

Reflections on Articulation Policy & Developments with Particular Reference to the Higher Education Sector

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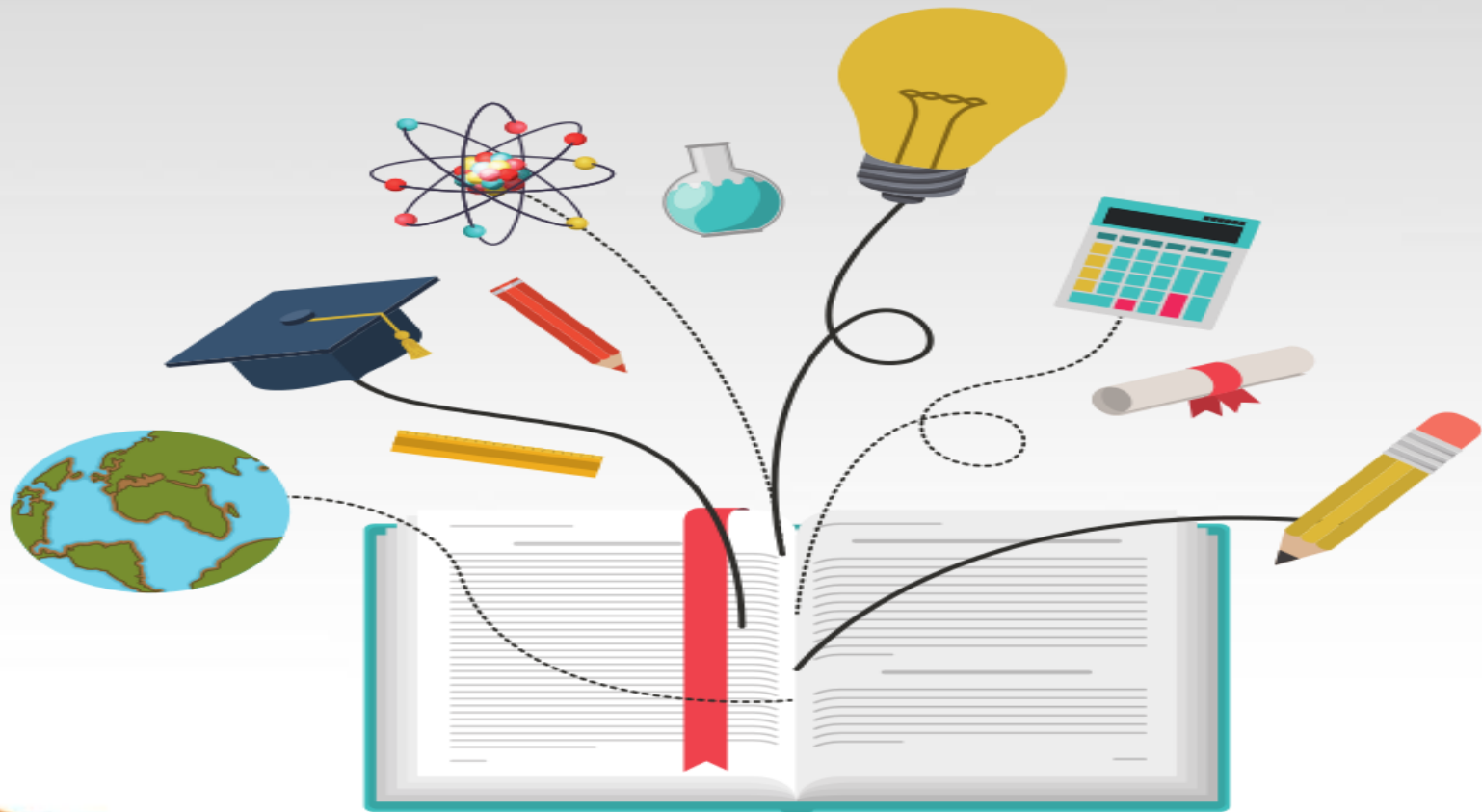
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WHY?

Articulation

- Contributes towards integration within HE
 - public & private
 - institution types: traditional, comprehensive, UoTs
- Contributes towards integration across sub-frameworks
- Fosters acceptance of parity of esteem of qualifications on same level, different sub-framework
- Ensures that there are no 'island' &/or 'dead-end' qualifications: thus, allowing for lifelong learning
- Creates flexible learning & career pathways

Articulation & the NQF



- Articulation is a key mechanism for advancing the objectives of the NQF
- Does not just happen on its own
- Needs to be promoted, facilitated & supported
- Needs interventions at multiple levels: ‘articulation by design’ at the levels of:
 - Learning programme
 - Institution
 - Group of institutions (inter-institution)
 - System

Situation Analysis



- **Articulation within HEIs**
 - With CAT, students change learning programmes without losing a year or years of study
 - Students enrol for postgraduate studies in fields that are cognate to, but not the same as that of their undergraduate qualifications

- **Articulation between HEIs**
 - With CAT, students change learning programmes without losing a year or years of study
 - Inter-institution agreements facilitate transfer of students between the institutions

- Articulation with the GFETQSF
 - Governed by national regulatory frameworks on admission
 - RPL for admission also makes a contribution
- Articulation with the OQSF
 - No regulatory frameworks similar to those governing articulation with qualifications on the GFETQSF
 - No guidelines from either of the 2 QCs concerned
 - Two research studies with different findings

- Findings of research by Makura & Nkonki (2017):
 - Students not aware of articulation pathways between OQSF & HEQSF
 - No parity of esteem between OQSF & HEQSF qualifications at the same NQF levels
 - HEIs give preference to students with NSC (L4) vs those with L5&6 OQSF qualifications

- Findings of research by DUT/SAQA:
 - Awareness of articulation high across public HEIs & TVET College sectors
 - Articulation is taking place through formal &/or informal arrangements
 - We have ‘developed’, ‘emerging’ and ‘latent’ articulation between TVET colleges & HEIs
 - ‘latent’ articulation: previously active, now ceased
 - NQF bodies to be actively involved in ‘taking to scale’ articulation initiatives

Articulation Policy for the PSET System of SA



Responsibilities of the CHE as a QC in terms of the policy

- Ensure new HE qualifications contain clear articulation routes
- Review existing HEQSF qualifications to ensure that they have clear articulation routes
- Control the proliferation of HE qualifications by moving towards more generic qualifications
- Work with HEIs to develop & implement new progressive policies on access, articulation & CAT
- Identify & eliminate dead-ends for students

Progress in Policy Implementation



The HEQSF

- Requires that qualifications have clear & flexible articulation pathways
- All HEQSF-aligned qualifications meet this requirement
- Constrains proliferation:
 - makes no provision for designators for majority of qualifications
 - limits number of qualifiers to 2 per qualification

Programme Accreditation

- Programme design criterion requires that learning programmes have clear & flexible articulation pathways
- All learning programmes accredited by the CHE meet this requirement
- Without clear & flexible articulation, programme cannot be accredited
- Without accredited learning programmes qualifications cannot be recommended to SAQA for registration on the NQF

CAT & RPL Policies for HE

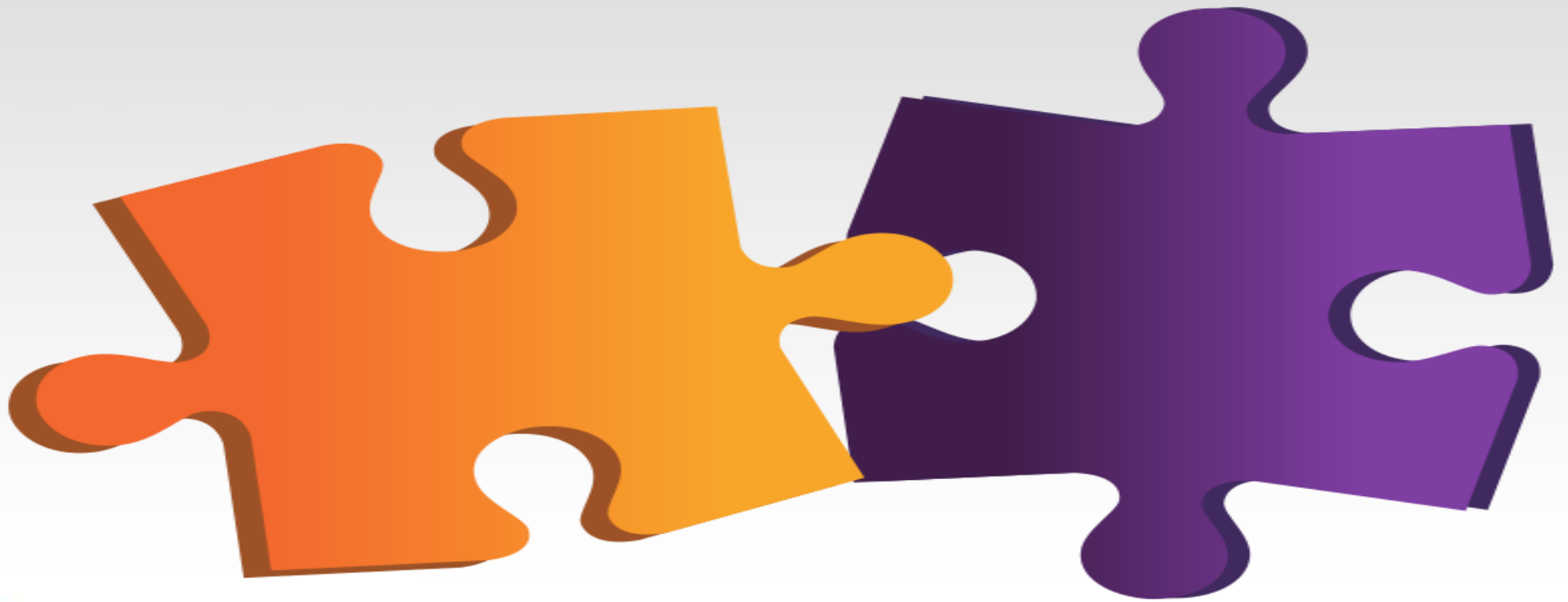
- Published in 2016
- HEIs have been workshopped about the policies
- Ongoing information support is provided to HEIs
- HEIs have developed own institutional policies based on the policies of the CHE

CAS & Articulation



- Government has released the Central Applications Service (CAS) Bill
- Seeks to establish & operationalise the CAS for HEIs & TVET Colleges
- CAS could help promote & facilitate articulation
- Provide all prospective entrants with access to the necessary information
- Provide advice service for prospective & unsuccessful applicants
- Provide career counselling service
- Provide clearing house service

Challenges



Articulation Gap

- CHE's 2014 research identified an 'articulation gap' between GFETQSF & HEQSF
- In terms of knowledge, academic skills, literacies & social attributes required for smooth transition from NSC/NCV level to the entry level of HE
- Only 33% of matriculants possess the requisite knowledge, academic skills, literacies & social attributes for smooth transition into HE
- Cause of high rates of failure & drop out in HE
- Need to be addressed to improve effectiveness of articulation

Research Gap

- The DHET Policy acknowledges that articulation is complex
- Adoption of workable articulation practices has to be guided by research
- But not much research is being conducted in this area by universities &/or QCs
- Research to identify barriers & international best practices would be essential

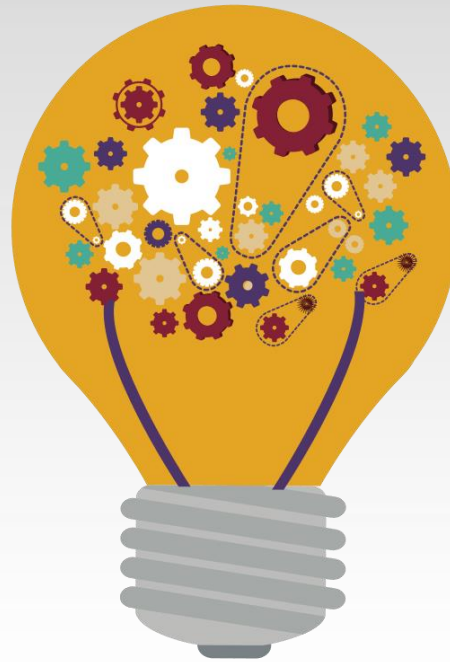
Lack of incentives for HEIs

- The DHET Policy acknowledges that ‘specific articulation’ is ‘articulation in practice
- Based on agreements between institutions
- There are no incentives for HEIs to enter into these agreements, nor sanctions for choosing not to
- Incentives could go a long way to promote ‘specific articulation’

Capacity & financial resource constraints

- The CHE does not have the capacity nor financial resources to:
 - monitor implementation of articulation within the entire HE sector requires
 - conduct large scale research on articulation
 - develop policies & provide support to institutions
- Important that these constraints are attended to

Engineering & Community Dev Articulation Sector Plans



Update on Responsibilities Assigned to CHE

- The DHET & USAf are better placed to:
 - undertake to remind HEIs that the NCV is an approved access qualification
 - track performance of students with Technical Maths from TVET Colleges
- The CHE & ECSA have a cooperation agreement
- Internal discussions within the CHE are continuing regarding the Community Development Sector Articulation Plan