
ABSTRACT
The development and growth in bi-lateral, regional and global mutual recognition of qualifications agreements is a relatively new area in the developmental trajectory of National Qualifications Frameworks (NQFs). Some of these include the establishment of a SADC Regional NQF in 2011; the establishment of the European Qualifications Framework (EQF) in 2007; and the development of the Addis Convention in 2014, (replacing the Arusha Convention of 1981). All of these initiatives seek to enhance and enable trust between the regional and global partners, and focus on mutual recognition of qualifications (MRQs) particularly as harmonisation and referencing mechanisms for qualifications globally are emerging as key drivers for purposes of increased access, mobility, credit accumulation and transfer, and articulation for lifelong learning and skills development across the globe. The initiative of the European Training Foundation (ETF) to develop basic level descriptors for a global framework, to simplify and enable, inter alia, global mobility of lifelong learners, and to develop and register quality qualifications, are among the benefits. The Ernst &Young report on the University of the Future (2012) identifies drivers of change for higher education, being the “massive” increase in the availability of “knowledge” online; the mass expansion of access to university education; the transformative effect of digital technologies; and global mobility. South Africa has responded to all of this by developing enabling and credible steering mechanisms to support and enhance the mutual recognition of qualifications and global mobility. Some of these include the development of a Policy Framework for the Internationalization of Higher Education in South Africa; the establishment of the Mutual Recognition of Qualifications Committee; the publication of the Minister’s Articulation and Recognition of Prior Learning Policies; the Level Descriptor Policy of the South African Qualifications Authority (SAQA) (2012), MRQ bilateral agreements with countries such as China, Russia, Germany, and France; and the pending ratification of the Addis Convention; and the development of ECertification by SAQA. All of these measures seek to provide an agile, trustworthy, credible and increasingly digitized platform to grow our international footprint. The methodology used in this paper, is mainly desk-top review of current legislation and policies in South Africa, with specific reference to higher education; and consideration of some relevant literature. It is not an exhaustive study by any means, but seeks to highlight the agility of the legislative and policy framework which is part of South Africa’s response to global networks, digitization, and mutual recognition of qualifications across countries. In short, these are but some of the benefits of MRQs. With South Africa having a globally-respected NQF system, we are well-placed to be one of the leading countries in developing and implementing modern systems of cooperation, collaboration and communication in the world of NQFs.
# Contents

ABSTRACT ................................................................................................................................. 1

1. ACRONYMS .............................................................................................................................. 3

2. DEFINITIONS ............................................................................................................................ 4

3. BACKGROUND ........................................................................................................................... 6

4. RATIONALE FOR THE INTERNATIONALISATION OF THE PSET SYSTEM ................................... 7

5. POLICY AND LEGISLATION CONTEXT .................................................................................... 8
   5.1 The white paper for Post-school Education and Training (WPPSET) .................................... 8
   5.3 Internationalisation Policy framework for higher education .................................................... 9
   5.4 Some regional and global initiatives ..................................................................................... 10
   5.5 Main legislation and policies relevant to the Policy Framework .............................................. 10
   5.6 Level Descriptors ................................................................................................................. 10

6. PRINCIPLES FOR MRQ DEVELOPMENT, VERIFICATION AND INTERNATIONALISATION OF HIGHER EDUCATION ........................................................................................................... 11
   6.1 Academic freedom and national interests ............................................................................. 12
   6.2 Legal compliance .................................................................................................................. 12
   6.3 Ethics .................................................................................................................................... 12
   6.4 Mutuality ............................................................................................................................. 12
   6.5 Complementarity .................................................................................................................. 12
   6.6 Value Creation ..................................................................................................................... 12
   6.7 Quality ................................................................................................................................. 12

7. QUALITY ASSURANCE AND ACCREDITATION ..................................................................... 12

8. CONCLUSION ........................................................................................................................... 13

9. READING LIST AND REFERENCES ......................................................................................... 14
<table>
<thead>
<tr>
<th>ACRONYMS</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANC</td>
<td>African National Congress</td>
</tr>
<tr>
<td>CHE</td>
<td>Council on Higher Education</td>
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<tr>
<td>COSATU</td>
<td>Congress of South African Trade Unions</td>
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<td>EQF</td>
<td>European Qualifications Framework</td>
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<td>European Training Foundation</td>
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<td>MRQ</td>
<td>Mutual Recognition of Qualifications</td>
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<td>NQF</td>
<td>National Qualifications Framework</td>
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<tr>
<td>NSF</td>
<td>National Skills Fund</td>
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<td>NSFAS</td>
<td>national Student Financial Aid Scheme</td>
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<td>PSET</td>
<td>Post-school Education and Training</td>
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<td>QCs</td>
<td>Quality Councils</td>
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<tr>
<td>QCTO</td>
<td>Quality Council for Trades and Occupations</td>
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<tr>
<td>RQF</td>
<td>Regional Qualifications Framework</td>
</tr>
<tr>
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<td>South African Qualifications Authority</td>
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<td>Southern African Development Community</td>
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<td>UMALUSI</td>
<td>Quality Council for General and Further Education and Training</td>
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<td>USAf</td>
<td>Universities South Africa</td>
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<tr>
<td>WPPSET</td>
<td>White Paper for Post-school Education and Training</td>
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DEFINITIONS

Cross border education refers to “the movement of people, knowledge, programmes, curricula, etc., across national or regional jurisdictional borders through cooperation projects, academic exchange projects and commercial initiatives” (Knight, 2005).

Globalisation is understood as “gradual expansion of the scope of social processes and social action from the local or the regional to the global level” (Bayly 2007: 84), as “increasing integration on a global scale” (Cooper 2007: 139), or as the “expansion, concentration, and acceleration of worldwide relations” (Osterhammel and Petersson 2005: 5). The impact of globalization on the internationalisation of higher education includes “the unprecedented developments in information technology and social media, the pervasive impact of economic liberalisation and trade agreements, the increased flow of people, ideas, capital, values, services, goods and technology across borders” (Knight & Sehoole 2013:5).

Internationalisation is closely related to the dynamic process of globalisation. The key concept of “inter-nation” implies a relationship between and among countries, people, systems and cultures.

Internationalisation at Home means the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments. Internationalisation at Home focuses on all students reaping the benefits of international higher education, not just those who are mobile.

Internationalisation of higher education means an intentional or steered process to integrate or infuse intercultural, international and global dimensions in higher education; to advance the goals, functions and delivery of higher education and thus to enhance the quality of education and research.

Internationalisation of the curriculum is the incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a programme of study.

International student means an individual registered as a student in a public or private higher education institution in a country other than their country of citizenship. Permanent residents are considered South Africans.

Student mobility refers to the movement of students between national territories for academic and related purposes and it can take the form of inbound mobility and outbound mobility.

Transcript supplement means a record of learning that gives syllabus outlines for each module/course attempted by the student. It must comply with HEQS-F requirements for a transcript supplement.

Trans-nationalisation comprises “phenomena happening across or beyond the borders of the nation-state, in which the nation-state still plays an important delimitative role and constitutes the point of

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departure” (Patel 2004: 11). The phenomenon often takes place when major corporations create international business without attaining a national character of the destination state retain the character of the state of origin or where they were established.
SOUTH AFRICAN STEERING MECHANISMS FOR MUTUAL RECOGNITION OF QUALIFICATIONS AGREEMENTS: ENHANCING STUDENT ARTICULATION AND MOBILITY GLOBALLY.

1. INTRODUCTION

The development and growth in bi-lateral, regional and global mutual recognition of qualifications agreements is a relatively new area in the developmental trajectory of National Qualifications Frameworks (NQFs). Scholars trace the early developments of NQFs to a time in the late 1980’s, nearing the last decade of the 20th century, when it was apparent that “educational and social inequalities were being sustained by academic and vocational divisions and between school and non-school knowledge” (Mukora, 2008: 2). At the time it was argued that the strong divisions were creating barriers to learning and that there was a need to do away with the strong distinction between academic and vocational systems and to consider alternative and more integrated models.

At the same time, during the late 1980s, and strongly influenced by this thinking on integration but also by a focus on vocational training through a competency approach, the notion of a type of NQF emerged in the United Kingdom (UK), Australia, New Zealand and Ireland. Drawing on these initiatives, the development of the South African National Qualifications Framework in South Africa has been built on a long developmental trajectory dating back to the proposals in the African National Congress (ANC) policy document for a post-apartheid education and training system, and the proposals from the Congress of South African Trade Unions (COSATU) in the late 1980’s.

In 1997 the Southern African Development Community (SADC) first mooted the concept of a regional-type of NQF, and started work towards the establishment of a SADC regional NQF. The SADC RQF was established in 2011, and is currently being implemented by the member states of the SADC region. The SADC RQF focuses on trust between the member states, and enhances a focus on mutual recognition of qualifications (MRQs) particularly as harmonisation and referencing mechanisms for qualifications from the 15 SADC Member States are further developed.

In 2007 the European Qualifications Framework (EQF) was conceptualised, and as a functioning regional NQF of 10 years now, it too is built on principles of mutual trust and recognition of qualifications, and enables harmonisation and referencing of nations’ qualifications across Europe, and even wider afield to take place. Strong MRQs have been developed between India and the UK, known as UKIERA, and between Canada and the UK. The Arusha Convention (1981) has now been replaced by the Addis Convention (2014) for Africa; all with the view to have mutual recognition of qualifications for purposes of increased access, mobility, credit accumulation and transfer, and articulation for lifelong learning and skills development across the continent.

A new initiative is being coordinated by the European Training Foundation (ETF) to develop basic level descriptors for a global framework. The envisaged benefits of such a global MRQ are seen as positioning countries, and their education and training systems for increased knowledge sharing, global mobility of lifelong learners, and to ensure quality qualifications are developed and delivered for skills development, and social and economic benefit to all learners. The Ernst &Young report on the University of the Future (2012) identifies the “massive” increase in the availability of “knowledge” online; the mass expansion of access to university education; the transformative effect of digital technologies; and global mobility as four of five drivers of change for higher education.
Across the world and in South Africa the international dimension of post-school education and training, (which includes technical and vocational education and training and higher education in South Africa) has evolved into a central feature of education and training systems. The South African White Paper for Post-School Education and Training (PSET) (2013) observes that:

“The internationalisation of higher education has grown over the past two decades, and is a reflection of globalisation as well as of South Africa’s return to the international community. Internationalisation of Higher Education takes various forms, including: the cross-border movement of students and staff; international research collaboration; the offering of joint degrees by universities in different countries; the establishment of campuses by universities outside of their home countries; the growth of satellite learning and online distance education, including online educational institutions; arrangements between countries for the mutual recognition of qualifications; the regional harmonisation of qualification systems; and the increasing inclusion of international, intercultural and global dimensions in university curricula” (WPPSET, 2013)

The White Paper for Post-School Education and Training further observes that South African higher education has been affected by all these trends.

This paper highlights some of the enabling steering mechanisms in the form of policy frameworks, and other initiatives, which enhance student mobility and articulation. These policy frameworks guide and regulate the activities that relate to Mutual Recognition of Qualifications (MRQs), internationalisation of the post-school education and training system (PSET) by further and higher education institutions and other role players in the sector in South Africa.

2. RATIONALE FOR THE INTERNATIONALISATION OF THE PSET SYSTEM IN SOUTH AFRICA

The rationale for the internationalisation of PSET in South Africa includes various dimensions, inter alia:
   a) to position the PSET system to be competitive in a globalised world;
   b) to advance the quality of PSET; and
   c) To benefit society and enhance opportunities for PSET to contribute to the public good.

There are many benefits associated with internationalisation of PSET but there are also risks. The combination of risks and benefits call for a national policy framework, which ensures that the South African education and training system as far as possible reaps benefits, enhances mobility, and avoids risks.

International students in South African private higher education institutions, for example constitute 8.8% of the students in that sector. In 2016 two foreign public universities had branch campuses in South Africa. South African higher education institutions cater for growing numbers of international students, particularly at postgraduate level. The presence of these students on our campuses requires clear national and institutional policies, processes and services. There is a growing number of opportunities for student and staff mobility available to South African citizens to study or work (on a short to medium term) in other countries. Appropriate policies are therefore, required to support, facilitate and regulate the phenomenon.
South Africa has noted these and other significant drivers of change, and has responded by developing enabling and credible steering mechanisms to support and enhance global mobility, access, credible mutual recognition of qualifications, and digitization of qualifications and verification. The PSET system in South Africa consists of public entities which include the Council on Higher Education (CHE); the National Student Financial Aid Scheme (NSFAS); the Quality Council for Trades and Occupations (QCTO), the South African Qualifications Authority (SAQA); National Skills Fund (NSF) and Sector Education and Training Authorities (SETAs); Universities; Technical and Vocational Education and Training (TVET) Colleges; the Community Colleges, and registered private higher education institutions. Universities South Africa (USAf), is a non-statutory membership organisation of principles of South Africa’s universities. Each of these entities are governed by legislation and/or policies, some of which are described below.

3.1 The White Paper for Post-school Education and Training (WPPSET)

The White Paper for Post School Education and Training (2013) is the Minister’s Policy statement about the direction in which the PSET system must develop. The WPPSET observes, for example, that the internationalisation of higher education in South Africa “has grown over the past two decades, and is a reflection of globalisation as well as of South Africa’s return to the international community” (WPPSET, 2013: par 4.9). It further presents the clear benefits to mutual recognition of qualifications, and internationalisation for South Africa. Two key principles of the National Development Plan of South Africa, reiterated in the WPPSET, are to improve international communication, cross-cultural learning and global citizenship; and to improve peace and cooperation, and finding solutions to global challenges such as sustainable development, security, renewable energy and HIV/AIDS. The WPPSET also calls for the simplification of the South African NQF, especially with regards to improving access and mobility across the education and training system, through credible articulation principles, for life-long learners. Increasingly, these learners are inclusive of numbers of foreign learners. The WPSPSET presents a vision of online and open learning, and the need for digitization of learning records, to assist credible and trustworthy global “migration” of learners. In South Africa, the verification mechanisms, and the digitization of qualifications and learner records is the responsibility of SAQA, as legislated through the NQF Act, of 2008. These policy imperatives contained in the WPPSET are being developed further into implementation plans, and we now have a draft version of the National Plan for PSET, which will guide the implementation of all these policy “visions”.

3.2 Mutual Recognition of Qualifications Agreements

The MRQs in general, provide for the recognition of educational qualifications and academic and professional degrees. South Africa has developed an instrument which eases the complexity of mapping different qualifications systems of countries to that of South Africa, examples of which are attached to this paper, as an Annexure. Further, in implementing the MRQ, each Party to the agreement has the obligation to inform another, through the diplomatic channels, about changes to their respective state systems of education, the changes to their qualifications framework, etc. It is therefore important to inform counterparts of the changes and they should also do likewise. South Africa has entered into, or is in process of establishing MRQs with, *inter alia*, Russia, China, Brazil, India, Malaysia, Palestine, Cuba, and France. Each of these MRQ agreements is underpinned by principles, of trust, credibility and
simplification of processes and systems to enable regional and global networks, such as the Groningen Declaration Network to be implemented.

South Africa is in the final stages of ratification of the Addis Convention (2014) which replaces the Arusha Convention on the recognition of studies, certificates, diplomas, degrees and other academic qualifications in higher education in African States. Further, the SADC Protocol 1997, which was ratified by the South African Government in 2000, makes specific provision for facilitating the mobility of students and academics in the region for the purpose of study, research, teaching and any other pursuits relating to education and training. There is agreement to work towards harmonisation, equivalence, and in the long term, the standardisation of university entrance requirements with due recognition that preconditions to ensure feasibility and equitable implementation are met. South Africa is also a member of the working group which is working with the ETF on the development of international referencing and harmonisation standards for the “global NQF”. Through using the building blocks of the SA NQF, (learning outcomes approach; credit hours; levels and level descriptors; qualification types; and quality assurance mechanisms), South Africa can provide important and credible input into the development of regional and global frameworks, which in turn enhance student mobility, skills development and global knowledge sharing and research.

3.3 Internationalisation Policy framework for higher education

After South Africa’s re-entry into the international community with the advent of democracy in 1994, higher education institutions were increasingly approached by universities in other countries to engage in different ways with the international higher education community. The National Development Plan (2012) sets a number of goals and targets for higher education that are relevant in the context of the internationalisation of higher education, including:

a) International exchange partnerships should be pursued and encouraged;
b) increase support for postgraduate study at universities, for senior researchers, for partnerships between universities and industry. A more stable funding model is needed for all educational institutions that conduct research;
c) expand research capacity and improve research output;
d) establish South Africa as a hub for higher education and training in the region, capable of attracting a significant share of the international student population; and
e) increase the number of masters and PhD students, including by supporting partnerships for research. By 2030 over 25 percent of university enrolments should be at postgraduate level.

Up until the development of the draft Policy Framework for the Internationalisation of Higher Education in South Africa (2017) this engagement has taken place in the absence of an official South African national policy on the internationalisation of higher education. The internationalisation of higher education happens primarily at institutional level while Government plays a supportive and facilitative role. It is envisaged that every higher education institution will develop an internationalisation policy or strategy.

To mitigate against the risks of some forms of internationalization, the Department has ensured that the draft National Policy Framework:

a) Provides guidance in terms of the quality and reputational considerations when forging of partnerships and the protection of the interests of locally enrolled students against non-recognised training pursued under the ambit of the state;
b) provides opportunities for income generation, where appropriate, to higher education institutions, at least, in order to sustain its iteration; and

c) develops strategic alliances aimed at enhanced bilateral, multi-lateral and regional cooperation in higher education.

3.4 Some regional and global initiatives

The involvement of Government in the internationalisation of higher education is primarily through the principles and guidelines, formulated in the draft National Policy Framework, and not through direct steering. Government may enter into strategic alliances with other countries in support of internationalisation. Government, in general, and the Department of Higher Education and Training in particular, must provide opportunities for internationalisation of higher education whenever such opportunity arises. Other than the Addis Convention and the SADC RQF, a number of regional and supra-national policies, statements and initiatives relevant for the internationalisation of higher education in South Africa include:

a) The SA-EU Strategic Partnership (2006);

b) The African Higher Education and Research Space (AHERS) (2013);

c) The African Union’s Agenda 2063 (2014);

d) The Brasilia Declaration (2015);

e) African Higher Education Summit (2015) where the African Research Universities Alliance (ARUA) was established; and

f) Science, Technology and Innovation Strategy for Africa (STISA) 2024.

3.5 Main legislation and policies relevant to the Policy Framework

The National Policy Framework is underpinned by a plethora of legislation and policies, some of which are named. They provide credible and trustworthy parameters and policy direction for implementation of regional and global agreements:

a) the Constitution of the Republic of South Africa;

b) the Higher Education Act, 1997 (Act 101 of 1997) (HE Act) as amended;

c) the National Qualifications Framework Act, 2008 (Act 67 of 2008) (NQF Act);

d) the Immigration Act (Act 13 of 2002) and The Immigration Regulations (2014);

e) White Paper for Post-School Education and Training: Building an expanded, effective and integrated post-school system (2013);

f) The White Paper on Science and Technology. Preparing for the 21st Century (1996); and


3.6 Level Descriptors

We have used level descriptors in the South African context to underpin and support verification and evaluation of qualifications, and to conduct RPL projects for qualification and designation awards. They have also been used to enable articulation for students vertically and diagonally across the NQF sub-frameworks. They underpin the development of the MRQ agreements. So, level descriptors are embedded in the enabling framework created for enhanced access, mobility and life-long learning.

Level descriptors are generally written with learning outcomes in mind. Learning outcomes written at a programme/course level ought not to be a simple digest of module learning outcomes, but should be a
generalized version of them with which they are compatible. Programme level outcomes should map onto the level descriptors for the appropriate award (Scattergood, 2008). The European Commission uses a tripartite structure of knowledge, skills and wider competences described as personal and professional outcomes; these three types of outcomes can be described at each level of a framework in a way that facilitates amplification and exemplification by national and sectoral bodies. (EU, 2005: 17).

Arumugan Gnanam (2001) speaks about globalization and its impact on quality assurance, accreditation and recognition of qualifications. He suggests that qualifications offered are the academic ‘currency’ for the transaction among the nations to promote academic mobility. Therefore the qualifications should be well denominated with sufficient and precise description of the purpose, content, duration and the level in a generic way. Borhene Chakroun (2008) proposes that the development of NQFs is an international trend. He defines a NQF as ‘an instrument for the development and classification of qualifications (e.g. at national or sectoral level) according to a set of criteria (e.g. using descriptors) applicable to specified levels of learning outcomes.

Gosling and Moon (2001) define level descriptors as generic statements describing the characteristics and context of learning expected at each level against which learning outcomes and assessment criteria can be reviewed in order to develop modules and assign credit at the appropriate level. This brief overview of the use of level descriptors as building blocks of the NQFs suggests a case for level descriptors to be generic and, as far as possible, to be internationally comparable and to comprise statements of knowledge, skill and competence and responsibility.

The South African Level Descriptors in particular describe learning achievements at a particular level of the NQF that provides a broad indication of the types of learning outcomes and assessment criteria that are appropriate to a qualification at that level. They describe the ten levels and cover all kinds of learning achievement. They provide a general, shared understanding of learning and achievement at each of these ten levels and are designed to enable their use across a wide range of learning contexts. The level descriptors indicate the relative demand made on the learner, the complexity and/or depth of achievement, and the learner’s autonomy in demonstrating that achievement. In South Africa, the descriptors have been written to cover (i) the full range of learning outcomes, irrespective of the learning or institutional context; (ii) from basic education, through school and unskilled worker levels up to doctoral or senior professional levels; (iii) both work and study situations, academic as well as vocational settings; (iv) in initial as well as continuing education or training; and for (v) all forms of learning.

Further, ten categories are used in the level descriptors to describe applied competencies across each of the levels of the National Qualifications Framework: (i) Scope of knowledge; (ii) Knowledge literacy; (iii) Method and procedure; (iv) Problem solving; (v) Ethics & professional practice; (vi) Accessing, processing and managing information; (vii) Producing and communicating information; (viii) Context and systems; (ix) Management of learning; and (x) Accountability

Level descriptors provide a scaffold from which more specific descriptors can be developed by a variety of different sectors and practitioners, for example discipline- or profession-based. The processes of curriculum design and development, will be influenced by these generic level descriptors. Level descriptors used in the context of MRQs, enable making trustworthy and credible comparisons across qualifications in a variety of fields and disciplines pegged at the same level of the NQF. Programme quality management used together with purpose statements, outcomes and assessment criteria, are also embedded within the level descriptors.
4. PRINCIPLES FOR MRQ DEVELOPMENT, VERIFICATION AND INTERNATIONALISATION OF HIGHER EDUCATION

The principles below are some of those that underpin internationalisation and MRQ agreements in the South African context.

4.1 Academic freedom and national interests
Academic freedom of higher education institutions to establish partnerships with foreign partners of their choice is granted. However, higher education institutions are expected to take the views and track record of those countries and institutions on core human rights into account, and ensure these do not undermine the national interest.

4.2 Legal compliance
Institutional policies, regulations, strategies and initiatives related to the internationalisation of higher education must adhere to the South African Higher Education Act and other legislation and regulations relevant to higher education.

4.3 Ethics
All activities related to internationalisation shall be principled and ethical in the South African context. The Constitution of the Republic of South Africa shall be the ultimate guide.

4.4 Mutuality
There must be mutual benefit to both a South African institution and its international partner(s) from their relationship.

4.5 Complementarity
Different activities, processes or programmes at each partner improve because of the relationship between a South African institution and its international partner(s) as opposed to only reinforcing each other’s existing strength(s).

4.6 Value Creation
Activities related to the internationalisation of higher education are designed with the aim of creating value for the parties involved, including, for example, the development of knowledge and capacity; cultural enrichment; the development of global citizenry and the creation of opportunities for generation of revenue for the institution.

4.7 Quality
The focus of internationalisation of higher education is on the quality of the initiatives and activities related to the internationalisation of higher education. These must meet the highest quality standards associated with higher education in South Africa and further afield. The principle of quality is defined as maintaining and applying academic and educational standards for both specific expectations and requirements that should be complied with and in the ideals of excellence that should be aimed at.

5. QUALITY ASSURANCE AND ACCREDITATION
South Africa participates in and honours regional initiatives (for example, by the SADC and the AU) to develop regional qualifications frameworks, quality assurance networks and accreditation processes to build capacity for quality assurance. Foreign institutions wishing to operate in South Africa must fulfil the requirements for registration and accreditation as stipulated in the relevant legislation and policies.
The South African Qualifications Authority (SAQA) is responsible for the development and implementation of a framework for credential evaluation of foreign qualifications. South African education and training institutions wishing to provide cross-border education must seek accreditation for such programmes and activities from the relevant agencies of the host country. South African students going to foreign countries or considering to study online with foreign institution have the obligation to confirm the accreditation status of the programmes they wish to pursue. The QCs in South Africa liaise with the quality councils in other countries, and the professional councils to assure and enhance the quality of cross-border education offered by South African providers.

6. CONCLUSION
South Africa has been a leading country in the development and implementation of many initiatives which enable qualifications framework networks, quality assurance networks, and verification networks to emerge. We are pleased that our association and membership of the GDN has enriched our own discourse, and enabled us to also enrich the GDN discourse. We are justifiably proud of the recent development of our ELearning certificate, which will enhance the simplification, credibility and efficiency of evaluation and comparability of qualifications across our borders. We are also proud of our research, especially the research which demonstrates the wide range of RPL implementation, and the many cases of articulation across education and training sub-systems, such as TVET to higher education. With South Africa having a globally-respected verification system, built on the tenets of our NQF, we are well-placed to be one of the leading countries in developing and implementing modern systems of cooperation, collaboration and communication in the world of NQFs and verification networks.
7. READING LIST AND REFERENCES


New Zealand Qualifications Authority. September 2010. NZQF Levels.


### ADDENDUM A: COMPARABILITY TABLE OF QUALIFICATIONS IN SOUTH AFRICA AND HUNGARY

<table>
<thead>
<tr>
<th>South Africa (SA)</th>
<th>SA NQF level</th>
<th>Hungary Higher Education</th>
<th>Hungary NQF Level</th>
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<td><strong>Sub-Frameworks</strong></td>
<td><strong>Sectors</strong></td>
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<td></td>
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<td>OQSF</td>
<td>GFETQSF/ HEQSF</td>
<td>General and further</td>
<td>Vocational and Technical</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>***</td>
<td>Master's Degree (Professional)</td>
<td>9</td>
<td>• Master (MA, MSc) (Osztatlan Mesterkepzesi)</td>
</tr>
<tr>
<td></td>
<td>Master's Degree (Professional)</td>
<td>9</td>
<td>• Post University Specialization Diploma (Szakiranyu Tovabbkepzesi Oklevel)</td>
</tr>
<tr>
<td></td>
<td>Bachelor's Degree (Professional)</td>
<td>8</td>
<td>• Osztatlan Esterkepzes (Undivided Master Degree / Professional qualifications),</td>
</tr>
<tr>
<td></td>
<td>Bachelor Honours Degree</td>
<td>8</td>
<td>• 5 to 6 year Degrees with 240 to 300 credits (based on the European Credit Transfer and Accumulation System (ECTS))</td>
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<tr>
<td></td>
<td>Postgraduate Diploma</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor's Degree (Professional)</td>
<td>7</td>
<td>Higher Level National Vocational Qualifications Register (NVQR) vocational qualification (built on Higher Education [HE] Diploma)</td>
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<tr>
<td></td>
<td>Advanced Diploma</td>
<td>7</td>
<td>Bachelor (BA, BSc)</td>
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<td>Postgraduate Certificate</td>
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<td>Diploma</td>
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<td>Higher Level NVQR vocational qualifications (2 years),</td>
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</tr>
<tr>
<td></td>
<td>Higher Certificate</td>
<td>5</td>
<td>HE short cycle vocational qualifications (1 year)</td>
</tr>
<tr>
<td></td>
<td>National Certificate (NSC and NC(V)</td>
<td>4</td>
<td>Secondary School-Leaving Certificate / Maturity Certificate (Gimnaziumi Erettsegibizonyítvany)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Upper Secondary NVQR vocational qualifications (Szakközépiskolai Erettsegí Képesítő)</td>
</tr>
</tbody>
</table>
### ADDENDUM A: COMPARABILITY TABLE OF QUALIFICATIONS IN SOUTH AFRICA AND CUBA

<table>
<thead>
<tr>
<th>South Africa (SA)</th>
<th>SA NQF level</th>
<th>Cuba</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub-Frameworks</strong></td>
<td><strong>Sectors</strong></td>
<td><strong>Higher Education</strong></td>
</tr>
<tr>
<td><strong>OQSF</strong></td>
<td><strong>GFETQSF/ HEQSF</strong></td>
<td>General and further</td>
</tr>
<tr>
<td>***</td>
<td>• Doctoral Degree&lt;br&gt; • Doctoral Degree (Professional)</td>
<td>10</td>
</tr>
<tr>
<td>***</td>
<td>• Master's Degree&lt;br&gt; • Master's Degree (Professional)</td>
<td>9</td>
</tr>
<tr>
<td>Occupational Certificate, Level 8</td>
<td>• Bachelor's Degree (Professional)&lt;br&gt; • Bachelor Honours Degree&lt;br&gt; • Postgraduate Diploma</td>
<td>8</td>
</tr>
<tr>
<td>Occupational Certificate, Level 7</td>
<td>• Bachelor's Degree&lt;br&gt; • Advanced Diploma&lt;br&gt; • Postgraduate Certificate</td>
<td>7</td>
</tr>
<tr>
<td>Occupational Certificate, Level 6</td>
<td>• Diploma&lt;br&gt; • Advanced Certificate</td>
<td>6</td>
</tr>
<tr>
<td>Occupational Certificate, Level 5</td>
<td>Higher Certificate</td>
<td>5</td>
</tr>
<tr>
<td>Occupational Certificate, Level 4</td>
<td>• Senior Certificate&lt;br&gt; • National Senior Certificate&lt;br&gt; • National Certificate (Vocational)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>