



Quality Management System

ISO 9001:2015 | ISO 17020:2012 | ISO 17065:2012 |
ISO 17024:2012

NQF-J Standards for the Assessment and Placement of Qualifications

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Overview of Qualification Placement Standards, Indicators and Artefacts

Section One (Appears on Published Qualification Statement)

Overview	Rationale	Indicators	Evidence	Comments
Qualification Profile	Qualification elements are reflected in general information about the institution and the submitted qualification	Institution Official Name	<input checked="" type="checkbox"/> As per registration documents	
		Institution Type	<input checked="" type="checkbox"/> Public; Private; Public/Private	
		Qualification Title	<input checked="" type="checkbox"/> As per qualification approval document, samples of certificate of award	
		Field of Study	<input checked="" type="checkbox"/> Academic discipline in which the qualification falls	
		Awarding Body	<input checked="" type="checkbox"/> As per qualification approval document, sample of certificate of award. The body that formally issues the qualification after assessment and validation is complete. This may be a delegated process.	
		Level of Qualification	<input checked="" type="checkbox"/> As per qualification approval document, sample of certificate of award. To be verified by JTEC. Each qualification is afforded one level in the NQF-J	
		Institution's Qualification Code ISCED Qualification Number	<input checked="" type="checkbox"/> To be inserted by JTEC. International Standard Classification of Education (ISCED)	
		Qualification Statement of Purpose	<input checked="" type="checkbox"/> As per Programme specification document, catalogue, website	
		Qualification Developer	<input checked="" type="checkbox"/> Institution or Body that owns or created the Programme for which the qualification is awarded	

Overview of Qualification Placement Standards, Indicators and Artefacts

Section One (Appears on Published Qualification Statement)

Overview	Rationale	Indicators	Evidence	Comments
		<p>External Quality Assurance/ Accrediting Body</p> <p>Admission Requirements</p> <p>Number of Credits</p>	<p><input checked="" type="checkbox"/> As per Registration Documents</p> <p><input checked="" type="checkbox"/> Requirements to matriculate into a Programme. As per Admissions Policy, programme specification</p> <p><input checked="" type="checkbox"/> Total credits required for qualification completion. As per Programme specification, catalogue</p>	

Overview of Qualification Placement Standards, Indicators and Artefacts

Section Two

Standards	Rationale	Indicators	Artefacts (Evidence)	Comments
Standard One: Qualification Need and Validity	The Qualification is aligned to socioeconomic and developmental needs both of the market and the learner.	1.1 Justification of Need		
		1.1.1 Evidence of Need	<input checked="" type="checkbox"/> Student application per year <input checked="" type="checkbox"/> Student admission per year <input checked="" type="checkbox"/> Details of labour market, learners, societal and legal need derived from studies, reports or databases	
		1.1.2 Stakeholder Feedback	<input checked="" type="checkbox"/> Training needs analysis, surveys, focus groups, interviews and how these manifest in action plans/ minutes etc.	
		1.1.3 Career and academic progression	<input checked="" type="checkbox"/> Career progression as well as occupations accessed by qualification; tracking of graduates, career counselling, alumni surveys, systems in place to support student progress	
		1.2 Qualification Validity	<input checked="" type="checkbox"/> Evidenced in documents such as programme specifications, catalogue or websites.	
		1.2.1 Qualification access and transfer	<input checked="" type="checkbox"/> Details of admission requirements, credit transfer (internal and external), recognition of Prior Learning, existing appeal process procedures.	
		1.2.2 Qualification completion requirement	<input checked="" type="checkbox"/> Details of graduation requirements and criteria to acquire qualification could be documented in programme specification or catalogue. Include non-credit requirements.	

Overview of Qualification Placement Standards, Indicators and Artefacts

Section Two

Standards	Rationale	Indicators	Artefacts (Evidence)	Comments
Standard One: Qualification Need and Validity	The Qualification is aligned to socioeconomic and developmental needs both of the market and the learner.	1.3 Qualification Alignment and Mapping Process 1.4 Quality Assurance 1.4.1 Qualification Internal Quality Assurance 1.4.2 Qualification external quality assurance	<input checked="" type="checkbox"/> Details of qualification alignment with any related national, regional or international standards with their attributes, outcomes or action plans. <input checked="" type="checkbox"/> Internal programme reports, recommendations, action plans, minutes of meetings discussing evaluation of the qualification or Committee TOR. <input checked="" type="checkbox"/> Accreditation certificate/ report/ agreement or plan	
Standard Two: Qualification Structure	The qualification has identifiable characteristics. It is delineated according to duration, components, level and units.	2.1 Formal Structure table 2.1.1 Mandatory Qualification Components/ Units 2.1.2 Estimated Learning Hours/ Duration 2.1.3 Level	<input checked="" type="checkbox"/> The appropriateness and recency of the core topics, materials and content delivered as part of the qualification. <input checked="" type="checkbox"/> Source documents include programme descriptions, programme specifications, plans and catalogues <input checked="" type="checkbox"/> Duration of Programme documented and aligned to programme level <input checked="" type="checkbox"/> Mandatory and optional components detailed; Components Aligned to purpose & philosophy <input checked="" type="checkbox"/> NQF level assigned per component.	

Overview of Qualification Placement Standards, Indicators and Artefacts

Section Two

Standards	Rationale	Indicators	Artefacts (Evidence)	Comments
Standard Two: Qualification Structure	The qualification has identifiable characteristics. It is delineated according to duration, components, level and units.	<p>2.1.4 Optional Qualification Components/ Units</p> <p>2.1.5 Estimate Learning Hours/ Duration</p> <p>2.1.6 Level</p> <p>2.2 Rationale for NQF Level and Credit Placement</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Each component has a unit code. <input checked="" type="checkbox"/> The appropriateness and recency of the supporting topics, materials and content delivered as part of the qualification. <input checked="" type="checkbox"/> Source documents include programme descriptions, programme specifications, plans and catalogues <input checked="" type="checkbox"/> Duration of Programme documented and aligned to programme level. <input checked="" type="checkbox"/> Mandatory and optional components detailed; Components Align <input checked="" type="checkbox"/> NQF level assigned per component. <input checked="" type="checkbox"/> Statement from the institution indicating why the submitting qualification matches the level it is submitted for E.g. “The BSc. Matches most of the learning outcomes expected for learners at this level”. 	
Standard Three: Assessment	Assessment provides valid feedback on learning quality and performance standards. It demonstrates curriculum alignment as well as teaching and learning effectiveness.	<p>3.1 Internal and External Assessment Verification /Moderation</p> <p>3.2 Assessment Evidence</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mapping of learning outcomes to assessment; Individual learning outcomes mapped to assessment and syllabi <input checked="" type="checkbox"/> Assessment method clearly documented & accessible 	

Overview of Qualification Placement Standards, Indicators and Artefacts

Section Two

Standards	Rationale	Indicators	Artefacts (Evidence)	Comments
Standard Three: Assessment	Assessment provides valid feedback on learning quality and performance standards. It demonstrates curriculum alignment as well as teaching and learning effectiveness.	<p>3.3 Measuring Learning Outcomes and Achievement</p> <p>3.4 Records and Data Security</p> <p>3.5 Feedback to Learner</p> <p>3.6 Appeal Against Assessment Results</p> <p>3.7 Assessment Integrity and Transparency</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assessment method aligns to programme outcomes and standard. <input checked="" type="checkbox"/> Mechanisms to assess learner achievement and ensure improvement. <input checked="" type="checkbox"/> Assessment data used for improving teaching and learning. <input checked="" type="checkbox"/> Evidence of feedback and communication of results. <input checked="" type="checkbox"/> Evidence and details of process for how assessment data is maintained securely. <input checked="" type="checkbox"/> Evidenced in the Institution's Assessment Policy. <input checked="" type="checkbox"/> Details on marking based on pre-set criteria: sample marking criteria, marking schemes, rubrics, answer keys <input checked="" type="checkbox"/> Documented procedures or reference to the procedures which reflect how learners seek recourse. May be contained in an Assessment Policy. <input checked="" type="checkbox"/> Mechanisms to identify and resolve cases of plagiarism and other academic misconduct. May be contained in an Assessment Policy. 	
Standard Four: Qualification Content and Design	The content and design of the qualification is aligned with learner outcomes and has appropriate attendance and delivery modalities	4.1 Qualification Profile	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Concise, indicative of content, in line with framework. Accurately documented on the certificates, programme descriptions, etc. 	

Overview of Qualification Placement Standards, Indicators and Artefacts

Section Two

Standards	Rationale	Indicators	Artefacts (Evidence)	Comments
Standard Four: Qualification Content and Design	The content and design of the qualification is aligned with learner outcomes and has appropriate attendance and delivery modalities	4.2 Learning Outcomes	<input checked="" type="checkbox"/> Comprehensive Curriculum written and aligned to programme requirements. Learning outcomes should be consistently documented in programme descriptions, etc. <input checked="" type="checkbox"/> Knowledge, skills, ability and concepts are clearly articulated and aligned to programme outcomes.	
		4.3 Qualification attendance and delivery	<input checked="" type="checkbox"/> Qualification Mode (full time/ part time and Delivery Mode (on campus/ online or blended, should be clearly communicate in programme descriptions, etc.	
		4.4 Curriculum Resource and Learning Support	<input checked="" type="checkbox"/> Teaching and learning aligns with programme philosophy and student needs; student engagement strategies. <input checked="" type="checkbox"/> Catering to special needs.	
		4.5 Progression and Flow	<input checked="" type="checkbox"/> Details the progression/flow of units and their pre-requisites over the programme duration. Academic advising available and communicated to learners to ensure smooth progression of knowledge and skills. <input checked="" type="checkbox"/> Evidenced in Unit Progression Tree/Progression Plan, Programme Description, catalogue, etc.	
		4.6 Special Needs and Learner Support	<input checked="" type="checkbox"/> Details the arrangements used to ensure suitable adjustments are provided and available to learners with special needs. <input checked="" type="checkbox"/> Evidenced in Special needs reports, minutes of meetings, etc	