the masses of the people, We have had 5 years to implement it, but all we are getting is an increase in the number of the young being unemployed and destitute...it means that there is something we are not doing right. | Nat DoE (1:7:10) |
| Policy symbolism | <ul style="list-style-type: none"> • Intentions of the framework <ul style="list-style-type: none"> ○ Linkages | <ul style="list-style-type: none"> • There has been an attempt to link education and training through the NQF. | GDEducation (1:7:11) |
| Policy symbolism | <ul style="list-style-type: none"> • Ideology | <ul style="list-style-type: none"> • ...perhaps when in the heady days of people's education and people's power and so on we kind of dissolved complex binaries too easily. The people's education and people power part of it and the education and training part of it. And I think that was at a point where we were kind of highly optimistic and we thought that we will kind of really show the world because we also assumed we are pretty unique, therefore we would do it differently, wouldn't make the kind of mistakes that others have made and so, so, I think there was this kind of context also • ...we were assuming that a particular Cosatu model can dissolve paradoxes and contradictions... | SB 18/05/06 |
| Policy symbolism | <ul style="list-style-type: none"> • Ideology | <ul style="list-style-type: none"> • I still want to argue 20 years later that this is the correct starting point. I don't accept affordability, for example, as the correct starting point. I believe that your goals, your principles and values and all that, including the context in which you have to pursue these things are what should shape. | SB 18/05/06 |
| Policy symbolism | <ul style="list-style-type: none"> • Social inclusion | <ul style="list-style-type: none"> • We have a kind of conception of equality, which is 'sameness', right, whereas the equity conception, which is about fair and just treatment, it is about recognising the worth of each human being and individual and his or her contribution to the economy and society | SB 18/05/06 |

| RESEARCH QUESTION 1: Is the objective of an integrated SANQF an example of policy symbolism? | | | |
|---|--|---|-------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy symbolism | <ul style="list-style-type: none"> Social inclusion | <ul style="list-style-type: none"> ...there was a whole lot of people that were left out and that is no longer acceptable in society | SI 12/7/06 |
| Policy symbolism | <ul style="list-style-type: none"> Social inclusion | <ul style="list-style-type: none"> We know, that our economy is held up by people who don't have these fancy qualifications but they are able to run our factories, run our banks, they are able to do a whole lot of things that are valuable to our society and somehow we are not recognising that. | SI 12/7/06 |
| Policy symbolism | <ul style="list-style-type: none"> Social inclusion | <ul style="list-style-type: none"> ...we were saying that in South Africa we are trying to...I think it went something like, in South Africa, we are trying very hard to deal with...the issue of the integration of people, you know, the bigger project, where you are saying that the reason why you are bringing people together like this in this kind of education and training, is also about systemic transformation, where you are trying to break down other barriers, where most of your semi-skilled workers were black, so, you are trying to deal with that. | SI 12/7/06 |
| Policy symbolism | <ul style="list-style-type: none"> Life opportunities | <ul style="list-style-type: none"> ...so you don't get the situation that if you did not go into a particular stream that your life chances then are drastically affected forever. | SI 12/7/06 |
| Policy symbolism | <ul style="list-style-type: none"> Life opportunities | <ul style="list-style-type: none"> I think, the whole thing is - an integrated framework is important, but not for creating equalness, but for giving people routes to the top | KH 19/05/06 |
| Policy symbolism | <ul style="list-style-type: none"> Life opportunities | <ul style="list-style-type: none"> It is about the ability of any person of any starting point to progress right through the system – that's what we mean by integration | AP 01/06/06 |
| Policy symbolism | <ul style="list-style-type: none"> Life opportunities | <ul style="list-style-type: none"> Right, so that is what I mean by integration: it means that the goal that every person, every citizen in the society can move to the highest level, should they so wish, can do that with the minimum of impediments – that's integration. | AP 01/06/06 |

| RESEARCH QUESTION 1: Is the objective of an integrated SANQF an example of policy symbolism? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy symbolism | <ul style="list-style-type: none"> • Social construct <ul style="list-style-type: none"> ○ Societal roles | <ul style="list-style-type: none"> • ...you almost had the kind of builders and the bridge builders and all of that, but they have always had this different kind of value in society, so, you do get these kinds of comparisons, and the comparisons also make it important that we in fact start to value different kinds of learning...I wouldn't say equally, but we have to value different kinds of learning appropriately, so that it is not seen as <i>de facto</i> inferior – it is just different kinds of learning and we've just got to accept that. | SI 12/7/06 |
| Policy symbolism | <ul style="list-style-type: none"> • Social construct <ul style="list-style-type: none"> ○ Societal roles | <ul style="list-style-type: none"> • You're a degreed person, I am a technikon-based person. Your academic thinking you learnt in your degree, is totally different from technikon based learning, and it has to be, because we have different roles: when I go into a problem, I'm thinking solutions, when you into a problem, you're thinking of concepts. | KH 19/05/06 |
| Policy symbolism | <ul style="list-style-type: none"> • Intentions of the framework <ul style="list-style-type: none"> ○ Parity of esteem | <ul style="list-style-type: none"> • Do you remember the slogan that was always ...in the early 90s – 'from sweeper to engineer' and we need to have an ability for a person to start as a sweeper and have the status of the engineer eventually without necessarily being the engineer. Be the head of the cleaning should give equal status. • The more we veer away from that original and...the unions, you know - they insisted on this equal status - that's where it comes from – it is almost uncanny how – I mean I am a total capitalist, but I am actually appreciative of what they said. | MvR 18/05/06 |
| Policy symbolism | <ul style="list-style-type: none"> • Intentions of the framework <ul style="list-style-type: none"> ○ Parity of esteem | <ul style="list-style-type: none"> • ...the only thing that was an objective of in the NQF is to give equal status and recognition to vocational studies on the same level as academic studies. | MvR 18/05/06 |
| Policy symbolism | <ul style="list-style-type: none"> • Intentions of the framework <ul style="list-style-type: none"> ○ Parity of esteem | <ul style="list-style-type: none"> • People who can have equal esteem for each other, equal respect... • ...an integrated learning system should establish peers, but not equals. | KH 19/05/06 |

| RESEARCH QUESTION 1: Is the objective of an integrated SANQF an example of policy symbolism? | | | |
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| Policy symbolism | <ul style="list-style-type: none"> • Policy borrowing | <ul style="list-style-type: none"> • ...not the ideal model for SA – foreign (Indonesian) concept. Not working in SA. • It is like we are using policy books from other countries. | GDLabour (1:7:13) |
| Policy symbolism | <ul style="list-style-type: none"> • Political contestation | <ul style="list-style-type: none"> • I don't think there is any interaction between education and training, and it starts with the two ministers that don't talk to one another. | FET Private WC (2:4:20) |
| Policy symbolism | <ul style="list-style-type: none"> • Political contestation | <ul style="list-style-type: none"> • ...the minister, the departments, you know all of those things, they seem to have different agendas...the education department say education is for education but the Department of Labour is saying education is for skills development and those two need to match. The vocational and the general must be married and they must produce offspring that will make our country more full in terms of our skills and I just wish they would get into bed together. It's not happening. | FET PR-PUB NAT (2:4:83,84) |
| Policy symbolism | <ul style="list-style-type: none"> • Integration <ul style="list-style-type: none"> ○ Education and training ○ Congruent policy and regulation ○ Architecture | <ul style="list-style-type: none"> • You cannot say it is not integrated, because the framework is there in terms of the NQF itself of generating that working together between training and education. Again there is nothing tangible. Maybe at this stage we are lacking too much of policy formulation and regulation at the level of putting things on the ground. I said earlier to some extent but again because you do not see anything tangible on the ground that relates to integration. Integration exists in so far as the standards generated provide for the general component of the legislation in education and fundamentals. We cannot say we have achieved integration. | Nat DoE (1:7:11) |
| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Value all learning | <ul style="list-style-type: none"> • So, in trying to solve the problems of a social and economic nature through education ... in a context of where you are fighting apartheid and you are critiquing, but you were critiquing on the basis that you thought that we are going to build a different economic and social system in the country. | SB 18/5/06 |

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| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Value all learning ○ Qualifications | <ul style="list-style-type: none"> • I guess, I have to start right at the beginning to say that I believe that the establishment of the NQF was a fundamental mechanism, I mean, to ensure that the learning of people was recognised on an equal footing, if you like, and that qualifications that one achieves in every corner of the country, there is a mechanism for them to be recognised and to be registered via a tool where equality is given to their qualifications, if you like...So, I think, essentially, I mean the establishment of this tool and of this mechanism brought about the lot of hope and excitement for people. | WCLabour (1:7:12) |
| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Value all learning ○ Qualifications | <ul style="list-style-type: none"> • We have a kind of conception of equality, which is 'sameness', right, whereas the equity conception, which is about fair and just treatment, it is about recognising the worth of each human being and individual and his or her contribution to the economy and society, even though there may be differentials related to the qualifications and expertise and so on. | SB 18/05/06 |
| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Value all learning ○ Qualifications | <ul style="list-style-type: none"> • The other thing about the integration story is that people do make a kind of distinction that this kind of education and training is better than <i>that</i> kind of education and training... | SI 12/7/06 |
| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Value all learning | <ul style="list-style-type: none"> • We must give people the recognition of learning with value that add up especially for those who do not have full qualifications. | SACE (1:8:6) |

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| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Value all learning | <ul style="list-style-type: none"> • What I think – we are being too, – a lot of us often can't see the woods for the trees. If you look at the trees, there is the vocational education tree and there is the academic tree, you know, and we don't see the wood, now, the wood is the NQF, and the only thing that was an objective of in the NQF is to give equal status and recognition to vocational studies on the same level as academic studies. We didn't want to, what is that word is used in the Umalusi report - equivalence. | MvR 18/05/06 |
| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Value of vocational learning | <ul style="list-style-type: none"> • ...vocational qualifications are gaining momentum in the country. I think it is a good thing. | HET Public GAU (2:4:18) |
| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Value of vocational learning | <ul style="list-style-type: none"> • I don't know in the white communities but in the black communities the trend is changing now, in the past no black person wanted their children to go for technical training. It was regarded as inferior training, when you say you want tot become a builder, people thought of someone, you know, there was the wheelbarrow syndrome. People thought of someone shoving a wheelbarrow, they never thought of someone designing a building structure, that was not part of building to them...that tells you that we are changing...[to] being people who are respected by the communities for being a contractor. • ...you see people did not think that guys who are in technical were actually trained, for instance, you need mathematics to become a technical person and people who don't have mathematics, science and everything else, they just tough that [it] is a stupid trade... | GET/ABET Private GAU (2:4:19) |

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| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Value of vocational learning | <ul style="list-style-type: none"> • The level of responsibility of a person and, and you know Ronel, we must go back to the really excellent stuff that was done in SA – where you could have a government ticket certificate person coming through the technical college or through the technikon or through the university – but what his got is his government ticket is equivalent in all respects to that engineer in terms of the authority he carries – the government ticket examination is one of the most respected exam in this country – it is a written exam but extremely applied • The status being a recognition of ability, of authority, of responsibility and so on. That's why I really feel with the unions on this – they want their people in factories – a person who looks after a multi-million rand power station, to be recognised as somebody worthwhile. Then we will also draw people into the industry – the is the point for ASGISA and JIPSA...the status of vocational and occupational, and that is why I got so cross with 'Oranges and Apples', because they denigrate [vocational qualifications] • You see why it is so important to have the level descriptors, written in such a way [that it accommodates the equal status], but we failed and I am a lonely voice in this regard. | MvR 18/05/06 |
| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Institutions | <ul style="list-style-type: none"> • ...everything that comes from the NQF, we all know the same thing no matter which universities or colleges we come from. The standardisation of qualifications has helped...so for the employer it is the same value. | FET Public MPU (2:4:17) |
| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Institutions | <ul style="list-style-type: none"> • I think there is still that perception depending on different people, and what they see as the benefits of the learning programmes. It depends on the historical background. X institution may always be seen as better than Y institution. | LAB ED FS (2:5:9) |
| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Institutions | <ul style="list-style-type: none"> • ...I think it is still biased. It's issues of perception. We haven't made the shift. I mean people would still prefer Wits. | FET PR-PUB NAT (2:4:17) |

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| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Institutions | <ul style="list-style-type: none"> • I think the university...and other institutions, of course, you would agree with me that it's one of those...institutions that were established during the apartheid regime and most of its anticipated ideas was to put black far away from urban areas, second rated education, Bantu education. | HET Public LIM (2:4:19) |
| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Education and vocational qualifications ○ Institutions | <ul style="list-style-type: none"> • ...but in some quarters vocational qualifications are not seen as equally important as educational qualifications. That kind of integration has not yet happened. Those who have gone through vocational training, their qualifications are seen as low. It also depends on where people see you coming from, from which particular institution you got your qualification | LAB ED FS (2:5:11) |
| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Institutions | <ul style="list-style-type: none"> • I think the institutions will [go] out of business...to them it's more of a threat than a good thing. | EMP Large LP MPU (2:6:9) |
| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Previously disadvantaged | <ul style="list-style-type: none"> • Prior to 1994 we had different levels of education. The NQF attempts to bring both the advantaged and previously disadvantaged to the same level. | Learner focus groups (1:6:6) |
| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Quality | <ul style="list-style-type: none"> • There is a perception that learners with NQF qualifications are not trained as well as pre-NQF qualifications, which are preferred for appointments. | GNLabour (1:7:13) |
| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Institutions | <ul style="list-style-type: none"> • The quality of education and training is very important, particularly with regard to the equality of institutions providing training. | Learner focus groups (1:6:6) |
| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Qualifications | <ul style="list-style-type: none"> • ...technical college qualifications must be quality qualifications. | Learner focus groups (1:6:6) |
| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Qualifications | <ul style="list-style-type: none"> • We have a problem with doing N3 courses, because when we approach a university, they tell us that the N3 is not a proper Matric and we cannot be admitted. | Learner focus groups (1:6:7) |

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| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Qualifications ○ Institutions | <ul style="list-style-type: none"> • With our experience we've seen people who have this certificate from an institution that was considered [for credit transfer], depending on where they were coming from and what they were able to produce. In certain cases there have been serious problems, where people had even forms of qualifications that were not recognised. | LAB ED FS (2:5:9) |
| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Institutions | <ul style="list-style-type: none"> • ...but the trend appears to be happening when you talk to people that, who are in the graduates from UCT or RAU, to keep them, and therefore are given more preference than the person who comes from a bush university, so to speak | EMP SMME LP NW (2:6:9) |
| Guiding philosophy | <ul style="list-style-type: none"> • Parity of esteem <ul style="list-style-type: none"> ○ Institutions ○ Qualifications | <ul style="list-style-type: none"> • There is a saying by one sociologist that "schools are classifiers of children". • ...educational qualifications are still viewed as more important. | HET Public GAU (2:4:19) |
| Guiding philosophy | <ul style="list-style-type: none"> • Conceptual framework for the education and training system | <ul style="list-style-type: none"> • What is important however is to note that the NQF is an abstract social construct that has been developed 'by the people, for the people'. • It is merely a concept. It just says there are the levels of education and training and these are the format[s]. NQF is a conceptual framework against which things can be done. | Commentary: (1:3:10) ¹ IMWG member (1:3:10) |
| Guiding philosophy | <ul style="list-style-type: none"> • Conceptual framework for the education and training system <ul style="list-style-type: none"> ○ Meta-theme | <ul style="list-style-type: none"> • ...is not so much integration as a value, but for me integration is a meta-theme that includes issues of access, transparency, portability and so on. So, when we say integration, I think you have to, by definition, unpack it. Because what we've got is we've got conceptual integration, we want this to be a single integrated NQF. • I would call it 'operationalising integration' | AP 1/6/06 |

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| Guiding philosophy | <ul style="list-style-type: none"> • Conceptual framework for the education and training system <ul style="list-style-type: none"> ○ Mobility | <ul style="list-style-type: none"> • As a conceptual framework the NQF is being used to improve the understanding of education and training, show possibilities of mobility... In response to the question: What are the strengths of the NQF? • It is completely central to what is understood to be the purpose of education and training in the country. | Commentary: (1:3:12) SAQA Manager (1:3:12) |
| Guiding philosophy | <ul style="list-style-type: none"> • Conceptual framework for the education and training system <ul style="list-style-type: none"> ○ Mobility | <ul style="list-style-type: none"> • Now we have a system where you know that whatever qualification you have, it will be recognised in terms of mobility. | SAQA Manager (1:3:12) |
| Guiding philosophy | <ul style="list-style-type: none"> • Conceptual framework for the education and training system <ul style="list-style-type: none"> ○ Mobility | <ul style="list-style-type: none"> • Mobility is not that high. • ...mobility is a problem. | Snr. DoE Official (1:3:11) SAQA Manager (1:3:11) |
| Guiding philosophy | <ul style="list-style-type: none"> • Conceptual framework for the education and training system <ul style="list-style-type: none"> ○ Mobility ○ Articulation | <ul style="list-style-type: none"> • You find that in some areas we are told that we cannot access through this door, that articulation sometimes is limited by rules of combination within providers. | LAB ED FS (2:5:9) |
| Guiding philosophy | <ul style="list-style-type: none"> • Conceptual framework for the education and training system <ul style="list-style-type: none"> ○ Portability ○ Progression | <ul style="list-style-type: none"> • My understanding of this is around portability of qualifications. I think we are still meeting a lot of challenges with regard to mobility and progression. The principles are well stated but in terms of practice there are problems. | GDE (1:7:6) |
| Guiding philosophy | <ul style="list-style-type: none"> • Conceptual framework for the education and training system <ul style="list-style-type: none"> ○ Mobility ○ Articulation | <ul style="list-style-type: none"> • ...for the first time, we saw a system that was going to allow learners to move from bands and across, vertically and horizontally. That articulation was very important. | ECLabour (1:7:6) |

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| Guiding philosophy | <ul style="list-style-type: none"> • Frustrations with lack of integration | <ul style="list-style-type: none"> • ...integration is also used as a device to prevent certain from happening so for example people say integration is too difficult... | SI Executive officer, SAQA |
| Guiding philosophy | <ul style="list-style-type: none"> • Frustrations with lack of integration <ul style="list-style-type: none"> ○ Political will | <ul style="list-style-type: none"> • There isn't a political will, which says that this is the way it is going to be, now make it work. And if there isn't that and the personalities are clashing, then we have a problem. | SM 19/05/06 |
| Guiding philosophy | <ul style="list-style-type: none"> • Frustrations with lack of integration <ul style="list-style-type: none"> ○ Political will ○ Political suicide | <ul style="list-style-type: none"> • ...they realise that they can't be openly critical of something that is obviously in the interest of the country as a whole and so you get always, this preamble with this huge buy in to the objectives and then everything from the body of the article or the paper goes on to split it up | SM 19/05/06 |
| Guiding philosophy | <ul style="list-style-type: none"> • Integrated approach | <ul style="list-style-type: none"> • There is an awareness in the system of the need for an integrated framework. | ETQA Manager (1:3:11) |
| Guiding philosophy | <ul style="list-style-type: none"> • Integrated approach | <p>In response to the question: What are the weaknesses of the NQF?</p> <ul style="list-style-type: none"> • Its failure to convince people that it is an integrated approach...the integration is expensive, it needs getting people who have had practical experience in the field and can in fact do that. | IMWG Member (1:3:11) |
| Guiding philosophy | <ul style="list-style-type: none"> • Integrated approach <ul style="list-style-type: none"> ○ Academic and vocational | <ul style="list-style-type: none"> • There are cracks as [the] NQF tries to integrate vocational and academic training. | SAQA Staff member (1:3:13) |
| Guiding philosophy | <ul style="list-style-type: none"> • Integrated approach <ul style="list-style-type: none"> ○ Education and training | <ul style="list-style-type: none"> • ...although in the beginning it was a big task, there is overwhelming acceptance for the need for that integrated framework and not separate streams. The integratedness of education, training and development is the key. | SACE (1:8:12) |
| Guiding philosophy | <ul style="list-style-type: none"> • Integrated approach | <ul style="list-style-type: none"> • The NQF Review and the Interdependent Task Team's reports created much unclarity when it said that the two must be separated. | LAB ED FS (2:5:11) |

| RESEARCH QUESTION 2: Can the relationship between levels, sectors and types of qualifications on the SANQF be made meaningful though an integrated framework? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Scope | <ul style="list-style-type: none"> • Coherence | <ul style="list-style-type: none"> • It has also helped to bring to the fore the weaknesses of the system as it was at the time, filled with dead ends, and idiosyncratic ways of establishing relationships, almost at the whim of an authority. | University Principal (1:3:13) |
| Scope | <ul style="list-style-type: none"> • Coherence <ul style="list-style-type: none"> ○ Unitary system | <ul style="list-style-type: none"> • So, so you know, the Cosatu model allows you to pursue both equity and economic growth and development simultaneously. Well perhaps, but that is a very big claim to make, are you sure, you may be able to manage that better, but dissolve the tension | SB 18/05/06 |
| Scope | <ul style="list-style-type: none"> • Coherence <ul style="list-style-type: none"> ○ Unitary system ○ Status of qualifications | <ul style="list-style-type: none"> • We are trying to...and this is the misperception in the integrated system, is that we are trying to make everyone into recognised as having degrees • Total integration would say technikon diploma equals degree equals certified engineer. | KH 19/05/06 |
| Scope | <ul style="list-style-type: none"> • Coherence <ul style="list-style-type: none"> ○ Unitary system ○ Status of qualifications | <ul style="list-style-type: none"> • Absolutely, and if you start to map these things, then you don't get to the situation that if someone who has a degree – they actually think they are better than someone who hasn't got a degree. • If for example people have different kinds of learning then you what you want to ideally do in a thing like a National Qualifications Framework, is say, how can we weight, how can we value different kinds of learning. • ...it is the social use – if you can legitimate that distinction...if you can say to someone, but your qualification is lower than that. The fact that there are so many people that have the qualification, is the quality in it. | SI 12/06/06 |
| Scope | <ul style="list-style-type: none"> • Coherence <ul style="list-style-type: none"> ○ National strategy ○ Institutions | <ul style="list-style-type: none"> • ...there is now a doing away of certain gates...gateways and hurdles that need to be overcome have been passed, have now been taken away because there is a national qualifications strategy...in theory it is supposed to take away the problems...but it's the institutions that aren't making it work | Public FET GAU (2:4:7) |
| Scope | <ul style="list-style-type: none"> • Coherence <ul style="list-style-type: none"> ○ National strategy ○ Institutions | <ul style="list-style-type: none"> • ...let's say from governments side that's the plan, but I'm not sure that institutions really implement this at the moment or know how to implement this at the moment | Private FET GAU (2:4:11) |

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| Scope | <ul style="list-style-type: none"> • Coherence <ul style="list-style-type: none"> ○ Unitary system ○ Status of qualifications | <ul style="list-style-type: none"> • ...and the only thing that was an objective of in the NQF is to give equal status and recognition to vocational studies on the same level as academic studies. • ...our entire our schooling system is set up to prepare people for university - even the FET now is trying to do that – setting up people to go to higher education. Which is so absolutely ridiculous if you think about it – only 2,5 % of people that start schooling, ever go to higher education and then only 1 % make it, I mean, of those who start school. • Do you remember the slogan that was always ...in the early 90s – ‘from sweeper to engineer’ and we need to have an ability for a person to start as a sweeper and have the status of the engineer eventually without necessarily being the engineer. Be the head of the cleaning should give equal status. | MvR 18/05/06 |
| Scope | <ul style="list-style-type: none"> • Coherence <ul style="list-style-type: none"> ○ Rhetoric ○ Integration in action | <ul style="list-style-type: none"> • They are beginning to [realise] that it is integrated education and training, across that divide, across schools and colleges, across universities and technikons and across labour and education, but it is only rhetoric. • I worry that what’s happening has as much to do with personalities as it has to do with rhetoric • Its not everybody in the population that even knows about integration, and I think if there hadn’t been this resistance, this divide between education and labour, more of the population would have seen the NQF in action, and at the moment it is still very much, in some sectors, perhaps most sectors, it’s still very much in the background. | SM 19/05/06 |

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| Scope | <ul style="list-style-type: none"> • Coherence <ul style="list-style-type: none"> ○ Contestation | <ul style="list-style-type: none"> • The reluctance to engage with the NQF, the considerable opposition and the attempts to force a power shift are all examples of the incoherence between the NQF and higher education. • They are busy fighting among themselves. They have a Policy agenda going. There is internal fighting. People don't talk about the NQF at University level. | <p>Commentary (1:3:13)</p> <p>IMWG member (1:3:13)</p> |
| Scope | <ul style="list-style-type: none"> • Coherence <ul style="list-style-type: none"> ○ Coordination | <ul style="list-style-type: none"> • The problem is we got a range of clients for one reason or the other does not get access to those examinations [ABET]. Their community based for whatever reason do not want to register with the Department of Education. The Independent Examinations Board only really offers exams in the fundamentals. To offer exams for example in the Natural Sciences, they want more than a hundred learners, which is understandable. So we got quite a few industries in specifics who are now completing learning programmes in other learning areas. They are based on SAQA unit registered standards but they can't get credit for that, so that's a huge problem for us at this stage. | <p>Private ABET/GET (small) (1:9:6)</p> |
| Scope | <ul style="list-style-type: none"> • Coherence <ul style="list-style-type: none"> ○ Coordination | <ul style="list-style-type: none"> • I think there is a link [between the three national strategies], which is unfortunately, I could say is just a miracle, because it is not coordinated...we do not have that coordinated approach, that is actually visible, that is actually tangible. | <p>DoL NW (2:3:46)</p> |
| Scope | <ul style="list-style-type: none"> • Coherence <ul style="list-style-type: none"> ○ Different systems | <ul style="list-style-type: none"> • Our assessment tools are not in OBE format and this bedevils the process. On the one hand, we have unit standards and modules whereas on the other we have subjects and marks assessment. Our particular assessment in the workplace uses and outcomes-based approach whereas the Technikon uses classroom-based assessment approaches. | <p>Public HET (large) (1:9:23)</p> |

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| Scope | <ul style="list-style-type: none"> • Coherence <ul style="list-style-type: none"> ○ Different systems | <ul style="list-style-type: none"> • National Examinations are compulsory and contribute to a conventional approach to assessment at the college, although some effort is being made to do continuous assessment. Exam-based [assessment is used] for NATED courses. [There is] more scope outside the NATED courses... | Public, FET (Medium) (1:9:23) |
| Scope | <ul style="list-style-type: none"> • Coherence <ul style="list-style-type: none"> ○ Different systems | <ul style="list-style-type: none"> • We have the opposite problem, not that they are not practical enough but that there is a divide between the full qualification, university type of standard and ours which, quite frankly, is now only starting to be developed by the universities and the technikons... | ETQA (2:2:12) |
| Scope | <ul style="list-style-type: none"> • Coherence <ul style="list-style-type: none"> ○ Different systems | <ul style="list-style-type: none"> • What we have found with most of our private providers, they stand on the sort of two legs, one in occupation-directed qualification and then one sort of holding very much onto the academic strain... | ETQA (2:2:13) |
| Scope | <ul style="list-style-type: none"> • Coherence <ul style="list-style-type: none"> ○ Different systems | <ul style="list-style-type: none"> • But, what has become increasingly clear is that [the] DoE have no understanding of anything that happens outside the formal academic environment and are not willing to learn and not willing to concede that what the Academy of Financial Markets is doing, it's making contributions. | ETQA (2:2:28) |
| Scope | <ul style="list-style-type: none"> • Coherence <ul style="list-style-type: none"> ○ Different systems | <ul style="list-style-type: none"> • ...the courses that have been done in another institution is not necessarily linking with the content of a new qualification and it ends up causing problems for us because the one year study will actually fall [by] the wayside because it [has not been] taken into account by [the] other | Private, HET (1:9:24) |
| Scope | <ul style="list-style-type: none"> • Coherence | <ul style="list-style-type: none"> • But where I do agree with Jonathan is when you approach curriculum 2005 and so on, from a purely ideological way and don't understand the context within which you are implementing, what you are heading for, is disaster. | SB 18/05/06 |

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| Scope | <ul style="list-style-type: none"> Coherence | <ul style="list-style-type: none"> ...increasingly we are living in a world that needs to be joined up and so, by its very nature if you think about things in a systemic manner then you have to accept that there are...you can't draw neat boundaries The issue of no dead-ends, you know that, that persons can pick up learning later in life...because you had a bad start somewhere, it doesn't mean that for the rest of your life you are going to be locked into a system that you can't move. So, I think those are the reasons that in fact, drive us to consider an integrated programme. | SI 12/06/06 |
| Scope | <ul style="list-style-type: none"> Coherence | <ul style="list-style-type: none"> ...what I am saying is that you are getting a...probably a kind of organic integration and that maybe that is integration across the world where people are saying, 'this set of qualifications can work in these areas' | SI 12/06/06 |
| Scope | <ul style="list-style-type: none"> Comparability | <ul style="list-style-type: none"> I think you can become an electrician, and learn a hang of a lot of physics and maths and chemistry, all of that, so you can do all of that, but what...and then you compare it to what? Then someone says 'compare it to the school curriculum'. Now, there are many people who have a school curriculum, who can't do what that electrician can do, but the electrician can certainly do a whole lot, and more of what the school learner can do. For me, if you are able to say, 'what are the learning outcomes of the school learner' and you can say 'what are the learning outcomes of someone undergoing an education and training programme to become an electrician?'...then you can start to see what are some of the commonalities and what is not there. | SI 12/06/06 |
| Scope | <ul style="list-style-type: none"> Linkages | <ul style="list-style-type: none"> ...if there had been no NQF we could have continued, but there would have been no quality assurance and so on. They have to ensure that they work closely, but if the NQF is not there, then it is a waste of time and it is business as usual. If we want to ensure redress, there has to be a NQF and there have to be ETQAs. | DoL WC (2:3:47) |

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| Scope | <ul style="list-style-type: none"> • Linkages <ul style="list-style-type: none"> ○ Mapping pathways | <ul style="list-style-type: none"> • The first thing I was talking about on how to assist a learner to map their own pathway and their journey through the NQF Framework over say 5 – 10 years, we have not been able to do that. So, in a sense, we have not mapped the Framework. | Nat DoE (1:7:11) |
| Scope | <ul style="list-style-type: none"> • Linkages <ul style="list-style-type: none"> ○ Mapping pathways | <ul style="list-style-type: none"> • Ed French put it wonderfully one day and I have never forgotten the notion, because I could relate to it being a chemist. He used the jungle gym – kids climbing on a jungle gym – I could see it as an atomic framework or the DNA...where I see the NQF as making sense of all the internal pathways of the DNA. So I have had this absolute passion for an integrated framework, but I contradict myself totally by saying that I do not see an integrated framework as making all things equal. • A lot of people say that its – what would you call it – it actually militates against people crossing pathways – I think the NQF should allow for that, but pathway crossing should be the exception, rather than the rule. | KH 19/05/06 |
| Scope | <ul style="list-style-type: none"> • Linkages <ul style="list-style-type: none"> ○ Mapping pathways | <ul style="list-style-type: none"> • It is people who make the arguments in such a way that they favour one kind of experience and so, I mean, that is why the move to a kind of standardised curriculum is so destructive in a way, because if you have a standardised curriculum, it means that someone who is not part of a standardised curriculum is automatically excluded – now, there is nothing wrong with a standardised curriculum, but it can't be the only curriculum, because there are always people that come from a different curriculum and then if you look across the world, you will never get a standardised curriculum. | SI 12/06/06 |

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| Scope | <ul style="list-style-type: none"> • Linkages <ul style="list-style-type: none"> ○ Mapping pathways | <ul style="list-style-type: none"> • So what a qualifications framework does when you look at level descriptors and so on, it is about a way, and that is not different for example from someone who has a BA and a BSC - their kinds of expertise is different, but when they go and teach, then someone makes a decision that these two qualifications, for the same job, you get the same pay, based on these qualifications, so there you have a case where people have performed a mapping, saying these two qualifications are at the same level and they have some outcomes are similar and others that are completely dissimilar and it is how those things, you know play themselves out. | SI 12/06/06 |
| Scope | <ul style="list-style-type: none"> • Linkages <ul style="list-style-type: none"> ○ Mapping pathways | <ul style="list-style-type: none"> • I think that if people start to make their pathways too rigid, you will get a point where there are too many people outside the system and there is a economist called...the closest equivalent to an individual in terms of intellectual property rights are their qualifications because that is what you barter with...if there are more people outside the official system than inside, then the official system is illegitimate, so, I think that what you are going to get if you are living in a world where there are more people learning in this kind of way than in that kind of way, then you are making this kind of thing, to some extent, irrelevant, because ...even if this thing that you are trying to keep separate, if you are trying to keep separate, you are producing poor quality | SI 12/06/06 |

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| Scope | <ul style="list-style-type: none"> • Linkages <ul style="list-style-type: none"> ○ Mapping pathways ○ Career paths | <ul style="list-style-type: none"> • I think there are multiple dimensions to integration. For example, there is a kind of career path that goes from school to university. Then there is another kind of career path for school drop-outs, old technical college, new FET college, and then moving back somewhere, back into maybe universities of technology and maybe something else later on. So, one gets all of that. Now, part of what integration must do, is that although people are using different pathways, the pathways don't restrict. So the integration there is an integration, that is an integration of pathways, where you actually say, that you can go by different pathways, so that if you move through the system, you don't have to go back to zero every time – which is the case very often. | SI 12/06/06 |
| Scope | <ul style="list-style-type: none"> • Joint responsibility | <ul style="list-style-type: none"> • ...we will take responsibility, all of us who are responsible for the implementation of the NQF. | DoE NAT (2:3:48) |
| Scope | <ul style="list-style-type: none"> • Linkages <ul style="list-style-type: none"> ○ Mapping pathways ○ Career paths | <ul style="list-style-type: none"> • It is about the ability of any person of any starting point to progress right through the system – that's what we mean by integration. But, it does not mean that differentiation of the academic stream, the professional stream and the vocational stream is a bad thing. It just means that we have to build the bridges in a very explicit way to achieve integration. • Let's accept differentiation, but let's build the bridges • ...so, in very practical terms... | AP 01/06/06 |

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| Scope | <ul style="list-style-type: none"> • Linkages <ul style="list-style-type: none"> ○ Mapping pathways ○ Career paths | <ul style="list-style-type: none"> • So, what we have to do is that you have to design the goal, and the goal is the goal that the citizen has the whole system available to him – at least the publicly funded part of it. And that therefore what do we mean by articulation – it means that if someone has one qualification in a certain area and has a logical linkage to another, that that those linkages can be made – then you can articulate. • And that is why these words, at a very high level, have to be operationalised, otherwise we are having a different conversation altogether • And I think the danger that SAQA faces is that because it's a knowledge-worker intense organisation, is that people run a thought experiment about how to do integration but that is not the same as making it practical | AP 01/06/06 |
| Scope | <ul style="list-style-type: none"> • Linkages <ul style="list-style-type: none"> ○ Qualification sub-frameworks | <ul style="list-style-type: none"> • We are hoping that by the end of maybe February again we will have a qualifications framework for further education and training that is linked to the NQF again...well the NQF is the National Qualifications Framework and you cannot be designing anything else outside it, that's my view. At the same time there are certain specifics that cannot be accommodated within a macro system because it is a generic system, that is actually a framework, and when you go into it you still need to get into great detail in terms of specifics...actually what we need is a career path qualifications framework. I mean the Transport SETA, the Mining Qualifications Framework, they are all doing certain maps of qualifications that are specific to their sectors. | DoE NAT (2:3:49) |
| Scope | <ul style="list-style-type: none"> • Linkages <ul style="list-style-type: none"> ○ Progression | <ul style="list-style-type: none"> • ...this is what the qualifications matrix is beginning to address...because in our context we have an exciting market niche... | Public HET GAU |
| Scope | <ul style="list-style-type: none"> • Linkages <ul style="list-style-type: none"> ○ Old and new | <ul style="list-style-type: none"> • ...you need to gradually phase [out] that [old] system and gradually phase in the new system. There must be linkage between the two. People need to be prepared, because if you are not prepared...they will resist the new system. | DoE NAT (2:3:49) |

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| Scope | <ul style="list-style-type: none"> • Linkages <ul style="list-style-type: none"> ○ Progression | <ul style="list-style-type: none"> • We have not populated the Framework with qualifications that show progression and linkages in education. | Nat DoE (1:7:11) |
| Scope | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Institutions | <ul style="list-style-type: none"> • The little contact that we've had with students who wanted to move between institutions showed that it wasn't easy for them to do so. | DoL WC (2:2:10) |
| Scope | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Articulation | <ul style="list-style-type: none"> • What has actually happened is that our guys that do their diplomas with the Technikons, they go as far as the BTech but from there, the university ones will go and do masters, we've got a couple of cases where the people from BTech move directly to masters. | EMP Large LP MPU (2:6:9) |
| Scope | <ul style="list-style-type: none"> • Intrinsic logic <ul style="list-style-type: none"> ○ Design ○ Portability | <ul style="list-style-type: none"> • SAQA wants to look at: is it portable, is it accessible for people coming in from other disciplines, you know, is it defined according to unit standards, or is it a more classic type of qualification | AP 01/06/06 |
| Scope | <ul style="list-style-type: none"> • Intrinsic logic <ul style="list-style-type: none"> ○ Design | <ul style="list-style-type: none"> • We will have SETAs, and CHE and Umalusi separated, so, the whole notion of parity of esteem can't come from the design of the qualifications itself and the level descriptors. It's only when these things talk to one another and when they are compared and quality assured and delivered with that in mind that you have integration | SM 19/06/06 |
| Scope | <ul style="list-style-type: none"> • Intrinsic logic <ul style="list-style-type: none"> ○ Common currency | <ul style="list-style-type: none"> • So, part of integration is to say - all qualifications are on one framework and these are the ways in which they work together. So, integration is by taking...and trying to find what is the common currency in learning and saying these are the important things...you can get there through various ways. | SI 12/06/06 |
| Scope | <ul style="list-style-type: none"> • Intrinsic logic <ul style="list-style-type: none"> ○ Mobility | <ul style="list-style-type: none"> • So, a doctor in South Africa, can they move in the United States and practice immediately? The answer is, 'no they can't practice immediately, there are some barriers that they must go through', etc. In Australia there are barriers – people can't move from one state to another state. Now, I think people are all of a sudden saying that this doesn't work to our interests, so how do we break those down. So, what people are constantly looking for, is how do we develop system that in fact is going to enable their mobility. | SI 12/06/06 |

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| Scope | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Articulation ○ Mapping pathways | <ul style="list-style-type: none"> • Our SGB, for instance, has set up a framework of qualifications that flow one into the other, certificate to two year diploma...we are busy with the occupation-directed...the NQF has done a lot by delineating clearly [the] NQF levels [and] standards and then as a professional board we have adjusted our professional registration and designed it to integrate...so our professional registration has been aligned to the NQF and the SGB has also done so... | ETQA (2:2:20) |
| Scope | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Coordination | <ul style="list-style-type: none"> • We do try but the system does not allow portability, they only allow traditional portability. If people enquire about qualifications from other institutions I firstly ensure that they are on the web [SAQA website] and try and find equivalence with what we are doing and what they are doing...When the new [CHE/HEQC] academic policy [came] out, [we] sent [our extra-curricular courses] in for accreditation as certificates. We did that and it came back, not accredited. We tried another route, and developed a 4 year course and with the foundation as a first year. It cannot be accredited. They told us we must keep it as an extra-curricular course. But there is no safety in that for the students. That will not be a portable qualification, and we must manoeuvre our way into other institutions, that is unacceptable. | Public, HET (large) (1:9:6) |
| Scope | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Structural problems | <ul style="list-style-type: none"> • We felt [that it is too early to say if people are able to move between vocational, professional and academic qualifications], but it might not be a NQF problem, it might be a structural problem. | DoL WC (2:3:9) |
| Scope | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Structural problems ○ Quality assurance | <ul style="list-style-type: none"> • I think it's not a fault of the ETQAs, it's how the system was structured that is not enabling them to do the work that they are supposed to be doing. | DoE NAT (2:3:41) |

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| Scope | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Structural differences | <ul style="list-style-type: none"> • ...with the new landscape of our higher education institutions, some universities went the modular route in terms of offering their courses [and] some are going the semester course route, so anybody who decides to move around a lot will get lost. | DoE NAT (2:3:9) |
| Scope | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Old and new | <ul style="list-style-type: none"> • We would want, in terms of the NQF, that all what you can present, what you have completed [to be] recognised, that you get credits for it. I'm saying it is not happening in practice, because at the moment they recognise 50% and you would still have to complete 70% even if there [are] overlaps. | DoL WC (2:3:9) |
| Scope | <ul style="list-style-type: none"> • Public/private <ul style="list-style-type: none"> ○ Collaboration | <ul style="list-style-type: none"> • ...no, I am afraid we are actually more in competition [with] each other...because we [are] on each other's turf. | FET Public GAU (2:4:32) |
| Scope | <ul style="list-style-type: none"> • Public/private <ul style="list-style-type: none"> ○ Collaboration | <ul style="list-style-type: none"> • I think there is still some tension between public providers and private providers because private providers are taking away our business. They are taking our students...if they are in our vicinity we regard them as our competition. | HET Public GAU (2:4:32) |
| Scope | <ul style="list-style-type: none"> • Private/private <ul style="list-style-type: none"> ○ Collaboration | <ul style="list-style-type: none"> • ...we see the other providers as opposition...and in the past it was always [our approach] to downgrade the other person's qualifications...you advertise your own, you know, that type of thing, I know that's wrong but that's what happening. | FET Private (2:4:33) |
| Scope | <ul style="list-style-type: none"> • Public/private <ul style="list-style-type: none"> ○ Parity of esteem | <ul style="list-style-type: none"> • It is still a problem of public versus private sector...the public sector is reluctant to allow us into the system even though those programmes are registered and accredited, there is still a problem. | Private, HET (small – medium) (1:9:6) |

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| Scope | <ul style="list-style-type: none"> • Public/public <ul style="list-style-type: none"> ○ Parity of esteem | <ul style="list-style-type: none"> • We are stuck because institutions have not demonstrated willingness to recognise this [the equivalence between institutions]. We need to have a credit matrix that is formalised and managed outside of the institutions' autonomy...the issue of equivalence of institutions and the power play between the institutions is a disadvantage to the learners. | Public HET (large) (1:9:6) |
| Scope | <ul style="list-style-type: none"> • Public/public <ul style="list-style-type: none"> ○ Parity of esteem | <ul style="list-style-type: none"> • ...some of the institutions are sort of looked down at as low in quality. | DoL KZN (2:3:9) |
| Scope | <ul style="list-style-type: none"> • Public/public <ul style="list-style-type: none"> ○ Parity of esteem | <ul style="list-style-type: none"> • ...in Natal people prefer to go to the University of Natal rather than to the University of Durban Westville...our kids here in this province, when they apply for bursaries [it is to go to] University of Pretoria or Wits or something, not worried about Venda or the University of the North and maybe because it is a rural versus the urban or whatever the reason is but I think that that stigma is still there. | DoL LIM (2:3:10) |
| Scope | <ul style="list-style-type: none"> • Parity of esteem | <ul style="list-style-type: none"> • Strongly disagree. If you talk with the guys from the university, they have little knowledge about their qualifications, and they will not accept the technikon qualification, so I don't think there is enough mobility in the system yet. I hope it's [not] going to take a long time. Implementing it is a problem. | Public HET GAU (2:4:11) |
| Architecture | <ul style="list-style-type: none"> • Portability | <ul style="list-style-type: none"> • One of the possible concerns or problems is that each SETA wants to develop its own standards and qualifications. The way it is going, I am afraid that we can end up with up to 10 electrician qualifications and it becomes a problem with portability. We need strong generic standards that can be used for various qualifications. | Employer (1:5:5) |
| Architecture | <ul style="list-style-type: none"> • Portability | <ul style="list-style-type: none"> • In the labour area, by labour I mean the narrow sense of the word, credits are going to function more effectively and it will be easier to realise. For example the construction industry credit towards learnerships are easier to realise and to see but in the academic world it tends to be a bit slower because of some resistance, part of qualifications have to be part of the system. | NAPTOSA (1:8:6) |

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| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Structure of the qualification | <ul style="list-style-type: none"> • There are problems. We are talking about fundamental aspects of qualifications. Fundamentals are supposed to be the most portable. We are registered with UMALUSI but it is not interested [to quality assure] freestanding fundamentals. Fundamentals and outcomes-based education were the mechanisms for the integration, portability, transferability and progression of staff. SAQA, DoE and DoL are not engaging sufficiently on what to do about this. | Private ABET/GET (medium) (1:9:6) |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Structure of the qualification | <ul style="list-style-type: none"> • In terms of FET and HE, it is doubtful how portable qualifications are, as the qualifications are still institutionally based. | Public, FET (large) (1:9:6) |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Structure of the qualification | <ul style="list-style-type: none"> • It [an outcomes-based approach] seeks to eliminate duplication. Each qualification has critical cross-field outcomes. [The] principles of OBE [is that] if you have unit standards in management, it should apply wherever management is needed, [for example] you need a generic introduction to management, in terms of production management, environmental management, etc. | Public, HET (large) (1:9:20) |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Structure of the qualification | <ul style="list-style-type: none"> • We have internal...approval mechanism for new programmes and for the redesign of programmes, which is based on the criteria of program design features, NQF structural arrangements, how to adhere to them in a meaningful way that exemplifies good teaching and learning. | Public, HET (Large) (1:9:27) |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Structure of the qualification | <ul style="list-style-type: none"> • ...what do the employers feel about it and really pushing for probably, a less academic, more skills-based training, but having enough academic in there so that if someone buzzes, then they can get back into the academic route | AP 01/06/06 |

| RESEARCH QUESTION 2: Can the relationship between levels, sectors and types of qualifications on the SANQF be made meaningful though an integrated framework? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Structure of the qualification ○ Integration ○ Mobility ○ Guiding philosophy | <ul style="list-style-type: none"> • Maybe [the] NQF is losing its original vision. Fundamentals and OB were the mechanisms for the integration, portability, transferability of staff. We have moved far away from that vision. Maybe the conceptualisation of the NQF was idealistic. SAQA, DoE and DoL are not engaging sufficiently on what to do about this. There is a major difference between vocational and academic training. | Private, ABET/GET (Medium) (1:9:33) |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Structure of the qualification | <ul style="list-style-type: none"> • ...in terms of outcomes, both specific outcomes, or exit level outcomes or qualifications, I think there is portability and mobility where students can move fairly freely between institutions... | Public, HET (large) (1:9:7) |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Structure of the qualification | <ul style="list-style-type: none"> • I think that you know the thing is that NQF qualifications is based on the same unit standards. So, there is no reason why I could say mine is more portable than yours if [they are] based on the same unit standards. | ETQA (2:2:10) |
| Architecture | <ul style="list-style-type: none"> • Intrinsic logic <ul style="list-style-type: none"> ○ Level descriptors | <ul style="list-style-type: none"> • It is equivalence on the NQF – [on a level] and that is where I think the academics have now won the battle. When you look at the new level descriptors – they have won the battle – we didn't have enough people from industry in that group. • You see why it is so important to have the level descriptors, written in such a way [that it accommodates the equal status], but we failed and I am a lonely voice in this regard. | MvR 18/06/06 |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Agreements | <ul style="list-style-type: none"> • So, if a learner comes with [anything] like a cosmetology certificate...a City and Guilds something, a technical college qualification, the institution still allows them in. | ETQA (2:2:10) |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Agreements ○ Public/private parity of esteem | <ul style="list-style-type: none"> • The technikons don't even accept learners that have exited from a health and skincare therapy qualification at one of our private institutions for a third year in cosmetology. They don't accept them. They've done exactly the same curriculum. | ETQA (2:2:10) |

| RESEARCH QUESTION 2: Can the relationship between levels, sectors and types of qualifications on the SANQF be made meaningful though an integrated framework? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Quality assurance | <ul style="list-style-type: none"> • They still don't speak to one another, they still don't exchange information, they still don't assist one another, but the learner just slots into the system, no problem...because we [the ETQA] capture the individual's formative assessment...they [have assessed] that she is competent, the moderator is present, and the institution is accredited...they don't even query it with us. | ETQA (2:2:11) |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Collaboration | <ul style="list-style-type: none"> • I think in some of them there is portability...especially where you have the SETAs that relates, I think to each other... | Public, HET (medium) (1:9:7) |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Collaboration | <ul style="list-style-type: none"> • Yes, to the extent that we, our providers contact us and say there is a problem with the outcomes in this unit standard. We then, in writing, advise our SGB there is a problem. | ETQA (2:2:12) |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Collaboration | <ul style="list-style-type: none"> • Unless you involve people who are business-minded, who are on the ground in business, unless you get that sort of expertise involved, nothing will happen, it will remain talk shops, pie in the sky stuff. | ETQA (2:2:13) |
| Architecture | <ul style="list-style-type: none"> • Articulation | <ul style="list-style-type: none"> • ...we are actually trying to integrate, to come up with an integrated qualification matrix across the [sector]. We might have to look at a cluster of departments to say that in this particular cluster these are the skills lacking as compared to other clusters and to develop something around that. | HET Public GAU (2:4:26) |
| Architecture | <ul style="list-style-type: none"> • Articulation <ul style="list-style-type: none"> ○ Public/private | <ul style="list-style-type: none"> • The only way we can foster articulation is on a personal one-on-one basis...the problem is that students from the private sector do not articulate easily...because of the lack of understanding on the [public] sector side. [Portability between] professional and academic are easier than vocational and professional. | Private, HET (medium) (1:9:7) |

| RESEARCH QUESTION 2: Can the relationship between levels, sectors and types of qualifications on the SANQF be made meaningful though an integrated framework? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Architecture | <ul style="list-style-type: none"> • Articulation <ul style="list-style-type: none"> ○ University/technikon mobility | <ul style="list-style-type: none"> • ...they will not accept the technikon qualification, so I don't think there is enough mobility in the system yet. • It does not enable students to move...mainly because the institutions do not apply the principle | HET Public GAU (2:4:13) |
| Architecture | <ul style="list-style-type: none"> • Articulation <ul style="list-style-type: none"> ○ Credit transfer ○ Relationships | <ul style="list-style-type: none"> • If they come from any of the registered public institutions, universities, technikons. We have not had a case where a student have left Mangosuthu and went to another institution and the credit accumulated here was not recognised by that other institution. | HET Public KZN (2:4:15) |
| Architecture | <ul style="list-style-type: none"> • Articulation <ul style="list-style-type: none"> ○ Credit transfer ○ Joint planning | <ul style="list-style-type: none"> • ...there should be some...kind of interaction between SAQA, the market and us [the institution] and industry and say 'okay, this is the basket [of skills and knowledge] we need for the next three years to fill up the market. | HET Public GAU (2:4:16) |
| Architecture | <ul style="list-style-type: none"> • Articulation <ul style="list-style-type: none"> ○ Credit transfer ○ Agreed standards | <ul style="list-style-type: none"> • That is true, [in the past the learner who goes to the one university] and the other one [who] goes to WITS university, when you go out for employment, they say the better [candidate] is that one that comes from WITS. [Now], everything that comes from the NQF, we all know the same thing, no matter which universities or colleges are we coming from. The standardisation of qualifications has helped. | FET Public MPU (2:4:77) |
| Architecture | <ul style="list-style-type: none"> • Articulation <ul style="list-style-type: none"> ○ Credit transfer ○ Agreed standards | <ul style="list-style-type: none"> • Ja, if we can standardise the education...if a person in Cape Town [is] being taught the same as what they are doing [here, we could] standardise the service and the training solution. | FET Private NW (2:4:77) |

| RESEARCH QUESTION 3: Can the development of communities of practice enhance trust amongst partners in education and training? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy breadth | <ul style="list-style-type: none"> • Communities of practice • Establishment of trust <ul style="list-style-type: none"> ○ Stakeholder involvement | <ul style="list-style-type: none"> • We've come a long way in our understanding of stakeholders and the different level of commitment and participation in what that means. There are recommendations that could be thinned down and there could be a stakeholder representation that is also to some extent an expert representation to accelerate processes. That is a tension that needs to be maintained. Simple representation in terms of a stakeholder as being a body at a meeting but who doesn't participate or add any value to processes is not very helpful to the system. It also gives more weighting to those who do have the expertise and who then drive the system, because they can then also say that it is a stakeholder driven process. It is quite complicated. | SAQA Manager (1:3:8) |
| Policy breadth | <ul style="list-style-type: none"> • Communities of practice • Establishment of trust <ul style="list-style-type: none"> ○ Stakeholder involvement | <ul style="list-style-type: none"> • The NQF is not created by SAQA. SAQA is the agency for the development and the oversight of the implementation of the NQF. The NQF is owned by the people of the country and the range of participants that committed themselves to this. | SAQA Manager (1:3:8) |
| Policy breadth | <ul style="list-style-type: none"> • Communities of practice • Establishment of trust <ul style="list-style-type: none"> ○ Stakeholder involvement ○ Joint design | <ul style="list-style-type: none"> • Sometimes we are actually designing [the qualifications] and we are participating in the National Work Groups. Therefore we can influence the design. | Employer (1:5:6) |
| Policy breadth | <ul style="list-style-type: none"> • Communities of practice • Establishment of trust <ul style="list-style-type: none"> ○ Stakeholder involvement | <ul style="list-style-type: none"> • The [Standards Generation Bodies] are manned by industry, which contributes to the relevance of the qualifications. | Employer (1:5:6) |

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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy breadth | <ul style="list-style-type: none"> • Communities of practice <ul style="list-style-type: none"> ○ Stakeholder involvement | <ul style="list-style-type: none"> • ...we have a convener system within the Technikon system, where after the submissions, the interim submissions to SAQA, the convener Technikons have been engaged in reworking or redesigning the actual qualification...[in] electrical engineering there has been an improvement in the way the qualification has been structured. | Public, HET (large) (1:9:23) |
| Policy breadth | <ul style="list-style-type: none"> • Communities of practice <ul style="list-style-type: none"> ○ Stakeholder involvement | <ul style="list-style-type: none"> • ...the first drive came out of that [relevance] that had to change...but now we are starting to identify the gaps, and specifically, there has been a needs driven approach towards community service...we used the expertise of the college lecturers in SGBs with industry. This has been very exciting and totally new approach to stakeholders. | Public, FET (large) (1:9:24) |
| Policy breadth | <ul style="list-style-type: none"> • Establishment of trust | <ul style="list-style-type: none"> • ...people who are not well acquainted with what the qualifications are registered [on the NQF] by specific universities [look like]. I mean they registered their own ones, they [are] not well acquainted with what's the content of [other qualifications] and they don't trust each other. Let's put it this way, they don't trust each other. There might be some more sinister [reasons] – it's about money...you are paying your first two years at University of Pretoria but now you are going to Potchefstroom University. [This university] has lost out on you first [two] years so I must...collect some money from you... | FET Public GAU (2:4:36) |
| Policy breadth | <ul style="list-style-type: none"> • Communities of practice • Establishment of trust <ul style="list-style-type: none"> ○ Collaboration of sub-structures | <ul style="list-style-type: none"> • SAQA cannot do all these things on its own. The sub-structures such as the public sector, the DoL must take up their responsibilities and start doing their job. | SAQA staff member (1:3:8) |
| Policy breadth | <ul style="list-style-type: none"> • Communities of practice • Establishment of trust <ul style="list-style-type: none"> ○ Joint design | <ul style="list-style-type: none"> • [The company] designed the curriculum with different role players. | Employer (1:5:9) |

| RESEARCH QUESTION 3: Can the development of communities of practice enhance trust amongst partners in education and training? | | | |
|--|--|--|----------------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy breadth | <ul style="list-style-type: none"> • Communities of practice • Establishment of trust <ul style="list-style-type: none"> ○ Joint design | <ul style="list-style-type: none"> • ...we appreciate the opportunity to get invited to the curriculum forums and that and in putting [the] curriculum together, yes, we believe we need to be part of that | GET/ABET Private KZN |
| Policy breadth | <ul style="list-style-type: none"> • Communities of practice • Establishment of trust <ul style="list-style-type: none"> ○ Partnerships | <ul style="list-style-type: none"> • In our case what we have done is we have ventured [into] a partnership which I think the Minister has given us permission to register it as a private university from 5 January. It used to be called the Warwick Institute and it is affiliated with the Warwick University in UK. We work in partnerships. Say like to register people on learning pathways without what is traditionally known as the pre-requisite for Masters and Doctorate degrees. We went to different universities in South Africa and they would not actually do that, they would say that 'no, you need to have a BA' or something degree and we would say that this person is 40 years old and had done all of these other courses, unit standards, and we can ask 'isn't he ready to do a Master's degree?' | Employer (1:5:8) |
| Policy breadth | <ul style="list-style-type: none"> • Communities of practice • Establishment of trust <ul style="list-style-type: none"> ○ Alignment of strategies | <ul style="list-style-type: none"> • We can [achieve the five objectives of the NQF] if we have a nationally aligned plan where everyone in the education system is dedicated towards the achievement of the NQF. | SAQA Manager (1:3:8) |
| Policy breadth | <ul style="list-style-type: none"> • Communities of practice • Establishment of trust <ul style="list-style-type: none"> ○ Alignment of strategies | <ul style="list-style-type: none"> • This cannot be achieved [by the] NQF alone. Whatever I rate would be in the broader context of what other initiatives have been doing...the DoE, DoL and Skills Development had something to do with it. | ETQA Manager (1:3:8) |
| Policy breadth | <ul style="list-style-type: none"> • Alignment <ul style="list-style-type: none"> ○ Employment grading | <ul style="list-style-type: none"> • ...the current grade in the industry does not talk to the NQF. Which is the issue...let's come up with appropriate grading results of the industry that link to the NQF. | NUMSA |

| RESEARCH QUESTION 3: Can the development of communities of practice enhance trust amongst partners in education and training? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy breadth | <ul style="list-style-type: none"> • Establishment of trust <ul style="list-style-type: none"> ○ Relationships | <ul style="list-style-type: none"> • ...it would remain our responsibility to first build a relationship up, especially, I think, specifically with the ETQA manager on the ETQA manager level to build a relationship, to get familiar with each other. If they don't open the door for us to talk to them or whatever, there is no way of building a relationship and we are willing and we would think that the same rules, hopefully, apply to everybody, so if they have gone through and audit for SAQA and everything is in place, their process ought to be trustworthy and if we have build a relationship and we have tested that on occasion then there should be no reason not to trust what they do. • ...when you have to build a relationship of trust, trust is not something that, although you would want to be inclined to trust, you would have to ensure through a relationship that there is...the basics are in place... | ETQA Manager (2:2:25) (2:2:26) |
| Policy breadth | <ul style="list-style-type: none"> • Communities of practice <ul style="list-style-type: none"> ○ Quality assurance | <ul style="list-style-type: none"> • Issues of [quality assurance] have really not improved in my view in a joint coordinated approach that is linked to the development of the system. The system is more fragmented than integrated | Nat DoE (1:7:9) |
| Policy breadth | <ul style="list-style-type: none"> • Communities of practice <ul style="list-style-type: none"> ○ Quality assurance | <ul style="list-style-type: none"> • At this stage it has put on the national agenda the issue of quality assurance and linking that into a common framework. | GDLabour (1:7:10) |

| RESEARCH QUESTION 3: Can the development of communities of practice enhance trust amongst partners in education and training? | | | |
|--|---|---|------------------------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy breadth | <ul style="list-style-type: none"> • Communities of practice <ul style="list-style-type: none"> ○ Quality assurance | <ul style="list-style-type: none"> • I believe one identify quality in terms of two ways, quality as an individual measurement or standard, or quality as a collective standard. Meaning that some define quality as only the top 20. Meaning that if next year the top 20 is shifting up, even those who improve at the bottom, improve but are not part of the [top] 20. That kind of quality interpretation is what I call a competition of quality. You can only be regarded as better when some others are doing worse. • I certainly endorse the notion of quality in a collective sense, meaning the benefit goes to the majority and not individuals. If you define quality as a collective quality instead of individual quality, the constituency that is going to be involved with standards setting and standards generation are going to be different. • A collective approach to quality cannot be achieved through qualifications but needs to be supported by the framework. | SACE (1:8:13) |
| Policy breadth | <ul style="list-style-type: none"> • Communities of practice • Trust <ul style="list-style-type: none"> ○ Quality assurance | <ul style="list-style-type: none"> • ...quality assurance is seen as a benchmark whereby trust in other institutions' systems and processes could be developed [to enhance parity of esteem between institutions] | Commentary SAQA (1:9:26) |
| Policy breadth | <ul style="list-style-type: none"> • Communities of practice • Trust <ul style="list-style-type: none"> ○ Quality assurance | <ul style="list-style-type: none"> • ...it is a much needed system to have [a] registered qualification that is quality assured. It is useful for reference and for the security of the student as well. It is useful for providers to ensure that it is at the correct level and that the qualification [is] part of the SA system. | Public, HET (Large) (1:9:26) |
| Policy breadth | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Quality assurance | <ul style="list-style-type: none"> • In SA there is a synchronisation of accreditation framework(s) so that there is portability. | Public, HET (Large) (1:9:27) |

| RESEARCH QUESTION 3: Can the development of communities of practice enhance trust amongst partners in education and training? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy breadth | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Quality assurance | <ul style="list-style-type: none"> • If we have not had insight into the qualification, into the quality assurance, we will not certify, certificate or acknowledge, because we don't know what's going on. | ETQA (2:2:27) |
| Policy breadth | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Quality assurance | <ul style="list-style-type: none"> • What I have suggested to DQAD, is that if we could find quality assurance processes where there is trust, for me the crucial thing is about mutual trust, about one another's quality assurance processes, and if we can then find two or three that are close together where one can close that little gap, then we will have CAT and it is working and this is how it is working. And the other route is to see where it is not working, but if you put all your energies at that end, it is going to take a long time before you see the benefits | SM 19/06/06 |
| Policy breadth | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Quality assurance ○ Architecture | <ul style="list-style-type: none"> • The role of QA is to see that the programmes developed meet the minimum requirements for accreditation and they are registered with SAQA and they meet the NQF requirements and they are at the same level as the level descriptors. | Private, HET (Medium) (1:9:27) |
| Policy breadth | <ul style="list-style-type: none"> • Credit accumulation | <ul style="list-style-type: none"> • Well one of the things we have done in terms of our curricula, we have taken it and we allocated credit to the different areas. And we were able to combine areas of learning for modules. They [students] all start together and those that can't stay within six month drop out...they have an exit point. When they come back next time, they will come back with proof to get to the second semester. | Private, HET (Medium) (1:9:24) |
| Policy breadth | <ul style="list-style-type: none"> • Coherence | <ul style="list-style-type: none"> • It has definitely made a difference. It is in concert with other policies around access, equity and redress principles. The NQF is a particular catalyst supported by other policies and legislation. | Public, HET (Large) (1:9:33) |

| RESEARCH QUESTION 3: Can the development of communities of practice enhance trust amongst partners in education and training? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy breadth | <ul style="list-style-type: none"> • Coherence <ul style="list-style-type: none"> ○ Political contestation | <ul style="list-style-type: none"> • Unfortunately, the interdependent NQF is not going to be a useful strategy to change that. We really need to the NQF becoming a coherent integrated strategy and not this revamped New Academic Policy, a binary model now we have a primary model. The Minister of Labour and Education must give clear directives and must be more critical of themselves and of where the country is going. | Public, HET (Large) (1:9:36) |
| Continuum of learning | <ul style="list-style-type: none"> • Epistemologies <ul style="list-style-type: none"> ○ Discipline-based ○ Workplace-based | <ul style="list-style-type: none"> • Advocates of integration in education and training really ignore the fundamental difference between epistemological basis of education. They can't integrate the two in the sense that people talk about it. The sooner we start recognising it the better. The features of training are fairly easily measurable. You can judge behaviour by looking at people, but it is not the same with education. Some of the things one does in terms of education cannot be controlled because it is a mental thing. With education we infer (we do not know) that you can think logically. To recognise the difference and we need to provide an integrated approach not an integration of education. | Snr. DoE Official (1:3:12) |
| Continuum of learning | <ul style="list-style-type: none"> • Epistemologies <ul style="list-style-type: none"> ○ Discipline-based ○ Workplace-based | <ul style="list-style-type: none"> • So, my own view then is that given that we have a differentiated economy, which requires a differentiated labour force – then we have to ask the question, that, for that differentiated economy and labour force and occupational structure, what is the basket of knowledge, competencies, skills and attributes required for any particular occupation in this country and that's in a sense – some of them will veer much more to the educational and theoretical and so on, and others will veer much more to the practical – and that is how you approach it – and that's how I think you don't necessarily dissolve it, but you approach it in a different way altogether. | SB 18/05/06 |
| Continuum of learning | <ul style="list-style-type: none"> • Epistemologies <ul style="list-style-type: none"> ○ Divide between education and training | <ul style="list-style-type: none"> • A prominent barrier to NQF implementation is mentioned as a lack of 'fully understanding the Higher Education sector'. NQF proponents are criticized as being too vocationally orientated, disregarding the fundamental differences between vocational training and academic education. | Commentary (1:3:16) |

| RESEARCH QUESTION 4: Can an integrated framework enhance the complementarity of discipline-based and workplace-based learning? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Continuum of learning | <ul style="list-style-type: none"> • Epistemologies <ul style="list-style-type: none"> ○ Divide between education and training | <ul style="list-style-type: none"> • I think, there is a conceptual difference between education and training and I think you try and ignore that difference at your peril and that is why we have to two distinct terms for them – and these terms are not just terms that are conflated – they are concepts also and if you don't want conceptual conflation then you must be able to clarify very clearly what education is and what is training. • ...there is a conceptual distinction to be made between education and training – I think we have tried to either conflate them or we tried to pretend that there are no problems or tensions... | SB 18/05/06 |
| Continuum of learning | <ul style="list-style-type: none"> • Epistemologies <ul style="list-style-type: none"> ○ Divide between education and training | <ul style="list-style-type: none"> • You're a degreed person, I am a technikon-based person. Your academic thinking you learnt in your degree, is totally different from technikon based learning, and it has to be, because we have different roles: when I go into a problem, I'm thinking solutions, when you into a problem, you're thinking of concepts. • The science, and the thinking and the new knowledge, should be formed by universities – your doctorate should be forming new knowledge, or new directions, or new thinking. A dissertation at the technikon should be applying that and I don't think there should be any doctorates at technikons. I don't say that technikon students should never become able to produce a doctorate – I don't think that, and that's where the integratedness comes in – it is that this person is at such a level that that person can create new thinking and you create a new... we have spoken grease monkeys, we haven't spoken craft, craft masters and that is the esteem that the NQF has to establish, and it doesn't. | KH 19/05/06 |
| Continuum of learning | <ul style="list-style-type: none"> • Epistemologies <ul style="list-style-type: none"> ○ Divide between institutions and workplace | <ul style="list-style-type: none"> • There are teething problems [with] the divide between formal institutions and workplaces. | Employer (1:5:6) |

| RESEARCH QUESTION 4: Can an integrated framework enhance the complementarity of discipline-based and workplace-based learning? | | | |
|---|--|--|------------------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Continuum of learning | <ul style="list-style-type: none"> • Epistemologies <ul style="list-style-type: none"> ○ Divide between institutions and workplace | <ul style="list-style-type: none"> • There is some work to be done to integrate the Department of Education and Department of Labour efforts. A divide still exists. The Council [on] Higher Education and individual higher education institutions have not fully integrated their programmes and efforts with workplace learning opportunities. | Employer (1:5:16) |
| Continuum of learning | <ul style="list-style-type: none"> • Epistemologies <ul style="list-style-type: none"> ○ Divide between institutions and workplace ○ Parity of esteem | <ul style="list-style-type: none"> • I think there is still resistance from many of the traditionally tertiary institutions as well as the continuing perception in the public that a qualification from a traditional tertiary institution will always be better. | Employer (1:5:16) |
| Continuum of learning | <ul style="list-style-type: none"> • Epistemologies <ul style="list-style-type: none"> ○ Divide between institutions and workplace ○ Parity of esteem ○ Symbolism | <ul style="list-style-type: none"> • Our biggest problem is with tertiary institutions. It is not integrated as a wider philosophy. The institutions do not demonstrate it. They will say that they want someone that has graduated through at least one of the old better known Universities, why, because that is the academic side. I say the fact that a person has been working for 10 years in that area and they say it has nothing to do with it. The concept is nice, it is all there, but it is not integrated. | Employer (1:5:16) |
| Continuum of learning | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Workplace based preparation ○ Policy breadth | <ul style="list-style-type: none"> • People are beginning to make linkages between education and training and job creation. I do think that the NQF has contributed to this. | Public, HET (Large) (1:9:30) |
| Continuum of learning | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Workplace based preparation ○ Policy breadth | <ul style="list-style-type: none"> • Our academic plan makes an explicit statement about contributing to the HRD of the country in terms of the priority and the professional development of our graduates and also the workforce development of adult learners. | Public, HET (Large) (1:9:30) |

| RESEARCH QUESTION 4: Can an integrated framework enhance the complementarity of discipline-based and workplace-based learning? | | | |
|---|--|---|-------------------------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Continuum of learning | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Workplace based preparation ○ Policy breadth | <ul style="list-style-type: none"> • Learnerships are running at 5 out of 6 colleges, which link with the Department of Labour and the National Skills Development Strategy. In terms of the HRDS we are starting to see linkages between Education and Labour at provincial and at college level...in terms of the needs of industry, we are at least talking to each other. | Public, FET (Large) (1:9:30) |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Workplace based preparation | <ul style="list-style-type: none"> • You know that after you graduate you should be able to prepare and analyse financial statements if you studied accounting, be able to diagnose patients and prescribe treatments if you did medicine. | Learner focus groups (1:6:8) |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Workplace based preparation | <ul style="list-style-type: none"> • Students today need skills in something, whether its vocational or getting employed, or otherwise they will permanently live in slavery. | Public, HET (Medium) (1:9:33) |
| Continuum of learning | <ul style="list-style-type: none"> • Workplace based qualifications | <ul style="list-style-type: none"> • I am not sure in the sense that, over the past 5 years we have perhaps concentrated too much on the economic development rather than the social development and that is reflected in the quantity of the programs we have developed. The fact that those programmes have all been about skilling for employment rather than social responsibility shows that we have not been balanced. | Nat DoE (1:7:12) |
| Continuum of learning | <ul style="list-style-type: none"> • Vocational qualifications | <ul style="list-style-type: none"> • No, [workplace experience is not credit-bearing], but it could and in fact, I would like to see it accredited. But that should take you to a vocational kind of degree. | HET Public GAU (2:4:34) |
| Continuum of learning | <ul style="list-style-type: none"> • Vocational qualifications • Complementarity | <ul style="list-style-type: none"> • We are trying to...and this is the misperception in the integrated system, is that we are trying to make everyone into recognised as having degrees. • Universities are science-based, technikons [universities of technology are] technology based – the technology cannot live without the science of universities...The science, and the thinking and the new knowledge, should be formed by universities...a dissertation at the technikon should be applying [science]. | KH 18/05/06 |

| RESEARCH QUESTION 4: Can an integrated framework enhance the complementarity of discipline-based and workplace-based learning? | | | |
|---|---|---|-----------------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Employability | <ul style="list-style-type: none"> • There has always been a fight, with some guys from the Technikons and from Universities, remember companies would go for the Technikon guy...companies will look for someone with hands-on [training] | EMP Large LP MPU (2:6:14) |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ More practice | <ul style="list-style-type: none"> • I would say that in the universities, you know, they do a little bit too much theory most of the time, but you know, in university you have to cover that...to know the work in depth and it's important to do all that theory. I will say that to do a little bit more practical, as well, like the technikons go out, and they have to do a certain time practical. You know, I think most of that guys, some of them don't have the educational qualifications, sometimes, and I always say there is too much theory, there is not enough practical. | EMP SMME LP GAU (2:6:14,15) |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ More practice | <ul style="list-style-type: none"> • ...I have sat in many courses and just people throwing theory at you means nothing, you need to apply it in any assignment or something and demonstrate what you are doing. | EMP Large LP MPU (2:6:19) |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice | <ul style="list-style-type: none"> • ...look, how do you make sure that those needs that you are identifying are [we] responding to, how do you respond to those needs and how do you integrate the practical need to the other side of things, which is theory. Because un most of our most recent learning materials we've had to satisfy the requirement of the unit standard [and] do a lot more theory. | FET PR-PUB NAT (2:4:35) |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice | <ul style="list-style-type: none"> • Do you do separated curriculum...and bring it all together at a later stage, or do you start to integrate right from the start? | SI 12/07/06 |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Workplace practice | <ul style="list-style-type: none"> • ...with technical training [you] give them practical hands-on training, give a person contact, to give them practical training on-site in industry and they can apply for positions. I think there should be a link, without that practical link that qualification means nothing. | EMP Large LP MPU (2:6:14) |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Workplace practice | <ul style="list-style-type: none"> • I came from the academic school...I had to learn much harder to get my training that the normal guy from the standard factory | Worker focus groups (1:6:9) |

| RESEARCH QUESTION 4: Can an integrated framework enhance the complementarity of discipline-based and workplace-based learning? | | | |
|---|--|---|----------------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Workplace practice | <ul style="list-style-type: none"> • I am currently doing NQF aligned training with ... its actually for trainers, education and training and development practitioners...those unit standards turns back to [the] workplace and can be used...your portfolio of evidence is you practical, what is happening in the course will take you to the workplace...practical assessment shows that theory is being carried into the workplace. | EMP Large LP MPU (2:6:10) |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Workplace practice | <ul style="list-style-type: none"> • ...even the more backward providers know that theory and practice is what is going to get that learner into a workplace | FET Public GAU (2:4:11) |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Workplace practice ○ Collaboration | <ul style="list-style-type: none"> • ...[Anglo Platinum] need this stuff but we don't have the connection, so there is a decision to start having more open days and to...start informing industry and government. | HET Public LIM FG (2:4:33) |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Workplace practice ○ Break from the past | <ul style="list-style-type: none"> • What has happened is a drastic shift from the old system. You will enrol with RAU, and there will be time where you'll be given time to implement the theory in your study, or you are a principal, again the question of how you plan and whatever, you do your management at school level, you do it practically. | SADTU (1:8:12) |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Curricula ○ Intentions of the framework | <ul style="list-style-type: none"> • There is more demand for a combination of practical experience and educational theory. • ...what people learn in universities is different to what is done at workplace[s] and there is no link between the two. | SADTU (1:8:6) |

| RESEARCH QUESTION 4: Can an integrated framework enhance the complementarity of discipline-based and workplace-based learning? | | | |
|---|---|--|-------------------------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Curricula ○ Intentions of the framework | <ul style="list-style-type: none"> • You see, the academics only know the educational side and they will only bring out whatever. You see we have put together a qualifications framework with the balance of education and training. That is why a lot of our HE can't offer those qualities because they only have the one part of the qualification that they have expertise in. So they find faults in the qualifications and not honestly recognising that they need to re-shed their own way of looking at the qualifications because they only have the academic and not the training and development. | SACE (1:8:5) |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Curricula | <ul style="list-style-type: none"> • I mean you cannot offer any program if you are going to assume that people have to have [experience]. I mean, the theory is universal...you have to have those concepts. You cannot take theory and practice apart, they [are] actually two sides of the same coin. | FET Public GAU (2:4:34) |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Curricula | <ul style="list-style-type: none"> • ...and I think this has been proven and it's a point that needs to be stressed, [namely] that the matriculants coming out here [need theory and practice]...what they teach in school I don't know...we find that the schools are not relevant in that type of think and something needs to filter back into the school [with regards to] the practical stuff. | GET/ABET Private KZN (2:4:34) |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Curricula ○ Complementarity | <ul style="list-style-type: none"> • And really I think what we are talking about is what kind of combination do we want to have in a graduate or anyone that is simultaneously education and training • ...certain engineers actually deal with conceptual design issues and ...others deal with other issues and they really constitute a team | SB 18/05/06 |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Curricula ○ Parity of esteem | <ul style="list-style-type: none"> • So, certain engineers actually deal with conceptual design issues and so on and others deal with other issues and they really constitute a team. Now, does that make one person better – now that's where our issue comes in. Therefore, because we are living in a society – again it comes back to the economic and social system. If you could actually pay an engineer 10 grand a month, who comes from UCT and you can also pay a person who comes from TUT 10 grand a month, actually our problems are solved. | SB 18/05/06 |

| RESEARCH QUESTION 4: Can an integrated framework enhance the complementarity of discipline-based and workplace-based learning? | | | |
|---|--|---|------------------------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Curricular integrability | <ul style="list-style-type: none"> Curriculum Improved vocational/ occupational programmes | <ul style="list-style-type: none"> We have grappled with the structural reconfiguration and it has been quite helpful at that level. The actual modifications that need to happen, the deepening of curriculum design...we have realised that the real problem-based learning approach must have theory introduced, so we are looking at an approach that has both foundational and theoretical knowledge and application in the workplace and a reflection back to theory (in terms of Kolb). | Public, HET (large) (1:9:23) |
| Curricular integrability | <ul style="list-style-type: none"> Curriculum Improved vocational/ occupational programmes | <ul style="list-style-type: none"> We had to revise our curriculum and specially qualifications on level 5, [where] we ensure that there is a language component there. We did select fundamentals. | Public, HET (Large) (1:9:24) |
| Curricular integrability | <ul style="list-style-type: none"> Curriculum Improved vocational/ occupational programmes | <ul style="list-style-type: none"> ...what we had to do is to develop a couple of extra ones which we didn't offer...organisations such as ours, the NGOs, tended to focus on the practical component of the job, so what we have to do is beef up theory... | Private, ABET/GET (Small) (1:9:24) |
| Curricular integrability | <ul style="list-style-type: none"> Curriculum Improved vocational/ occupational programmes | <ul style="list-style-type: none"> Yes, it's actually structured in this way that it dictates to you [the] percent[age] of the learning [that] has got to be classroom based and so much has got to be work based, so that integrates [theory] and practice...and also your technical courses like guys who do structures, concreting and so forth – there is a fair amount of theoretical training and technical training | GET/ABET Private GAU (2:4:35) |
| Curricular integrability | <ul style="list-style-type: none"> Curriculum Improved vocational/ occupational programmes | <p>...they want this to look just like the National Senior Certificate [the new school-leaving qualification], but with more technical words in it. They aren't linking it explicitly enough to the world of work, they haven't engaged potential employers actively enough...[who are pushing] for probably a less academic, more skills-based training, but having enough academic [learning] in there so that if someone buzzes, then they can get back into the academic route.</p> | AP 01/06/06 |

| RESEARCH QUESTION 4: Can an integrated framework enhance the complementarity of discipline-based and workplace-based learning? | | | |
|---|--|---|-------------------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Curricular integrability | <ul style="list-style-type: none"> • Curriculum • Improved vocational/ occupational programmes | <ul style="list-style-type: none"> • ...can I just say that I think it is very closely related to the fact that our entire our schooling system is set up to prepare people for university - even the FET now is trying to do that – setting up people to go to higher education. Which is so absolutely ridiculous if you think about it – only 2,5 % of people that start schooling, ever go to higher education and then only 1 % make it, I mean, of those who start school. • The other 99% have to be prepared for work, but why is this idea that going to university is so absolutely vital in our society, because after the second World War –the Afrikaners absolutely set themselves for this and after apartheid, blacks absolutely set themselves for this, which is fine and I understand, it is a social thing, where one understands it, but that is why we don't have skills in this country, that's why we can't run the country and start grow the economy because we all think that the ideal thing for your child is to go to university - because they don't get recognition [elsewhere] | MvR 18/05/06 |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Workplace practice ○ Employability | <ul style="list-style-type: none"> • To me it appears that the matric certificate by itself is not a very useful thing unless it's like you say an FET qualification at that level, because to what extent does it prepare you for anything other than maybe university or further studies. It doesn't necessarily prepare you for a job in the labour market...if you are in a country where people do not necessarily have money for further studies...you have this pool of people with matric certificate who should be going to the labour market. The [learners] can't, because they don't necessarily have the skills. | FET PR-PUB NAT (2:4:11) |

| RESEARCH QUESTION 4: Can an integrated framework enhance the complementarity of discipline-based and workplace-based learning? | | | |
|---|--|---|-------------------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Workplace practice ○ Employability | <ul style="list-style-type: none"> • I'm not quite sure because so many people are going to universities but how many of them are getting employed? So, they are using employment opportunities as the indicator of the value of education and training | HET Public GAU (2:4:12) |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Employability | <ul style="list-style-type: none"> • ...each time we employ [someone] we still have to spend a lot of time...training them to be able to become functional in the organisation. | GET/ABET Private KZN (2:4:21) |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Employability | <ul style="list-style-type: none"> • ...degrees are not found to be applicable directly to the market and so what [other institutions] have done was to say "okay, you get your degree, you spend about 6 to 9 months in a special programme that, in which you apply the theory you have learnt to a variety of industrial applications and it is with the participants from [industry] so, that you then become market orientated." | HET Public LIM (2:4:22) |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Employability | <ul style="list-style-type: none"> • ...when you have to learn both theory and practical you will be able to enter into the labour market much more easily than a person who only learns theory. | DoL NW (2:3:21) |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Workplace assessment | <ul style="list-style-type: none"> • I'm beginning to see an improvement in our content whereby the assessment is strongly linked to workplace learning, performance management...and they are trying to narrow [the mismatch] because even within the workbook there would be, for instance, a worksheet which binds the supervisor of that learner to say "how are you going to help your learner implement the skills that he/she acquired from training". So, it's sort of continuous sort of assessment where it goes right into the workplace. | HET Public GAU (2:4:24) |

| RESEARCH QUESTION 4: Can an integrated framework enhance the complementarity of discipline-based and workplace-based learning? | | | |
|---|--|---|----------------------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Value all learning ○ Collaboration, coordination ○ Relationship ○ Parity of esteem | <ul style="list-style-type: none"> • At least there's a recognition now, if we talk about learning, that we're not talking about sitting at a desk and studying and working. We're also now talking about in the workplace, behind a sewing machine, you're also busy with working and training. I think that in a sense the DoE has managed to some extent to bring the two together, but also there is a close working relationship between what the DoE and DoL offers. We talk to each other, because ultimately there is an overlap in terms of the target groups. • You know, we're coming from a history where it was regarded as inferior if you had a qualifications from a FET College. Now, all of a sudden, it is recognised by the DoE and it has recognition throughout the world of work, it is no longer seen as inferior. At one stage people were not keen to go to the Technical Colleges because of the whole stigma of having a college qualification. | DoL WC (2:3:19) |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Collaboration ○ Joint planning | <ul style="list-style-type: none"> • I think they have a very valuable component there with sort of an [experiential] model of in-service training...sort of in this business type partnership type approach. It works very well and [in] the advisory bodies, you have people selected, you know, senior people in the industry [who] regularly network [with] staff and review programmes...we have practical work where they go out into industry and do practical work there and are also assessed on a practical level. | HET Public LIM FG (2:4:35) |
| Curricular integrability | <ul style="list-style-type: none"> • Theory and practice <ul style="list-style-type: none"> ○ Higher education | <ul style="list-style-type: none"> • I come from a university background, but I have also been involved with technikons and that vocational side of it whereas you get the practical plus the theoretical and that seems to work well. I think universities can learn a lot from that and become a bit more practical themselves. | DoL GAU (2:3:20) |

| RESEARCH QUESTION 4: Can an integrated framework enhance the complementarity of discipline-based and workplace-based learning? | | | |
|---|--|--|--------------------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Curricular integrability | <ul style="list-style-type: none"> • Relevance to the world of work <ul style="list-style-type: none"> ○ Partnerships | <ul style="list-style-type: none"> • There was general consensus that NQF qualifications could be relevant in the future, but that it is still too early to make such a conclusion. The college offers various programmes in partnership with employers and other local and international partners. It is specifically these courses that are found to be relevant to learners. | Public, FET (medium) (1:9:8) |
| Curricular integrability | <ul style="list-style-type: none"> • Relevance to the world of work | <ul style="list-style-type: none"> • So the programmes are structured in such a way that we do not only use theoretical stuff only, we make them employable. | Private, HET (Medium) (1:9:29) |

**QUANTITATIVE ANALYSIS OF A SELECTION OF CYCLE 2 SURVEY
QUESTIONNAIRE DATA**

pp. 276 – 287 (Annexure page no's start at 1 for referencing in the text)

(Survey questionnaire is attached as Annexure 6)

**The extent to which qualifications facilitate the mobility of learners
(horizontally, vertically and diagonally) within the South African education and
training system**

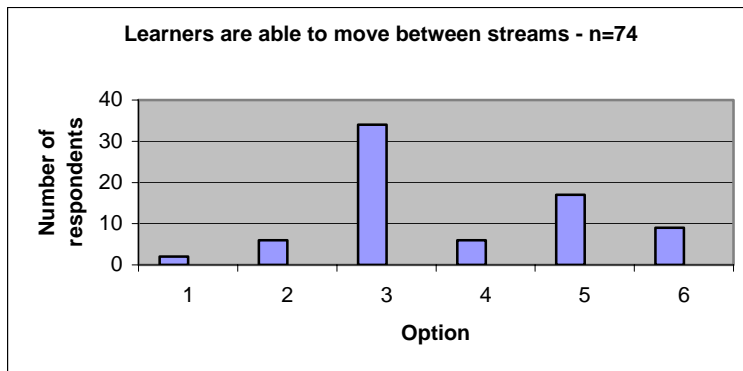
Key:

- 1 = strongly disagree
- 2 = disagree
- 3 = agree
- 4 = strongly agree
- 5 = don't know
- 6 = too soon to say

All data from respondents combined:

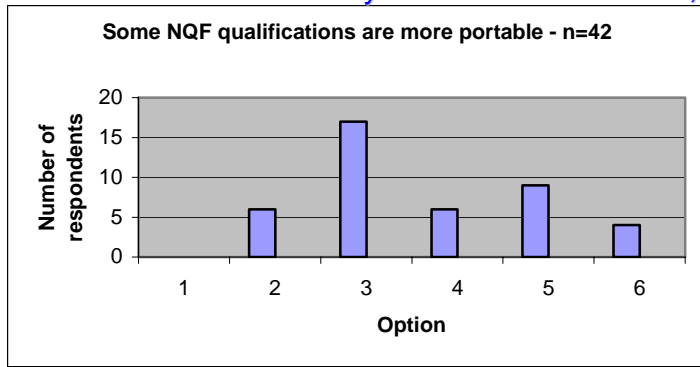
Question 2.2.2

Learners with NQF qualifications are able to *move* between vocational, professional and academic streams of the education and training system



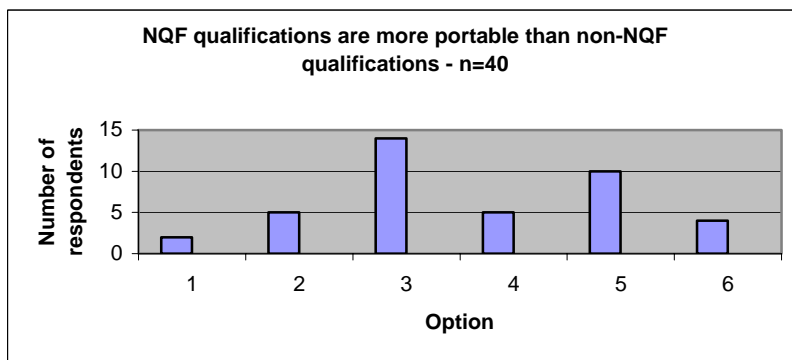
Question 2.2.3

NQF qualifications offered by *some institutions* are seen as more portable than NQF qualifications offered by other institutions



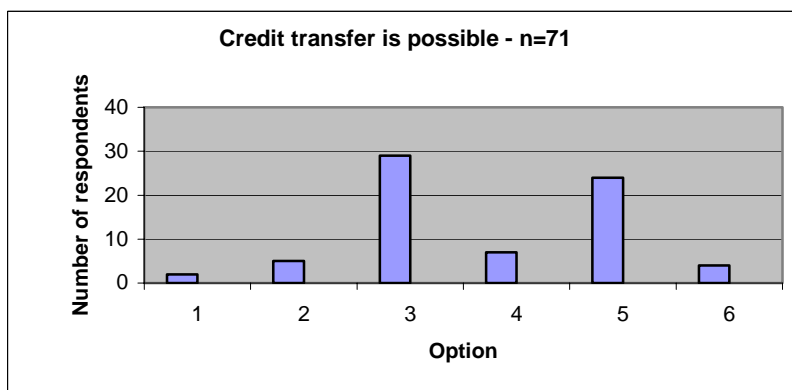
Question 2.2.4

NQF qualifications are seen as *more portable* than non NQF-qualifications



Question 2.2.5

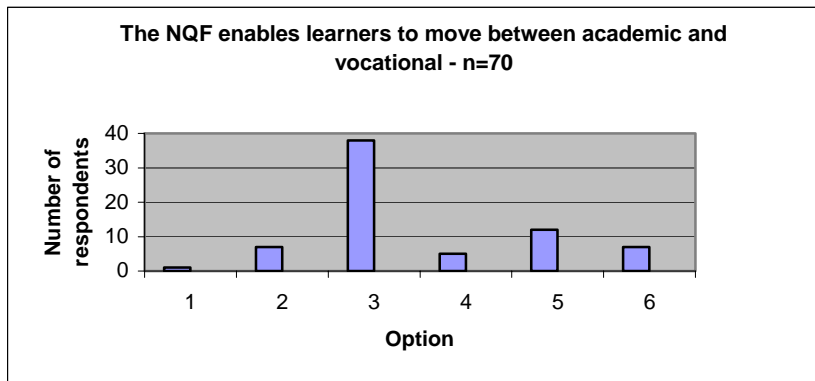
Recognition (credit transfer) is given for incomplete NQF qualifications when learners move from one institution to another



The extent to which NQF qualifications promote an integrative approach to education and training and the nature of such qualifications

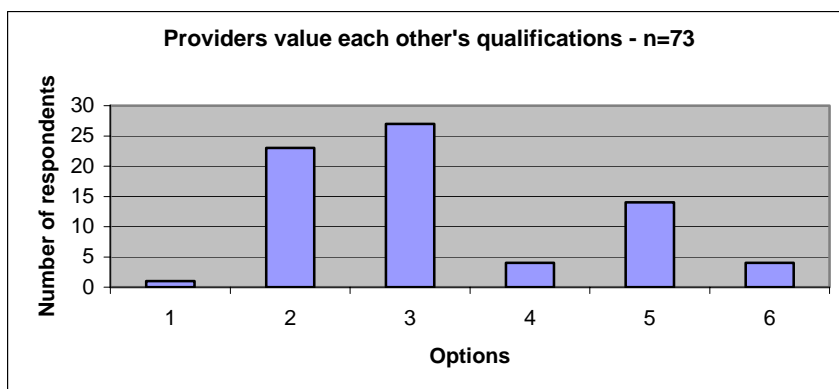
Question 2.5.1

The NQF enables learners to *move* between academic qualifications and vocational qualifications



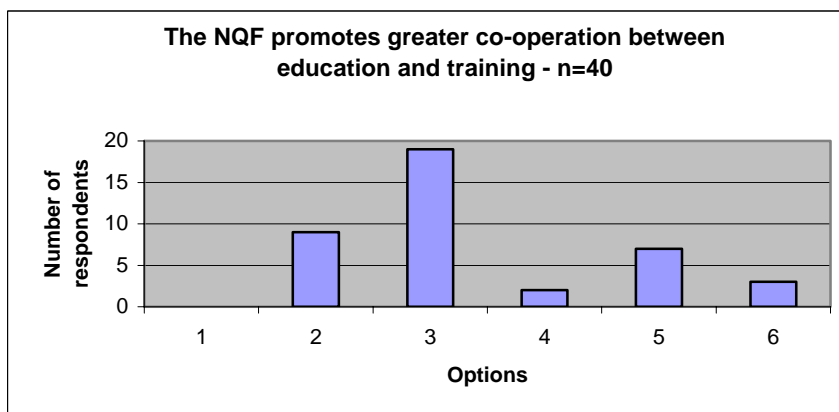
Question 2.5.2

Providers of education and training *value* each other's qualifications



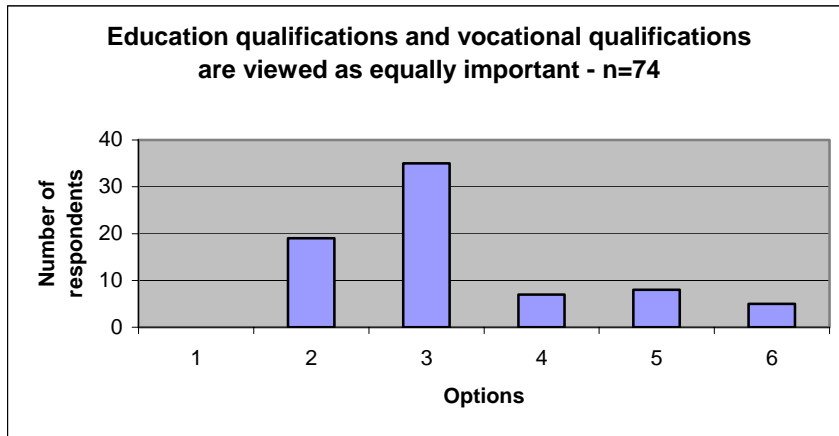
Question 2.5.3

The NQF promotes/leads to greater *co-operation* between formal education system and the world of work and training



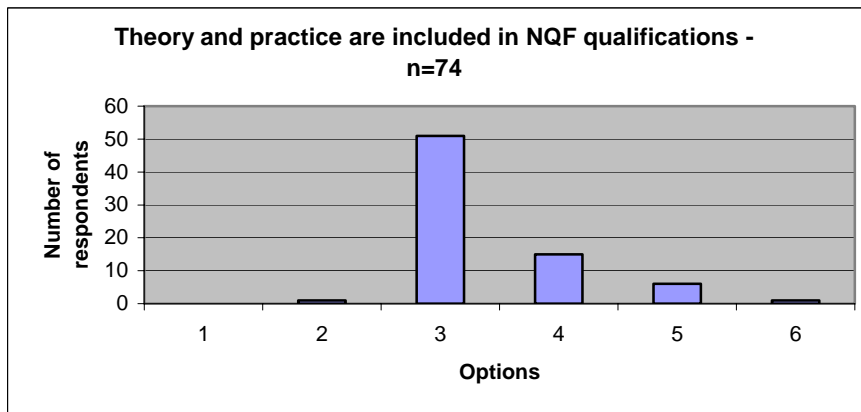
Question 2.5.4

Education qualifications and vocational qualifications are viewed as *equally important*



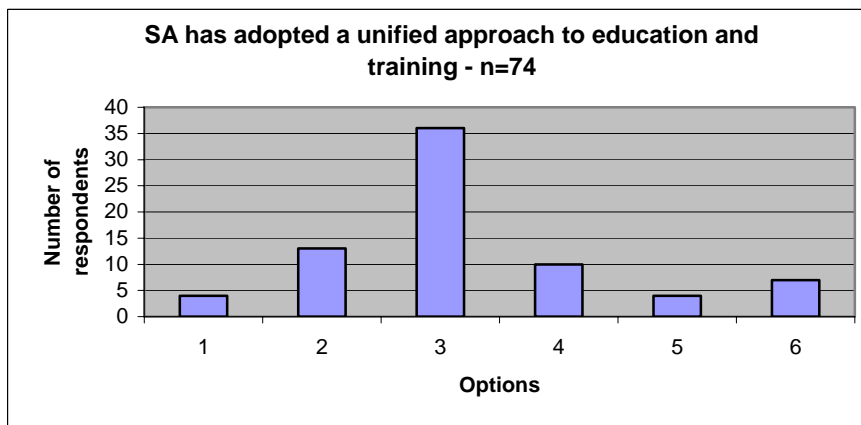
Question 2.5.5

Both *theory and practice* are included in NQF qualifications



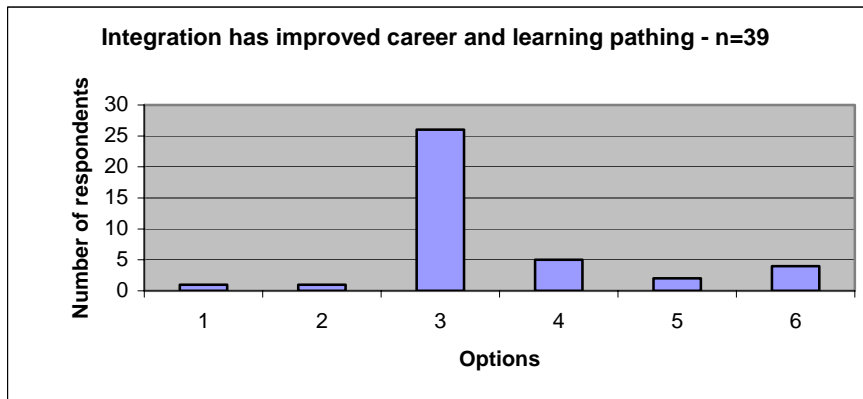
Question 2.5.6

South African has adopted a *unified approach* to education and training



Question 2.5.7

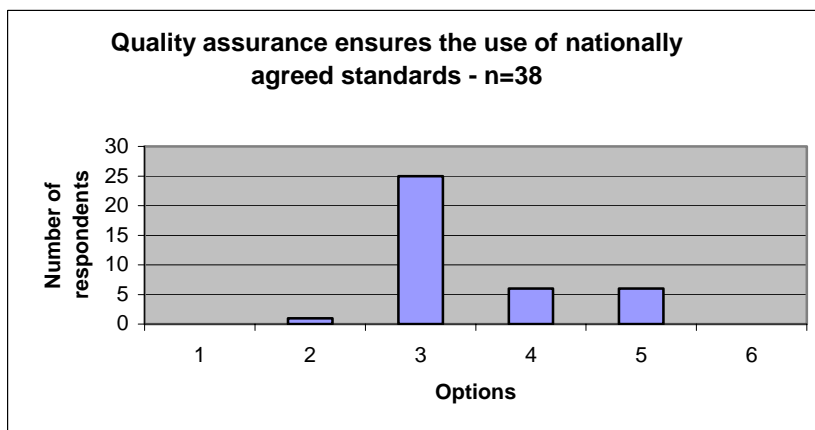
The integration of education and training has improved *career and learning pathing*



The extent to which quality assurance practices enhance the quality of learning, teaching and assessment

Question 4.1.4

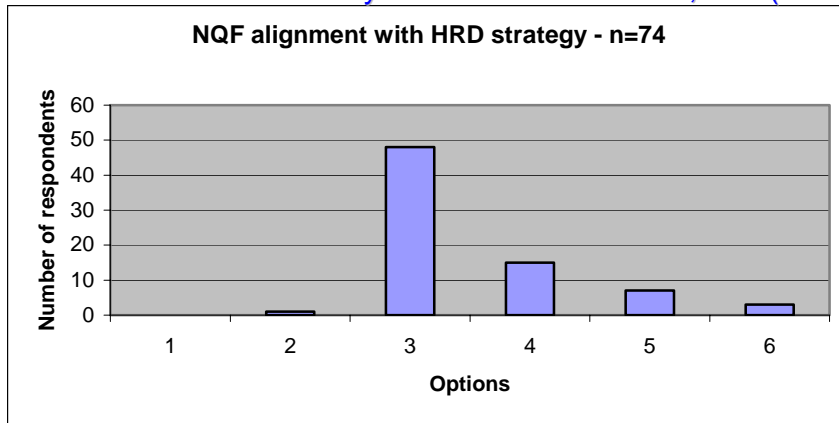
NQF quality assurance ensure that qualifications are based on *nationally agreed standards*



The extent to which the implementation of the NQF supports and contributes to the achievement of national strategies such as the Human Resource Development, National Skills Development Strategy and Tirisano

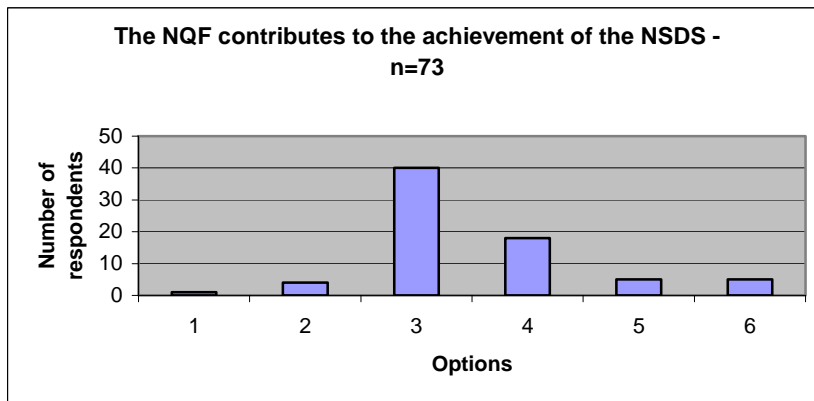
Question 5.2.1

The objectives of the NQF are aligned with the objectives of the National *Human Resource Development* (HRD) strategy



Question 5.2.10

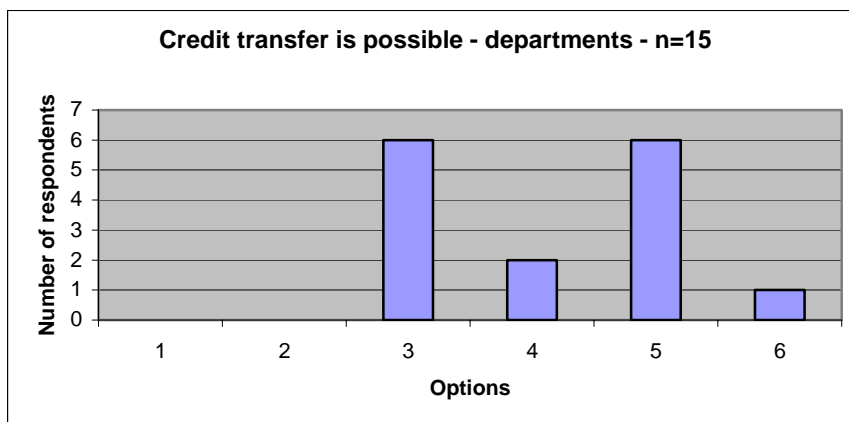
NQF qualifications contribute to the achievement of the *National Skills Development Strategy (NSDS)* targets



Department-specific data

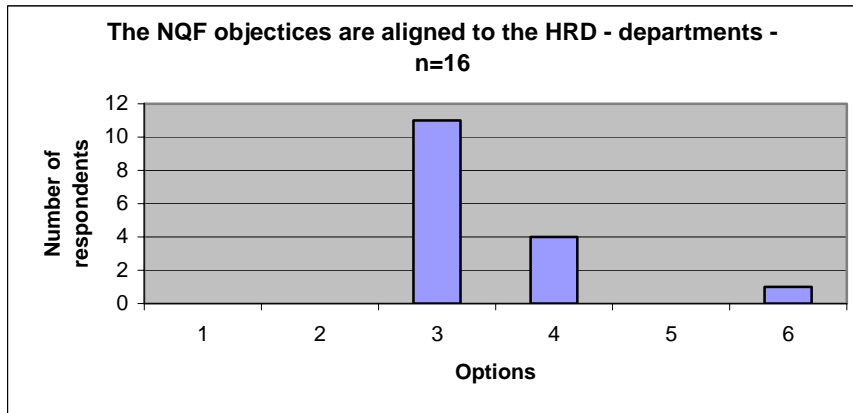
Question 2.2.5 (Department-specific)

Recognition (credit transfer) is given for incomplete NQF qualifications when learners move from one institution to another



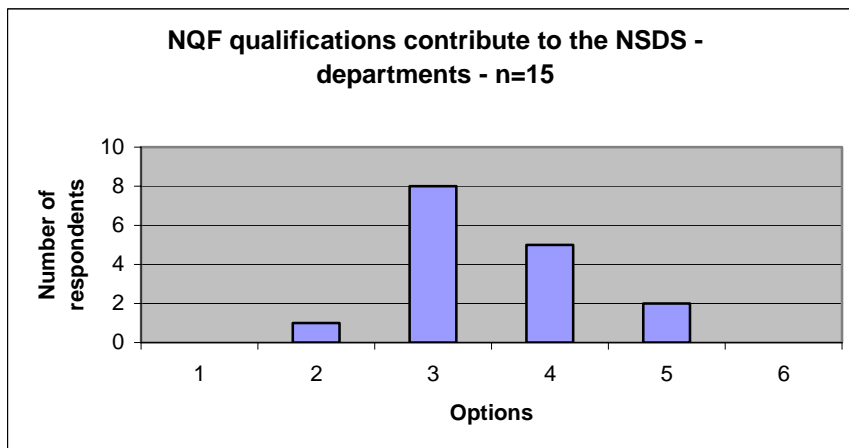
Question 5.2.1 (Department specific)

The objectives of the NQF are aligned with the objectives of the National *Human Resource Development* (HRD) strategy



Question 5.2.10 (Department specific)

NQF qualifications contribute to the achievement of the *National Skills Development Strategy* (NSDS) targets



Employer specific data

Question 2.5.3 (Employer specific)

The NQF promotes/leads to greater *co-operation* between formal education system and the world of work and training



Question 2.5.4 (Employer specific)

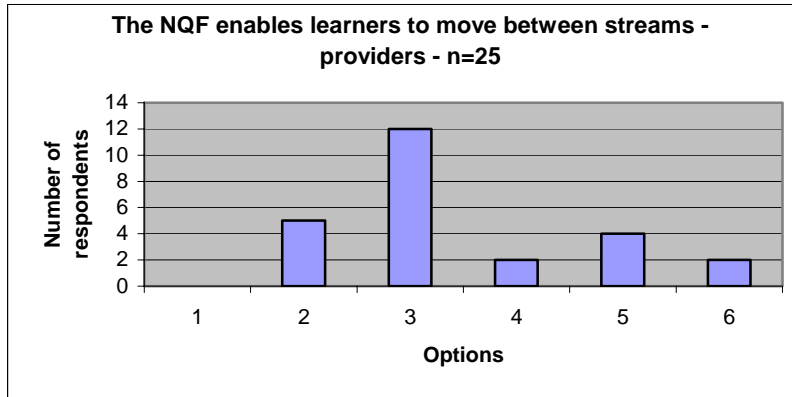
Education qualifications and vocational qualifications are viewed as *equally important*



Provider specific data

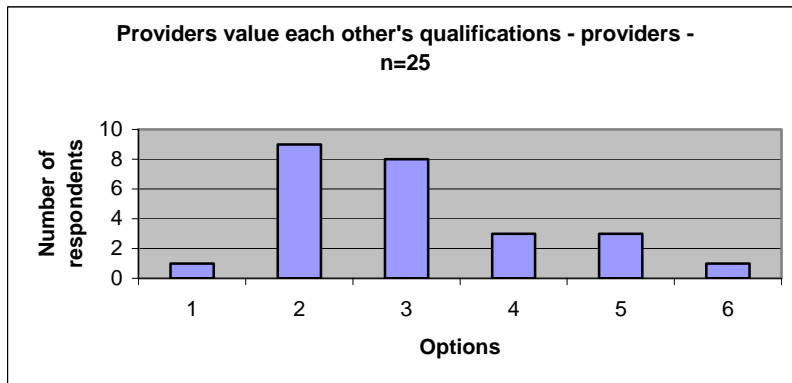
Question 2.5.1 (Provider specific)

The NQF enables learners to *move* between academic qualifications and vocational qualifications



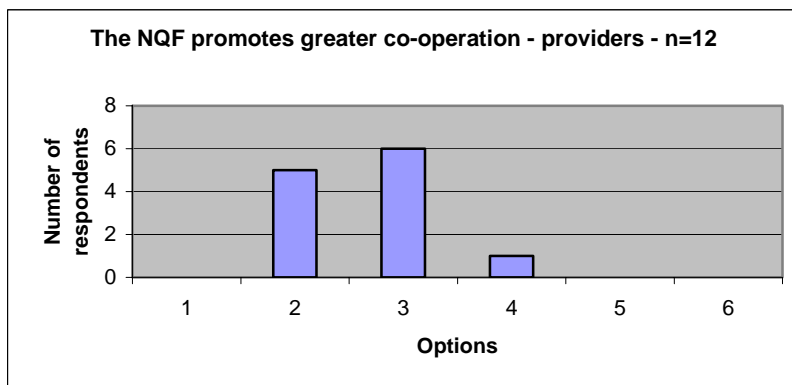
Question 2.5.2 (Provider specific)

Providers of education and training *value* each other's qualifications



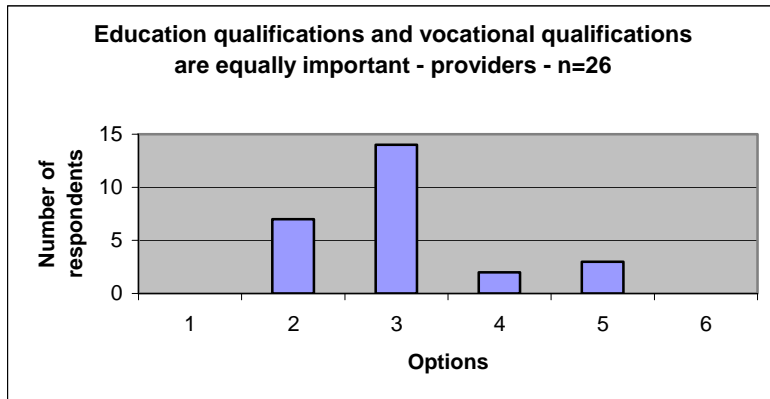
Question 2.5.3 (Provider specific)

The NQF promotes/leads to greater *co-operation* between formal education system and the world of work and training



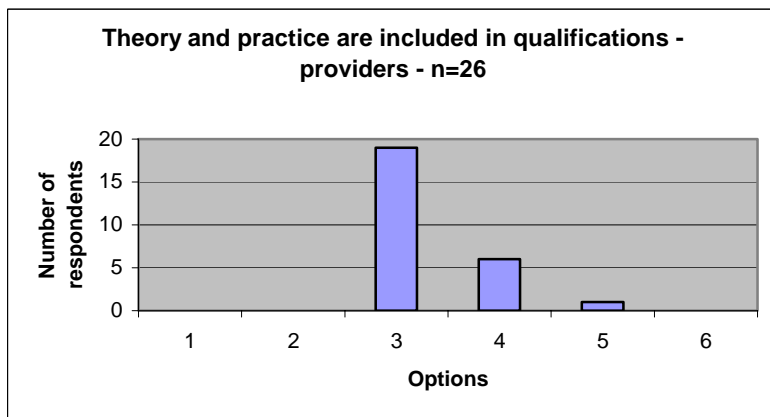
Question 2.5.4 (Provider specific)

Education qualifications and vocational qualifications are viewed as *equally important*



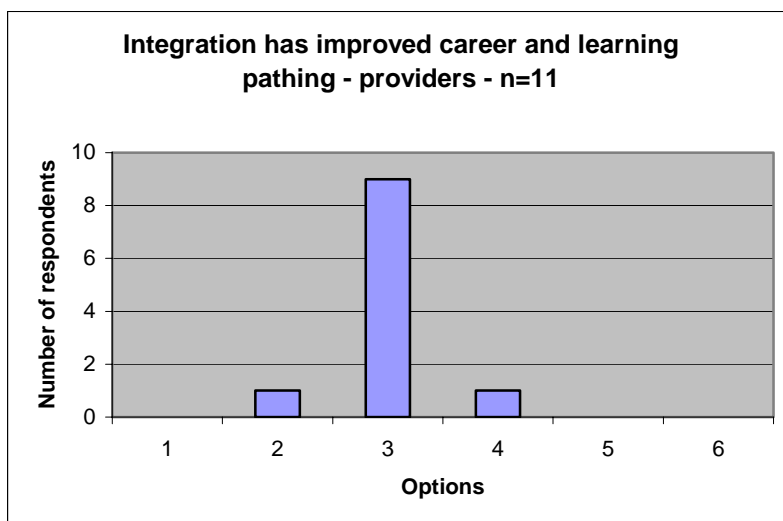
Question 2.5.5 (Provider specific)

Both *theory and practice* are included in NQF qualifications



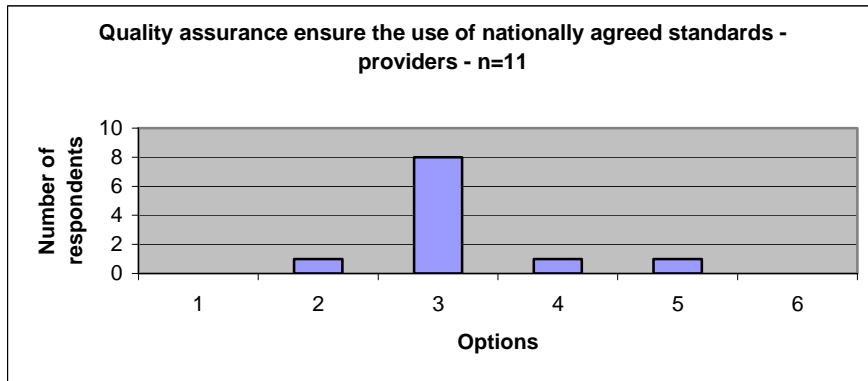
Question 2.5.7 (Provider specific)

The integration of education and training has improved *career and learning pathing*



Question 4.1.4 (Provider specific)

NQF quality assurance ensure that qualifications are based on *nationally agreed standards*



ANNEXURE 3

QUALITATIVE ANALYSIS – A SAMPLE OF REGULAR QUALIFICATIONS REGISTERED ON THE NATIONAL QUALIFICATIONS FRAMEWORK

pp. 288 - 297 (Annexure page no's start at 1 for referencing in the text)

References:

- For the NQF Impact Study Cycle 1 Annexures the following referencing method is used: **(1:5:17)**, which means that the data has been extracted from the **Cycle 1** Annexures; it is **Annexure 5**; in Annexure 5, the reference is on **page 17**.
- For the NQF Impact Study Cycle 2 Annexures the following referencing method is used: **(2:9:21)**, which means that the data has been extracted from the **Cycle 2** Annexures; it is **Annexure 9**; in Annexure 9, the reference is on **page 21**.

| <i>RESEARCH QUESTION 2: Can the relationship between levels, sectors and types of qualifications on the SANQF be made meaningful though an integrated framework?</i> | | | |
|---|---|---|---------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Source |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Transferability | <ul style="list-style-type: none"> • Very few of the qualifications analysed (4 of the 15 high-scoring qualifications, i.e. those which were most likely to contain statements on portability and transferability) provided any specific detail...in the main qualifications either did not address the issue at all, made some token effort at addressing portability and transferability (often by including or paraphrasing the relevant sections from the SAQA Act) or misinterpreted the meaning... | (1:4:5) |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Transferability ○ Adaptability ○ Credit transfer | <ul style="list-style-type: none"> • The ability to adapt acquired skills to a range of new working environments goes to the heart of the issue of portability within a qualification | (1:4:6) |
| Architecture | <ul style="list-style-type: none"> • Articulation <ul style="list-style-type: none"> ○ Credit transfer ○ Career paths | <ul style="list-style-type: none"> • Qualifications that have seriously attempted to provide details of portability by specifying precise articulation possibilities and career path options [such as the] National Certificate: Supervision of Water Reticulation Operations, Waste Water Operations; General Education and Training Certificate: Conservation; National Certificate: Hygiene and Cleaning; and the National Certificate: Motor Sales and Support Services | (1:4:6) |

| RESEARCH QUESTION 2: Can the relationship between levels, sectors and types of qualifications on the SANQF be made meaningful though an integrated framework? | | | |
|--|--|---|---------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Source |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Structure of the qualification ○ Agreed standards ○ Progression ○ Career paths ○ Mobility | <ul style="list-style-type: none"> • National Certificate: Supervision of Water Reticulation Operations The qualification has been developed to assist with standardisation across the water reticulation industry. This process of standardisation will lay a foundation for learners for future career advancement across similar trades and within the sector. The competence gained through the course [will] give the learner the requisite skills to build individual capacity; these skills are portable and will enhance the career development of the individual. This qualification allows for both vertical and horizontal portability. Vertical portability is illustrated with the introduction of National Certificate in Water Reticulation on NQF level 4; the learner may pass from a National Certificate in Water Reticulation on NQF level 2 and progress to supervising water reticulation projects operating under a foreman or engineer. The qualification also allows access to a foreman level qualification on NQF level 5. It allows for mobility across similar trades – learners may study towards management certificates or diplomas in the sector or other sector on NQF level 5 or 6. The qualification provides clear guidelines of learner portability. | (1:4:7) |

| RESEARCH QUESTION 2: Can the relationship between levels, sectors and types of qualifications on the SANQF be made meaningful though an integrated framework? | | | |
|--|---|--|---------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Source |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Structure of the qualification ○ Career paths ○ Agreed standards | <ul style="list-style-type: none"> • General Education and Training Certificate: Conservation <p>The qualification allows learners to gain a set of portable skills for further learning. Learners will be given a broad overview of conservation, some of the technical skills relating to conservation, and the importance of conservation principles. The qualification has an elective component so that learners will be able to select a possible career pathway of sector where they will be able to apply the conservation skills and strategies taught. The qualification essentially creates an environment from which portability into other conservation sectors may be achieved, by providing a general education at GET level and then goes on to provide information specific education in nature and cultural conservation. The qualification shares the same fundamental learning areas as that of the GETC in Tourism and GETC in Sport, Recreation and Fitness, which are composed of a large portion of standards relating to knowledge and skills that provides the foundation for further learning. The qualification rationale makes reference to the alignment of this qualification with that of adult basic education and training, which aims at the strategic development of under-educated individuals and therefore this qualification, is constrained in terms of only being able to provide a foundation of broad skills relating to basic education. The introduction of general conservation concepts can only provide the foundational skills necessary for choosing a career path.</p> | (1:4:7,8) |
| Architecture | <ul style="list-style-type: none"> • Articulation <ul style="list-style-type: none"> ○ Credit transfer | <ul style="list-style-type: none"> • Certificate: Education <p>The qualification serves as both an entry and exit point from both the Professional Diploma in Education (PDE) and the Bachelor of Education (Bed). There is no mention of horizontal portability within this qualification, that is the qualification identifies a series of general competencies required and does not stipulate how these competencies may help to improve the level of portability amongst learners. Apart from the mention of the qualification serving as an exit and entry point from the BEd programme and the PDE, there is no clear linkage between how the acquired competencies relate to vertical or horizontal portability.</p> | (1:4:9) |

| RESEARCH QUESTION 2: Can the relationship between levels, sectors and types of qualifications on the SANQF be made meaningful though an integrated framework? | | | |
|--|---|---|--------------------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Source |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Structure of the qualification ○ Mobility | <ul style="list-style-type: none"> • National Certificate in Construction Plastering The qualification will allow persons to register as a construction plasterer and allow future career advancement across similar trades and to supervisory and management qualifications within the sector. These standards have also been developed for mobility across similar trades within the industry and are intended to allow for further learning towards supervisory and management qualifications within this and other sectors. This qualification also builds on other certificates from a range of sub-sectors and will provide articulation in both technical and management areas. | (2:8:32) |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Structure of the qualification ○ Mobility | <ul style="list-style-type: none"> • National Certificate in Surveying A learner having gained this qualification would be able to register with the South African Council for professional and technical surveyors and through their numerous reciprocal agreements to gain international recognition. All three aspects of mobility, that is, horizontal, diagonal and vertical are built into the qualification. | (2:8:33) |
| Architecture | <ul style="list-style-type: none"> • Articulation <ul style="list-style-type: none"> ○ Learning paths | <ul style="list-style-type: none"> • The underlying principle in the design of an FETC then must be that the qualifying learner has the learning assumed to be in place to embark upon the study of qualifications at a higher level or at the same level but with a different focus, and that through the acquisition of the FETC, a viable learning pathway is created. This underpins the concept that qualification design must favour the principle of ‘dove-tailing’, i.e. exiting from one qualification must lead directly to entry to one or more qualifications at the same or higher level | (SAQA, 2001: 3) ¹ . |

¹ SAQA, (2001). FETC policy document

| RESEARCH QUESTION 2: Can the relationship between levels, sectors and types of qualifications on the SANQF be made meaningful through an integrated framework? | | | |
|---|---|---|------------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Source |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Structure of the qualification | <ul style="list-style-type: none"> • According to the SAQA FETC policy document ‘each FETC will constitute a minimum of 120 credits with a minimum of 72 credits being obtained at or above level 4 and in the case of certificates of 120 credits, a maximum of 48 credits being obtained at level 3, of which at least 20 credits shall be from the field of Communication Studies and Language, and in addition at least 16 credits shall be from the sub-field of Mathematics’ | (SAQA, 2001:3) |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Structure of the qualification | <ul style="list-style-type: none"> • The SAQA FETC policy document (2001: 22) asks what is ‘the degree of coherence that should be prescribed or the amount of learning that must be common for all learners in the FET band to ensure that the progress to further learning is possible within the variety of contexts’? The decision was made that all FETCs should have a minimum number of credits allocated to the Fundamental components of the qualification, and that such credits will be spread across Communication and Language Studies and Mathematical Literacy. | RB ² (2005) |

² Blom, R. (2005) NQF registered Occupational Further Education and Training Certificates (FETCs). An analysis: (Draft)

| RESEARCH QUESTION 2: Can the relationship between levels, sectors and types of qualifications on the SANQF be made meaningful though an integrated framework? | | | |
|--|---|--|-------------------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Source |
| Architecture | <ul style="list-style-type: none"> • Articulation <ul style="list-style-type: none"> ○ Learning paths | <ul style="list-style-type: none"> • Three of the principles underpinning the NQF are associated with learning pathways: <ul style="list-style-type: none"> Articulation: To provide for learners, on successful completion of accredited prerequisites, to move between components of the delivery system; Progression: To ensure that the framework of qualifications permits individuals to move through the levels of national qualifications via different appropriate combinations of the components of the delivery system; Portability: To enable learners to transfer credits of qualifications from one learning institution and/or employer to another. | (SAQA, 2001: 10) ³ |
| Architecture | <ul style="list-style-type: none"> • Articulation <ul style="list-style-type: none"> ○ Learning paths • Portability <ul style="list-style-type: none"> ○ Structure of the qualification ○ Career paths | <ul style="list-style-type: none"> • It is more likely that learners would repeat a unit standard that has many elements that are common, in order to obtain credits, that would translate into a second or third qualification. Hopping onto learning pathways is a common occurrence in the field. The hopping is a result of promotion in the workplace that changes the job-function and content | (2:8:34) |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Career paths | <ul style="list-style-type: none"> • The purpose statements of the occupational FETCs range from specific technical and industry specific competencies, to providing access or a foundation to formal qualifications registered on the NQF at an entry level. The target markets include currently employed, unemployed adults and youth, people who wish to formalize knowledge and skills gained in the specific industry or sector and people who may have been denied advancement in the past. In addition, many purpose statements include possibilities for the building (or extending) of career pathways starting from the FETC as a foundation, as well as provide for lifelong learning, the ability to become self-employed and for the development of entrepreneurial skills. | RB (2005) |

³ SAQA, (2001). Criteria and Guidelines for Assessment of NQF registered Unit standards and Qualifications

| RESEARCH QUESTION 2: Can the relationship between levels, sectors and types of qualifications on the SANQF be made meaningful though an integrated framework? | | | |
|--|---|--|---------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Source |
| | <ul style="list-style-type: none"> • Articulation <ul style="list-style-type: none"> ○ Credit transfer ○ Joint planning ○ Agreed standards | <ul style="list-style-type: none"> • The currently registered occupational FETCs seem to address the needs of a diverse community of learners across many sectors of education and training. • The analysis indicates that all the qualifications in the sample meet the minimum criteria for an FETC, with most of the 70 occupational FETCs exceeding the minimum credit rating. • However, it should be noted that the quality of delivery cannot be assumed from the quality of the structure of the qualification. An investigation into the curricula, learning programmes and assessment practices will enable an informed judgement and will go a long way in ensuring parity of esteem with the other two emerging FETCs, namely the vocational FETC and the general FETC (schools). | RB (2005) |
| Architecture | <ul style="list-style-type: none"> • Integration <ul style="list-style-type: none"> ○ Theory and practice | <ul style="list-style-type: none"> • National Certificate in Supervision of Civil Engineering Construction The qualification consists of generic supervisory competencies, generic technical competencies as well as ‘managerial technical expertise’ required in a specific context. Management supervisory competencies are combined with technical competencies resulting in large qualifications of 240 credits (on average). This compares favourably with similar qualifications in New Zealand that are integrated with practical experience and theoretical study. | (2:8:38) |
| Architecture | <ul style="list-style-type: none"> • Integration <ul style="list-style-type: none"> ○ Workplace practice ○ Curriculum | <ul style="list-style-type: none"> • National Certificate Diesel Mechanic, Fitting and Turning, Plater/Boilermaker To attain this qualification, candidates must achieve exit level outcomes in the core unit standards as well as those required in one of the specialization areas. The specified outcomes for exit level outcomes are performance-based (applied competence as opposed to required knowledge only). This entails that the experience from the workplace may be recognized when awarding credits towards this qualification. | (2:8:54) |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Mobility | <ul style="list-style-type: none"> • The National Certificate: Introduction to the Mining and Minerals Sector is a NQF level 1 qualification and is designed to meet the needs of learners in this sector. The purpose of the qualification is to lay the foundation for mobility and portability within the sector. | (2:8:43) |

| RESEARCH QUESTION 2: Can the relationship between levels, sectors and types of qualifications on the SANQF be made meaningful through an integrated framework? | | | |
|---|---|--|---------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Source |
| Architecture | <ul style="list-style-type: none"> • Portability <ul style="list-style-type: none"> ○ Mobility ○ Career paths | <ul style="list-style-type: none"> • National Certificates Electrical, Diesel Mechanic, Fitting and Turning, Plater/Boilermaker The specialization areas of this qualification allow for a variety of potential employment opportunities within the sector. Furthermore, specialized unit standards create a magnitude of career opportunities within other sector, namely: auto, mechanical and electrical sectors. In addition, this qualification will also provide opportunities for self-employment and entrepreneurship within and across the sector. Conclusion: vertical mobility with the sector, horizontal mobility across sectors and diagonal mobility within diverse career paths. | (2:8:48) |

ANNEXURE 4

QUALITATIVE ANALYSIS OF A SELECTION OF PUBLIC COMMENT ON THE REVIEWS OF THE SANQF

pp. 298 - 337 (Annexure page no's start at 1 for referencing in the text)

- Report of the Study Team on the Implementation of the National Qualifications Framework (Department of Education and Department of Labour, 2002)
- An Interdependent National Qualifications Framework System. Consultative Document (Department of Education and Department of Labour, 2003)

LIST OF ACRONYMS

| | |
|----------|--|
| ASDFSFA | Association of Skills Development Facilitators of South Africa |
| CHE/HEQC | Council on Higher Education/Higher Education Quality Committee |
| COSATU | Congress of South African Trade Unions |
| CTP | Committee of Technikon Principals (now part of Higher Education South Africa – HESA) |
| ECSA | Engineering Council of South Africa |
| FASSET | Financial and Accounting Sector Education Training Authority |
| HPCSA | Health Professions Council of South Africa |
| INSETA | Insurance Sector Education and Training Authority |
| SACP | South African Communist Party |
| SADTU | South African Democratic Teachers' Union |
| SAUVCA | South African Vice Chancellors' Association (now part of Higher Education South Africa – HESA) |
| SAQA | South African Qualifications Authority |
| UMALUSI | Council for Quality Assurance of General and Further Education and Training |

| RESEARCH QUESTION 1: Is the objective of an integrated SANQF an example of policy symbolism? | | | |
|---|-----------------------------|--|-------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy symbolism | Intentions of the framework | Any policy document is open to multiple interpretations and unintended consequences and it is a major failing of the CD that there are significant areas of ambiguity and lack of detail that open the door to conflicting interpretations. | CHE/HEQC |
| Policy symbolism | Intentions of the framework | Politically, the unhinging of education and training will result in the ‘dumbing-down’ of workplace learning and prevent access, mobility and progression for workers wishing to achieve worthwhile higher education and training qualifications. | CHE/HEQC |
| Policy symbolism | Intentions of the framework | The transformation and development of South Africa’s education and training system, including the NQF, should maintain an adherence to principles, values, vision and goals and within these adopt flexible and incremental approaches that utilize and build on progress already achieved post-1994 by existing systems, institutions and organisations. | CHE/HEQC |
| Policy symbolism | Resistance to apartheid | We need to remind the role players in the task team that the National Qualifications Authority is the product of hard, serious and difficult negotiations amongst the strong positioned nationalists and democrats. It further emanated from the alliance’s strong engagements with the opposition of change at the time and as such must be respected. | COSATU |
| Policy symbolism | Resistance to apartheid | A National Qualifications Framework was a central objective of our national liberation. It was a critical element of the Reconstruction and Development Programme. It was to a great extent conceptualise and driven by organized labour, as it was understood that real democratic change was impossible without a complete restructuring of the education and training system. | SACP |

| RESEARCH QUESTION 1: Is the objective of an integrated SANQF an example of policy symbolism? | | | |
|---|----------------------------|---|-------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy symbolism | Resistance to apartheid | The CHE and HEQC are and remain committed to an integrated approach to education and training as an important inheritance of the national democratic struggle of the pre-1994 period and as the most appropriate means to achieve the goals of the NQF: namely an education and training <i>system</i> characterised by equity of access, opportunity and outcomes; high quality provision, learning and teaching; learner mobility and progression; and, articulation between programmes, qualifications and institutions. | CHE/HEQC |
| Policy symbolism | Social inclusion | The social construct nature of the NQF should be upheld, since it creates space for the generation of new knowledge that is socio-technical in character through social dialogue forums. This socio-technical character of the NQF is embodied in all the principles embracing the different needs and expectations of constituencies. | COSATU |
| Policy symbolism | Social inclusion | The inclusion of social partners was an attempt to further the interests of the broader civil society and negate the elitism and non-inclusive approach that characterized the education and training systems under apartheid. | SADTU |
| Policy symbolism | Social inclusion | It is our view that stakeholder engagement is the way to go as this process is political. Political in that it is a transformation process of the apartheid geared education and training system characterised by social strata silos. | COSATU |
| Policy symbolism | Social inclusion | The proposals of the CD do not address issues of access, progression and mobility within higher education and training. On the contrary, they raise further impermeable barriers to such access, mobility and progression. | CHE/HEQC |

| RESEARCH QUESTION 1: Is the objective of an integrated SANQF an example of policy symbolism? | | | |
|---|---|---|-------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy symbolism | Social inclusion | It is beyond any question that the institution of the National Qualifications Framework (NQF) has ushered in a viable and sustainable educational, training and development dispensation. This dispensation has indeed begun challenging the traditional notions of education, training and development in a way that seeks to breakdown the artificial barriers caused by inflexible and narrow focus on professional qualifications. Instead, the approach seems to be widening the scope to structure and recognize on-the-job training, skills and vocational development programs and intermediary qualifications with clear career paths towards fully fledged professionals. | HPCSA |
| Guiding philosophy | Conceptual framework for education and training <ul style="list-style-type: none"> • Integration | DOE and DOL should act according to the spirit intended with the implementation of the NQF, which was to bring about ONE integrated framework for Education and Training | Insurance sector |
| Guiding philosophy | Conceptual framework for education and training <ul style="list-style-type: none"> • Integration | Firstly, the conception of the interface between learning and work. The ' <i>integrated approach</i> ' to education and training that has been a key objective of South Africa's NQF and has strongly shaped its implementation over the last seven years is replaced by an ' <i>interdependent approach</i> ' that rests on conceptual and organisational distinctions between three 'learning pathways'. | CHE/HEQC |
| Guiding philosophy | Conceptual framework for education and training <ul style="list-style-type: none"> • Integration | The CHE and HEQC are and remain committed to an integrated approach to education and training as an important inheritance of the national democratic struggle of the pre-1994 period and as the most appropriate means to achieve the goals of the NQF: namely an education and training <i>system</i> characterised by equity of access, opportunity and outcomes; high quality provision, learning and teaching; learner mobility and progression; and, articulation between programmes, qualifications and institutions. | CHE/HEQC |

| RESEARCH QUESTION 1: Is the objective of an integrated SANQF an example of policy symbolism? | | | |
|---|---|--|-------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Guiding philosophy | Conceptual framework for education and training <ul style="list-style-type: none"> • Integration | While the CHE and HEQC welcome the release of the Consultative Document and support a number of its recommendations (see sections 2 and 7), we fundamentally disagree, with its reconceptualisation of the integration of education and training based on conceptual and organisational distinctions between three 'learning pathways'. We believe that the concept of 'interdependence' marks a dangerous retreat from the principle of the 'integration' of education and training. This will undermine access with quality to higher education and training especially for learners in the workplace. | CHE/HEQC |
| Guiding philosophy | Conceptual framework for education and training <ul style="list-style-type: none"> • Integration | No one disagrees that the integrated approach is more difficult to achieve. Its benefits however, for our society are greater than any that our past system has provided. | INSETA |
| Guiding philosophy | Conceptual framework for education and training <ul style="list-style-type: none"> • Mobility | The addition of yet another learning path may cause confusion and create barriers to entry that can impair learning or career pathway mobility. | ASDFSFA |
| Guiding philosophy | Parity of esteem <ul style="list-style-type: none"> • Vocational • Academic | There also appears to be little or no attempt to ensure that learners who engage in academic qualifications be required to participate in appropriate worksite experiential learning. The establishment of the TOP Quality Council could create another artificial barrier between learners who emerge with academic qualifications (who have not had the opportunity of participating in practical integrated and experiential workplace learning) and those who have obtained certification of vocational competence. Perpetuation of the elitist "ivory tower" academic mentality has a direct influence on the efforts of SDFs to recruit people into learnerships and skills programmes. | ASDFSFA |
| Guiding philosophy | Parity of esteem <ul style="list-style-type: none"> • Vocational • Academic | [The dis-integration of the system] ...will undermine access with quality to higher education and training especially for learners in the workplace. | CHE/HEQC |
| Guiding philosophy | Parity of esteem <ul style="list-style-type: none"> • Vocational • Academic | The difference is not just based on social perception or that workplace-based education and training has not been valued or that elites have used their disciplines to maintain the status quo. The difference is actually a fundamental fact of what education is – about knowledge that is discontinuous, not continuous with every day experience. It takes people beyond the knowledge available to them through every day life. | Umalusi |

| RESEARCH QUESTION 1: Is the objective of an integrated SANQF an example of policy symbolism? | | | |
|---|---|--|-------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Guiding philosophy | Parity of esteem <ul style="list-style-type: none"> • Vocational • Academic • Practical considerations | The conditions for learning with breadth and depth are, of necessity, found in formal education institutions, because workplaces are unlikely to have the time or the trained and experienced staff to enable such learning to happen. It is not useful, therefore, to create a perception of a framework in which all qualifications can be obtained in all three pathways, when in fact it does not seem realistic that higher levels of learning can be reached in the workplace. | Umalusi |
| Guiding philosophy | Parity of esteem <ul style="list-style-type: none"> • Life opportunities • Equal weighting | The initial purpose of the NQF was to integrate education and training giving both, Labour and Education, equal weighting. However, the proposed new NQF is certainly skewed in favour of the Ministry of Education and Higher Education. Many argue that the new proposed system takes us back to the apartheid years where learning on the shop floor was considered inferior and out of the realm of Higher Education. In addition, those progressing through the Higher Education pathways are usually advantaged, with better resources and guaranteed better life opportunities – the NQF was intended to break this elitist status quo that was perpetuated by the apartheid regime in order to create a cheap and poorly skilled black labour force. | SADTU |
| Guiding philosophy | Parity of esteem <ul style="list-style-type: none"> • Equal opportunities | The real test for separated systems is whether learners have equal opportunities in reaching their full potential in such systems. For the main part such systems are resourced in such a way that the academic stream is always the better endowed and learners who are able to progress in this stream have better life opportunities. The parity of resourcing for the various streams is crucial for this model to work. | INSETA |
| Guiding philosophy | Parity of esteem <ul style="list-style-type: none"> • Equal status | Our history teaches us that work-place based learning had always been given an inferior status and one of the assumptions behind the integration project was to give workplace based and institution based learning an equal status. This could be interpreted that those with qualifications from SETA's could be labeled inferior compared to those with qualifications from HEQC. This is taking us back to the Verwoerd era whereby those with technikon qualifications were considered inferior as opposed to those with university qualifications. We are worried about issues such as access and articulation at this level. | SADTU |

| RESEARCH QUESTION 1: Is the objective of an integrated SANQF an example of policy symbolism? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Guiding philosophy | Parity of esteem <ul style="list-style-type: none"> • Equal status • Qualifications | Further, it is our contention that the inter-dependent three-track system proposed in the Consultative Document is at odds with trends in the development of knowledge domains in a 21 st century world, and higher education's necessary and on-going re-alignment in this regard. An NQF that is a continuum of different qualifications at each level (see the SAUVCA submission on the Study Team Report, Aug 2002), varying from "pure" general/formative qualifications at one pole, to "fully" vocational/career-focused qualifications at the other, will see most or all higher education qualifications tending to the middle over time, something which is entirely appropriate for higher education in a world which has seen the very concept of a single, life-long "career" disappear. The further development of this trend will be curtailed if the three-track model of the Consultative Document is put into practice in the belief that different sets of educational philosophies and practices are involved in three domains of learning and development (and, indeed, reminds us of the 'separate spheres' theology of the previous dispensation). | SAUVCA |
| Guiding philosophy | Social construct | The social construct nature of the NQF should be upheld, since it creates space for the generation of new knowledge that is socio-technical in character through social dialogue forums. This socio-technical character of the NQF is embodied in all the principles embracing the different needs and expectations of constituencies. | SADTU |
| Guiding philosophy | Social construct | The NQF was purported to be a social construct that embodied the aspirations of all the people of South Africa, especially those disadvantaged and deprived by our legacy of apartheid. ...the response by the two Ministries on the Interdependent Consultative Document clearly indicates a radical shift from this integration project. In fact, what has occurred is the creation of a new NQF system that has detracted from our transformation agenda by making proposals that fundamentally change the NQF? | SADTU |

| RESEARCH QUESTION 1: Is the objective of an integrated SANQF an example of policy symbolism? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Guiding philosophy | Lack of progress | ...this 'divided ownership' approach creates a number of problems. Another consequence of the emphasis in the CD on achieving a compromise acceptable to the two Departments is that other critical issues associated with the framework are not given the attention they deserve | CHE/HEQC |
| Guiding philosophy | Political will | It is clear that the decision on the NQF requires strong political commitment that is based on the aspirations of the people of this country and that it would be ironic if the NQF is dismantled as a response to the personalities of two ministers. Surely the future of this country's potential to heal itself, empower itself and become a key player in the global arena must transcend the tensions and turf contestation of two individuals. ...if we now begin to establish a new NQF [i.e. not integrated] we are detracting from the mandate of the people of this country and revisiting a past we best leave behind... | SADTU |
| Guiding philosophy | Meta-theme | The fundamental and overriding principle that animates the CHE and HEQC response is that The CHE and HEQC are and remain committed to an integrated approach to education and training as an important inheritance of the national democratic struggle of the pre-1994 period and as the most appropriate means to achieve the goals of the NQF: namely an education and training <i>system</i> characterised by equity of access, opportunity and outcomes; high quality provision, learning and teaching; learner mobility and progression; and, articulation between programmes, qualifications and institutions. | CHE/HEQC |

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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Guiding philosophy | Social and economic development | While the CD acknowledges that the HRD strategy is committed to an inclusive interpretation of work that encompasses values such as human dignity, self-expression and full citizenship, the CD itself concentrates on those skills necessary for social and economic development. Without doubt, the development of the person power of South Africa – in terms of knowledge, skills, competencies and attitudes – is crucial for social and economic development, and the institutions of education and training must make a pivotal contribution in this regard. There is also no doubt that educational institutions must become more responsive to the development of person power for social and economic development. However, the CHE and HEQC must express their grave concern that the CD's interpretation of the HRD strategy gives primacy only to the extrinsic or instrumental goals of education and training such as social and economic development (narrowly conceived) and excludes important intrinsic goals such as intellectual development and personal autonomy that are central to values such as human dignity and self-expression. | CHE/HEQC |
| Guiding philosophy | Fundamental learning | If Fundamental Learning remains as part of regulations rather than as guidance to institutions it can all too easily lead to little more than forms of ritual compliance and 'box ticking'. Other means such as quality assurance mechanisms are likely to be more effective in ensuring that institutions are taking fundamental learning seriously in ways appropriate to the level and content of the programme. | CHE/HEQC |

| RESEARCH QUESTION 1: Is the objective of an integrated SANQF an example of policy symbolism? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Guiding philosophy | Equivalences | <p>The CD supports the NAP model of ‘nested qualifications’ and argues that there are close similarities with the ‘contextual qualifications’ model developed by some of the SETAs. The CD believes these similarities will guarantee valid equivalences or ‘comparabilities’ between qualifications achieved in the work-place and within institutions</p> <p>(CD pages 17 – 20). The CD, however, does not explain how knowledge is to be taught, learnt, and evaluated (assessed and assured) within the different pathways or across institutional and workplace-based sites of learning. Without these details, the CD’s argument is unconvincing. Furthermore, the CD undermines its own argument with its strong recognition of the differences between institution based and workplace based learning. The CD correctly points out that as a result of not recognising these differences, SAQA guidelines attempted to describe all types of learning in terms of a single definition. Instead of trying to develop an NQF that linked the different types of learning, the SAQA approach blurred the differences with its concept of ‘organisational fields’ and failed to take account of the differences in definitions of a qualification. As the CD recognises, the differences neglected by SAQA have emerged anyway and despite the inflexibility of the SAQA guidelines, key groups involved (for example the CHE and the SETAs) have conceptualised or developed qualifications in very different ways. Against this background, the suggestion that there are strong similarities between institution based and workplace based qualifications appears contradictory.</p> | CHE/HEQC |

| RESEARCH QUESTION 2: Can the relationship between levels, sectors and types of qualifications on the SANQF be made meaningful though an integrated framework? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Scope | Portability <ul style="list-style-type: none"> • Coordination • Parity of esteem • Partnerships | The fact that 3 separate bands will reinforce the superiority of the Academia band No automatic portability of qualifications achieved, impacting the TOP Quality Band. This could result in the need for additional bridging learning, that could be required if learners move from the Top band to the Academic band. Learning then becomes more costly Different Level Descriptors applying to the 3 bands Different rules that could potentially apply to providers across the bands hampers partnerships across the bands. | Insurance industry |
| Scope | Divided ownership | The CD recognises the responsibilities of the two Departments for “education and training on the one hand and skills development on the other” (CD p. 5). The emphasis on these different roles and how they might be combined defines the nature of the compromise proposed by the CD. This accepts the need for each Department to be responsible for, and have authority over, both the qualifications appropriate to its remit and the body or bodies established to manage them. As we shall suggest later in this response, despite many references to the importance of collaboration, this ‘divided ownership’ approach creates a number of problems. | CHE/HEQC |
| Scope | Divided ownership | These relationships, however, could be further complicated by the portfolio division of responsibility with two of the QCs linked to the DoE (HI-ED and GENFET) and the other QC (TOP) linked to the DoL. The lack of clarity in the CD increases the possibility of bureaucratic ‘turf-wars’ and jurisdictional ambiguities that will undermine implementation of the objectives of the NQF and HRD strategies. | CHE/HEQC |

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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Scope | Systemic coherence <ul style="list-style-type: none"> • Incoherence | This is to be contrasted with initiatives that seek to introduce new conceptual frameworks and attendant implementation trajectories that are not adequately argued for, which may indeed be severely flawed and, in effect, introduce a host of new problems for national quality assurance agencies and providers of education and training. This does not mean that the CHE/HEQC do not recognize the many acute problems and gaps in the current implementation arrangements for the NQF. The major challenge is to resolve these problems without producing even more obstacles and incoherence in the education and training system. | CHE/HEQC |
| Scope | Systemic coherence <ul style="list-style-type: none"> • Incoherence • Policy predictability and continuity | Related to the above, national quality assurance agencies, other related bodies and providers of education and training continue to be in flux and to face major challenges. The system, institutions and actors are at the limits of their capacities to cope with policy unpredictability and to continuously absorb policy changes, often in the face of inadequate resourcing. There is considerable stress, strain and anxiety within national quality assurance agencies and providers. It is imperative that we avoid further debilitation of institutions and ensure policy predictability and institutional stability. | CHE/HEQC |
| Scope | Systemic coherence <ul style="list-style-type: none"> • Design features • Progression | ...it is unclear how far a common definition of a qualifications will apply to all three pathways or whether they will be able to conceptualise their qualifications in their own terms and negotiate issues of credit transfer and progression | CHE/HEQC |
| Scope | Systemic coherence <ul style="list-style-type: none"> • Equivalence | ...equivalence between [education and training] will not be achieved by political fiat... | SAUVCA |

| RESEARCH QUESTION 2: Can the relationship between levels, sectors and types of qualifications on the SANQF be made meaningful though an integrated framework? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Scope | Systemic coherence <ul style="list-style-type: none"> • Design features • Structural and operational problems | <p>We agree that the SAQA architecture is not holding and ascribe the problems to both structural and operational factors</p> <p>...we must state that we are of the firm opinion that, in some cases, the whole qualification method has most utility while, in other cases, unit standards would be the optimum basis. We illustrate this assertion by recounting experience in the Engineering Standards Generating body (ESGB). A whole qualification approach to standards writing has been successfully used for the BEng degree. At the level of professional competence, unit standards-based qualifications are being developed.</p> <p>We do not dispute that it may be possible to specify the outcomes of a qualification in either unit standards or whole qualifications form. In fact, a preliminary study shows that it may be possible to produce a unit-standards-based EXIT LEVEL standard for a qualification that is substantially, but not exactly, equivalent to the whole qualification version.</p> | ECSA |
| Scope | Systemic coherence <ul style="list-style-type: none"> • Design features • Funding | ...better integration between standards setting, curriculum design and quality assurance of both education and training, and funding of education and training | NSA |
| Scope | Systemic coherence <ul style="list-style-type: none"> • Relationships | Since we do not have any form of structural integration like that of a single ministry of education and training, the relationship between the Departments of Education and Labour and between them and SAQA are crucial in ensuring that SAQA, which is accountable to both the Ministers of Education and Labour, is able to discharge its mandate properly. | INSETA |

| RESEARCH QUESTION 2: Can the relationship between levels, sectors and types of qualifications on the SANQF be made meaningful though an integrated framework? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Scope | Systemic coherence <ul style="list-style-type: none"> • Articulation | If we accept the differences between learning modes and contexts, then the establishment of workable articulation mechanisms is crucial for attaining the desired inter-dependence on the NQF, an inter-dependence which will depend on partnerships and ‘communities of trust’ being built and strengthened between providers from different sites, context and learning domains. | SAUVCA |
| Scope | Qualifications map | A qualifications map or classification system or taxonomy to make possible the accurate placing or positioning of qualifications in terms of explicit criteria (e.g. level descriptors, qualification types and qualifications descriptors), all of which fit into a classification hierarchy. It is in this mapping of our qualifications system that current debates are located about NQF levels and pathways, as well as the distinctiveness of different modes/context of learning. | SAUVCA |
| Scope | Qualifications map <ul style="list-style-type: none"> • Quality assurance | It is urgent that clarification on qualification mapping is established as soon as possible as it hinders any processes of quality assurance. Formal debate on learning pathways needs to be initiated. | Umalusi |
| Scope | Learning pathways | We fully acknowledge the positive role the NQF has played in raising awareness and stimulating creative thinking about ways to enable higher education to be more accessible to previously disadvantaged learners; to clarify learning pathways and qualifications and to stimulate development of mechanisms for recognising all forms of learning other than formal learning. | CTP |

| RESEARCH QUESTION 2: Can the relationship between levels, sectors and types of qualifications on the SANQF be made meaningful through an integrated framework? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Scope | Architecture <ul style="list-style-type: none"> • Design features • Learning pathways | <p>We advocate an approach to promoting articulation and progression in the professions in which clear standards (either exit level or unit standards) are defined at a limited number of stages. For example, we are working toward whole qualifications and substantially equivalent unit standards at Stage 1, namely the exit levels of the National Diploma and BTech in Engineering disciplines and the BEng. Similarly, we are in the process of developing unit standards at the level of competence required for registration in the categories of Engineer, Engineering Technologist and Engineering Technician. We would also wish to be able to reference suitable unit standards in Mathematics, Physical Science and Languages at Level 4 that would give the benchmark of preparedness for higher education studies in engineering. With these three sets of standards, providers would be in a better position to develop pathways for progression of learners.</p> <p>Is mapping of standards and qualifications by TOP potentially useful? Our comment above about a large initial effort followed by light ongoing maintenance applies to qualification mapping. We feel that the various registries maintained by SAQA should contain the map. In fact, we believe that SAQA's current conflation of provider's qualifications (actually programmes in most cases) with standards is both confusing and counterproductive.</p> | ECSA |

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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Scope | Learning pathways <ul style="list-style-type: none"> • Blockages | <p>The National Qualifications Framework (NQF) was envisaged as the vehicle for a new, non-discriminatory human resource development strategy. The underlying rationale being to open up learning pathways for all South Africans, whatever their previous education, training or work experience</p> <p>The proposed three-grid National Qualifications Framework (NQF) is an extreme shift away from this philosophy. The National Qualifications Framework (NQF) will be disintegrated and more complex. Each pathway will be described by a separate set of level descriptors and ‘managed’ by three independent Quality Councils thus constructing walls between the three grids. In the interests of the learner, it will be difficult, if not impossible, to navigate his way through a learning pathway vertically and horizontally across the three grids.</p> | FASSET |
| Scope | Learning pathways | The interlinking of learning pathways is absolutely necessary, it is not often that a person works in the direct field of study undertaken at Technikon’s, College’s or Universities in their youth. In many cases the learner moves from a chosen career path a few years into their careers, recognition for the learning obtained informally is important in the workplace for credibility and promotion or advancement within a career path. Formalisation of the skills learnt, and the ability to progress within an different path is important for the development of an individual and to promote the concept of life long learning. | LYCEUM |
| Scope | Learning pathways <ul style="list-style-type: none"> • Not serious about it | In short, with the establishment of three pathways of learning based on three qualification-types, supported by three sets of level descriptors, with responsibility for both standards setting and quality assurance within the three areas of learning allocated to three QCs, and finally no clear leadership authority indicated or attention given to the management of articulation and integration, it is difficult at this stage to be convinced that the proposal is in fact serious about the continued existence of one, single framework! | INSETA |
| Scope | Learning pathways <ul style="list-style-type: none"> • Fragmentation | The concept of three learning pathways in particular was felt to be fragmentary and a return to the past | NSA |

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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Scope | Portability <ul style="list-style-type: none"> • Coherence • Progression | The 3X3 framework sends a message that progression is as achievable via the right hand column as via the left hand column. This is not to argue against the importance of promoting progression but that it should not drive the design of the framework in the way suggested in the diagram. Qualifications are limited in what they can achieve. They have a role in promoting progression and eliminating unnecessary barriers. However, relative to the work of teachers and the support of employers, they are marginal. The three types of learning or qualification pathways in the diagram are not equivalent. Progression is bound to be skewed towards the left of the diagram because, in an important sense, learning in institutions and through disciplines is far more powerful than learning that takes place at work. If this were not the case, then we would not have schools, colleges and universities. Those countries in South East Asia and Northern Europe that have been most successful in limiting this 'skew', have done it by expanding the quality and quantity of institution based education that is available to those that are in employment and following a work-based route. | CHE/HEQC |
| Scope | Systemic efficiency <ul style="list-style-type: none"> • Linkages | SETAs, where they have proven capacity, should also have the same rights of accreditation over faculties/schools at education and training institutions as, for example, the Health Professions Council and the Engineering Council of South Africa have with faculties of medicine and engineering respectively. In order to ensure this, the relationships between ETQAs must be regularised to ensure systemic efficiency. In the same way, consideration must be given to the SETAs quality assuring relevant faculties in FET colleges, as this is highly desirable to ensure an effective and efficient delivery system for the linked qualifications. Closer linkages between SETAs and FET colleges should be encouraged | NSA |

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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Scope | Routes <ul style="list-style-type: none"> • Learning pathways | <p>There is nothing wrong with the concept of progression from a 'sweeper to an engineer' as proclaimed in a popular slogan of the 1990s. Problems occur, however, if it is assumed that the sweeper can become an engineer through work based learning alone. This flies in the face of what engineering is as a body of largely mathematically-based knowledge which cannot be acquired only in the workplace. The only route for the sweeper, whether part time or full time, is what it always was, via college and university study. The challenge for South Africa is making this route more accessible to people like sweepers, not trying to avoid the problem via an unrealistic view of the potential of workplace based learning to support progression right to the top of the qualifications ladder.</p> | CHE/HEQC |
| Architecture | Commonalities <ul style="list-style-type: none"> • Inter-connectedness | <p>Underlying the architecture for the new NQF structures proposed by the Consultative Document is a separationist ideology characterised by the metaphor that education and training is a continuum with education and training on either extreme, that education institutions are central to knowledge production, and that the differences between education and training must be clearly recognised in the system. This ideology tends to separate out education and training into the three streams academic, general vocational, and occupational as opposed to an integrationist ideology that would tend to build on the commonalities and establish the inter-connectedness.</p> | INSETA |

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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Architecture | Articulation <ul style="list-style-type: none"> • Learning pathways | <p>Learning pathways cannot be sealed off from one another, as though a learner is fated to stay on one route once a choice has been made. The principle of flexibility must ensure that the links are available for learners to move from one pathway to another, to be credited appropriately with learning achievements that are relevant to the new pathway and be afforded the opportunity to acquire additional learning that would enable the learner to make an efficient transition”.</p> <p>However there is no attention given in the document as to who will be responsible for the development and maintenance of these articulation qualifications and credits. Unless this is specifically spelt out there is a very real danger that they will fall between the cracks and the concept of flexible learning pathways will have been lost.</p> <p>In short, with the establishment of three pathways of learning based on three qualification-types, supported by three sets of level descriptors, with responsibility for both standards setting and quality assurance within the three areas of learning allocated to three QCs, and finally no clear leadership authority indicated or attention given to the management of articulation and integration, it is difficult at this stage to be convinced that the proposal is in fact serious about the continued existence of one, single framework!</p> | INSETA |
| Architecture | Articulation <ul style="list-style-type: none"> • Mobility | <p>There are more learners in the FET band outside the formal education system than in it, and there should be a way to move between the two systems. This was one of the strengths in the original NQF system. Internationally there have been moves to create co-operative projects that link schools, vocational education and universities and advanced study in the workplace. Having three rigid pathways will not facilitate this option.</p> | INSETA |

| RESEARCH QUESTION 2: Can the relationship between levels, sectors and types of qualifications on the SANQF be made meaningful though an integrated framework? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Architecture | Linkages | While the CHE and HEQC welcome the release of the Consultative Document and support a number of its recommendations (see sections 2 and 7), we fundamentally disagree, with its reconceptualisation of the integration of education and training based on conceptual and organisational distinctions between three 'learning pathways'. We believe that the concept of 'interdependence' marks a dangerous retreat from the principle of the 'integration' of education and training. This will undermine access with quality to higher education and training especially for learners in the workplace. Politically, the unhinging of education and training will result in the 'dumbing-down' of workplace learning and prevent access, mobility and progression for workers wishing to achieve worthwhile higher education and training qualifications. | CHE/HEQC |
| Architecture | Linkages <ul style="list-style-type: none"> • Career paths | The interlinking of learning pathways is absolutely necessary, it is not often that a person works in the direct field of study undertaken at Technikon's, College's or Universities in their youth. In many cases the learner moves from a chosen career path a few years into their careers, recognition for the learning obtained informally is important in the workplace for credibility and promotion or advancement within a career path. Formalisation of the skills learnt, and the ability to progress within an different path is important for the development of an individual and to promote the concept of life long learning. | LYCEUM |
| Architecture | Credit transfer | It should be possible for learners to gain qualifications (and even degrees) by completing parts (accumulated in the form of credit) over different lengths of time and combining them in different ways rather than necessarily being tied to specific sequential programmes over a particular time. | CHE/HEQC |
| Architecture | Portability | The proposed structure would create another three silos. The objective of achieving portability is being undermined by the silo mentality It is essential that the country maintain one framework of qualifications, and that the commitment to equity and redress be affirmed | SACP |

| RESEARCH QUESTION 2: Can the relationship between levels, sectors and types of qualifications on the SANQF be made meaningful though an integrated framework? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Architecture | Mobility and articulation | This [the three tracks] does not represent the National Qualifications Framework (NQF) principles of mobility and articulation | FASSET |
| Architecture | Articulation | [The three tracks] reinforce the problems with articulation that there were in the past | INSETA |
| Architecture | Articulation | [Articulation] it depends on design issues and how far the unit-standard model is retained for the different types of qualification | CHE/HEQC |
| Architecture | Articulation <ul style="list-style-type: none"> • Learning pathways | The establishment of foundation programmes would enable learners to pick up the theoretical, discipline knowledge for entry into [Higher Education] learning. In this way public institutions create entry to learning pathways that lead to progression and qualifications | CTP |
| Architecture | Articulation <ul style="list-style-type: none"> • Learning pathways | ...a preliminary study shows that it may be possible to produce a unit-standards based EXIT LEVEL standard for a qualification that is substantially, but not exactly, equivalent to the whole qualification version. We advocate an approach to promoting articulation and progression in the professions in which clear standards (either exit level or unit standard) are defined at a limited number of stages. For example, we are working toward whole qualifications and substantially equivalent unit standards at Stage 1, namely the exit levels of the National Diploma and BTech in Engineering disciplines and the BEng. Similarly, we are in the process of developing unit standards at the level of competence required for registration in the categories of Engineer, Engineering Technologist and Engineering Technician. We would also wish to be able to reference suitable unit standards in Mathematics, Physical Science and Languages at Level 4 that would give the benchmark of preparedness for higher education studies in engineering. With these three sets of standards, providers would be in a better position to develop pathways for progression of learners. | ECSA |
| Architecture | Articulation <ul style="list-style-type: none"> • Learning pathways | In the interests of the learner, it will be difficult, if not impossible, to navigate his way through a learning pathway vertically and horizontally across the three grids' | FASSET |

| RESEARCH QUESTION 2: Can the relationship between levels, sectors and types of qualifications on the SANQF be made meaningful though an integrated framework? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Architecture | Articulation <ul style="list-style-type: none"> • Learning pathways | ...the ability to progress within a different path is important for the development of the individual and to promote the concept of life long learning | LYCEUM |
| Architecture | <ul style="list-style-type: none"> • Quality criteria | ...different sets of quality standards or criteria...[create] inconsistencies in quality... | FASSET |

| RESEARCH QUESTION 3: Can the development of communities of practice enhance trust amongst partners in education and training? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy breadth | NQF as one element of the HRD strategy | The creation of a qualifications framework cannot on its own bring about fundamental change in education and training provision and practices. Ultimately, it is the concerted effort and deliberate building of the capabilities and capacities of providers through the support of government and other agencies and through institutional initiatives in the areas of curriculum, learning, teaching and personnel expertise that are the crucial levers of fundamental transformation. ...the NQF is a <i>major</i> vehicle for the transformation of education and training. However, the NQF is not the sole mechanism for transforming education and training and for realizing various social purposes and goals | CHE/HEQC |
| Policy breadth | NQF as one element of the HRD strategy | ...so many factors influence the human resource development that is taking place. The NQF is not the only factor. Specific programmes and projects bring about real progress. More emphasis is needed on implementation | SACP |
| Policy breadth | NQF as one element of the HRD strategy | ...this integrated approach by the Department of Education and Department of Labour has many merits. Joint responsibility for this function is admirable, [but] is it realistic and “doable”? | LYCEUM |
| Policy breadth | Divided ownership <ul style="list-style-type: none"> • Collaboration | ...despite many references to the importance of collaboration [between the departments] this “divided ownership” [of the SANQF] creates a number of problems | CHE/HEQC |
| Policy breadth | Divided ownership <ul style="list-style-type: none"> • Policy alignment | ...we found the lack of alignment of national policy regarding education and training an obstacle | CTP |
| Policy breadth | Divided ownership <ul style="list-style-type: none"> • Legislative coherence | ...it is not clear how the following structural changes will impact on the skills development legislation’ | FASSET |

| RESEARCH QUESTION 3: Can the development of communities of practice enhance trust amongst partners in education and training? | | | |
|--|---|---|-------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy breadth | Divided ownership <ul style="list-style-type: none"> Legislative coherence | Within the context of the commitment to the objectives of the NQF and the legislative framework provided by the SAQA Act of 1995, SAQA finds itself precariously positioned – on the one hand SAQA is obliged to comment on the draft HEQF policy, and while most willing to do so to ensure improved NQF development and implementation, it is on the other hand severely compromised in that the draft HEQF policy appears to ignore much of the current legislative framework, most notably the SAQA Act (Act 58 of 1995) and the Skills Development Act (Act 97 of 1998). This is most evident in the re-assignment of roles and responsibilities of SAQA and existing Education and Training Quality Assurance bodies (ETQAs) other than the Council on Higher Education and its Higher Education Quality Committee. The draft HEQF policy presupposes extensive amendments to the current legislation as mooted in the <i>Consultative Document</i> (DoE and DoL, 2003), even though the outcome of that process is still undetermined. | SAQA |
| Policy breadth | Divided ownership <ul style="list-style-type: none"> Legislative coherence Policy alignment | ...requires policy continuity’, but that the higher education sector has to constantly ‘cope with policy unpredictability’, which is leading to ‘considerable stress, strain and anxiety within national quality assurance agencies and providers’ | CHE/HEQC |
| Policy breadth | Divided ownership <ul style="list-style-type: none"> Legislative coherence Policy alignment | ...policy alignment is a necessary condition for successful implementation within each sector or system This policy is necessary for the effective implementation of the NQF in terms of the development of a qualifications map, qualification design features, standards setting, quality assurance, and indeed, the design and implementation of flexible access routes. | SAUVCA |
| Policy breadth | Divided ownership <ul style="list-style-type: none"> Legislative coherence Policy alignment | ...legislations with different mandates undermines integration | SADTU |
| Policy breadth | Divided ownership | It became clear that there were serious disagreements between the two custodians of the NQF, the Department of Labour and the Department of Education | SACP |
| Policy breadth | Divided ownership <ul style="list-style-type: none"> Legislative coherence | ...require amending the legislation | NSA |
| Policy breadth | Divided ownership <ul style="list-style-type: none"> Jurisdictional ambiguities | ...increases the possibility of bureaucratic “turf-wars” and jurisdictional ambiguities that will undermine the implementation of the objectives of the NQF and the HRD strategies | CHE/HEQC |

| RESEARCH QUESTION 3: Can the development of communities of practice enhance trust amongst partners in education and training? | | | |
|--|--|--|--------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy breadth | Divided ownership <ul style="list-style-type: none"> • Collaboration | ...this further undermines the collaboration required between workplace-based and institution-based models of learning | COSATU |
| Policy breadth | Establishment of trust <ul style="list-style-type: none"> ○ Alignment of strategies | Specific legislation has been promulgated within the Insurance Industry that advocates the implementation of formal learning; viz <ul style="list-style-type: none"> • FAIS (Financial Advisory Intermediary Services Act) • Financial Services Charter Our industry is in the process of gearing up to meet the needs of these legislative requirements. Over the past 3 years the Insurance Industry have focused on getting buy-in and commitment to the NQF and setting up structures to prepare for implementation. Current changes in legislation pertinent to our industry are too far reaching and are too soon and will seriously hamper our NQF / SDF implementation initiatives. This set-back will impact on the very nature of our business, (FAIS), as without formal learning being implemented for our Financial Advisors we will not have competent staff to sell our products. This will have a serious impact on the economy of the country. | Insurance industry |
| Policy breadth | Establishment of trust <ul style="list-style-type: none"> • Collaboration of sub-structures | The National Qualification Framework should capture, reflect and enable Skills Development required Nationally, Sectorally and according to company specific requirements. | Insurance industry |
| Policy breadth | Establishment of trust <ul style="list-style-type: none"> • Collaboration of sub-structures | The inability of <i>all</i> key players to enact memoranda of understanding and create a free flow of information and funding between Setas has seriously hampered the establishment and implementation of cross-sectoral learnerships. An additional learning path and uncertain new roles for quality assurance bodies might create new conflicts to thwart the achievement of learnership targets. | ASDFSAs |
| Policy breadth | Communities of practice | ...the NQF and its structures were founded on stakeholder participation and involvement – in standards and qualifications development and registration, in workplace implementation, in [Sector Education and Training Authorities (SETAs)] and in monitoring and evaluation | SACP |
| Policy breadth | Communities of practice | ...the importance of stakeholder participation in the conceptual stage of standard generation cannot be over-emphasised...[and]...we recommend that all stakeholders be accorded the same status and role, in order to avoid the dominance of one stakeholder at the expense of others | COSATU |

| RESEARCH QUESTION 3: Can the development of communities of practice enhance trust amongst partners in education and training? | | | |
|--|---|---|-------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy breadth | Communities of practice | ...we support the importance of interdependent stakeholders participating in the process of generating standards' | CTP |
| Policy breadth | Communities of practice | Much awareness has been built around the generation and development of commonly agreed upon, internationally benchmarked standards. | LYCEUM |
| Policy breadth | Communities of practice | ...national prescription, standardisation and regulation should happen only at the most generic levels... | SAUVCA |
| Policy breadth | Communities of practice <ul style="list-style-type: none"> • Quality assurance | It is clear that the NQF must simultaneously be flexible enough to meet the needs of business and sufficiently structured, in terms of quality assurance, to ensure the sustainability of the NSDS. | ASDFS |
| Policy breadth | Communities of practice <ul style="list-style-type: none"> • Quality assurance | ...other bodies, which adopt a different approach to quality assurance, are perceived to be less rigorous | INSETA |
| Policy breadth | Communities of practice <ul style="list-style-type: none"> • Quality assurance • Quality criteria | ...[linkages] between providers and the SETAs as there is a lot of competition in the marketplace. It is important that all providers are considered by the same criteria and managed objectively | LYCEUM |
| Policy breadth | Communities of trust | ...the establishment of workable articulation mechanisms is crucial' and 'will depend on partnerships and "communities of trust" being built and strengthened between providers from different sites, contexts and learning domains Practices, partnerships and "communities of trust" between providers, users and bureaucratic systems are the essential elements which ensure that adequate and appropriate learning opportunities are provided and recognised. These crucial on-the-ground networks of shared understandings, agreements and cooperation that strengthen the possibility of delivery are not sufficiently addressed...This is the "realm" in which the effort of building communities of trust will be felt and which will impact most strongly on the ability of the system to meet the goals of the NQF. | SAUVCA |

| RESEARCH QUESTION 3: Can the development of communities of practice enhance trust amongst partners in education and training? | | | |
|--|--|---|-------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy breadth | Communities of trust <ul style="list-style-type: none"> • Incentives | ...a direct exchange of information between SETAs and relevant faculty-based clusters of training institutions. [Such partnerships] could inform new funding arrangements [in order to] develop networks of employers for workplace experience, internships, etc. ... have to be governed by government regulations [because] [v]oluntary alliances have proven inefficient and insufficient to ensure broad based implementation of the envisaged partnerships | NSA |
| Policy breadth | Communities of trust and practice | ...[Technikons] have established communities of trust with industry through cooperative education programmes and advisory boards | CTP |
| Policy breadth | Communities of trust and practice | ...the HPCSA ...has already structured a co-operative arrangement with the Health and Welfare SETA, the effect of which is that the HWSETA will focus, for standard setting and quality assurance processes, on levels below 5 while the HPCSA will focus on levels 5 upwards...both parties have committed to a collaborative arrangement in which it is recognized that any qualifications below level 5, which leads to registration with the HPCSA, must actually be handled jointly with the HPCSA. ...a wider sectoral approach which can only breed a collaborative process...as opposed to a fragmented and individualistic process of standards setting and quality assurance [could offer] enrichment that you would otherwise find in a collaborative arrangement | HPCSA |
| Policy breadth | Communities of trust and practice | An example is the tendency for professional bodies and employers to form links with [Higher Education] Band institutions | CHE/HEQC |
| Policy breadth | Establishment of trust <ul style="list-style-type: none"> • Coherence • Collaboration of sub-structures • Institutional development | The creation of a qualifications framework cannot on its own bring about fundamental change in education and training provision and practices. Ultimately, it is the concerted and deliberate building of the capabilities and capacities of institutional providers through the support of government and other agencies and through institutional initiatives in the areas of curriculum, learning, teaching and personnel expertise that are the crucial levers of fundamental transformation. | CHE/HEQC |

| RESEARCH QUESTION 3: Can the development of communities of practice enhance trust amongst partners in education and training? | | | |
|--|--|---|-------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy breadth | Establishment of trust <ul style="list-style-type: none"> • Coherence | The governance and regulatory architecture of the NQF should be simple, clear, efficient and effective. Clear jurisdictions for, and responsibilities of, the different agencies must be defined and legislated in unambiguous terms thereby avoiding contestations over 'territory', delays due to overly bureaucratic structures and processes, and uncertainty amongst the QCs and institutional providers. | CHE/HEQC |
| Policy breadth | Establishment of trust | The CD implies that public providers of higher education should focus on general formative education and should not compete with private or corporate providers specialising in occupationally oriented training (CD pages 13 & 14). The CHE and HEQC strongly object to this caricature of higher education and training. The implication is that universities and technikons should provide only undergraduate general formative qualifications and post-graduate discipline-based qualifications, leaving career focused and professional qualifications to private providers. This would decimate enrolments in public higher education institutions and severely undermine the quality of education and training in fields such as health, law, engineering, business, accountancy, teaching and public administration amongst others. It assumes, also, that there are private providers capable of taking on these responsibilities whereas there is no evidence to support this. | CHE/HEQC |
| Policy breadth | Establishment of trust | ...voluntary alliances have proven inefficient and insufficient to ensure broad based implementation of the envisaged partnerships... | NSA |
| Policy breadth | Coherence <ul style="list-style-type: none"> • Funding | The portfolio division of responsibilities should not lead to situations where the funding of provision is located in one government department and the quality assurance of programmes and qualifications is located in an agency that reports to another government department. This will severely undermine the capacity of the Department of Education to steer and transform higher education through planning, funding and quality assurance. | CHE/HEQC |

| RESEARCH QUESTION 3: Can the development of communities of practice enhance trust amongst partners in education and training? | | | |
|--|----------------------------|---|-------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy breadth | Coherence | <p>The CD argues that the unit standards/whole qualification distinction masks more fundamental differences between disciplinary and work-based learning and the purposes of the different types of qualifications that they lead to. This is true. However, in rejecting the distinction, it is unclear whether it is assumed that <i>all</i> qualifications will consist of unit standards (albeit not necessarily as separate standards) or whether a unit standards definition of a qualification will only apply to work based qualifications. In other words, it is unclear how far a common definition of a qualification will apply to all three pathways or whether they will be able to conceptualise their qualifications in their own terms and negotiate issues of credit transfer and progression.</p> <p>The CD argues that the unit standards/whole qualification distinction is redundant as qualifications are always made up of parts (units) and that there is a requirement that each part has to be coherent in itself as well as in how it contributes to a whole qualification. However the CD does not elaborate on when the parts can be treated separately from the whole, or where and by whom decisions are made about the sequencing or accumulation of parts. The idea that qualifications should be ‘credit based’ and available in units or ‘bite sized chunks’ is fashionable, albeit controversial. On the one hand there is the question as to whether all qualifications should be obtainable on the basis of ‘accumulated credit’ (e.g. through modules) or whether institutions, employers or professional bodies should reserve the right to reject some combinations. There is considerable debate around the rationale for credit-based or unitised qualifications. They are assumed to be attractive to</p> <p>(a) Employers who may not want to pay for a whole qualification; and</p> <p>(b) Disadvantaged learners who might be put off whole qualifications.</p> | CHE/HEQC |

| RESEARCH QUESTION 3: Can the development of communities of practice enhance trust amongst partners in education and training? | | | |
|--|---|---|-------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Policy breadth | Articulation | <p>On the other hand, a possible outcome of their availability is narrowly based skills training for some employees and ‘Mickey-mouse’ qualifications for disadvantaged learners which do not give access to progression. The coherence of whole qualifications can be exclusionary; however it can also be a guarantee of the rigour and validity of the knowledge and/or skills that are being acquired.</p> <p>It should be possible for learners to gain qualifications (and even degrees) by completing the parts (accumulated in the form of credit) over different lengths of time and combining them in different ways rather than necessarily being tied to specific sequential programmes over a particular time. At the same time universities, technikons and professional bodies should be allowed to decide the criteria for adequate and coherent sequences and combinations.</p> <p>The implications of the position taken in the CD are unclear as it depends on design issues and how far the unit-standard model is retained for the different types of qualification. It is for example, highly debatable, whether a unit standards model is appropriate for discipline-based qualifications.</p> | CHE/HEQC |
| Policy breadth | Articulation <ul style="list-style-type: none"> • Pathways | <p>The CTP continues to support the concept of an NQF, its objectives and principles. Whether the NQF is the vehicle for addressing redress and national economic, social and cultural development, is debatable. We fully acknowledge the positive role the NQF has played in raising awareness and stimulating creative thinking about ways to enable higher education to be more accessible to previously disadvantaged learners; to clarify learning pathways and qualifications and to stimulate development of mechanisms for recognising all forms of learning other than formal learning</p> | CTP |
| Continuum of learning | Epistemologies <ul style="list-style-type: none"> • Discipline-based and workplace-based | <p>Epistemologically and pedagogically, the CD tries to combine two incompatible principles: a principle of equivalence whereby qualifications and the learning they represent are similar across different sites and modes of learning; and, a principle of difference whereby important differences between modes and sites of learning are recognised. The CD assumes, but does not explain how, these tensions will be resolved.</p> | CHE/HEQC |

| RESEARCH QUESTION 4: Can an integrated framework enhance the complementarity of discipline-based and workplace-based learning? | | | |
|---|--|--|-------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Continuum of learning | Epistemologies <ul style="list-style-type: none"> • Discipline-based and workplace-based learning | Differences between modes of learning should not be trivialised or seen as easily 'overcome'. Discipline-based learning (mainly in institutions) and occupational context-based learning (mainly in the workplace) can be represented as two 'poles of a continuum' but this should not obscure the hierarchical differences between the two types of learning. Further it may be possible to 'erase' the distinction between unit standards and whole qualifications, but, this will be a slow and complex process. The reconceptualisation of the distinction requires considerable curriculum research and development to establish a clear relationship between the 'parts' and the 'whole' of a qualification. | CHE/HEQC |
| Continuum of learning | Epistemologies <ul style="list-style-type: none"> • Academic; academic-vocational; occupational | Furthermore, the three columns have some grounding in practical experience and the structure at least points to an organisational basis for limiting the proliferation of bodies involved in both qualification design and quality assurance | CHE/HEQC |
| Continuum of learning | Epistemologies <ul style="list-style-type: none"> • Academic; academic-vocational; occupational | ...a major impact on access to equal opportunities by learners...even in the current NQF system it is still difficult for learners who could not pursue academic training to have an opportunity to prove himself/herself. | COSATU |
| Continuum of learning | Epistemologies <ul style="list-style-type: none"> • Academic; academic-vocational; occupational | ...different modes of learning are associated with differing levels of abstraction, with the greatest level of abstraction on the discipline-learning side... These different ways of knowing have implications for the equivalence of qualifications. Discipline-learning at a particular level cannot be equated to work-based learning at the same level. Although there may be parity of esteem of learners on the same level, it does not mean that the qualifications are comparable and equal | CTP |

| RESEARCH QUESTION 4: Can an integrated framework enhance the complementarity of discipline-based and workplace-based learning? | | | |
|---|--|--|-------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Continuum of learning | Epistemologies <ul style="list-style-type: none"> • Equivalence • Parity of esteem | <p>The CD argues for recognition of three distinct but inter-related learning modes or pathways constituting a continuum of learning (CD pages10-12). The two poles of the continuum are marked by discipline-based learning (mainly in institutions) and occupational context-based learning (mainly in the workplace). In the middle of the continuum is career-focused or general-vocational learning (mainly in institutions). The CD proposes that these three learning pathways form the basis for three distinct but equivalent qualification pathways.</p> <p>The CHE and HEQC believe that the CD fails to recognise that these different types of learning represent not just differences but also a hierarchy of types of learning. Qualifications have to remain rooted in epistemological reality and in people's experience if they are to be a vehicle for expanding education and training. The three proposed qualification pathways are not equivalent; parity of esteem is not a reality in any country, partly as a result of continuing social inequalities and the unequal distribution of wealth and partly because there are real differences between types of learning. The CD begins by recognising this reality in its discussion of types of learning but completely loses its implications in its proposals. In effect, workplace learning will be separated from other forms of learning by impermeable barriers, creating a destructive silo effect. The CHE and HEQC believe that far from improving access, mobility and progression, the recommendations of the Interdepartmental Task Team will lead to the perpetuation of inequalities, and impermeable boundaries between what will be perceived to be superior 'educational' institution based qualifications, and what will be perceived to be inferior 'training' workplace based qualifications.</p> | CHE/HEQC |
| Continuum of learning | Epistemologies | [a challenge to] the traditional notions of education, training and development in a way that seeks to break down the artificial barriers caused by inflexible and narrow focus. | HPCSA |

| RESEARCH QUESTION 4: Can an integrated framework enhance the complementarity of discipline-based and workplace-based learning? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Continuum of learning | Epistemologies <ul style="list-style-type: none"> • Equivalence | <p>...institutional and disciplinary knowledge and education on the one hand and workplace-based knowledge and education on the other hand are not just different, they exist in a hierarchical relationship to each other.</p> <p>It is worth pointing out that a national framework of qualifications, because qualifications are a statement or proxy for learning that has taken place, is of necessity arranged hierarchically in terms of breadth and depth of learning. The conditions for learning with breadth and depth are, of necessity found in formal education institutions, because workplaces are unlikely to have the time or the trained and experienced staff to enable such learning to happen</p> <p>...the general and further education and training bands are driven by different purposes. If one accepts that general education is about <i>foundation</i> and <i>basic</i> education, the quality assurance and curriculum issues take on a different meaning to that of the further education and training band.</p> | UMALUSI |
| Continuum of learning | Epistemologies <ul style="list-style-type: none"> • Equivalence • Parity of esteem | We want to concentrate here on the issue of equivalence in relation to bands and levels and to suggest that ‘the principle of equivalence’ which, for example, treats institutional or disciplinary learning as equivalent to learning that ‘is unique to the workplace’ is an assumption that needs to be questioned and that it may be more about aspirations to equality than reality. The CD distinguishes between different types of learning but fails to recognise that, in an important sense, these different types represent not just differences but a hierarchy of types of learning. There is much historic prejudice against practical skills and craft knowledge and much elitism surrounding subjects and disciplines. Both forms of prejudice have origins in the class structure of capitalist societies and both need to be criticised. | CHE/HEQC |
| Continuum of learning | Epistemologies <ul style="list-style-type: none"> • Equivalence | <p>Underlying these prejudices are real epistemological differences between the knowledge that can be acquired in the left hand column (institutionally and through disciplines) and that which can be acquired in the right hand column (in the workplace). The ‘principle of equivalence’ is fundamentally misleading in obscuring these real differences.</p> <p>The power of different types of learning is a reality that any NQF has to start from. If it does not, it will be a barrier to progression - not a way of overcoming barriers.</p> | CHE/HEQC |

| RESEARCH QUESTION 4: Can an integrated framework enhance the complementarity of discipline-based and workplace-based learning? | | | |
|---|---|--|--------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Curricular integrability | Theory and practice <ul style="list-style-type: none"> • Relevance to the world of work | The National Skills Development Strategy (NSDS) is aimed at addressing the structural problems of the labour market inherited from the past, and transforming the South African labour market from one with low skills to one characterized by rising skills and a commitment to life long learning. | Insurance industry |
| Curricular integrability | Theory and practice <ul style="list-style-type: none"> • Relevance to the world of work | Our position is further supported by widespread acknowledgement of a trend of learning (and thus qualifications) which focuses on both economically useful knowledge as well as the development of ways of knowledge that will promote innovation, creativity, adaptability and flexibility in individuals. Learning should therefore support preparation for economic participation now and in the future, as well as prepare learners for good citizenship. | CTP |
| Curricular integrability | Theory and practice <ul style="list-style-type: none"> • Complementarity | ...some knowledge-based industries are probably closer to the academic path than [a] simplistic description of workplace learning...Academic learning should feed into the real world needs of South Africa in the 21 st century in order to address the skills shortage and ensure that educated people are also employable. Discipline-based learning alone may render learners unemployable as is currently the case with many school leavers and graduates. | ETQA |
| Curricular integrability | Theory and practice <ul style="list-style-type: none"> • Progression • Articulation | ...experiential learning is more than skill alone...it is more useful to identify what theory or experiential learning is outstanding when considering progression on a career path via identified qualifications... We agree that public providers cannot provide for specific job skills and generally have a more broad career focus. This does not preclude articulation between specific work-based learning and public education institutions | CTP |
| Curricular integrability | Epistemologies | ...it can easily be concluded that there are a substantial number of qualifications which are offered at institutions which ought to give considerable attention to skills development within the related occupation of profession, if they are to be considered worthwhile. | ETQA |
| Curricular integrability | Epistemologies | ...[comparabilities should be established], 'as opposed to assuming epistemological equivalence' | CHE |

| RESEARCH QUESTION 4: Can an integrated framework enhance the complementarity of discipline-based and workplace-based learning? | | | |
|---|--|--|-------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Curricular integrability | Epistemologies <ul style="list-style-type: none"> • Convergence | Furthermore, we note the trend in higher education qualifications – in South Africa and internationally – to converge towards the middle of the continuum of learning modes; i.e. for discipline-based learning to become more skills-based and employability conscious and for workplace learning increasingly to include some form of generic skills development. | SAUVCA |
| Curricular integrability | Epistemologies <ul style="list-style-type: none"> • Convergence | ...leads to a stunted conception of workplace learning. Workers will be trained only in those skills they require as workers, not as citizens or members of the community who deserve an education that respects and nurtures their dignity and worth as creative human beings. ...the unhinging of education and training will result in the ‘dumbing-down’ of workplace learning and prevent access, mobility and progression... [gives primacy to]...extrinsic or instrumental goals of education and training such as social and economic development (narrowly conceived) and excludes important intrinsic goals such as intellectual development and personal autonomy that are central to values such as human dignity and self-expression. | CHE/HEQC |
| Curricular integrability | Theory and practice <ul style="list-style-type: none"> • Workplace based qualifications | Learnerships will provide opportunities for the development of entrepreneurs and venture-creation, which means the number of small, medium and micro-enterprises (SMMEs), could increase phenomenally in the coming years. This would have a significant effect on unemployment and wealth-creation in communities that have historically borne the brunt of socio-economic deprivation. | ASDFSFA |
| Curricular integrability | Theory and practice <ul style="list-style-type: none"> • Workplace based qualifications | SAUVCA supports workplace learning that is part of a well-structured curriculum, designed especially to afford opportunities to learners to apply theory to practice and to learning workplace skills. Such learning has many forms such as clinicals, practicals, experiential learning components, cooperative learning and service learning. | SAUVCA |
| Curricular integrability | Theory and practice <ul style="list-style-type: none"> • Linked qualifications | The design of trade, occupational, and professional qualifications should be based on models that have worked well in the past. The best element and practices in these models should be used as a model for “linked qualifications”. Artisans and professionals both undergo “education” and “training” that culminates in a qualification, which gives them elite status in the labour market. The theory and practice complement one another and lead to “expertise”, which is recognised internationally and affords those who are qualified mobility and portability across the globe (emphasis in original). | NSA |

| RESEARCH QUESTION 4: Can an integrated framework enhance the complementarity of discipline-based and workplace-based learning? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Curricular integrability | Theory and practice <ul style="list-style-type: none"> • Linked qualifications • Articulation | ...articulation inevitably requires making up for deficiencies in the fundamental underpinnings requiring a move to the “left”...before moving “right” again | ECSA |
| Curricular integrability | Theory and practice <ul style="list-style-type: none"> • Workplace based qualifications • Linked qualifications | Firstly, there is much research and teaching within higher education that is focused on the workplace. Secondly, restricting workplace learning to learning in the workplace ignores the key role played by research in higher education and training qualifications. | CHE/HEQC |
| Curricular integrability | Theory and practice <ul style="list-style-type: none"> • Workplace based qualifications • Linked qualifications | The traditional view of the delivery of education and training in HE is that discipline learning takes place in universities and skills development in the workplace. The integration of these two modes of learning is currently largely represented by the delivery in technikons. In this latter form of delivery, interdependence certainly is a major factor in the delivery. Technikon programmes, by their very nature as career-oriented programmes, integrate education and training. Our position is further supported by widespread acknowledgement of a trend of learning (and thus qualifications) which focuses on both economically useful knowledge as well as the development of ways of knowledge that will promote innovation, creativity, adaptability and flexibility in individuals. Learning should therefore support preparation for economic participation now and in the future, as well as prepare learners for good citizenship. | CTP |
| Curricular integrability | Theory and practice <ul style="list-style-type: none"> • Linked qualifications | ...progression may often start in a pathway “unique to the workplace”, but will inevitably not end in that pathway... | CHE/HEQC |
| Curricular integrability | Theory and practice <ul style="list-style-type: none"> • Linked qualifications | What people learn in universities is different to what is done at workplace[s] and there is no link between the two... | SADTU |

| RESEARCH QUESTION 4: Can an integrated framework enhance the complementarity of discipline-based and workplace-based learning? | | | |
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| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Curricular integrability | Theory and practice <ul style="list-style-type: none"> • Linked qualifications | <p>...linked qualifications...that incorporate theory and practice, and thus achieve integration between education and training...</p> <p>The design of trade, occupational, and professional qualifications should be based on models that have worked well in the past. The best element and practices in these models should be used as a model for “linked qualifications”.</p> <p>Artisans and professionals both undergo “education” and “training” that culminates in a qualification, which gives them elite status in the labour market. The theory and practice complement one another and lead to “expertise”, which is recognised internationally and affords those who are qualified mobility and portability across the globe</p> | NSA |
| Curricular integrability | Theory and practice <ul style="list-style-type: none"> • Linked qualifications | You see we have put together a qualifications framework with the balance of education and training. That is why a lot of our [Higher Education institutions] can't offer those qualities because they only have the one part of the qualification that they have expertise in. So, they find fault in the qualifications and honestly [do not recognise] that they need to shed their own way of looking at the qualifications because they only have the academic and not the training and development [of teachers in mind]. | SACE |
| Curricular integrability | Theory and Practice <ul style="list-style-type: none"> • Danger of market-orientation | [over-emphasis on] economic needs at the expense of social and political development needs [which] does not facilitate the attainment of transformation in the education and training architecture as entrenched by the apartheid government. | COSATU |
| Curricular integrability | Theory and Practice <ul style="list-style-type: none"> • Appropriate mix | ...appropriate mix of institutional and workplace learning... | ECSA |
| Curricular integrability | Theory and Practice <ul style="list-style-type: none"> • Appropriate mix | <p>This is of particular relevance to the professional qualifications as these qualifications will straddle across the two/three grids</p> <p>...a career-focused learning pathway, which acknowledges the long-held view of professional bodies that the rigid distinction between discipline-based and occupational context-based does not recognise the way in which many professional designations are achieved</p> | FASSET SAICA |
| Curricular integrability | Theory and Practice <ul style="list-style-type: none"> • Appropriate mix | SAUVCA supports workplace learning that is part of a well-structured curriculum, designed especially to afford opportunities to learners to apply theory to practice and to learning workplace skills. Such learning has many forms such as clinicals, practicals, experiential learning components, cooperative learning and service learning. | SAUVCA |

| RESEARCH QUESTION 4: Can an integrated framework enhance the complementarity of discipline-based and workplace-based learning? | | | |
|---|---|--|-------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Curricular integrability | Theory and Practice <ul style="list-style-type: none"> • Appropriate mix | Firstly, there is much research and teaching within higher education that is focused on the workplace. Secondly, restricting workplace learning to learning in the workplace ignores the key role played by research in higher education and training qualifications. | CHE/HEQC |
| Curricular integrability | Theory and Practice <ul style="list-style-type: none"> • Appropriate mix | The traditional view of the delivery of education and training in HE is that discipline learning takes place in universities and skills development in the workplace. The integration of these two modes of learning is currently largely represented by the delivery in technikons. In this latter form of delivery, interdependence certainly is a major factor in the delivery. Technikon programmes, by their very nature as career-oriented programmes, integrate education and training. | CTP |
| Curricular integrability | Partnerships | ...collaboration between [Sector Education and Training Authorities (SETAs)], employers and higher education institutions... | CHE/HEQC |
| Curricular integrability | Partnerships | ...the collaboration required between workplace-based and institution-based modes of learning... | COSATU |
| Curricular integrability | Partnerships | ...practice components of professional and career-oriented qualifications can be performed in authentic contexts...support investment by industry [to provide] placement opportunities for candidate graduates...forms part of HE programmes [should be] appropriately funded by Government | CTP |
| Curricular integrability | Partnerships <ul style="list-style-type: none"> • Funding | ...more structured mechanisms (including funding) to enable SETA ETQAs to partner with clusters of providers... ...[the Sector Education and Training Authorities] would be well-placed to develop networks of employers for workplace experience, internships, etc. | NSA |
| Curricular integrability | Partnerships <ul style="list-style-type: none"> • Collaboration | ...a fundamental orientation to life, based on the capacity for critical thought and action, which goes far beyond the specific knowledge and skills-sets that are required to achieve the specific vocational goals of the job market ...constructive partnerships with professional bodies and other stakeholders in professional programmes that are offered in higher education institutions | SAUVCA |
| Curricular integrability | Partnerships | ...internationally there have been moves to create co-operative projects that link schools, vocational education and universities and advanced study in the workplace... | ETQA |
| Curricular integrability | Partnerships | Collaboration between SETAs, employers and higher education institutions [for progression routes] | CHE/HEQC |

| RESEARCH QUESTION 4: Can an integrated framework enhance the complementarity of discipline-based and workplace-based learning? | | | |
|---|---|---|-------------------|
| Theme | Codes and sub-codes | Evidence/relationship with research question | Respondent |
| Curricular integrability | Partnerships <ul style="list-style-type: none"> • Alignment • Funding | <p>...principled partnerships between different providers from different sites, contexts and learning domains [to establish workable articulation mechanisms between partners and these partnerships] holds as strongly for vertical progression from [Further Education and Training] to [Higher Education and Training]...such opportunities will have to be created on the basis of significant alignment between sectors, and partnerships between higher education, further education and the world of work</p> <p>...in order to expand access to HE study it further remains imperative that system blockages are removed...the HE sector as providers needs to be able to access funding via [Sector Education and Training Authorities] and state subsidies</p> <p>While the [Higher Education] sector has the infrastructure and expertise to [enable articulation and access] through flexible delivery modes, the biggest challenge remains access to funding and the brokering of effective partnerships which will indeed make HE, FET and the world of work “inter-dependent”...without this element, even a well-conceptualised NQF with an appropriate qualifications map [and] a well-organised bureaucratic system will not achieve the goals it was designed to effect.</p> | SAUVCA |
| Curricular integrability | Partnerships | [A dichotomy between workplace-based and institution-based learning could thus undermine] the collaboration required between workplace-based and institution-based modes of learning | COSATU |
| Curricular integrability | Partnerships | Viewed from the perspective of a statutory profession, what agreements would be required in order for the profession to perform its essential functions? [Partnerships between] the profession and HEQC...; the profession and SETAs...the profession and GENFET-QC | ECSA |
| Curricular integrability | Partnerships | [Partnerships in quality assurance in relation to workplace learning in order to bring this into the] quality assurance spiral in a unique way | ETQA |

ANNEXURE 5

CODES – NQF IMPACT STUDY – CYCLE 2

| The extent to which qualifications address the education and training needs of learners and the South African society (Q) | | |
|---|--------------------------------|---|
| 1. Number of qualifications (N) | Q: N: number | The interviews may offer limited info on this indicator but it has been included nonetheless |
| 2. Effectiveness of qualifications design (ED) | Q: ED: access | Race, gender and disability |
| | Q: ED: mobility | Between providers and levels |
| | Q: ED: progression | Particularly recognition of qualifications in the workplace |
| | Q: ED: fit-for-purpose | Addresses contextual needs |
| | Q: ED: increased-employability | Employees with NQF quals are more employable |
| 3. Portability of qualifications (P) | Q: P: horizontal | Portability of qualifications across vocational, professional and academic streams |
| | Q: P: diagonal | Portability of qualifications across streams including change in level |
| | Q: P: vertical | Portability of qualifications across levels within one stream |
| | Q: P: awareness | Awareness of portability options |
| | Q: P: parity-of-esteem | Qualifications offered by different institutions |
| | Q: P: comparability | NQF qualifications and non-NQF qualifications (e.g. non-aligned training) |
| | Q: P: credit-transfer | Recognition is given for incomplete qualifications (non-RPL) including the ability to move between institutions |
| 4. Relevance of qualifications (R) | Q: R: workplace | Relevance to the workplace and industry |
| | Q: R: society | Relevance to society in particular – much more general than workplace |
| | Q: R: availability | The availability of relevant qualifications |
| | Q: R: new | Qualifications in new and emerging field of learning |
| | Q: R: internationality | International comparability of NQF qualifications |
| | Q: R: skills-shortage | Qualifications (through learnerships and skills programmes) |
| 5. Qualifications uptake and achievement (UA) | Q: UA: cost-quals | The cost of completing NQF qualifications |
| | Q: UA: provider-distribution | Distribution of accredited providers across SA including availability and variety |
| | Q: UA: employees | New and prospective employees having completed NQF qualifications |
| | Q: UA: learners | Extent to which learners in general complete NQF qualifications |
| 6. Integrative approach (IA) | Q: IA: articulation | Movement of learners between vocational and academic streams |
| | Q: IA: co-operation | Co-operation between formal education and world of work |
| | Q: IA: value | The comparative value of educational and vocational qualifications |
| | Q: IA: theory-and-practice | The inclusion of both theory and practice in NQF qualifications |
| | Q: IA: unification | Extent to which SA has adopted a unified approach – i.e. integrated |
| | Q: IA: pathing | Influence of integration on career and learning pathing |

| The extent to which the delivery of learning programmes addresses the education and training needs of learners and the South African society (LP) | | |
|---|--|---|
| 7. Equity of access (EA) | LP: EA: disabilities | Access of learners (particularly those previously excluded) to NQF qualifications |
| | LP: EA: gender | |
| | LP: EA: age | |
| | LP: EA: race | |
| | LP: EA: non-traditional-learners | |
| 8. Redress practices (RP) | LP: EA: admission-requirements | Influence of institutional admission requirements on learner entry |
| | LP: EA: RPL-availability | Availability of RPL systems and procedures to learners |
| | LP: RP: credits-through-RPL | Learners obtain credits towards NQF qualifications through RPL |
| | LP: RP: access-without-requirements | Learners are granted access to FET and HE institutions whether or not they have a matriculation certificate |
| 9. Nature of learning programmes (N) | LP: RP: promotion-without-requirements | Employees are promoted whether or not they have a matriculation certificate |
| | LP: RP: redress-measures | Education and training institutions implement measures to facilitate the redress of past unfair practices |
| | LP: N: demand | Demand for learning programmes based on NQF qualifications |
| | LP: N: redesign | The implementation of the NQF has led to the redesign of courses (to adopt an outcomes-based format) |
| 10. Quality of learning and teaching (QLT) | LP: N: quality-through-OBA | The quality of learning programmes is improved by using an outcomes-based approach (OBA) |
| | LP: N: curriculum-development | NQF qualifications enable effective curriculum development |
| | LP: QLT: learner-needs | NQF has led to improved learning and teaching practices that address the needs of learners |
| | LP: QLT: learner-support | New and improved learner support systems have been introduced |
| | LP: QLT: employer-support | Employers have introduced measures to support employees studying towards NQF qualifications |
| 11. Assessment practices (AP) | LP: QLT: quality-through-OBA | The quality of learning and teaching is improved by using an outcomes-based approach (OBA) |
| | LP: QLT: responsiveness | Learning and teaching practices are responsive to the needs of the learners |
| | LP: QLT: professional-development | The professional development of education and training practitioners has received increased attention |
| | LP: AP: fairness | The assessment of learning towards NQF qualifications is fair (unbiased) |
| | LP: AP: validity | The assessment of learning towards NQF qualifications is valid (measures what it is supposed to measure) |
| | LP: AP: reliability | The assessment of learning towards NQF qualifications is reliable (dependable and consistent) |
| | LP: AP: implementability | The assessment of learning towards NQF qualifications can be implemented with/without undue difficulty |
| 12. Career and learning pathing (CLP) | LP: AP: changes | Significant (positive/negative) changes to assessment practices over the past few years |
| | LP: AP: quality | The quality of assessment practices over time |
| | LP: AP: workload | Workload associated with the assessment of NQF qualifications |
| | LP: AP: feedback-and-appeal | Feedback and appeal mechanisms have become more accessible to learners and employees |
| | LP: AP: cost-assessment | The cost of assessing learning towards NQF qualifications |
| | LP: CLP: learner-awareness | Learners' awareness of career opportunities associated with NQF qualifications |
| | LP: CLP: employers'-support | Employers encourage employees to improve their qualifications by providing learning pathways |
| | LP: CLP: CCFOs | Learning programmes include CCFOs |

| The extent to which quality assurance arrangements enhance the effectiveness of education and training (QA) | | |
|---|--------------------------|--|
| 13. Number of registered assessors and moderators (NAM) | QA: NAM: assessors | The interviews may offer limited info on this indicator |
| 14. Number of accredited providers (NAP) | QA: NAP: providers | The interviews may offer limited info on this indicator |
| 15. Quality assurance practices (P) | QA: P: new-learning | New forms of learning, teaching and assessment developed as a result of the introduction of QA practices |
| | QA: P: quality | Has the quality assurance improved? |
| | QA: P: problems | Admin and bureaucratic problems |
| | QA: P: agreed-standards | Quality assurance ensures that qualifications are offered against agreed standards |
| | QA: P: provider-quality | Quality assurance practices have improved quality of education and training providers |
| | QA: P: accreditation | Accreditation as QA measure |
| | QA: P: standards-setting | Standards-setting as QA measure |

| The extent to which the NQF has had a wider social, economic and political impact in building a lifelong learning culture (SEP) | | | |
|---|--|---|---|
| 16. Organisational, economic and societal benefits (OS) | SEP: OS: employers-support-LLL | Employers support LLL | |
| | SEP: OS: providers-support-LLL | Providers support LLL | |
| | SEP: OS: institutional-policies | Changes in institutional policies and practice as a result of the NQF | |
| | SEP: OS: RPL | Overarching comments on RPL | |
| | SEP: OS: hope | Learning pathways offer hope for a better future | |
| | SEP: OS: self-esteem | Achievement of qualifications contributes to self-esteem | |
| | SEP: OS: NQF-awareness | General awareness of NQF and NQF-related issues | |
| | 17. Contribution to other national strategies (ONS) | SEP: ONS: HRD | Awareness and links to the HRD (through the NQF) |
| | | SEP: ONS: unemployment | NQF and a decrease in unemployment |
| | | SEP: ONS: economic-growth | NQF and the development of new economic opportunities |
| SEP: ONS: illiteracy | | NQF and reducing illiteracy | |
| SEP: ONS: upskilling | | NQF and upskilling of the labour force | |
| SEP: ONS: lifeskills | | Life skills incorporated into qualifications, e.g. HIV/AIDS awareness | |
| SEP: ONS: regional-collaboration | | SADC/African collaboration | |
| SEP: ONS: employability | | Employability and sustainable livelihoods | |
| SEP: ONS: socio-economic-situations | | Enables communities to take control of their socio-eco situations | |
| SEP: ONS: NSDS | | Awareness and links to the NSDS (through the NQF) | |
| SEP: ONS: SMME | | Self-employed/small businesses | |
| SEP: ONS: Tirisano | | Awareness and links to the DoE's Tirisano Strategy (through the NQF) | |
| SEP: ONS: formal-education | NQF quals have made the formal edu system more relevant to the needs of learners | | |

ANNEXURE 6
RESEARCH INSTRUMENTS

CYCLE 1 INSTRUMENTS

ANNEXURE 6
RESEARCH INSTRUMENTS

CYCLE 2 INSTRUMENTS

- Survey Questionnaire
- Focus Group – Practitioners
- Focus Group – Learners
- Focus Group - Labour

ANNEXURE 7
TRANSCRIPTS OF UNSTRUCTURED INTERVIEWS WITH SAQA BOARD
MEMBERS

| | | |
|-----------------|--|----------|
| Ms M van Rooyen | Association of Private Providers of Education, Training and Development (APPETD) | 18/05/06 |
| Dr S Badat | Chief Executive Officer of the Council on Higher Education (CHE) | 18/05/06 |
| Mr K Hall | Business South Africa (BUSA) | 19/05/06 |
| Ms S Muller | National Professional Teachers' Organisation of South Africa (NAPTOSA) | 19/05/06 |
| Dr A Paterson | Discretionary | 01/06/06 |
| Mr S Isaacs | Executive Officer of the South African Qualifications Authority (SAQA) | 12/07/06 |

**INTERVIEW WITH MS MARIETTA VAN ROOYEN
18 MAY 2006**

What does integration mean? What it is that we mean when we say it?

MvR: Let me distinguish between integration of the system of education and training, which is the overall system of integration, are you talking about that? Because integrated assessment is something else
You know Ronel, I have been giving it a lot of thought.
What I think – we are being too, – a lot of us often can't see the woods for the trees. If you look at the trees, there is the vocational education tree and there is the academic tree, you know, and we don't see the wood, now, the wood is the NQF, and the only thing that was an objective of in the NQF is to give equal status and recognition to vocational studies on the same level as academic studies. We didn't want to, what is that word is used in the Umalusi report - equivalence.

RB: Didn't want to create equivalence...its comparability.

MvR: You don't want to say that Bobby Godsell is equivalent to a professor in management at the university – there is no equivalence, I must tell you, but they must get equivalent status.

RB: So, it is not equivalence in terms of ...

MvR: It is equivalence on the NQF – [on a level] and that is where I think the academics have now won the battle. When you look at the new level descriptors – they have won the battle – we didn't have enough people from industry in that group. As a matter of fact, it only had academics - it didn't even have the private providers – even though I scream for it all the time.

RB: So, just explain that. In other words, we saying the fact that we are now going from 8 – is a reflection of ...

MvR: No, I have no problem with the fact that we are going from 8 to 10 – the level descriptors were drawn up by academics only. So, the level of responsibility in a big company like Anglo doesn't feature. The level of responsibility of a person and, and you know Ronel we must go back to the really excellent stuff that was done in SA – where you could have a government ticket certificate person coming through the technical college or through the technikon or through the university – but what his got is his government ticket is equivalent in all respects to that engineer in terms of the authority he carries – the government ticket examination is one of the most respected exam in this country – it is a written exam but extremely applied, its outcomes based, like the CA, you know. Now, we have very few of these people left – like welders, a good welder, like the one we were

told about in that strategy workshop, Prof du Toit, it must have the same status as a professor at the university -

RB: So it is about the status

MvR: The status being a recognition of ability, of authority, of responsibility and so on. That's why I really feel with the unions on this – they want their people in factories – a person who looks after a multi-million rand power station, to be recognised as somebody worthwhile. Then we will also draw people into the industry – the is the point for ASGISA and JIPSA...the status of vocational and occupational, and that is why I got so cross with 'Oranges and Apples', because they denigrate [vocational qualifications]

MvR: You see why it is so important to have the level descriptors, written in such a way [that it accommodates the equal status], but we failed and I am a lonely voice in this regard.

RB: I want to ask you something about that level descriptors. Just in terms of, not so much the content, but in terms of the idea that there should be separate level descriptors...

MvR: This is wrong that is where you don't get equal status.

RB: So in other words, if our level descriptors are right, written right, it will lead to the awarding of equal status?

MvR: Yes

MvR: I don't want people to say that 'I have been in the factory for 20 years and therefore I must get a masters degree', its ridiculous you know. But, but I have been in the factory for 20 years and I am responsible for all of this, I do all of that...

RB: I have all the experience and knowledge...

MvR: Yes, and therefore I am on a level 6

RB: What would be the effect/implication for our system if we don't manage to get integration right?

MvR: In the first place we are going to strengthen the ivory towers tremendously and it will just remain a dominating kind of ideal in our whole existence – can I just say that I think it is very closely related to the fact that our entire our schooling system is set up to prepare people for university - even the FET now is trying to do that – setting up people to go to higher education. Which is so absolutely

- ridiculous if you think about it – only 2,5 % of people that start schooling, ever go to higher education and then only 1 % make it, I mean, of those who start school. The other 99% have to be prepared for work, but why is this idea that going to university is so absolutely vital in our society, because after the second World War –the Afrikaners absolutely set themselves for this and after apartheid, blacks absolutely set themselves for this, which is fine and I understand, it is a social thing, where one understands it, but that is why we don't have skills in this country, that's why we can't run the country and start grow the economy because we all think that the ideal thing for your child is to go to university - because they don't get recognition [elsewhere]
- RB: That is the point, if the status of occupational and vocational qualifications were higher – more learners would want to and more parents will help and encourage their children to go there...
- MvR: As they are doing in Australia – we should go to Australia again and see why it is that they have all of that vocational/occupational things working there – people have status, a waitress has status – your tourist guide have enormous status and they are proud of their situation and of their jobs...and self-respect... that goes with it.
- RB: As long as higher education or general/academic holds sway in relation to the status then everyone else is going to see themselves and wanting to, aspiring to be there...and being sorry that they can't.
- MvR: Do you remember the slogan that was always ...in the early 90s – 'from sweeper to engineer' and we need to have an ability for a person to start as a sweeper and have the status of the engineer eventually without necessarily being the engineer. Be the head of the cleaning should give equal status.
- MvR: Of course, Alan Wilkin was the example, he was the CEO of ESKOM started as an apprentice an ended up as the CEO, so it is possible for doing it.
- MvR: The more we veer away from that original and...the unions, you know - they insisted on this equal status - that's where it comes from – it is almost uncanny how – I mean I am a total capitalist, but I am actually appreciative of what they said.
- MvR: Transformation in the country needs that – don't you think?
- RB: We will know that we have arrived once, once we can say that people have equal status
- MvR: Which is why it is so dangerous to divide the system in terms of qualifications – to dis-integrate if you like.

**INTERVIEW WITH PROF S BADAT
18 MAY 2006**

RB: An integrated framework – we see it in every publication that comes out – what does it mean, what does it mean to you, what does it mean to the sector?

SB: Do you mean an integrated framework of E and T or interdependence, in what sense?

RB: Exactly that. How would you, how do you see it from your particular perspective? How do you see integration?

SB: My starting point is that, you know, given where I come from in the 80s and being the People's Education convener. So, ideologically, I come from that kind of background and is in the social movement who is committed to this. If I stuck there still, there is a serious problem 20 years down the line – I think we all matured and so on, so I think sometimes we get stuck in the ideological and I think a lot of the policies and so on in this country have been driven by ideological positions that adheres to particular theoretical frameworks and so on. Now, that's, I immediately want to say that that there is nothing wrong with that – and I still want to argue 20 years later that this is the correct starting point. I don't accept affordability, for example, as the correct starting point. I believe that your goals, your principles and values and all that, including the context in which you have to pursue these things are what should shape. Now, I think sometimes, where we are not honest enough – is, as much as ideology and visions and principles should drive policies and so on, at some point we have to also step back to say, but what does the empirical evidence say and if the empirical evidence is pointing in a different direction then you have to have the an interplay between the empirical evidence and ideological dispositions because otherwise we are being dishonest – the empirical must speak, and this is the point to say that there is nothing wrong with ideology driving the policy but the two must come together at some point. What does the empirical say to you now?

The second point I wish to make, perhaps when in the heady days of people's education and people's power and so on we kind of dissolved complex binaries too easily. The people's education and people power part of it and the education and training part of it. And I think that was at a point where we were kind of highly optimistic and we thought that we will kind of really show the world because we also assumed we are pretty unique, therefore we would do it differently, wouldn't make the kind of mistakes that others have made and so, so, I think there was this kind of context also. Unique – wouldn't make the mistakes that others have made, so I think there is the kind of contexts that Mongani calls SA exceptionalism.

The third point I would make is that there is, I think, there is a conceptual difference between education and training and I think you try and ignore that

difference at your peril and that is why we have to two distinct terms for them – and these terms are not just terms that are conflated – they are concepts also and if you don't want conceptual conflation then you must be able to clarify very clearly what education is and what is training.

So, these debates are not just around education and training, the debates in the early 90s where people like myself were responding very sharply to Andre Kraak and others – we were assuming that a particular Cosatu model can dissolve paradoxes and contradictions – we are saying, don't make such grandiose claims, you may be able to manage those paradoxes, but dissolving them is a bit too far.

So, so you know, the Cosatu model allows you to pursue both equity and economic growth and development simultaneously. Well perhaps, but that is a very big claim to make, are you sure, you may be able to manage that better, but dissolve the tension is another kind of, this is taking this to another level and you are actually taking it out of the debate then - there is only one model and I think you misunderstand in your perpetuaseness in some senses, that you think that certain model can simply dissolve...and therefore I have also started to say that we must be very careful of speaking the language of solutions also, because some of these problems are so complex – I am not sure we can solve or dissolve them, I think we learn to manage them as best as we can and in a way that is constantly asking ourselves: are we sure we are remaining faithful to the ideological and social commitments we have to redress, equity, justice and so on? That's what you ask yourself all the time, but for the rest it is about finding appropriate strategies in managing these paradoxes that run through our society and run through our institutions and so on - the equity and social equity issues versus development i.e. if you are only driven by equity you may have a very nice profile of your institution but it is tending to end there because you don't have the skills base. On the other hand, if you are only concerned about whether people can do the job, your equity profile may look very bad. Now you have got to manage that, Sam's got to manage that. I have got to manage that. But, at some point, and this you can reduce to the individual dilemma: here I have a post, I cannot afford to bring in someone who cannot do the job whether he is white or she is a women or whatever. I know the consequences of bringing in someone...because it will land with me, my life will be more difficult, but I know that I have an equity profile, so you can't solve those things, you can manage those things.

Coming back to...I think there is a conceptual distinction to be made between education and training – I think that we have tried to either conflate them or we tried to pretend that there are not problems or tensions.

The example, when you...you can train someone to do certain things, but that doesn't mean that you have necessarily educated that person. In the same way you can educate someone, but it doesn't mean that because you have now taught me in engineering how thermo-dynamics and everything works, I can actually go and fix my car. I mean you can give simple examples to show that the two are

different. And really I think what we are talking about is what kind of combination do we want to have in a graduate or anyone that is simultaneously education and training. And now, because you start...so if you think you can simply dissolve that – then we only need one set of institutions, and only one kind of...an engineer must be able to do everything from building a bridge to the kinds of thing that someone from previously a technikon does, but there is a finite demand that any human being can do. So, certain engineers actually deal with conceptual design issues and so on and others deal with other issues and they really constitute a team. Now, does that make one person better – now that's where our issue comes in. Therefore, because we are living in a society – again it comes back to the economic and social system. If you could actually pay an engineer 10 grand a month, who comes from UCT and you can also pay a person who comes from TUT 10 grand a month, actually our problems are solved. That is exactly what has happened in Cuba. Why are Cuban teachers so dedicated like Martin ...is going to show again from his three country study that was just finished off – Cuba, Brazil and Chile – because they get paid the same – and therefore they go into teaching because they love teaching – they have a social calling for teaching. They know when they become an engineer or they become a medical doctor, they are not going to earn more – so, they all earn the same and people go into areas that they are really interested in. We've got a problem of the kind of differentials that arise if you are engineer that is trained at UCT, or you come out of a technikon or a college.

RB: So, your status is associated...

SB: We have a kind of conception of equality, which is 'sameness', right, whereas the equity conception, which is about fair and just treatment, it is about recognising the worth of each human being and individual and his or her contribution to the economy and society, even though there may be differentials related to the qualifications and expertise and so on. Now, you know, if you want to introduce these things – you can introduce it – but change the economic and social system, then you may succeed, but in the context of a capitalist system that we have adopted post 1994 – you are...being dishonest and people understand that...if you think you can say that these are equivalent. Now that is where the whole equivalence issue comes in. Now, I think sometimes that we are not clear enough on what the problem is.

RB: That's true...

SB: We can solve the problem of giving equal regard by paying people the same.

RB: The same salary.

SB: Perhaps the person who is going to UCT may say that 'Actually, I am more cut out to go to the technikon and because I am going to earn the same, I'll go there'.

I think, the whole education and training thing is also embedded in a particular context and because we... And that is why I say, our policy intervention should be simultaneously driven by ideology and values and so on and also the context within which we have to operate. Certain things will work in a different social system that is not going to work here. So, my own view then is that given that we have a differentiated economy, which requires a differentiated labour force – then we have to ask the question, that, for that differentiated economy and labour force and occupational structure, what is the basket of knowledge, competencies, skills and attributes required for any particular occupation in this country and that's in a sense – some of them will veer much more to the educational and theoretical and so on, and others will veer much more to the practical – and that is how you approach it – and that's how I think you don't necessarily dissolve it, but you approach it in a different way altogether.

RB: Right

SB: The idea simply that for the sake of looking ideologically elegant, education must simultaneously be training and training must be simultaneously be education – listen a human being has got only so much that he or she can do, in a three or four year programme. So, in trying to solve the problems of a social and economic nature through education ...and we forget Sociology 101 of Education that we have been teaching and you often have to remind yourself that teaching Sociology of Education in the 80s in a context of where you are fighting apartheid and you are critiquing, but you were critiquing on the basis that you thought that we are going to build a different economic and social system in the country.

If it is not the case, why do you think that education and training can overcome...that are fundamentally social and economic structural problems of the society. I think a lot more honesty is required.

You cannot achieve socialism in a capitalist system and you cannot achieve a new...

I am perhaps more clearer, but you know when you are having to espouse particular policies in a particular context you have to do the best you can. That's why I say you need very good advisors...that you can deflect...You don't recognise what the fundamental problems are, which are social structures economically, you then look for other levels of where the problems are. Why do we have unemployment – unemployment is a feature of capitalism.

RB: That's interesting

SB: Show me a capitalist society that doesn't have unemployment – there is a very good argument that was made a 100 years ago by Marx of why unemployment and what role unemployment plays, why you need an industrial reserve... so,

don't blame CHE or SAQA or universities because there is unemployment - it is a structural feature of the capitalist society.

Of course, you can't say that as a Minister, but you know, the sociologists of education and so on have to say that to you. You know, let's get real here - unless you're Denmark or Sweden or so, which is a very small economy, wealthy, where you can manage that - if you live in those societies you have little unemployment. So, I think we are caught in these kind of - I am not, I am not being cynical about it, I am just very honest about the fact that - because I still believe that there is something worthwhile to hang on to - the ideological goals and so on. But, I also understand the context that I work in - I have to provide advice and I have to comment on things from a perspective of having chosen this economic and social system - can I provide advice to you that can still be more progressive - yes, I think I can...to tell you to tell Minister Manu to cut out his neo-liberal policies. That's not useful.

Can we...something, still be done within that - yes, with a lot of imagination, yes, we can find ways of addressing some of our issues, ways that can create more social justice rather than exacerbate them. Otherwise, you must to lock yourself away somewhere at a university and simply do other kinds of research and so on - cut yourself off. But if you are working at SAQA, Umalusi and the CHE and these kinds positions - understand the context you are working in and the kind of advice - I wrote it in a recent paper somewhere, which I am still reworking - 'be careful of making a virtue of out of necessity'. Listen, advising the Minister in a particular way is a necessity of the context of which you are working in - but don't make a virtue of that, because there can be different ways of addressing these issues.

RB: I'd like to see that, where are you going to publish it?

SB: Because, you can change the ideological frame, and say...you can actually do this, my criticism then becomes that ...and this a debate I am having with ...and others at the HSRC...you can change the frame, rather than just provide the kind of advice and providing the kind of recommendations you are making, because the Ministry is paying for it. You can change that frame and simultaneously do research that it is very useful to Cosatu and other social movements. Because there are alternatives, but it requires more radical thinking around certain lines and so on, and so, but I know you've got to pay your bills and so on. So you have to do the work and give the customer, in this case, who is paying for the research, what they want. Now that doesn't make you an apologist - you are doing the work with a lot of integrity and so on, as long as you don't make a virtue out of necessity, because there are alternatives, always. It is question of choices...what choices we ought to make and what decisions we ought to make.

So yes, I think you could approach education and training differently but, so, where I... agree with ...there many things I disagree with Jonathan in terms of

conceptually and in terms of strategy and so on. But where I do agree with Jonathan is when you approach curriculum 2005 and so on, from a purely ideological way and don't understand the context within which you are implementing, what you are heading for, is disaster. The idea that suddenly those that have been trained in fundamental pedagogics all their life, who have never been asked to think for themselves really and so on, and suddenly be introduced to...what you call these things, the cascade model... the cascade model is only as good as the people at the top are ...

So, if you are introducing it into a context where the raw material is not there – rather than cascade, do it over a longer term, much more thorough...than weekend workshops.

I think we are in a rush, rather than saying 'lets be systematic about these things'...we are in such a rush...because you have Minister that promises that he will increase our matric outputs by fifty percent and so on. Well, things like education and training, you can't have a six months plan, you must have a 10, 15 – 20 year plan

SB: We underestimate, and that is coming back to the topic, we underestimate what was left in 1994, and I keep saying that, and Jonathan is right there, I absolutely agree there – we don't get our head around about how bad it was and not just in schooling, in the universities also.

RB: Everywhere, I agree, everywhere...

SB: But unless we become honest about that, then we can formulate a lot of interventions and so on, but we should not be surprised that we are underestimating the nature of the problem.

**INTERVIEW WITH MR KEN HALL
19 MAY 2006**

RB: What do you see, what are your feelings, what do you think about this notion of an integrated framework? What is it? What do we mean by it? What do want to achieve with it?

KH: Ed French put it wonderfully one day and I have never forgotten the notion, because I could relate to it being a chemist. He used the jungle gym – kids climbing on a jungle gym – I could see it as an atomic framework or the DNA...where I see the NQF as making sense of all the internal pathways of the DNA. So I have had this absolute passion for an integrated framework, but I contradict myself totally by saying that I do not see an integrated framework as making all things equal.

I want to illustrate this – when you do academic learning, you build a foundation of thinking – that thinking can in no ways be substituted by an RPL - because the thinking is a structured academic learning wall. All that RPL can do is to tell you who you can talk to as peers – but the walls are never the same, there will maybe be a few things in the wall of RPL that are indicators that this person can hold is own.

I want to give you a perfect example. You're a degreed person, I am a technikon-based person. Your academic thinking you learnt in your degree, is totally different from technikon based learning, and it has to be, because we have different roles: when I go into a problem, I'm thinking solutions, when you into a problem, you're thinking of concepts. Remember the first Impact Study meeting, I walked in and I said 'do we want to measure the efficiency of the bureaucracy?' And it was as if...I saw James' eyes open up, I don't know if yours did, it might have, because we have this amazing academic framework and I still think it is fabulous, but I could see the lack of an end state to say: 'are we really looking at the impact or are we actually looking at all the frameworks and the detail, getting stuck in the detail'. OK?

When you go into a doctorate degree or a master's or an honours, you build onto that, because you've got the thinking. I am totally against the notion of technikon people doing that, or even an RPL, to go straight onto a doctorate, an academic doctorate like a PhD, because I believe the thinking that would go into that doctorate would be practical based and not academic based. So, when I get back to the notion of an integrated learning system – an integrated learning system should establish peers, but not equals.

RB: Now you will have to explain what you mean by that.

KH: People who can have equal esteem for each other, equal respect...

- RB: So, it is status...but not, so it is peers, but not...?
- KH: Not equals. You are Afrikaans by background, I am English by background – we are peers in culture, but not equal cultures. A university-based culture is totally different from a technikon-based culture is totally different from a technical college-based culture. I can sit with my technical college friends, you know who are certificated engineers...I have an equal respect for them, but I will never pretend to be equal in status to them in their practical knowledge – heaven help it...when my brother comes around, with his...you know he is an engineer...I wouldn't put him near a car, I wouldn't put him near anything like that – neither would I put myself there, but my cousin who is a certified engineer, is the guy that does that stuff for us, when we go camping, we always have a stratification of people. You've got the intellectuals, you've got these guys – but I would put those guys with the cars – those guys fix the cars, I'd rather do the cooking. You see what I mean, there are different roles, different roles in society.
- RB: OK, so...Right, that's interesting. However, why is it ...
- KH: We are trying to...and this is the misperception in the integrated system, is that we are trying to make everyone into recognised as having degrees. I am very unpopular at work, because one of my biggest jobs is to consult on the equivalency of qualifications, and it relates back to service benefits, as well. Now, I am saying 'we have set the benchmark of certain benefits accrue to people with degrees', then they come along and they say 'Yes, but, I got a business studies unit MBA from the Durban Technikon, Durban Institute of Technology and I want to be recognised as a person with an MBA from Tukkies'. Then I say 'Nonsense'
- RB: But isn't the MBA...
- KH: Then they say but I am biased, then I say 'I can't be biased because I am technikon based' so, if I were biased, I would be saying 'yes, let's do that – this was in the time before the MBA study was done – it lost its status.
- RB: So, you were right.
- KH: I don't want to be seen as right all along – I want to be seen as having the right principle at heart, ok? Not I told you so, situation.
- RB: No, of course not. But, you saw it for what it is.
- KH: I am just afraid there is going to be a new wave. So, in that way I am highly supportive of Saleem, in what he says, and often he says: 'why do you want it on the NQF? Why would you want this on the NQF, or why do you want that on the NQF? And I agree with him, because I think we are very naïve about what RPL

can do. In short I believe in a form of integratedness, but I don't believe in total integration.

RB: Well, what do you mean by 'total integration'?

KH: Total integration would say technikon diploma equals degree equals certified engineer.

RB: So, it is the notion of education and training?

KH: The notion of education and training...no, it is the notion of education and education and education. Remember the old SAPSE 150 – they had a curve – a curve of qualifications, let me just think what the curve looked like. What is the difference between type C learning, A B and C learning, remember that? And they said if you have a degree, you have academic, applied, practical. If you have a diploma, you have academic, applied, practical. If you have a college-based certificate, you have a academic, applied, practical. Remember those curves? You'd never seen them? This still made sense to me and it still does, and I think we threw the baby out with the bathwater. SAPSE 150? I used to know those SAPSE documents out of my head. Type A was academic, type B was applied – oh, in fact, the technikon one looked like that – that was the curve the technikon had a hump of applied, the universities had a hump of academic and the technical college had a hump of practical and applied.

RB: In other words, it looked more like this...

KH: So, so, the university would start there and drop fast, the college...that would be the university, that would be college, that would be technikon

RB: OK so this was university...

KH: This is my pet study – I would love to do a study, I'd love to do an M.Tech, in fact, I started but I disqualified myself ...I'd written 300 pages...and I realised that my problem was that nobody understands outcomes-based education. After speaking to Bill Spady and all these guys, I realised that he's got something that he doesn't understand either.

But I've got this notion of graduatedness. What does it mean to be graduated? Dennis van Rensburg once had this incredible – what would you call it, it was at the inauguration of ...as vice-chancellors of Pretoria Technikon about 1995/1996. He gave this address and he spoke about the notion of vocational and he was saying that colleges are vocationally oriented, technikons are career-oriented and he said a technikon must never become a university – I still agree with him. I've got this notion of science, technology and art. Universities are science based, technikons were technology based – the technology cannot live without the

science of universities. I look at ecologies, and I love nature, the colleges and your colleges should be high institutions of creating art, artistry.

RB: What do you mean by art?

KH: Art, in craft, in craft-like. I hate the word practical, because all of these are practical. I hate the word technical skills and non-technical skills, because all of it are technical, but technology is applying science. The science, and the thinking and the new knowledge, should be formed by universities – your doctorate should be forming new knowledge, or new directions, or new thinking. A dissertation at the technikon should be applying that and I don't think there should be any doctorates at technikons. I don't say that technikon students should never become able to produce a doctorate – I don't think that, and that's where the integratedness comes in – it is that this person is at such a level that that person can create new thinking and you create a new – what was that new machine that you put on your cellphone to do all the electronic goodies, became the entrepreneur of the year – those people who not only apply the science and then become leaders in the field and one of the things that we have gone and done: we have spoken practical, we have spoken grease monkeys, we haven't spoken craft, craft masters and that is the esteem that the NQF has to establish, and it doesn't. I see art, science and technology in every career...when I compiled the original document that looked at the 12 fields, I had a hell of a fight with Prof Rumble. I said, field 02, and all of these were supposed to be alphabetical...till someone messed it up and put Construction down at number 12... and it was a way of ordering the filing system of learning in a logical way, but they weren't learning fields, they were organising fields...and I once wrote a paper about this once for the inter-ministerial working group in 1995/96 and we were on the same platform with it. Field 02...came out as something such as Arts and Culture or something. I said there shouldn't be a word 'culture' in it – it should be the science, technology and art of field 1,2,3,4 – there should be nothing that says 'art' in that sense, and he went and said that we should have Arts and Culture – its arts and artistry craft we had this long discussion about this about arts and culture – that implies that there is no culture in science, no culture in technology, no culture in arts. Everything is underpinned by culture, so I see there is a culture of science – if you go to university and you learn for a degree in engineering - you learn a culture of engineering – why are engineers so arrogant, why are accountants like they are – they create a common culture, a common way of thinking, a common approach. It does vary slightly from one university to another but the basic thing is you create a culture...same at a technikon...same again at the colleges, you create a culture in the journeyman.

KH: I've got a totally off the wall kind of thinking. A lot of people say that its – what would you call it – it actually militates against people crossing pathways – I think the NQF should allow for that, but pathway crossing should be the exception, rather than the rule. When you have someone crossing pathways, the biggest challenge is to find the right role models – the whole thing relates to credit for the

mentor and a person that was humble enough to climb the ladder [talking about the ex CEO of ESKOM] So, here you see the two pathways...the integratedness of an NQF cannot compensate for how you develop and that to me is the worry – we make too many assumptions – yes, it opens a door, but it doesn't open a heart – and it is that culture in the disciplines that I think is important. I think, the whole thing is - an integrated framework is important, but not for creating equalness, but for giving people routes to the top – we must never be naïve to think that it is going to create people who can handle the development.

**INTERVIEW WITH MS S MULLER
19 MAY 2006**

What is integration – an integrated framework?

SM: The notion of integration has never been challenged

RB: That's been my take as well, that it has never been challenged, however, there seems to a change in understanding of what it means

SM: Finally they are beginning to understand what it is and then you get this territoriality stepping and saying hey, 'the integrated framework sounds great, and it is what the country needs, but it is going to affect me...'

SM: They are finally starting to realise what it means, but I think, in spite of realising what it means, they realise that they can't be openly critical of something that is obviously in the interest of the country as a whole and so you get always, this preamble with this huge buy in to the objectives and then everything from the body of the article or the paper goes on to split it up

RB: In fact I've noticed exactly the same, and made the observation at one stage that politically it would be seen to be suicide, if you like, to say that we don't want integration. So what do you think they understand by it?

SM: They are beginning to that it is integrated education and training, across that divided, across schools and colleges, across universities and technikons and across labour and education, but it is only rhetoric.

RB: Do you believe in it though? How should we do it?

SM: I worry that what's happening has as much to do with personalities as it has to do with rhetoric, and the other dimension, that I think is...ja, how to put it? There isn't a political will, which says that this is the way it is going to be, now make it work. And if there isn't that and the personalities are clashing, then we have a problem. In addition to that, although they've supported it at least in principle, their actions haven't supported the notion of integration. People need to put their money where their mouths are, and now, 5, 6 years down the line, they perhaps understand it much better, feel no less stressed, but it would be a hell of a loss of face if you suddenly change your mind.

RB: Not only that, it's how it is understood in the general populace to a certain extent – politicians are very careful not to not alienate the general populace and if that's the slogan that makes them happy then you can't go and take it away

SM: Its not everybody in the population that even knows about integration, and I think if there hadn't been this resistance, this divide between education and labour,

more of the population would have seen the NQF in action, and at the moment it is still very much, in some sectors, perhaps most sectors, it's still very much in the background. So, there is SAQA and the NQF and there are new qualifications – those things are more visible, but there is not the visibility of the benefits of integration specifically.

RB: That's very true.

SM: And it has to do with the discussion that we had yesterday on credit transfer and accumulation – I have always assumed that the NQF had CAT built in, that it is part of it, and it is not – the article made it clear.

RB: It isn't built in but it was conceptualised, certainly, as being an enabling mechanism whereby one can accumulate credit and transfer.

SM: Ja, one can't really have CAT without an NQF, and I assumed that the two go hand in hand.

SM: What I have suggested to DQAD, is that if we could find quality assurance processes where there is trust, for me the crucial thing is about mutual trust, about one another's quality assurance processes, and if we can then find two or three that are close together where one can close that little gap, then we will have CAT and it is working and this is how it is working. And the other route is to see where it is not working, but if you put all your energies at that end, it is going to take a long time before you see the benefits

[Discussion about CAT]

RB: In fact, I suggested that we actually do a pilot where we take an area, for example Health and actually get that section together and ask them to work out a CAT

SM: So you would have professional councils.

[Discussion about CAT]

RB: The other question I want to ask you about integration. What would be the implications if we don't have an integrated framework?

SM: We would have education and training as before, we would DoE and DoL as before. We will have SETAs, and CHE and Umalusi separated, so, the whole notion of parity of esteem can't come from the design of the qualifications itself and the level descriptors. It's only when these things talk to one another and when they are compared and quality assured and delivered with that in mind that you have integration...So, we will just perpetuate the divide we always had.

RB: Is that such a bad thing?

SM: Yes, I think it is. Because I don't think DoL sees the education in the same light. If you look at the old artisan qualifications, the N1 – N6. They are semester courses, they teach you to spray paint and weld, but they don't teach the NQF kind of things of literacy and numeracy – and so, those elements are educational and are of benefit to the individual and to society and DoL might have thought about them, but doesn't focus on that.

RB: Don't you think it is like that in any case – if you look at what the SETAs are doing, they are quality assuring their field of expertise, they don't want to quality assure the fundamentals.

SM: No, let Umalusi quality assurance the fundamentals, then you get integration, more than 25 SETAs, each having a different view of the fundamentals.

RB: So, integration through quality assurance then? But you know, of course, that Umalusi doesn't want to quality assure the fundamentals?

SM: Ja, I know. Well, I know that the Department of Education does not want to pay for occupational qualifications in the FET band.

RB: I didn't realise this before, but that for me is quite concerning. In the past the DoE was responsible for the artisan, certainly the theory part of the artisan qualifications.

SM: We've just had a media campaign to try and bring this to the attention...we're going to the NBFET. We've had talks with David McFarlain all week saying that the department has abdicated its responsibility here – you can't bring in vocational qualifications which are aimed at higher education, phase out the N1 to N3 and not replace them with anything.

[Discussion about technical college qualifications]

SM: You see if we are importing 800 artisans, skilled artisans for SASOL and the Dept of Home Affairs has given permission for that, why do we have the skills shortage in the first place and the question is what are we doing in training our own people for sustainable development?

RB: So, why do you think do we have a skills shortage?

SM: Well, the old NATED 190 and 191, the proper artisan qualifications are so outdated that they are meaningless, and as Penny rightly said, a six weeks course in spray painting isn't education, really. And we agree and those things should be replaced with 120 credit, which are properly designed, that industry wants and are of benefit to the learner.

- RB: How did this happen, because we knew this, didn't we, 10 years ago?
- SM: If you go back to the CUMSA and before that, the De Lange Report of the 80's – it was saying almost 30 years ago we have a skills problem. After that nothing happened, the CUMSA thing said we had these three trajectories which is what we are going back to if you read the latest – but everything up to 94 was designed in terms of job reservation and race. Now, if that system is persisting 12 years into the democracy – what does this say about our commitment to democracy and access and redress and equity. Nationally identified priorities: ASGISA, JIPSA, NSDS, Public Works Programme – there is a host of them. The government is saying one thing, but the Dept of Education is saying, yes, but...we won't provide artisans because it is not our job and our question that we have put out at just about every media release, is if FET colleges in the public sector are not going to provide, then who?
- RB: Exactly, yes – who should provide it? Because, traditionally they did...
- SM: They did. This is my question: We're 12 years into the democracy. We're perpetuating the system and in fact, exacerbating the system, which was set up for a particular intent and purpose – to support job reservation and apartheid. Now, has our mindset not changed?
- RB: I am busy with the paper – on the Umalusi report called 'Apples and Oranges. Have you read it? I start my paper of by saying; it fills me with despair...
- SM: You can't compare 'Apples with Oranges'. The name of your paper should be 'Oranges and Crocodiles'. If you want to compare like with like, then they must be comparable in some way, but you cannot compare a programme or a matric exam, after 12 years in a second language, English Second Language, and with a semesterised course which might not be underpinned by 12 years of anything. So, calling it 'Apples and Oranges' is the first mistake.
- RB: Well, the second mistake for me, in any case, is that they are dealing with things that we know historically were unequal. It was designed to be that way. And I mean, what is the point of making a comparison if we know that it was designed to be different, that it was designed to be at a lower level.
- SM: The point is that something that takes a whole year academic, with a semester for a totally purpose – that you can't be compared. The fact that this exists after 12 years of democracy – that is a problem, and that you have to compare this with something that has moved a little, not much with something that has moved not at all – its crazy.

**INTERVIEW WITH DR A PATERSON
1 JUNE 2006**

RB: What about integration?

AP: What I think we should be talking about integration, is not so much integration as a value, but for me integration is a meta-theme that includes issues of access, transparency, portability and so on. So, when we say integration, I think you have to, by definition, unpack it. Because what we've got is we've got conceptual integration, we want this to be a single integrated NQF. At the design level, we have got integration, because it is now a 8 or a 9 level NQF. And that it is interesting in itself because when we first designed it – what is it now 9 or 10?

RB: It is 8 - 10

AP: We first conceptualised it as 8, designed and established it as a 8 and then we realised that there is problem. So, we went back and reconceptualised it as a 10 and we designed and we are busy establishing it as a 10. So, that is a good example of a learning system. Now, what we then mean by integration, is that, in principle, any learner, from wherever they start at level pre-1, can get to 10, whether they come through this mode, or whether they come through that mode...

RB: OK, so it is about progression.

AP: It is about the ability of any person of any starting point to progress right through the system – that's what we mean by integration. But, it does not mean that differentiation of the academic stream, the professional stream and the vocational stream is a bad thing. It just means that we have to build the bridges in a very explicit way to achieve integration.

RB: I've just done a paper that says exactly that. Yes, so, we build the bridges and I agree, it needs to be a very deliberate and consistent approach. It talks to about what you said earlier, about how SAQA would link the professions, for example, to a basic degree and so on and also looking at the vocational and how these links with others.

AP: A classic example is when somebody studies engineering, we don't have the exact SA figures, but internationally, what you have with engineering internationally, a third of the people who study engineering, never practice, a third practice and then go into management and then about a third stay engineers. Now, if the engineering courses certified by one engineering body, it is actually irrelevant to those who go into consulting, but they may later on find themselves in a bank, and do some bank-related qualifications and become some sort of qualified financial person, but they started out as an engineer. So, in my mind, what the professions are doing, they are not defining the curriculum. They are defining a curriculum that is sufficient and necessary for that profession. The society, through SAQA

has to agree with that – that’s what SAQA does, but SAQA does not run the engineering profession because the profession is different to a qualifications authority, so there’s kind of dual responsibility here – that profession wants to look at the minimum requirements to say that you are an engineer. SAQA wants to look at: is it portable, is it accessible for people coming in from other disciplines, you know, is it defined according to unit standards, or is it a more classic type of qualification and then I think SAQA should also be taking a view of, when these people get this qualification, the B.Eng degree or the B Tech degree – had they actually been prepared for the world of work? That is a SAQA question, not an engineering question. They think that they’re doing that anyway, so if someone comes out of an institution and can’t get a job in their chosen profession because they lack some core skills, then the Engineering Council is not going to fix that.

RB: The qualification has to fix that...

AP: Right, so that is what I mean by integration: it means that the goal that every person, every citizen in the society can move to the highest level, should they so wish, can do that with the minimum of impediments – that’s integration.

RB: OK

AP: But, it is important, because in my mind there are number of words that we use quite frequently, like articulation, portability, integration, coherence. Each of those words by itself, in conceptual terms is content-free – you can fill it with anything you want to fill it with. So, what we have to do is that you have to design the goal, and the goal is the goal that the citizen has the whole system available to him – at least the publicly funded part of it. And that therefore what do we mean by articulation – it means that if someone has one qualification in a certain area and has a logical linkage to another, that that those linkages can be made – then you can articulate. If somebody studied at HE institute A and they get to a third year of the BSc in some area, they can easily import that to another institution without having to do a very significant amount of work and so on. Otherwise what those words do, they become sticks to beat the organisation with, because people say – you haven’t got integration, but if you hadn’t defined what you mean by integration, how can you test it?

So, I think, one of the things I have found in the early SAQA documents is that these concepts were not operationalised, and what we need to do is that each of those concepts needs to have an operational description with it with words and adjectives, and so on. I’m always trying to – the reason we talk in sentences – you don’t just walk into office and say, hi Ronel, ‘integration’, it is because integration is a vacuum in a sense. But if I say, hi Ronel, today we are going to talk about ‘integration in SAQA’ and the type of integration I am talking about is IT systems integration – ah, he is talking about IT systems and I know nothing about that, so I have come to wrong meeting and I’ll send in someone else. And I

think we very often use those words – you know in management terms, people often say that there is a problem with communication. What they often mean is that ‘I don’t feel I have the information to do my job properly’. And then you have to say, ‘what information do you need to do your job properly’ and then they say ‘I need this, and this, and this’. ‘OK, what is your search strategy to get this information?’ ‘Can you get it yourself or do you need somebody else to get it for you?’ Otherwise, everybody agrees that communication is bad, but what can you do about it? So, that is how I think about these concepts.

RB: [Discussion about trip to Scotland]

AP: And that is why these words, at a very high level, have to be operationalised, otherwise we are having a different conversation altogether

RB: That part of what I am trying to find out: ‘How do we understand integration?’

AP: I would say we would probably, I mean in a technocratic sense, is to start with the Act – these are the things that are the objects of the Act. Let’s then think about integration in those terms, but on a more pragmatic sense, because you can never do everything it says in the Act, is to say, ‘what are the targeted areas where we are going to try and enhance integration’, because you are not going to be able to do in one step. And I think the danger that SAQA faces is that because it’s a knowledge-worker intense organisation, is that people run a thought experiment about how to do integration but that is not the same as making it practical – in my mind that is the step we have to take now, it’s to say: ok, let’s be the best communicator – let’s be the best networker, let’s build social capital, let’s pick some areas where we can have a demonstrable impact, because in what I call the sociology of politics in organisations, we have to make deliberate choices, and I think that, my experience of the Authority and the work of the Council, or whatever we call ourselves, is that there is one group that is continuously restating the kind of ...re-levelling the playing field and there is another bunch that saying but guys, we’ve done that already.

[Discussion about the work of SAQA]

RB: I want to just come back to the idea of a pragmatic approach to enhancing integration. I am busy with terms of reference for a study in FET – the three FETCs, to make sure that we develop a methodology to help those three FETCs articulate and to monitor the articulation. So, is that what you are talking about in terms of [articulation]?

AP: That is a key area, so in very practical terms...in each of those areas, first of all, what is working? The NSC has just gone through a massive re-engineering. What could we logically do to help that at this point? I think what we could logically do at this point, is sit and watch because we agreed that it is a good thing and

we've signed off and those guys must get on with it and we are really only going to know in a couple of years' time...

Right, if one then is saying that in that area, let's make sure that everyone who is has to study is studying it, let's make sure that maybe that the assessment thing is checked more actively than usual, but let's let Umalusi do all of that because they are...

If you then take the NC: Vocational. What is the problem with Vocational [Occupational]? Well, first of all, that there are very few vocational [occupational] access routes for a large number of people who leave at the end of standard 9, so I would in the NC domain say, 'let's look at reach – how many people who want to be trained in that area, can get in?' How much do they have to pay, how many can get into private education colleges and how many go into the public...are rural areas under-served...on the assumption that the stuff have been around for a while and that they must have sorted out some minimum standards and so on, but with the [occupational], the classic [occupational] route – the problem is reach, so most people can't get into them – so they go to shebeens...and so on, so they get trained in other things ...there are big issues of reach ... SAQA's thing there should be about 'let's check whether the issues of access and affordability is sorted out' ... because that's probably going to be more important in the short term than finding out whether you get high levels of articulation, because if you have so few people in it, you are putting too much effort into fixing the layer rather than just making sure that it's ok.

And then the FETC is the sort of mix between the two where it is more vocational in orientation, but it still has a strong academic base. What's the problem there? The problem there is probably the dominance of the Department of Education, to be very frank, because they want this to look just like a national senior certificate, but with more technical words in it. They aren't linking it explicitly enough to the world of work, they haven't engaged potential employers actively enough. Their equipment and technologies are outdated, so the kids are not really learning about the most up to date stuff, so there, probably the primary problem is entering into the world of work, so I would then as SAQA be working with the Department of Labour to say, how many of these people that come out of the FETC [Vocational] at level 2 and 3 are actually getting employed, and if they are not getting employed, why, what do the employers feel about it and really pushing for probably, a less academic, more skills-based training, but having enough academic in there so that if someone buzzes, then they can get back into the academic route. But my impression of that layer at the moment is that most of those people come out of there unemployable, because they have not been trained on the latest technologies. So, pragmatism says, find what the real problem is or at least prioritise the first three problems and pick the one at the top of the list and then pay some attention to 2 and 3. But, my view is that SAQA hasn't up to now played that role. What it has tended to do is say 'do we have the proper curriculum statements, do we have unit standards?' Which is kind of a

technocratic view of what it has to do. Rather, than saying that these qualifications are worthless, because these people are not getting jobs.

RB: Should I include this discussion in the next draft of the document?

AP: Yes, I think it is useful. I would call it 'operationalising integration'. Let's accept differentiation, but let's build the bridges...

**INTERVIEW WITH S ISAACS
12 JULY 2007**

RB: The issue I want to talk about is integration. Integration is still considered to be at the conceptual level and I want to see what it means to you, what are the issues?

SI: I still feel that it means different things to different people – but I think, increasingly we are living in a world that needs to be joined up and so, by its very nature if you think about things in a systemic manner then you have to accept that there are...you can't draw neat boundaries and I think that the way in which you in fact, have allowed qualifications from school to universities and the way in which, for example artisans receive their training, and then there was a whole lot of people that were left out and that is no longer acceptable in society – and so what one is looking for, is a way in which the social uses of qualifications is mediated a lot better, so you don't get the situation that if you did not go into a particular stream that your life chances then are drastically affected forever. So, increasingly, you know, different countries have different policies about social inclusion, becomes an important concept. The issue of no dead-ends, you know that, that persons can pick up learning later in life...because you had a bad start somewhere, it doesn't mean that for the rest of your life you are going to be locked into a system that you can't move. So, I think those are the reasons that in fact, drive us to consider an integrated programme. And I think part of the other misunderstanding is that, if you look at a good medical qualification, a medical qualification – were always integrated, so people had a good mixture of education and practice, you know.

RB: That is one of the understandings certainly...

SI: So, that is always there, but because medicine is such a high stakes thing it is seen as 'education' and not as much as kind of training, but someone who is a carpenter, for example, that is seen more as training and yet there is a whole lot of education that can also enrich a carpenter. It is people who make the arguments in such a way that they favour one kind of experience and so, I mean, that is why the move to a kind of standardised curriculum is so destructive in a way, because if you have a standardised curriculum, it means that someone who is not part of a standardised curriculum is automatically excluded – now, there is nothing wrong with a standardised curriculum, but it can't be the only curriculum, because there are always people that come from a different curriculum and then if you look across the world, you will never get a standardised curriculum. So, when you get people from one country and another country, you can't compare standardised curricula, so what you have to accept is that there are many ways to learn things and some ways are better than others but, over time, and because of social practice, people will choose curricula that are appropriate to their contexts, so I think that is important.

- The other thing about the integration story is that people do make a kind of distinction that this kind of education and training is better than *that* kind of education and training...
- RB: Like parity of esteem...
- SI: It is more than parity of esteem, it is almost like somebody is saying – my car is better than your car – no how do you prove it, and unfortunately because our university sector is the oldest sector in one sense of the word – and have always have this high esteem placed on it, you almost had the kind of builders and the bridge builders and all of that, but they have always had this different kind of value in society, so, you do get these kinds of comparisons, and the comparisons also make it important that we in fact start to value different kinds of learning...I wouldn't say equally, but we have to value different kinds of learning appropriately, so that it is not seen as *de facto* inferior – it is just different kinds of learning and we've just got to accept that.
- RB: ...and that it has got a place in society...
- SI: Absolutely, and if you start to map these things, then you don't get to the situation that if someone who has a degree – they actually think they are better than someone who hasn't got a degree.
- RB: What do mean by 'map'?
- SI: If for example people have different kinds of learning then you what you want to ideally do in a thing like a National Qualifications Framework, is say, how can we weight, how can we value different kinds of learning. So what a qualifications framework does when you look at level descriptors and so on, it is about a way, and that is not different for example from someone who has a BA and a BSC - their kinds of expertise is different, but when they go and teach, then someone makes a decision that these two qualifications, for the same job, you get the same pay, based on these qualifications, so there you have a case where people have performed a mapping, saying these two qualifications are at the same level and they have some outcomes are similar and others that are completely dissimilar and it is how those things, you know play themselves out.
- RB: Do we say that those two qualifications...certainly they are equally valuable, but the type of learning – is it the same kind of depth of learning, would you say?
- SI: It depends, you see, I think you can become an electrician, and learn a hang of a lot of physics and maths and chemistry, all of that, so you can do all of that, but what...and then you compare it to what? Then someone says 'compare it to the school curriculum'. Now, there are many people who have a school curriculum, who can't do what that electrician can do, but the electrician can certainly do a whole lot, and more of what the school learner can do. For me, if you are able to

say, 'what are the learning outcomes of the school learner' and you can say 'what are the learning outcomes of someone undergoing an education and training programme to become an electrician?' ...then you can start to see what are some of the commonalities and what is not there. And I think the whole argument starts to break down, because if you look at people coming out of the schooling system, then they are coming out with a wide range of knowledge, skills and values, and it is not as if you get a standardised product coming from the school. So, you can get people coming out of a school who can barely read and write for example and somehow they passed the exams, and you have someone else who is average, who is fairly competent, and very often if you compare high flyers with people that were average, then they get to university, and somehow the average people outshine the high flyers. Now, why is that so – it is a complex thing, it is not only what happens in the learning programme, there is a whole lot of external factors, and other internal factors that drive the person's ability to learn.

RB: So, are you saying that integration is about giving people a second chance? In other words, those people who may very well be the average person and therefore may not get the wonderful bursary, and perhaps as a result of economics, go to a cheaper institution, or an institution, for example, like a college, where they feel...

SI: Well, you see, I think integration is...I think there are multiple dimensions to integration. For example, there is a kind of career path that goes from school to university. Then there is another kind of career path for school drop-outs, old technical college, new FET college, and then moving back somewhere, back into maybe universities of technology and maybe something else later on. So, one gets all of that. Now, part of what integration must do, is that although people are using different pathways, the pathways don't restrict. So the integration there is an integration, that is an integration of pathways, where you actually say, that you can go by different pathways, so that if you move through the system, you don't have to go back to zero every time – which is the case very often. If you were in the old technikon system and university system, they always said you had to go back to zero and similarly the technical college system...the technikon said you had to go back to zero. So, part of integration is to say - all qualifications are on one framework and these are the ways in which they work together. So, integration is by taking...and trying to find what is the common currency in learning and saying these are the important things...you can get there through various ways. And so that is the one integration. One integration is in fact, moving away from a standardised curriculum, is to say there are many ways...you can have a big curriculum and a smaller curriculum, so I think that is the one kind of integration. I am trying to think where we, Dr Nkomo and myself once had a conversation over integration. And the integration that we spoke about is at a number of levels...there is integration between education and training, there is integration between...we did a paper for a New Zealand conference...there is a Commonwealth Secretariat...There were four levels of integration....

- RB: Just to let you know, I have identified seven levels.
- SI: Well, tell me...let me hear the seven...
- RB: No, I don't want to pre-empt our discussion, but the one that you are talking about is what I call 'articulation' and the other is the notion of 'theory and practice'. The third one is the notion of education and training.
- SI: The one was theory and practice, the other on career paths, and the other one was the career paths...I am trying to remember the fourth one, the fourth one was quite subtle...we were saying that in South Africa we are trying to...I think it went something like, in South Africa, we are trying very hard to deal with...the issue of the integration of people, you know, the bigger project, where you are saying that the reason why you are bringing people together like this in this kind of education and training, is also about systemic transformation, where you are trying to break down other barriers, where most of your semi-skilled workers were black, so, you are trying to deal with that. But, I think the point that Dr Nkomo was making had to do with is teaching and learning, and the fact that you are also integrating those processes, because people who teach are also learning, so there is another dimension there that is quite important. You are not saying that some people teach and some people learn, that you are also integrating the process of teaching and learning...
- RB: Right, so when are you a teacher, and when are you a learner...
- SI: That's right, you may at some stage be a teacher, but you are also learning. That is another kind of integration that you...I think that is what it was.
- RB: Flowing out of this is perhaps the difficult question to ask. There are a lot of discussions around what is going to happen to the NQF...what would be the implications if we don't get it right...if we don't get integration right?
- SI: I think I want to answer the question in two ways. The first is, you know, many societies don't get things right the first time. So, they try something, and they mess it up, and they mess it up in the implementation, and then they try something else, and then they come back, and so, you see very often this policy churn. You'll get that phenomenon. So, one of the things that can happen is that we just lose our opportunity and then we go back to try something else, and then we come back 10, 20 years later and then we say: 'and now we do it all over again'. There are enough examples, of ideas like lifelong learning that comes back every few years in a new form. So, I think there is that particular scenario. But I think that all over the world, the problem is the same. You get people that in fact, have achieved something in one context, and they move into another contexts, and because they are human beings, they can't start at the bottom of the rung in that country. So there are two forces that push you. Any adult who is sensible, will always...like they manage their finances and everything else...they will look at

what their employability index is. How employable are you...is the place where you are in, can you move? Now, I think that one can look at the financial markets, because there you can actually see people can move their money by a key-stroke on a computer. And they can move their money very quickly. But, can you move your qualifications? So, a doctor in South Africa, can they move in the United States and practice immediately? The answer is, 'no they can't practice immediately, there are some barriers that they must go through', etc. In Australia there are barriers – people can't move from one state to another state. Now, I think people are all of a sudden saying that this doesn't work to our interests, so how do we break those down. So, what people are constantly looking for, is how do we develop system that in fact is going to enable their mobility. So, just like people have a portfolio that is diversified...so you might have some overseas investments, some local investments, people are also saying 'I have a qualification. What can I do in another country?' If I am an English teacher, that is fairly portable, you can go into a number of places. So, you find that a person is an English teacher, but they do something like TSOL, and English as a foreign language, ESOL, so they do these things, because it enhances their employability. So, I think already what people are constantly doing, is this international comparability. 'I've got this – where can I go to with that?' So, people will use the old networks like the Commonwealth, to see...People also look at new destinations, 'can they make it, can they do their own...' and so you will then try and get credit so that you can move. So, I think, that you will never entirely lose the...the universities to some extent, try and do that with their exchange students and they do their curricula...so, if you are in the Arts field, you can normally move, or if you are a researcher, you are a researcher in education policy, you can go anywhere in the world with that. But, that is a limited area. Medical doctors and lawyers have a problem – there is a programme that you do to convert their South African law degree, to a British law degree. I have a few friends who have gone through that. My brother is a maths teacher in London – they have accepted his South African qualifications, but to get promotion and all that, he has to do other things there. So, what happens is a kind of ...starting to accept that this is a good qualification. So, *de facto*, what I am saying is that you are getting a...probably a kind of organic integration and that maybe that is integration across the world where people are saying, 'this set of qualifications can work in these areas'.

- RB: There are enough of these Bologna conventions and Arusha conventions which are trying to enable that.
- SI: That is an increasing pressure. Increasingly the world doesn't have enough... they are not training enough doctors, for example, so if Britain needs doctors, they recruit from all over the world, and nurses and so on. So, I think that what we are getting – as countries become more kind of utilitarian – they are saying we are only going to train so many nurses, so many this, so many that – they then have to find, if they have a crunch, where do we get these other from. If countries are clever, they will say, 'we have a high level of unemployment', 'if we train 10 000

nurses' these people can find jobs. So, if you look at Malaysia and Java and so on – these people find jobs all over the world. I mean, I went to Israel and in Israel there were a lot of Malaysian. They were working as nannies, they were working in hotels and so on. So, they were doing the lower level labour the Israelies did not want to do and they are earning more in Israel that they would in Malaysia and then they go back to Malaysia. So it is issues like that that are going to work against people who don't want to do integration. And then maybe there is a third issue and it is the universities themselves are following a lot of inter-disciplinary approaches...in the field ecology for example, in the field of medicine, in the field of engineering, there are a lot of multi-disciplinary approaches. So what we are starting to see is that one can't treat/see things in isolation and so, even as medical schools are operating – problem-based curriculum. The subject today is tuberculosis, but in order to understand tuberculosis, you have to understand micro-biology, you have got to understand the anatomy of the lungs, you've got to understand the chemistry that takes place within the lungs...you have to put all of this together and already people are starting to say well, in order to understand this, you have to have an inter-disciplinary...so, all they do is to call that 'medicine' as opposed to 'biology' and 'chemistry', but the fact of the matter is that people have been integrating all along, so, and you depend on these other disciplines to help you and increasingly people are trying to teach it in that way, rather than saying I am doing Anatomy 1 and Chemistry 1, and then the integration happens at some later stage, so you do the basis first. Now, you see there is a lot of debate about which curriculum is better – do you do separated curriculum, with the disciplines, like that and bring it all together at a later stage, or do you start to integrate right from the start...I think the jury is out on the latter, because it is new. Some people say they get great results...people know more and so on, I think that we must still see what the results are, but what is clear is that you still need a point of integration and therefore, in a thing like medicine, you don't have a standardised curriculum and so therefore if people want to move from a problem-based curriculum to a more standard medical...can they do it? One answer that I get is that 'no, you can't do it'. So again, some of these things create new barriers and it is not so easy then to give people credit for transfer if someone has this kind of programme and they moving into that kind of programme but I think there are new ways of dealing with it. Wits, for example, has a new graduate qualification, so they take people with one qualification already and they shorten your medical curriculum and do it in a problem-based curriculum so it is a four year curriculum in stead of a five year the essential point is that here you've had within a discipline and integrative process and I think that in all of life we are starting to see that, It is not possible to have a domestic worker who just cleans, because they are working with chemicals and this can cause all kinds of problems in your home if you don't integrate in a meaningful way and the other thing is with medication for – the pharmacists always get upset with me – when I say I am taking, and you are asking me to take this medication and I am taking these multivitamins and I am taking this medications – are there any interactions? It is important that they know – I expect that they will know and they are trained to know how different medicines interact with each other, but all

- in all the human body is a system and learning, I would argue, also is a system so constantly what we do as human beings, in integrate knowledge because that is the only way in which we can make it our own so, and that is why it is interesting to speak to people who have had different life experiences, because sometimes people with similar background, but with different experiences, sit in a meeting and they see things in a presentation, they see different interpretation.
- RB: Thank you very much, that's been useful.
- SI: The other thing I didn't mention is the fact that integration is also used as a device to prevent certain from happening so for example people say integration is too difficult, to recognise it, so what people would like to ...
- RB: For example epistemologies...the notion that education is too different from training and never the twain shall meet.
- SI: I think a lot of that is just kind of slight of hand, yes of course there are different epistemologies, but the argument that I used to have with Jeanne Gamble, her husband is an advocate and she was an industrial training. And I said, in you home, we know that advocates in a court of law, have a very particular language, but that doesn't prevent them from speaking in their home and understanding each other, so even though his education has taught him to use language in a particular context, she is able to converse with him. So, at one level he has got specialisations in the way language is used in the legal profession, but that doesn't make that inaccessible to someone else. So in the same way Engineers have a jargon, and you come in, you don't know the jargon, but it can become accessible to you. So this notion that you have to go through the same experience, is not valid because we all make the kinds of transitions. Even though I have not been trained in the legal fraternity, I can detect certain things and I can understand certain things – I am not a lawyer, but I am not a novice. So, the average person who has learnt and has developed themselves in a number of ways are able to cope and all of sudden they are saying, no, no, we can't give you any credit, you must go back to zero
- RB: The training is too different from education.
- SI: Again it is the social use – if you can legitimate that distinction...if you can say to someone, but your qualification is lower than that. The fact that there are so many people that have the qualification, is the quality in it. That doesn't come into the argument and I think that is part...in our social practice, where somebody says 'there is a wise person' and 'there is an educated fool', so in our social practice we have already distinguished. The wise person does not need any qualifications and here is a person who an educated fool and for me, that is the dilemma we are facing, and in fact, to be a wise person in society, we have to integrate a whole lot of things and I think that is part of our problem. And even teaching our kids, is how do you integrate yourself within a world – how many

people are dysfunctional and part of that dysfunction is that you were never allowed or taught how to integrate. You get the kind of thing in a co-ed school, and this has been well reported, where girls purposely under-perform, but girls do better in a girls only school...otherwise you are not going to get husbands later on, that is really stupid, but girls do better in a girls only school. When people go into the world, how do you integrate in a way that doesn't make you stand out. I think that our whole world is based on separating – there is a very strong emphasis, lets break the problem down, this notion of separating out and labelling all of that, and maybe it solves some problems on a conceptual level, but at some stage you have to put it all together again. How do you get this kind of synthesis right. In my Engineering experience – there was a shortage, electricians can only operate when they have a licence, but there was too much work and not enough licensed electricians, so the inspectors just turned a blind eye. Industry had to work so just had unlicensed electricians, people that...I think that if people start to make their pathways too rigid, you will get a point where there are too many people outside the system and there is an economist called...the closest equivalent to an individual in terms of intellectual property rights are their qualifications because that is what you barter with...if there are more people outside the official system than inside, then the official system is illegitimate, so, I think that what you are going to get if you are living in a world where there are more people learning in this kind of way than in that kind of way, then you are making this kind of thing, to some extent, irrelevant, because ...even if this thing that you are trying to keep separate, if you are trying to keep separate, you are producing poor quality. We see it in the IT industry –very often, you do get the BsC Computer Science, but a whole lot of people go straight from school others go directly into an IT, so they don't have a degree, for example Bill Gates, the cutting edge stuff were far more interesting than what they were being taught – nobody will think that Bill Gates is all the poorer because he doesn't have a degree. We know, that our economy is held up by people who don't have these fancy qualifications but they are able to run our factories, run our banks, they are able to do a whole lot of things that are valuable to our society and somehow we are not recognising that.

ANNEXURE 8

PUBLIC COMMENTS – RESPONSE TO *An Interdependent National Qualifications Framework System: Consultative Document*

Stakeholder responses are available on the compact disc attached.

LIST OF RESPONSES

- Council on Higher Education (CHE)
- Congress of South African Trade Unions (COSATU)
- Committee of Technikon Principals (CTP)
- Engineering Council of South Africa (ECSA)
- Financial and Accounting Services Sector Education and Training Authority (FASSET)
- Health Professions Council of South Africa (HPCSA)
- Lyceum College
- National Skills Authority (NSA)
- Insurance Sector Education and Training Authority (INSETA)
- South African Communist Party (SACP)
- South African Democratic Teachers Union (SADTU)
- South African Institute for Chartered Accountants (SAICA)
- South African Vice-Chancellors' Association (SAUVCA)
- Umalusi – Quality Assurance Council for General and Further Education and Training