



Draft Articulation Policy into and within Higher Education

August 2022

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Acronyms and Abbreviations

CAT	Credit Accumulation and Transfer
CET	Community Education and Training
CHE	Council on Higher Education
DHET	Department of Higher Education and Training
GFETQSF	General and Further Education and Training Qualifications Sub-Framework
HEI	Higher Education Institution
HEQSF	Higher Education Qualifications Sub-Framework
HC	Higher Certificate
HOC	Higher Occupational Certificate
MoA	Memorandum of Agreement
MoU	Memorandum of Understanding
NATED	National Accredited Technical Education Diploma
NCV	National Certificate Vocational
NPPSET	National Plan for Post-School Education and Training
NQF	National Qualifications Framework
NSC	National Senior Certificate
OQSF	Occupational Qualifications Sub-Framework
PQM	Programme Qualification Mix
PSET	Post-School Education and Training
QC	Quality Council
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
TVET	Technical and Vocational Education and Training
UoTs	Universities of Technology
VET	Vocational Education and Training

GLOSSARY

Articulation refers to the processes and mechanisms that enable student mobility within and among the institutions that comprise the higher education system; for example, academic credit accumulation and transfer, recognition and equivalence of degrees, recognition of prior learning, and so forth¹. However, the concept can have a more substantive meaning that would include articulation at an institutional level and the individual level. At the inter-institutional level (national, regional and global), it will include agreements and linkages between institutions. At the intra-institutional level, it refers to the movement of students within an institution; for example, students might like to move from one programme to another, such as a student moving from a B.Ed Foundation Phase to a B.Ed senior phase.

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) system means an arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning through progression and access to the workplace.

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.

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 means a purposeful and structured set of learning activities designed to enable a student to meet the outcomes necessary for the award of a qualification (this definition aligns with the CHE Norms and Standards for Certification, 2020). This definition takes account of the fact that non-formal educational and training offerings can be highly purposeful, structured and oriented towards the attainment of specified learning outcomes.

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

¹ (Ng'ethe, Subotzky & Afeti, 2008). Differentiation and Articulation in Tertiary Education Systems: A Study of Twelve African Countries. The World Bank. Washington, DC.

Part-qualification means an assessed unit of learning that is registered as part of a qualification.

Recognition of Prior Learning (RPL) means the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.

1. BACKGROUND

Articulation is one of the fundamental principles of the United Nations (UN) Sustainable Development Goals (SDGs), specifically Goal 4. The goal seeks to address inequalities between and within countries and to prioritise the most vulnerable to ensure that no one is left behind. The goal, furthermore, aims to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to quality higher education. The implementation of sustainable development in higher education is an important goal, and one which requires much planning, including the articulation and differentiation of the system. The recurring problems and barriers that hinder the attainment of sustainable development objectives at universities are either directly or indirectly related to deficiencies in proper planning of the system which results in a dead end for students. These dead ends pose significant barriers to the achievement of sustainable development.

The goal of articulation relates broadly to society and development, taking a “people-centred” or humanist approach. In this regard, inclusive and equitable quality education, and the promotion of lifelong learning opportunities for all, are priorities.

Articulation is aligned with South Africa's national strategic policy frameworks, including, the National Development Plan 2030 (2012), the White Paper for Post-School Education and Training (PSET) in South Africa (2013) and the Articulation Policy for the Post-School Education and Training System (2017). The policy instruments point to the need for articulation to be located within the framework and value systems of lifelong learning, education for democracy and social justice, and active, innovative

participation in the economy. The Ministerial Articulation Policy (2017) is intended to facilitate this through the movement of students between and within the three sub-frameworks of the NQF, between institutions and also within institutions in order to enable access, progression and mobility.

At the advent of a democratic era in South Africa, it was hoped that a differentiated and well-articulated education and training system would be developed. For example, the NQF, together with other policy initiatives, was seen as a watershed to initiate national development, providing all South Africans with the opportunity to grow to their fullest potential. Besides the global and national contextual factors, the philosophical foundations of articulation include its conceptualisation and organisational barriers to articulation.

Articulation has been the subject of several research projects in the past fifteen to twenty years. The studies were an attempt to understand how articulation evolved, included the NATED N1-N6 and the old T1, T2 and T3 qualifications within Technikons (now Universities of Technology) and were intended to promote articulation. The current PSET system is still very wasteful with extraordinarily high dropout rates, very low throughput rates in schools, TVET colleges and higher education and with unnecessary repetition of learning. Thus, it is not geared to allow students to find multiple pathways to success. While there were a few islands of articulation across sectors, even within one system, such as higher education, articulation was yet to be taken to scale. Not within the past eight to ten years has there been a targeted approach - through policy intervention - to change behaviour when it comes to articulation. Research studies led by SAQA and the CHE investigated articulation between TVET colleges and Higher Education Institutions (HEIs) (Buthelezi, 2018; Badenhorst & Radile, 2018; Needham, 2021). One of the outcomes of the research has been the National Articulation Baseline Study Report (2017).

The National Baseline Study Report sought to achieve three things: firstly, to classify, analyse and record good models of articulation in their different stages of development. Secondly, it sought to identify and explore the potential for developing

collaborative models for articulation pathways. Its final goal was to identify the nature of activities that institutions, staff and students need for a successful transition. Amongst other findings, the Report identified the following blockages:

- a) a lack of understanding of the need for institutions to be flexible by considering equality and equity in their support of learners as they transition along their individual pathways (for example, in pursuit of inclusivity, alternative assessment strategies might be applied for those who experience learning barriers);
- b) a lack of robust articulation arrangements; and
- c) a lack of flexibility by institutions to support learners in their learning pathways, including the different forms of knowledge, which underpin a conscious approach to boundary-crossing.

While it is still early days, the research indicates that articulation, if steered through policy, planning, funding and quality assurance, has the potential to change the face of higher education. Partnership agreements between HEIs and providers of occupational qualifications – bilateral agreements – whereby credit transfer is being achieved and occupational qualifications are recognised for entry into university programmes, are but one of these emerging indicators.

2. THE LEGISLATIVE MANDATES

Articulation in higher education is governed by the following regulatory frameworks:

- 2.1. Higher Education Act, Act 101 of 1997, as amended
- 2.2. CHE Criteria for Programme Accreditation (2004)
- 2.3. National Qualifications Framework Act, Act 67 of 2008
- 2.4. Higher Education Qualifications Sub-Framework (2013)
- 2.5. White Paper for Post-School Education and Training (2014)
- 2.6. Policies on the Recognition of Prior Learning (RPL), Credit Accumulation and Transfer (CAT), and Assessment in Higher Education (2016)
- 2.7. Ministerial Policy: Articulation for the Post-School Education and Training System (2017)
- 2.8. A Quality Assurance Framework (QAF) for Higher Education in South Africa (2021)

- 2.9. Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a National Senior Certificate (NSC) (2018)
- 2.10. Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a National Certificate Vocational at NQF Level 4 (2009)

3. PURPOSE

The articulation issue has been on the agenda for some time, culminating in the Ministerial Policy on Articulation (2017) for the Post-School Education and Training System. The Ministerial Policy directs the Quality Councils to develop and implement articulation policies specific to their sector.

Therefore, the purpose of this policy is to give effect to articulation within the higher education sector in South Africa, with specific reference to:

- a. accelerate access to universities of students from TVET colleges, CET colleges and schools offering qualifications from NQF Level 4 upwards;
- b. facilitate the mobility and progression of students in higher education and between the HEQSF, GFETQSF and OQSF;
- c. accelerate the redress of unfair discrimination in the provision of learning opportunities;
- d. promote partnership and collaborations between institutions to develop learning pathways and ensure that the learning that they offer is linked to these larger pathways; and
- e. ensure that students are supported in their individual pathways, through RPL and CAT, when entering higher education.

4. SCOPE

The scope of this policy covers the following:

- 4.1 all qualifications offered on the HEQSF – access to, primarily from NQF Level 4 upward, and progression within the HEQSF;
- 4.2 all higher education providers, private and public, in South Africa;
- 4.3 TVET colleges offering Higher Certificates, and progressively, Diploma programmes, in partnership with higher education institutions; and
- 4.4 the implementation of articulation, especially with regard to the roles and functions of the CHE, public and private higher education institutions, students in higher education, as well as professional bodies.

5. THE POLICY

5.1. POLICY PRINCIPLES

The following principles provide a foundation for implementing articulation in the higher education sector.

5.1.1. A Shared Vision

Articulation must pursue and achieve a shared vision of higher education that is coherent, principled and forward-looking. This vision should rise above intermittent responses to conflicts and challenges and look beyond a narrow and reductive pragmatism to emphasise what students most need and set forth expectations that address those needs: the knowledge and ability to participate in a rapidly evolving global economy, the awareness of and commitment to making an effective contribution to their democratic society, and the acumen and intellectual depth essential to the enjoyment of a satisfying and reflective life.

5.1.2. Systemic and Specific

Articulation within the NQF is both systemic and institution-specific, which includes both the individual and the institution. While systemic articulation is based on national policy and formal requirements, specific articulation is

based on formal and/or informal agreements between two or more institutions and is guided by institutional policies, principles and protocols.

5.1.3. Lifelong Learning

Articulation allows a student's achievements to be recognised, even if the student does not achieve a qualification. 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 may be recognised by a different institution as meeting part of the requirements for the same qualification.

5.1.4. Redress, Equity, Social Justice and Inclusiveness

Access to learning opportunities is promoted actively. The policy is premised on overcoming barriers to access and promoting success.

5.1.5. Consensus and Alignment

Articulation must be by design, not default, in a move towards greater consensus, alignment and coordination with respect to standards, protocols, actions and vocabularies. The substantive focus must be on *programmatic* rather than institutional articulation.

5.1.6. Institutional Accountability

Higher education institutions, through their governance structures, are to ensure that institutional articulation policies are developed and implemented in line with the principles and goals of this policy.

5.1.7 Transparency

Improved transparency, expressed through much more effective communication, and discrete objectives are desirable. Transparency will be enhanced through scrutiny of appeals processes, relative to a shared standard, for instance. Greater disclosure, coupled with a well-informed awareness of strategies for reducing potential liability, should not only enable

the public to understand what higher education institutions do and the decisions they make in relation to articulation, but should also contribute to comparative information supporting informed decisions on university choice.

5.1.8. Fair Procedures

All policies and procedures relating to articulation should be easily understood and readily available. Relevant, reliable, fair and transparent criteria, procedures and practices for validating learning must be used.

5.2. POLICY STATEMENT

Articulation is about the mechanisms that enable student mobility within and among education and training institutions to pursue lifelong learning and career pathing. The establishment of pathways of access and success for students from other parts of the PSET system, such as TVET college students, into higher education, depend fundamentally on the creation of a fully articulated system at universities. The current PSET system is still very wasteful with extraordinarily high dropout rates, very low throughput rates in schools and TVET colleges, and higher education with unnecessary repetition of learning. The system is not geared to allowing students to find multiple pathways to success - pathways which should exist to allow students to build towards their educational and career destinations. Articulation is thus a necessary intervention in contributing to students' improved ability to progress in their career and employment destination.

5.3. POLICY IMPLEMENTATION PLAN/STRATEGY

Articulation has, for several reasons, not yet been implemented as envisaged. They include, amongst others, ideological, epistemological, structural and financial considerations.

The barriers (Annexure 1) focus more on articulation into higher education by students from other PSET institutions. This is important as it helps shape the response of the CHE as the Quality Council for Higher Education. These barriers will only be overcome if

deliberate, systematic and sector-wide planning is developed and adequately resourced. The following section outlines some such planning for formalising and infusing articulation as it has been described here.

The plans that follow formalise and operationalise articulation into higher education to open access, redress, mobility and progression, development, transformation and social justice, and create the conditions for an ongoing lifelong learning approach to the labour market so that lifelong learning retains flexibility and relevance. Articulation within universities does, however, remain a serious concern, in large part a remnant of the legacy of inequality. Therefore, to drive articulation, some of the plans stated in this section of the policy are relevant to enforcing articulation within programmes and qualifications across universities.

The extent to which the proposed plans become solutions to the barriers mentioned depends on the decisiveness of all major stakeholders, i.e., DHET, CHE, QCs, SAQA, universities and other PSET institutions. Although universities may argue for autonomy, there is still room for public accountability, since universities are, in fact, fulfilling a public purpose with national obligations. Therefore, it is possible that this policy, together with other DHET parent pieces of legislation, regulations and policies, will contribute to higher education institutions giving meaning to articulation.

5.3.1. Short-Term Plan (0-5 Years)

- 5.3.1.1. The CHE will establish a standing national HEI Articulation Forum/ Committee consisting of role-players, such as academic faculty/ department qualification/programme developers, with clear terms of reference and a regular reporting mechanism to the CHE.
- 5.3.1.2. At the systems level, all HEIs should report on articulation planning and processes to the DHET as part of enrolment planning reports.
- 5.3.1.3. The CHE is to develop advice to the Minister to standardise funding arrangements, including student support, for articulation partners. For example, students registered at TVET colleges for Higher Certificate qualifications in partnership with a university must be able to access the

university's facilities as well. The student fees are collected by the college and the subsidy is split according to an agreed-to ratio between college and university.

- 5.3.1.4. The DHET, in partnership with the CHE and QCTO, is to develop a policy on Minimum Admission Requirements into Higher Certificate, Diploma and Bachelor Degree studies with a qualification achieved on NQF Level 4 of the OQSF, taking into consideration what has already been achieved by some institutions.
- 5.3.1.5. Formal partnership and collaboration through MoUs and MoAs among institutions at programme and course levels should be intensified.
- 5.3.1.6. Support services needed for articulating students into HEIs should be identified and incentivised. This must be part of the advice to the Minister as indicated in 5.3.1.3 above. Financial support and other forms of incentives should be adequate to enable universities to implement articulation of TVET college students into their programmes.
- 5.3.1.7. The CHE, in collaboration with the other QCs and SAQA, should facilitate a comprehensive mapping of NCV fundamentals in relation to Higher Certificate, Diploma and Bachelor's Degree studies, starting with scarce and critical skills. This would assist in standardising criteria for NCV certificate holders entering higher education. The same process would need to be done for updated NATED part-qualifications and other OQSF qualifications.
- 5.3.1.8. Articulation within higher education must be aligned with the SAQA Level Descriptors to give effect to the 'parity of esteem' principle. This alignment would enhance the portability of qualifications at the same NQF levels within different sub-frameworks - for example, the Level 5 HEQSF Higher Certificate, and the Level 5 OQSF Higher Occupational Certificate.
- 5.3.1.9. The CHE is to develop comprehensive guidelines and criteria for HEIs to adhere to, and these guidelines and criteria should be reviewed within the context of the CHE's new Quality Assurance Framework (QAF).
- 5.3.1.10. The CHE is to undertake a themed quality review based on the standards, guidelines and criteria that were established within the QAF for articulation, CAT and RPL across all HEIs.

5.3.1.11. All HEIs should organise along regional hubs, which will collaborate to enable capacity at institutional levels so that institutions will, in time, become fully functional to deliver articulation.

5.3.2. Medium-Term Plan (0-10 Years)

5.3.2.1. TVET colleges, in collaboration and partnership with HEIs, should offer NQF Level 5 Higher Certificates, Level 6 Advanced Certificates and Diplomas with students qualifying to progress into Bachelor Degree studies and Advanced Diplomas at a recognised HEI.

5.3.2.2. Access programmes and equivalency schemes that are recognised and accredited by relevant QCs need to be in place.

6. ROLES AND RESPONSIBILITIES FOR IMPLEMENTING ARTICULATION IN HIGHER EDUCATION

The legislative and policy mandate of the CHE includes, *inter alia*, promoting quality assurance in higher education, enabling students to access higher education institutions and succeed in their studies, complying with policy as determined by the Minister responsible for Higher Education, and collaborating with SAQA and the other Quality Councils.

6.1. Responsibilities of the CHE

The legislative and policy mandate of the CHE gives it the following responsibilities:

6.1.1. to ensure, in terms of Section 27 (h) (iii) and (iv) of the NQF Act, that all new qualifications submitted to SAQA for registration contain clear articulation routes, and statements elaborating on articulation in a clear, valid and practical way. Where articulation is not possible, reasons must be provided.

6.1.2. to work with higher education institutions to develop and implement new progressive access, articulation, and CAT and RPL policies, including mapping the curriculum to create learning pathways and eliminate any dead ends;

- 6.1.3. to work with the other two Quality Councils - the General and Further Education and Training Quality Council (Umalusi) and the Quality Council for Trades and Occupations (QCTO) - to identify the articulation points between qualifications on the three sub-frameworks and broker articulation agreements across institutions in the PSET system to enable articulation across the sub-frameworks;
- 6.1.4. to advise the Minister responsible for Higher Education on funding with regard to financial barriers and incentivisation that will advance articulation between higher education institutions and other institutions, such as TVET colleges, in the PSET system.
- 6.1.5. to simplify the HEQSF by managing the proliferation of higher education qualifications submitted by higher education institutions for accreditation and subsequent registration by SAQA on the NQF;
- 6.1.6. to ensure that higher education institutions have articulation policies in place that are aligned to this policy and that the institutional policies are implemented fairly and credibly;
- 6.1.7. to monitor articulation agreements entered between higher education institutions and institutions from other parts of the PSET system;
- 6.1.8. to develop standards, guidelines and criteria for articulation for all HEIs and develop capacity in HEIs to fulfil these standards;
- 6.1.9. to review the extent to which HEIs fulfil articulation through themes and / or institutional quality reviews.

6.2 Responsibilities of Higher Education Institutions

Higher Education Institutions have the responsibility to:

- 6.2.1. develop and implement institutional articulation policies, aligned to this policy and the Minister's Policy on Articulation;
- 6.2.2. promote an institutional culture of articulation through implementing articulation holistically, including RPL and CAT, in line with the institution's quality assurance framework. This culture should enable articulation from

one academic programme to another or from one department/school/faculty to another within the same institution.

- 6.2.3. use articulation agreements to enter into inter-institutional partnerships and arrangements ensuring vertical, horizontal and diagonal articulation of qualifications guided by 'parity of esteem' principles. Inter-Institutional partnerships include those between HEIs and other institutions within the PSET, such as TVET colleges, and with industry (workplaces) and professional bodies.
- 6.2.4. ensure clearly defined learning pathways in qualifications submitted for accreditation and registration, as well as in both inter-institutional and intra-institutional articulation agreements;
- 6.2.5. develop and maintain information management systems that are compatible with HEMIS, the Higher Education Quality Committee Information System (HEQCIS) and other relevant government information management systems and submit the relevant articulation data to the CHE using effective systems.
- 6.2.6. HEIs should provide timely, appropriate and ongoing support. If a student transitions from a private to a public HEI, or vice versa, he/she might require different kinds of support as the environment might be different, etc. Institutions make known the types of support provided but monitoring and evaluation of this is essential/vitally important.
- 6.2.7. ensure that HEIs use the CHE standards, guidelines and criteria to develop their internal systems for articulation;
- 6.2.8. ensure that HEIs regularly reflect on and review their institutional policies for and practices in articulation, including obtaining/inviting student feedback on their experiences.

6.3 Responsibilities of Students

Students are responsible for:

- 6.3.1. familiarising themselves with the articulation policies of the higher education institution at which they are enrolled;
- 6.3.2. providing all documentary evidence of their prior learning required by the HEI.

6.4 Responsibilities of Professional Bodies

Professional bodies are required to:

- 6.4.1. co-operate with the CHE in respect of qualifications on the HEQSF and quality assurance in the professional bodies' occupational field in terms of Section 28 of the NQF Act, Act 67 of 2008;
- 6.4.2. comment on qualifications submitted for accreditation by the HEQC of the CHE, including specific reference to articulation between the proposed qualification and the world of work or professional/occupational practice;
- 6.4.3. provide articulation maps between professional qualifications and qualifying for professional practice. For example, the Bachelor of Engineering Degree is the initial professional qualification on the path to becoming a professional engineer. Graduates still need a number of years as a candidate engineer.

7. IMPLEMENTATION, TRANSITIONAL ARRANGEMENTS AND REVIEW

7.1. Implementation

- 7.1.1. The custodian of this policy is the CHE, and the implementation of articulation is the function of institutions, that is, between and among the universities and other PSET institutions. HEIs and colleges will conduct widespread advocacy and communications to inform learners about the different learning pathway opportunities.
- 7.1.2. Standardised admission requirements for similar pathways and lifelong learning should be considered for learning categories. At the same time, the system must be flexible for social justice and efficiency. Admission requirements into higher education institutions must be fair and

transparent. The CHE should facilitate consistent tracking mechanisms to monitor articulation from TVET institutions into higher education institutions.

7.1.3 The CHE must consult with the sector to develop a transitional plan for the implementation of this policy.

7.1.4. This policy becomes effective on the date it is published by the CHE.

7.2 Articulation hubs

HEIs and TVET colleges must continue to lead in the formation of articulation hubs, a project that is spearheaded by the Durban University of Technology (DUT) in partnership with the South African Qualifications Authority (SAQA). The articulation hub in KwaZulu-Natal, led by the DUT, was launched in July 2022. The hubs in Limpopo, Western Cape and the Free State – led by UL, CPUT and CUT, respectively - are also scheduled to be launched in the 2022/23 financial year.

7.3 Review

The Policy shall be reviewed every five years, or earlier if necessary. Those who-wish to make an input are welcome to contact the CHE at the following email address:

MHEQSF@che.ac.za

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DRAFT

ANNEXURE 1

Barriers to Articulation

The following barriers to articulation have been identified:

- a. There is a lack of minimum norms, standards and targets for PSET institutions on (TVET-HE) articulation and the monitoring of implementation.
- b. The process of designing programme articulation/learning pathways for and into every qualification (GFETQSF, OQSF and HEQSF) by SAQA and the QCs is still a challenge. This is so since the QCs are legally independent and, as a result, operate separately.
- c. Generally, most universities are not yet sufficiently informed and prepared to admit students from other PSET institutions. There is a general misunderstanding - for example, of TVET college graduates and their needs at the university - and the management of the transition from college to university.
- d. The national enabling environment does not adequately and robustly translate into enabling and flexible implementation environments in institutions (admission, programme/curriculum design, student support) to admit students from other PSET institutions and to provide the necessary teaching and learning opportunities. Universities are still viewing articulation as an option, rather than a necessity.
- e. Few universities are ready to offer NQF Level 5 programmes in some of their programmes as bridging courses for students from other PSET institutions. Most universities prefer to work with a homogeneous group with the same prior knowledge, skills, values and attitudes, and with the NSC outcomes as a basis.
- f. Higher education institutions (HEIs) lack an understanding of programmes in other PSET institutions, and the skills that these institutions target and develop, for example in TVET colleges. This lack of understanding, in general, perpetuates certain negative perceptions held by TVET students themselves, and which then become a barrier.

- g. There is no broad implementation of articulation in PSET institutions, faculties or departments to ensure consistency, fairness and communication regarding flexible opportunities. Where it is done, as in the case of individual TVET-HE projects, it is mainly done at an ad hoc faculty/department/ programme level.
- h. Universities are not adequately using and advocating the NQF regulatory system to accommodate students from other parts of the PSET system.
- i. DHET, SAQA, QCs and institutions are not adequately communicating the details of PSET articulation possibilities.
- j. Career development services for PSET students on the possibilities and requirements for access to universities are inadequate.
- k. There is a lack of incentives, and of resources (human and financial), to drive and implement articulation, as well as a lack of support for students who enter universities from other PSET institutions. For example, TVET college graduates need academic and funding support as they transition into higher education.
- l. Students, who have not met the academic compliance to continue being supported by NSFAS, reapply at different institutions for enrolment.
- m. Inadequate examples of good articulation practices are shared across PSET institutions, including universities.
- n. The academic administration functionaries/officials at some universities seldom understand the curriculum of programmes and qualifications; yet they are given powers to decide on admissions and registration of students.
- o. Articulation (as well as RPL and CAT) is generally not managed by professionals who have adequate insight into better curricula and learning pathways.