

# **Good Practice Guide on Articulation into and within Higher Education**

**Draft**

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**ACRONYMS**

AIP	Articulation Implementation Plan
APPETD	Association of Private Providers of Education, Training, and Development
CAO	Central Applications Offices
CAT	Credit Accumulation and Transfer
CATE	Colleges of Advanced Technical Education
CET	Continuing Education and Training
CHE	Council on Higher Education
DHET	Department of Higher Education and Training
FTE	Full Time Equivalent
FTEN	First Time Entering (into higher education)
GFETQSF	General and Further Education and Training Qualifications Sub-Framework
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
HEPS	Higher Education Practice Standard
HEQCIS	Higher Education Quality Committee Information System
HEQSF	Higher Education Qualifications Sub-Framework
HRDC	Human Resources Development Council
HC	Higher Certificate
HOC	Higher Occupational Certificate
MoA	Memorandum of Agreement
MoU	Memorandum of Understanding
NATED	National Accredited Technical Education Diploma
NABS	National Articulation Baseline Study
NCV	National Certificate: Vocational
NEET	Neither in Employment, Education nor Training
NLRD	National Learner Records Database
NPPSET	National Plan for Post-School Education and Training
NQF	National Qualifications Framework

NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
OQSF	Occupational Qualifications Sub-Framework
PQM	Programme Qualification Mix
PSET	Post-School Education and Training
QC	Quality Council
QAF	Quality Assurance Framework
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SADC	Southern African Development Community
SACPO	South African Public Colleges Organisation
SAQA	South African Qualifications Authority
SDP	Skills Development Provider
SETA	Sector Education and Training Authority
TVET	Technical and Vocational Education and Training
UCDP	University Capacity Development Programme
UPSET	Unfurling Post-School Education and Training
Umalusi	Council for Quality Assurance in General and Further Education and Training
Out	University of Technology
USAf	Universities South Africa
VET	Vocational Education and Training

## GLOSSARY OF TERMS

**Articulation** means the process of forming systemic, specific, and individual possibilities of connection between qualifications and/or part-qualifications to allow for the horizontal (or lateral), vertical and diagonal movement of learners through the formal education and training system and its linkages with the world of work:

- **Horizontal articulation** is articulation within and between NQF Sub-Frameworks, on the same NQF level.
- **Vertical articulation** is articulation across NQF levels within an NQF Sub-Framework.
- **Diagonal articulation** is articulation across NQF levels and across NQF Sub-Frameworks.
- **Systemic articulation** is a 'joined up' system including qualifications, professional designations, policies and various other official elements that support learning and work pathways.
- **Specific articulation** means aligning qualifications through inter- or intra-institutional agreements, such as memoranda of understanding, credit accumulation and transfer and other mechanisms.
- **Individual articulation** refers to learners being supported in their learning and work pathways through flexible admission, curriculum, learning and teaching, and learner support systems such as the quality of qualifications and learning, career development services, and other mechanisms.
- **Developed articulation scenario** refers to an articulation scenario in which learning programmes at an institution include systems for articulation and the integration of learning pathways. In a developed scenario these aspects are already in place and have been functioning for some time.
- **Emerging articulation scenario** describes an articulation scenario in which programmes at an institution are currently being or have recently been developed, in which systems for articulation and the integration of learning pathways have been considered from inception, and in the roll out of these programmes.
- **Latent articulation scenario** refers to an articulation scenario in which programmes at an institution were developed with the intention of including systems for articulation and the integration of learning pathways in the design, but where these systems were either implemented at an institution and then suspended or were never implemented at all.

**Articulation hub** refers to a collection of different institutions (HEIs, workplaces, TVET colleges, etc.) working together, usually within a geographical region, in search of, and implementing enabling mechanisms for articulation.

**Credit** is a measure of the contributing volume of learning that counts towards the full volume of learning required for a specified qualification on the Higher Education Qualifications Sub-Framework (HEQSF). It is quantified as a contributing number of notional hours of learning required to achieve the learning outcomes specified for a qualification. One (1) credit is earned after (10) notional hours of learning.

**Credit accumulation** means the totalling of credits that may be combined to complete the required credits for a qualification or a part-qualification.

**Credit transfer** means the vertical, horizontal or diagonal re-allocation of credits towards a qualification or part-qualification on the same or different level, usually between different programmes, departments or institutions.

**Credit accumulation and transfer (CAT)** is the process whereby a student's achievements are recognised and contribute to further learning, even if the student has not achieved a qualification. In terms of the CAT scheme, any and all credits for an incomplete qualification may be recognised by the same or a different institution as meeting part of the requirements for a different qualification; or they may be recognised by a different institution as meeting part of the requirements for the same qualification. Individual mobility between programmes and institutions is thus determined by curriculum requirements and is flexible. (Higher Education Qualifications Sub-Framework, 2013).

**Curriculum design and development** is a planned, purposeful, progressive and systematic process to create and design new programmes or positive improvements in existing learning programmes.

**Epistemic access** refers not only to the physical entry into higher education institutions but encompasses other support services such as tutorials, mentoring and related activities.

**Epistemic success** refers not only to achievements obtained through learning but includes the processes that are linked to the social wellbeing of students.

**Flexible learning practices** refers to initiatives within the PSET system that support and enable articulation, including though not limited to, the recognition of prior learning (RPL), credit accumulation and transfer (CAT), extended curriculum programmes (ECPs), supplemental instruction (SI), bridging qualifications, blended learning, flexible timetabling.

**Formal learning** means learning that occurs in an organised and structured education and training environment and that is explicitly designated as such. Formal learning leads to the awarding of a qualification or part-qualification registered on the NQF.

**Good practice** is an approach, method, technique or way of doing things that is generally accepted as being correct or more effective in delivering desired results or outcomes.

**Informal learning** means learning that results from daily activities related to paid or unpaid work, family or community life, or leisure, including incidental learning. However, in some instances, such learning could be planned or structured.

**Learning programme** is a structured and purposeful set of learning experiences that lead to a qualification or part-qualification.

**Learning pathways** are understood to be a collection of partners, policies and practices that enable mobility through a progressive set of learning experiences (formal and nonformal) that lead to a qualification or part-qualification through the recognition, validation and accreditation of the knowledge, skills and competencies acquired through these learning experiences. The efficacy of the

learning pathway is contingent upon the commitment of the various entities (educational institutions, training providers, workplaces) responsible for the realisation and sustainability of the mobility. **Flexible learning pathways** are learning pathways that are developed in response to the diverse needs of students through interventions that are well-designed and student-focused rather than institution-focused.

**Lifelong learning** is the deliberate and collective realisation of the right to education for people of all ages - for their personal development and for the sustainable economic, social, cultural and environmental development of society.

**Non-formal learning** means planned educational interventions that are not intended to lead to the award of qualifications or part-qualifications that are registered on the NQF.

**Part-qualification** is an assessed unit of learning that is registered as part of a qualification on the NQF.

**Parity of esteem** is about affording a qualification the same status as other qualifications at the same level on the NQF, whether within or across departments, faculties and institutions.

**Principles** are fundamental truths or propositions that serve as the foundation for a system of belief or behaviour or for a chain of reasoning.

**Programme** refers to a purposeful and structured set of learning activities designed to enable a student to meet the outcomes necessary for the award of a qualification.

**Professional body** means a body recognised in terms of the NQF Act to set professional standards, award professional designations, and register individual expert practitioners in an occupational field:

- **Non-statutory professional body** means a body registered as a non-profit organisation by the Company Intellectual and Property Commission/Department of Social Development and recognised in terms of the NQF Act to set professional standards and to award professional designations to individual expert practitioners in an occupation field.
- **Statutory professional body** means a body established by a statute and recognised in terms of the NQF Act to set professional standards and to register and award professional designations to individual expert practitioners in an occupational field.
- **Professional designation** means an NQF-recorded title or status conferred by a professional body to recognise a person's expertise and/or right to practise in an occupational field.

**Qualification** is a formal status or title that a higher education institution confers on a person who completes a prescribed learning programme and attains a specified level of achievement in relation to the learning outcomes of the programme. The achievement is evaluated through a combination of formative and summative assessment tools and methodologies. The higher education institution confers the qualification in terms of the authority that it derives from the Higher Education Act (No. 101 of 1997, as amended).



**Recognition of Prior Learning (RPL)** refers to the principles and processes through which a person's prior knowledge and skills are made visible, mediated and assessed for alternative access and admission to educational programmes. Credits are not awarded for learning deemed to be in place through RPL processes.

**Stakeholder** is any group or individual able to affect, or is affected by, the achievement and/or non-achievement of an organisation or institution's objectives.

**Umalusi** refers to the Quality Council (QC) in General and Further Education and Training, established in terms of the General and Further Education and Training Quality Assurance Act (Act 58 of 2001).

## 1. Preamble

- 1.1 Articulation, one of the fundamental principles of the United Nations (UN) Sustainable Development Goals, is regarded as a key tenet in the transformation of higher education in South Africa.
- 1.2 Although strengthening of relationships between education and training institutions and between these institutions and workplaces is clearly spelt out in the White Paper on Post-School Education and Training (PSET) (DHET, 2013), implementation guidelines on how to achieve this process effectively and efficiently, need to be clearly articulated.
- 1.3 Following the publication of its Policy on Articulation into and within Higher Education in 2023, the CHE, the Quality Council responsible for higher education in South Africa as mandated by the Higher Education Act 101 of 1997, as amended, has taken the initiative to come up with guidelines to assist higher education institutions in the implementation of this policy.
- 1.4 The Guide recognises that for articulation to be fully realised, both systems at national and institutional levels should fully commit and play their part and that time and resources (both financial and human) are essential ingredients to effectively drive this process.
- 1.5 Since institutions are at the coalface of the implementation processes, the Guide views them as better placed to effectively drive the quality assurance agenda regarding articulation into and within higher education.
- 1.6 The Guide is therefore an essential tool to assist higher education institutions navigate the implementation of the articulation policy.
- 1.7 The Guide fully acknowledges and respects institutional autonomy, academic freedom, and differentiation as important principles in the implementation of the articulation processes in the higher education sector.

## 2. Background

- 2.1 A comprehensive historical overview of articulation within South Africa is necessary to situate the current context of recent articulation policies. As a precursor to the Background and Context such an overview is provided in Annexure A1.
- 2.2 A number of current issues with articulation policy implementation stem from the perceived perpetual liminality between promulgation and implementation. The longer these liminal zones are sustained the more likely that are to have an inimical impact on progress made in moving articulation forward.
- 2.3 Articulation within and across the institutional and qualification landscape in democratic South Africa is a national imperative that has featured regularly in Higher Education legislation. Although the goal of strengthening relationships between education and training institutions and between these institutions and workplaces is clearly laid out in the White Paper on Post-School Education and Training (PSET) (DHET 2013), widespread implementation of legislative imperatives by institutions and workplaces is still needed.
- 2.4 Needham (2019) in his doctoral thesis by publication, titled *An Exploration of Articulation from TVET Colleges to Universities and the World of Work*, outlined aspects of the history of articulation in countries within the Southern African Development Community (SADC) – from the impact of colonial educational policies on the sustained negative status on TVET Colleges, to a comprehensive focus on the recent developments in South Africa.
- 2.5 In their Comprehensive Report of the SAQA-DUT Articulation Research Partnership between the South African Qualifications Authority (SAQA) and the Durban University of Technology, titled *Developing an understanding of the enablers of student transitioning between Technical and Vocational Education and Training (TVET) and Higher Education Institutions and beyond*, Lortan and Maistry (2020) briefly reported that historically, South Africa inherited a racially segregated, unequal education and training system. Different types of learning did not enjoy equal respect; and qualifications were not necessarily linked to learning pathways.
- 2.6 Notwithstanding the gains made since the advent of democracy, both Needham (2019) and Lortan and Maistry (2020) cite the observation by the Ministerial Task Team on Articulation that the South African Post-School Education and Training (PSET) system is ‘riddled with conceptual and systematic challenges and incongruities ... and that users of the PSET system experience a lack of coherence and articulation between and within the sub-frameworks that constitute the NQF. Moreover, the system is perceived to be incessantly producing and reproducing gender, class, racial and other inequalities in access to PSET opportunities and to success in PSET programmes’ (RSA, Government Gazette No 37775: 7). Nearly a decade later, this perception does not appear to be changing.
- 2.7 In contemporary South Africa, the National Qualifications Framework (NQF) is the means chosen to integrate the PSET system and to enable lifelong learning. The NQF mainstreams a wide variety of access routes for success in lifelong learning, redress, mobility and progression, quality, and transparency.
- 2.8 Articulation was one of the key principles addressed within the NQF, namely to “facilitate access to, and mobility and progression within education, training and career paths” for all South Africans and to “accelerate the redress of past unfair discrimination in education, training and employment opportunities” (SAQA Act 57, March 1995). Annexure A1 explores in some detail how

- articulation in South Africa was sustained without the NQF.
- 2.9 Learner mobility (across similar institutions), in this uneven 'parallel' system was enabled by the common curriculum among Technical Colleges and among Technikons – enabling credit accumulation and transfer between them. The curriculum (and assessment) for both types of institutions was nationally controlled; deviation was not allowed (Cooke et al. 2010). Greater autonomy of curriculum eventually devolved to Technikons, and later to the Universities of Technology.
  - 2.10 Mergers within the landscape of these institutions, coupled with varying degrees of academic drift and mission drift and numerous policy changes affecting the qualifications offered by these institutional types, gradually led to the devolution of the diagonal articulation arrangements that permeated these Technical and Vocational post-school institutions.
  - 2.11 The most significant challenges with the pre-1994 system comprised the unfair discriminatory practices based on race and ethnicity, and uneven quality across the system. As lamented by the Ministerial Task Team on Articulation "the system is perceived to be incessantly producing and reproducing gender, class, racial and other inequalities in access to PSET opportunities and to success in PSET programmes" (RSA, Government Gazette No 37775: 7).

### 3. Context

- 3.1 Learning pathways are understood to be a collection of partners, policies and practices that enable mobility through a progressive set of learning experiences (formal and nonformal) that lead to a qualification or part-qualification through the recognition, validation and accreditation of the knowledge, skills and competencies acquired through these learning experiences.
- 3.2 Learning pathways enable articulation. The two concepts may be deemed to be synonymous. However, like all pathways in existence if they are not utilised then mobility is not occurring. If pathways are not well signposted or well maintained, mobility may be occurring, but in vain. Cul-de-sacs and pathways prone to rockfall are good cases in point. In some instances, signposting would be sufficient exercise prudent mobility, while in other cases debris may require clearing prior to the sustained use of the pathway.
- 3.3 The efficacy of the learning pathway is contingent upon the commitment of the various entities (educational institutions, training providers, workplaces) responsible for the realisation and sustainability of the mobility. Flexible learning pathways are learning pathways that are developed in response to the diverse needs of students through interventions that are well-designed and student-focused rather than institution-focused.
- 3.4 Since the establishment of the NQF, a number of policies on, or related to articulation have been promulgated, revised and/or amended. These include but are not limited to the RPL Policy, the CAT Policy, the National Articulation Policy, the CHE Policy on Articulation into and within Higher Education, the reviews of the HEQSF and the NQF itself.
- 3.5 The development of these policies has been informed by a number of related and/or overlapping national imperatives that underpin the collective drive to realise a well-functioning sustainable PSET sector. Arguably the most significant of these include the development of the three qualification sub-frameworks (HEQSF, OQSF and GFETQSF), the White Paper on Post School Education and Training (2013) and the National Plan for Post School Education and Training (2021). These policies constitute a portion of the learning pathway that enable mobility. They enable the construction of the learning pathways provide advice and guidance on materials to be uses and lengths of pathways, but the construction of pathways is left to others.
- 3.6 Several contributions to these policies have been drawn from the findings of research commissioned by national bodies and undertaken in partnership with universities and other research organisations. The universities and their partners are responsible for the co-construction of learning pathways. These national bodies are part of or contribute to the PSET regulatory framework. These include but are not limited to DHET, SAQA, CHE, QCTO, Umalusi, several Sector Education and Training Authorities (SETAs), the Human Resources Development Council (HRDC), USAf, South African Public Colleges Organisation (SACPO), and the Portfolio Committee on Higher Education, Science and Technology. All of these partners are involved in planning and maintaining learning pathways and ensuring that the leaning pathways meet the standards required for safety and mobility of the users of the pathways.
- 3.7 Notwithstanding the plethora of national imperatives contained in these policies and related commissioned research reports, the extent to which sustainable articulation activities are being implemented, is not commensurate with these recommendations. Two exceptions are noteworthy, due in part to the flexibility in the use of learning pathways that they advocated for.

- 3.8 The first (chronologically) is the SAQA-DUT research report (2020) which made a number of recommendations, some of which have been implemented in varying degrees of efficacy. The most salient of which was recommendation that the implementation of the recommendations as a whole should be phased in and where successful articulation initiatives have been identified, these should be scaled up. These recommendations formed the basis of a successful submission to the UCDP to fund the coordinated implementation of articulation nationally, through the UPSET Project, which commenced in 2021.
- 3.9 In the same year the CHE published the Research Report on Articulation from Technical and Vocational Education and Training (TVET) Sector into Higher Education in South Africa. Among the many recommendations the findings outlined in the comprehensive report, is an implementation plan spanning three phases (short-, medium- and long-term time frames). These options were further analysed in a matrix document attached to the report. A summary of the matrix document will not do justice to its detail. Hence the matrix document is included as Annexure A2. As indicated in the CHE Research Report, the matrix document could serve as the starting point for an implementation plan going forward. Each of the proposed interventions includes an outline of the feasibility, resource requirements and also identifies associated risk. The matrix document is both a useful source of good practice but may also serve as a 'steering' resource or reference, to enable, support, and/or drive the scaling up of articulation initiatives within and across Higher Education.
- 3.10 The CHE is the Quality Council responsible for higher education in South Africa, mandated by the Higher Education Act 101 of 1997, as amended. Through its permanent sub-committee, the Higher Education Quality Committee (HEQC), the CHE has a mandate in terms of the Higher Education Act (Act 101 of 1997) as amended, and the National Qualifications Framework Act (Act 67 of 2008) as amended, to develop policies, guidelines, and standards for higher education. The 2018/19 Ministerial Strategy and Guidelines on the NQF required that Quality Councils should develop policies to promote articulation within their respective sub-frameworks, and between their sub-frameworks and other sub-frameworks.
- 3.11 In 2023, the CHE Policy on Articulation into and within Higher Education was published. This Good Practice Guide is intended to assist institutions to capacitate their role players in articulation to engender deliberate, structured, sustainable, and meaningful articulation arrangements/initiatives into and within higher education.
- 3.12 The Unfurling Post-School Education and Training (UPSET) Articulation Project was established in 2021 under the auspices of the University Capacity Development Programme (UCDP) through its university-led Collaborative Sub-programme. Members of the UPSET team held the view that the longer the liminal period was sustained the more likely the liminality would have an inimical impact on progress made in moving articulation forward. In the same manner in which delays to the construction of well-designed pathways impede mobility. The primary goal of the UPSET Articulation Project is the coordinated development of Articulation Implementation Plans (AIPs) within and across the Post-School Education and Training (PSET) sector through the establishment of adequately capacitated, sustainable articulation networks, called Articulation Hubs, drawn from an anchor HEI and participating TVET Colleges within and across provinces.
- 3.13 Drawing from many of the successful articulation-related initiatives uncovered as part of the National Articulation Baseline Survey (NABS) (SAQA, 2017), the UPSET Articulation Hubs are exploring how these could be taken to scale. Although replication of successful articulation initiatives may not be linear, it is clear from the NABS that if articulation is to gain traction within and across the PSET system, the

sharing of current articulation-related knowledge and expertise in the system, and the sharing of key lessons learned, is imperative.

- 3.14 A total of six of the nine planned hubs have been established, with the remaining three due to be established throughout 2024. The rationale for the establishment of Articulation Hubs in this manner (three per annum) has its roots in the NABS as well. Through the baseline study three universities and one TVET College were identified as exemplars of successful sustainable articulation initiatives.
- 3.15 All three aforementioned universities were in some way collaborating with their provincial government, with the latter engaging the universities and colleges as an employer or in a provincial initiative. These HEIs were invited by SAQA to present their approaches to articulation at a National Stakeholder Workshop that was held in January 2019. In the first year of operation of the UPSET Project, these universities established the first three Articulation Hubs in their provinces, which included the aforementioned TVET College as it was already an articulation partner with one of the three universities.
- 3.16 One of the UPSET objectives is the promotion of systemic articulation through annual Stakeholder Workshops and at least two strategic consultations with as many of the national coordinating bodies that respond to the invitations to these Strategic Stakeholder Consultations. Soliciting the involvement of most - if not all - of the national co-ordinating bodies in the sustainable development of articulation as a national imperative, and tracking its implementation, is also a key feature of the UPSET Project.
- 3.17 These national co-ordinating bodies include Universities South Africa (USAf), the South African Public Colleges Organisation (SACPO), the Association of Private Providers of Education, Training, and Development (APPETD), the SETAs, DHET, DBE, SAQA, the Quality Councils and Central Applications Offices (CAO). The final noteworthy component of the work by the UPSET project is that DHET has included the development of AIPs by three universities per year in its Annual Performance Plan (APP) targets until 2024.
- 3.18 The principles outlined in the National Articulation Policy have been the basis of the development of the AIPs and have led to numerous discussions on sustainable articulation practices among the Articulation Hub leaders and their partners. These principles resonate with those of the CHE Policy on Articulation within and across Higher Education. Many of the principles in this Good Practice Guide are in consonance with the aforementioned principles and many of the recommended practices have been drawn from these discussions among the Articulation Hub Leaders that have collectively constituted an informal Community of Practice (COP) for articulation nationally.
- 3.19 Some of the recommended practices in this Good Practice Guide are drawn from the interactions, discussions, and interviews with the national co-ordinating bodies, with some of the practices already being tested. All of these national organisations and are part of the PSET ecosystem (illustrated in Annexure A3). It is hoped that the practice recommended herein are adopted and/or adapted for use within the PSET sector that they will become one of the entities in many learning pathways that will enable mobility.

#### **4. Purpose of the Good Practice Guide**

- 4.1 In the previous section, reference was made to the need to traverse the liminal period between the promulgation of the National Articulation Policy in 2017 and its implementation. Sustainable articulation routes that have been implemented

- by design are rare. At the systemic, institutional and individual levels, articulation arrangements have tended to wax and wane depending on how they were initially crafted.
- 4.2 This Good Practice Guide therefore adopts the approach that at all three levels, and with as many partners and role players as are required, willing and capable, articulation should occur from first principles and that many of these first principles, where necessary, should be drawn from both our pre-1994 past, the immediate past and our current context. In the history of articulation, many networks were developed and then undone. The recommendations that are to form the basis of this Good Practice Guide need to be simple and sustainable. They should also be adaptable in the sense that role players should be open to learning from each other and our past(s); in particular about what works and why, and what does not work and why not.
  - 4.3 The matrix document, Annexure A2 is a document that infuses the realisation of the scaling up of successful articulation partnerships with required resources. If articulation is to remain one of our national imperatives, it needs to organically morph into a fundable mandate. As a forecasting document Annexure A2 envisions the alignment of articulation and differentiation in higher education. Essentially Annexure A2 recommends that TVET Colleges be developed into higher education colleges, one of the future institutional types described in the Draft Policy for the Recognition of South African Higher Education Institutional Types.
  - 4.4 Each of the preceding points collective constitute a precursor to the development of a framework for the development and sustainability of articulation across the PSET sector.



## 5. Scope

- 5.1 Although this Good Practice Guide focuses largely on articulation from TVET Colleges into HEIs, which historically encompasses the lion's share of articulation initiatives across the PSET sector, where applicable it covers the movement of students among HEIs and from HEIs to TVET Colleges and other institutions within the PSET sector.
- 5.2 As NQF level 4 qualifications form the basis by which admission into higher education may be procured, directly or via alternate articulation routes, the Guide applies to both public and private education service providers who offer NQF level 4 qualifications. All of these organisations and those mentioned below are part of the PSET ecosystem.
- 5.3 In addition, the Good Practice Guide applies to all organisations that are involved in approving, registering and accrediting higher education qualifications, or qualifications that may lead to admission into higher education via articulation.
- 5.4 Although all universities, all colleges and skill development providers (SDPs) are included in the National Plan for Post-School Education and Training (NPPSET, 2023), inclusion of the other colleges listed as part of the PSET Institutions in the NPPSET has been limited in previous contemplations of articulation within the PSET sector. Community Education and Training Colleges, Nursing Colleges, Police Colleges, Agricultural Colleges are included in the collective PSET Institutions in the NPPSET, as they also form part of the supply of holders of NQF level 4 qualifications. Indeed, each of these colleges could have benefitted from deeper attention as part of previous studies of articulation within the PSET sector. One Agricultural College is participating in the UPSET Articulation Project and other specialised Colleges are to be included in the planned second phase. While acknowledging the lack of greater inclusion of other colleges and skills development providers within the PSET ecosystem, the Guide references where appropriate, principles and practices applicable to them.
- 5.5 The Guide furthermore applies to Quality Assurance Agencies tasked with developing, overseeing and implementing external quality assurance principles and processes for qualifications described above. All of these entities are part of the PSET ecosystem. The Quality Council for Trades and Occupations (QCTO) in particular is singled out as it is rolling out its suite of occupational qualifications which will be offered at the same NQF level as some of the HEQSF qualifications. In broadening their contemplation of articulation, the UPSET Hub Leaders made inquiries about the likelihood and ramifications of articulation of higher certificate (HC) into the higher occupational certificate (HOC) and other occupational qualifications that are on the same NQF level or pegged at higher NQF levels. The discussions in response are at an early stage. Similar discussions are required on the likelihood and ramifications of articulation in the other direction.
- 5.6 The Good Practice Guide presents principles and good practices which stakeholders within the PSET sector that value articulation as a national imperative, could adopt and promote. These include HEIs, TVET Colleges, quality assurance agencies, professional bodies and other national coordinating bodies and role players in the PSET space. A list of statutory bodies performing accreditation functions is provided at the end of the Reference Section.

## 6. Approach

- 6.1 The good practices presented herein are informed by desktop and/or literature-based research on articulation practices locally and internationally and included stakeholder input, especially the CHE Research Report (CHE 2021) and SAQA's research partnerships with South African HEIs, and with selected UNESCO countries, in which a longitudinal study of a number of UNESCO affiliated countries with NQFs were participants (UNESCO 2019). The research literature identified articulation initiatives and arrangements that have worked effectively in other countries and can be adopted or adapted easily in South Africa to produce positive outcomes. Some of the research included cases where articulation arrangements have not been sustained (SAQA 2017; CHE 2021). The good practices presented herein have in a sense, been benchmarked locally, regionally and globally.
- 6.2 The Good Practice Guide approaches the subject matter from three perspectives:
- 6.2.1 The first perspective is that articulation is a national imperative, and therefore falls within the purview of DHET, together with any and all of the national bodies whose *raison d'être* stems directly or indirectly from the Higher Education Act of 1997, as amended, and the National Qualifications Framework Act of 2008 as amended. These bodies ought therefore to be charged with the responsibility of ensuring that the Post-School Education and Training sector remains a fertile landscape in which systemic articulation thrives and remains impervious to undercurrents surfacing intermittently within the PSET sector, that may threaten to derail systemic articulation, as has been the case before. Although all universities, all colleges and skills development providers (SDPs) are included in the National Plan for Post-School Education and Training (NPPSET, 2023), inclusion of the other colleges listed as part of the PSET Institutions in the NPPSET have been limited in previous contemplations of articulation within the PSET sector. Community Education and Training Colleges, Nursing Colleges, Police Colleges, Agricultural Colleges are included in the collective PSET Institutions in the NPPSET as they also form part of the supply of holders of NQF level 4 qualifications. Indeed, each of these colleges may have benefitted from deeper attention as part of previous studies of articulation within the PSET sector. One Agricultural College is participating in the UPSET Articulation Project and other specialised Colleges are to be included in the planned second phase.
- 6.2.2 As a continuation of the first perspective above, it is noted that the National Plan for Post-School Education and Training (NPPSET, 2023) delineates the roles various entities will need to play in order for the PSET as a whole to keep 'flying information'. While this delineation serves a number of purposes (NPPSET, 2023), in the same manner as the other entities (outside of the PSET) have been named in the national planning process, they should also be named in the national execution of these plans for articulation within the PSET sector as they have a role to play in the realisation of systemic articulation.
- 6.2.3 The second perspective is that the primary responsibility for ensuring that articulation pathways between participating institutions are developed and sustained, lies with higher education institutions and their articulation partners themselves. Like all partnerships these need to be nurtured,

sustained, monitored and evaluated by designated representative of each of the parties in the partnership. Internal management of these arrangements are critical to the longevity of the agreed-upon articulation processes.

- 6.2.4 The third most salient perspective is that students are the primary beneficiaries of higher education, and all that higher education has to offer, including the option of lifelong learning. While not all students will avail themselves of the opportunities afforded by articulation, the many that do, need to be supported and enabled to ensure the efficacy of their journey. Especially those who were not engaged in employment nor in education and training (NEETs) and for whom articulation has enabled a second chance to access higher education. The tracking of articulating students' performances along their learning pathways, collectively and individually, should be an inherent feature of all articulation pathways.
- 6.3 Literature shows that an ecosystems framework is most suitable to provide guidelines for how constructive, cooperative relationships within and between PSET institutions in general and between TVET Colleges and HEIs in particular, could be formed, maintained and sustained for student transitioning across the PSET system. The ecosystems perspective was relevant for the development of learning pathways that enable articulation, as it assists in highlighting the interactional patterns within and between role players (institutions, staff and students) and the educational environments that contribute to the creation of boundaries that impede articulation and integration (Pillari 2002).
- 6.4 Bronfenbrenner's human development theory (1989), which he called the ecological system, is comprised of four interrelated environmental systems namely the micro-system, meso-system, exo-system and macro-system (Ettekal and Mahoney 2017:117). Originally developed to explain the nature-nurture influence on child development, this theory has found wide application in explaining how individuals manage to thrive in different environments. The ecological systems theory posits that engagement with different environments influences behavior and development in varying ways. From the perspective of articulation within the PSET sector, the four interrelated environmental systems have an impact on articulation through diverse levels of interaction. These are interactions deemed necessary for enabling seamless articulation of students into and within higher education.
- 6.5 In the micro-system setting, direct interaction of an individual with the environment occurs - direct social interaction with social agents. In the context of articulation there are direct links between many role players. The first is the link between students and the institutions at which they are enrolled (such as TVET Colleges and HEIs). The second direct link is among and between these institutions themselves (precipitated by MoUs). These direct links have the potential to impact the system through engagement. The theory states that students are not mere recipients of the experiences they have when socializing with other people in the micro-system environment, but they also contribute to the construction of such an environment (Johnson 2008).
- 6.6 The meso-system involves the relationships between the micro-systems in one's life (Jorgensen 2007). For employed students, their work environment may impede their ability to articulate. On the other hand, unemployed students may

not be funded by NSFAS if they have already completed one qualification, even if that qualification enables articulation into another. The development of effective partnerships at the meso-level to mitigate these impediments will impact the students' microlevel environment.

- 6.7 Johnson (2008) explains that the exo-system is the setting in which there is a link between the context where students do not have any active role (for example whether articulation arrangements will be funded), and the context where students are actively participating (for example students' performance in the cognate qualification into which they articulate), while the macro-system is the cultural context of a student (first generation higher education students; applicants who are NEETS). The Good Practice Guide places emphasis on how the different contexts and environments and the individuals involved, may either enable or hinder seamless articulation of students into HEIs. The recommended practices are designed to mitigate multiple impediments encountered along learning pathways that articulating students navigate *enroute* to their graduation(s).
- 6.8 The ecosystems framework requires that in recognition of their impact on each other (and on students), the institutions comprising the PSET sector, operate together as a system. Gibbon, Muller and Nel (2012) intimate that parts cannot operate as a system unless they relate to one another in clearly defined ways that also indicate their respective roles and responsibilities. Understanding the roles and responsibilities of the components of the PSET system is critical in providing an in-depth understanding of their contribution to the development of articulation. Without being prescriptive the Guide attempts to outline a variety of practices in accordance with roles and responsibilities across the PSET ecosystem.
- 6.9 Without a comprehensive understanding of the interrelationships that exist between the many levels of the PSET ecosystem, mobility along the learning pathways in existence and those that are being developed, will remain vulnerable. The Guide offers practices that are designed to bring multiple role players together to cultivate relationships among the four systems to actively ensure that articulation of students is enabled through the collective mitigation or enhancement of the various contexts affecting the individual student.
- 6.10 The relationship between two contacts such as a TVET College and a UoT can be regarded as a micro-system. Their direct link and positive (or negative) relationship with each other may impact the extent of students' benefit from their partnerships. In addition, SAQA's influence as custodian of the NQF is not a direct link to the relationship between the two institutions, but it does help articulation partnerships using NQF levels as the basis for negotiation of articulation initiatives between the institutions. Moreover, SAQA, the CHE and the other QAs and DHET may also work as exo-systems and meso-systems to affect changes in the operational culture of HEIs that have long term effects on policies regarding articulation in the South African PSET arena.
- 6.11 Relational agency involves a capacity to offer support and ask for support from others and relational agency theory involves understanding and engaging with the motives of 'others' (Edwards 2014). The notion of relational agency is helpful in ascertaining the extent to which motives of the institutions, staff and students promote or hinder articulation, integration, and joint work.

Open communication with all the stakeholders is critical in minimising the potential of resistance to establishing partnerships for articulation. Some of the key components of relational agency include communication, authentic (committed) partnerships and motivation that will have to be nurtured between the partners in order to develop understandings of how relationships can enable or hinder articulation. The Guide aims to outline and enable some of the relationship-building required. It is underpinned by the relational agency, at the heart of which is the common good of the collective. From the building blocks of curriculum design for articulation, to academic development support for articulating students; and from the promotion of lifelong learning through effective career guidance to the development of a representative national articulation committee, people need to work with each other to realise the common goal.

## 7. Regulatory Frameworks

- 7.1 In accordance with the Higher Education Act, Act 101 of 1997, as amended, the Council on Higher Education (CHE) is responsible for quality assurance in higher education. The mandate of the CHE includes the development and implementation of a system of quality assurance for all higher education institutions. This CHE discharges this responsibility through its permanent sub-committee, the Higher Education Quality Committee (HEQC).
- 7.2 In addition, the National Qualifications Framework Act (No. 67 of 2008), assigns the CHE the role of Quality Council for Higher Education. In terms of the NQF Act, the CHE is responsible for crafting and implementing policy and criteria for the development, registration, and provisioning of higher education qualifications. This includes, but is not limited to, policy on assessment, the recognition of prior learning (RPL) and credit accumulation and transfer (CAT) in the context of the policy and criteria developed by the South African Qualifications Authority (SAQA).
- 7.3 The Policy upon which the Good Practice Guide on Articulation into and within Higher Education is based, is published in terms of these legislative mandates.
- 7.4 In addition to the Higher Education Act, Act 101 of 1997, as amended, and the National Qualifications Framework Act (No. 67 of 2008), the following regulatory frameworks govern articulation in higher education:
  - 7.4.1 CHE Criteria for Programme Accreditation (2004).
  - 7.4.2 Higher Education Qualifications Sub-Framework (2013).
  - 7.4.3 White Paper for Post-School Education and Training (2014).
  - 7.4.4 The NQF policy suite.
  - 7.4.5 The Articulation Policy for the Post-School Education and Training System of South Africa (2017).
  - 7.4.6 SAQA's Policy and Criteria for CAT within the NQF (2021).
  - 7.4.7 A Quality Assurance Framework (QAF) for Higher Education in South Africa (2021).
  - 7.4.8 Minimum Admission Requirements for Higher Certificate, Diploma and

Bachelor's Degree Programmes requiring a National Senior Certificate (NSC) (2018).

7.4.9 Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a National Certificate (Vocational) at Level 4 of the National Qualifications Framework (2009).

7.4.10 The National Plan for Post-School Education and Training (2023).

7.5. This Good Practice Guide on Articulation into and within Higher Education should be read in conjunction with the above-mentioned regulatory frameworks.

## **8. Articulation as an Instrument to Realise Social Justice**

- 8.1 In the Post-School Education and Training system, articulation should not be viewed in isolation from transformational imperatives. It is inextricably entwined with the democratic project of our nation. Every year hundreds of thousands of applicants articulate from high school through a relatively seamless process into their programmes of choice at Higher Education Institutions, TVET Colleges and the workplace. Many applicants are admitted into their second or third choice, due in part to intense competition for their first option. Many who end up in the workplace (intentionally or otherwise), are employed on the same basis. This description of the most common version of articulation is usually understood, celebrated and heralded.
- 8.2 However, as many applicants, if not more, are either declined completely, or partially (by not being accepted into their first choice(s) with unplanned alternatives) and many simply do not apply. A growing number of young people are not engaged in employment nor in education and training (NEETs). On paper, in particular the paper on which national policies and related discourses are printed, it should be a relatively easy process for these NEETs to take advantage of other options that are available to them through articulation. The fact that alternative admission is not presently a relatively seamless process, should continue to drive those of us in this work until the realisation of the social justice inherent in the articulation imperative, enables alternative admission to occur as a relatively seamless process. Until then the description of this version of articulation will not be understood, celebrated nor heralded. Between then and now, it is hoped that this Good Practice Guide will find its way into the hands and minds of many NEETs and other lifelong learners in the making.
- 8.3 Failure to address the many issues preventing the realisation of an understandable, celebrated and heralded second version of articulation - issues such as curriculum transformation for articulation; access through articulation; accountability for articulation; and funding for articulation - will continue to impede sustainable articulation by design.
- 8.4 The first response to the eradication of social injustice is the amelioration of that injustice through the promotion of social justice. Every student whose journey along their learning pathway is enabled and supported is a step in the realisation of a socially just PSET ecosystem. For each of those students, this Good Practice Guide will increasingly become a collective labour of love.

## 9. Principles and Practices of Articulation

9.1 The following principles provide a foundation for implementing articulation in the higher education sector. Each includes statements of Good Practice, each of which are adaptable to latent, emerging and developed scenario.

**9.1.1 Principle 1: Articulation must happen by design and through systemic processes:** 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 engage in other curriculum alignment work to optimise articulation. Programmes/learning offerings must be designed with horizontal, vertical, and diagonal articulation to ensure that they do not become dead ends.

### **Good Practices: Systemic**

- (a) All three quality assurance bodies meet regularly with each other to ensure the efficacy of systemic articulation, through identifying critical articulation points between qualifications on the three sub-frameworks and assist in facilitating articulation agreements across institutions in the PSET system to enable articulation across the sub-frameworks.
- (b) All three quality assurance bodies meet regularly with SAQA to ensure that all current post-school education qualifications contain clear articulation routes where this is relevant. Where articulation is deemed not to be relevant or not possible, reasons are provided.
- (c) The role of professional bodies in the development of articulation routes that lead to the award of professional designations and/or register individual expert practitioners in an occupational field, is clear and is communicated with all participants in articulation routes between qualifications across Sub-frameworks and among institutional types.
- (d) A number of Communities of Practice are formed across the PSET sector to entrench the principles and practices of articulation e.g., the Higher Education Practice Standards (HEPS): *Transitions through Higher Education*, and the Regional UPSET Articulation Hubs.

**9.1.2 Principle 2: A shared vision:** Articulation must contribute to a coherent, principled, forward-looking vision of higher education. This vision needs to include detailed descriptions of articulation within and across critical occupational skills qualification such as Nursing, Policing, Agriculture and other education arenas that have been inadvertently omitted in previous iterations of research on articulation.

### **Good Practices: Systemic**

- (a) Through the implementation of the Quality Assurance Framework (QAF) by the CHE, standards for articulation are developed through the Higher Education Practice Standard: *Transitions through Higher Education*. The CHE uses these standards, guidelines, and criteria on articulation to inform the development of systems for articulation within and across institutional types.
- (b) Co-ordinating entities and stakeholders such as Universities South Africa (USAf), the South African Public Colleges Organisation (SACPO), and the Association of Private Providers of Education, Training, and Development (APPETD) participate regularly in organised consultative fora, symposia and/or conferences to resolve impasses to sustainable systemic articulation.
- (c) Professional bodies are included in the design and development of articulation routes and learning pathways that lead to the award of professional designations and/or register individual expert practitioners in an occupational field. These include the development of articulation routes from the aforementioned critical occupational skills qualifications into existing university qualifications and those of the new/planned specialised universities.
- (d) The QCTO works in collaboration with TVET Colleges, UoTs, Comprehensive Universities and Professional Bodies (where applicable) to develop articulation routes and learning pathways into and from the workplace. Workplaces for the purposes of articulation are sites of learning, both pre-qualification (work-based learning, experiential learning) and post-qualification (open and distance learning, and part-time learning). Where applicable these articulation routes will include the aforementioned critical occupational skills qualifications.
- (e) The Higher Education Management Information System (HEMIS), the Higher Education Quality Committee Information System (HEQCIS), the SAQA National Learner Records Database (NLRD) and other relevant government information management systems use their information management systems to gather, record and analyse student articulation data to improve articulation practice, and to submit required articulation data to the CHE and other regulatory authorities where required. Representatives of all relevant government information management systems participate regularly in organised consultative fora, symposia and/or conferences on articulation.
- (f) QCTO-accredited sites of learning enable articulation of incomplete phased out qualifications into qualifications on the OQSF, through CAT and RPL, as part of a broader articulation arrangement that enables articulation of cognate qualifications across the HEQSF and the Occupational Qualifications Sub-Framework (OQSF) in both directions.
- (g) An Articulation Desk, located in DHET is tasked with the collection and dissemination of information that promotes the forward-looking vision of articulation into and across higher



education.

- (h) The Department of Monitoring and Evaluation within the Office of the Presidency continues to track the implementation of the Articulation Policy through Medium Term Strategic Framework Target: *Number of universities that are supported to develop TVET college articulation implementation plans.* And the development of articulation implementation plans Nursing Colleges, Police Colleges and Agricultural Colleges.

**9.1.3 Principle 3: Articulation is both systemic and specific:** Systemic articulation is based on legislation, national policy and formal requirements within the education and training system. Specific articulation (also referred to as 'articulation in practice') is based on agreements within the education and training system, between two or more education and training sub-systems, between specific qualifications and learning programmes, and between institutional types, guided by policies and accreditation principles. Institutional accommodation of individual needs also falls into the category of specific articulation.

**Good Practices: Systemic**

- (a) Memoranda of Understanding (MoUs) are crafted to establish new relationships and/or affirm existing relationships between two or more institutions intent on developing articulation initiatives/arrangements.
- (b) Memoranda of Agreement (MoAs) are developed to establish new partnerships and/or affirm existing partnerships between two or more institutions intent on sustaining existing articulation initiatives/arrangements.
- (c) Successful articulation partnerships are taken to scale, first at the regional/provincial level, and after gaining traction, are taken to scale across regions/provinces.
- (d) Provincial/Regional Articulation Hubs are established within each of the provinces/regions, comprising at least one of each of the institutional types within the province/regions.
- (e) The Articulation Hubs establish articulation partnerships that promote articulation routes within and across institutions (intra-regional), and within and across regions (inter-regional).
- (f) As part of its mandate CHE reports annually to the Minister and to the parliamentary portfolio committee on matters of articulation in higher education.

**9.1.4 Principle 4: Articulation ensures redress, equity, social justice and inclusiveness:** This Good Practice Guide must help ensure that every person has the chance to be considered for access in terms of meeting admission requirements, to engage in forms of learning suited to his/her personal, economic and community needs and abilities, and have his/her learning outcomes made visible and valued.

**Good Practices: Systemic**

- (a) Through the National Student Financial Aid Scheme (NSFAS), DHET ensures that all qualifications within an articulation route are funded. Funding for qualifications below NQF level 5 is

distinguished from funding for qualifications from NQF level 5 and above. Once a student gains access to the HE sector for the first time (FTEN) the qualification into which the student gains access is eligible for funding as it is the first higher education qualification the student is attempting, and all the full time equivalent (FTE) subsidy units accrue to the institutional. Higher Certificates that articulate into cognate qualifications are eligible for funding as are the cognate qualifications, within limits determined from time to time by NSFAS. Relevant Sector Education and Training Authorities (SETAs), their associated industries (workplaces) and the National Skills Fund sponsor students in the final year of the cognate qualification, who have a small number of modules outstanding, to ensure progression and throughput.

- (b) Higher Certificates are designed to include elective modules that provide access through articulation, with more than one cognate qualification into which students may articulate. This ensures that fewer holders of Higher Certificates will compete for access into the same higher cognate qualification.
- (c) Higher Certificates that are currently dormant on the Programme Qualification Mix (PQM) of HEIs are re-designed to include elective modules that provide access through articulation, with more than one cognate qualification into which students may articulate.
- (d) Articulation is not impeded by poor enrolment planning, as a limited number of admission places are reserved for applicants admitted via existing articulation arrangements. These places may be exceeded in the event of under-enrolment.

**9.2** The following principles provide a foundation for implementing articulation in the higher education sector. Each includes statements of Good Practice, each of which are adaptable to latent, emerging and developed scenario.

**9.2.1 Principle 5: Articulation promotes 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. Prospective students must be able to take multiple learning and study pathways so that, when successful in their studies, they are able to reach their preferred education destinations. Pathways must exist to allow citizens to work towards their desired learning and work pathways.

**Good Practices: Institutional**

- (a) All information on articulation routes/learning pathways, from promotional materials to admission criteria, are expressed with clarity, enabling a diversity of prospective students (drawn from other institutions, workplaces, or unemployed) to engage with the options afforded them by the articulation routes.
- (b) The description of articulation routes/learning pathways includes details of the qualifications from all institutional types (complete and incomplete) from which articulating students will be drawn. The description also provides details for admission requirements for each of these qualifications, demonstrates how the

destination(s) of the route may be navigated.

- (c) Rules governing the articulation routes are made available to students prior to commencement of the articulation route and at various transitions along the route. For example, once one qualification is completed, the process of accessing the next cognate qualification is clearly spelled out.
- (d) Options for flexible learning provision are clearly spelled out.

**9.2.2 Principle 6: Articulation must include credible and fair procedures and practices to validate learning:** Criteria, procedures, and practices for quality assurance, which provide for assessing and validating learning, must be credible, relevant, reliable, fair and transparent.

**Good Practices: Institutional**

- (a) An institutional Articulation Policy is developed and regularly reviewed for currency, for compliance with institutional quality assurance mechanisms, and to sustain the integrity of the criteria, practices, and procedures upon which the articulation arrangements are predicated.
- (b) Where an institutional Articulation Policy does not exist, plans are in place to develop one, and quality arrangements are in place to ensure the integrity of the criteria, practices, and procedures upon which the articulation initiatives are predicated.

**9.2.3 Principle 7: Articulation ensures programmatic as well as 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, based on appropriate assessment principles and processes.

**Good Practices: Institutional**

- (a) Academic staff drawn from all participating institutional types, are among the key role players developing articulation of qualifications. They ensure curriculum alignment between the respective qualifications, part qualifications and learning programmes that comprise the articulation route.
- (b) Academic development staff and quality assurance staff, drawn from all participating institutional types, are included among the key role players in the development of articulation. They ensure that by design, the articulation processes emphasise appropriate assessment principles and practices. They also provide support to articulating students to ensure that they enjoy epistemic access and epistemic success.
- (c) Recruitment and Marketing staff, drawn from all participating institutional types, are included among the key role players in the development of articulation. They ensure that articulation routes are promoted during recruitment drives at feeder high schools, and that TVET Colleges are included in recruitment and marketing campaigns.
- (d) Management Information System staff, drawn from all participating institutional types, are included among the key

role players in the development of articulation. They ensure that institutional information management systems are used to gather, record and analyse student articulation data to improve articulation practice. The performance data (success-, throughput-, dropout- and graduation rates) of articulation students is captured and reported.

**9.2.4 Principle 8: Institutional responsibility:** Through their governance structures, higher education institutions are to ensure that institutional articulation policies are developed and implemented to give effect to the principles and goals of the Articulation.

**Good Practices: Institutional**

- (a) Support staff from the Office of the Registrar (or equivalent), Faculty Office staff (or equivalent), and Institutional Planning and Research (or equivalent), drawn from all participating institutional types, are included among the key role players in the development of institutional articulation policies, to ensure good governance and the monitoring and evaluation of the institutional articulation policy as it is developed and implemented.
- (b) Institutional admission and progression rules are regularly monitored to ensure consistency with principles and goals of articulation, and alignment with the national policies for Articulation, CAT and RPL.
- (c) Institutions provide an annual report on Articulation to DHET as part of their Extended Annual Performance Plan (EAPP) on enrolment for the current and academic year.

**9.2.5 Principle 9: Articulation promoting the value of learning outcomes:** The equal value (parity of esteem) of similar learning outcomes achieved in different formal settings within the NQF is a consequence of a trusted and credible quality assurance system and praxis.

**Good Practices: Institutional**

- (a) Academic development and quality assurance staff, drawn from all participating institutional types, ensure that while promoting parity of esteem, the articulation processes are regularly reviewed to ensure that they remain trusted and credible.

**9.2.6 Principle 10: Fairness and transparency:** Noting the need for institutional differentiation and the right afforded through legislation for HEIs to set institutional admission criteria, admission requirements into higher education institutions must be fair and transparent.

**Good Practices: Institutional**

- (a) The language of admission requirements into higher education institutions in general and as it pertains to articulation, CAT and RPL are regularly tested for clarity and consistency. The language for RPL stipulates what constitutes compliance with the policy on the part of the applicant as well as the institution. The office responsible for communicating the outcome of RPL

admissions applications clearly articulates what remedies are required for a portfolio of evidence to return a favourable conclusion. Correspondence with unsuccessful applicants includes all the necessary details for non-alignment of the portfolio of evidence with the required standard.

- (b) The admission criteria pertaining to access via articulation take cognisance of the different endorsements of the NSC/NCV. The criteria state clearly that where applicable, achievement of a qualification on NQF level 5 or higher obviates the endorsement requirement for admission to a qualification on the next higher NQF level. If the next qualification is a degree, the institution will ensure that Matriculation Exemption from the Matriculation Board is procured.

## 10. Roles and Responsibilities of Role Players in the Implementation of the Good Practice Guide

### 10.1 Status of the Good Practice Guide

10.1.1 The Good Practice Guide provides some fundamental principles and practices drawn from previous iterations of the National Articulation Policy (2017) and the CHE Policy on Articulation into and within Higher Education (2022). These principles and practices should be considered by institutions within the post-school education and training sector when contemplating articulation partnership to create routes into and within the higher education sector. Should these articulation partnerships lead to the design and development of articulation policies and practices, they may choose to avail themselves of this guide to influence their work or use it as a resource against which to compare their endeavours.

10.1.2 The Good Practice Guide is not exhaustive. Agencies and institutions are free to tailor the principles and guidelines to their own contexts. In the dynamic milieu within which higher education operates, other ways of promoting articulation participation will inevitably emerge.

### 10.1.3 Role Player Responsibilities

10.1.3.1 All participants in the promotion of systemic articulation processes or the development of institutional articulation pathways will endeavour to give effect to the principles and guidelines for systemic articulation as set out in the Good Practice Guide and align their policies and processes accordingly.

10.1.3.2 All participants will regularly review the implementation of the Good Practice Guide and provide feedback to their respective governing structures. In addition, all institutional articulation offices, provincial hub leaders and/or participating national body stakeholders should retain a record of their respective successes and challenges regarding the Guide's implementation.

10.1.3.3 The CHE will offer appropriate support to institutions regarding the implementation of the Guide.

10.1.3.4 Post-school education and training institutions wishing to establish articulation pathways with higher education institutions will use the Guide when designing and implementing their articulation policies and processes.

10.1.3.5 Professional bodies, where applicable, will ensure that they adhere to the Guide when engaging other role players on articulation matters.

10.1.3.6 Students, staff at participating institutions will acquaint themselves with the Guide's contents to ensure effective contributions as co-constructors of, and/or co participants in, the issues pertaining to sustainable articulation by design.

10.1.3.7 External Quality Assurance Agencies will specify criteria in their auditing and review processes for monitoring and assessing the extent to which institutions have promoted and implemented the provisions of the Good Practice Guide and for determining ways of improving adherence to the provisions of the Guide.

10.1.3.8 The CHE will review the Good Practice Guide if need arises, including needs necessitated by changes in legislation and national regulatory frameworks. Those who have inputs to make would be welcome to contact the CHE via this email address: [MHEQSF@che.ac.za](mailto:MHEQSF@che.ac.za)

## ANNEXURE A1

### 1. Background

- 1.1. A historical overview of articulation within South Africa is necessary to situate the current context of recent articulation policies, current issues with articulation policy implementation and the perceived perpetual liminality between promulgation and implementation. The longer these liminal zones are sustained the more likely that are to have an inimical impact on progress made in moving articulation forward.
- 1.2. Articulation within and across the institutional and qualification landscape in democratic South Africa is a national imperative that has featured regularly in Higher Education legislation. Although the goal of strengthening relationships between education and training institutions and between these institutions and workplaces is clearly laid out in the White Paper on Post-School Education and Training (PSET) (DHET 2013), widespread implementation of legislative imperatives by institutions and workplaces is still needed.
- 1.3. Needham (2019) in his doctoral thesis by publication, titled *An Exploration of Articulation from TVET Colleges to Universities and the World of Work*, outlined aspects of the history of articulation in countries within the Southern African Development Community (SADC) – from the impact of colonial educational policies on the sustained negative status on TVET Colleges, to a comprehensive focus on the recent developments in South Africa.
- 1.4. In their Comprehensive Report of the SAQA-DUT Articulation Research Partnership between the South African Qualifications Authority (SAQA) and the Durban University of Technology, titled *Developing an understanding of the enablers of student transitioning between Technical and Vocational Education and Training (TVET) and Higher Education Institutions and beyond*, Lortan and Maistry (2020) briefly reported that historically, South Africa inherited a racially segregated, unequal education and training system. Different types of learning did not enjoy equal respect; and qualifications were not necessarily linked to learning pathways.
- 1.5. Notwithstanding the gains made since the advent of democracy, both Needham (2019) and Lortan and Maistry (2020) cite the observation by the Ministerial Task Team on Articulation that the South African Post-School Education and Training (PSET) system is 'riddled with conceptual and systematic challenges and incongruities ... and that users of the PSET system experience a lack of coherence and articulation between and within the sub-frameworks that constitute the NQF. Moreover, the system is perceived to be incessantly producing and reproducing gender, class, racial and other inequalities in access to PSET opportunities and to success in PSET programmes (RSA, Government Gazette No 37775: 7). Nearly a decade later, this perception does not appear to be changing.
- 1.6. In contemporary South Africa, the National Qualifications Framework (NQF) is the means chosen to integrate the PSET system and to enable lifelong learning. The South African Qualifications Authority (SAQA) is mandated to oversee the implementation and further development of the NQF and has conducted research through long-term research partnerships with public Higher Education Institutions to support this work; the SAQA-DUT Research Partnership (2015-2020)



was the last long term research partnership on articulation.

- 1.7. Articulation was one of the key principles addressed within the NQF, namely to “facilitate access to, and mobility and progression within education, training and career paths” for all South Africans and to “accelerate the redress of past unfair discrimination in education, training and employment opportunities” (SAQA Act 57, March 1995).
- 1.8. The NQF was extensively reviewed from 2002 to 2008 (and again in 2023) and while the principle of articulation remains, its considerably changed structure has been impeding systemic and specific articulation. At this point it is prudent to explore briefly how articulation in South Africa was sustained without the NQF.
- 1.9. The historical trajectory of articulation includes phases of organic evolution and disruptive periods of devolution over the last century. The phases of evolution were linked to the development of the landscape of Technical Colleges and Technikons, while the periods of devolution were precipitated by the reclassification of Technikons.
- 1.10. Articulation activities within the higher education sector were ordinarily limited to vertical and horizontal articulation arrangements, especially across departments within the same institution. The largest component of diagonal articulation occurred between the legacy institutions of TVET Colleges and Universities of Technology (UoTs).
- 1.11. Prior to 1994 Technical and Vocational institutions included Technical Colleges, Colleges of Advanced Technical Education (CATEs) and Technikons. Most of the beneficiaries of these institutions were by design, white males. Given that the current Technical and Vocational organisations emerged from this landscape, each type of institution is described briefly.
- 1.12. Most of the Technical Colleges were established in the 1920s to provide theoretical training for apprentices. At the time, there were few if any opportunities for Black apprentices. Typically, apprentices completed the theoretical component of each of the National Accredited Technical Education Diploma (NATED) courses: N1, N2 and N3 (commonly referred to as N-courses) over a trimester of three three-month periods (Matshoba and Burroughs 2013). In the absence of any integrated national system, these qualifications were offered at the level of secondary school qualifications.
- 1.13. The related practical training occurred in designated workplaces over specified periods. The students for whom these pathways were available could opt in - and out (after successfully completed trimesters) between workplaces and colleges as they preferred, or as required by their employers. The post-secondary school level National Certificates: N4, N5 and N6 were also introduced and offered by the Technical Colleges. Followed by 18 months of work-based training, the N6 qualification could lead to a National Diploma.
- 1.14. In 1967 six Colleges of Advanced Technical Education (CATEs) were developed from existing Technical Colleges that were located near industrial hubs, to provide training for the higher-level skills necessitated by the growing South African economy at the time (Du Pré 2010). Learning opportunities remained skewed in favour of, or against, people categorised in terms of apartheid racial groups.

- 1.15. These new institutions offered intermediate-level qualifications between those offered by technical colleges and those offered by universities (Behr 1984) and were in the Higher Education sector. It is significant that the first CATEs also offered the secondary level N-courses for artisan training. As these were identical and nationally assessed, the practice constituted articulation by design.
- 1.16. In 1979 CATEs were designated as Technikons, institutions which initially offered three-year post-high school National Diplomas, parallel to the first three years of a university qualification (Du Pré 2010). As was the case with universities at the time, Technikons were also created for people classified into different racial groups. Significantly, the Technikons no longer offered the N-courses. Many of their students were employed; employment categories were also often reserved according to ethnicity. The students would spend a semester completing courses commonly referred to as T-courses (after the National Diploma for Technicians in Engineering). In addition, Diploma qualifications in other fields of study were offered.
- 1.17. Initially courses at Technikons were structured as semesters of theory followed by workplace-based experiential learning. Upon the completion of three semesters of theory and three semesters of experiential learning (and later four and two semesters respectively), the qualification was awarded. Employed students would move between employment and studies, as they preferred or as required by their employers.
- 1.18. Unemployed students were exposed to experiential learning arranged through cooperative education units established within the Technikons. These units ensured the placement of unemployed students into appropriate industries (Du Pré 2010). This movement of students between and among Technical Colleges, Technikons and the workplace constituted a form of articulation.
- 1.19. As part of their establishment, the national curriculum management that was in place was devolved to Technikons. As this devolution occurred, the Technikons established a convenorship system whereby selected institutions were given increasing responsibility for leading curriculum development initiatives for specific programmes (Cooke et al 2010).
- 1.20. The convenor institution for each programme was required to collaborate with all Technikons for the processes involved in the development and accreditation of the new programme concerned, and for changes to existing programmes (Cooke et al 2010). Although the convenorship system was eventually discontinued, many of the successful practices followed during its existence remain. The convenorship system enabled systemic articulation among the Technikons and the Technical Colleges. The Teaching subcommittee of the Committee of Technikon Principals ensured that each Technikon spelled out clearly, the admission requirements for the NATED certificates.
- 1.21. Learner mobility (across similar institutions), in this uneven 'parallel' system was enabled by the common curriculum among Technical Colleges and among Technikons – enabling credit accumulation and transfer between them. The curriculum (and assessment) for both types of institutions was nationally controlled; deviation was not allowed (Cooke et al. 2010). Greater autonomy of curriculum eventually devolved to Technikons, and later to the Universities of Technology.

- 1.22. In 1993 Technikons were granted degree awarding status. Through a restructuring of the higher education landscape in 2002-2004, fifteen Technikons were reduced to six Technikons, with five of the original incorporated into six new Comprehensive Universities (Hall 2015). Technikons were re-designated as Universities of Technology (UoTs) in 2005 (Du Pré 2010), many of which began offering qualifications on all 10 levels of the NQF.
- 1.23. The Technical Colleges were re-designated Further Education and Training (FET) Colleges in 1998 and by 2006 over 200 Technical Colleges were merged to form 50 FET Colleges, most with several campuses. Although they were initially restricted to offering programmes up to NQF Level 4, many continued to offer N5 and N6 courses based on demand.
- 1.24. Different types of qualifications were also offered at NQF Level 4, in schools, and in workplaces, and FET Colleges resulting in student cohorts closer in age to the school-going population, than to post-school students (Matshoba and Burroughs 2013; Wedekind 2016). Over time, an increasing number of colleges offered N5 and N6 courses, operating in the post-school NQF level 5 space.
- 1.25. Mergers within the landscape of these institutions, coupled with varying degrees of academic drift and mission drift and numerous policy changes affecting the qualifications offered by these institutional types, gradually led to the devolution of the diagonal articulation arrangements that permeated these Technical and Vocational post-school institutions.
- 1.26. During the migration of Report 151 qualifications to the HEQSF-aligned qualifications offered by UoTs, the articulation arrangements in place that were underpinned by the Report 151 qualifications were not replaced by similar arrangements underpinned by HEQSF-aligned qualifications. This has had a significant negative impact on the articulation initiatives that had existed among the UoTs and between them and their TVET College partners.
- 1.27. Learner mobility (across similar institutions), in this uneven 'parallel' system was enabled by the common curriculum among Technical Colleges and among Technikons – enabling credit accumulation and transfer between them. The curriculum (and assessment) for both types of institutions was nationally controlled; deviation was not allowed (Cooke et al 2010). Greater autonomy of curriculum eventually devolved to Technikons, and later to the Universities of Technology. Curriculum matters for Technical Colleges, and then later for the FET and TVET Colleges, remained the responsibility of the Department of Higher Education and Training (DHET) in the case of the N-programmes, and the Department of Basic Education for the National Certificate: Vocational (NCV) qualifications. The biggest challenges with the pre-1994 system comprised the unfair discriminatory practices based on race and ethnicity, and uneven quality across the system.

## 2. Context

- 2.1. Since the establishment of the NQF, a number of policies on, or related to articulation have been promulgated, revised and/or amended. These include but are not limited to the RPL Policy, the CAT Policy, the National Articulation Policy, the CHE Policy on Articulation into and within Higher Education, the reviews of the HEQSF and the NQF itself.

- 2.2. The development of these policies has been informed by a number of related and/or overlapping national imperatives that underpin the collective drive to realise a well-functioning sustainable PSET sector. Arguably the most significant of these include the development of the three qualification sub-frameworks (HEQSF, OQSF and GFETQSF), the White Paper on Post School Education and Training (2013) and the National Plan for Post School Education and Training (2021).
- 2.3. Several contributions to these policies have been drawn from the findings of research commissioned by national bodies and undertaken in partnership with universities and other research organisations. research projects and their findings. These national bodies are part of or contribute to the PSET regulatory framework. These include but are not limited to DHET, SAQA, CHE, QCTO, Umalusi, several Sector Education and Training Authorities (SETAs), the Human Resources Development Council (HRDC), USAf, South African Public Colleges Organisation (SACPO), and the Portfolio Committee on Higher Education, Science and Technology.
- 2.4. Notwithstanding the plethora of national imperatives contained in these policies and related commissioned research reports, the extent to which sustainable articulation activities are being implemented, is not commensurate with these recommendations.
- 2.5. The liminal period between the promulgation and implementation of the articulation policy suite has been unusually long. In recognition of this liminality, the Unfurling Post-School Education and Training (UPSET) Articulation Project was established under the auspices of the University Capacity Development Programme (UCDP) through its University-led Collaborative Sub-programme. Members of the UPSET team held the view that the longer the liminal period was sustained the more likely the liminality would have an inimical impact on progress made in moving articulation forward.
- 2.6. The primary goal of the UPSET Articulation Project is the coordinated development of Articulation Implementation Plans (AIPs) within and across the Post-School Education and Training (PSET) sector through the establishment of adequately capacitated, sustainable articulation networks, called Articulation Hubs, drawn from an anchor HEI and participating TVET Colleges within and across provinces.
- 2.7. Drawing from many of the successful articulation-related initiatives uncovered as part of the National Articulation Baseline Survey (NABS) (SAQA, 2017), the UPSET Articulation Hubs are exploring how these could be taken to scale. Although replication of successful articulation initiatives may not be linear, it is clear from the NABS that if articulation is to gain traction within and across the PSET system, the sharing of current articulation-related knowledge and expertise in the system, and the sharing of key lessons learned, is imperative.
- 2.8. A total of six of the nine planned hubs have been established, with the remaining three due to be established before April 2024. The rationale for the establishment of Articulation Hubs in this manner (three per annum) has its roots in the NABS as well. Through the baseline study three universities and one TVET College were identified as exemplars of successful sustainable articulation initiatives.
- 2.9. All three aforementioned universities were in some way collaborating with their provincial government, with the latter engaging the universities and colleges as an employer or in a provincial initiative. These HEIs were invited by SAQA to present their approaches to articulation at a National Stakeholder Workshop that was held in January 2019. In the first year of operation of the UPSET Project, these universities established the first three Articulation Hubs in their provinces,

- which included the aforementioned TVET College as it was already an articulation partner with one of the three universities.
- 2.10. One of the UPSET objectives is the promotion of systemic articulation through annual Stakeholder Workshops and at least two strategic consultations with as many of the national coordinating bodies that respond to the invitations to these Strategic Stakeholder Consultations. Soliciting the involvement of most - if not all - of the national co-ordinating bodies in the sustainable development of articulation as a national imperative, and tracking its implementation, is also a key feature of the UPSET Project.
  - 2.11. These national co-ordinating bodies include Universities South Africa (USAf), the South African Public Colleges Organisation (SACPO), the Association of Private Providers of Education, Training, and Development (APPETD), the SETAs, DHET, DBE, SAQA, the Quality Councils and Central Applications Offices (CAO). The final noteworthy component of the work by the UPSET project is that DHET has included the development of AIPs by three universities per year in its Annual Performance Plan (APP) targets until 2024.
  - 2.12. The principles outlined in the National Articulation Policy have been the basis of the development of the AIPs and have led to numerous discussions on sustainable articulation practices among the Articulation Hub leaders and their partners. Many of the practices in this Good Practice Guide have been drawn from these discussions among the Articulation Hub Leaders that have collectively constituted an informal Community of Practice (COP) for articulation nationally.
  - 2.13. Several of the principles upon which the recommended practices in this Good Practice Guide are based, are drawn from the interactions, discussions, and interviews with these stakeholders, with some of the practices already being tested.
  - 2.14. The CHE, the Quality Council responsible for higher education in South Africa, mandated by the Higher Education Act 101 of 1997, as amended, has taken the initiative to develop this Good Practice Guide on Articulation into and within Higher Education to assist institutions to capacitate their role players in articulation to engender deliberate, structured, sustainable, and meaningful articulation arrangements/initiatives into and within higher education.

**ANNEXURE A2: ANALYSIS OF STEPS TOWARDS IDENTIFIED OPTIONS**

<b>Draft Matrix: Analysis of Steps towards Implementing Articulation Options</b>							
<b>Proposed Intervention</b>	<b>Feasibility Measures</b>	<b>Practical Requirements</b>	<b>Resource Requirements</b>	<b>Identified Risks</b>	<b>Measures to alleviate Risks</b>	<b>Time frames</b>	<b>Identification of Institutions</b>
Establish a National Articulation Committee	Stakeholders should include DHET, DBE, QCs, SAQA, Professional bodies, private and public HE and TVET providers and employers	Legislation to enact this Articulation Committee and appointment of a small Secretariat	Funding of an office within DHET and staffing for a five-year period	Inability of the Articulation Committee to overcome internal vested interests and agree on short, medium and long interventions	This committee should have the status of a Ministerial Commission that clearly sets out priorities and time frames for articulation	2021-2026	DHET, CHE, QCTO, Umalusi, USAf, SACPO, APPETD, Professional Statutory Bodies, Employers aligned to professional fields
Standardised reporting on TVET College articulation from all public and private HEIs	Progress on articulation between each HEI and TVET Colleges reported on and tracking of these interventions is annually recorded.	CHE and DHET agree on HEI reporting requirements	There may be a need for funding incentives to take on larger reporting roles and tracking systems	HEIs view this reporting as onerous and merely comply with minimal reporting	Incentivised measures to support additional reporting are in place together with consequences for non-reporting	2021- 2026	All public and private HEIs, CHE and DHET

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Clarify funding arrangements of 'dual sector' articulation agreements	A nationally Agreed Funding formula for NQF Level articulation agreements is published with weightings based on point of Delivery	CHE and Articulation Committee finalise the funding policy for delivery of NQF Level programmes between TVET Colleges and HEIs	Time resources and Articulation Committee Secretariat	Lack of incentives for uptake of dual sector articulation interventions	Incentives should form part of this formula, which may not necessarily be purely financial	2021-2026	CHE and Articulation Committee, public and private HEIs, SACPO
Allocate earmarked funding for universities accepting TVET College graduates above university enrolment targets	A dedicated earmarked fund is established over three year rolling periods for enrolment of TVET College graduates	DHET agrees to establish an earmarked fund for additional enrolment of TVET College graduates	An initial fund of R 10 million is offered as a targeted incentive to public HEIs for the enrolment of TVET College graduates	Research universities do not take up the funding incentives due to the amount of work to realign their admission systems	Consequences for lack of access by TVET College graduates to HEIs are introduced subsequent to the introduction of the initial fund.	2021 - 2026	DHET, CHE, Public universities

<b>Draft Matrix: Analysis of Steps towards Implementing Articulation Options</b>							
<b>Proposed Intervention</b>	<b>Feasibility Measures</b>	<b>Practical Requirements</b>	<b>Resource Requirements</b>	<b>Identified Risks</b>	<b>Measures to alleviate Risks</b>	<b>Time frames</b>	<b>Identification of Institutions</b>
Target opportunities for higher education teaching staff within TVET Colleges to undertake curriculum design work for HE articulation	Establish capacity for the design of coordination articulation Curricula	Incentives for TVET College staff with postgraduate qualifications and HE curriculum design staff to work on articulated qualifications	Dedicated funds for collaborative curriculum design is built into post-provisioning norms for TVET College and HE staff	TVET College and public HEI management do not support the development of higher education capacity due to workload	Inclusion of SACPO, HE VCs/DVCs and DHET in the negotiation of post-provisioning norms, workload alleviation for this task	2021-2026	SACPO, DVCs, HR from HEIS
Undertake curriculum mapping of TVET and HE specific curricula for articulation	Ensure the development of a nationally accepted equivalences of TVET qualifications for access to HE in designated Fields	Establishment of a task team to prioritise and map TVET College curricula for access to HE, and assign these to programme teams	Salaries for a dedicated task team for a period of one year	HEI student administration do not adhere to national curriculum guidelines	Advocacy and information sharing of the curriculum mapping process is provided to all universities	2021-2023	Curriculum experts from TVET Colleges, DHET, HEIs, as well as industry and professional bodies
Establish dedicated curriculum teams comprised of university and TVET College	Pilot key qualifications that can be utilised to Establish professional learning and	Establishment of four curriculum teams and provide resources to ensure that	Additional resources are provided, including remuneration for period of one year	Resources are not provided	CHE dedicates funds through a university development capacity grant for this work	2021 - 2023	Curriculum experts from TVET Colleges, HEIs, as well as industry and professional



<p>personnel to identify critical content and curriculum design issues that enable the progression of learners into professional career and learning pathways that span both sectors</p>	<p>career pathways across TVET and HE programme areas</p>	<p>these teams can design a professional learning pathway in consultation with key stakeholders</p>					<p>bodies</p>
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<b>Draft Matrix: Analysis of Steps towards Implementing Articulation Options</b>							
<b>Proposed Intervention</b>	<b>Feasibility Measures</b>	<b>Practical Requirements</b>	<b>Resource Requirements</b>	<b>Identified Risks</b>	<b>Measures to alleviate Risks</b>	<b>Time frames</b>	<b>Identification of Institutions</b>
Formalise agreements and collaboration between HEIs and TVET Colleges	Formal MoUs and MoAs between TVET Colleges and HEIs specify admission requirements at course and programme Level	CHE plays a coordinating role in the development and submission of MoAs and MoUs	Guidelines and a database of agreements is developed for reporting on progress within these agreements	Lack of incentives to enter into binding agreements between TVET Colleges and HEIs	Inclusion of formal agreements at programmes and course level becomes a mandatory reporting requirement within five years	2021-2026	Academic leadership of public HEIs and TVET Colleges
Identify and incentivise support services needed for articulating TVET College students into universities	Support services at HEIs and TVET Colleges are able to intervene and Provide academic and psycho-social support to transitioning Students	CPD programmes are designed and administered to support staff on critical support measures for transitioning students	Development of CPD programmes are centrally resourced by DHET	Resistance to support measures for a minority of students within HEIs	Support programmes are designed to support all vulnerable transitioning student groups	2021- 2026	Student support services at HEIs and TVET Colleges, DHET, CHE

<b>Draft Matrix: Analysis of Steps towards Implementing Articulation Options</b>							
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Assist HEIs to develop common and inclusive admission policies	Requirements for admission programmes such as NCV, NATED, NSC, RPL etc. are standardised and uniformly Applied	Task team with the Articulation Committee established to standardise admission requirements	Task team costs and research time	QCs and universities do not agree on standardised admission requirements	CHE moderates the standardisation process	2021-2023	CHE, QCs, HEIs, DHET and TVET Colleges
Conduct a review of the NCV entry requirements	The entry requirements for NCV programmes to universities Were published over a decade ago and the NCV programmes Have subsequently Been expanded, necessitating a review of These requirements	Establish a task team to review the entire suite of NCV qualifications to assess those relevant for university study and reassess the entry requirements for access to university	Specialist curriculum researchers with knowledge of NSC and NCV requirements	While the throughput rates of NCV have improved over time, many universities are suspicious of the quality of the NCV qualification and may not accept this as an equivalent to the NSC	Publication of the review research process should be published and sharing with the university sector	2021 - 2023	Independent researchers, Umalusi, CHE, HEIs and TVET Colleges

<b>Draft Matrix: Analysis of Steps towards Implementing Articulation Options</b>							
<b>Proposed Intervention</b>	<b>Feasibility Measures</b>	<b>Practical Requirements</b>	<b>Resource Requirements</b>	<b>Identified Risks</b>	<b>Measures to alleviate Risks</b>	<b>Time frames</b>	<b>Identification of Institutions</b>
Start with a systemic provincial approach to articulation and focus on critical areas that have a strong potential for success	Identify 4 -5 provinces that Have established successful initiatives and Replicate processes in these and additional critical areas	CHE coordinates the establishment of provincial initiatives with provincial stakeholders, including universities and TVET Colleges	Appointment of consultants within CHE to drive these provincial articulation processes	Slow take up of coordinated agreements between HEIS and TVET College that address provincial requirements	NCOP is included to create awareness of provincial articulation initiatives that address provincial needs	2021-2026	NCOP, Provincial Premier staff, HEIs, TVET Colleges, professional bodies, employers, trade unions

<b>Draft Matrix: Analysis of Steps towards Implementing Articulation Options</b>							
<b>Proposed Intervention</b>	<b>Feasibility Measures</b>	<b>Practical Requirements</b>	<b>Resource Requirements</b>	<b>Identified Risks</b>	<b>Measures to alleviate Risks</b>	<b>Time frames</b>	<b>Identification of Institutions</b>
TVET Colleges are permitted to offer selected NQF Level 5 HCs in their own right that articulate into an Advanced Certificate and Diploma programmes at HEIs	TVET College staff have sufficient postgraduate qualifications to offer Higher Certificates in selected areas of expertise and need.	TVET College upgrade staff qualifications in postgraduate qualifications and formal agreements with HEIs to offer articulated Higher Certificates	Upgrading of qualifications and use of shared resources for articulation collaboration	Insufficient funds for TVET College lecturer development and insufficient HEIs offering postgraduate qualifications	Funding of postgraduate TVET College lecturers is prioritised and HEIs broaden provision of postgraduate qualifications for TVET College lecturers	2021 - 2028	SETAs, selected HEIs involved in the DHET TLDCIP process and TVET Colleges
Credit Accumulation and Transfer (CAT) system implemented	SAQA CAT policies are enforced and implemented at all HEIs	SAQA and CHE are legislatively empowered to implement CAT policies	Capacity building for HEIs and development of part qualifications that assist articulation registered on the HEQSF	Remuneration of CAT programmes is an insufficient incentive for HEI to develop CAT systems	Earmarked funding is reserved for the development of CAT systems within HEIs	2021 - 2030	SAQA, CHE and public HEIs

<b>Draft Matrix: Analysis of Steps towards Implementing Articulation Options</b>							
<b>Proposed Intervention</b>	<b>Feasibility Measures</b>	<b>Practical Requirements</b>	<b>Resource Requirements</b>	<b>Identified Risks</b>	<b>Measures to alleviate Risks</b>	<b>Time frames</b>	<b>Identification of Institutions</b>
Bridging programmes and equivalency schemes that are recognized and accredited by relevant authorities	Extended Curricula programmes And supplementary programmes are negotiated and agreed between TVET Colleges and HEIs	Quality Councils agree to include and recognise foundational learning programmes developed between HEIs and TVET Colleges	Earmarked funding for the development of bridging programmes and equivalence recognition schemes	Bridging programmes not recognised by HEIs that do not offer these	CHE facilitates formal recognition of these programmes on the HEQSF	2021 - 2029	SAQA, QCs, HEIs and TVET Colleges
Build into initial TVET programmes a sufficient range of general knowledge and skills to support lifelong learning.	Mainstream programmes (NCV and NATED) Include foundational Learning options with a particular emphasis on Maths, Science and English for continued academic progression	Foundational learning programmes offered to learners who intend to progress to higher education	Ring fenced funding for collaborative development of foundational learning programmes at public HEIs in collaboration with HEIs	Academic drift of TVET Colleges at the expense of occupational programmes	CHE and DHET develop criteria for introduction of foundational learning programmes within TVET Colleges	2021-2029	DHET, CHE, participating TVET Colleges and HEIs

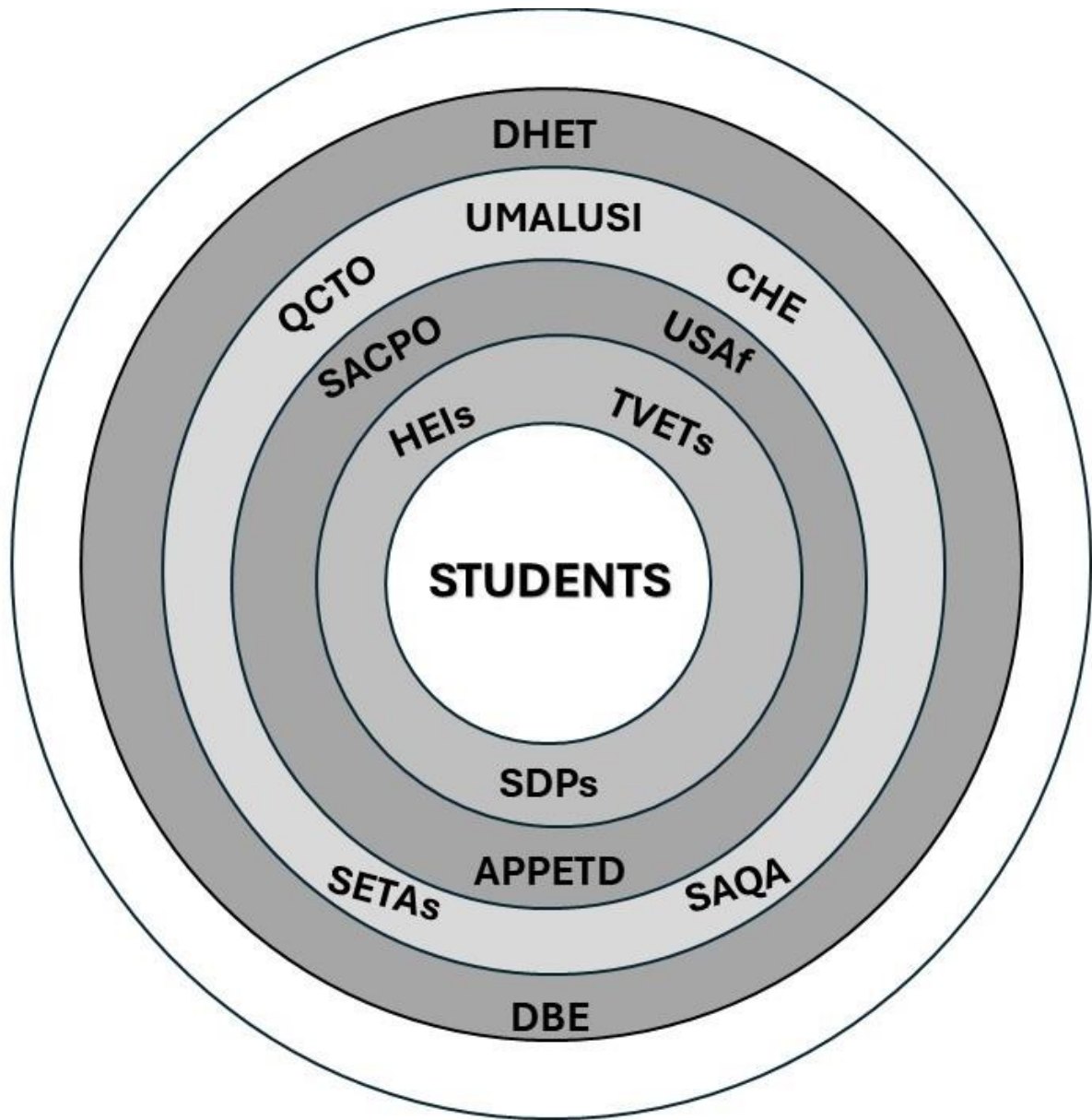
**Draft Matrix: Analysis of Steps towards Implementing Articulation Options**

<b>Proposed Intervention</b>	<b>Feasibility Measures</b>	<b>Practical Requirements</b>	<b>Resource Requirements</b>	<b>Identified Risks</b>	<b>Measures to alleviate Risks</b>	<b>Time frames</b>	<b>Identification of Institutions</b>
Improve poor support structures at universities and TVET colleges for employed learners studying on a part-time basis	After hours facilities as well as flexible blended/distance learning that supports part-time learners to Achieve qualifications	Extended use of facilities beyond normal teaching hours and ICT platforms to support part-time learners	Additional HEI and TVET College academic and support staff as well as ICT resources	Insufficient budget for increased staff and infrastructure for HEIs and TVET College to accommodate part-time learners	Skills Levy funds utilised to support part-time learning	2021-2029	SETAs, NSF, HEIs and TVET Colleges
Assist institutions to set up articulation offices rather than having a single staff member responsible for articulation	Develop 'Articulation Hubs' at a provincial level with articulation offices at HEIs and TVET Colleges	Dedicated staff required for articulation offices within institutions and at a provincial level	Funding for additional staff members	Post-provisioning norms do not include additional responsibilities for staffing articulation offices	DHET HR create new posts for articulation office personnel	2021 - 2029	DHET, CHE, HEIs and TVET Colleges

<b>Draft Matrix: Analysis of Steps towards Implementing Articulation Options</b>							
<b>Proposed Intervention</b>	<b>Feasibility Measures</b>	<b>Practical Requirements</b>	<b>Resource Requirements</b>	<b>Identified Risks</b>	<b>Measures to alleviate Risks</b>	<b>Time frames</b>	<b>Identification of Institutions</b>
Invest in training strong and resourceful leadership to infuse the commitment to articulation throughout the institution	Future succession plans to include requirements for managing dual sector institutions offering TVET and HE programmes	Ensure academic leadership has adequate postgraduate qualifications and expertise to offer articulated programmes	Increased college lecturer training as well as leadership programmes for TVET College management	TVET Colleges accused of academic drift mission drift at the expense of occupational programmes	Ensure that increased capacity addresses both academic needs and professional career pathing	2021 - 2029	DHET, CHE, Public HEIs and TVET Colleges
<b>Draft Articulation Matrix Long Term</b>							
TVET Colleges offer second chance and bridging programmes with a differentiated system	The establishment of TVET Articulation Centres of Excellence that offer higher education programmes	One or more TVET Colleges work closely with universities within a province to offer higher education programmes	Upgrading of dual sector institution where necessary and shared use of resources across TVET/HEI campuses	Resistance from neighbouring TVET Colleges not selected as 'dual sector' institutions	DHET and CHE put in place requirements and limits for dual sector provincial institutions	2021 - 2035	1 TVET College per province selected as an HEI dual sector institution



## ANNEXURE A3: The PSET Ecosystem



APPETD	Association of Private Providers of Education, Training, and Development
CHE	Council on Higher Education
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
HEI	Higher Education Institution
QCTO	Quality Council for Trades and Occupations
SACPO	South African Public Colleges Organisation
SAQA	South African Qualifications Authority
SDPs	Skills Development Providers
SETA	Sector Education and Training Authority
TVETs	Technical and Vocational Education and Training Colleges
UMALUSI	Council for Quality Assurance in General and Further Education and Training
USAf	Universities South Africa

