

**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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| University of Western Cape |

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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| #HEDA\_DCSM\_sQual# |

**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\_NQF\_NQFLevel# |

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

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| #HEDA\_NQF\_Min\_Requirements# |

**E. RATIONALE**

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| #HEDA\_Programme\_Rationale# |

**F. PURPOSE**

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| #HEDA\_Programme\_Purpose# |

**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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| #HEDA\_Module\_Table# |

**H. ENTRY REQUIREMENTS**

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| #HEDA\_NQF\_Minimum\_AdmissionReq# |

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

i. The ELOs, which are framed against the Level Descriptors, should indicate what the student 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 ELOs could be assessed in an integrated way. The criteria can be given as a comprehensive set derived from the Level Descriptors.

In terms of the formulation of outcomes, it is important to formulate it as generic as possible and to focus on the overall outcomes of the programme and not on content. This would enable you to accommodate content amendments to the programme without changing the ELOs. The outcomes should be exactly the same as provided in the CHE application.

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| **Exit Level Outcomes (ELOs)**  On completion of this qualification, students should be able to: | **Associated Assessment Criteria (AACs)**  Students will be deemed competent when/if: |
| #HEDA\_Exit\_Level\_Outcome# | #HEDA\_Programme\_AAC# |

**J. INTERNATIONAL COMPARABILITY**

**FREE ENTRY**

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| Discuss how the qualification compares with or relates to similar qualifications or best practices or standards offered in other parts of the world.  Identity international institutions that offer similar qualifications and clearly outline by stating the names of the identified countries, the names of the institutions and the titles of the identified international qualifications. Furthermore, discuss how the qualifications compare, by distinguishing between the similarities and/or the differences of the identified international qualification(s) and the South African qualification. In other words, a comparison will be drawn between the South African qualification and the identified international qualifications.   |  |  |  | | --- | --- | --- | |  | **Country** |  | |  | **Name of Institution** |  | | **Name of Qualification** |  | | **Content** | | |  | | | **Synopsis** | | |  | | |  | **Country** |  | |  | **Name of Institution** |  | | **Name of Qualification** |  | | **Content** | | |  | | | **Synopsis** | | |  | | | **3.** | **Country** |  | |  | **Name of Institution** |  | | **Name of Qualification** |  | | **Content** | | |  | | | **Synopsis** | | |  | | |

**K. INTEGRATED ASSESSMENT**

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| #HEDA\_HEMIS\_Decimal\_HemisCredits# |

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

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| 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*](http://www.saqa.org.za/docs/policy/natpol_irpl.pdf)*.* |
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**M. ARTICULATION**

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| #HEDA\_Programme\_Articulation# |

**END.**