|  |
| --- |
| QCTO OCCUPATIONAL QUALIFICATION/PART- QUALIFICATION/SKILLS PROGRAMMEDOCUMENT TEMPLATE**IN LINE WITH OQSF POLICY (2021) OCCUPATIONAL QUALIFICATION TYPE (NOMENCLATURE)** |
| QUALIFICATION/PART- QUALIFICATION/SKILLS PROGRAMME |  TYPE(NOMENCLATURE) | TITLE (DESCRIPTOR) | NQF LEVEL | CREDITS |
|  |  |  |  |  |
| CURRICULUM CODE  | \_ \_ \_ \_ \_ \_-\_ \_ \_-\_ \_-\_ \_ |
| PARTNER DETAILS | ORGANISATIONNAME | WEBSITE ADDRESS  | TELEPHONE NUMBER  | LOGO |
| QUALITY PARTNER - DEVELOPMENT |  |  |  |  |
| QUALITY PARTNER – ASSESSMENT(NOT APPLICABLE TO SKILLS PROGRAMME) |  |  |  |  |
| NB: - QUAL ID AND LIFE SPAN FOR QUALIFICATION(S)/PART-QUALIFICATION(S) TO BE COMPLETED BY SAQA - SKILLS PROGRAMME ID AND LIFE SPAN TO BE COMPLETED BY QCTO |

|  |  |  |  |
| --- | --- | --- | --- |
| DESIGNATION | NAME AND SURNAME | SIGNATURE | DATE |
| **SUBJECT MATTER EXPERT (SME)** | … |  | … |
| **QUALITY PARTNER REPRESENTATIVE** | … |  | … |

Contents

[1. QUALIFICATION/PART-QUALIFICATION/SKILLS PROGRAMME DETAILS 5](#_Toc149213230)

[1.1 Sub-Framework: Occupational Qualifications Sub-Framework 5](#_Toc149213231)

[1.2 Type (Nomenclature): 5](#_Toc149213232)

[1.2.1 Specify if this is a Qualification/Part-Qualification/Skills Programme 5](#_Toc149213233)

[1.2.2 Type: (Nomenclature) e.g. Advanced Occupational Certificate) 5](#_Toc149213234)

[1.3 Title Descriptor: 5](#_Toc149213235)

[1.4 NQF Level: 5](#_Toc149213236)

[1.5 Credits: 5](#_Toc149213237)

[1.6. Organising Field and Sub-field: 5](#_Toc149213238)

[1.6.1 Organising Field: 5](#_Toc149213239)

[1.6.2 Organising Sub-Field: 5](#_Toc149213240)

[1.7 QCTO Curriculum Code: 5](#_Toc149213241)

[1.8 Originator/Quality Partner (QP) – Development/Assessment 5](#_Toc149213242)

[1.8.1 Quality Partner (Qualifications Development): 5](#_Toc149213243)

[1.8.2 Quality Partner (Assessment): 5](#_Toc149213244)

[1.9 Replacement 6](#_Toc149213245)

[2. RATIONALE 6](#_Toc149213246)

[2.1 The need for the Qualification, Part-Qualifications/Skills Programmes 6](#_Toc149213247)

[2.2 Similar Qualification(s), Part-Qualifications/Skills Programmes 6](#_Toc149213248)

[2.3 Benefit to the sector, society and the economy: 6](#_Toc149213249)

[2.4 Typical learners: 6](#_Toc149213250)

[2.5 Relation to Occupation(s) and/or Profession(s) 6](#_Toc149213251)

[2.5.1 Occupation(s) related: 6](#_Toc149213252)

[2.5.2 Profession(s) related: 6](#_Toc149213253)

[3. PURPOSE 7](#_Toc149213254)

[3.1 Benefit the learners: 7](#_Toc149213255)

[3.2 What the qualification or part-qualification intends to achieve: 7](#_Toc149213256)

[3.3 Typical Graduate attributes 7](#_Toc149213257)

[4. ENTRY REQUIREMENTS 7](#_Toc149213258)

[5. RECOGNITION OF PRIOR LEARNING (RPL) 7](#_Toc149213259)

[5.1 RPL for Access to Training: 7](#_Toc149213260)

[5.2 RPL for Access to the External Integrated Summative Assessment (EISA): 7](#_Toc149213261)

[6. RULES OF COMBINATION 7](#_Toc149213262)

[6.1 Components: 7](#_Toc149213263)

[6.2 Soft Skills Included: 10](#_Toc149213264)

[6.3. Foundational Learning: 10](#_Toc149213265)

[7. EXIT LEVEL OUTCOMES (ELO) AND ASSOCIATED ASSESSMENT CRITERIA (AAC) 10](#_Toc149213266)

[7.1 Exit Level Outcomes (ELO) 1: 10](#_Toc149213267)

[Associated Assessment Criteria (AAC) for ELO 1: 11](#_Toc149213268)

[7.2 Exit Level Outcomes (ELO) 2: 11](#_Toc149213269)

[Associated Assessment Criteria (AAC) for ELO 2: 11](#_Toc149213270)

[8. INTEGRATED ASSESSMENT 11](#_Toc149213271)

[8.1 Formative Assessments conducted internally 11](#_Toc149213272)

[8.2Integrated Summative Assessments conducted Internally 11](#_Toc149213273)

[8.3 ExternalIntegrated Summative Assessment (EISA) – a national assessment 11](#_Toc149213274)

[8.3 De-centralised Final Integrated Supervised Assessment (FISA) for Skills Programmes 11](#_Toc149213275)

[9. INTERNATIONAL COMPARABILITY 11](#_Toc149213276)

[9.1 Introductory Statement 11](#_Toc149213277)

[9.2 Detailed Outline 12](#_Toc149213278)

[9.3 Concluding Statement 12](#_Toc149213279)

[10. ARTICULATION 12](#_Toc149213280)

[10.1 Articulation for Qualifications and Part- Qualifications 12](#_Toc149213281)

[10.1.1 Horizontal Articulation:This qualification articulates horizontally within the OQSF and between other sub-framework(s) as follows: 12](#_Toc149213282)

[10.1.2 Vertical Articulation: This qualification articulates vertically within the OQSF as follows: 13](#_Toc149213283)

[10.1.3 Diagonal Articulation: This qualification articulates diagonally across NQF levels and across Sub-Frameworks: 13](#_Toc149213284)

[10.1.4 Validation of Entry Requirements into articulation possibilities provided: 13](#_Toc149213285)

[10.2 Articulation for Skills programmes 14](#_Toc149213286)

[10.2.1 Work Opportunities: 14](#_Toc149213287)

[10.2.2 Learning Opportunities: 14](#_Toc149213288)

[11. NOTES 14](#_Toc149213289)

[11.1 Additional Legal or Physical Entry Requirements 14](#_Toc149213290)

[11.2 Criteria for Accreditation 14](#_Toc149213291)

[11.3 Encompassed Trades (where applicable) 14](#_Toc149213292)

[12. ASSOCIATED QUALIFICATION(S)/PART-QUALIFICATION(S): 14](#_Toc149213293)

# 1. QUALIFICATION/PART-QUALIFICATION/SKILLS PROGRAMME DETAILS

*Add additional space/table lines as is required*

## 1.1 Sub-Framework: Occupational Qualifications Sub-Framework

…

## 1.2 Type (Nomenclature):

### 1.2.1 Specify if this is a Qualification/Part-Qualification/Skills Programme

NB: Credit value of more than 120 and above is a Qualification.

Credit value of less than 120 credits is a Part-Qualification

Skills Programme 8 – 60 credits

…

### 1.2.2 Type: (Nomenclature) e.g. Advanced Occupational Certificate)

NB: For Part-Qualification use Occupational Certificate as Qualification Nomenclature

Skills Programmes use Skills Programme, as nomenclature.

…

1.3 Title Descriptor:
State the Occupation, Specialisation, context or Skills Programme context

…

## 1.4 NQF Level:

…

## 1.5 Credits:

…

##  1.6. Organising Field and Sub-field:

NB: Not Applicable to Skills Programmes

### 1.6.1 Organising Field:

…

### 1.6.2 Organising Sub-Field:

…

## 1.7 QCTO Curriculum Code:

\_ \_ \_ \_ \_ \_-\_ \_ \_-\_ \_-\_ \_

## 1.8 Originator/Quality Partner (QP) – Development/Assessment

### 1.8.1 Quality Partner (Qualifications Development):

…

### 1.8.2 Quality Partner (Assessment):

NB: Not Applicable to Skills Programmes

…

## 1.9 Replacement

For the Replacement of Registered Occupational/Historical Qualifications/Unit Standards (US) and/or Learning Programmes (LP)/ QCTO/SETA Approved Skills Programmes, list details below:

***This qualification replaces:***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SAQA QUAL/US/LP ID OR QCTO/SETA APPROVAL ID | QUALIFICATION TITLE | Pre-2009 NQF Level | CURRICULUM CODE *(if Occupational)* | NQF LEVEL | MIN. CREDITS |
|  |  |  |  |  |  |

*If there are no qualifications or learning programmes that must be replaced, then state that this qualification does not replace any other qualification, and no other qualification replaces it.*

# 2. RATIONALE

## 2.1 The need for the Qualification, Part-Qualifications/Skills Programmes

…

## 2.2 Similar Qualification(s), Part-Qualifications/Skills Programmes

List similar Qualification(s), Part-Qualifications/Skills Programmes, already NQF registered/ QCTO approved:

…

## 2.3 Benefit to the sector, society and the economy:

…

## 2.4 Typical learners:

…

## 2.5 Relation to Occupation(s) and/or Profession(s)

### 2.5.1 Occupation(s) related:

#### 2.5.1.1 Collaboration with relevant stakeholders:

…

#### 2.5.1.2 List typical occupations in which the qualifying learner will operate (if relevant)

…

### 2.5.2 Profession(s) related:

#### 2.5.2.1 Collaboration with relevant stakeholders:

…

#### 2.5.2.2 List typical professions in which the qualifying learner will operate (if relevant)

…

# 3. PURPOSE

## 3.1 Benefit the learners:

…

## 3.2 What the qualification or part-qualification intends to achieve:

*i.e. what the qualifying learner will know, do and understand after achievement;*

…

## 3.3 Typical Graduate attributes

…

# 4. ENTRY REQUIREMENTS

…

# 5. RECOGNITION OF PRIOR LEARNING (RPL)

## 5.1 RPL for Access to Training:

*NB: QCTO Standard Statement*

## **5.2 RPL for Access to the External Integrated Summative Assessment (EISA):**

*NB: QCTO Standard Statement*

# 6. RULES OF COMBINATION

## 6.1 Components:

#### KNOWLEDGE/THEORY COMPONENT

*NB: MODE OF DELIVERY e.g. face to face/contact, online, e-learning, mobile training unit, blended, distance, etc.*

State compulsory modules:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS  | MODE OF DELIVERY |
|  |  |  |  |  |

Total Credits =

…

State if combinations of modules are required. Include selection criteria:

NB: The number of categories is not prescribed e.g. (select two from Category A; select two from Category B etc.):

#### Category A

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS  | MODE OF DELIVERY |
|  |  |  |  |  |

Total credits of the selected modules =

…

#### Category B

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS  | MODE OF DELIVERY |
|  |  |  |  |  |

Total credits of the selected modules =

…

#### APPLICATION COMPONENT

*NB: MODE OF DELIVERY e.g. face to face/contact, online, e-learning, mobile training unit, blended, distance, etc.*

* *For Qualifications, the Application Component includes compulsory Practical Skills Modules and Work Experience/Work Based Learning Modules.*
* *For Part-Qualifications, the Applications Component includes Practical Skills Modules and/or Work Experience/Work Based Learning Modules.*
* *For Skills Programmes, the Application Component includes Practical Skills Modules.*

#### PRACTICAL SKILLS MODULE(S)

*NB: MODE OF DELIVERY e.g. face to face/contact, online, e-learning, mobile training unit, blended, distance, etc.*

State compulsory modules:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS  | MODE OF DELIVERY |
|  |  |  |  |  |

State if combinations of modules are required. Include selection criteria:

NB: The number of categories is not prescribed e.g. (select two from Category A; select two from Category B etc.):

#### Category A

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS  | MODE OF DELIVERY |
|  |  |  |  |  |

Total credits of the selected modules =

…

#### Category B

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS  | MODE OF DELIVERY |
|  |  |  |  |  |

Total credits of the selected modules =

…

#### WORK EXPERIENCE MODULES

*NB: MODE OF DELIVERY e.g. face to face/contact, online, e-learning, mobile training unit, blended, distance, etc.*

State compulsory modules:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS  | MODE OF DELIVERY |
|  |  |  |  |  |

State if combinations of modules are required. Include selection criteria:

NB: The number of categories is not prescribed e.g. (select two from Category A; select two from Category B etc.):

#### Category A

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS  | MODE OF DELIVERY |
|  |  |  |  |  |

Total credits of the selected modules =

…

#### Category B

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS  | MODE OF DELIVERY |
|  |  |  |  |  |

Total credits of the selected modules =

…

State compulsory modules:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS  | MODE OF DELIVERY |
|  |  |  |  |  |

State if combinations of modules are required. Include selection criteria:

NB: The number of categories is not prescribed e.g. (select two from Category A; select two from Category B etc.):

#### Category A

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS  | MODE OF DELIVERY |
|  |  |  |  |  |

Total credits of the selected modules =

…

#### Category B

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS  | MODE OF DELIVERY |
|  |  |  |  |  |

Total credits of the selected modules =

…

## 6.2 Soft Skills Included:

Indicate if 5% -10% of soft skills is included and give location notes on the modules where this is found:

…provide credit value/%... of soft skill(s) is/are included in … specify title of module(s)…

## 6.3. Foundational Learning:

Indicate if foundational learning and give location notes on the modules where this is found:

…

# 7. EXIT LEVEL OUTCOMES (ELO) AND ASSOCIATED ASSESSMENT CRITERIA (AAC)

## 7.1 Exit Level Outcomes (ELO) 1:

…

## **Associated Assessment Criteria (AAC) for ELO 1:**

…

…

…

## 7.2 Exit Level Outcomes (ELO) 2:

…

## **Associated Assessment Criteria (AAC) for ELO 2:**

…

…

…

# 8. INTEGRATED ASSESSMENT

## 8.1 Formative Assessments conducted internally

*NB: QCTO standard statements*

## 8.2Integrated Summative Assessments conducted Internally

*NB: QCTO standard statements*

## 8.3 ExternalIntegrated Summative Assessment (EISA) – a national assessment

*NB: QCTO standard statements provided*

**OR**

## 8.3 De-centralised Final Integrated Supervised Assessment (FISA) for Skills Programmes

***NB: QCTO standard statements provided***

# 9. INTERNATIONAL COMPARABILITY

NB: Not Applicable to Skills Programmes

## 9.1 Introductory Statement

…

## 9.2 Detailed Outline

…

## 9.3 Concluding Statement

…

# 10. ARTICULATION

## 10.1 Articulation for Qualifications and Part- Qualifications

*NB: QCTO standard statements for options are provided and require qualification details to be inserted*

### 10.1.1 Horizontal Articulation:This qualification articulates horizontally within the OQSF and between other sub-framework(s) as follows:

Within OQSF -

* A qualification will be listed if there is any

**OR**

* There are no horizontal articulation possibilities within the OQSF,
	+ As …ID, title(s), NQF Level, Credits…qualification(s), which could provide a meaningful articulation route, have/has reached registration end date…give registration end date…

**OR**

* + as there were no registered qualifications available at the time when this qualification was recommended for registration.

**OR**

* + as the entry requirements are not met for …ID, specific title(s), NQF Level, Credits…qualification(s) which had been identified for possible articulation.

Between sub-frameworks -

* A qualification will be listed if there is any

**OR**

* There are no horizontal articulation possibilities between sub-frameworks,
	+ as…ID, title(s), NQF Level, Credits…qualification(s), which could provide a meaningful articulation route, have/has reached registration end date…give registration end date…

**OR**

* + as there were no registered qualifications available at the time when this qualification was recommended for registration.

**OR**

* + as the entry requirements are not met for …ID, specific title(s), NQF Level, Credits…qualification(s) which had been identified for possible articulation.

### 10.1.2 Vertical Articulation: This qualification articulates vertically within the OQSF as follows:

* A qualification will be listed if there is any

**OR**

* There are no vertical articulation possibilities within the OQSF,
	+ as…ID, title(s), NQF Level, Credits…qualification(s), which could provide a meaningful articulation route, have/has reached registration end date…give registration end date…

**OR**

* + as there were no registered qualifications available at the time when this qualification was recommended for registration.

**OR**

* + as the entry requirements are not met for …ID, specific title(s), NQF Level, Credits…qualification(s) which had been identified for possible articulation.

### 10.1.3 Diagonal Articulation: This qualification articulates diagonally across NQF levels and across Sub-Frameworks:

* A qualification will be listed if there is any

**OR**

* There are no diagonal articulation possibilities across Sub-Frameworks,
	+ as…ID, title(s), NQF Level, Credits…qualification(s), which could provide a meaningful articulation route, have/has reached registration end date…give registration end date…

**OR**

* + as there were no registered qualifications available at the time when this qualification was recommended for registration.

**OR**

* + as the entry requirements are not met for …ID, specific title(s), NQF Level, Credits…qualification(s) which had been identified for possible articulation.

### 10.1.4 Validation of Entry Requirements into articulation possibilities provided:

*NB: If the entry requirements make articulation possible, answer YES.*

*…*

## 10.2 Articulation for Skills programmes

### 10.2.1 Work Opportunities:

…

### 10.2.2 Learning Opportunities:

…

# 11. NOTES

## 11.1 Additional Legal or Physical Entry Requirements

…

## 11.2 Criteria for Accreditation

Accreditation requirements, against which Skills Development Providers (SDP) and Assessment Centres, will be accredited, is found in the Curriculum Document, as listed below.

Curriculum Code:

 \_ \_ \_ \_ \_ \_-\_ \_ \_-\_ \_-\_ \_

## 11.3 Encompassed Trades (where applicable)

…

# 12. ASSOCIATED QUALIFICATION(S)/PART-QUALIFICATION(S):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SAQA QUAL ID | QUALIFICATION TYPE | QUALIFICATION DESCRIPTOR | CURRICULUM CODE  | NQF LEVEL | CREDITS  |
| … |  |  |  |  |  |
| … |  |  |  |  |  |