

Workshop for the New Application and Registration Form

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SAQA RESPONSIBILITIES

OVERSEE

NQF implementation
and co-ordinate NQF
Sub-Frameworks



ADVISE

the Minister of
Higher Education and
Training on NQF
matters

DEVELOP

and implement NQF
policies and criteria



MAINTAIN

a National Learners'
Records Database

REGISTER

qualifications and
professional
designations on the
NQF



RECOGNISE

professional
bodies

PROVIDE

evaluation and
advisory services for
foreign qualifications



PROVIDE

verification services
for national
qualifications

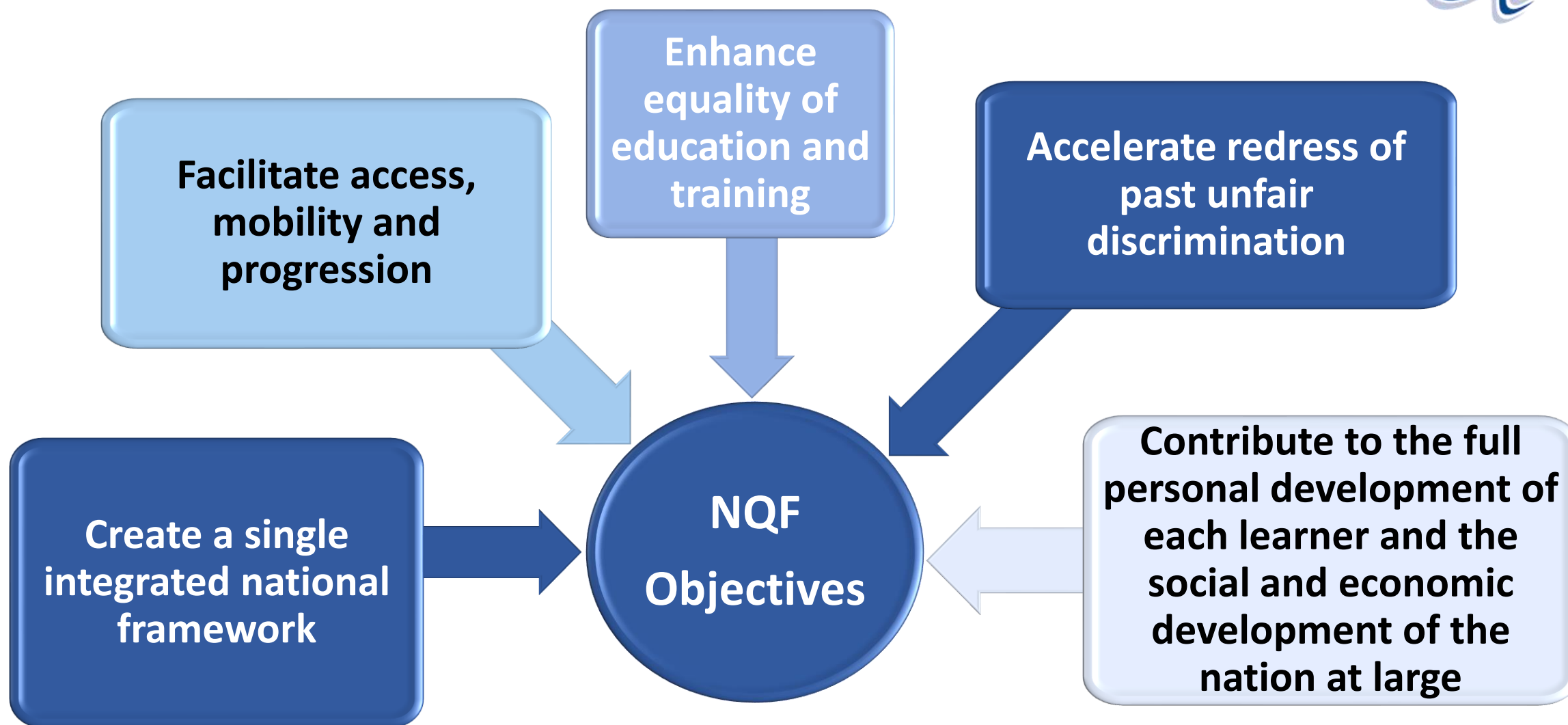
CONDUCT

research and collaborate
with international
counterparts



INFORM

the public about
the NQF





Qualifications on the HEQSF

Total processed since 1998 – 18 820
Current registered Qualifications – 8 577
Current recorded Learning Programmes – 1 246

Qualifications on the OQSF

Current registered Occupational Certificates – 550
(no distinction between qualifications and part-qualifications)
Registered pre2009 qualifications - 1533

Qualifications on the GFETQSF

Current registered qualifications – 15
Current recorded learning programmes - 57



NQF Act, Act 67 of 2008 states that SAQA is responsible for registration of qualification and part-qualifications recommended by the Quality Councils **if it meets the relevant criteria.**

Chapter 5 of the Act establishes the Quality Councils and sets out the functions of the Quality Councils.



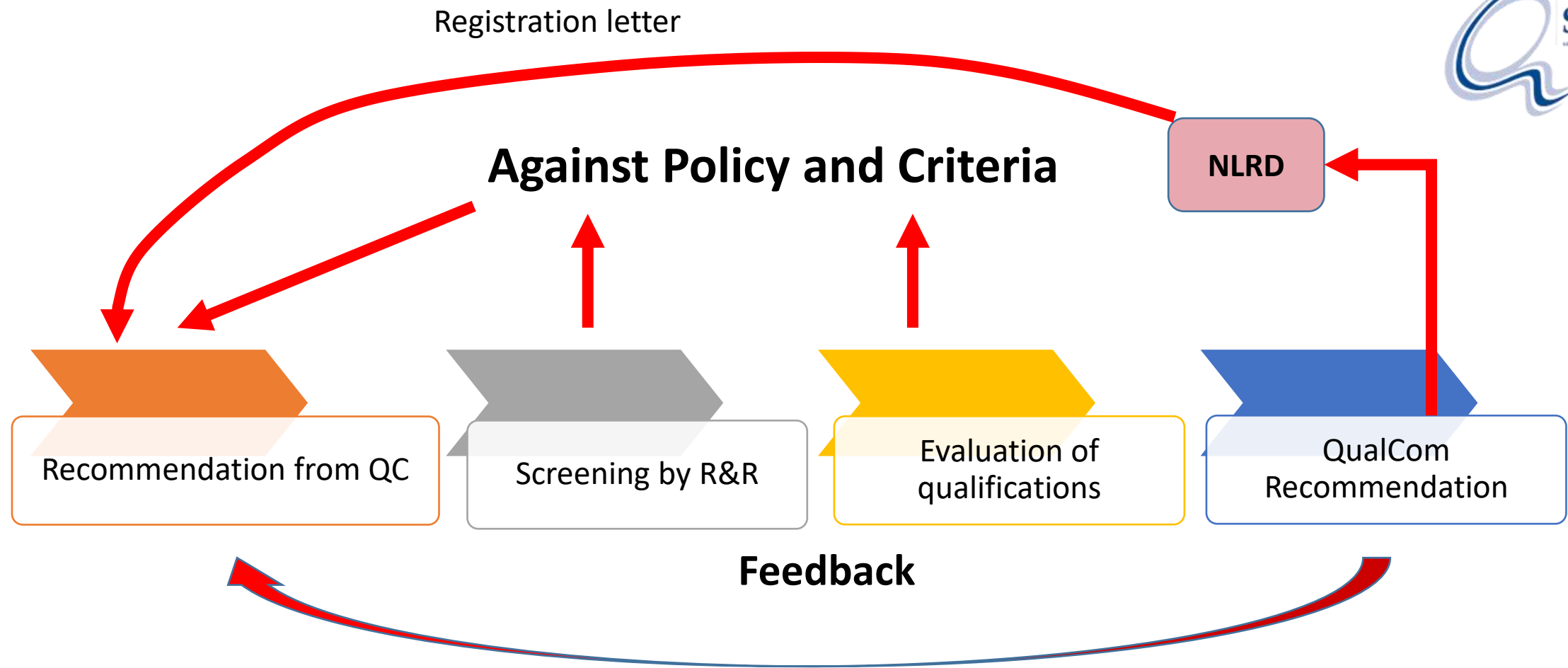
**Policy and Criteria for the
Registration of Qualifications
and Part-qualifications on
the National Qualifications
Framework
(As amended, 2020)**



Sets out the criteria for the development, registration and publication of qualifications and part-qualifications on the NQF.

Recommended qualifications must also meet criteria as laid down by the Sub-framework for the qualification type.

Informed QCs that Amended Policy and Criteria will be used from 1 April 2021



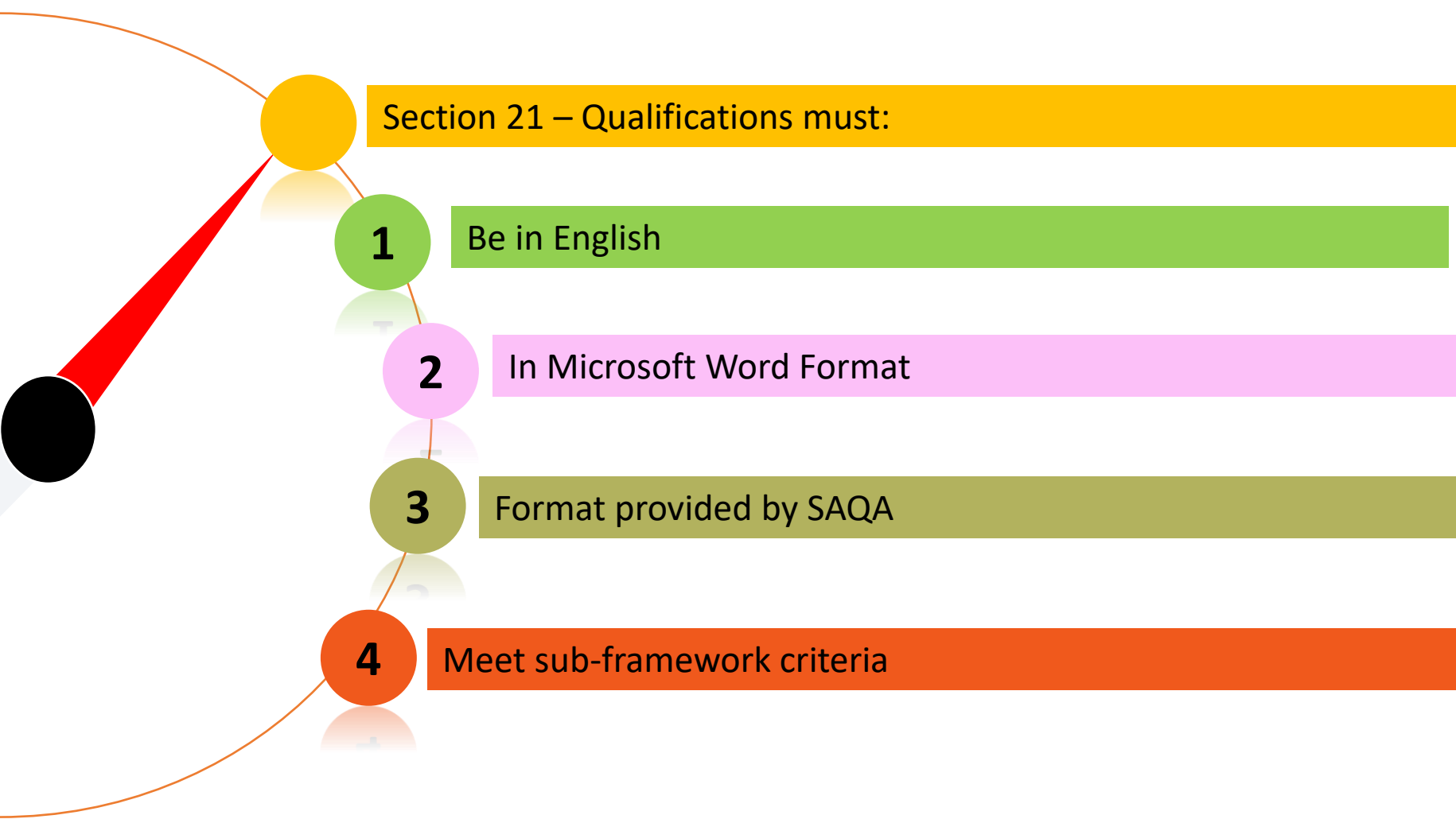
**Process from
evaluation to
registration**

Time frame to register qualification – 4 months

**Policy and Criteria for the
Registration of Qualifications
and Part-qualifications on
the National Qualifications
Framework
(As amended, 2020)**



Criteria for submitting qualifications



Section 21 – Qualifications must:

1

Be in English

2

In Microsoft Word Format

3

Format provided by SAQA

4

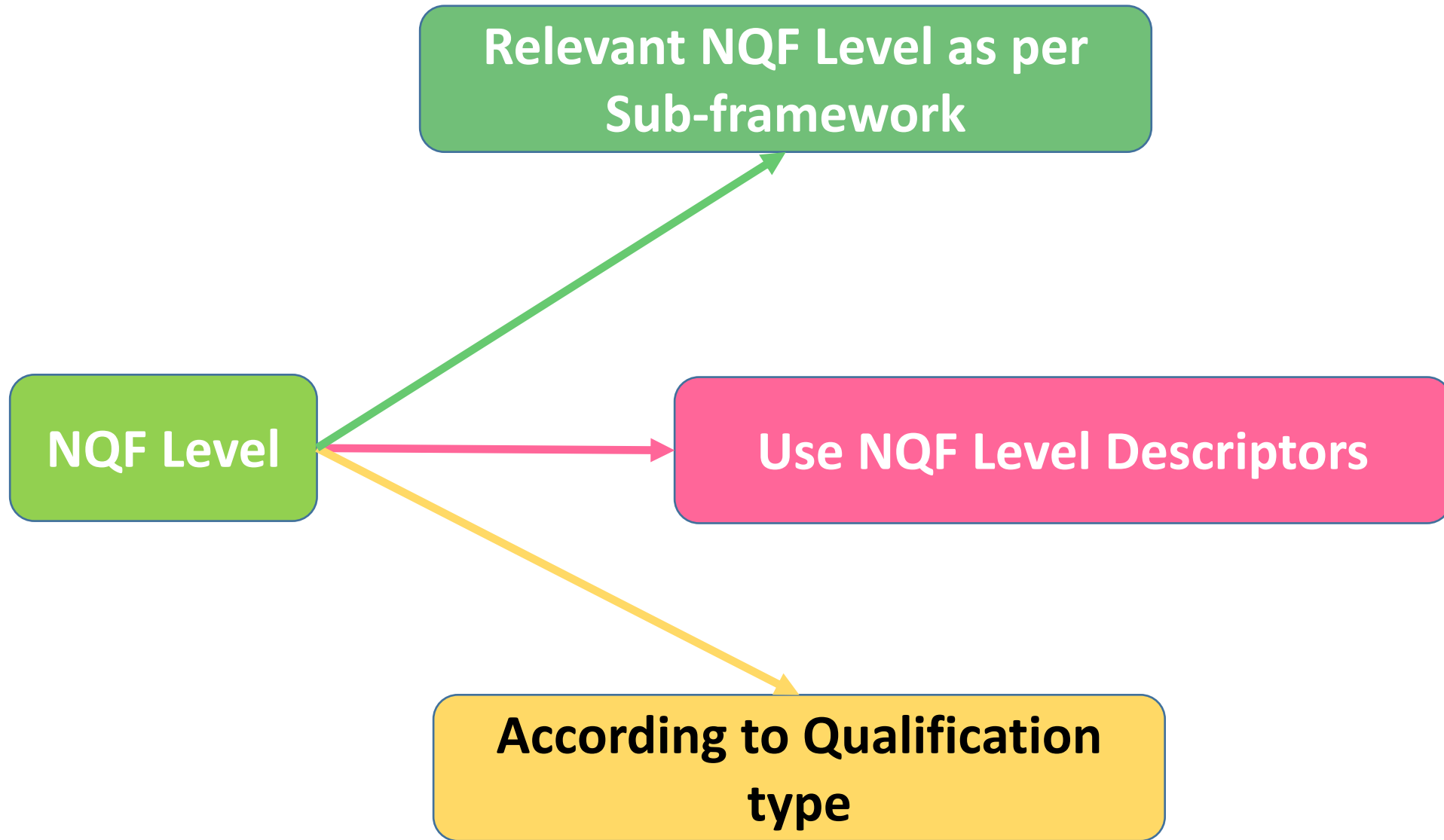
Meet sub-framework criteria

Criteria for Registration of Qualifications



Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework (As amended, 2020)

QA QUAL ID		QUALIFICATION TITLE		
1311		Postgraduate Diploma in Fashion Design		
ORIGINATOR				
Urban University of Technology				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY			NQF SUB-FRAMEWORK	
			HEOSF - Higher Education Qualifications Sub-framework	
QUALIFICATION TYPE	FIELD	SUBFIELD		
Postgraduate Diploma	Field 02 - Culture and Arts	Design Studies		
NET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	120	Not Applicable	NQF Level 08	Regular-Provider-ELOAC
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Registered		EXCO 07168/19	2019-08-23	2022-08-23
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2023-08-23		2026-08-23		



Criteria for Registration of Qualifications

Cont..



Purpose and Rationale

- Context of qualification
- Benefit for learner
- Know, do and understand
- Typical attributes
- Need
- Benefit to society
- Typical learners
- Professional Body
- Typical occupations



Entry requirements

- Coherence between entry requirements and content
- I.e. what knowledge will learner have before doing qualification



RPL

- Gain access to qualification
- Exemptions
- Awarding of credits

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

Rules of
combination

ELOs

AAcs

In developing ELOs:

1. Use NQF Level descriptors
2. Must indicate what learner will know, do and understand
3. Can be based on cluster of modules

IT IS NOT

1. Tasks or job description
2. Based on a module

Criteria for Registration of Qualifications Cont..

**What to do to
show competence**

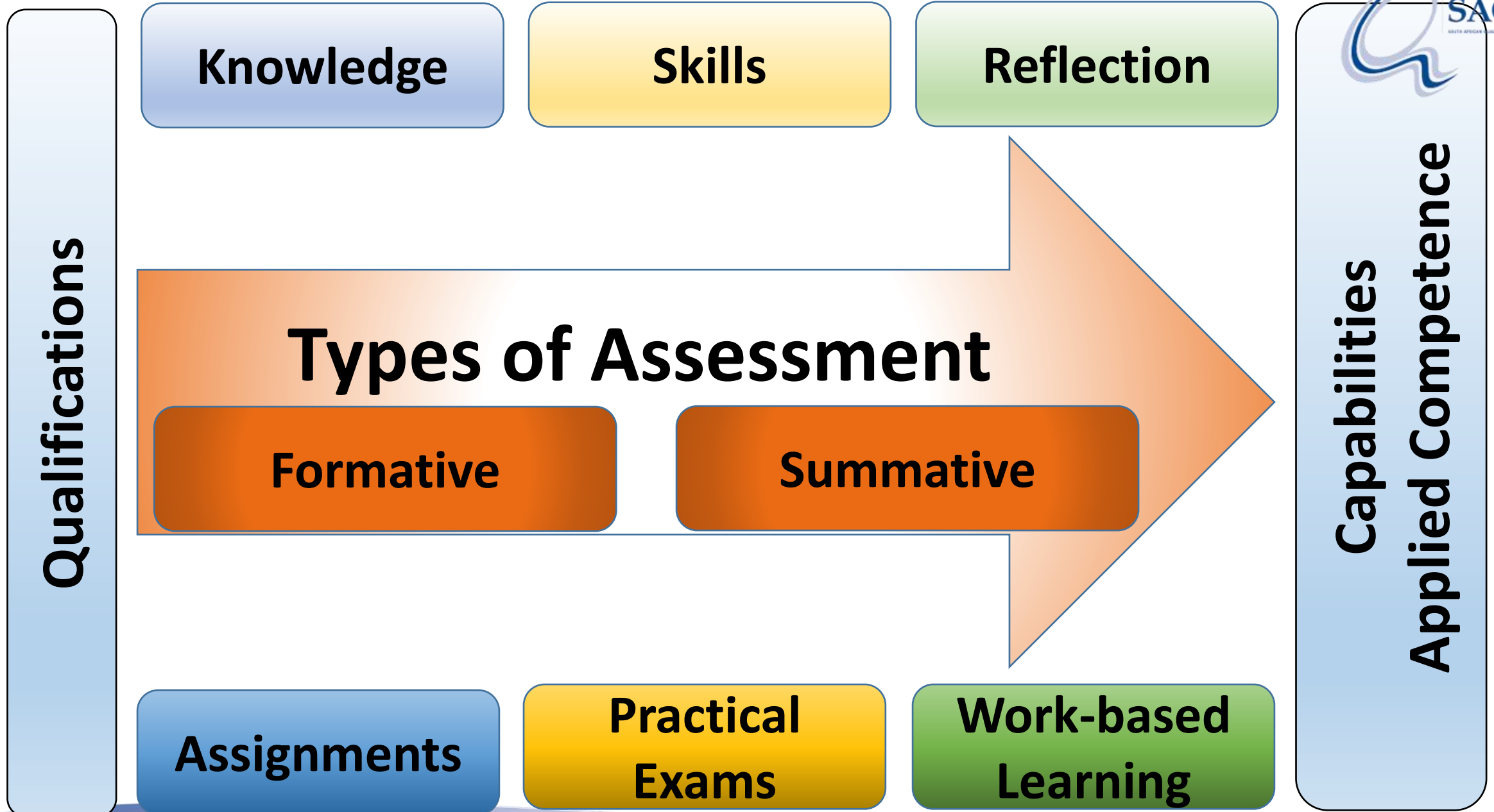
**Assess ELOs in an
integrated way**

**Associated
Assessment
Criteria**

**Use Level
Descriptors**

Integrated Assessment

- 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.



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;
- 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.

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.

