



*Established in terms of Act 58 of 1995*

## REGISTRATION OF QUALIFICATIONS FOR PUBLIC HIGHER EDUCATION INSTITUTIONS (FORM 1)<sup>1</sup>

### Contact Details

**Name of Provider:**

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**Date of submission:**

### Section A: Guidelines for completion of application form for Qualifications not based on unit standards and unit standards based qualifications

The document: **Criteria for the Generation and Evaluation of Qualifications and Standards within the NQF** is available on the SAQA website at:

[www.saqa.org.za/publications/critguide/evaluationcriteria.pdf](http://www.saqa.org.za/publications/critguide/evaluationcriteria.pdf)

Examples of qualifications can be found on [www.saqa.org.za/links/institutions/examplar1.pdf](http://www.saqa.org.za/links/institutions/examplar1.pdf) and [www.saqa.org.za/links/institutions/examplar2.pdf](http://www.saqa.org.za/links/institutions/examplar2.pdf)

a. Title

The title of the qualification should provide a pointed indication of the contents of the qualification. The qualification type should be in line with the NSB Regulations.

b. Rationale

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.

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<sup>1</sup> This form meets the criteria as outlined in the NSB Regulations 11(1) (c)

- c. Level, total credits required credits and learning components assigned to the qualifications; Minimum credits required at specific levels or maximum credits when these exceed the minima specified in regulation 8 or 9.

The total number of credits as well as the exit level of the qualification should be indicated. A qualification should have at least 72 credits pegged at the exit level of the qualification or above.

The level assigned to the qualification should be checked against the SAQA level descriptors.

The following grid should also be completed:

<b>Learning components</b>	<b>Number of Credits allocated</b>	<b>NQF Level</b>
Fundamentals		
Core		
Electives		

- d. Access to the qualification

Information should be provided on entrance requirements and any additional requirements required of learners to enter into a learning programme leading to the specific qualification.

- e. Field and sub-field of the qualification

The correct field and sub-field of the qualification should be indicated.

- f. A statement of the purpose of the qualification

The purpose of a qualification 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 therefore indicate what learners will be able to know and do and whether it promotes the objectives of the NQF.

- g. Assumptions of learning already in place before the programmes leading to the qualification are commenced.

The information required is the actual knowledge and skills base the learner will need to be able to embark on a learning programme leading to a qualification. Please note that entrance requirements should not be provided under this heading

- h. Exit level outcomes as contemplated in regulation 5(1)(b) and (c) and the associated assessment criteria.

Exit level outcomes should reflect an integration of specific and critical outcomes. These could be indicated separately. 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.

i. International comparability

Information should be provided on the international comparability of a qualification in terms of specific qualifications offered internationally.

j. Integrated assessment appropriately incorporated to ensure that the purpose of the qualification is achieved.

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.

k. 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.

l. Articulation possibilities with related qualifications (either generic or specific arrangements for articulation).

Horizontal as well as vertical articulation (progression) with specific qualifications internally as well as externally (other institutions) should be indicated.

m. Moderation options including

- Recommendation of a moderating body or bodies
- Criteria for the registration of assessors

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 be indicated which forms the basis for the appointment of assessors.

## **Section B: The Language of the Qualification**

Language of the qualification

## **Section C: Form and Substance of the Qualification**

**1. Title of the Qualification:**

**2. Rationale for the Qualification:**

**3. Level, Credits and Learning Components Assigned to the Qualification:**

**4. Access to the Qualification:**

**5. Field and Sub-Field of the Qualification:**

**6. Purpose of the Qualification:**

**7. Learning Assumed to be in Place:**

**8. Exit-Level Outcomes and Associated Assessment Criteria:**

**9. International Comparability:**

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**10. Integrated Assessment:**

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**11. Recognition of Prior Learning (RPL):**

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**12. Articulation Possibilities with Related Qualifications:**

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**13. Moderation-Registration of Assessors:**

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**14. Signature of Authorized Person:**