



# **NQF Research Seminar: Understanding the National Articulation Baseline Study Findings**

*Kopanong Hotel and Conference Centre, Benoni, Gauteng  
30 January 2018, 08:00 – 17:00*

## **1. Introduction**

### ***Purpose of the event***

The purpose of the Seminar was to highlight success stories and best practices that were derived from the South African Qualifications Authority – Durban University of Technology (SAQA-DUT) research partnership. The dissemination of success factors will act in developing a culture of articulation across the country. In particular, the purposes were to:

- Share the findings of the National Articulation Baseline Study,
- Share successful provincial and multi-organisational articulation initiatives, and
- Agree on a set of criteria for success in articulation initiatives.

### ***Attendance***

The Seminar was attended by around 80 people. Attendees were made up of individuals from the Department of Higher Education and Training (DHET), Department of Basic Education (DBE), SAQA (including the Board, Board Sub-Committees and staff), the SAQA-DUT Research Partnership, the Quality Councils, and institutions of learning (public Higher Education Institutions [HEIs] and Technical and Vocational Education and Training [TVET] Colleges).

## **2. Summary of presentations**

### ***Outline of addresses and presentations***

Addresses and presentations were made as follows:

- *Welcome*  
Mr Joe Samuels, Chief Executive Officer (CEO) of SAQA
- *Official Opening of the Event*  
Dr Nkosinathi Sishi, Deputy Director General (DDG): Planning, Policy, Strategy - DHET
- *Presentation of the National Articulation Baseline Study Report*  
Professor Darren Lortan, DUT
- *Presentation on further qualifications undertaken by holders of National Certificate: Vocational (NCV) Level 4 qualifications*

Ms Omotola Akindolani, Deputy Director: National Learners Records Database (NLRD), SAQA

- *Presentation on the Limpopo provincial articulation initiative*  
Dr MA Ngoepe, University of Limpopo (UL)
- *Presentations on Western Cape provincial articulation initiatives*  
Mr Errol Francke, Cape Peninsula University of Technology (CPUT)  
Dr Sharman Wickham, Cape Higher Education Consortium (CHEC)
- *Presentations by the University of South Africa (UNISA), and some TVET Colleges with which UNISA has articulation arrangements*  
Professor Peter Havenga, UNISA  
Ms Melody Marescia, College of Cape Town  
Mr J Pretorius, Gert Sibande TVET College  
Mr Andrew Matima, Port Elizabeth TVET College

### ***Highlights from the addresses and presentations***

#### **Welcoming those present, Mr Joe Samuels, CEO of SAQA**

The CEO of SAQA welcomed delegates, noting the call in the White Paper for Post-School Education and Training (PSET), to enhance articulation in the system. He pointed out that while many had felt that regarding articulation, 'there was nothing much happening', SAQA had known of articulation initiatives 'on the ground'. In 2016 SAQA set up a Research Partnership with the Durban University of Technology (DUT), to investigate the successful models that exist, for student transitioning between TVET Colleges and Universities of Technology (UoTs)/ traditional universities, and workplaces. The National Articulation Baseline Study shows that there is a range of articulation successes. It also shows where there is further work to be done. What is needed, is for those gathered at the seminar, to agree on 'the criteria that enable, promote and improve articulation'.

#### **Opening the Seminar, Dr Nkosinathi Sishi: DDG-Planning, Policy and Strategy in DHET**

Dr Sishi officially opened the seminar. He mentioned that there was a need to strengthen the existing system of collaboration and communication between institutions (especially with the view of resolving the issue of parity of esteem between qualifications and institutions) – and that events like the seminar show that the institutions present are working together to find solutions. On the former point, he noted that the NQF framework has sufficient steering mechanisms (such as SAQA and the Quality Councils) to drive it forward; the task ahead lies in strengthening the existing mechanisms.

One of the outputs of the 2013 Ministerial Task Team on articulation, commissioned by DHET, was to focus on research on articulation to widen the system – this seminar by SAQA is located within this context. Dr Sishi reiterated the centrality of articulation as a mechanism within the NQF Act. He argued that the emphasis should be placed first on sharing solutions and then moving towards building the necessary structures to enable articulation within and across institutions. Successful articulation practices cannot be achieved in isolation. Dr Sishi also mentioned that

creating solutions for articulation should consider deeper national issues such as social class complexities.

### **Presenting the National Articulation Baseline Study, Professor Darren Lortan**

Professor Lortan explained that the study had focused on institutions of learning in the public domain (26 HEIs and 50 colleges), and that the intention in future work, would be to broaden the research to include the private domain. The purpose of the study was to identify, analyse and document good practice models and relationships for learner transitioning; identify and explore the potential for developing collaborative models in the three types of scenarios developed articulation scenarios, emerging articulation scenarios, and latent articulation scenarios); and identify the nature of activities and support that institutions, staff, and learners need for successful transitioning.

The findings showed that 17 TVET colleges and 11 HEIs have formal articulation arrangements in place, but more TVET colleges, 25, have informal arrangements and only six HEIs reported informal arrangements (some institutions reported more than one articulation arrangement). The type of articulation arrangements reported included those between HEIs and TVET colleges; HEIs and the workplaces; TVET colleges and workplaces; TVET colleges, HEIs and workplaces; TVET and international institutions; and HEIs and NGOs.

While arrangements were in place, there were challenges with articulation. The challenges included curriculum alignment issues between HEIs and TVET colleges, limited institutional structures, failure of HEIs to understand unique TVET issues, limited resources, work placement issues, and student support-related issues. Most TVET colleges perceived articulation arrangements to be 'moderately successful' rather than 'highly successful', but the majority of HEIs perceived their arrangements to be 'successful' and 'highly successful'. In addition, 57% of TVET colleges had systems in place to track student movements; however, the majority of HEIs, 68%, did not have tracking systems. The low number of institutions tracking students is often linked to people thinking that there is no need for such systems or are unaware of the importance of these systems, or who are not capturing information about student transitioning within articulation arrangements, or who rely on other systems, or who think that the number of students transitioning is too small to be captured or that it is too early to track student movements. Some institutions are still in the process of developing tracking systems. Student tracking includes monitoring the route from access to qualification attainment, tracking the levels of their qualifications, tracking students from TVET Colleges to UoTs, monitoring students transitioning within NATED qualifications, tracking students moving into the workplace, and tracking movement from a TVET to an HEI.

The various forms of articulation were categorised according to scenarios. A '**developed articulation scenario**' is deemed to be one in which learning programmes include systems for articulation and the integration of different learning pathways. In a developed articulation scenario, these systems and the necessary learner-support mechanisms aspects are already in place, and have been functioning for some time. An '**emerging articulation scenario**' is one in which programmes are currently being, or have been recently developed, in which the

systems for articulation and the integration of learning pathways have been considered from the inception of the initiatives, and in the roll out of these programmes. A '**latent articulation scenario**' is one in which programmes were developed with the intention of including systems for articulation and the integration of learning pathways in their design, but where these systems were either implemented and then suspended, or were never implemented at all. Latent scenarios do not include cases where articulation arrangements are non-existent, but there is an intention to develop articulation initiatives.

Professor Lortan reported that 16 institutions had what the researchers had categorised as developed articulation scenarios, 38 had emerging articulation scenarios, and 20 had latent articulation scenarios. Learning pathways that were reported included student transitioning from N4-6 qualifications to the workplace, or to a National Diploma (or Advanced Diploma, or an HEI via the route of a BTech instead of an Advanced Diploma) and then to the workplace, or from the N4-6 to the trade test to the workplace; students completing the NC(V) 4 qualification moved into the workplace, or into an N4-6 qualification, or to a Higher Certificate (and then to a National Diploma); students also completed an NQF Level 5 Occupational Qualification and then went on to achieve a National Diploma; and those who achieved a Higher Certificate went on to achieve a National Diploma.

Professor Lortan then went on to explain the seven enablers of articulation, these included:

- 1) *Development of collaborative relationships* to understand qualifications, to foster respect across institutions, understand the curriculum structures, advise learners at early points, and align offerings to the HEQSF.
- 2) *Recognising the roles played by various entities* including private HEIs and colleges, NGOs, provincial structures and employers – in supporting articulation initiatives, and making provision for work placements and entrepreneurship.
- 3) *Establishment, commitment to, and implementation of, formal articulation agreements* in the form of MoUs or MoAs.
- 4) *Inclusive admission criteria*, including HEIs admitting learners with N4-6 and NCV(4) qualifications, providing for RPL and CAT, and taking learners over 23 years of age who had not achieved an NQF Level 4 qualification.
- 5) *Quality teaching and learning* that considers learner support and scaffolding of the content of learning within and between learning offerings.
- 6) *Career advice services from the very early stages of learning pathways*, including at school, TVET colleges, community colleges, HEIs and elsewhere where there are key transitions points.
- 7) *Articulation focused on particular learning pathways* such as those between N4-6 to HEIs. NATED qualifications need particular attention as this is a common qualification reported as being part of articulation scenarios.

There were a number of recommendations about what needed to be done, these included the following.

- The key enablers of the successful 'developed articulation models' need to be identified, further investigated, and documented.
- National learning events – such as research seminars, colloquia, conferences – need to be hosted in order to promote system-wide sharing and learning.

- Articulation initiatives need to be established in workplaces; ‘articulation champions’ need to be identified; capacity needs to be built for WIL coordinators, and there is a need to develop and sustain entrepreneurship and ‘intra-preneurship’.
- It is recommended that a campaign be designed to develop collaborative relationships and communities of practice both provincially and nationally.
- The collaborative models in the three types of articulation scenarios need to be advanced in systematic ways.
- There needs to be a focus on particular learning pathways/fields/transition points, such as the Higher Certificates.
- National systematic reporting requirements need to be developed, as well as guidelines for institutions to track and report on, articulation practices.

*Discussion points raised following Professor Lortan’s presentation:*

- No international comparative/ baseline studies exist on articulation initiatives, to the Speakers’ knowledge. However, in Europe and elsewhere articulation initiatives, usually referred to as ‘progression’ or ‘recognition’ initiatives, are occurring ‘on the ground’. In addition, UNESCO is currently looking into research on articulation initiatives.
- Lifelong learning pathways should start at school, often times students are not clear about what pathways they want to enter into; career advice services are critically important, early on, and at key points in, learning pathways.
- The centrality of NATED courses in learning pathways needs to be considered, as should the possible (negative and considerable) impact of an approach that would involve phasing out NATED qualifications.
- Technical High Schools which offer N1-3 qualifications fall under the DBE, while the National Articulation Baseline Study focused on the PSET system; movements from the Technical High Schools to TVET colleges occur but other transitions from the Technical Schools are not as seamless.
- A Higher Certificate qualification can act as an entrance point for engagement around how students can extend their learning pathway ‘packages’.
- The problem of access to Higher Education via the NCV, NATED and Higher Certificate qualifications must be dealt with as learners are frequently denied access to Higher Education when holding these qualifications, although the HEQSF makes provision for such access. Integration in the form of access between offerings across the NQF Sub-Frameworks must be encouraged.
- It is a challenge that students can qualify for NSFAS funding to do a Higher Certificate at a TVET College, and after achieving the Higher Certificate can go on to articulate into a UoT or university – but they cannot qualify for additional funding for their university-level studies.
- There is an urgent need for an ‘articulation ombud’ because it is just a matter of time before a wealthy parent is going to take on an institution.

**Further qualifications undertaken by holders of the NCV(4), Ms Tola Akindolani**

This presentation focused on learner achievement data that showed how those who had achieved the National Certificate: Vocational [NCV(4)] qualification between 2009 to 2016, further navigated the NQF. The data were extracted from SAQA’s National Learners Records Database (NLRD), which is a key source of learner

achievement data for the NQF, and allows for the study of the actual transitions of learners. The NCV qualification is the vocational side of the last three years of high school; it was introduced to the TVET system in 2007; and it has three exit points at NQF Levels 2, 3 and 4. While more is known about the further learning of learners with the National Senior Certificate (NSC), little is known about the further movements of learners with the NCV(4) qualification.

The analysis showed that of the NQF's 12 organising fields, five dominated in terms of the NCV qualifications achieved, namely:

- Business, Commerce and Management Studies (32%);
- FET – General (28%);
- Services (11%);
- Physical Planning and Construction (10%); and
- Management, Engineering and Technology (7%).

In addition, learners with NCV(4) achievements in the period analysed, were predominately Black African females. The destinations of holders of the NCV(4) qualifications included more than 80% completing an NQF Level 4 qualification such as FET Certificates, National Certificates, or the NSC. But less than 2% of learners went on to achieve an NQF Level 5 to 8 qualification. Most of the holders of NCV(4) qualifications went to a public institution to further their studies. The most common learning pathway followed, was from an NSC at NQF Level 4 to an NCV(4). One concerning finding was the minimal movement across the NQF Sub-Frameworks. But more accurate pathways could be captured if more data existed, and more emphasis should be placed on institutions to provide the data.

*Discussion points raised following Ms Akindolani's presentation:*

- The NCV should be seen as a qualification in its own right. Umalusi conducted research to benchmark the NSC and NCV qualifications; each qualification is coherent in its own right. The public has less confidence in the NCV than in the NSC qualification because it does not have a precedent.
- The type of articulation achieved when students who complete an NSC qualification go on to obtain an NCV qualification may not be the desired type of articulation, as it can involve overlapping content/re-doing a similar part of a learning pathway, and is inefficient.

### **Limpopo provincial articulation initiative, Dr MA Ngoepe**

Given the need for transformation in the education system, articulation has become very important. For Dr Ngoepe, who discussed articulation initiatives in the University of Limpopo, one of the enablers of articulation was government regulation, policy provision and guidelines – such as the Government Gazette, 11 July 2008, No. 31231, Minimum Admission Requirements for the Higher Certificate, Diploma and Bachelor's Degree Programmes Requiring the National Senior Certificate; institutional admission requirements; and institutional RPL policy. Importantly, articulation partnerships for the University of Limpopo were not made with individuals but with institutions.

One articulation initiative presented involved the University, AgriSETA, the Waterberg TVET College, the National School of Government, and the Mpumalanga

Department of Education. The College developed agricultural courses and a Higher Certificate. Students were able to articulate into a National Diploma in Animal Production, and a Bachelors' Degree in Agricultural Management. Both the College and University had to play roles in curriculum development and delivery, assessment and moderation, and quality assurance.

A second initiative involved articulated short courses for National School of Government employees, and articulation into the University – for NQF Level 7 programmes – via Recognition of Prior Learning (RPL). A third initiative involved an articulated Certificate in Action Research suitable for NQF Level 6 study, for the provincial development of teachers under the Mpumalanga Department of Education – which could be used for credits towards a B Ed degree.

Some of the challenges experienced included the need for qualified staff especially to conduct RPL for candidates, and to design systems for tracking student transitions. The main successes included widening access to prospective students through different articulation pathways, institutionalising the University's RPL policy, and training staff to provide RPL.

*Discussion points raised following Dr Ngoepe's presentation:*

- RPL was used to give students credits wherever possible; each department at the University of Limpopo now has staff who can conduct RPL.
- College programmes are looked at to ensure that modules are designed in a way that enables learner transitioning to Higher Education.
- Regarding addressing the '50% clause', attempts are made to ensure that the student completes at least two years in the College, and at least two years in the University. It is difficult to persuade academics who want to follow a conventional way of doing things but national developments should be used to persuade them to change.
- An NQF level cannot be ascribed to short courses.

### **Western Cape provincial articulation initiative involving CPUT and TVET Colleges in the province, Mr Errol Francke**

Mr Francke outlined an initiative underway at the Cape Peninsula University of Technology (CPUT), which included the Higher Certificate in ICT, and Colleges in the Western Cape Province. The top 20 students in this programme at each of the Colleges, can automatically enter into Diploma in ICT studies at CPUT, where 50% of the subjects for the Higher Certificate can be carried over and a student will then do a mixture of first and second year subjects. The Higher Certificate qualification is offered at the TVET Colleges, and not at the University, but is a CPUT qualification. SETAs provided funding for designing the textbooks and other Learning and Teaching Support Materials (LTSM), and academic staff compiled a book for every subject in IT which allowed for the use of less American-based case studies, more South African content, and made it cheaper for students to obtain the LTSM. Importantly, CPUT ensures that it does not adopt 'a big brother approach', but rather, encourages an equal collaboration/ participation way of working.

Challenges experienced and addressed successfully in a way that enabled the articulation desired, included:

- the perceptions of students that they were ‘at a College’ when they wanted to be at a ‘real’ university;
- the simultaneous registration of students at multiple campuses;
- aligning the administrative systems;
- subject-content related issues;
- the workload distribution;
- staff turnover;
- lecturer synchronisation (when lecturers were lecturing across campuses);
- assessment synchronisation and the logistics of assessment, which had to take place at the same time at multiple sites; and
- the reluctance of private colleges to collaborate, an issue especially because of the limited number of places in the public TVET Colleges.

Successes include the successful transitioning, and employment of, students who completed their Higher Certificates in this system.

### **Western Cape provincial articulation initiative via the Cape Higher Education Consortium (CHEC), Dr Sharman Wickham**

Dr Wickham explained that the Cape Higher Education Consortium (CHEC) was formed to enable collaboration between the four Higher Education Institutions (HEI) in the province, and between the HEI on one hand, and the provincial government on the other. CHEC started to collaborate with TVET Colleges in 2013; this collaboration has since been foregrounded. CHEC’s roles are to (1) facilitate dialogue between the institutions involved, (2) contribute to strategic planning across the institutions, (3) support articulation initiatives, and (4) share good practice.

This presentation focused on one success story, amongst others, which involved articulation from the NCV in Public Health to a Higher Certificate in Disability Practice, facilitated by CHEC, in which the University of Cape Town (UCT) collaborated with a TVET College. The College engaged with the UCT to ensure alignment between the respective curricula, and the seamless flow of students from the College to the University.

Challenges encountered included:

- negative HEI perceptions regarding the readiness of the TVET College graduates, for Higher Education; the perceived lack of equivalence between the feeder qualifications, and what was required in the HEI;
- reluctance to enter into ‘unchartered territory’;
- the fact that NQF Level 5 qualifications were not seen as ‘the business of the universities’;
- inadequate funding streams;
- the late release of the TVET results; and
- [university] staff not knowing how to use National Benchmark Test (NBT) results.

However, the TVET graduates who became ‘university students’ demonstrated mature understanding, and the knowledge covered was not unfamiliar to them. The students transitioning from the Colleges performed well but struggled with the

amount of reading and written assignments while doing really well in the practical components.

*Discussion points following the presentations by Mr Francke and Dr Wickham:*

- Accreditation can be challenging especially if it is off-site.
- Following a uniform and comprehensive curriculum is important especially for learners to receive credits for completed modules.
- The funding in the TVET sector is insufficient.
- There is also a need to incentivise staff to be able to communicate between TVET and HEIs.

### **Presentation by UNISA and TVET colleges with which UNISA has articulation arrangements, Professor Peter Havenga**

The 'FET Colleges Act of 2006' made provision for TVET colleges to partner with universities, something previously not possible under the Higher Education Act of 1997. But shortcomings are still evident because many institutions are not permitting admission for holders of NCV qualifications. In UNISA's case – UNISA accepts students with a Higher Certificate achieved at 15 TVET Colleges in the context of the Memorandum of Understanding (MoA) that UNISA has with these Colleges. These students can for example, do a Bachelor's degree at UNISA after completing a Diploma. UNISA has Higher Certificates for all of its programmes. There is a huge demand for these Higher Certificates. UNISA has MoA with the 15 TVET Colleges to allow the Colleges to offer specific UNISA qualifications.

The challenges in this initiative included:

- finding staff to offer the Higher Certificates in the Colleges;
- poor understanding of the regulatory framework;
- late certification of the College results (UNISA eventually accepted Statements of Results instead of the certificates, for student registration at the University);
- the commonly held perception that educational standards are poor in TVET Colleges; and
- UNISA's introduction of Mathematics as a requirement in some programmes (for example, Accounting), when in the past Mathematical Literacy was accepted.

### **Presentation by the College of Cape Town, one of the TVET Colleges with which UNISA has an articulation arrangement, Ms Melody Marescia**

The College of Cape Town (CCT) has an agreement with UNISA for students to register with UNISA and complete their studies, including attending lectures and obtaining support materials, at CCT. Articulation routes include moving from a National Diploma into a Bachelor's degree (where CCT offers the degree on behalf of UNISA), or from a Higher Certificate to a National Diploma to a Bachelor's degree. Some of the students at CCT are funded by SETAs. CCT pays UNISA 40% of the total fees. Students also engage in Work-Integrated Learning where there are on-site worksites such as a day-care centre and Grade R classes.

The challenges included the strikes that took place at UNISA which delayed student registration and learning – but online systems also assisted to an extent, with learning materials.

### **Presentation by Gert Sibande TVET College, which has an articulation arrangement with UNISA, Mr J Pretorius**

The regulatory framework permits Colleges to offer qualifications on the HEQSF. In line with this, a Memorandum of Understanding was signed between UNISA and Gert Sibande TVET College, where the Higher certificate in Accounting Sciences, and Higher certificate in Economic and Management Sciences, were offered by the College. Students register with UNISA but receive academic material and teaching at the College (the college receives 40% of the subsidy). Students undergo intensive 'contact sessions' with four hours of teaching and three hours of activities and assessment per day. The College achieves a 90% pass rate; most students complete their qualifications.

Various challenges were experienced because of the rural location of the College. The challenges included the following:

- the limited human resources to offer the Higher Certificate qualifications;
- that students were not registered by UNISA on time;
- that when the College paid student fees to UNISA, amounts of moneys could not be linked back to individual students;
- that UNISA revised the admission criteria for certain programmes, and made Mathematics a requirement, and students could not register for these programmes because they had done the Mathematical Literacy courses offered by the College; and
- the college was not funded to offer the Higher Certificates.

### **Presentation by Port Elizabeth TVET College, which has an articulation arrangement with UNISA, Mr Andrew Matima**

An agreement was reached between UNISA and Port Elizabeth TVET College (PE TVET) whereby UNISA controls the administrative work and quality assurance for Higher Certificates. The lecturing, assignments, and examinations are conducted by and managed at, the College. A number of students enrolled, and there has been a 60% pass rate. The National Skills Fund (NSFAS) paid for all the students after submission of a detailed business plan.

Regarding challenges, there were initially issues regarding the following aspects, all of which were addressed and resolved:

- the funding of the programme;
- entry requirements for NCV graduates without Mathematics;
- assessors who lacked subject knowledge;
- the coordination of the project, and
- the need to find pathways for students into the workplace.

Addressing these challenges required constant engagement with the Deans of the Faculties – for example around the replacement of the requirement of “50% for

Mathematical Literacy” with “Mathematics” – where all the communications went through the initiative’s Coordinator. UNISA established a Resource Centre at the College, which made a big difference.

*Discussion points following the presentations by Professor Havenga, Ms Marescia, Mr Pretorius’, and Mr Matima:*

- There are substantial differences between rural and urban learning and teaching contexts, which need to be taken into account.
- The fee-sharing between Colleges and UNISA is based on a calculation of cost-recovery.
- Qualifications offered in TVET colleges on behalf of UNISA need to have strong online systems.

### **3. Points raised in the round table discussions regarding ‘Criteria that enable articulation’**

Round table discussions were held regarding the draft document “Criteria for Successful Articulation Initiatives”, that SAQA circulated. Delegate inputs were invited and encouraged. The following key points were made.

- **Regarding the heading of the document** – it should not be ‘Criteria...’ but rather ‘Guidelines and enablers for articulation’.
- **Regarding Criterion 1, ‘Developing collaborative relationships’**, (a) there is resistance from some officials in HEI, and there is a lack of understanding of institutional policy and what each institution offers. Lack of understanding of the regulatory framework gives too many people the option to opt out. HEIs need to be open to engagement with Colleges – articulation relationships are two-way relationships. (b) The alignment of programmes and curricula is very important, to enhance the possibilities of following learning pathways and minimise the risk of students failing.
- **Regarding Criterion 2, ‘Recognition of the roles played...’**, (a) there is an urgent need for the different role-players in the education-training-development-work field, to understand how the different parts of the system work.
- **Regarding Criterion 3, ‘Establishment, commitment to, and implementation of, formal articulation agreements’**, (a) it was emphasised that curricula need to be interrogated to ensure that mapping onto learning pathways is credible. (b) Epistemic injustice must be avoided – through the acknowledgement of all types of learning.
- **Regarding Criterion 4, ‘Inclusive admission criteria’**, (a) the importance of acknowledging all types of learning was emphasised. (b) This criterion needs to be clearer, eg it could include ‘access for people over 23 years of age, with no NSC, NCV, etcetera’.
- **Regarding Criterion 5, ‘Quality teaching and learning’**, (a) Flexible provisioning is necessary – in admin systems, in learning and teaching methods and scheduling, in assignments and assessment, and in access. The public can refer to the NLRD which states the minimum requirements for NQF qualifications.
- **Regarding Criterion 6, ‘Career development advice’**, (a) Students must be advised about their next steps forward.

- **Regarding Criterion 7, ‘Articulation focussed on...’** (a) Collaboration can’t just be for the sake of collaboration – there needs to be focus areas. (b) There is also a need to focus on articulation from HEIs or TVET colleges to professional designations.
- **Additional Criterion A** There is a regulatory environment for articulation – this needs to be advocated extensively. SAQA must ensure that this communication takes place, including to schools and parents.
- **Additional Criterion B:** Critical resources, including funding, are needed to support articulation. Collaboration for articulation needs to take into account industry needs; this may also increase the funding options for critical-needs sectors.
- **Additional Criterion C:** There is a need for more research to support articulation.

#### 4. Points raised regarding ‘The way forward for articulation’

The last session of the Seminar included the adoption of the “Statement on the Way Forward for Articulation”. Delegates committed to three main points:

1.

Encourage and promote the development and implementation of **formal articulation agreements** to create a **culture of articulation** within and across learning and work, where the formal agreements supplement NQF legislation and are aligned with this legislation;

2.

Participate in the **collaborative relationships** needed with role-players in the DHET, DBE, SAQA, the Quality Councils, other Statutory Bodies, institutions of learning across the board, Professional Bodies, employers, organised business and organised labour, NGOs and others – to develop and sustain articulation initiatives; and

3.

**Commit to the quality of teaching and learning, and quality scaffolding of curriculum** - including quality provision, quality learner achievements, and quality learner support and career advice – to address the related system/ institutional gaps which may be hampering articulation.

*Compiled by Dr Letitia Adaken and Dr Heidi Bolton with inputs from Mr Joe Samuels, 20 February 2018*