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NATIONAL QUALIFICATIONS FRAMEWORK ACT, 2008 (NO. 67 OF 2008)

THE ARTICULATION POLICY FOR THE POST-SCHOOL EDUCATION AND
TRAINING SYSTEM OF SOUTH AFRICA

I, Bonginkosi Emmanuel Nzimande, MP, Minister of Higher Education and Training, hereby, in terms of section 8(2)(b) of the National Qualifications Framework Act, 2008 (Act 67 of 2008) publish the Articulation Policy.

It is important, at this stage of the National Qualifications Framework (NQF) development, - especially in the light of the urgent needs of South African citizens - that a national Articulation Policy is published, which can strengthen further development and implementation of articulation across the post-school education and training system.

I express my appreciation to all individuals, institutions, Professional Bodies and organisations which provided comment during the development of the Articulation Policy. All inputs have been thoroughly considered and this policy reflects the carefully considered comments and inputs.



Dr BE Nzimande, MP

Minister of Higher Education and Training

Date: 13/12/2016



ARTICULATION POLICY FOR THE POST-SCHOOL EDUCATION AND TRAINING SYSTEM OF SOUTH AFRICA

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Acronyms and Abbreviations

CAT	Credit Accumulation and Transfer
CEO COMMITTEE	Chief Executive Officers' (of SAQA and the QCs, and Chairperson of the Inter-departmental NQF Steering Committee) Committee
CHE	Council on Higher Education
DHET	Department of Higher Education and Training
IDNQFSC	Inter-departmental NQF steering committee
ILO	International Labour Organization
LLL	Lifelong Learning
NAMB	National Artisan Moderation Body
NQF	National Qualifications Framework
QCs	Quality Councils
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SAIVCET	South African Institute for Vocational and Continuing Education and Training
SAQA	South African Qualifications Authority
SETAs	Sector Education and Training Authorities
ToR	Terms of Reference
UIL	United Nations Educational Scientific and Cultural organization (UNESCO) Institute for Lifelong Learning (UIL)
UMALUSI	Quality Council for General and Further Education and Training
WP PSET	White Paper for Post-school Education and Training

THE ARTICULATION POLICY IN CONTEXT

A National Strategic Articulation Policy

1. Articulation can be understood in different ways. Firstly, it can be understood broadly, as 'systemic articulation' or a 'joined up' system incorporating qualifications, professional designations, policies, and various other official elements aligned to and supportive of, learning and work pathways. Articulation could also be seen more specifically, in terms of structuring or aligning qualifications to enable progression in practice, with or without intra- or inter-institutional agreements, such as Memoranda of Understanding, Credit Accumulation and Transfer (CAT), and other mechanisms. Thirdly, articulation could refer to the pathways followed by individuals as they progress, and are supported in, their learning and work – by institutions that are flexible in their admission, curriculum, learning and teaching, and learner support systems. Aspects such as the quality of qualifications and learning, and career development services are thus part of articulation. The concept of 'transitions' becomes important, when a learning pathway involves transitioning from training to work, from work to training, from school or College to Higher Education, and so on.
2. A well-articulated system is one in which there are linkages between its different parts; there should be no silos, no dead ends. If a student completes a course at one institution and has gained the relevant knowledge and skills at the necessary levels, this must be recognized by other institutions if the knowledge gained is sufficient to allow epistemological access to programme(s) that the student wants to enter. Learners must be supported in their individual learning and work pathways.
3. The Articulation policy is a strategic policy and forms the overarching national articulation policy to frame other policies developed by the South African Qualifications Authority (SAQA) and the three Quality Councils (QCs).
4. Currently no regulated articulation policy exists which can strengthen articulation between the qualifications and part qualifications and between the sub-frameworks of the National Qualifications Framework (NQF). It has become necessary to foreground articulation principles and possibilities at the point of qualifications and part qualifications and/or curriculum development, rather than relying solely on traditional institutional articulation arrangements.
5. Education and training must be situated within the framework and value systems of life-long learning, quality education and training, education for democracy and social justice, personal development, and active, innovative participation in the economy.

6. Post-School Education and Training (PSET) comprises education and training which occurs from the end of compulsory schooling. The current situation in the post-school education and training system is that while a number of articulation initiatives exist, more work is needed regarding articulation in order to build a truly integrated and articulated post-school system. Even though the NQF has enabling features to promote articulation, barriers to access, articulation and credit transfer still exist.
7. The following issues are seen to be barriers to articulation:
 - a. Academic qualifications are considered more valuable and credible than comparable vocational or occupational qualifications;
 - b. Some qualifications on the NQF are seen to be "dead end" in nature, and do not lead to further learning.¹;
 - c. There are general perceptions that the purpose and nature of technical and vocational education and training is to offer learning programmes which focus on a relatively narrow band of employment-related or job-specific skills and competencies, when in fact the qualifications/part-qualifications could have wider relevance;
 - d. There has been inadequate building of coherence between the NQF sub-frameworks;
 - e. There has been an absence of robust articulation arrangements or alignment work between the different programmes and institutional types; and
 - f. There is a general lack of institutional flexibility to support learners as they 'stop in and stop out' of their studies, where research has shown that this kind of 'staggered pathway' is the norm at all NQF levels.

The purpose and intention of the Articulation policy

8. This articulation policy establishes the overarching conceptual structure, principles and policy statements to support the implementation of credible approaches to articulation within the South African post-school education and training system.

¹ Some qualifications are not dead end in themselves. For example when a student has completed the last of the music licentiate examination, the qualification does not necessarily have a way forward from there. Some qualifications are very specific and do not necessarily link to other areas of study for example the on-setter qualification in deep shaft mining.

9. The policy *intention* is to:
 - 9.1 Establish key articulation principles that enable the implementation of articulation within and between the sub-frameworks of the NQF and that strengthen the implementation of the NQF objectives especially to:
 - a. Facilitate access to, and mobility and progression within education and training and career paths, (section 5 (1)(b) of the NQF Act); and
 - b. Accelerate the redress of unfair discrimination in education, training and employment opportunities ((section 5 (1) (d) of the NQF Act).
 - 9.2 Create an enabling environment to ensure that:
 - a. Articulation happens within and between the three qualifications sub-frameworks across all levels of the NQF, and within and between qualifications and learning programmes offered by education and training institutions.
 - b. A common core curriculum at NQF level four (4) must underpin the further development and design of the National Senior Certificate (NSC), the National Certificate Vocational (NCV), the National Senior Certificate for Adults (NASCA) and other exit qualifications at NQF level four (4). The design of the curriculum in these qualifications should focus on general education development to aid articulation.
 - c. There must be an opening up for the development of qualifications at NQF level five (5) by each of the QCs, to create new and articulated learning and career pathways.
 - d. Institutions work together to develop learning pathways, and ensure that learning that they offer is linked to these larger pathways.
 - e. Learners are supported in their individual pathways.

Legislative and Regulatory framework

10. This Articulation policy is issued in terms of section 8(2) (b) of the National Qualifications Framework (NQF) Act, (No. 67 of 2008), which requires the Minister to determine policy on NQF matters in terms of the NQF Act, and to publish the policy in the *Gazette*. The NQF Act gives the Minister overall executive responsibility for the NQF, the *South African Qualifications Authority* (SAQA), the Quality Council (QC) for *General and Further Education and Training* (Umalusi), the QC for *Higher Education* (CHE) and for the QC for *Trades and Occupations* (QCTO).
11. The Articulation Policy is subject to the NQF Act and any revision to it.

The scope of the articulation policy

12. The **scope** of this policy covers articulation from compulsory schooling and/or grade 12 into and within the post-compulsory school education and training systems in South Africa. It includes all providers of education and training whether they are public or private Higher Education Institutions (HEI), public Technical and Vocational Education and Training (TVET) colleges, public Community Education and Training (CET) colleges, private colleges, Skills Development Providers, workplace-based trainers, or others. It includes the agreements with regional qualifications frameworks and bilateral agreements between countries to recognize each other's qualifications. These regional, multinational or international bilateral agreements are based on the recognition that knowledge and skills development needs are met both in South Africa and through teaching and learning undertaken beyond South Africa's borders.
13. The scope of the policy affects directly or indirectly the following departments, organizations and individuals:
 - a. The Department of Higher Education and Training (DHET) to establish strategic policy, principles and guidelines for articulation;
 - b. SAQA, in its overarching coordinating role of the three sub-frameworks, to provide guidance on articulation between the three sub-frameworks and to intervene in cases of unfair and irrational barriers to acceptance into learning programmes and /or credit transfer;
 - c. The three QCs namely the CHE, Umalusi, and the QCTO to work actively in collaboration with each other across the sub-frameworks to ensure articulation and to develop, foster and maintain an integrated and transparent national framework for the recognition of learning achievements;
 - d. Other Government Departments;
 - e. Employers;
 - f. Education and training institutions;
 - g. Skills development providers; and
 - h. Learners.

THE POLICY

14. Learning, whether theoretical, practical, simulated or applied needs to be viewed as being learning of different types as reflected in creative continua which co-exist on a continuum such as theory-praxis; education-training; workplace learning-classroom

based learning; and so on. The different types of learning that define the post-school system form this continuum.

15. Articulation is a commitment at all levels of the post-school education and training system to ensure equitable access, quality education and training that leads to all national qualifications and part qualifications being respected and considered as meaningful education and training building blocks. These building blocks, together with the institutional arrangements that support both them, help to construct a national system on the one hand and valued lifelong learning pathways on the other. These pathways include:
 - a. The formal recognition of learning whether in whole or in part;
 - b. The need to research projected articulations within and between qualifications and part qualifications; and
 - c. The inclusion in institutional policies, of entry and progression requirements, and post-qualification pathways.

Articulation Policy Principles

16. These broad policy principles are focused on the big picture; education and training has to address personal, national socio-economic and community needs. By doing so, injustices such as poverty and unemployment can be addressed. While there are existing articulation arrangements, all entities in the system need to build on and expand these initiatives to address the deeply embedded inequalities of opportunity. Further this policy must be used to improve the efficiency of the system of learning mobility and access within the education and training system as described in the NQF Act, and the three sub-frameworks which comprise the NQF.

Principle 1: Articulation is both *systemic* and *specific*:

- a. *Systemic* articulation is based on legislation, national policy (such as this articulation policy) and formal requirements within the education and training system.
- b. *Specific* articulation (also referred to as articulation in practice) is based on formal and informal agreements within the education and training system, between two or more education and training sub-systems, between specific qualifications and learning programmes, institutional types guided by policies, and accreditation principles. Institutional accommodation of individual needs also falls into the category of *specific articulation*.

Principle 2: Articulation meets the needs of the economy: There is a clear and unambiguous requirement that the education and training system must meet the needs of the economy. The education and training and skills development system must address skills shortages directly and with vigour, and pathways must be established for individuals to migrate through the system, engaging in new skills development and educational opportunities.

Principle 3: Articulation addresses 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. Citizens must be able to take multiple learning pathways to reach their preferred education destinations. Pathways must exist to allow citizens to work towards their desired learning and work pathways.

Principle 4: Articulation ensures redress, equity and inclusiveness: This policy must help ensure that every person has the right to access and engage in forms of learning suited to his/her personal, economic and community needs, and have his/her learning outcomes made visible and valued.

Principle 5: 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.

Principle 6: Articulation must be straight-forward and ensure accessibility of the system: The system must have straight-forward rules so that the educational and skills pathways can be easily understood and accessed. The fact that programmes are offered by particular institutions must not determine whether programmes articulate or not. The qualifications themselves should be designed with exit level outcomes that meet the requirements of the NQF level descriptors and are comparable with other similar qualifications.

Principle 7: Articulation must promote the value of learning outcomes achieved through different routes equally: The equal value (parity of esteem) of similar learning outcomes achieved through formal, non-formal and/or informal learning is a consequence of a trusted and credible quality assurance system and praxis. Assessed competencies that every individual has accumulated through non-formal and informal learning should be treated on a par with those obtained

through formal learning towards the achievement of a qualification or part qualification.

Principle 8: Articulation must be done by design: 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 must engage in other curriculum alignment work, so that articulation is optimized. Programmes/learning offerings must be designed with horizontal, vertical and diagonal articulation so as to ensure that they do not become 'dead-ends'.

Principle 9: Articulation must include credible and fair procedures and practices to validate learning: Criteria, procedures and practices for quality assurance, which includes assessing, and validating learning must be credible, relevant, reliable, fair and transparent.

Roles and responsibilities for the implementation of Articulation

17. This section provides the guidelines which underpin the roles and responsibilities for a number of role-players and stakeholders. These are the DHET, SAQA, the three QCs and education and training providers and skills development providers.

Responsibilities of DHET

18. DHET will be responsible to:
- a. Provide overall leadership in the implementation of articulation.
 - b. Provide the policy and guidelines for articulation to occur across the post-school education and training system.
 - c. Monitor and evaluate the implementation of the Articulation Policy by the entities responsible to further develop and implement articulation in an evolving post-school education and training system.
 - d. Commission research into new theory and emerging praxis regarding articulation development and implementation across the education and training system;

- e. Work with other government departments to remove outdated policies and legislation which hampers articulation.
- f. 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.
- g. Receive and respond to reports from SAQA and the QCs about the implementation of articulation.
- h. Lobby the Department of Labour to ensure that parity of esteem of qualifications is taken into account in the Basic Conditions of Employment Act so that minimum qualifications required for appointment to a job must include qualifications that are able to articulate to those listed as a requirement.

Responsibilities of SAQA

19. SAQA will be responsible to:

- a) 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 and part qualifications submitted to SAQA for registration on the NQF.
- b) Ensure, on a date arrived at in consultation with the Minister 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.
- c) Provide leadership to the QCs in terms of articulation processes and practices to ensure that an integrated and articulated education and training system is created;
- d) Provide annual reports to the Minister, after consultation with the QCs, about the implementation of articulation across the education and training system.
- e) 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.
- f) Advise the Minister, where the need arises, about possible amendments to legislation or the publication of regulations.
- g) Coordinate the work of the Quality Councils to ensure that articulation conflicts when they occur are eliminated or managed.

Responsibilities of the QCs

20. The QCs will be responsible to:

- a) Work collaboratively with SAQA, on a date arrived at in consultation with the Minister, to review all *current* qualifications to ensure they contain clear articulation routes. Where articulation is not possible, reasons must be given.
- b) Ensure, in terms of Section 27 (h) (iii) and (iv) of the NQF Act, that all *new* qualifications and part qualifications submitted to SAQA for registration contain clear articulation routes, and statements elaborating articulation in a clear and practical way. Where articulation is not possible reasons must be provided.
- c) Work towards simplifying the NQF by controlling the proliferation of institutional qualifications submitted for registration on the NQF, towards more generic qualifications which provide for curriculum comparability based on NQF level descriptors, even though there may be some diversification of content.
- d) Work with education and training institutions to develop and implement new progressive access, articulation and CAT policies.
- e) Identify and eliminate dead-ends for learners as they occur.
- f) Work directly with the accredited education and training providers to ensure that these providers have and are implementing fair and credible articulation policies in line with this articulation policy and guidelines.

Responsibilities of education and training providers

21. Post-school Education and Training providers must ensure that their statutes/policies enable articulation, and must develop institutional Articulation policies and guidelines, which are aligned to the Minister's Articulation Policy, the SAQA and the three QCs' policies.
22. Institutions must promote and implement articulation, RPL and CAT.
23. Where relevant, institutions must establish inter-institutional partnerships and arrangements through which vertical, lateral or diagonal articulation of qualifications and part qualifications are anchored in articulation agreements. These agreements will be guided by and dependent on parity of esteem principles.
24. Where applicable, intra-institutional articulation must be established which can comprise articulation between one learning programme to another or one department/faculty to another. Such arrangements must be anchored in articulation agreements and must be guided by the mutual esteem of faculties and departments in terms of delivery, assessment and quality assurance.

25. Ensure that learning and career pathway opportunities are included in inter-and intra-institutional collaborative partnerships.

ARRANGEMENTS TOWARDS FULL POLICY IMPLEMENTATION

26. The DHET, through a dedicated articulation sub-directorate/articulation office will guide implementation, enhance continuous policy improvements, monitor and evaluate the implementation of articulation across the system, based on reports coordinated by SAQA in consultation with the QCs.
27. At a systemic level there is a critical need for SAQA to ensure that qualifications and part qualifications submitted for registration on the NQF comprise clear articulation opportunities and routes, or that mitigating reasons are provided if articulation is not possible.
28. SAQA in terms of Section 13(1)(a) (b) (e) and (f) of the NQF Act, must address systemic challenges and incongruities as they occur, in order to produce a well-articulated system that brings about linkages between its different parts.
29. Research must be conducted by DHET, in collaboration with SAQA and the three QCs, to identify current praxis in diverse modes of teaching and learning, open learning, massive online open courses (MOOCs) to inform institutions about best practice, and to encourage institutions to implement these modes of delivery in a phased-in approach. Open Learning policy and practices must be aligned to the DHET position on Online Programme and Course Offerings.
30. Wide-spread advocacy and communications must be done by the Career Development Services, SAQA, the three QCs and education and training providers, to inform learners about occupational and vocational learning pathway opportunities for learners who exit school at the end of compulsory schooling, at the end of grade 9 or the end of NQF level 1.

POLICY GUIDELINES

Introductory statements

31. Articulation must be a key mechanism to enable implementation of the NQF objectives. The objectives of the NQF are designed to contribute to the full personal development of each learner and the social and economic development of the nation at large. The objectives are to:
- a) Create a single integrated national framework for learning achievement;

- b) Facilitate access to, and mobility and progression within education, training and career paths;
 - c) Enhance the quality of education and training; and
 - d) Accelerate the redress of unfair discrimination in education, training and employment opportunities.
32. Articulation comprises a number of related policies and processes; these are RPL, CAT and career and learning pathway planning and development towards lifelong learning. Articulation must be an essential component of an education and training system that operates as the centre-piece of an egalitarian society with a complex multi-dimensional economy.
33. Articulation must be a key mechanism to construct a fully articulated education and training system that resonates with the human development skills required in a democratic society.

Framing documents, reports and policies

34. This policy is informed by a number of Department of Higher Education and Training and other policy documents, reports and research reports which support the need for improved articulation. These include:
- a. The report and proposals of the *Ministerial Committee on Articulation Policy*;
 - b. The *SAQA Principles of Articulation*;
 - c. The *White Paper for Post-school Education and Training: Building an expanded, effective and integrated post-school system*;
 - d. The *Draft Research Report on Workplace-based Learning*;
 - e. The *National Development Plan (NDP)*; and
 - f. The *Addis Convention. (2014)*
35. This policy is further informed by published SAQA Policies on:
- a. *Level Descriptors for the South African National Qualifications Framework*;
 - b. *Credit Accumulation and Transfer (CAT) within the National Qualifications Framework*;
 - c. *National Policy and Criteria for Designing and Implementing Assessment for the NQF Qualifications and Part-Qualifications and Professional Designations in South Africa*;
 - d. *Policy and Criteria for the Registration of Qualifications and Part-Qualifications on the National Qualifications Framework*;

- e. *Policy and Criteria for recognizing a professional Body and Registering a Professional Designation for the Purposes of the National Qualifications Framework Act, Act 67 of 2008; and*
- f. *Policy for Implementing Recognition of Prior Learning (RPL) in the context of the NQF.*

Guiding Statements

36. The Policy will **apply nationally** to all articulation arrangements by recognized education and training providers. The principles establish articulation parameters to ensure measurable improvement over time and provide a benchmark against which progress can be monitored and reported.
37. Whilst it is agreed that educational opportunities do not create jobs, if there is a **mismatch** between the needs of the labour market and the nature of the country's skills and educational programmes then people will not find employment.
38. The **legislative mandate** provided for in the NQF Act has been relied upon to develop and gazette this policy.
39. The Policy builds on **enabling mechanisms provided by the NQF**, which include NQF levels and level descriptors; the three sub-frameworks with their identified qualification types and clear articulation routes; and a credit and notional hours' convention.
40. The NQF itself is premised on an outcomes-based approach in which learning outcomes are used to describe the exit level outcomes of qualifications and part qualifications. Clear **articulation requirements** and possibilities, quality assurance requirements, a purpose statement, the scope of the qualification or part qualification, and the accrediting and certifying quality council are stated in the registered qualifications or part qualifications. All these elements of the NQF enable comparisons and equivalence mapping to be done, even at the curriculum level, especially in cases where qualifications or part qualifications have been registered on different sub-frameworks or on regional or international NQFs.
41. "Articulation can be **understood in different ways**. It can comprise:
 - Joined-up qualifications and part-qualifications.
 - Inter-institutional arrangements such as curriculum alignment work, memoranda of Understanding, and Credit Accumulation and Transfer.
 - Flexible institutions that support learners as they follow their individual pathways.
42. Articulation must be a serious intervention in **contributing to students' improved success, beyond simply access** into institutions and/or learning programmes. It is

widely recognized that our education and training system is wasteful with high dropout rates, low throughput rates in senior secondary, further and higher education and unnecessary repetition of learning, (such as post-Grade 12 students being placed in NC(V) 2). The current system is not geared to allow students to find multiple pathways to success. The Adult Education and Training (AET) system has similar impediments. This policy must ensure that students are able to take multiple pathways to reach their preferred learning and work pathways.

43. Arrangements for articulation must be equally accessible and beneficial to the students entering courses and programmes of study with credit transfer or those students who enter directly without credits for prior learning. The education and training system must be accessible to individuals who are out of work so that they can have the best possible opportunity to get into work or so that they can engage in productive labour in self-employment opportunities.
44. Quality promotion, assurance and management are essential elements of the post-school education and training system. *The scope* of the three QCs can be adjusted, whereby a QC may have an extended remit in the sense that they can quality assure qualifications on NQF levels from which they were previously restricted. *The nature and purpose* of the qualification will determine on which qualifications sub-framework the qualification or part qualification is registered.
45. Learning, whether theoretical or practical must be considered part of a single continuum or creative continua even though dichotomies are built into the ways that we discuss education - theory-praxis, education-training, workplace learning-class-based learning, and so on. The different types of learning that define the post-school system form this continuum. It is desirable that programmes offered up to NQF Level 4 should contain general education elements that will ensure the programmes that have a vocational bent will also provide students with the knowledge and learning tools to migrate into and out of different pathways of education and training.
46. Equivalent means "equal in value, amount, importance, corresponding, having the same meaning or result". It is unlikely that a course, programme or qualification offered at different institutions will ever be the same; at best they could be comparable. In assessing equivalence, the degree to which content and outcomes match is crucial and the level descriptors will assist in this instance. The discipline and programme contexts also dictate the relative importance of the similarity.
47. The act of recognizing and transferring credit implies the acceptance of a course in place of a course offered at the receiving institution, or in place of an institutional or programme requirement. This means that the course from which the learner applies to

- be transferred does not have to be identical to the course for which transfer credit is granted.
48. To enhance articulation opportunities the curriculum should be modularized as far as possible. This arrangement will enhance the opportunities for people who work and learn and to exit a module/short course with credits. This arrangement will also simplify the time table process in TVET colleges to accommodate two or even three teaching and learning sessions per day.
 49. Standardized admission requirements for similar pathways should be considered over time, for categories of learning. At the same time, for reasons of social justice and efficiency, it is imperative that the system be flexible. Admission requirements into the different institutions such as TVET colleges, universities, and CET colleges must be fair and transparent. For example, the requirements for admission into higher certificates, diplomas and degrees for candidates holding a NCV at NQF level 4 are regarded by many as being discriminatory against such learners, in terms of the different requirements for those with a NSC at NQF level 4. Provisions for access into certificate, diploma and degree programmes must be fair, and transparent and academically defensible.
 50. 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 sub-frameworks, but articulated learning pathways across and within NQF levels and sub-frameworks are minimal. Qualifications and part qualifications submitted to SAQA for registration must indicate articulation routes which underpin learning pathways and career pathways.
 51. For articulation to work across the post-school education and training system there must be effective articulation at the systemic, programmatic and curricular levels. Clear steering mechanisms include the roles and functions of the stakeholders and role-players, such as DHET, SAQA, CHE, Umalusi, the QCTO, and the education and training and skills development institutions.
 52. Articulation must be multi-dimensional and must cut across sub-frameworks and institutional types. Its purpose must be to provide access to and from the sub-frameworks, rather than viewing articulation as uni-directional in narrow terms of vertical and linear progression in a learning pathway.

53. Occupational or career pathways are not linear in nature, and therefore neither are the associated learning pathways. The articulation policies of SAQA and the QC's must align with the Minister's Articulation Policy, must create learning pathways within and across the three sub-frameworks to address the critical knowledge and skills shortages in the country. SAQA, in collaboration with the DHET, must ensure that credible and sustainable regional, African continental and global articulation agreements are established.