

**GUIDELINES FOR THE
DEVELOPMENT AND
EVALUATION OF
QUALIFICATIONS AND PART-
QUALIFICATIONS FOR
REGISTRATION ON THE
NATIONAL QUALIFICATIONS
FRAMEWORK**

JUNE 2023

Foreword

The National Qualifications Framework (NQF) is the principal instrument through which national education and training qualifications are registered and recognised as quality assured.

Section 13(1)(h)(i) of the NQF Act, Act 67 of 2008, requires SAQA to “develop and implement policy and criteria, after consultation with the Quality Councils (QCs), for the development, registration and publication of qualifications and part-qualifications...” The South African Qualifications Authority (SAQA) responded by publishing its *Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework (P&C)*.

Although it is sole the responsibility of the three QCs to recommend qualifications to SAQA for registration on the NQF, the development of qualifications and associated curricula and learning programmes is usually delegated to other entities. These varied and multiple role players often interpret the P&C differently which impacts on the efficiency of the process and the quality of recommended qualifications.

SAQA has therefore recognised the need to develop this guideline document to assist in the development of qualifications within the Higher Education sector, Trades and Occupations sector and school sector, in line with the P&C. This guideline must be available to all developers of qualifications and must be read in conjunction with the P&C. The P&C must be given preference in the event of conflict or interpretation.

SAQA is indebted to the SAQA Qualifications Committee and Quality councils for the inputs and contributions to this evolving document and will continue to work with the QCs and other NQF partners to make sure that all South Africans benefit from quality qualifications.



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1. Introduction

The National Qualifications Framework (NQF) Act, Act 67 of 2008, forms the basis for understanding that the NQF is a framework for communication, coordination and collaboration across education, training, development and the world of work. It secures the leadership of the South African Qualifications Authority (SAQA) as the custodian of the NQF, therefore, SAQA has to advance the objectives of the NQF and must oversee the further development and implementation of the NQF.

Section 13 provides for the functions of SAQA and must with respect to qualifications, develop and implement policy and criteria, after consultation with the Quality Councils (QCs) for the development, registration and publication of qualifications and part-qualifications. SAQA must register qualifications and part-qualifications recommended by the QCs on the NQF.

SAQA developed the *Policy and Criteria for the Registration of Qualifications and Part-Qualifications on the National Qualifications Framework (P&C)* that was published in 2022 to further advance the NQF objective to “facilitate access to, and mobility and progression within education, training and career paths”. Inherent to the P&C is the goal to strengthen accountability within the education, training and development system and to make visible the quality and parity of all qualifications registered on the NQF.

In the evaluation of the qualifications recommended by the QCs for registration on the NQF, SAQA identified the need to develop this guideline document to assist qualification developers within the Higher Education sector, Trades and Occupations sector and school sector in the development of qualifications and part-qualifications in line with the P&C. This guideline must be available to all qualification developers and must be read in conjunction with the P&C. The P&C must be given preference in the event of conflict or interpretation.

2. Purpose of this Document

SAQA has published the *“Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework (As amended, 2022)”* and it became effective in April 2022. The P&C is applicable to all QCs and is used by SAQA when evaluating qualifications recommended for registration on the NQF.

The purpose of this guideline is to assist anybody involved in the development of qualifications within the various sectors regarding completion of the qualifications document in such a way

as to ensure that it meets the SAQA criteria outlined in the P&C, and not to debate or evaluate the contents or principles.

Reference to the relevant Sub-Framework policy refers to the qualification types as provided for within the respective Sub-Framework policies as approved by the Minister responsible for Higher Education and Training.

The P&C provides the policy and criteria for the development, registration, re-registration and de-registration of qualifications. The criteria for the registration and re-registration include the following:

- A Sub-Framework and Title;
- B Organising Field and Sub-Field;
- C NQF level of the qualification and/or part-qualification;
- D Credits;
- E Purpose;
- F Rationale;
- G Entry requirements
- H Recognition of Prior Learning (RPL);
- I Rules of Combination;
- J Exit Level Outcomes;
- K Associated Assessment Criteria;
- L Integrated Assessment;
- M International Comparability; and
- N Articulation.

The QCs have executive responsibility to oversee the development of qualifications and part-qualifications in their respective Sub-Frameworks and must:

- a. ensure that qualifications and part-qualifications comply with the *P&C for qualifications and part-qualifications*;
- b. ensure that qualifications and part-qualifications meet the criteria as specified in their published Sub-Framework policies;
- c. provide guidance to qualification developers to ensure that there is a common conceptual understanding of the difference between qualifications and part-qualifications, learning programmes and qualification specialisations; and
- d. discourage proliferation and duplication of qualifications and part-qualifications in their respective Sub-Frameworks.

3. Acronyms and Abbreviations

CAT	Credit Accumulation and Transfer
CESM	Classification of Educational Subject Matter
CHE	Council on Higher Education
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DQP	Development Quality Partner
GENFETQA	General and Further Education and Training Quality Assurance Act, Act 58 of 201 (as amended)
GFETQSF	General and Further Education and Training Qualifications Sub-Framework
HEA	Higher Education Act (and subsequent amendments), Act 101 of 1997
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
HEQSF	Higher Education Qualifications Sub-Framework
NLRD	National Learners' Records Database
NQF MIS	National Qualifications Framework Management Information System
OFO	Organising Framework for Occupations
OQSF	Occupational Qualifications Sub-Framework
P&C	Policy and Criteria for the Registration of Qualifications and Part-Qualifications on the National Qualifications Framework
PHEI	Private Higher Education Institution
QAP	Assessment Quality Partner
QC	Quality Council
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Framework
SAQA ID#	South African Qualifications Authority Identification Number
SDA	Skills Development Act (and subsequent amendments), Act 97 of 1998

4. Definitions

The following definitions are relevant in the context of this guideline document in the development and evaluation of qualifications and part-qualifications:

- a. “Applied competence” means the ability to put into practice, in the relevant context, the learning outcomes acquired in the process of obtaining a qualification or part-qualification (applied competence encapsulates foundational, reflexive and practical competence);
- b. “Articulation” means the process of forming systemic, specific and individual possibilities of connection between qualifications and/or part-qualifications to allow for the horizontal/ lateral, vertical and diagonal movement of learners through the formal education and training system and its linkages with the world of work:
 - i. Horizontal articulation is articulation within and between NQF Sub-Frameworks, on the same NQF level;
 - ii. Vertical articulation is articulation across NQF levels within an NQF Sub-Framework;
 - iii. Diagonal articulation is articulation across NQF levels and across NQF Sub-Frameworks;
 - iv. Systemic articulation is a ‘joined up’ system including qualifications, professional designations, policies and various other official elements that support learning and work pathways;
 - v. Specific articulation means aligning qualifications through inter- or intra-institutional agreements such as memoranda of understanding, credit accumulation and transfer and other mechanisms;
 - vi. Individual articulation refers to learners being supported in their learning and work pathways through flexible admission, curriculum, learning and teaching, and learner support systems such as the quality of qualifications and learning, career development services, and other mechanisms;
- c. “Assessment” means the process used to identify, gather and interpret information against the required competencies in a qualification or part-qualification in order to make a judgement about a learner’s achievement;
- d. “Assessment Criteria” means the standards used to guide learning and to assess learner achievement and/or to evaluate and certify competence;
- e. “Competency” means specific knowledge and/or values and/or skills that can be applied in learning and/or work;
- f. “Credit” means a measure of the volume of learning required for a qualification or part-qualification, quantified as the number of notional study hours required for achieving the learning outcomes specified for the qualification or part-qualification. One (1) credit is equated to ten (10) notional hours of learning;
- g. "critical outcomes" means those generic outcomes which inform all teaching and learning, and "critical cross-field education and training outcomes" has a corresponding meaning;
- h. “Entry Requirements” means the minimum academic knowledge and/or practical competencies, and/or

work experience that a learner must have completed to be able to be admitted for a qualification and/or part-qualification. This may include recognition of other forms of prior learning such as non-formal and informal learning and work experience deemed as comparable for entry. In the South African context, entry requirements also take into account the broad socio-political issue of access;

- i. “Exit Level Outcomes” means the knowledge, skills and attitudes that a learner should have obtained or mastered on completion of a qualification or part-qualification and against which the learner is assessed for competence;
- j. “Integrated Assessment” means the range of formative and summative assessment methods which permits the learner to demonstrate applied competence and which assess different types of learning. The assessment methods must be suitable to assess learner achievements against the Exit Level Outcomes and the Associated Assessment Criteria;
- k. “International Comparability” means an outcome of an analysis of how a qualification compares with- and relates to- similar international qualifications offered by accredited institutions or organisations in other parts of the world. This includes best practices or standards in other parts of the world;
- l. “job” means a set of tasks and duties carried out or meant to be carried out, by one person for a particular employer, including self employment;
- m. “Learner” means anyone, at any age, engaged in learning at any level of the NQF and in any provider, work or social context, including formal, informal and non-formal learning; used interchangeably with “Student”;
- n. “Learning” means the acquisition of knowledge, understanding, values, skill, competence and/or experience. Learning can be acquired formally, non-formally, or informally;
- o. “Learning programme” means a structured and purposeful set of learning experiences comprising modules/ subjects and other learning activities, which, together contribute towards the achievement a qualification or part-qualification;
- p. “Level” means one of the series of learning achievements arranged in ascending order from one to ten according to which the NQF is organised and to which qualification types are linked;
- q. “Level Descriptor” means a statement describing learning achievement at a particular level of the NQF that provides a broad indication of the types of learning outcomes and assessment criteria that are appropriate to a qualification at that level;
- r. Minister means the Minister of Higher Education, Science and Innovation (HESI);
- s. “Multi-year Qualification” means qualifications that provide for extended learning times for academic/ vocational/ professional/ occupational development over a period of two or more years. Multi-year qualifications can exist at any level of the NQF and provide an indication of time needed to cover a range of knowledge/skills that cannot be achieved in one year.
- t. “National Qualifications Framework” means a comprehensive system approved by the Minister for the classification, registration, publication and articulation of quality-assured national qualifications;
- u. “Notional hours of learning” means the agreed estimate of the learning time that it would take an average learner to meet the defined outcomes, it includes consideration of contact time, research, completion of assignments, time spent in structured learning in the workplace, individual learning. Ten

- (10) notional hours equate to one (1) credit;
- v. “occupation” means a set of jobs whose main tasks and duties are characterised by a high degree of similarity (skill specialisation);
 - w. “Organising Field” means a particular area of learning used as an organising mechanism for the NQF;
 - x. “Outcomes” means the contextually demonstrated end-products of specific learning processes, which include knowledge, skills and values. Outcomes could be generic or specific;
 - y. “Part-Qualification” means an assessed unit of learning that is registered as part of a qualification;
 - z. “Pipeline learners” means those learners who are already in the system and who wish to continue with their studies in the same qualification they originally registered for on condition that studies were not interrupted. These learners have to be accommodated within ‘the pipeline’ to complete the remainder of their qualifications;
 - aa. “Professional body” means any any body of expert practitioners in an occupational field, and include an occupational body;
 - bb. “Provider” – see “Recognised provider”;
 - cc. “Recognised provider” means, in South Africa, a public or private entity that offers any learning programmes that lead to qualifications or part-qualifications registered on the NQF in terms of the of the relevant Sub-Framework requirements and relevant national legislation;
 - dd. “Qualification” means a registered national qualification. The national qualification registered on the NQF are assessed in terms of the exit level outcomes, and awarded and certified by the Quality Council or its accredited provider. It consists of a planned combination of learning outcomes with a defined purpose, intended to provide qualifying learners with applied competence and a basis for further learning.;
 - ee. “Qualification specialisation” means the part of the qualification or part-qualification that specifies the specific discipline/ field of study that contributes to the academic/ vocational/occupational/professional identity in a particular area/ branch of knowledge. Specialisations include a body of knowledge, theories, concepts and methods particular to the discipline or field of study. The qualifier of the qualification type specifies the qualification specialisation;
 - ff. “Qualification Type” means the classification of a qualification on a level within a Sub-Framework of the NQF;
 - gg. “Qualifier” means the specific area of specialisation of a qualification type. In order to use a qualifier, the qualifications and part-qualifications must meet the requirements as stipulated in the Sub-Framework Policies of the Quality Councils;
 - hh. “Recognition of Prior Learning” means the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development;
 - ii. “Sub-Framework” means one of three Qualifications Sub-Frameworks, which make up the NQF as a single integrated system: The Higher Education Qualifications Sub-Framework; the General and Further Education and Training Qualifications Sub-Framework; and the Occupational Qualifications

Sub-Framework; and

- jj. “Work Integrated Learning” means a characteristic of vocational and professionally oriented qualifications that may be incorporated into qualifications and part-qualifications at all levels of all three Sub-Frameworks. Work Integrated Learning may take various forms including action-learning, apprenticeships, cooperative education, experiential learning, inquiry learning, inter-professional learning, practicum placements, problem-based learning, project-based learning, scenario learning, service-learning, team-based learning, virtual or simulated WIL learning, work-based learning, work experience, work-directed theoretical learning workplace learning.

5. Development of Qualifications and Part-qualifications

Clauses 1 to 10 in the P&C deal with the definitions, preamble, purpose scope and objectives. Clause 11 states that the objectives of the P&C are to:

- a. facilitate the development, registration and publication of qualifications and part-qualifications on the NQF;
- b. ensure that registered qualifications and part-qualifications are relevant to the world of work, promote responsible citizenship in a democratic society, and advance knowledge and innovation for a prosperous South Africa;
- c. create learning pathways for progression between qualifications within and between the NQF Sub-Frameworks, and between learning and work;
- d. establish and maintain coherence between the three Sub-Frameworks to clarify and strengthen articulation between qualifications within each Sub-Framework and between the Sub-Frameworks; and
- e. promote public understanding of, and trust in, the nqf through the registration of quality-assured, nationally relevant and internationally comparable qualifications and part-qualifications.

Section 27(h)(i) of the NQF Act, states that the QC must have a policy and criteria for the development, registration and publication of qualifications within its Sub-Framework. The policy and criteria from the QC should indicate the minimum credits at the level of the qualification and or part-qualification. The QC policy and criteria must take into account the P&C for the development and evaluation of qualifications and part-qualifications from SAQA.

Clause 12 of the P&C states that the QC must ensure that the qualifications and part-qualifications recommended for registration on the NQF are necessary for the sector or occupational field. Care should be taken to eliminate proliferation of qualifications and part-qualifications.

Clause 13 requires that QCs need to ensure that everyone involved in the development of qualifications and part-qualifications has an understanding of the difference between a qualification, programme or learning programme and qualification specialisations.

Clauses 14 and 15 deal with the criteria in the development of qualifications and part-qualifications. The criteria will be discussed in detail later in the guideline document. It is important to note that the level descriptors must be used in the development of the exit level outcomes (learning outcomes).

6. Registration of qualifications and part-qualifications

The development of qualifications differs within each Sub-Framework. SAQA evaluates all qualifications and part-qualifications recommended for registration by the QC, using the P&C, this guideline documents as well as the relevant Sub-Framework policies.

It is advisable for everyone involved in the development of qualifications to first familiarise themselves with the requirements outlined in the P&C, this guideline document and the requirements outlined in the respective Sub-Framework policy.

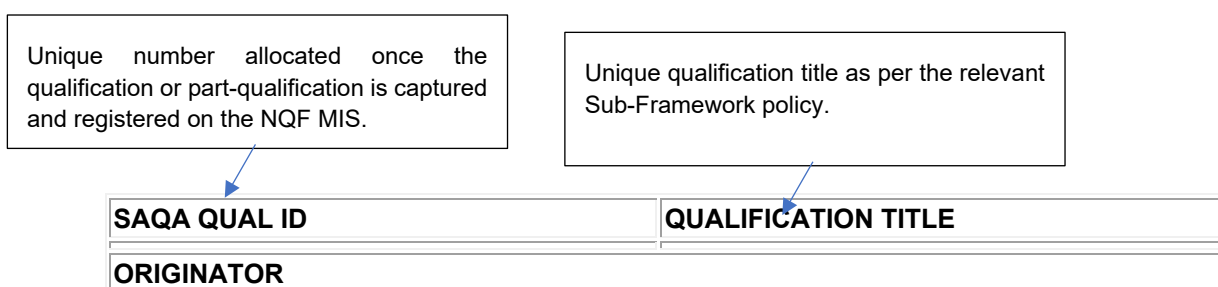
All qualifications recommended for registration on the NQF must be written in English, submitted in the format required by SAQA.

SAQA evaluators will evaluate the qualifications based on the P&C and the requirements stipulated in the Sub-Framework policy. Where a recommended qualification does not meet the P&C and the Sub-Framework policy, such qualification will be returned for amendments and will be treated as a new recommendation. The QC will be formally informed about the areas of non-compliance.

In making the requisite amendments, developers are required to pay careful attention to the identified areas of non-compliance. The approval to register a qualification and or part-qualification depends on the extent to which the recommended qualification and or part-qualification meets P&C and the requirements and criteria from the relevant QC.

All registered qualifications and part-qualifications that meet the P&C, are allocated a unique SAQA ID#.

The registration period of all registered qualifications and part-qualifications (the registration start date and the registration end date) are indicated on the qualifications e.g., 5 years applicable to the QCTO and Umalusi, and three (3) years for CHE.



Indicates the developer of the qualification, the Higher Education Institution (HEI) or the Development Quality Partner (DQP).	
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY	NQF SUB-FRAMEWORK
<p>This will be the relevant QC.</p> <ul style="list-style-type: none"> • CHE • QCTO • Umalusi 	<p>As per the relevant Sub-Framework</p> <ul style="list-style-type: none"> • Higher Education Qualifications Sub-Framework (HEQSF) • Occupational Qualifications Sub-Framework (OQSF) • General and Further Education and Training Qualifications Sub-Framework

QUALIFICATION TYPE	FIELD		SUBFIELD	
As per the relevant Sub-Framework policy.	As per the NQF organising field (Annexure A).		As indicated in the NQF organising fields (Annexure A).	
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	As per the qualification type in the Sub-Framework policy	This is only applicable to qualifications that were registered on the 8-level NQF prior to 2009.	As per the qualification type as identified in the Sub-Framework policy. This refers to the 10-level NQF.	Regular-Provider-ELOAC (Exit Level Outcomes and Assessment Criteria)
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
This indicates the status of the qualification as follows: <ul style="list-style-type: none"> Registered Reregistered Passed the end date - Status was "Reregistered" Recorded 		Decision number from the SAQA Board. All amendments to qualifications on the NQF MIS must have a decision number	This is the date when the qualification was registered or reregistered. The first date of reregistration will appear in the notes section of the qualification	The last date of registration is as follows: <ul style="list-style-type: none"> QCTO – 5 years Umalusi – 5 years CHE – 3 years
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
Indicate the last date that learners may be enrolled in the qualification. No learners may be enrolled after the last date of enrolment.		Indicates the last date that a learner can achieve the qualification. All assessments must be completed before or on the last date of achievement. This is applicable to those pipeline learners who are already in the system and who wish to continue with their studies in the same qualification they originally registered for on condition that studies were not interrupted.		

Status	Description
Registered	The qualification is registered for the 1 st time for a specified. Please note that SAQA registers qualifications for 3 years whereas the CHE accredits programmes for 5 years.
Re-registered	The qualification is re-registered for another specified period.
Passed the end date - Status was "Registered - Historical"	These qualifications were registered without content to allow for the loading of learner data. Providers cannot offer these qualifications as this is not aligned to the relevant Sub-Framework policy.
Recorded	The qualification is recorded against a registered generic qualification as a learning programme. No content is available for a learning programme.
Passed the end date - Status was "Recorded"	The qualification reached its registration end date and was not recommended for re-registration. It is still a valid qualification, but providers cannot offer the qualification anymore.
Passed the end date - Status was "Registered"	The qualification reached its registration end date and was not recommended for re-registration. It is still a valid qualification, but providers cannot offer the qualification anymore.
Passed the end date - Status was "Registered-data under construction"	The qualification was recorded as a learning programme before and was re-registered as a standalone qualification during the alignment process with the CHE. However, no content is available (data under construction). The qualification reached the registration end date.

7. Criteria for the Development of Qualifications and Part-qualifications

7.1 Sub-Framework and Title

To be captured under QUALIFICATION DETAILS

I. The relevant Sub-Framework, on which the qualification or part-qualification is to be registered, must be provided.

1. The NQF is a single integrated framework, comprising three co-ordinated Qualifications Sub-Frameworks, for:

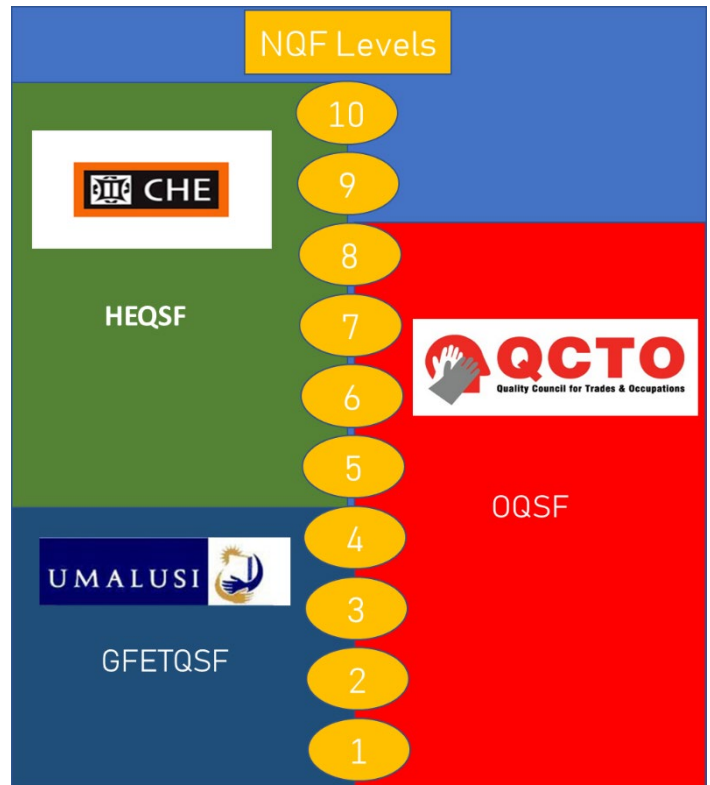
a. General and Further Education and Training Qualifications Sub-Framework (GFETQSF), as contemplated in the General and Further Education and Training Quality Assurance (GENFETQA) Act (and subsequent amendments) with Umalusi as the Quality Council;

b. Higher Education Qualifications Sub-Framework (HEQSF), as

contemplated in the Higher Education Act (and subsequent amendments) with the Council on Higher Education (CHE as the Quality Council; and


c. Occupational Qualifications Sub-Framework (OQSF), as contemplated in the Skills Development Act (and subsequent amendments) with the Quality Council for Trades and Occupations (QCTO) as the Quality Council.

Sub Framework: Higher Education Qualifications Sub-Framework (HEQSF), Occupational Qualifications Sub-Framework (OQSF), General and Further Education and Training Qualifications Sub-Framework (GFETQSF).



II. The Title of the qualification and/or part-qualification must comply with the qualification type description provided for in the relevant NQF Sub-Framework Policy.

The title must reflect the purpose and the content of the qualification and must comply to the qualification type as per the relevant NQF Sub-Framework Policy indicated in the diagram below.



National Qualifications Framework		
Level	Sub-Framework and qualification types	
10	Doctoral Degree (360 Credits) Doctoral Degree (Professional)	
9	Master's Degree (180 Credits) Master's Degree (Professional)	
8	Bachelor Honours Degree (120 Credits) Postgraduate Diploma (120 Credits) Bachelor's Degree (480 Credits)	Specialised Occupational Diploma (120 Credits)
7	Bachelor's Degree (360 Credits) Advanced Diploma (120 Credits)	Advanced Occupational Diploma (120 Credits)
6	Diploma (360 credits) Advanced Certificate (120 Credits)	Occupational Diploma (360 Credits) Advanced Occupational Certificate (120 Credits)
5	Higher Certificate (120 Credits)	Higher Occupational Certificate (120 Credits)
4	National Certificate (120 Credits)	National Occupational Certificate (120 Credits)
3	Intermediate Certificate	Intermediate Occupational Certificate (120 Credits)
2	Elementary Certificate	Elementary Occupational Certificate (120 Credits)
1	General Certificate	General Occupational Certificate (120 Credits)

Higher Education Qualifications Sub-Framework (Levels 5-10)

General and Further Education and Training Qualifications Sub-Framework (Levels 1-4)

Occupational Qualifications Sub-Framework (Occupational Qualification types)

7.2. Organising Field and Sub-Field

To be captured under QUALIFICATION DETAILS

The NQF Organising Field and Sub-Field must be specified (See Annexure A).

Qualifications are registered on the NQF within an organising field. There are 12 organising fields on the NQF MIS. It should

be noted that the organising fields are not based on traditional discipline or subject area (CESM), economic sectors or occupations.

Higher education institutions (HEOs) are required by the Department of Higher Education and Training (DHET) and the CHE to submit programmes for accreditation in which the institution needs to indicate the Classification of Educational Subject Matter (CESM) Field (there are 20 CESM fields) for the specific programme when applying for approval to offer the programme (DHET) and accreditation of the programme from the CHE.

The DHET is responsible for Higher Education Management Information System (HEMIS) which plays a central role in the collection and production of data required for quality assurance, national and institutional higher education planning, and the allocation of government funds to HEIs. To fulfil its responsibilities, HEMIS requires HEIs to submit annual data returns, which include details of:

- ◆ their approved qualifications and fields of study;
- ◆ the courses offered within their academic programmes;
- ◆ the courses for which each student is registered;
- ◆ the fields in which each academic/research staff member is active.

The notions of “fields of study” and “courses” play central roles in the collection of data from HEIs. HEIs often use specific unique titles for programme offerings, and that the data collected by HEMIS cannot be based on institutional descriptions of their fields of study and courses. The DHET developed the CESM to classify the subject matter embedded in their fields of study and courses in standard ways, before submitting their HEMIS annual data returns. The CESM was developed to provide a single coherent system for categorizing subject matter, irrespective the level of instruction or type of institution. The classification system confines itself to the various knowledge components which appear within an academic programme.

SAQA registers only one qualification within a particular organising filed. Where there is more than one CESM (specialisation) related to a qualification, then the specialisation is mentioned within the notes section of the qualification.

Qualification developers within the Occupational Sub-Framework use the Organising Framework for Occupations (OFO) codes in the development of occupational qualifications. In essence, the OFO is a coded occupational classification system. It is the DHET’s key tool for identifying, reporting and monitoring skills demand and supply in the South African labour market.

The OFO is constructed from the bottom-up by:

- analysing jobs and identifying similarities in terms of a tasks and skills;
- categorising similar jobs into occupations; and
- classifying these occupations into occupational groups at increasing levels of generality.

The OFO adds value to skills development planning and implementation purposes in that it:

- provides a common language when talking about occupations;
- captures jobs in the form of occupations; and
- groups occupations into successively broader categories and hierarchical levels based on similarity of tasks, skills and knowledge.

7.3. NQF Level of the Qualification and/or Part-qualification

To be captured under QUALIFICATION DETAILS

- I. The qualification or part-qualification must be placed within the relevant NQF level;
- II. The published NQF level descriptors must be used to determine the NQF level of the qualification;

Note: *The NQF level cannot be “motivated” and must be as per the SAQA Level Descriptors.*

- The level of the qualification and or part-qualification must be as per the qualification type in the relevant Sub-Framework Policy.

- SAQA will determine whether the qualification has been pitched at the right level, by considering the Exit Level Outcomes (ELOs) and Associated Assessment Criteria (AACs) against the SAQA Level Descriptors.

- III. The NQF level of a part-qualification may be at the same NQF level as the qualification, or a level within the range allowed for in the relevant qualification type; and

Part-qualifications (where applicable):

- The NQF level of a part-qualification may be at the same NQF level as the qualification or at a lower level within the range covered by modules contained in the qualification.
- Part-qualifications and modules within qualifications must be within the range as

determined by the Minister and should not be a level higher than the qualification.

- Part qualifications cannot have more that 119 credits.

- IV The NQF level must comply with the requirements for the qualification type as determined by the relevant Sub-Framework Policy.

The NQF level must comply with the requirements for the qualification type as determined by the relevant Sub-Framework Policy and the ELOs and AACs must be against the SAQA Level Descriptors

7.4. Credits

To be captured under QUALIFICATION DETAILS

- I. The credits must be calculated on the basis of one (1) credit is equal to ten (10) notional hours of learning;
- II The minimum credit allocation for a qualification must comply with the requirements for the qualification type as determined by the relevant Sub-Framework Policy.

At least 60% of the credits must be at the exit level of the qualification or part-qualification

Each Sub-Framework Policy determines the minimum credits for the qualification type per level.

SAQA will register each qualification as per the minimum credits per qualification type indicated in the Sub-Framework policies. Where a qualification has more credits as indicated for a qualification type, then this will be reflected under the rules of combination.

A minimum of 60% of the credits for all qualifications with 120 credits and part-qualifications must be at the exit level of the qualification.

Credits at exit level for multi-year qualifications must be as per the qualification type determined by the relevant Sub-Framework Policy.

According to the Ministerial Determination (Notice 1391 of 2020 in Government Gazette 44031 dated 24 December 2020) qualifications may not have

less than 120 credits as the minimum credits that may be awarded at each level of the NQF to a qualification across the Sub-Frameworks are 120 credits per level.

- III. A qualification must have a minimum of 120 credits;

- IV, A part-qualification must have a maximum that is less than 120 credits;

Part-qualifications cannot have more than 120 credits. Where the QCs identified a part-qualification with more than 120 credits, then the part-qualification must be formatted as a stand-alone qualification that needs to meet the criteria for the registration of qualifications. Full qualifications should have a minimum of 4 ELOs.

Considering the purpose of a part-qualification, a part-qualification cannot articulate to a qualification of which it is not

V. Calculation of the credits for a qualification and/or part-qualification must take into account its articulation.

part or to a full qualification within another Sub-Framework, and should where possible articulate to other part-qualifications. The QC must provide reasons where no articulation is possible.

7.5. Qualifications to be Replaced

To be captured under QUALIFICATION DETAILS

Check and verify qualifications identified for replacement.
Confirm if listed qualifications or learning programmes are active/still registered

- The Qualifications and/or associated recorded learning programmes that are covered by the recommended qualification must be indicated. The identified qualifications and/or

associated recorded learning programmes will be replaced as soon as the recommended qualification is registered on the NQF.

Note:

- Only those qualifications and associated learning programmes on the SAQA Management System (MIS) with “active” status can be reflected here.
- QCs need to ensure that there are learner data captured against the qualification.
- QCs need to ensure that sufficient time is allowed for pipeline learners to achieve the qualification.
- No new enrolments are allowed on the qualification that is to be replaced.
- All replaced qualifications will be de-registered and SAQA will not consider any re-registrations.

Include in the qualification document the following where the recommended qualification will replace and existing active qualification:

This qualification replaces:

SAQA ID#	Qualification Title	Pre-2009 NQF Level	NQF Level	Min Credits	Replacement Status
Add SAQA ID#	Submit full title of the qualification/learning programme to be replaced.	Provide the correct level as per the registered qualification.	Provide the correct level as per the registered qualification.	Provide correct credits	Completed as soon as the replacement is registered.

If there are no qualifications or learning programmes that must be replaced, then state:

This qualification does not replace any other qualification, and no other qualification replaces it.

7.6. Purpose

The P&C indicates that the qualifications must be recommended in the format provided by SAQA. Kindly use “>” as a bullet where bullets are used. (See Annexure B for the Qualification Template).

- I. The purpose statements must describe:
 - a) how the qualification or part-qualification will benefit the learner;
 - b) what the qualification or part-qualification intends to achieve, i.e. what the qualifying learner will know, do and understand after achievement; and
 - c) the typical graduate attributes.

First paragraph

- Answer the following questions:
 - What is the purpose of the qualifications?
 - What will the learner get/learn from this qualification?
 - Who are the target learners?
 - Why will a learner want to complete this qualification?
 - How will the qualification benefit the learner?

Second paragraph (purpose statement)

- The second paragraph must reflect the academic/occupational (Vocational, Academic (general), professional, occupational, trade, part-qualification) pathways.
 - It must provide a short description of what the learner will know/do and understand after achievement.
 - It must provide information of what the learner will be responsible for doing/delivering and should be linked to the relevant pathway.

Note 1: *The purpose is not a duplication of the module outcomes/occupational tasks/practical modules.*

Note 2: *Every responsibility specified/listed in the purpose statement must **explicitly** be covered by relevant modules, an Exit Level Outcome (ELO) or Associated Assessment Criteria (AAC) to ensure internal consistency.*

Third paragraph (graduate attributes/occupational task statements)

- The third paragraph must start with the sentence: A qualified learner will be able to:
This must then be followed by the graduate attributes/occupational tasks listed in bullet form (**Note** that occupational tasks are **NOT** the ELOs).

Notes (Occupational Qualifications)

- Occupational tasks represent steps in the production cycle or business processes.

- It reflects what is it that a person in this occupation will be responsible for over a period of a day, week, month or year.
- These are high level statements of what the person will be doing in the identified occupation.
- There should be at least 2 and not more than 5 occupational tasks.
- Occupational tasks must start with a verb in its simplest form, i.e. without an “s”.
- Each occupational task must comprise at least 2 Practical Skills Modules.
- The occupational tasks inform the ELOs, **and is NOT the ELO**.

Fourth paragraph (competence relating to the qualification)

- Add a fourth paragraph stating: In addition, learner attributes (including xxx) will be integrated in the learning process.

Xxx = references to relevant level descriptors (e.g. methods, procedures and techniques; accessing, processing and managing information and producing and communicating information, ethics, health and safety, etc.) or relevant CCFOs (e.g. problem solving, teamwork, self-management, interpreting information, communication, use of science and technology.)

Note 3: All technical qualifications must include health and safety. Even if not listed in purpose statement it should be reflected in either a module title and or ELO or AAC

Note 4: All governance, management and finance related qualifications must include ethics in either a module title and or ELO or AAC.

7.7. Rationale

The rationale must confirm:

- a) the need for the qualification and/or part-qualification;
- b) that a similar qualification is not already registered on the NQF;

learning pathway.

Part-qualifications

- All references in the Rationale to “this qualification” must be changed to “this part-qualification”.
- State that the need for this part-qualification arose during the development of the original qualification in order to provide for a

Paragraph 1 must reflect: The need for the qualification/part-qualification. This includes:

- An explanation for the reasons that led to identifying the need (why this qualification has been developed) for the qualification/part-qualification, e.g.
 - it is a new discipline/occupation / there is no recognised national standard for the discipline/ occupation / existing qualifications are outdated / replacing existing qualifications no longer meeting the requirements, etc.
- An indication that a similar qualification is not already registered on the NQF.

The rationale must confirm:

c) how the qualification or part-qualification will benefit the sector, society and the economy,

will meet in the sector for which it is to be developed,

➤ e.g. sectors and/or professional bodies that indicated a need for qualified people or addressing a national scarce skill.

- Details of consultation, i.e., who was consulted and participated in the development (e.g., recognised professional body/ies, industry body/ies, higher education institutions),
- The benefits the qualification will have for society and the economy, e.g., the contribution it will make to national and/or sector strategies, such as supporting the development of a green economy.

The rationale must confirm:

d) the typical learners for the qualification or part-qualification;

likely to be attracted to this qualification.

- Indicate the types of occupations or jobs or areas of activity or professions that the qualifying learners are likely to enter.
- Indicate possible work and learning pathways for qualifying learners.

Paragraph 2 must reflect: How the qualification or part-qualification will benefit the sector, society and the economy.

- Who identified the need and why?
- The specific needs that the qualification

Paragraph 3 must reflect:

- The typical learners for the qualification or part-qualification.
- Indicate who are the typical learners

Note 1: No references should be made to specific years or number of learners.

Note 2: There should not be any discrepancies between the rationale and the entry requirements, e.g. (i) if the rationale states that the qualification will enable current workers in the sector without academic qualifications to progress, then reference should be made to required experience as an entry requirement. (ii) if the rationale states that the qualification is to qualify people to install and maintain, then the purpose statement) must make reference to install and maintain.

The rationale must confirm:

- e) if the assertion in the qualification or part-qualification relates to specific occupations or professions:
 - (i) how the qualification or part-qualification meets the requirements for professional registration, membership or licensing as required by recognised professional bodies, and proof of collaboration, **if relevant**; and
 - (ii) the typical occupations in which the qualifying learner will operate, if relevant.
 - (iii) indicate the learning/work pathway.

Paragraph 4: must reflect

- (i) Section 28 of the NQF Act states that despite the provisions of any other Act, a professional body must co-operate with the relevant QC in respect of qualifications and quality assurance in its occupational filed.
- (ii) **Where applicable:** How the qualification or part-qualification meets the requirements for professional

registration, membership or licencing as required by recognised professional bodies, and proof of collaboration.

- (iii) Qualifications often have an impact on professional designations and in turn, on designated members. Qualification developers must consult with SAQA recognised professional bodies within the relevant sector during the development process.
- (iv) Where applicable, endorsement should be obtained where an Act of Parliament established a statutory council, indicating that qualified learners will be able to register for the designation.

Paragraph 5: must reflect the typical (i) occupation or profession (ii) and the learning/work pathway.

Typical occupations or professions may be linked to registered professional designations.

A Learning pathway is about sequencing of qualifications that allows learners to move vertically, diagonally, and in some cases horizontally, through NQF levels giving learners recognition for full or partially completed qualifications or part-qualifications. Learning pathways can also lead to professional designations, when learning pathways include periods of structured work experience over and above qualifications.

A work or career pathway may be a series of structured and connected learning interventions to enable a learner to advance over time to higher positions, allowing mobility within the work environment. Is the qualification a requirement for entry into a specific occupation/profession or a further specialisation to allow for career progression? What is the qualification's relation to other qualifications for the same occupation/profession?

Note 1: *This is of particular importance for part-qualifications and a suite of qualifications towards a single occupation/profession.*

Note 2: All qualifications developed as part-qualifications and no longer meeting the requirements of the maximum credit value of 119 credits and now being submitted as qualifications must reference all other qualifications that formed part of the original qualification.

Note 3 This statement must also correlate with section on Articulation (internal consistency)

7.8. Entry Requirements

Note: SAQA definition "Entry Requirements" means the minimum academic knowledge and/or practical competencies, and/or work experience that a learner must have completed to be able to be admitted for a qualification and/or part-qualification. This may include recognition of other forms of prior learning such as non-formal and informal learning and work experience deemed as comparable for entry. In the South African context, entry requirements also take into account the broad socio-political issue of access.

It refers to the minimum educational (knowledge and/or practical competences) requirements that a learner must have to be admitted to the qualification and/or part-qualification. These competences will not be covered in the qualification, but will be necessary in order to 'cope' with the learning (e.g. knowledge or experience assumed to be in place and on which the qualification will build) to complete the qualification.

- I. All relevant and practical possibilities (within or across Sub-Frameworks), for entry into the qualification or part-qualification, must be specified.
- II. Entry requirements for the part-qualification must be the same as for the qualification.

A qualification and/or proof of work experience may be specified.

- **Note 1:** Entry requirements for the qualification or part-qualification is not the same as selection criteria or admission criteria. Qualification developers must not indicate percentages required for specific subjects or modules.

- **Note 2:** In specifying the entry requirements take into consideration the learning pathway (in Section F: Rationale) and articulation options (section N: Articulation).
- **Note 3:** RPL may be used to provide access to a qualification.

For Higher Education qualifications

- The entry requirements must be as per the HEQSF Policy and Regulations published by the Minister. The HEQSF policy states that Higher Certificates may allow access to a cognate diploma or an appropriate bachelor's degree. Qualification developers must also indicate alternative entry requirements.

For Occupational Qualifications

- Reference to “NQF Level X” is not acceptable without specifying that it is a qualification, i.e. “A NQF Level x qualification” (The word “qualification” must appear in the statement.)
- In addition, to a NQF Level qualification, a specific subject may be specified, e.g. “NQF Level 4 qualification with mathematics.”
- Occupational qualifications (designed as entry level qualifications) may however be specified as alternative entry requirements. In such cases the relationship with these qualifications must be outlined in the learning pathway paragraph under the rationale.

Note: *With alternative occupational qualifications care should be taken that these qualifications either have the same entry requirements or that the relevant “missing component” is covered (e.g. if the main requirement is a NQF Level 2 qualification with a pass in science, the entry level occupational qualification – if it has a lower NQF level qualification - the missing component must be covered in that qualification, i.e. that qualification must include a module clearly reflecting that it covers science).*

- The entry requirements for a part-qualification and the qualification must be the same (e.g. if a person enrol for the part-qualification they must still have the same minimum qualifications or experience as stated in the qualification (and vice versa) because the knowledge or experience the qualification will build on remains the same).

7.9. Recognition of Prior Learning (RPL)

RPL: The principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.

RPL statements must clearly state how learners will:

- a) gain access through RPL;
- b) be exempted from modules through RPL; and
- c) be awarded credits for, or towards the qualification or part-qualification.

“Access” means the opportunity to pursue education and training, including relevant qualifications and part-qualifications; professional designations; opportunities in the workplace, and career progression.

“Advanced standing” means a status/ exemption granted to a learner for admission to studies at a higher level than the learner’s prior formal studies would have allowed. Granting advanced standing does not entitle the learner to claim achievement of the exempted qualification/credits. However, the candidate can choose the option of being assessed for credit.

Note 1: *The gaining of access to the qualification refers to RPL policy in terms of the entry requirements. RPL processes and procedures should not be included and there should be no references to specific policies of institutions.*

The following standard statement must be used:

Recognition of Prior Learning (RPL):

The institution has an approved Recognition of Prior Learning (RPL) policy which is applicable with regards to equivalent qualifications for admission into the qualification. RPL will be applied to accommodate applicants who qualify. RPL thus provides alternative access and admission to qualifications, as well as advancement within qualifications. RPL may be applied for access, credits from modules and credits for or towards the qualification.

RPL for access:

- > Learners who do not meet the minimum entrance requirements or the required qualification that is at the same NQF level as the qualification required for admission may be considered for admission through RPL.
- > To be considered for admission in the qualification based on RPL, applicants should provide evidence in the form of a portfolio that demonstrates that they have acquired the relevant knowledge, skills, and competencies through formal, non-formal and/or informal learning to cope with the qualification expectations should they be allowed entrance into the qualification.

RPL for exemption of modules

- > Learners may apply for RPL to be exempted for modules that form part of the qualification. For a learner to be exempted from a module, the learner needs to provide sufficient evidence in the form of a portfolio that demonstrates that competency was achieved for the learning outcomes that are equivalent to the learning outcomes of the module.

RPL for credit:

- > Learners may also apply for RPL for credit for or towards the qualification, in which they must provide evidence in the form of a portfolio that demonstrates prior learning through formal, non-formal and/or informal learning to obtain credits towards the qualification.
- > Credit shall be appropriate to the context in which it is awarded and accepted.

Note 2: *Reference should not be made to the Credit Accumulation and Transfer (CAT) policy where learners obtained credits towards modules/completed a part-qualification relating to a qualification.*

RPL statements must not refer to procedures or curriculum documents.

7.10. Rules of Combination

I. The rules of combination must:

- a) comply with the requirements for the qualification type as determined by the relevant Sub-Framework Policy and related policies;
- b) indicate names of subjects and/or modules and credits;
- c) stipulate the compulsory modules, their levels and the credits; and
- d) stipulate the selection of elective modules (where more than one is applicable) and their levels and credits.

The Rules of Combination underpin the knowledge and or practical areas that will enable a learner to achieve the stated outcomes. The assessment criteria provide a basis to assess if the learner achieved the stated outcomes. In general, all qualifications need to adhere to the Sub-Framework policies and related polices.

HEQSF Qualifications

Under the RULES OF COMBINATION in the qualification document, add the following standard statements:
This qualification comprises compulsory and/or elective modules at NQF Level X (level of the qualification) totalling X Credits (total for the qualification – **kindly note** that the learner must complete all the modules and must achieve all the credits).

For multi-year qualifications, state the following:

This qualification comprises compulsory and/or elective modules at NQF Levels X, X, X (levels of the compulsory modules for the qualification) totalling X Credits (total for the qualification – **kindly note** that the learner must complete all the modules and must achieve all the credits).

List all compulsory modules at level X, totalling X credits (indicate names of modules and the number of credits)

e.g. Compulsory Modules, Level 5, 72 Credits

> Financial Accounting Principles, Concepts and Procedures, 12 Credits.

> Business Management, 12 Credits

Note 1: Modules must not be listed per semester per year. It is suggested to list the module title with aggregated credits, e.g. an institution may cover the following Mathematics Modules

From Institution	Suggestion
Year 1 (Level 5) Semester 1 Mathematics 1A, 10 Credits Mathematics 1B, 10 Credits Business Management, 5 credits Semester 2 Mathematics 2A, 10 Credits Mathematics 2B, 10 Credits Business Management, 5 credits	Compulsory Modules, Level 5, X credits Mathematics, 40 credits Business Management, 10 credits

This allows for freedom to change the curriculum without constant changes to the rules of combination in the registered qualification.

List all elective modules at level X, totalling X credits (indicate names of modules and the number of credits)

e.g. Elective Modules, Level 5, 24 Credits

> *Strategic Planning, 12 Credits.*

> *Strategic Implementation, 12 Credits.*

Note 2: Modules must not be listed per semester per year.

OQSF Qualifications

Qualification developers need to ensure parity of esteem across the Sub-Frameworks, as well as articulation to qualifications on the HEQSF. The knowledge/theory component is one area that may contribute to parity of esteem. The modules may have the same module titles and credits, especially for qualifications on levels 5 to 8.

This qualification is made up of the following compulsory modules for Knowledge/theory and Application:

Knowledge Modules

List modules

xxxxxx-xx-KM-xx, Module title, Level x, x Credits

Total number of credits for Knowledge Modules: x

Application Modules (Application means the functional combination of the practical component and the workplace component through skills learning or simulated work experience learning).

Application Modules

xxxxxx-xx-AM-xx, Module title, Level x, x Credits

Total number of credits for Application Modules: x

For certain categories of occupational qualifications and part-qualifications as specified by industry, the key components may be specified as knowledge/theory, practical and work experience.

Practical Modules

xxxxxx-xx-PM-xx, Module title, Level x, x Credits

Total number of credits for Practical Skill Modules: x

Work Experience Modules

xxxxxx-xx-WM-xx, module title, Level x, x Credits

Total number of credits for Work Experience Modules: x

Knowledge modules (the qualification developers need to ensure parity of esteem when developing knowledge modules)

- The title must be as per the QCTO guidelines in the development of the curriculum.

Practical Skill modules

- The module title should reflect what the learner will be taught to do.
- Start with a verb in its simplest form, i.e. without an “s”.

Work Experience modules

- The module title must be stated in plural as a process, event or physical setting within a specific context.
- The title must not reflect a task or activity.

The module titles cannot be the same as occupational tasks.

7.11. Exit Level Outcomes

The SAQA Level Descriptors (2012) must be used in the formulation of the ELOs and must encapsulate the knowledge, skills and attitudes that a learner should have mastered on completion of the qualification/part-qualifications and against which a learner is assessed for competence. The ELOs define the level of performance to which a learner completing the qualification, is assessed.

The ELOs need to reflect the purpose of the qualification (academic, vocational, professional, occupational, trade). It is also important that the Associated Assessment Criteria (AACs) are developed to assess competence.

1.. The competencies embedded in the NQF level descriptors relate directly to the competencies required for further learning and/or the work for which the qualification or part-qualification was designed and must be used to guide the formulation of the Exit Level Outcomes (ELOs);

II. The ELOs must indicate what the learner will be able to know, do and understand after completing the qualification or part-qualification:

- a) The ELOs of the qualification or part-qualification must be aligned with the NQF level descriptors and must meet the competencies of the relevant NQF level; and
- b) The ELOs must be designed for the qualification or part-qualification and not the modules or subjects.

Qualification must have a minimum 4 ELOs depending the complexity and duration of the qualification and must be designed for the qualification or part-qualification and not the modules (it is required for integrated assessment).

The ELOs are at the exit level of the qualification. The Critical Cross Field Outcomes (CFFO) are embedded in the level descriptors and must be considered in the development of the ELOs.

Occupational Qualifications

- Occupational tasks are **NOT ELOs**.
- The ELOs must clearly relate to the occupational **tasks**, but **ARE NOT** an exact restatement of the occupational task **and must contain wording as per the relevant SAQA Level descriptor** to reflect the complexity.
- There may be more than one ELO associated with an occupational task (especially to provide for part qualifications or learning at lower NQF levels), but the relationship must be obvious by using words contained in the task, also in the ELO
 - Occupational tasks are what the learner at the end would be required to do in the occupation.
 - The ELOs must reflect the critical aspects that must be externally assessed, i.e. the core focus of what must be assessed to prove competence, i.e. “What should the person be able to do after completing the learning process.
 - The ELOs must encapsulate the knowledge, skills and attitudes that a learner should have mastered on completion of the qualification/part-qualifications and against which a learner is assessed for competence.
- A part-qualification may have only one (1) ELO.
- **Phrasing of ELO**
 - The ELO should start with a verb
 - The ELOs must be assessable and phrased to be consistent with the assessment model reflected as part of the integrated assessment.

- E.g. you cannot “manage” a process or people in a written examination, but you can evaluate different process management strategies
- The best way to determine whether it is possible to assess an ELO is by theoretically starting the ELO with the phrase: “The learner will be assessed to determine whether he/she has the ability to _ _ _ _ _”
- The ELOs must not be stated as assessment standards, i.e. including criteria or standards such as “according to the manufacturer’s specifications” or “according to company standards”. The assessment criteria will indicate how competence is to be determined
- Instead of “demonstrate an understanding”, rather use “interpret” or “motivate” (depending the level), i.e. state “how” the learner will demonstrate.

Note 1: Remember that for technical qualifications, health and safety must either be reflected in the ELOs and or in the associated assessment criteria

Note 2: All management, governance and finance related qualifications should include a reference to ethics in the ELOs and or in the associated assessment criteria.

Examples
<p><u>Typical task associated with a technical qualification:</u></p> <p>Task Statement: Perform engineering maintenance on mechanical components, subassemblies, and machines (NQF Level 3)</p> <p>ELO: Inspect and repair or replace out-of specification or mal-functioning components and sub-assemblies in mechanical machines using appropriate procedures to solve problems to restore the machines to manufacturer’s specifications</p>
<p><u>Typical task associated with a technical qualification:</u></p> <p>Task Statement: Set-up and run plastics manufacturing machinery and equipment (NQF Level 4)</p> <p>ELO: Interpret and apply operational requirements to set up or programme and run plastics machinery to manufacture plastics products and make required adjustments</p> <p>ELO: Apply procedures and techniques to prepare raw materials for the manufacturing of specified products</p> <p>ELO: Prepare raw materials and run plastics machinery to manufacture plastics products</p>
<p><u>Typical task associated with a services related qualification:</u></p> <p>Task Statement: Optimise customer support operations (NQF Level 6)</p> <p>ELO: Apply processes of analysis, synthesis and evaluation to interpret a customer services and infrastructure support strategy and implementation plan.</p>
<p><u>Typical task associated with a services related qualification:</u></p> <p>Task Statement: Plan and prepare service schedules (NQF Level 4)</p> <p>ELO: Gather and interpret information to determine customer needs and product specifications and prepare schedules and required documentation</p>

7.12. Associated Assessment Criteria

The Associated Assessment Criteria (AACs):

- a) must indicate what the learner must do to show competence, the knowledge involved, the context, the standard of assessment and the range if applicable;
- b) must indicate the nature and level of the assessment associated with the qualification or part-qualification and how the ELOs could be assessed; and
- c) can be given as a comprehensive set to assess all the ELOs in an integrated manner or as a comprehensive set to assess ELOs separately.

The development of the AACs must be read in conjunction with the *National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-Qualifications and Professional Designation in South Africa (2014)*.

Assessment criteria are the standards used to guide the recognition of learning and assess learner achievement and/or evaluate and certify competence as stated in the ELO. AACs are not ELOs and should assess applied competence.

Applied competence has three constituent elements: foundational competence that embraces the intellectual/academic skills of knowledge together with analysis, synthesis and evaluation, which includes information processing and problem solving; practical competence includes the concept of operational context; and reflective competence incorporates learner autonomy.

Practical competence	Foundational competence	Reflexive competence
The demonstrated ability to perform a set of tasks and actions in authentic contexts (situations)	The demonstrated understanding of what we are doing and why we are doing it	The demonstrated ability to integrate our performances with our understanding so that we are able to adapt to changed circumstances and explain the reason behind these adaptations

- The AACs should specify:
 - The knowledge, understanding, action(s), roles, skills, values and attitudes that a learner has to display in order to provide evidence that outcomes and competence have been achieved
 - The level of complexity and quality of these
 - The context of and conditions under which demonstrations should occur.

Assessment criteria are statements whereby an assessor can judge whether the evidence provided by a learner is sufficient to demonstrate competent performance.

Phrasing of Associated assessment criteria

- The statement must contain a verb, noun and quality criterion / criteria or modifying phrases
 - The quality criteria must appear at the end of the statement.
 - *Assessment criteria should not be reflected as tasks. They must reflect the evidence to be provided to prove competence*
 - *Reference should not be made to “company standards” as the external integrated assessment is national examinations and not company specific*
-
- There must be at least 3 AACs per ELO and normally there should not be more than eight (8) assessment criteria per ELO.
 - The same ELO may have AACs related to knowledge and some to performance or one associated assessment criteria can contain both.

The AACs can be given as a comprehensive set to assess all the ELOs in an integrated manner. This must be clearly stated where AACs are used to assess ELOs in an integrated manner.

Examples
<p><u>Typical ELO associated with a technical qualification:</u></p> <p>ELO: Inspect and repair or replace out-of specification or mal-functioning components and sub-assemblies in mechanical machines using appropriate procedures to solve problems to restore the machines to manufacturer’s specifications and provide explanations</p> <p>Associated assessment criteria:</p> <ul style="list-style-type: none">• Describe safe working procedures, safety precautions and Personal Protective Equipment required for engineering maintenance tasks.• Repair mechanical sub-assemblies and machines to meet the manufacturer’s specifications.

7.13. Integrated Assessment

Integrated assessment is assessment which involves all the differing types of assessment tasks (variety of options) required for a particular qualification, part-qualification, or professional designation, such as written assessment of theory and practical demonstration of competence.

The purpose of the qualification must guide the development of assessment methods. It is not a standard set of assessment methods for example, a theoretical test cannot be used where a learner needs to show practical skills a vocational or occupational setting.

- i. Integrated assessment must indicate how the assessment will be undertaken to determine a learner's applied competence and successful completion of learning in the qualification or part-qualification;
- ii. Integrated assessment should include:
 - a) formative and summative assessment;
 - b) experiential learning, work integrated learning (WIL), practicals and work-based learning, where relevant; and
- iii. Examples may include the ratio of assignment work to academic examinations, other forms of integrated learning as well as assessment practices.

Integrated assessment is a holistic set of assessment tasks needed for a qualification or part-qualification. Integrated assessment could consist of written assessment of theory together with a practical demonstration of competence – where a learner’s conceptual understanding of something is evaluated through the approach he/ she takes in applying it practically. The intention is to assess learners in the modes in which they are expected to display particular competencies.

Learner competence must be demonstrated through a variety of options which must include formative assessment including but not limited to tests, case studies, problem solving assignments, projects and practical exercises. Learners are required to do an integrated summative assessment.

Formative Assessment	Summative Assessment
<ul style="list-style-type: none"> • Designed to support the teaching and learning process. • Assists in the planning future learning. • Diagnoses the learner’s strength and weaknesses. • Provides feedback to the learner on his/her progress. • Helps to make decisions on the readiness of learners to do a summative assessment. • Is developmental in nature. • Credits/certificates are not awarded. 	<ul style="list-style-type: none"> • At the end of a learning programme (qualification or part qualification). • To determine whether the learner is competent or not yet competent. • Credits or certificates are awarded to successful learners.

Formative Assessment

Formative assessment is assessment designed to feed into further learning, and is very important for the learning process. A range of formal, non-formal, and informal formative assessment procedures are used to focus teaching and learning to improve learner success. When formative assessment is formal, results are recorded and count towards promotion marks.

Summative Assessment

Summative assessment is conducted at the end of sections of learning or learning programmes, to evaluate learning related to a particular qualification, part-qualification, or professional designation. Summative assessment of learning usually has as its aim the evaluation and/or the certification of learning that has already taken place, and the extent to which this learning has been successful. Summative assessment is usually formal.

7.14. International Comparability

- I. The statement of international comparability must support learner mobility, and in doing so, must include how the qualification and/or part-qualification compares with relevant best practices in other parts of the World

[The comparison used for the qualification can be used for the part-qualifications](#)

- II. The best practices must include a relevant comparison of the following areas:

- a) At least two countries, as well as the registered/recognised/accredited institutions and titles of the qualifications: The comparison must indicate the similarities and/or differences in entry requirements; ELOs/ content/ modules; credits; assessments; duration; and articulation;

OR

- b) International standards in other parts of the world: The comparison must indicate the international standard used in the development of the qualification and / or part-qualification and outline how the qualification and/ or part-qualification compares with the international standard;

- III. The international comparability must provide details of how the qualification and/or part-qualification compares internationally, and not be a mere reference to websites or links.

The international comparison is an indication how the recommended qualification compares with qualifications in other countries. This should not be a mere copy and paste from the website as learners with foreign qualifications do use this comparison when applying for the evaluation of foreign qualifications. The

comparison is a summary of an analysis of what is found internationally. It may happen that the recommended qualification relates specifically to the South African context (e.g., where South Africa has the deepest mines in the world, where internationally it is mainly open mines).

The comparison must indicate how the specific recommended qualification compares to similar qualifications or standards in other part of the world. The comparison must include the country, qualification title and institution offering the qualification. International comparability should include the African region.

References to accords must be specific and needs to include providers within the signatory countries who offer the qualification, e.g.:

- The **Washington Accord** is an international agreement between bodies responsible for accrediting engineering degree programmes. The Accord acknowledges that accreditation of engineering academic programmes is a key foundation for the **practice of engineering at the professional level**.
- The **Dublin Accord** programmes is an international agreement between bodies responsible for accrediting programmes for **Engineering Technicians**.
- The **Sydney Accord** is an international agreement between bodies responsible for accrediting programmes for **Engineering Technologists**.

- The first paragraph must reflect the qualifications used for comparison
 - **Note 1:** *This requires that qualification developers must indicate the country, the institution offering the qualification as well as the title of the qualification(s) or training programmes (including short courses and product training courses where qualifications could not be found), that were used as a "benchmark" during the development of the qualification. Reference can also be made to international agreements on relevant qualifications or standards (where applicable) as well as best practices.*
 - **Note 2:** *Do not use the word "benchmark" in the statement – instead, use terms such as "compared with" and "comparison".)*
 - **Note 3:** *At least two countries must be referenced.*
- The second paragraph should outline why each specific qualification or training programme was chosen.
 - **Note 4:** *For example, where a qualification relates to wine making, it is natural that the qualification will be compared to wine making qualifications in known wine making countries, e.g., France.*

- The subsequent paragraphs must contain a clear comparison of the main features of these qualifications compared to this qualification/part-qualification. This must include similarities and differences between the recommended qualification and the comparable qualification in terms of:
 - Purpose of the qualification,
 - Entry requirements,
 - ELOs/ content/ modules – Not all international qualifications are based on ELOs. Where applicable, comparison in such cases should be with the content and or modules,

- Level and credits,
 - Types of assessments,
 - Duration (including the ratio of time spent at the workplace to time spent on institutional training) and
 - Articulation;
- **Note 5:** *This comparison should not simply contain references linked to websites.*
 - **Note 6:** *Comparison is not the listing of the qualification title, outcomes, content or modules, but how these areas compare to the recommended qualification.*
 - **Note 7:** *It is the responsibility of the qualification developer(s) and the QC to ensure that comparison is done against accredited institutions and that the qualifications exist.*
- The final paragraph should contain a conclusion on the comparison.
 - Comparison must not be given in a table format.

If no comparable programmes/qualifications are indicated, substantive reasons must be provided why the qualification is not comparable. It may be that the South African qualification is unique on its own.

7.15. Articulation

I. To deepen integration, progression and mobility in the education and training system, articulation must show horizontal, vertical and diagonal articulation:

- a) Horizontal articulation possibilities within and between Sub-Frameworks at the same NQF level should include systemic, specific and individual articulation;
- b) Vertical articulation possibilities across NQF levels within a Sub-Framework should include systemic, specific and individual articulation;
- c) Diagonal articulation possibilities across NQF levels and NQF Sub Frameworks should include systemic, specific and individual articulation;

II. QCs must provide a statement to show how the entry requirements of the qualification and/or part-qualification into which articulation is sought have been taken into account; and

III. QCs must provide valid reasons where articulation options are not possible.

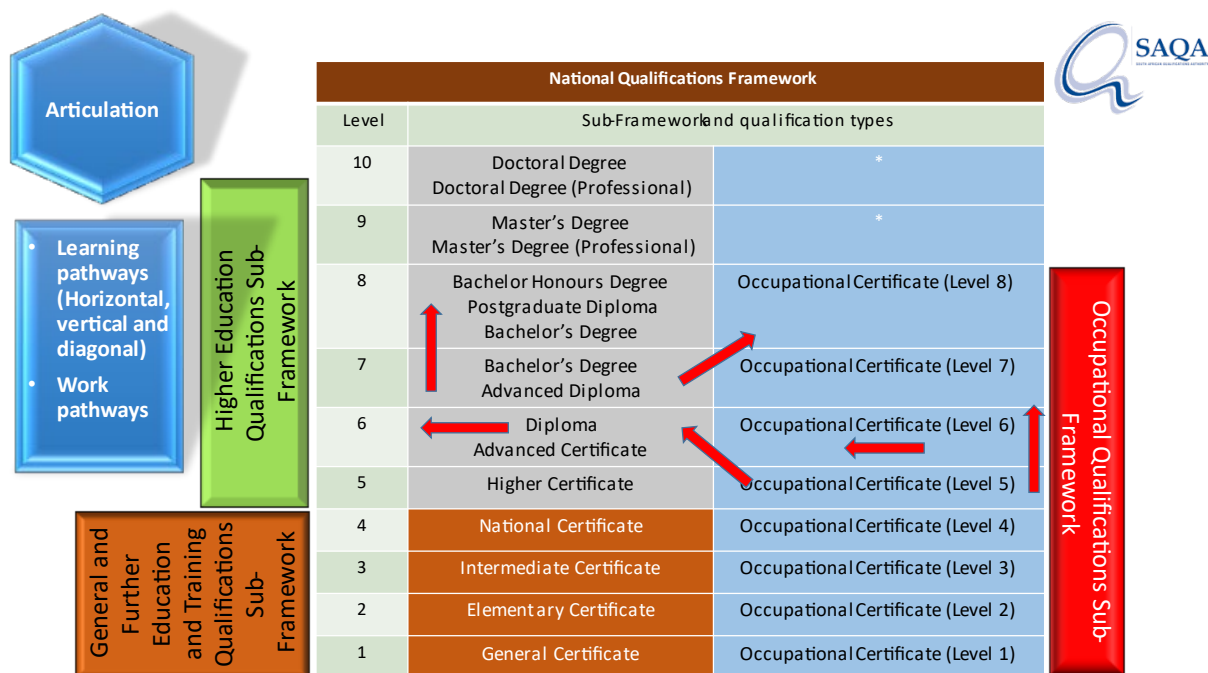
Qualifications should assist on lifelong learning and should not be a dead end, meaning that once the qualification is completed, the learner should have options to progress with learning. This is where articulation to other qualifications is important. Qualifications may articulate directly to further learning or may relate progression within the work environment.

Recommended qualification must show horizontal, vertical and diagonal articulation. Horizontal articulation allows the learner to broaden their learning achievements, requalify themselves or to change learning pathways. Vertical articulation relates to where learners want to raise their level of qualifications and competence in the same sub-framework and diagonal articulation where learners want to raise their level of qualifications and competence across the sub-frameworks.

Horizontal, vertical and diagonal articulation can either be systemic (system wide) or specific /individual (where the articulation is agreed with a specific provider.) and the possible options need to be specified in the recommended qualification.

Qualifications that articulated to, must be registered and must still be valid. Articulation should also ensure that the learner will be allowed to articulate, and that the learner will not be prevented due to higher entry requirements.

- Horizontal Articulation is at the same level within and between Sub-Frameworks.
- Vertical Articulation is across NQF levels within a Sub-Framework.
- Diagonal Articulation is across NQF levels and across Sub-Frameworks.



- If no vertical or diagonal articulation is possible, then this must be reflected in the learning pathway statement in the rationale.

There should be alignment between the learning pathway statement in the Rationale and the articulation statements.

Calculation of the credits for a qualification and/or part-qualification must take into account its articulation

Ensure that the learner will be allowed to articulate (as stated) and that the learner will not be prevented due to higher entry requirements, i.e., a requirement to have mathematics whereas the recommended qualification does have mathematics as a module.

In addition, a qualification with very little credits cannot articulate to a qualification with many more credits (e.g., 60 credits cannot articulate with a qualification of 240 or 360 credits).

Part-qualifications cannot articulate to full qualifications in other sub-frameworks.

7.16. Notes for Occupational Qualifications

7.16.1 Qualifying for the External Integrated Summative Assessment

For Occupational Qualifications, the following statement must be included:

In order to qualify for the External Integrated Summative Assessment, learners must provide proof of completion of all required modules by means of statements of results and statement of work experience or proof of successful completion of alternative programmes where applicable.

7.16.2 Additional Legal or Physical Entry Requirements:

Some Occupational Qualifications may have specific legal or physical requirements. The qualification developers must clearly state any legal or physical requirements. Where there are no legal or physical requirements, then it should be stated "None".

7.16.3 Criteria for the Accreditation of Providers

Include the following standard statement:

- **Accreditation of providers will be done against the criteria as reflected in the relevant curriculum on the QCTO website.**
- **The curriculum title and code is:** xxx (Code): yyy (Title)
 - Xxx = 13 digit code
 - 1st = 6 digit OFO code
 - 2nd = 3 digit code (If the qualification is addressing the actual occupation, the code must be "000". If the curriculum is for a specialisation and it is the first specialisation for which a curriculum is to be developed, the code must be "001". The code should have been allocated by the QCTO)

3rd = 2 digit code (To indicate whether it is a review - If it is not a review, the code must be “00”. If it is the first review, the code should be “01” etc)

4th = 2 digit code (To indicate whether it is a part-qualification -“00” would indicate that it is not a part-qualification and the first part-qualification will be “01” etc).

yyy = Title of the curriculum, which is the title of the occupation or specialisation or title of the part qualification

7.16.4 Encompassed Trades

Include and complete one of the following standard statement:

- This qualification encompasses the following trades as recorded on the NLRD:

Start with SAQA ID# and the number, followed by a comma, then the trade title as captured on the NLRD, followed by a comma and then the sector that registered the trade.

Note 1: *If the qualification replaces a trade/trades recorded on the NLRD this should also be reflected in the Rationale*

Note 2: *If the qualification replaces a trade/trades recorded on the NLRD the AQP should also be reflected as NAMB*

or state:

This is not a trade qualification.

7.16.5 Assessment Quality Partner

The Assessment Quality Partner (QAP) must be indicated here.

7.16.6 Qualification

This section must only appear in part-qualifications

SAQA ID#	Curriculum Code	Title	NQF Level	Credits

7.16.7 Associated Part-Qualifications

- This section must be included in all recommended occupational qualifications.
 - If the qualification does not include part-qualifications, then state: There are no part-qualifications associated with this qualification
- This section must also be included in the related part-qualifications.
 - If there are more than one part-qualification associated with the qualification, then state: Other associated part-qualifications include:

SAQA ID#	Curriculum Code	Title	NQF Level	Credits

8. Re-registration and Deregistration of Qualifications and Part-qualifications

Clause 23 indicates the time period for the registration of qualifications as follows:

- a. GFETQSF qualifications for five years;
- b. HEQSF qualifications for three years; and
- c. OQSF qualifications for five years.

SAQA informs all QCs in advance of all qualifications that will reach their registration end date. It is the responsibility of the QC to recommend the re-registration of qualifications that are about to reach the registration end date. All qualifications recommended for re-registration must meet the P&C and the relevant Sub-Framework policy.

SAQA will only approve the deregistration of qualifications if the QC has confirmed in writing that consultation took place with the relevant role players (including the professional bodies that use the qualification as the underlying qualification for the professional designation), that there are no outstanding legal cases with the provider, as well as the need for the de-registration of the qualification.

9. Amendments to Qualifications and Part-qualifications Registered on the NQF

The QCs must recommend any amendments to qualifications and part-qualifications registered on the NQF. It should be noted that a new SAQA ID# will be issued where there is a change in the title, level or credits, or where there are more than 50% changes to the content of the qualification. SAQA is looking at substantial changes where the issuing of the revised qualification may be different than those issued before the amendment. This includes additional modules under the rules of combination, and changes to the ELOs and AACs.

Where there is a request to change the title of a registered qualification, the QC needs to ensure that the amended title reflects the content of the qualification.

Annexure A: SAQA’s Organising Fields and Sub Fields

#	ORGANISING FILED	SUB-FIELD	#	ORGANISING FILED	SUB-FIELD
1	Agriculture and Nature Conservation	<ul style="list-style-type: none"> • Primary Agriculture • Secondary Agriculture • Nature Conservation • Forestry and Wood Technology • Horticulture 	7	Human and Social Sciences	<ul style="list-style-type: none"> • Environmental Relations • General Science • Industrial and Organisational Governance and Human Resource Development • People/Human Centred Development • Public, Policy, Politics and Democratic Citizenship • Religious and Ethical Foundations of Society • Rural and Agrarian Studies • Urban and Regional Studies
2	Culture and Arts	<ul style="list-style-type: none"> • Design Studies • Visual Arts • Performing Arts • Cultural Studies • Music • Sport • Film, Television and Video 	8	Law, Military Science and Security	<ul style="list-style-type: none"> • Safety in Society • Justice in Society • Sovereignty of the State
3	Business, Communications and Management	<ul style="list-style-type: none"> • Finance, Economic and Accounting 	9	Health Sciences and Social Services	<ul style="list-style-type: none"> • Preventative Health

		<ul style="list-style-type: none"> • Generic Management • Human Resources • Marketing • Purchasing • Procurement • Office Administration • Public Administration • Project Management • Public Relations 			<ul style="list-style-type: none"> • Promotive Health and Development Services • Rehabilitation Services
4	Communication Studies and Language	<ul style="list-style-type: none"> • Communication • Information Studies • Language • Literature 	10	Physical, Mathematical, Computer and Life Sciences	<ul style="list-style-type: none"> • Mathematical Sciences • Physical Sciences • Life Sciences • Information Technology and Computer Sciences
5	Education, Training and Development	<ul style="list-style-type: none"> • Schooling • Higher Education and Training • Early Childhood Development • Adult Learning 	11	Services	<ul style="list-style-type: none"> • Hospitality, Tourism, Travel, Gaming and Leisure • Transport, Operations and Logistics • Personal Care • Wholesale and Retail • Consumer Services
6	Manufacturing, Engineering and Technology	<ul style="list-style-type: none"> • Engineering and Related Design • Manufacturing and Assembly • Fabrication and Extraction 	12	Physical Planning and Construction	<ul style="list-style-type: none"> • Physical Planning, Design and Management • Building Construction • Civil Engineering Construction

					<ul style="list-style-type: none">• Electrical Infrastructure Construction
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Annexure B: Qualification Template

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Title

SAQA QUAL ID	QUALIFICATION TITLE			
ORIGINATOR		ORIGINATING PROVIDER		
NQF SUB-FRAMEWORK				
QUALIFICATION TYPE	FIELD		SUBFIELD	
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined		Not Applicable		Regular-Provider-ELOAC

In all of the tables in this document, both the Pre-2009 NQF Levels and the current NQF Levels are shown. In the text (purpose statements, qualification rules, etc.), any references to NQF Levels are to the current levels unless specifically stated otherwise.

This qualification does not replace any other qualification, and no other qualification replaces it.

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

Rationale:

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL):

Entry Requirements:

RULES OF COMBINATION

EXIT LEVEL OUTCOMES

- 1.
- 2.
- 3.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

-
-
-

Associated Assessment Criteria for Exit Level Outcome 2:

-
-
-

Integrated Assessment

Formative Assessment:

Summative Assessment:

INTERNATIONAL COMPARABILITY

ARTICULATION OPTIONS

This qualification allows possibilities for both vertical and horizontal articulation.

Horizontal Articulation:

Vertical Articulation:

Diagonal Articulation

MODERATION OPTIONS

N/A

CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

NOTES (Notes are compulsory for QCTO Qualifications)

Qualifying for External Assessment:

Additional Legal or Physical Entry Requirements:

Criteria for the Accreditation of Providers:

The curriculum title and code are:

Encompassed Trades:

Assessment Quality Partner:

PARENT QUALIFICATION (Where Applicable)

RELATED PART-QUALIFICATIONS (Where Applicable)

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None