|  |
| --- |
| 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** | … |  | … |

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

## 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 | 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/Exemption:

*NB: QCTO Standard Statement*

Learners may use the RPL process to gain access to training opportunities for a programme of learning, qualification, part-qualification or skills programme if they do not meet the formal, minimum entry requirements for admission. RPL assessment provides an alternative access route into a programme of learning, qualification, part-qualification, or skills programme.

Such an RPL assessment may be developed, moderated and conducted by the accredited Skills Development Provider which offers that specific qualification/part qualification/skills programme. Such an assessment must ensure that the learner is able to display the equivalent level of competencies required for access, based on the NQF level descriptors.

For exemption from modules through RPL, learners who have gained the stipulated competencies of the modules of a programme of learning, qualification, part-qualification or skills programme through any means of formal, informal or non-formal learning and/or work experience, may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded.

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

*NB: QCTO Standard Statement*

Learners who have gained the stipulated competencies of the modules of a programme of learning, qualification, part-qualification or skills programme through any means of formal, informal or non-formal learning and/or work experience, may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded.

A valid Statement of Results is required for admission to the EISA in which confirmation of achievement is provided that all internal assessment criteria for all modules in the related curriculum document have been achieved.

For a Skills Programme, the accredited Skills Development Provider (SDP) must ensure all modular competency requirements are met prior to the FISA and keep record of such evidence.

Upon successful completion of the EISA/FISA, RPL learners will be issued with the QCTO certificate for the qualification, part-qualification or skills programme. Quality Partners are responsible for ensuring the RPL mechanism and process for qualifications and part-qualification is approved by the QCTO.

# 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:

…soft skill(s) is/are included in module …

## 6.3. Foundational Learning:

…

# 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*

Formative assessments are conducted throughout the training of learners. A range of formal, non-formal, and informal ongoing assessment activities are used to focus on teaching and learning outcomes to improve learner attainment.

Formative assessments are conducted continuously by the facilitator to feed into further learning, to identify strengths and weakness, and to ensure the learner’s ability to apply knowledge, skills and workplace experience gained.

Formative Assessments are conducted by the accredited Skills Development Provider (SDP), and a variety of ongoing assessment methods may be used, for example, quizzes, assignments, tests, scenarios, role play, interviews. Continuous feedback must be provided.

## 8.2Integrated Summative Assessments conducted Internally

*NB: QCTO standard statements*

Integrated Assessment involves all the different types of assessment tasks required for a particular qualification, part-qualification or occupational skills programme, such as written assessment of theory and practical demonstration of competence. To achieve this, the Internal Assessment Criteria (IAC) for all modules as found in the QCTO curriculum document must be followed.

An accredited SDP should implement a well-designed, formal, relevant, final internal Summative Assessment strategy for all modules to prepare learners for the EISA. These assessments evaluate learning achievements relating to the achievement of each module of the relevant components of the qualification, part-qualification or skills programme.

Internal Summative Assessments are developed, moderated and conducted by the SDP at the end of each module or after integration of relevant modules, e.g. applied knowledge tests, workplace tasks, practical demonstrations, simulated tasks/demonstrations, projects, case studies, etc.

*NB: QCTO standard statements provided applicable for Qualifications and Part-qualifications only*

The results of these final formal summative assessments must be recorded. These results, which include the Statement of Work Experience results, where applicable, contribute to the Statement of Results (SoR) that is a requirement for admission to the EISA. An SoR, using the template provided by the Quality Partner, is issued by the accredited SDP for qualifications and part-qualifications. The SDP must produce a valid Statement of Results for each learner, indicating the final result and the date on which the competence in each module, of each component, was achieved. Learners are required to produce this SoR, together with their ID document or alternative ID document, at the point of the EISA.

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

*NB: QCTO standard statements provided*

The Quality Partner is responsible for the management, conduct and implementation of the External Integrated Summative Assessment (EISA), in accordance with QCTO set standards. Competence in the EISA is a requirement for certificating a learner.

For entrance into the EISA, the learner requires a valid Statement of Results issued by the accredited institution indicating:

The attainment of all modules for the Knowledge, Practical and Work Experience modules

OR

The attainment of all modules for the Knowledge and Application Components.

**OR**

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

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

The FISA is de-centralised and the assessment standards set by the QCTO must be implemented by the accredited SDP in the development, moderation and implementation of all FISA for Skills Programmes.

The accredited SDP manages and conducts the FISA and submits learner results for QCTO approval for certification, according to QCTO required compliance standards.

For entrance into the FISA, the learner must have completed the Skills Programme successfully and be found competent in all modules, recorded internally by the SDP.

***NB: Add QCTO standard statements provided in Guideline: Development of Assessment Standards for Skills Programmes for either Option 1 Written Assessment or Option 2: Practical Assessment or Practical and Witten Assessment. Formulate Assessment Standards as per the guide and insert these standards here.***

# 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**

### 10.1.1 Horizontal Articulation:

…

### 10.1.2 Vertical

…

### 10.1.3 Diagonal Articulation:

…

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

…

## 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 | NQF LEVEL | CREDITS  |
| … |  |  |  |  |
| … |  |  |  |  |