

EVALUATION FORM



Established in terms of Act 58 of 1995

Contact Details	
Name of Provider	
Contact Person	
Tel No	
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E-mail Address	

Section B: The Language of the Qualification	
Language of the Qualification	
Section C: Form and Substance of the Qualification	
1. Title of the qualification	The title of the qualification provides a pointed indication of the contents of each qualification. The qualification type should be in line with the NSB Regulations.
2. Rationale for the qualification	The rationale should provide background information on the reasons for the development of the qualification to indicate demand as well as the benefit it could provide to learners.
3. Level, credits and learning components assigned to the qualification	<p>The level as well as credits should be assigned to the learning components (Fundamental, Core and Electives). The total number of credits, as well as the exit level of the qualification should be indicated. The qualification should have at least 72 credits pegged at the exit level of the qualification or above.</p> <p>The level assigned to the qualifications should be checked against the SAQA level descriptors.</p>
4. Access to the qualification	Information should be provided on access and additional requirements required of learners to enter into a learning programme leading to the specific qualification.
5. Field and sub-field of the qualification	The field and the sub-field should be indicated.
6. Purpose of the qualification	The purpose of the qualifications should justify its existence as a qualification in its own right and satisfy the requirements for the registration of qualifications in regulations (8) of the NSB Regulations. It should indicate what learners will be able to know and do and promotes the objectives of the NQF.

7. Learning assumed to be in place	Information should be provided on the actual attitudes, knowledge and skills base the learner will need to be able to embark on a learning programme leading to a qualification.
8. Exit-level outcomes and Associated Assessment Criteria	Exit level outcomes should reflect an integration of specific and critical outcomes. The associated assessment criteria should be formulated as criteria and should indicate how the assessor will know whether the learner is competent. The appropriate assessment methods and tools should also be indicated.
9. International comparability	Information should be provided on the international comparability of a qualification in terms of specific qualifications offered internationally.
10. Integrated assessment	Integrated assessment should integrate the purpose of the qualification, the learning outcomes with assessment. The statement should include that a range of formative and summative assessment methods is used which permits the learner to demonstrate applied competence.
11. Recognition of prior learning (RPL)	A statement should be made that learners could achieve the qualification in part or in whole through the recognition of prior learning.
12. Articulation possibilities with related qualifications	Vertical articulation (progression) with specific qualifications externally (other institutions) should be indicated.
13. Moderation	Information should be provided on the criteria for moderation. It should be indicated how the assessment of learners are moderated internally and externally by a moderating body or bodies. Criteria for the registration of assessors should indicated which forms the basis for the appointment of assessors.
RECOMMENDATION	It is recommended that the institution first remedy the shortcomings as indicated before registration of the qualification on the NQF could be considered.