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HELTASA's submission to the CHE on proposed changes to the HEQF

10 December 2010

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A. HELTASA agrees on the five areas raised in the CHE Communiqué 1 of 12 October 2010:

1. The appropriateness of the nine qualification types, including the designated variants, in the light of different institutional missions and labour market expectations, in particular, **the lack of a degree variant unique to the Universities of Technology.**
2. The coherence and consistency in the designation, credit value and pegging of some qualifications in the context of the needs of different professions, in particular, **the lack of 240 credit diplomas**, which may be required, for example, in a range of auxiliary health professions.
3. The **articulation pathways** between undergraduate diploma and postgraduate programmes in terms of the time required to complete a masters degree, for example, a student with an undergraduate diploma would require two additional years of study prior to being considered for entry into a master's programme.
4. The **appropriateness of a number of postgraduate** qualifications in different professional fields and their international comparability such as the MMed
5. The extent to which the range of qualifications available, in particular, at levels 5 and 6 are appropriate **to support the goal of expanded access**

B. In addition to the issues raised we propose that the following should receive attention when the HEQF is reviewed during the course of 2011.

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HELTASA EXECUTIVE COMMITTEE

*Chairperson:* Dr Matete Madiba; *Deputy Chairperson:* Prof Sioux McKenna *Treasurer:* Ms Mandy Hlengwa *Secretary:* Dr Susan van Schalkwyk; *Members:* Dr Pieter du Toit, Dr Mpho Jama, Ms Kibby Naidoo, Dr Clever Ndebele, Prof Ian Scott, Prof Maritz Snyders, Dr Azwy Tshivhase, Dr Robert Prince, Prof Moloko Sepota, Ms Miranda van Rooyen.

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1. The acknowledgement of **diversity of the different strokes or tracks** that a national higher education qualifications framework of this nature should support. Coherence should not be seen as homogenisation. The HEQF should enable diversification among the vocational, general/academic and professional tracks. The trade-offs that have to be created for coherence should be sound and educationally defensible.
2. The **silence of the HEQF on Extended Programmes and credit allocation** is not desirable, especially because the design of Extended Degrees is implied within national policy.
3. The **minimum and maximum stipulation** of credits within the bachelors programmes to be revisited
4. Care should be exercised in how the **tension** between the intention to be regulatory and to protect the public is managed.

In conclusion, we strongly recommend that **full implementation should not be rushed** to allow all key issues to be resolved as implications (of the full implementation) will always have far reaching consequences beyond minor technical changes.

#### **Contact details**

Chair: Dr Matete Madiba, Lynwood Road, University of Pretoria, Pretoria, 0002

Tel: 012 420 3664, Fax: 012 420 3828, Email: [matete.madiba@up.ac.za](mailto:matete.madiba@up.ac.za)

Secretary: Dr Susan van Schalkwyk, University of Stellenbosch, Tel: 021 808 3751

Fax: 021 886 4142, Email: [scvs@sun.ac.za](mailto:scvs@sun.ac.za)

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