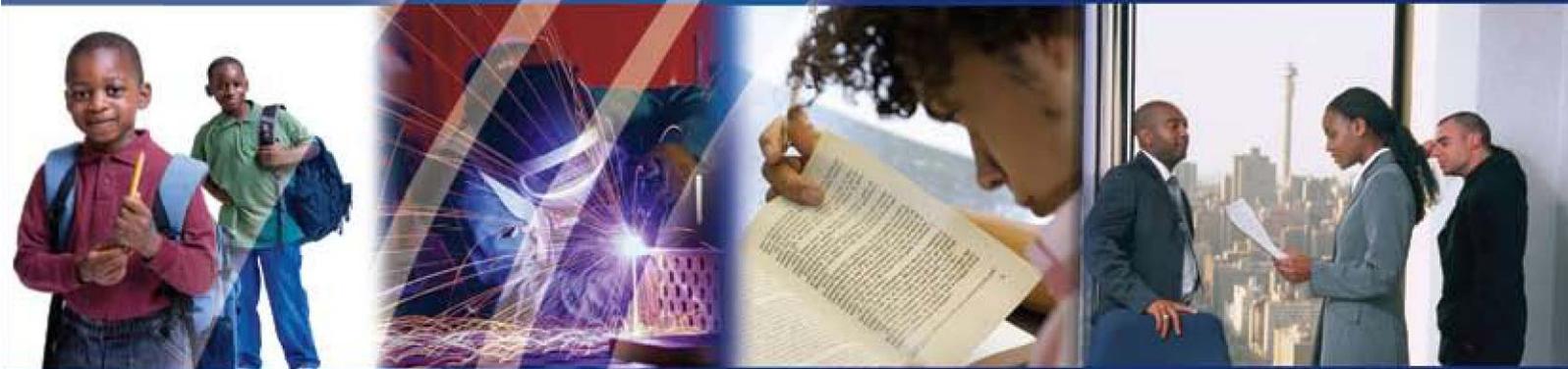# SAQA's research model and agenda

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Contents

The six-year review of the National Qualifications Framework (NQF) spanning the years 2001 and 2007 ushered in a suite of new legislation associated with the NQF Act of 2008 (see Republic of South Africa, 2009a-d). Although there are sweeping changes in the organisational structures of the NQF, its objectives remain the integration of South Africa's education and training system and mobility and progression towards and within the world of work, for personal empowerment and economic development (see Republic of South Africa, 2008, p.13). The portability and articulation of qualifications are key; access and redress are priorities, especially for those to whom access was denied under apartheid.

There are some major changes for South Africa's NQF. From SAQA's point of view, the move from standardisation and an up-front, design-down, prescriptive approach towards one of greater differentiation, practice-based starting points, and a design-upwards and descriptive approach (Walters and Isaacs, 2009, 14-16) comprises considerable change. This move is exemplified by the shift from an eight-level to a ten-level structure of qualifications, allowing for the differentiation at the top end of the range argued for by the Higher Education sector (ibid.). It is echoed in policy which moves standard-setting from SAQA to the three Quality Councils: Umalusi, the Council on Higher Education, and the Quality Council for Trades and Occupations. It is mirrored in the differentiation of previously integrated Trade and Occupation-sector qualifications, which will now consist of three components – general knowledge and theory; occupation-relevant skills; and work experience, all of which could potentially be delivered at different sites (ibid). Importantly, this differentiation is to occur within a greater context of integration, articulation, and collaboration between sectors. SAQA is mandated by the new NQF Act to coordinate, in consultation, the Quality Councils.

There is a need for flow of intellectual capital and skills in South Africa. One of SAQA's roles in implementing the NQF Act involves developing a communicative, coordinating, and collaborative framework which enables this flow. It is about recognising tension points and differences in the system, and working out how best to navigate these boundaries. Lifelong learning requires transferability, credit accumulation and transfer, and the recognition of prior learning: articulation points need to be found. SAQA believes that the best way to address these challenges is through research-driven policy, where the research on which policy is founded is evidence-based and rigorous. There is a body of research into NQFs, knowledges, teaching and learning, and quality in education and training - within the country and on the international stage - upon which a language of description can be developed for further enhancing quality assurance systems and the institutions within them.

The objectives of SAQA's Research Directorate include advising the Ministers and informing policy-makers on all matters relating to the NQF. Much research is conducted and commissioned towards this end, and towards periodic studies of the capacity, efficiency, responsiveness, and overall impact of the NQF. In its new role, in addition to conducting and commissioning long-term and current-response research, the Directorate aims to develop the coordination and articulation of NQF-related research; to assist with the strategic spread and deep internalisation and utilisation of research findings; and to contribute towards development of research capacity in the country. It also seeks to lead policy, legislative, and critical conceptual debates.

SAQA utilises a research partnership model in the furthering of this research agenda. The Research Directorate has established partnerships with several major universities and research institutions around the country, including JET Education Services and the Universities of KwaZulu-Natal; Rhodes; the Western Cape, and WITS. This partnership research is co-led by SAQA staff and university-based academics; each partnership includes several sub-partners managed by the partner-institutions. Sub-partners and other participants range from additional university-based academics, to post-graduate students, universities beyond South Africa's borders, and a host of professional organisations. Research outputs include research reports; Honours', Masters', and Doctoral dissertations; papers in peer-reviewed journals; and position- and briefing-papers, amongst others. The idea is to build long-term communities of practice with the partners (see Parker and Harley, 2007), with a view to collaborative capacity-building in the system. Each of the current partners is addressing issues key for the development and successful implementation of the NQF: their projects form the substance of this booklet.

Dr Heidi Bolton
Senior Researcher, SAQA

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Specialised pedagogy: a comparative study of RPL practices within the changing landscape of the NQF in South Africa

Recognition of Prior Learning (RPL) was introduced to the South African education and training system as a principle closely aligned to three key elements of national policy discourse driving systems-level reforms after 1994. First, as part of the political discourse of transformation, its intended role has been to redress past injustices and ensure effective access to learning for those excluded by the policies and practices of apartheid. Second, as part of the discourse of accreditation and lifelong learning, it potentially renders explicit and certifiable, knowledge and skills acquired experientially at work or in other contexts outside the formal education and training system. Third, as part of an integrated National Qualifications Framework (NQF), it has potential to enhance flexibility in the system and articulation of its constituent parts. As such, it has potential reference to all forms of learning as well as to the development of a national credit accumulation and transfer (CAT) scheme.

Group of learners that attended the nine week Portfolio Development Course in 2007 at the University of the Western Cape. Names: Left; Natalie Le Kay; Imraan Achmat and Vuyani Tanga

The original thinking about RPL drew, for its inspiration and design, on the experiences of specialists and practitioners within South Africa and from around the world. Most of this experience was in Higher Education (HE) but also from applications in Vocational Education and Training (VET), trade testing, and workforce development. Its inclusion as a founding principle of the NQF raised many expectations that it would help to build an inclusive system of learning within and across the conventional boundaries of formal, non-formal and informal learning. However its implementation has proved a lot more costly and complex than was anticipated. In addition, its value in validating claims of equivalence across different knowledge domains has come under critical review.

These critiques are reflected in a growing body of experience and research which suggests that although RPL has not fully fulfilled its promise as a fast-tracking assessment device, its value as a specialised set of practices for navigating access to new learning opportunities and for engaging with the complexities of knowledge, curriculum and assessment across different learning pathways and contexts, is undeniable.

Much of the RPL research to date has been done on separate tracks as it were, most of it in the Higher Education sector, much less in the trade and occupational sectors, and very little within trade unions and community-based organisations. This SAQA-UWC research project offers a collaborative exploration of RPL practices within and across the boundaries of these sectors.

The study involves researchers at five different sites of practice. Between them they include a private company specialising in RPL practices in the trade and occupational sector; two public universities; and the Workers' College in KwaZulu-Natal with its focus on labour studies and community education. The project allows development and testing of a framework for theorising RPL as specialised pedagogy. It explores the policy implications of working with this framework to develop practices at each site, and beyond.

The research focuses on the complex mediations of knowledge, learning and assessment inherent in the design and implementation of RPL practices within these different contexts. It also considers the institutional conditions under which some of these practices have been able to go to scale and others have not. It further includes comparative exploration of the biographical data and learning narratives of three or four of the participants at each of the sites. It is intended that this detailed qualitative work will provide a rich source of information for understanding learners' socially located engagements in navigating their way within and across different activity systems and learning pathways.

The merits of such a study for the revision of RPL policy and frameworks lie partly in the fact that the practice is being researched across a range of different types of knowledge contexts and learning sites. They lie also in the fact that the investigation does not start with an assumption that there is a standardised currency for the comparison of knowledge and learning achievements recognised by RPL practices. Embracing this diversity is in line with the move to a differentiated, but interdependent, system for the registration and articulation of qualifications and standards on the NQF, a system in which RPL can potentially play a role in enhancing the articulation of different learning achievements within and across differing domains.

A brief summary of the research envisaged at each site in this comparative study is provided below.

1. A model of RPL within Vocational Education and Training (VET)
The development of an effective and inclusive model of RPL for occupationally directed qualifications is the focus of the research at this site. The project, which focuses on the knowledge and skills of employees in the Real Estate and Labour Recruitment industries, will explore the development of an RPL model that could be applied in South African workplaces under the evolving framework for the development of "fit for purpose" qualifications under the new Quality Council for Trade and Occupations (QCTO).

The project draws on previous doctoral research into RPL in the Insurance sector which highlighted the pedagogical specialisations involved in the design and implementation of workplace-based RPL assessment systems and practices (using a *logic model*). Methodologically it draws on these

findings to develop and evaluate RPL advising and assessment tools relevant to the new qualification standards and specifications of the QCTO.

2. RPL pedagogy and access to Higher Education

This project builds on a fairly large body of research on alternative access routes into Higher Education (undergraduate study) for mature learners who do not meet the conventional entry level requirements for admission. The focus in this study is on the comparative merits and specialised pedagogies involved in the design and implementation of two common forms of this provision, namely the standardised admissions tests and the portfolio development course. The study, which is based at UWC, acknowledges that current policy and the absence of state funding for RPL provision in the public universities favours the use of admissions testing over the more expensive and time consuming portfolio development course, but it sets out to explore the assumptions and implications of this position with reference to the patterns of inclusion and exclusion that these pedagogical practices afford to different constituencies of learners.

The study also provides for a comparison of the admission, retention and success rates of students admitted to the university via these different routes, with particular attention to their socio-economic and occupational backgrounds and fields of study. Recommendations arising from this study will have a bearing on the funding and provision of RPL services and programmes at public institutions in South Africa.

3. A curriculum model for access to post-graduate study

This project focuses on developing an RPL model for access to post-graduate study and in particular, to those programmes that have an applied, professional or vocational orientation. The study is based at the University of Cape Town (UCT). It builds on the notion that RPL is often most successful at post-graduate levels where curricula are professionally or vocationally oriented – such as those in Adult Education, Film and Media Studies, Management Studies, Library and Information Science, Marketing and Property Studies for example.

The aim of the project is to develop an access programme that "faces two ways": while looking towards recognising and valuing the specialised workplace knowledge that candidates bring, it also looks towards their future courses of study to see how this prior knowledge might enrich the curricula concerned, and what scaffolding might be required to ensure their future success in postgraduate study.

This research includes a series of case studies to document, theorise and map selected existing RPL practices within UCT, as well as the perceptions of academics and institutional administrators of these practices. This work will be followed by a phase of action research, involving the development and piloting of a specialised RPL course to mediate access into particular post-graduate courses at the University.

4. RPL in the development of a trade union occupational health and safety curriculum

This project is located in the design, development and accreditation of a curriculum for the training of trade union shop stewards and educators on matters of health and safety in the workplace. The project is based at the Industrial Health Resource Group (IHRG), located in the Centre for Occupational and Environmental Health in the School of Public Health and Family Medicine at UCT.

IHRG has been involved over the last two years with a number of trade unions in developing a curriculum for the programme entitled "Working and Learning for Health and Safety". The course is based on the IHRG premise that learning and development needs to take place through engagement (dialogue) between the experiences, needs and knowledge of workers in the workplace on one hand, and the accumulated and codified scientific knowledge of the academy on the other. The organisation is now seeking to align the course with SAQA registered unit standards for occupational health and safety.

This project explores the pedagogical implications of this approach for the further design and development of the curriculum concerned, inclusive of the RPL assessment processes, methods and tools required by learners to participate in the programme (individually and collectively) in the first instance. It also looks at the implications of meeting the accreditation standards of the QCTO, and acceptance within the UCT system.

5. Integration of RPL into the Diploma Programmes of the Workers' College

This case study is located at the Workers College in KwaZulu-Natal and specifically in the College's Diploma programmes for 'activists' from trade union and community organisations. The College has an articulation agreement with the University of KwaZulu-Natal (UKZN) whereby participants successful in particular College programmes have access to undergraduate study in the Social Sciences at UKZN.

The College has a long-standing interest in RPL as a basis for enhancing the epistemological relevance of their programmes for the knowledge and skills priorities of the social movements they serve. Its interest in *this* project is to explore ways of enhancing the integration of RPL-related processes and practices into the Diploma programme from three perspectives.

First, from the perspective of participants in the programmes, the research seeks to build participant confidence and ability to draw on prior experiential learning as a valued resource for new learning and for dialogue with peers and course facilitators. Secondly, from the perspective of the curriculum, the study seeks to recognise the epistemological value of knowledge sources other than those found in formal education and training institutions, and to engage with these forms of knowledge as part of the programme. Thirdly, from the perspective of the institution, the project aims to facilitate associated policy and staff capacity development towards provision of quality RPL-enhanced programmes and services that meet the requirements of participants, their organisations, and UKZN.

This participatory research project involves critical evaluation of existing RPL practices within the Diploma programme and the organisational context within it is located. Use of Adult Learner Friendly Institute (ALFI) principles developed in North America will be customised and used for evaluation of the institutional component of this study.

Mr Alan Ralphs
University of the Western Cape

SAQA-UKZN Partnership Research

FET College educators: biography, knowledge, and pedagogy

It is well known that there is a skills shortage in South Africa. While FET Colleges are at the centre of a number of strategies to deal with these skills shortages, as well as with youth unemployment and economic development more generally, they have experienced extensive reforms in order to serve these purposes. In many instances FET colleges are new institutions with new employer-employee relations, new positioning in the education and training system, and new qualifications. Some 150 technical colleges have been rationalised into 50 public FET colleges. While educators in the technical colleges were public servants, those in the FET colleges are employees of the college councils. Where technical colleges offered N1-N6 qualifications spanning secondary and post-secondary school levels, FET colleges offer secondary school level National Senior Certificate (Vocational) qualifications at NQF Levels 2, 3, and 4 only - these levels being equivalent to Grades 10, 11, and 12 (matric) in the formal schooling system.

Educators in FET colleges have needed to rise to the challenges associated with all of these changes. Yet very little is known about these teachers: who are they? From which education and training pathways have they come? What are their knowledge bases? It is known that FET college qualifications draw on both theoretical and practical knowledges, and in many cases in addition to these components, workplace experience. What expertise do the teachers have in these areas? And how do they teach? These are some of the central questions of this study.

Collection of the data to address these questions is scheduled to take place in phases. The first phase of data collection comprises a survey of college educators in KwaZulu-Natal and Gauteng. This survey seeks to better understand the backgrounds of the people who teach and train in the colleges. What work experience do they have? What professional and trade qualifications do they have? What are some of the reasons for their choosing to work in FET colleges, as opposed to in other education and training institutions?

In a parallel data collection phase, a selected group of educators is being interviewed using life history (narrative) methods to develop a more detailed picture of the lives and careers of the educators. This phase will explore the motivations, aspirations and experiences of the educators in rich qualitative ways, through a series of interviews and photo-voice techniques.

The third component of the study uses video footage of workshop- and classroom interactions along with observation and note-taking for data to analyse the pedagogic techniques that vocational educators employ in order to teach the specific skills and content of their disciplines. To back this analysis, the research team will explore the literature on vocational pedagogy of the non-Anglophone world as well as Bernsteinian curriculum theory.

The study is in its initial stages. Currently the research team includes five UKZN academic staff members; one Masters degree and three doctoral students; and SAQA staff. Several sub-partners are involved, including staff of the Universities of the Western Cape and Nottingham in the United Kingdom, and others.

Professor Volker Wedekind
University of KwaZulu-Natal

A carpentry class at Coastal KwaZulu-Natal College in Durban

Change oriented learning and sustainable development

This Research Partnership is located in the SAQA *Researching Work and Learning* progamme. It focuses on researching change oriented workplace learning and sustainable development practices in various workplaces across the various NQF fields and courses.

The broad purpose of the study is to develop in-depth understandings of *change oriented workplace learning* and how it can contribute to sustainable development in our society. In addition, the research programme aims to inform standard-setting in such a way that takes the workplace learning process fully into account.

Sustainable development cannot occur without effective, change-oriented workplace learning. Sustainable development practices (such as energy reduction; food security provisioning; development of small-, medium-, and micro-enterprises (SMMEs); the reduction of pollution; environmental impact assessments (EIAs); environmental health practices; full cost accounting; water conservation; sustainable design, and others) are increasingly becoming necessary foci in almost every workplace. These practices affect competitiveness, trade, livelihood security, production, and poverty reduction opportunities in a wide range of sectors. They also influence future opportunities for quality of life in general.

It can be argued that sustainable development is, in itself, a change-oriented learning process as no society (or sector of society) has yet worked out how to develop sustainability. Sustainable development issues impact on households at every level of every social stratum, and on all sectors of society. Small and large production systems are implicated, as are service providers and the social sectors such as the health care sector. Many development thinkers have stated that energy issues, the effects of global climate change; water scarcity (especially in countries like South Africa), and social inequalities – the concerns of sustainable development practices - are likely to be some of the most pressing development challenges of the 21st century. Change-oriented workplace learning practices across the range of sectors in the ambit of the NQF are integral to creating and implementing the sustainable development practices envisaged in national policy in South Africa, in response to the potentially devastating effects of the global polycrisis environment.

This SAQA-Rhodes research programme was launched in early 2008. Within a partnership framework, the research programme currently involves three doctoral scholars (one of whom is funded by SAQA), and five Masters degree scholars (three of whom are funded by SAQA). The project scholars are undertaking in-depth research into change-oriented workplace learning in agriculture, forestry, local government and SMME workplace learning contexts.

The first phase of the programme has included the development of research frameworks and instruments for investigating how *change-oriented workplace learning* takes place in the context of *sustainable development practices*. Findings thus far highlight how different types of learning processes influence change in practice; ways of supporting learning systems in workplaces; and mechanisms for mobilising learning opportunities in response to challenges (including skills development challenges) in workplaces.

The research is developing a *cultural historical activity systems framework*, a theoretical approach differing from *structural functionalist* and *technicist* models of workplace learning and change in, inter alia, its consideration of the cultural and historical aspects of this learning. There is general concurrence that three of the biggest learning challenges for the 21st century are: (1) dealing with complexity; (2) learning in contexts of uncertainty; and (3) developing learning practices based on *distributed* cognition (the idea that not everyone can know everything). The study programme addresses and develops knowledge relating to these learning challenges, with a view to informing future standard-setting and qualifications in the National Qualifications Framework. The research includes the reviewing of existing standards.

This partnership includes further sub-partnerships which widen the programme to include *skills development planning* for environment and sustainable development in South Africa. It is supported by the Department of Environmental Affairs, and is linked to the Global Change Research Programme of the Department of Science and Technology. It seeks to provide information on the skills development needs for green (environmentally friendly) jobs. It also seeks to provide insight into critical *skills development* issues such as quality in the provisioning of workplace education and training; workplace skills planning; development and implementation of workplace-related programmes such as those in the Expanded Public Works Programme; and important workplace-learning processes such as mentoring and alignment of skills with human resources. Measures - such as seminars for key stakeholders - are continually being put into place in order to ensure that the research programme maintains stakeholder involvement and field-based relevance.

Professor Heila Lotz-Sisitka
Rhodes University

Rhodes partners: from left, Heila Lotz-Sisitka, Rhodes University Programme leader; Elizabeth Motsa, PhD scholar; Lausanne Olvitt, PhD scholar; Mutizwa Muksute

SAQA-Wits School of Education Partnership Research

Specialised communities of practice: understanding the relationship between theoretical and practical knowledge in the workplace and selected vocational training contexts

In recent NQF review processes that have taken place in South Africa, it has been recognised that the balance between theoretical knowledge and practical knowledge in Vocational Education and Training has up to now not been adequately represented in the formulations of knowledge, skills and standards that have made up our qualifications framework. The research partnership between the Wits School of Education and the SAQA Research Directorate is concerned with trying to understand this relationship in actual workspace and vocational training contexts in various ways, so as to inform development of the NQF in future. There are currently two research projects underway within the broad parameters of this partnership.

First, a project headed by Dr Nazir Carrim and involving Masters research students Anne Taylor, Zanele Mtshazo and Sam Mshizha, is examining the experiences of the School of Tourism and Hospitality at the University of Johannesburg (UJ) as a case study of the integration of vocational and academic education and training in Higher Education. The establishment of a 'comprehensive university', as an organisational form of and for higher educational institutions, has raised questions about how integration of traditional academic forms of knowledge and knowledge acquisition can be brought into articulation with knowledge forms and knowledge acquisition in historically vocational subject areas which have been housed within technical colleges.

The University of Johannesburg's attempts to integrate vocational and academic forms of knowledge are of considerable interest in this regard. One particularly interesting question that has been posed within this research project for example, is, "What does it mean to give a chef a PhD?" This research project seeks to tackle fundamental epistemological questions, and engage with basic assumptions about forms of knowledge, knowledge systems and the ways in which knowledge may be acquired, in vocational Higher Education courses. It also gives careful attention to the practices of articulation of knowledge and skills, and progression of students, in complex contexts involving both theoretical and practical training - such as that encountered in the UJ School of Tourism and Hospitality.

Nazir Carrim and Anne Taylor

A second project headed by Professor Ian Moll, and based on ethnographic workplace research done by MEd candidates Esther Lefatane Manabile, Nondumiso Mnisi, Sindiswa Msimango and Zanele Mtshazo, seeks to better understand the basis of assessment expertise in communities of practice in vocational contexts.

The NQF in South Africa has come under increasing attack in recent years for asserting that assessment is a matter of making judgements against transparent, explicitly codified, directly observable criteria of desired human performance – in short, against unit standards as construed in early SAQA policy formulations. However, it is increasingly clear that expert assessment is, at least in the workshop or workplace, a matter of the judgment of tacit knowledge by recognised members of expert communities of particular vocational practices. *This judgment is itself tacit.* The current research seeks to contribute to the understanding and recognition of tacit knowledge and skills, with a view to informing developments in the NQF in future. It draws strongly on the notion of communities of practice as developed by Etienne Wenger, who visited SAQA in 2008, and helped initiate these lines of inquiry within the SAQA context.

Both of these projects engage with these issues, debates and emerging epistemological questions in order to inform SAQA, on the basis of empirical research, about possible future development of the NQF. The contexts of the research represent a range of sites in which issues of the articulation and integration of knowledge, skills and practice are being viewed, experienced and interpreted by actors at the heart of vocational education and training.

Professor Ian Moll and Dr Nazir Carrim
University of the Witwatersrand

Ian Moll, Wits leader of the SAQA-Wits research project
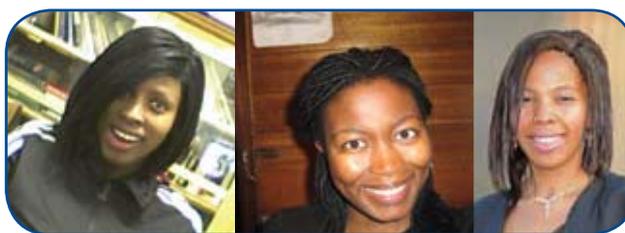
Nondumiso Mnisi, Sindiswa Msimango, and Zanele Mtshazo - the three Masters' degree students in the SAQA-Wits research partnership

Towards an Impact Evaluation of the NQF: descriptive and statistical analyses of responses to the new NQF Act (2008) and related legislation, by SAQA and the Quality Councils

The promulgation of a suite of new laws by Parliament in 2008 has significantly reconfigured the terrain formerly regulated by the SAQA Act of 1995 and associated legislation. An important change is the establishment of three Quality Councils for each of the General and Further Education and Training (GENFET), Higher Education (HE), and Trade and Occupation Skills (TO) sectors, respectively. Key SAQA leaders have signaled an intention to develop the new NQF as a tool for communication, coordination, and collaboration - an approach differing from the prescriptive one adopted by South Africa's first NQF.

SAQA has commissioned JET Education Services to undertake a Preparatory Phase of an Impact Evaluation over the period October 2009 to June 2010. The Preparatory Phase will be an important orienting exercise, given the extent of change following promulgation of the 2008 legislation, and the establishment of the new Ministries of Higher and Further Education, and Basic Education. It is intended that this Phase will culminate in a proposal for the Baseline Phase of the evaluation which will have the support of the eight institutions responsible for implementing the NQF, and of relevant stakeholder bodies.

The Preparatory Phase essentially involves a review of the relevant literature and discussions with the two new Ministries, their respective Departments, SAQA, the three Quality Councils, and stakeholder bodies concerning the conduct of the Impact Evaluation. The main outputs from this phase will be the formulation of research questions, the derivation of appropriate indicators for assessing impact, a description of the methodology to be applied in the Baseline Study, and the identification of data sources relevant to the indicators.

While it is likely that certain features of the education and training system will begin to show the effects of the NQF in a relatively short time, others will take much longer to show impact. International experience indicates that the effects may manifest themselves as follows:

One of the many aspects the Impact Study will consider is the progress of learners through the schooling system

Likely effects of the NQF on features of the education and training system over time

Features	Methodology and data sources to be used in the evaluation	Expected time frames in which these elements will come into play
Architecture Purpose, design features and implementation arrangements	• Documentary analysis • Interviews with managers and governors of the system • Perceptions of beneficiaries	Short term: 1-2 years
Use Use and usefulness of processes and products: standard setting arrangements, registration of qualifications, take-up by providers and learners, quality assurance	• Documentary analysis • Interviews with managers and governors of the system • Perceptions of beneficiaries • Quantitative data from NLRD and sectoral databases	Medium term: 2-5 years
Effects Impact on larger social indices: access, throughput, quality, portability	• Documentary analysis • Interviews with managers and governors of the system • Perceptions of beneficiaries • Quantitative data from NLRD and sectoral databases	Long term: 5-10 years

Assessing the short term influence of the new NQF such as changes in design and implementation arrangements, will be best done by means of descriptive methods. Medium term effects such as the use and usefulness of the NQF, will be assessed through a combination of perspectival data and descriptive statistics. The long term impact on indices such as quality and portability will be more difficult to disentangle from the effects of other policies and interventions. It is proposed that long term effects be assessed by means of a time-series design. Databases with longitudinal data used for internal management purposes in each of the three sectors (GENFET, HE and TO), and in SAQA, will be used to track changes. Indicators will be chosen to reflect the goals for each of the Quality Councils and for SAQA.

Cohort studies may be used to track the progress of learners at key articulation points within sectors (for example, Grade 9 learners transferring to the FET level within school), between sectors (such as FET college graduates transferring to Higher Education, or to workplace training), and between education and training, and the workplace (for instance FET college or Higher Education graduates transferring to employment contexts). These cohort studies will illuminate the mechanisms through which large-scale trends are either facilitated or inhibited, thereby providing important insights for policy makers and implementing agents.

Dr Nick Taylor
JET Education Services

SAQA
SOUTH AFRICAN QUALIFICATIONS AUTHORITY