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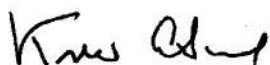
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GOVERNMENT NOTICE

DEPARTMENT OF EDUCATION**No. 650****12 July 2001****SOUTH AFRICAN QUALIFICATIONS AUTHORITY ACT, 1995 (ACT NO. 58 OF 1995)****A FOCUSED STUDY OF THE DEVELOPMENT OF THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF) WITH THE AIM OF STREAMLINING ITS IMPLEMENTATION**

I, Kader Asmal, Minister of Education, with the concurrence of the Minister of Labour, Mr M. M. S. Mdladlana, have decided to appoint a Study Team to review the development of the NQF. The terms of reference of the study team are given in Schedule 1. The members of the study team are listed in Schedule 2.



Professor Kader Asmal, MP

Minister of Education

25 June 2001

SCHEDULE 1**Terms of reference for a focused study of the development of the National Qualifications Framework (NQF)**

1. This memorandum outlines the approach of the Ministers of Education and Labour to the focused study of the development of the NQF. It includes an outline of the purpose and terms of reference for the study.

Background

2. Establishing the NQF is the joint responsibility of the Ministers of Education and Labour. The Ministers jointly supported the establishment of the South African Qualifications Authority (SAQA) by an Act of Parliament. They therefore have joint responsibility for examining, shaping and reporting on the progress being made with developing the NQF.
3. The establishment of a National Qualifications Framework - that links one level of learning to another without restrictions and links the traditional domains of education and training - and the overall improvement of the quality of education provision are critical for our learning revolution and our country's post-apartheid socio-economic reconstruction and development.
4. The first post-apartheid education legislation passed by the National Assembly was the South African Qualifications Authority Act, 1995.
5. The SAQA Act provides for the establishment of the South African Qualifications Authority and the development of the NQF. It enables the establishment of national standards bodies to register all standards

and qualifications consistent with the goals of the NQF, and the accreditation of quality assurance bodies that would assure the quality of the programmes and qualifications offered by providers.

6. Six years after the passage of the SAQA Act, we must examine the challenges that have been thrown up by the implementation of the NQF regulatory frameworks. The question that arises is what are the next steps to be taken in implementing the NQF? The Ministers of Education and Labour have decided to appoint an authoritative term to study these matters and advise on the way forward. Cabinet has concurred with this decision.

The terms of reference

7. The study demonstrates government's commitment to the building of the NQF. It will not be aimed at reviewing the government's goals and policies, but it will examine how the NQF is developing and how we can focus, accelerate and strengthen its implementation.
8. The high level study will focus in particular on the following matters:
 - Relevant and contemporary international developments on national qualifications frameworks with reference to policies, regulatory frameworks and implementation procedures and their implications for our NQF practice and future directions.
 - The match between policy objectives and outcomes (as outlined in relevant policies and legislation), and the experiences and attitudes of education and training providers and learners with the implementation of the NQF.
 - The extent to which the South African Qualifications Authority has put in place the appropriate and relevant policies, procedures, delivery systems, other resources and capacities essential for the establishment of the NQF and for implementing the relevant mandates of the Ministers of Education and Labour

on education and training, and how these can be improved. The study should examine and advise in particular on how to address the concerns among some key social partners and stakeholders about an apparent proliferation of bodies and procedures, and an apparent fragmentation of roles and responsibilities in the areas of quality assurance and national standards development.

- Any other obstacles, real or perceived to streamlining the implementation of the NQF.

9. The study team will at appropriate moments hold high level consultations with the Parliamentary Education and Labour Portfolio Committees and the Departments of Education and Labour

SCHEDULE 2**MEMBERS OF THE NQF STUDY TEAM**

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University of Durban-
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