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A. Breytenbach
Faculty of Art, Design and Architecture
University of Johannesburg
P O Box 84285
Greenside
2034
e-mail:aventer@twr.ac.za

Positioning the Bachelor of Technology: Interior Design within the draft Higher Education Qualification Framework.

Abstract

This paper explores the impact of the draft Higher Education Qualification Framework (2004) on the current offering of the Bachelor of Technology (B.Tech). The draft HEQF does not include the qualification structure offered by previous technikon-type institutions. Articulation from Diploma into a fourth year (B. Tech) and thereafter postgraduate studies is not evident in the articulation possibilities of the draft HEQF.

In this paper, focus is placed on the offering of the programme: B.Tech Interior Design as offered by the Department of Interior Design, who forms part of the Faculty of Art, Design and Architecture (FADA) at the University of Johannesburg. The programmes currently offered at FADA can be described as previous technikon-type qualifications that are offered within a newly merged comprehensive institution context. The paper will therefore reflect the original intention and motivation for the introduction of the Bachelors of Technology degree qualification within technikons as presented by the Committee of Technikon Principals (CTP), and relate the CTP vision to the current perceptions and future expectations of the B.Tech degree.

FADA has to face a number of challenges in order to identify a future strategic direction for their programme offerings. This paper attempts to assist in identifying the future strategic direction by comparing the current programme offering context and structures to the proposed HEQF expectations. A description of the internal and external educational environment therefore plays an important role in identifying the strategic direction of programme offering in the faculty, and would be briefly discussed.

The paper will be concluded by presenting a programme offering model for FADA , that takes the current B Tech programme curriculum qualities, FADA academic staff expectations and HEQF requirements in consideration.

Methodology

The research process will start by presenting an accurate description of the B. Tech; Interior Design as registered by the Convener Technikon for technikon programme-type offering, and currently offered by the Department of Interior Design at the University of Johannesburg.

A literature study is conducted and will firstly focus on the proposed higher education qualification structure as presented by the HEQF (2004) and relate comments and concerns presented to Department of Education by the previous Technikon Witwatersrand. The literature study will also attempt to identify the original intention and motivation for the introduction of degree programmes within Technikons, in order to determine the role and focus of technikon-type qualifications in relation to the new proposed structure. Finally the literature study will analyze the interpretations and suggestions relating to the technikon-type qualifications role and focus and the potential equivalent structures that could be applicable to the offering of these programmes within a comprehensive institution such as the University of Johannesburg.

In order to determine the impact of the draft HEQF on the current offering of the B Tech technikon-type qualification, an internal and external context analysis is conducted of the education environment in which the programme is offered. Thereafter interviews are conducted with FADA managers and in specific with the academic staff from the Department of Interior Design. The interviewees' perspectives and interpretation are documented and used as guidance to determine a proposed position for the B. Tech degree in relation to the requirements as presented in the draft HEQF (2004). The process is concluded with a discussion of a proposed programme offering model for FADA.

Introduction

The B.Tech: Interior Design has been submitted and approved by SAQA in 1996 by the former Convener Technikon, Cape Technikon. The qualification was submitted at a National Qualification Framework (NQF) level of 7 and presented with a minimum credit weighting of 120 credits. A B.Tech programme can be entered by a student after successful completion of the National Diploma (ND). A student is required to meet the B.Tech selection criteria and it is recommended that an average of 60 % should be attained in the third year of the ND. The ND is a three year full-time programme which is registered at NQF level 6 and presented with a minimum credit weighting of 360 credits. The B.Tech Interior Design is a vocation based programme that takes into consideration industry specifications and the academic requirements of the Formal Technikon Instruction Programmes, Report 151 (01/04) Volume 2 for the Degree Programmes. The design and offering of a vocation based programme has been developed and adapted over the past 32 years to meet the social and technological changes that took place in the Interior Design industry globally and in South Africa. The degree is registered with the Department of Education (DoE) and falls within the Classification of Educational Subject Matter (CESM) category- 0201 Environmental; Design and 0204 Construction and Design Implementation.

The Interior Design programme forms part of the Faculty of Art, Design and Architecture (FADA) that offers a wide range of related art, design and architectural programmes. Horizontal, diagonal and vertical articulation within faculty programmes is possible and further initiatives are considered by the faculty to increase the mobility between FADA qualifications.

The B.Tech programme in FADA replaced the National Higher Diploma. The first intake of B.Tech: Interior design students were registered in January 1998. The offering and implementation of B.Tech programmes were developed in line with the strategy of the Committee of Technikon Principals (CTP) to introduce degree programmes at Technikons. The offering of degree programmes was introduced in January 1995. (Committee of Technikon Principals, S.a.) The degrees were introduced in terms of the Technikon Act (125 of 1993). A range of degree programmes were introduced in various fields and offered as the Bachelor's Degree in Technology (B.Tech), Master's (M.Tech) and Doctorate (D.Tech) degree levels. It is stated by the Committee of Technikons (Committee of Technikon Principals, S.a.), that the minimum study period for the B.Tech is four years and that this qualification is equivalent to an Honours or Postgraduate Diploma as offered by traditional universities.

The Committee of Technikon Principals (Committee of Technikon Principals, S.a.), presented the motivation for offering Technikon/University of Technology degrees as follow:

- Give appropriate recognition to the tertiary nature of Technikon/University of Technology education
- Correct the misperception that the career-focused diploma courses of Technikons/Universities of Technology are less acceptable than career-focused degree courses at traditional universities
- Satisfy professional bodies which demand a degree for registration purposes
- Clarify the range of Technikon/University of Technology qualifications
- Address the need for equivalence between Technikon/University of Technology and traditional University qualifications with a view to enhancing student mobility and achieving a more appropriate focus on career education and technology.

Reflection on the draft Higher Education Qualification Framework

The draft Higher Education Qualification Framework (HEQF) was published in July 2004 by the Ministry of Education. The intention of this framework is to create a uniform system for higher education (HE), through which a consistency between the types of qualifications issued by universities of technology and traditional universities can exist. It is indicated in the draft framework (2004:3) that: "Separate and parallel qualification structures for universities and technikons have hindered articulation and transfer between institutions and programmes." The draft framework refers to the goals that were identified in the Education White Paper 3 of 1997 that expressed the need for a single qualification framework that should be developed for higher education and that this framework should be in line with the National Qualification

Framework (NQF). The Ministry of Education used the reports of three specialist teams to develop the draft framework. An important recommendation that was identified by the specialist teams was to introduce two more levels on the NQF structure. The framework therefore refers to levels 1-10 of which the higher education qualification framework proposes to occupy levels 5 to 10. The undergraduate levels are identified as levels 5-7 and the postgraduate levels as level 8-10.

The implementation date identified for the framework was 1 January 2006. To date, the draft framework has not been finalised by the Ministry of Education, however level descriptors for levels 5-10 have been published. Directly after the release of the draft, higher education providers were requested to provide feedback to the Ministry relating to the draft framework. The Technikon Witwatersrand's (TWR) comments relating to the draft HEQF (2004) made the observation that the draft HEQF indicates a shift away from technikon-type degrees (B.Tech, M.Tech and D.Tech) since these programmes are no longer used as qualification-types on the HEQF. In particular, the B.Tech seems to be discouraged as a degree. The TWR recommended that the ND should be known as degrees at level 7 and should remain equivalent to a conventional degree. The assumption can therefore be made that if the ND should remain equivalent to the degree that the B Tech degree should then remain equivalent to the Bachelors of Honours. This assumption can be referred to the strategy of the CTP in introducing degrees in technikons in January 1995. (Committee of Technikon Principals, S.a.)

A concern that is identified by a number of the universities of technology and which was also reflected in the TWR comments to the Ministry of Education on the draft HEQF (2004); is the progression possibilities of the Diploma and the Advance Diploma. The progression possibilities of the Diploma and Advance Diploma appears to be limited, unless universities of technology can offer 3- or 4-year bachelors degrees (that is degrees with entry level at first year/post-matric level). It would not be possible for these institutions to offer post-graduate qualifications, because, neither the Diploma, nor the Advanced Diploma allows access to post-graduate degrees or diplomas. Both diplomas merely serve as access to a bachelor's degree and do not provide access to post-graduate levels. In the absence of such a three or four-year degree, it does not make sense for a university of technology to offer post-graduate diplomas or post-graduate degrees since there will be no logical or meaningful continuation. The TWR identified in the comments report (2004), that this problem can only be solved if the Advanced Diploma is regarded as equal to a bachelor's degree and if it allows entry into a post-graduate qualification.

The CTP prepared a draft proposal (2005) relating to the offering of the current ND within the draft HEQF structure. In a discussion with Dr Molapo Qhobela (representative of the DoE) that took place on 25 May 2005, it was decided that a new proposal for a Diploma of 360 credits at level 7, which will allow for entry into a Bachelors Degree at Level 7 and/or into a Professional Bachelors at level 8 should be considered as an alternative route to the CTP proposal. The draft HEQF (2004) explains that entry into a Bachelors Degree at Level 7 from the Diploma can only be attained through a mid-term entry. Clarification relating to the requirements of the mid-term entry is not provided in the framework, but it is evident that a clear distinction is made between the diploma stream and the degree stream. The draft HEQF (2004) identifies that admission to a degree will require a Senior Certificate with a matriculation endorsement, a certificate of complete or conditional matriculation exemption or a prior degree. An applicant must have a Senior Certificate for entry into a diploma or non-degree undergraduate programme. Additional Admission requirements may be added in relation to the requirements of the programme.

The draft HEQF (2004) distinguishes between the entrance requirements of the degree and diploma and also the nature of the programmes that are offered in a degree stream to that of the diploma stream. The diploma is considered as: "primarily vocational, occupational or industry specific." (HEQF, 2004:22). The degree is defined to be: "specific and limited to broad and generic areas of study, disciplines or professions." (HEQF 2004:24). Progression from a diploma to a Bachelor's degree can only be attained once the diploma is completed which will provide a mid-term entry into the Bachelor's degree. A diploma and degree therefore have distinctive differences and could not be equated or presented as similar-type qualifications with different names in future qualification-structures. The programme design of the diploma should have an inherent difference to that of the degree.

Internal and external analysis of the education landscape in which Interior Design is offered

Internal Analysis: The University of Johannesburg; a comprehensive institution

The University of Johannesburg (UJ) is a comprehensive institution and is the result of a merger between the former Technikon Witwatersrand and the Rand Afrikaans University. The concept document presented by Gibbon (2004), identified that no clear identity could be found for the comprehensive institutions and that the term comprehensive could describe many higher education institutions in South Africa. Gibbon (2004:42) however states that: "…they [comprehensives] will be the only universities in the country that bring diverse kinds of learning programmes, from vocational to professional and general formative, under one roof." The curriculum offered by comprehensive institution thereof has the opportunity to combine the technikon-type and university-type qualification and to create new programme structures with improved teaching and learning strategies. The importance and challenges of revisiting the curriculum in the newly merged institution is emphasized by Blunt (2005: 1021) who states that: "…the merger between different sorts, one technical and the other academic presents an opportunity for overhauling outmoded curricula."

In an interview conducted with the Pro-Vice Chancellor of UJ, Prof Derrick van der Merwe in July 2006, suggestions were made that future qualification structures offered in the university should explore the opportunities of offering both previous technikon-type and university-type qualifications in one institution. Prof van der Merwe further stated that offering diploma-stream and degree-stream qualifications simultaneously in faculties should be explored. The need of institutions to be dynamic and diverse within higher education was also expressed by the CTP report on comprehensive institutions (2002:1) who stated that: "Successful and innovative higher education institutions with the ability to offer a range of experience and choice to learners, employers and other stakeholders are seen as the most essential components of South Africa's future higher education system. Such institutions will have the strength and resilience to face a climate of continuing change and development and will also have the ability to bring a broader range of people into higher education, both as learners and educators."

Internal Analysis: The Faculty of Art, Design and Architecture

The Department of Interior Design forms part of the Faculty of Art, Design and Architecture (FADA). The faculty comprises of the following eight Departments which all currently offer a three year National Diploma (ND) and the Bachelors of Technology:
- Architecture
- Ceramic Design and Jewellery Manufacture
- Fashion Design
- Fine Art
- Graphic Design
- Industrial Design
- Interior Design
- Multi Media

The Master of Technology is offered by all the departments except for Graphic Design and Jewellery Manufacture. FADA is referred to as a *stand-alone* faculty within the University of Johannesburg. This term was derived during the merger proposals for faculties who motivated to remain separate units due to the nature of the programmes offered by these faculties. It was decided that FADA should remain a separate faculty, since no duplication existed with other qualifications and programmes offered in the new merged institution. FADA is currently one of the smallest faculties in UJ and only offer previous technikon-type qualifications. The academic architecture report for FADA (Hön, 2006) identifies that FADA will continue to offer all the art and design academic programmes as reflected in the Programme Qualification Mix documents of the University. However the faculty will investigate possibilities of converting the current ND and B.Tech to Bachelor's and Honour's degrees. The report further states that that the conversion of these qualifications will enable FADA to ensure correct positioning of the art, design and architecture

programmes within proposed national qualification structures and development of the art, design and architecture curricula.

Future strategic development of the faculty proposes to take place in the development of new programmes at B.Tech/Honours levels. Hön, (2006) lists three new proposed programmes that could be developed and offered at a fourth year level. The increase of specialization areas at the fourth year level will provide students in Interior Design with a wider scope of options after they have completed the ND.

External Analysis: Bachelor's programmes offered by competitors in the Gauteng region

The Interior Design Profession is a highly competitive industry that has developed rapidly over the past 15 years in South Africa. Programmes in Interior Design are offered by a number of both public and private higher education providers. The Department of Interior Design was founded in January 1974 and enrolled their first students more than 32 years ago. In the past 15 years the influx of private providers in the higher education sector increased the number of institutions offering qualifications in Interior Design. Both the public and the private providers offered three year Diplomas with the exception of Pretoria University. In 2003 the first private providers presented an application to the Department of Education and Council of Higher Education for conversions from a Diploma qualification in Interior Design to a Bachelor in Arts Degree. The name change and conversion caused confusion with proposed students who clearly indicated a perception that a three year degree qualification was considered superior to the three year diploma qualification. In certain cases it was identified that private providers indicated to students that the B.Tech was equivalent to a three year design degree. This misperception was not only identified among private providers but was also evident in newly merged comprehensive institutions where the B.Tech degree is defined as a first degree and should therefore be equated to a Bachelors Degree. Ironically, the CTP aimed to address this misperception with the introduction of the B.Tech degree in January 1995.

The name of a programme is critical in the offering this programme within a highly competitive higher education environment. Competitive advantage is not gained though the qualification type, location and articulation opportunities. Mehl (2004:22) states that "The way in which society recognises rewards and measures learning achievement is through qualifications. It is society that provides the ultimate validation of qualifications and accords respect to the bearer. Society awards status and also opportunity and privilege." It is therefore important that both the qualification structure as well as programme name should be considered and identified for the current B.Tech: Interior Design which would be in line with programme names and offerings of similar qualifications in South Africa.

A Proposed Programme Offering Model for FADA

The qualification structures as presented in the draft HEQF was used as a guideline in developing two new options for FADA. The qualification options were drafted from an interview with the Pro-Vice Chancellor, Prof D van der Merwe and with further assistance and discussion by Prof J Grobbelaar of the Office for Institutional Change at UJ. Prof Grobbelaar has been recently appointed as one of two project managers for the South African-Norway Tertiary Education Development (SANTED) Programme. The SANTED project is an investigative study between the two comprehensive institutions, UJ and the Nelson Mandela Metropolitan University (NMMU). Grobbelaar (2006:1) states that this project aims to: "assist in conducting an in-depth investigation into the curriculum design and programme development of the two newly formed comprehensive universities." Grobbelaar (2006) also states that the project could influence all curriculum design and programme development activities in both universities.

The qualification options as drafted by the author for the FADA investigation took into consideration the current technikon-type qualifications that are offered by FADA as well the professional and industry requirements of the disciplines that form part of this faculty. The two qualification options were titled:

Option 1: Diagrammatic representation of the proposed Diploma and Bachelor degree qualification structure for FADA and the Department Interior Design.
Option 2: Diagrammatic representation of the proposed Diploma and Professional degree qualification structure for FADA and the Department Interior Design.

These diagrams were presented during a focused interview to the Dean, the FADA heads of departments and the academic staff of the Department Interior Design. It was also decided to include the senior academic staff members from the Industrial Design department who have a thorough knowledge of higher education qualification structures. During the interview the academic staff were requested to identify a suitable option that would relate to the future needs of the programmes offered in their departments. It was stated that if none of the options would be suitable, an alternative option or alteration to the proposed structures should be provided. Finally the academic staff were asked to identify the advantages and disadvantages of the chosen option or the alternative option that was identified during the interview.

The following characteristics were similar between the proposed two options:

- A Diploma stream and Degree stream are offered simultaneously
- The Diploma is presented at the proposed new NQF level 6 with a credit weighting of 240 credits.
- The Diploma progress to an Advance diploma or alternatively a mid-term entry into the Bachelor's degree at NQF 7 can be considered. Mid-term entry will require programme specific entrance and selection criteria.
- As stated in the HEQF (2004:23): "Completion of the Advance Diploma meets the minimum requirements for mid-term entry into a cognate Bachelor's degree programme at NQF 7". Mid-term entry will require programme specific entrance and selection criteria.

The following characteristics differ between the two proposed options:

- The Bachelor degree meets the minimum entry requirement for a Bachelor Honours Degree. The strategic programme development consideration of FADA could be accommodated within this structure by providing the proposed specialization areas on a fourth year level.
- The Profession qualification meets minimum entry requirements for a Master's degree. The specialization areas as presented in the FADA strategic plans could be included as electives on a fourth year level.

Option 1: Converting Bachelor of Technology to Bachelors of Honours

Option one suggested the conversion of the current ND to a three year bachelor's degree which would require the conversion of the current B.Tech: Interior Design to a Bachelor's of Honours: Interior Design. This option was preferred by 42 % and attained the majority vote during the interviews. It should however be noted that during the interviews an equal vote was attained for the offering of option 1 and option 2 within the Department of Interior Design. The academic staff in the Department of Interior Design therefore considered the option of either converting the B.Tech degree to a Bachelor's of Honours or the offering of a professional degree which could articulate directly with the Master's degree. The following advantages and disadvantages for offering the conversions from Diploma to Bachelors degree were noted during the interviews:

Table 1: Advantage and disadvantages of offering the conversion from Diploma to Bachelors Degree with a parallel diploma offering in FADA:

Advantages	Disadvantages
Addresses the comprehensive nature of the institution	Most students exit after the third year which is a termination of study level for the majority of the current FADA student population.
The B-degree route is less rigid than the professional degree route. Greater flexibility on a fourth year level.	Requires more management due to the two parallel streams
Wider range of articulation routes especially in the fourth year.	Offering the diploma conflicts with the institutional drive to a research focus.
More user friendly, with a client centered approach.	Increase administrative and academic work load and could require an increase in academic and

	administrative staff.
This option suits the current staff structure better.	
A design technician can be qualified in two years through the diploma route.	
Clarity in the offering of a diploma and a degree can contribute to the status of each programme and meet industry requirements.	
Qualify designers that can engage in entrepreneurial activities and critical thinking not only in entering the profession as practicing designers.	

Option 2: Converting Bachelors of Technology to a Professional degree

Option two proposed the conversion of the current ND: Interior Design and B.Tech: Interior Design to a four year professional degree. This option was preferred by 22 % and a further 22% of the votes indicated that their departments should not offer a parallel diploma stream and should consider to only focus on the offering of the professional degree. The following advantages and disadvantages for offering the professional degree parallel to the diploma stream were noted during the interviews:

Table 2: Advantages and disadvantages of offering the conversion from Diploma to Professional degree with a parallel diploma offering within FADA:

Advantages	Disadvantages
Increase the number of fourth year students in the programme.	Distinction between the diploma and the professional degree is clearly identified.
Research would be taken more serious by the department and the faculty if a professional degree is in place.	More difficult to enter a professional degree. Attention should be given to the selection criteria.
Mid-term entry would also allow entrance to people who are interested in further studies to re-enter the system. (Previous diploma students)	Mobility between the diploma and professional degree would be difficult to manage. Entrance criteria from the diploma to the degree route have to be clearly identified.
	Untested and unknown.
	Interest in the professional degree can not be determined. The professional degree is not well known in the country.
	The professional degree is currently appropriate to the faculty.

Conclusion

This paper identified that the Faculty of Art, Design and Architecture should consider recurriculation of the current ND and the B.Tech programmes to qualification structures that are in line with national programme development and with the relates to the new programme structures as presented in the draft HEQF (2004).

The faculty indicated a keen interest in the offering of a parallel diploma and degree stream which would require the introduction of a two year vocational Diploma that could progress to an Advanced Diploma parallel to the offering of a three year Bachelor's degree or four year professional qualification.
The majority of the academic staff indicated an interest in the offering of a three year Bachelor's degree that could be offered parallel to the Diploma stream. In disciplines such as Graphic Design, Industrial Design and Interior Design, expectations by the profession could require further in-depth investigation in the offering of either a Bachelor or a professional degree.

The current B Tech: Interior Design programme offered by the Department of Interior Design therefore requires further deliberation with industry and academic peers in the country. This can determine the correct conversion of the qualification structure to the draft HEQF requirements. It is however evident that the conversion of the Interior Design programmes from a ND to a Bachelor's degree has already been realised by a number of both private and public institutions. It is therefore imperative for the Department of Interior Design and FADA to consider conversion of qualifications that will ensure ease of portability and progress for learners to related programmes offered outside the faculty and the institution.

Acknowledgments

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Positioning the Bachelor of Technology: Interior Design within the draft Higher Education Qualification Framework.

Amanda Breytenbach

Faculty of Art, Design & Architecture

B. TECH INTERIOR DESIGN

•Approved by SAQA in 1996

•The qualification is presented NQF level 7

•Presented with a minimum credit weighting of 120 credits.

•A B.Tech programme can be entered by a student after successful completion of the National Diploma (ND).

•The ND is a three year full-time programme registered at NQF level 6 and presented with a min. credit weighting of 360 credits.

•A student is required to meet the B.Tech selection criteria and a recommended average of 60 % in the third year of the ND.

•The B.Tech Interior Design is a vocation based programme

• Structured according to the Formal Technikon Instruction Programmes, Report 151 (01/04) Volume 2 for the Degree Programmes.

•The B. Tech degree is registered with the Department of Education (DoE) and falls within the Classification of Educational Subject Matter (CESM) category- 0201 Environmental; Design and 0204 Construction and Design Implementation.

CTP STRATEGY

•It is stated by the Committee of Technikons Principals (CTP), that the minimum study period for the B.Tech is four years and that this qualification is equivalent to an Honours or Postgraduate Diploma as offered by traditional universities.

CTP motivation for offering Technikon/UoT degrees:

✓Give **appropriate recognition** to the tertiary nature of Technikon/University of Technology education

✓Correct the **misperception** that the career-focused diploma courses of Technikons are less acceptable than career-focused degree courses at traditional universities

✓Satisfy **professional bodies** which demand a degree for registration purposes

✓Clarify the **range** of Technikon qualifications

✓Address the need for **equivalence between** Technikon and traditional University qualifications with a view to enhancing **student mobility** and achieving a more appropriate focus on career education and technology.

REFLECTIONS ON HEQF

•The draft HEQF was published in **July 2004** by the Ministry of Education.

•The intention of the framework is to create **a uniform system** for HE, through which a consistency between the types of qualifications issued by universities of technology and traditional universities can exist.

•It is indicated in the draft framework (2004:3) that: "*Separate and parallel qualification structures for universities and technikons have hindered articulation and transfer between institutions and programmes.*"

•Education White Paper 3 of 1997 expressed the need for a **single qualification framework** that should be developed for higher education and that this framework should be in line with the National Qualification Framework (NQF).

DRAFT HEQF
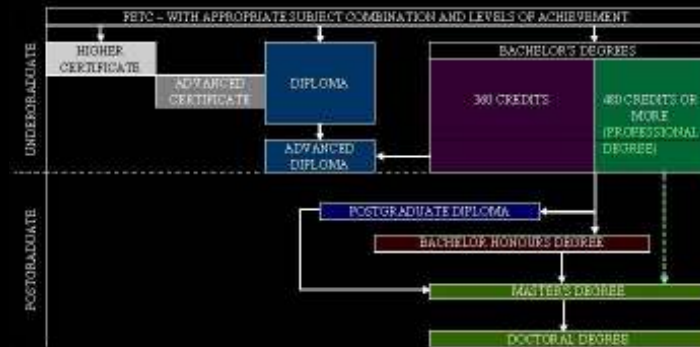
INTERIOR DESIGN HE LANDSCAPE

- The Interior Design Profession is a highly competitive industry that has developed rapidly over the past 15 years in S A.
- Programmes in Interior Design are offered by both public and private higher education providers.
- In 2003 private providers started to apply to the Department of Education and Council of Higher Education for conversions from the N Dip to a Bachelor in Art Degrees.
- These name changes and conversions caused confusion with proposed students who clearly indicated a perception that a three year degree qualification was considered superior to the three year diploma qualification.
- The name of a programme is critical in the offering this programme within a highly competitive higher education environment.

# UNIVERSITY OF JOHANNESBURG: COMPREHENSIVE INSTITUTION

- The University of Johannesburg (UJ) is the result of a merger between the former Technikon Witwatersrand and the Rand Afrikaans University.
- The curriculum offered by comprehensive institution has the opportunity to combine the technikon-type and university-type qualification and to create new programme structures with improved teaching and learning strategies.
- The importance and challenges of revisiting the curriculum in the newly merged institution is emphasized by Blunt (2005: 1021) who states that: "…the merger between different sorts, one technical and the other academic, presents an opportunity for overhauling outmoded curricula."

FACULTY OF ART, DESIGN AND ARCHITECTURE

The Department of Interior Design forms part of the Faculty of Art, Design and Architecture (FADA). The faculty comprises of the following eight Departments which all currently offer a three year National Diploma (ND) and the Bachelors of Technology:

Architecture
Ceramic Design and Jewellery Manufacture
Fashion Design
Fine Art
Graphic Design
Industrial Design
Interior Design
Multi Media

CURRENT INTERIOR DESIGN
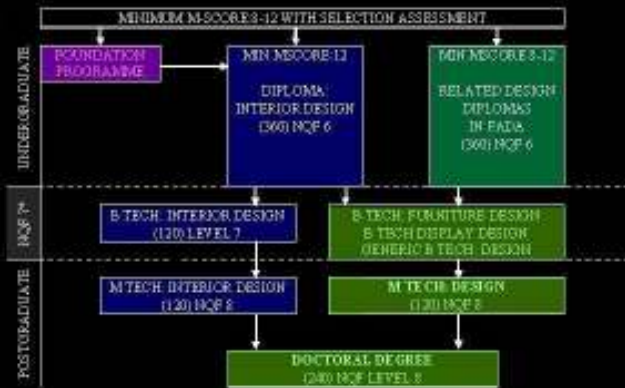
PROPOSAL FOR CHANGE

- The qualification structures as presented in the draft HEQF was used as a guideline in developing two new options for FADA.
- The qualification options as drafted by the author for the FADA investigation took into consideration the current technikon-type qualifications that are offered by FADA as well the professional and industry requirements of the disciplines that form part of this faculty.
- Option 1: Offering a Diploma and Bachelor Degree stream parallel. Converting Bachelor of Technology to Bachelors of Honours.
- Option 2: Offering a Diploma and Professional Degree stream parallel. Converting Bachelors of Technology to a Professional degree.

OPTION 1: BACHELOR DEGREE
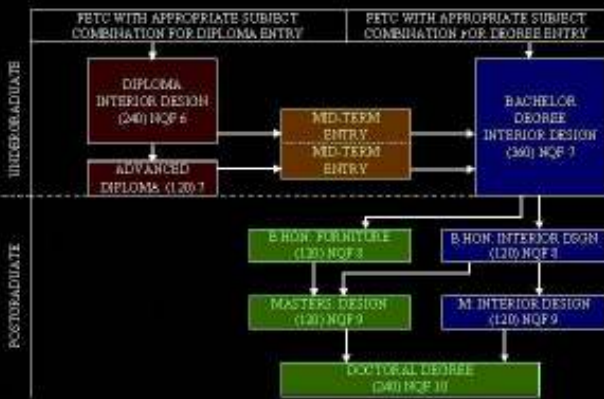
OPTION 2: PROFESSIONAL DEGREE
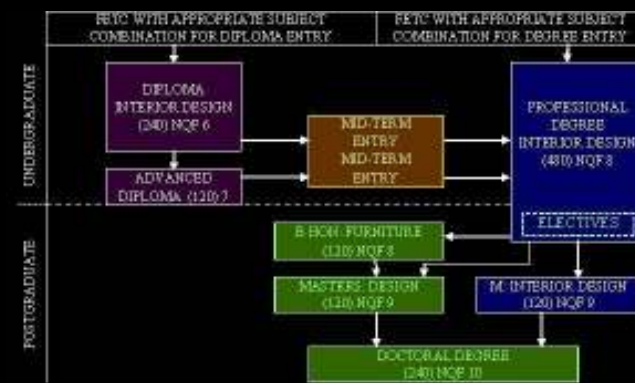
OUTCOME

OPTION 1
•This option was preferred by 42 % and attained the majority vote during the interviews. An equal vote was attained for the offering of option 1 and option 2 within the Department of Interior Design.
•The academic staff in the Department of Interior Design therefore consider the option of either converting the B.Tech degree to a Bachelor's of Honours or the offering of a Professional Degree which could articulate directly with the Master's degree.

OPTION 2 *& Variations to the options*
•This option was preferred by 22 %
•Anther 22% of the votes indicate that their departments should not offer a parallel diploma stream and should consider to focus only on the offering of the professional degree.

THANK YOU

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