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**TEMPLATE FOR THE REGISTRATION OF QUALIFICATIONS ON THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)**

***THIS TEMPLATE IS TO BE COMPLETED BY PROVIDERS ACCREDITED BY THE COUNCIL ON HIGHER EDUCATION (CHE) WHICH IS THE QUALITY COUNCIL FOR HIGHER EDUCATION,***

Qualifications for registration on the National Qualifications Framework (NQF) must:

a. Be recommended and submitted to the South African Qualifications Authority (SAQA) for registration by the CHE.

b. Comply with the documented Criteria for Registration. A copy of the Policy and Criteria for the Registration of Qualifications and Part Qualifications on the NQF may be accessed at <http://www.saqa.org.za/docs/policy/polcri_qualpart_nqf.pdf>.

c. Be written in English.

d. Comply with the parameters as determined in the Higher Education Qualifications Sub-Framework (HEQSF) for the qualification type.

**NAME OF THE INSTITUTION/PROVIDER**

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| #HEDA\_OrgStructure\_InstitutionName# |

Qualifications for registration must be submitted in the following format:

**A. TITLE**

The qualification title must comply with the qualification type description provided for in the HEQSF

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| **Title/s:**  #HEDA\_Programme\_Name# | **CHE Reference Number/s:**  #HEDA\_CHE\_ReferenceNumber# |

**B. FIELD AND SUB-FIELD**

Over and above the Field and Sub-field this will include the Classification of Educational Subject Matter (CESM) category (Number and Subject Matter).

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**C. LEVEL OF THE QUALIFICATION**

The published Level Descriptors must be used to help determine the level of the qualification. A copy of the Level Descriptors may be accessed at [http://www.saqa.org.za/docs/misc/level\_descriptors.pdf](http://www.saqa.org.za/docs/misc/level_descriptors.pdf%20).

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| #HEDA\_HEQC\_LevelDescriptors# |

**D. MINIMUM CREDITS (Total minimum credit value of the qualification)**

The credits must be calculated on the basis that of one (1) credit is equal to ten (10) notional hours of learning. The minimum credit allocation for a qualification must comply with the requirements for the qualification type as determined in the HEQSF.

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| #HEDA\_NQF\_Min\_Requirements# |

**E. RATIONALE**

The rationale should:

i. Provide details of the reasoning that led to identifying the need for the qualification

ii. Indicate how the qualification meets specific needs in the sector for which it is developed.

Details of consultation with a recognised professional body or industry body must be provided in respect of the need.

iii. Identify the range of typical learners and indicate the occupations, jobs or areas of activity in which the qualifying learners will operate

iv. Indicate the most appropriate learning pathway within which the qualification resides

v. Indicate how the qualification will provide benefits to the learner, society and the economy.

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**F. PURPOSE**

i. The purpose should describe the context of the qualification and what it is intended to achieve in the national, professional and/or career context

ii. The purpose statement should capture what the qualifying learner will know and be able to do on achievement of the qualification. The Exit Level Outcomes must be linked to the purpose of the qualification. Graduate and occupational attributes may be used where appropriate.

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**G. RULES OF COMBINATION**

There must be coherence between the constituent parts (modules, subjects, courses) of the qualification. Please provide details of the credit allocation for each module and indicate the compulsory and optional modules, subjects or courses at each NQF level.

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**H. ENTRY REQUIREMENTS**

The minimum entry requirements to the qualification must be stated. The entry requirements should be aligned to the approved institutional/provider admissions policies and to national legislation. Reference to the policy and where it can be accessed should be made.

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| #HEDA\_NQF\_Minimum\_AdmissionReq# |

**I.** **EXIT LEVEL OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA**

i. The Exit Level Outcomes, which are framed against the Level Descriptors, should indicate what the learner will be able to do and know as a result of completing the qualification or part qualification. These competencies relate directly to the competencies required for the further learning and/or the work for which the qualification or part qualification was designed

ii. Associated Assessment Criteria are written for the qualification to indicate the nature and level of the assessment associated with the qualification and how the Exit Level Outcomes could be assessed in an integrated way. The criteria can be given as a comprehensive set derived from the Level Descriptors.

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| Exit Level Outcomes (ELOs) | Associated Assessment Criteria (AAC |
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**J. INTERNATIONAL COMPARABILITY**

A statement on how the qualification compares with or relates to similar qualifications or best practices or standards offered in other parts of the world must be given. The Quality Councils will apply this in a manner appropriate to their relevant sector and Sub-framework. Qualifications that are internationally comparable could assist in determining the articulation possibilities of the qualification with qualifications in other national and regional qualification frameworks.

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| |  |  |  |  | | --- | --- | --- | --- | | **Country** | **Name of Institution** | **Qualification** | **Synopsis** | | Name of the Country | Name of Institution where the qual. is offered | Name of the qualification | Provide a brief synopsis of the programme offered at the institution in terms of length of programme, content and how it corresponds to what you are offering | | *EG: USA* | *Pennsylvania State University* | *Online Logistics Programme* | *Although shorter in duration, this programme has a lot in common with the proposed UJ Diploma in Logistics Management.  The focus is on shorter programmes focusing on specific specialisations combined with Business Management aspects* | |

**K. INTEGRATED ASSESSMENT**

State the assessment undertaken to determine the learners’ applied competence and successful completion of learning in the qualification. This could include reference to formative and summative assessment; ratio of assignment work to academic examinations; the role of work integrated learning; other forms of integrated learning; and its assessment.

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**L. RECOGNITION OF PRIOR LEARNING (RPL)**

State how institutional RPL policies are used and how RPL is applied to gain entry to or achieve the qualification. The RPL policies of the Quality Councils and/or providers must be made available to SAQA upon such request.The RPL policies of education, training and development providers must be aligned to the national SAQA RPL Policy. The Policy may be accessed at <http://www.saqa.org.za/docs/policy/natpol_irpl.pdf>.

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**M. ARTICULATION**

A statement describing the horizontal, vertical and diagonal articulation possibilities within the relevant Sub-framework and between Sub-frameworks, must be provided, where appropriate.

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