

Policy on Articulation into and within Higher Education



COUNCIL ON HIGHER EDUCATION



Policy on Articulation into and within Higher Education

Council on Higher Education

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FOREWORD

The Higher Education Act (No. 101 of 1997, as amended) assigns responsibility for quality assurance in higher education to the Council on Higher Education (CHE). The mandate of the CHE includes the development and implementation of a system of quality assurance for all higher education institutions, including private providers of higher education. This responsibility is discharged through its permanent sub-committee, the Higher Education Quality Committee (HEQC). In addition, the National Qualifications Framework Act (No. 67 of 2008) assigns the CHE the role of Quality Council for higher education, which brings with it additional responsibilities. In terms of the NQF Act, the CHE is responsible for developing and implementing policy and criteria for the development, registration and provisioning of qualifications. It is also responsible for assessment, the recognition of prior learning (RPL) and credit accumulation and transfer (CAT) in the context of the policy and criteria developed by the South African Qualifications Authority (SAQA).

Through a consultative process, the CHE has developed this Policy on Articulation into and within Higher Education which has the goal to promote articulation within the higher education sector and also between the higher education sector and other sectors within the PSET system, particularly the TVET sector.

The policy focuses on promoting access and success in higher education through effective qualification-based articulation. The policy seeks to contribute to the transformation of higher education through minimising and eventually overcoming barriers to articulation while reaffirming the principles of academic freedom and institutional autonomy.

Dr Whitfield Green
Chief Executive Officer
March 2023

ACRONYMS AND ABBREVIATIONS

CAT	Credit Accumulation and Transfer
CET	Continuing Education and Training
CHE	Council on Higher Education
DHET	Department of Higher Education and Training
GFETQSF	General and Further Education and Training Qualifications Sub-Framework
HEI	Higher Education Institution
HEQSF	Higher Education Qualifications Sub-Framework
HC	Higher Certificate
HOC	Higher Occupational Certificate
MoA	Memorandum of Agreement
MoU	Memorandum of Understanding
NATED	National Accredited Technical Education Diploma
NC(V)	National Certificate (Vocational)
NPPSET	National Plan for Post-School Education and Training
NQF	National Qualifications Framework
NSC	National Senior Certificate
OQSF	Occupational Qualifications Sub-Framework
PQM	Programme Qualification Mix
PSET	Post-School Education and Training
QC	Quality Council
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
TVET	Technical and Vocational Education and Training
Umalusi	Council for Quality Assurance in General and Further Education and Training
UoTs	Universities of Technology
VET	Vocational Education and Training

GLOSSARY OF TERMS

Articulation means the process of forming systemic, specific, and individual possibilities of connection between qualifications and/or part-qualifications to allow for the horizontal (or lateral), vertical and diagonal movement of learners through the formal education and training system and its linkages with the world of work:

- **Horizontal articulation** is articulation within and between NQF Sub-Frameworks, on the same NQF level.
- **Vertical articulation** is articulation across NQF levels within an NQF Sub-Framework.
- **Diagonal articulation** is articulation across NQF levels and across NQF Sub-Frameworks.
- **Systemic articulation** is a 'joined up' system including qualifications, professional designations, policies and various other official elements that support learning and work pathways.
- **Specific articulation** means aligning qualifications through inter- or intra- institutional agreements, such as memoranda of understanding, credit accumulation and transfer and other mechanisms.
- **Individual articulation** refers to learners being supported in their learning and work pathways through flexible admission, curriculum, learning and teaching, and learner support systems such as the quality of qualifications and learning, career development services, and other mechanisms.

Articulation hubs refers to different institutions (HEIs, workplaces, TVET colleges, etc.) working together, usually within a geographical region, in search of and implementing enabling mechanisms for articulation.

Credit is a measure of the contributing volume of learning that counts towards the full volume of learning required for a specified qualification on the Higher Education Qualifications Sub-Framework (HEQSF). It is quantified as a contributing number of notional hours of learning required to achieve the learning outcomes specified for a qualification. One (1) credit is earned after (10) notional hours of learning.

Credit accumulation means the totalling of credits that may be combined to complete the required credits for a qualification or a part-qualification.

Credit transfer means the vertical, horizontal or diagonal re-allocation of credits towards a qualification or part-qualification on the same or different level, usually between different programmes, departments or institutions.

Credit accumulation and transfer (CAT) is the process whereby a student's achievements are recognised and contribute to further learning, even if the student has not achieved a qualification. In terms of the CAT scheme, any and all credits for an incomplete qualification may be recognised by the same or a different institution as meeting part of the requirements for a different qualification; or they may be recognised by a different institution as meeting part of the requirements for the same qualification. Individual mobility between programmes and institutions is thus determined by curriculum requirements and is flexible. (Higher Education Qualifications Sub-Framework, 2013)

Epistemic access refers not only to the physical entry into higher education institutions but encompasses other support services such as tutorials, mentoring and related activities.

Epistemic success refers not only to achievements obtained through learning but includes the processes that are linked to the social wellbeing of students.

Formal learning means learning that occurs in an organised and structured education and training environment and that is explicitly designated as such. Formal learning leads to the awarding of a qualification or part-qualification registered on the NQF.

Informal learning means learning that results from daily activities related to paid or unpaid work, family or community life, or leisure, including incidental learning. However, in some instances, such learning could be planned or structured.

Learning programme is a structured and purposeful set of learning experiences that lead to a qualification or part-qualification.

Non-formal learning means planned educational interventions that are not intended to lead to the award of qualifications or part-qualifications that are registered on the NQF.

Part-qualification is an assessed unit of learning that is registered as part of a qualification on the NQF.

Professional body means a body recognised in terms of the NQF Act to set professional standards, award professional designations, and register individual expert practitioners in an occupational field:

- **Non-statutory professional body** means a body registered as a non-profit organisation by the Company Intellectual and Property Commission/Department of Social Development and recognised in terms of the NQF Act to set professional standards and to award professional designations to individual expert practitioners in an occupation field.
- **Statutory professional body** means a body established by a statute and recognised in terms of the NQF Act to set professional standards and to register and award professional designations to individual expert practitioners in an occupational field.
- **Professional designation** means an NQF-recorded title or status conferred by a professional body to recognise a person's expertise and/or right to practise in an occupational field.

Qualification is a formal status or title that a higher education institution confers on a person who completes a prescribed learning programme and attains a specified level of achievement in relation to the learning outcomes of the programme. The achievement is evaluated through a combination of formative and summative assessment tools and methodologies. The higher education institution confers the qualification in terms of the authority that it derives from the Higher Education Act (No. 101 of 1997, as amended).

Recognition of Prior Learning (RPL) refers to the principles and processes through which a person's prior knowledge and skills are made visible, mediated and assessed for alternative access and admission to educational programmes. Credits are not awarded for learning deemed to be in place through RPL processes.

Umalusi refers to the Quality Council in General and Further Education and Training, established in terms of the General and Further Education and Training Quality Assurance Act (Act 58 of 2001).

I. PREAMBLE

- I.1 The Council on Higher Education Policy on Articulation into and within higher education is a pivotal policy in the wide range of higher education policies developed in the last 27 years.
- I.2 Through this Policy, the Council on Higher Education (CHE) seeks to advance articulation into and through higher education and so to contribute to the transformation of higher education in South Africa.
- I.3 The participatory nature of policy development in South Africa guided the development of this Policy, supplemented by a rigorous research process and consultation with a broad range of stakeholders. The value of this approach is evident in the identification of key concepts, theories and sources of evidence to better inform the understanding and management of the practice of articulation. The range of articulation-related policies evident in the Post-school Education and Training System has been an impetus in developing this Policy, specifically to address the permutations into and within the higher education sector.
- I.4 Several key issues should be considered in the reading of this Policy.
 - I.4.1 Resources (both human and financial) are vital to the success of implementing the Policy. Human resources capacity and IT systems at institutional level to implement the drivers identified are critical; so too is the development of capacity in institutions and staff to avail appropriate articulation routes and the development of capacity of students to take up appropriate articulation routes.
 - I.4.2 The Policy should be read in the context of, and cohere with, other legislative frameworks and policies in the higher education sector, such as the National Qualifications Framework (NQF), the Higher Education Qualifications Framework (HEQSF), policies on Credit Accumulation and Transfer (CAT), and Recognition of Prior Learning (RPL). When revisions are made to the NQF, the HEQSF, and to any other policies related to these Frameworks, this policy will be revised in turn.
 - I.4.3 When reading the Policy, it must be recognised that the CHE's mandate includes that of quality assurance, including the accreditation of qualifications, while the registration of qualifications remains under the ambit of the South African Qualifications Authority (SAQA).
- I.5 The Policy provides a framework for implementation and should not be viewed as providing a one-size-fits-all approach, given the diverse nature of the sector. The Policy does not seek to provide a step-by-step guide to implementation. A Good Practice Guide containing practice notes will be developed as a resource to support the implementation of this policy. The principles of institutional autonomy and academic freedom, together with that of cooperative governance, should be applied in implementing this policy.
- I.6 The Policy recognises that quality assurance (QA) is best undertaken at the site of implementation; that is, at the institutional level. This includes quality assurance relating to articulation into and within the sector. Institutions will need to be supported in ensuring that QA is built into their articulation processes.
- I.7 This is a Policy on Articulation into and within Higher Education; and part of the emphasis has been on access from the Technical and Vocational Education and Training (TVET) college sector into higher education. The focus is on formal qualification-based articulation.
- I.8 Against this background, the Policy seeks to provide a broad framework within which the Policy should be understood through the effective articulation of formal qualifications.

2. BACKGROUND

- 2.1 Articulation is one of the fundamental principles of the United Nations (UN) Sustainable Development Goals (SDGs), specifically Goal 4.
- 2.2 SDG 4 seeks to address inequalities between and within countries and to prioritise the most vulnerable, to ensure that no one is left behind.
- 2.3 Furthermore, SDG 4 aims to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, to improve socio-economic status, and to achieve universal access to quality higher education.
- 2.4 Advancing sustainable development through higher education requires proper planning, including the articulation and differentiation of the system. The recurring problems and barriers that hinder the attainment of sustainable development objectives at higher education institutions include deficiencies in system planning which, for students, can result in deadend learning pathways (i.e., qualifications that do not enable articulation to further learning and advancement). These dead-ends pose significant barriers to the achievement of sustainable development.
- 2.5 The goal of articulation relates broadly to society and development, taking a 'people-centred' approach. In this regard, inclusive and equitable quality education, and the promotion of lifelong learning opportunities for all, are priorities.
- 2.6 The National Qualifications Framework (NQF), in which the Higher Education Qualifications Sub-Framework (HEQSF) is located, is of significance, especially so because efficient and effective articulation between the three sub-frameworks of the NQF is a fundamental requirement (refer to **Annexure I**).
- 2.7 Enhanced articulation is an objective embedded in South Africa's National Policy Development Framework 2020, including, the National Development Plan (NDP) 2030 (2012), the White Paper for Post-School Education and Training (PSET) in South Africa (2014), the Articulation Policy for the Post-School Education and Training System of South Africa (2017) and the NQF.
- 2.8 These policy instruments point to the need for articulation to be located within the framework and value systems of lifelong learning, education for democracy and social justice, and active, innovative participation in the economy.
- 2.9 The Articulation Policy for the Post-School Education and Training System of South Africa (2017) is intended to facilitate articulation through the movement of students between and within the three Sub-Frameworks of the NQF, between institutions and within institutions in order to enable access, progression and mobility.
- 2.10 Studies on articulation have attempted to understand how articulation evolved. Such studies show that the current PSET system is still wasteful with its high dropout rates and low throughput rates; and that greater effort is needed to retain and support learners as they move in and through the system.
- 2.11 Research studies led by SAQA and the Durban University of Technology (DUT) investigated articulation between TVET colleges and higher education institutions, including through the National Articulation Baseline Study Report (SAQA, 2017).
- 2.12 Amongst other findings, the National Articulation Baseline Study Report (2017) identified the following blockages:

- 2.12.1 a lack of understanding of the need for institutions to be flexible by considering equality and equity in their support of learners as they transition along their individual pathways, e.g., in pursuit of inclusivity. Alternative assessment strategies might be applied for those who experience learning barriers;
 - 2.12.2 a lack of robust articulation arrangements; and
 - 2.12.3 a lack of flexibility by institutions to support learners in their learning pathways, including the different forms of knowledge, which underpin a conscious approach to boundary-crossing.
- 2.13 The findings of the baseline study were used to identify and describe a set of articulation enablers, several of which are taken up in this Policy and others which will be taken up in the Good Practice Guide on Articulation and the Action Plan that will support the implementation of this Policy.
- 2.14 The CHE concluded a research study on Articulation from Technical & Vocational Education & Training (TVET) Colleges to higher education. The research report (Research Report on Articulation from the Technical Vocational Education and Training (TVET) Sector into Higher Education in South Africa (2021)) proposes a range of short-, medium- and long-term actions to enhance articulation from TVET colleges to higher education. Some of the proposed actions have been taken up in this Policy; and yet others will be taken up in the Good Practice Guide on Articulation and the Action Plan that will support the implementation of this Policy.

3. REGULATORY MANDATE AND REGULATORY FRAMEWORK

- 3.1 The Higher Education Act, Act 101 of 1997, as amended, assigns responsibility for quality assurance in higher education to the Council on Higher Education (CHE). The mandate of the CHE includes the development and implementation of a system of quality assurance for all higher education institutions. This responsibility is discharged through its permanent sub-committee, the Higher Education Quality Committee (HEQC). In addition, the National Qualifications Framework Act (No. 67 of 2008), assigns the CHE the role of Quality Council for Higher Education. In terms of the NQF Act, the CHE is responsible for developing and implementing policy and criteria for the development, registration, and provisioning of higher education qualifications. This includes, but is not limited to, policy on assessment, the recognition of prior learning (RPL) and credit accumulation and transfer (CAT) in the context of the policy and criteria developed by the South African Qualifications Authority (SAQA).
- 3.2 This Policy on Articulation into and through Higher Education is published in terms of these legislative mandates.
- 3.3 In addition to the Higher Education Act, Act 101 of 1997, as amended, and the National Qualifications Framework Act (No. 67 of 2008), the following regulatory frameworks govern articulation in higher education:
- 3.3.1 CHE Criteria for Programme Accreditation (2004).
 - 3.3.2 Higher Education Qualifications Sub-Framework (2013).
 - 3.3.3 White Paper for Post-School Education and Training (2014).
 - 3.3.4 The NQF policy suite.
 - 3.3.5 The Articulation Policy for the Post-School Education and Training System of South Africa (2017).
 - 3.3.6 SAQA's Policy and Criteria for CAT within the NQF (2021).

- 3.3.7 A Quality Assurance Framework (QAF) for Higher Education in South Africa (2021).
 - 3.3.8 Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a National Senior Certificate (NSC) (2018).
 - 3.3.9 Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a National Certificate (Vocational) at Level 4 of the National Qualifications Framework (2009).
- 3.4 This Policy on Articulation into and within Higher Education should be read in conjunction with the above - mentioned regulatory frameworks.

4. PURPOSE

- 4.1 The purpose of this Policy is to effect functional articulation within the higher education sector in South Africa, with specific reference to the need to:
- 4.1.1 accelerate access to higher education for students in the PSET system with qualifications from NQF Level 4 upwards;
 - 4.1.2 facilitate the mobility and progression of students in higher education and between the Higher Education Qualifications Sub-Framework (HEQSF), General and Further Education and Training Sub-Framework (GFETQSF) and the Occupational Qualifications Sub-Framework (OQSF);
 - 4.1.3 accelerate the redress of unfair discrimination in the provision of learning opportunities; and
 - 4.1.4 promote partnerships and collaborations between institutions through the development of, and adherence to, Memoranda of Agreement (MOA) to develop learning pathways and ensure that the learning that they offer is linked to these larger pathways.

5. SCOPE

- 5.1 The scope of this Policy covers the following:
- 5.1.1 Articulation into and between qualifications offered on the HEQSF, including articulation from qualifications on the Occupational Qualifications Sub-Framework (OQSF) and the General and Further Education and Training Qualifications Sub-Framework (i.e., articulation between qualifications-based formal learning). Recognition of non-formal and informal learning into qualifications is the subject of policies on Recognition of Prior learning (RPL).
 - 5.1.2 All higher education providers, private and public, in South Africa; and all entities collaborating with these HEIs for the purposes of articulation, including TVET colleges offering qualifications in partnership with higher education institutions.
 - 5.1.3 The implementation of articulation, especially regarding the roles and functions of the CHE, public and private higher education institutions, and students in higher education.
 - 5.1.4 The supportive roles that other entities and stakeholders, including professional bodies, SAQA and the DHET, should play to advance articulation in higher education.

6. PRINCIPLES

- 6.1 The following principles provide a foundation for implementing articulation in the higher education sector.
- 6.1.1 **Articulation promotes lifelong learning:** Access to lifelong learning, for holistic personal development and to address social, community and labour market needs, must be available through clear articulation routes. Prospective students must be able to take multiple learning and study pathways so that, when successful in their studies, they are able to reach their preferred education destinations. Pathways must exist to allow citizens to work towards their desired learning and work pathways.
- 6.1.2 **Articulation must include credible and fair procedures and practices to validate learning:** Criteria, procedures and practices for quality assurance, which provide for assessing and validating learning, must be credible, relevant, reliable, fair and transparent.
- 6.1.3 **Articulation must happen by design and through systemic processes:** The Post-School Education and Training system must be articulated by design rather than by default. The NQF creates a framework for articulation between and within the three NQF Sub-Frameworks. For articulation to work, there must be effective articulation at the systemic, programmatic and curricular levels. Curriculum design teams in institutions of learning, which may include employer and industry groups, must design broad curriculum guidelines on a programme-by-programme basis, and engage in other curriculum alignment work to optimise articulation. Programmes/learning offerings must be designed with horizontal, vertical and diagonal articulation to ensure that they do not become dead-ends.
- 6.1.4 **A shared vision:** Articulation must contribute to a coherent, principled, forward-looking vision of higher education.
- 6.1.5 **Articulation is both systemic and specific:** Systemic articulation is based on legislation, national policy (such as this Articulation Policy) and formal requirements within the education and training system. Specific articulation (also referred to as 'articulation in practice') is based on agreements within the education and training system, between two or more education and training sub-systems, between specific qualifications and learning programmes, and between institutional types, guided by policies and accreditation principles. Institutional accommodation of individual needs also falls into the category of specific articulation.
- 6.1.6 **Articulation ensures redress, equity, social justice and inclusiveness:** This Policy must help ensure that every person has the chance to be considered for access in terms of meeting admission requirements, to engage in forms of learning suited to his/her personal, economic and community needs and abilities, and have his/her learning outcomes made visible and valued.
- 6.1.7 **Articulation ensures programmatic rather than institutional articulation:** The Post-school Education and Training System must have sufficient flexibility to facilitate migration of learners within and between institutional types, where the emphasis is on the articulation of qualifications, part qualifications and learning programmes, based on appropriate assessment principles and processes.
- 6.1.8 **Institutional responsibility:** Through their governance structures, higher education institutions are to ensure that institutional articulation policies are developed and implemented to give effect to the principles and goals of this Policy.
- 6.1.9 **Articulation promoting the value of learning outcomes:** The equal value (parity of esteem) of similar learning outcomes achieved in different formal settings within the NQF is a consequence of a trusted and credible quality assurance system and praxis.

6.1.10 Fairness and transparency: Noting the need for institutional differentiation and the right afforded through legislation for HEIs to set institutional admission criteria, admission requirements into higher education institutions must be fair and transparent.

7. POLICY REQUIREMENTS FOR HIGHER EDUCATION INSTITUTIONS

All higher education institutions are required to:

- 7.1 Subject themselves to the provisions of section 37 of the Higher Education Act (Act 101 of 1997, as amended), develop and implement institutional articulation policies aligned to this Policy and to the Articulation Policy for the Post School Education and Training System of South Africa (2017).
- 7.2 Use the CHE standards, guidelines and criteria on articulation to inform the development of intern systems for articulation.
- 7.3 Promote an institutional culture of articulation through implementing articulation holistically in line with the institution's quality assurance framework. This culture should enable, where possible, articulation from one academic programme to another, or from one department, school, or faculty to another within the same institution, and from one institution to another, including from TVET and other higher education colleges, to higher education institutions, where admission requirements are shown to be met.
- 7.4 Use articulation agreements to enter into inter-institutional partnerships and arrangements, ensuring vertical, horizontal and diagonal articulation of qualifications guided by 'parity of esteem' principles. Inter-institutional collaborations include those between HEIs and other institutions within the PSET, such as TVET colleges, and with industry (workplaces) and professional bodies.
- 7.5 Ensure clearly defined learning pathways in qualifications submitted for accreditation and registration, and in inter-institutional and intra-institutional articulation agreements.
- 7.6 Develop and maintain information management systems that are compatible with the Higher Education Information Management System (HEMIS), the Higher Education Quality Committee Information System (HEQCIS) and other relevant government information management systems; and use these to gather, record and analyse student articulation data to improve articulation practice, and to submit required articulation data to the CHE and other regulatory authorities where required.
- 7.7 Provide timely, appropriate and ongoing advice on articulation to students and support for articulating students.
- 7.8 Regularly reflect on and review their institutional articulation policies and their practices in articulation, including obtaining/inviting student feedback on their experiences.
- 7.9 Ensure that students can access and are familiar with the institution's articulation policy; that they are supported to take advantage of articulation routes when needed; and that regular feedback is obtained from students on the efficacy of articulation processes.

8. POLICY REQUIREMENTS FOR THE CHE

As the custodian of the Policy, the CHE is required to:

- 8.1 Support and monitor the implementation of this Policy,
- 8.2 Develop a plan to support the implementation of the Policy.
- 8.3 Develop a Good Practice Guide on Articulation to support the Policy's implementation.
- 8.4 Develop standards, guidelines and criteria for articulation into and through higher education and assist with capacity development to enable HEIs to meet these standards; and to use its quality review processes to determine the extent to which institutions meet the standards.
- 8.5 Work collaboratively with SAQA to ensure that all current higher education qualifications contain clear articulation routes where this is relevant. Where articulation is not relevant or not possible, reasons should be provided.
- 8.6 Ensure, in terms of Section 27 (h) (iii) and (iv) of the NQF Act, that all new qualifications submitted to SAQA for registration contain clear articulation routes and statements that describe articulation in a clear and practical way. Where articulation is not appropriate or not possible, reasons must be provided.
- 8.7 Support higher education institutions to develop and implement new progressive access, articulation, and CAT and RPL policies.
- 8.8 Through the regular reviews of the HEQSF, identify any qualification dead-ends for students, i.e., qualifications that are not enabling articulation to other learning opportunities where the purpose of the qualification is to do so, and undertake the necessary analysis to understand the reasons for this and recommend how the issues can be addressed, where the reasons are within the control of the higher education sector.
- 8.9 Work with the other two Quality Councils – Umalusi, the Quality Council for General and Further Education and Training, and the Quality Council for Trades and Occupations (QCTO) – to identify critical articulation points between qualifications on the three Sub-frameworks and assist in brokering articulation agreements across institutions in the PSET system to enable articulation across the Sub-Frameworks.
- 8.10 Advise the Minister responsible for Higher Education and Training on issues of articulation that must be addressed to advance articulation between higher education institutions and other institutions in the PSET system, including TVET colleges.
- 8.11 Simplify the HEQSF by managing the proliferation of higher education qualifications submitted by higher education institutions for accreditation and subsequent registration by SAQA on the NQF and, in so doing, assist in simplifying articulation pathways.
- 8.12 Ensure that higher education institutions have articulation policies in place that are aligned with this Policy and that the institutional policies are implemented fairly and credibly.

9. SUPPORTIVE ROLES OF OTHER ENTITIES IN THE CREATION OF AN ENABLING ENVIRONMENT FOR IMPLEMENTATION OF THIS POLICY

9.1 SAQA can support the implementation of this Policy in the following ways:

- 9.1.1 Determine, in terms of Section 13 (h)(i) and (ii) and after consultation with the QCs, the criteria for articulation and consider whether these criteria have been applied in qualifications submitted to SAQA for registration on the NQF.
- 9.1.2 Ensure that all new qualifications, and those submitted for re- registration, have statements about articulation. If no articulation possibilities exist, reasons must be provided by the QCs.
- 9.1.3 Provide advice to the QCs regarding articulation processes and practices to create an integrated and articulated education and training system.
- 9.1.4 Provide annual reports to the Minister, after consultation with the QCs, about the implementation of articulation across the education and training system.
- 9.1.5 Resolve, in terms of Section 13(1)(a) (b) (e) and (f) of the NQF Act, any systemic challenges and incongruities as they occur; address deficiencies so as to produce a well-articulated system that brings about linkages between its different parts.
- 9.1.6 Advise the Minister, where the need arises, about possible amendments to legislation or the publication of regulations regarding articulation; and
- 9.1.7 Coordinate the work of the Quality Councils to ensure that articulation conflicts, when they occur, are eliminated or managed.

9.2 The DHET can support the implementation of this Policy in the following ways:

- 9.2.1 Provide overall oversight responsibility at the impact level of the Articulation Policy.
- 9.2.2 Provide the Policy and guidelines for articulation to occur across the post-school education and training system.
- 9.2.3 Monitor whether the broad objectives of articulation are being met.
- 9.2.4 Commission research into the theory and praxis regarding articulation development and implementation across the Post-school Education and Training System.
- 9.2.5 Work with other government departments to review outdated policies and legislation which hamper articulation.
- 9.2.6 Consider advice from SAQA and the QCs about all aspects related to the further development and implementation of articulation to ensure that the objectives of the NQF Act are achieved.
- 9.2.7 Receive and respond to reports from SAQA and the QCs about the implementation of articulation.

9.3 Professional bodies can support the implementation of this Policy in the following ways:

- 9.3.1 Partner with Quality Councils and recognised providers to promote articulation.
- 9.3.2 Provide career advice (by trained advisors) that includes advice on learning-and-work pathways/ articulation routes.

- 9.3.3 Where applicable, participate in, and adhere to, processes set up by SAQA and the Quality Councils to monitor unfair exclusionary practices related to articulation.
- 9.3.4 Provide articulation maps between professional qualifications and qualifying for professional practice.

10. IMPLEMENTATION AND REVIEW

- 10.1 This Policy becomes effective on the date it is published by the CHE.
- 10.2 The Policy shall be reviewed every five years, or earlier if necessary.
- 10.3 Any comment on this policy can be submitted to the CHE at the following email address:
MHEQSF@che.ac.za

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ANNEXURE I

RELATIONSHIP OF THE HEQSF WITH THE OTHER SUB-FRAMEWORKS

NQF Sub-framework/ Quality Council	NQF Level	Qualification Type	NQF Sub-framework/ Quality Council	
Higher Education Qualifications Sub-Framework (HEQSF)/Council on Higher Education (CHE)	10	Doctoral Degree Doctoral Degree (Professional)		
	9	Master's Degree Master's Degree (Professional)		
	8	Bachelor Honours Degree Postgraduate Diploma Bachelor's Degree	Specialised Occupational Diploma	Occupational Qualifications Sub-Framework (OQSF)/ Quality Council for Trades and Occupations (QCTO)
	7	Bachelor's Degree Advanced Diploma	Advanced Occupational Diploma	
	6	Diploma Advanced Certificate	Occupational Diploma Advanced Occupational Certificate	
	5	Higher Certificate	Higher Occupational Certificate	
General and Further Education and Training Qualifications Sub-Framework (GFETQSF)/ Umalusi	4	National Certificate	National Occupational Certificate	
	3	Intermediate Certificate	Intermediate Occupational Certificate	
	2	Elementary Certificate	Elementary Occupational Certificate	
	1	General Certificate	General Occupational Certificate	

