

**Locating professional qualifications in
vocational FET Colleges
– A Case Study Approach of FET-HE
Articulation**

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South Africa's National Qualification Framework

1997

NQF Level	BAND	TYPE OF PROVIDER
8	Higher Education and Training	Universities, Private providers, FET Colleges (NQF L5 only)
7		
6		
5		
4		
Further Education and Training Certificate		
3	Further Education and Training	Schools, FET Colleges, Private training companies, workplace training, community centres
2		
1		
General Education and Training Certificate		
1	General Education and Training	Schools, workplace training, ABET centres, community centres

South Africa's National Qualification Framework

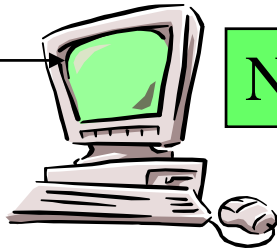
2006

NQF Level	BAND	TYPE OF PROVIDER
10		
9	Higher Education and Training	Universities, Private providers, FET Colleges (NQF L5 only)
8		
7		
6		
5		
4	National Senior Certificate/National Curriculum Vocational/FETC	
3	Further Education and Training	Schools, FET Colleges, Private training companies, workplace training, community centres
2		
1	General Education and Training Certificate	
	General Education and Training	Schools, workplace training, ABET centres, community centres

Recommendation of
qualifications and standards

SAQA

NLRD



TO QC

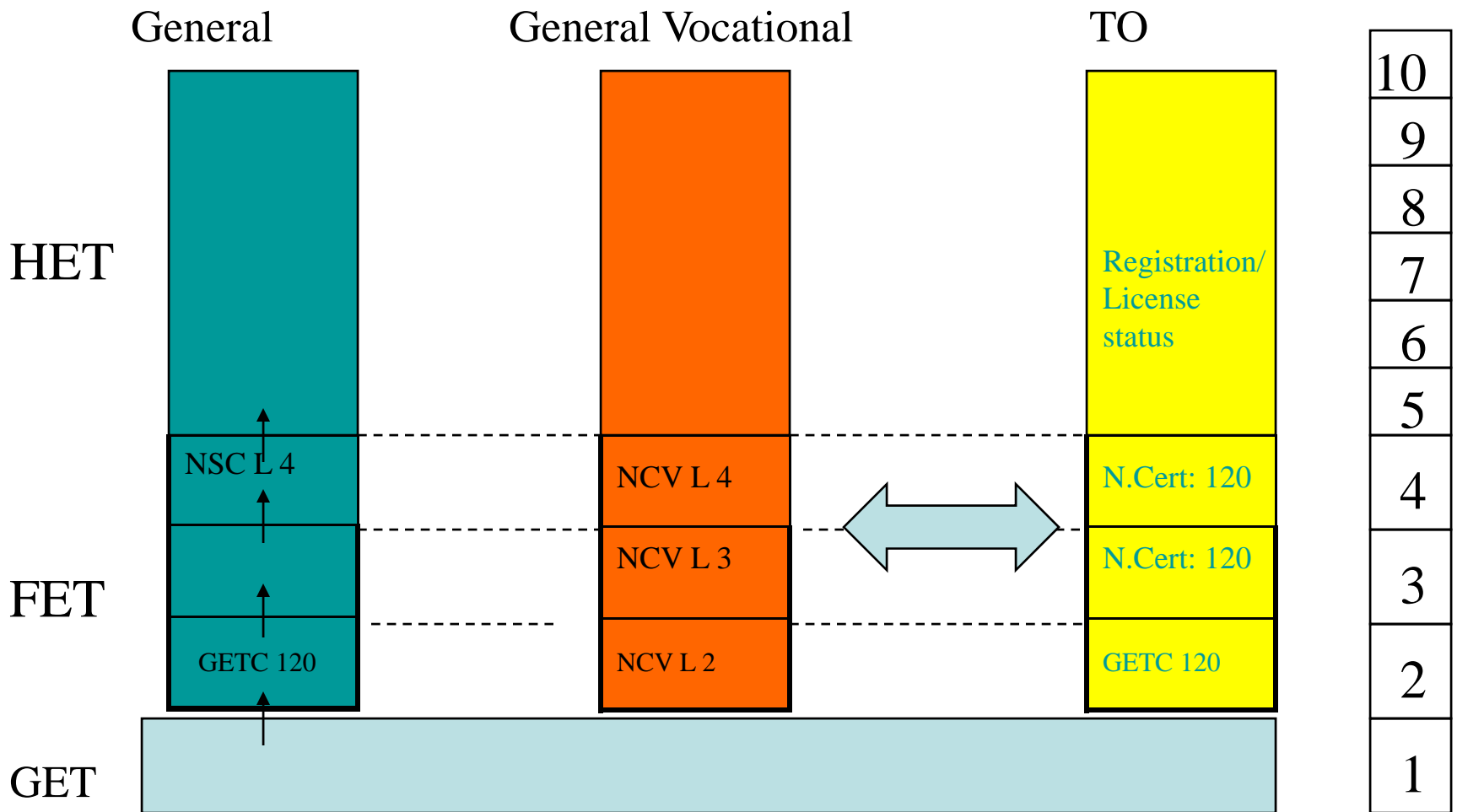
- NSA
- Sector ETQAs
- Professional Bodies
 - Standards generation
 - Quality assurance
- 9 SIC Bodies

HI ED QC

- CHE
- New NSBs
 - Standards generation
 - Quality assurance

GENFET QC

- Umalusi
 - Standards generation
 - Quality assurance



FET Colleges in policy transition

- Pre-1994 - Technical Colleges are racially defined, de-linked from apprenticeship system**
- 1997 - Green Paper on Further Education & Training (Community College notion)**
- 1998 - White Paper on FET/ FET Act (FET defined as NQF levels 2- 4)**
- 2002 - FET Colleges merged from over 150 to 50**
- 2007 - NCV replaces NATED (N1-N6) qualifications & FETC**

Articulation process

- Enabling training demand context
- University educational institute is approached by financial institute
- Educational institute brokers agreement with FET Colleges and university faculty who is recognised by as a Centre of Excellence in the Insurance Industry
- Educational institute draws in INSETA, who is a unique QA body for financial planning in HE.
- Sharing of curriculum and cross-fertilization of this curriculum
- Design of a learning and career pathway in financial planning

Lessons learned from the articulation process

- Importance of a professional qualification for 'buy-in' to articulation process
- Financial planning qualification enables horizontal and vertical articulation
- HEQF agreement with INSETA
- The use of an university educational institute as an honest broker
- Small articulation pilot to develop model for systemic replication
- Importance of a qualifications framework

Thank you