

[Draft HESA proposed changes in track mode](#)



MINISTRY OF EDUCATION

The Higher Education Qualifications Framework

Policy issued under the Higher Education Act, Act No. 101 of 1997

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The Higher Education Qualifications Framework
HIGHER EDUCATION ACT, 1997 (Act No. 101 of 1997)

I, Grace Naledi Mandisa Pandor, Minister of Education, hereby publish *The Higher Education Qualifications Framework* as set out in the Schedule as policy in terms of section 3 of the Higher Education Act, 1997 (Act No. 101 of 1997).

Separate and parallel qualifications structures for universities and technikons have hindered the articulation of programmes and transfer of students between programmes and higher education institutions. Education White Paper 3: *A Programme for the Transformation of Higher Education* (1997), acknowledges the need for a single qualifications framework applicable to all higher education institutions.

The development of this policy has benefited from extensive discussion and consultation within and outside higher education following the publication by the Council on Higher Education (CHE) of *A New Academic Policy for Programmes and Qualifications in Higher Education: Discussion Document* (2002). I express my appreciation to the CHE and all others who contributed. The finalisation of the review of NQF implementation will further enhance this policy.

This new qualifications framework has been designed to meet demanding challenges facing the higher education system in the 21st century. It will guide higher education institutions in the development of programmes and qualifications that provide graduates with intellectual capabilities and skills that can both enrich society and empower themselves and enhance economic and social development.

G. N. M. Pandor, MP
Minister of Education

Date

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THE NEW FRAMEWORK IN CONTEXT

A single qualifications framework for a diverse system

Education White Paper 3, *A Programme for the Transformation of Higher Education* (1997), proposed a single qualifications framework for a single coordinated higher education sector. A single framework is now critical given the new structure of public higher education institutions: it is a framework for the institutions, but is also a framework for the people of our country who aspire to higher education or who need to understand what a given qualification means. It has taken time, but this document makes good on that undertaking. It replaces the following policy documents:

A Qualification Structure for Universities in South Africa – NATED Report 116 (99/02)

General Policy for Technikon Instructional Programmes – NATED Report 150 (97/01)

Formal Technikon Instructional Programmes in the RSA – NATED Report 151 (99/01)

Revised Qualifications Framework for Educators in Schooling, in *Norms and Standards for Educators* (Government Gazette No. 20844, February, 2000)

The policy also provides the basis for integrating all higher education qualifications into the National Qualifications Framework (NQF) and its structures for standards generation and quality assurance. It is the basis for improves the coherence of the higher education system and facilitates for progression and the articulation of qualifications, thereby enhancing the flexibility of the system and enabling students to move more efficiently over time from one programme to another as they pursue their academic or professional careers.

Public confidence in academic standards and HEIs requires public understanding of the achievements represented by higher education qualifications. The qualifications framework is thus designed to be readily understood and to ensure a consistent use of qualification titles, and their designators and qualifiers.

The new qualifications framework establishes common parameters and criteria for qualifications design and facilitates the comparability of qualifications across the system. Within such common parameters programme diversity and innovation are encouraged. Higher education institutions will have ample scope to design educational offerings to realise their different

visions, missions and plans and to meet the varying needs of the clients and communities they serve.

The policy thus operates within the context of a single but diverse and differentiated higher education system. It applies to all higher education programmes and qualifications offered in South Africa by public and private institutions.

The framework and the NQF

The higher education qualifications framework is an integral part of the NQF. The terms used in this policy are therefore consistent with NQF practice.

A *qualification* is the formal recognition and certification of learning achievement awarded by an accredited institution. The South African Qualifications Authority (SAQA) stipulates that the learning outcomes of all South African qualifications ~~must~~^{should} include critical cross-field or generic skills to promote lifelong learning as well as discipline, domain-specific or specialised knowledge, skills and reflexivity. The format for qualification specification, where appropriate, should include the title and purpose of the qualification, its NQF level, credits, rules of combination for its learning components, exit-level outcomes and associated assessment criteria, entry requirements, forms of integrated assessment, and arrangements for the recognition of prior learning and for moderation of assessment. The recognition of prior learning should enable potential students, including those who had suffered disadvantage in the past to be admitted to particular higher education programmes depending on their assessed knowledge and skills.

A *programme* is a purposeful and structured set of learning experiences that leads to a qualification. Programmes may be discipline-based, professional, career-focused, trans-, inter- or multi-disciplinary in nature. A programme has recognised entry and exit points. All higher education programmes must have a core component. The internal organisation of programmes is otherwise not prescribed by this document.

The Ministry of Education has overall responsibility for norms and standards for higher education, including the qualifications structure for the higher education system.

This policy determines the qualifications structure for higher education, which is the Ministry's prerogative. The Ministry recognises that professional bodies have a distinct role, derived from legislation or undertaken in terms of international professional conventions and agreements, to set standards for professional registration, membership or licensing, and to regulate professional conduct. Professional bodies determine whether a particular qualification offered by a particular higher education institution meets the requirements for registration, membership or licensing. This policy does not deal with such matters, which fall outside the responsibility of the Ministry of Education.

Similarly, this policy recognises the responsibility of the South African Qualifications Authority (SAQA) for registering standards and qualifications in terms of the SAQA Act, 1995 (Act No. 58 of 1995) and the Higher Education Quality Committee (HEQC) of the Council on Higher Education's responsibility for quality assurance in higher education in terms of the Higher Education Act, 1997.

Standards generation in higher education

Standards registered for higher education qualifications ~~must~~^{ought to} have legitimacy, credibility and a common, well-understood meaning, and they ~~must~~^{should} provide benchmarks to guide the development, implementation and quality assurance of programmes leading to qualifications. SAQA is expected to work in consultation with the HEQC in developing an appropriate standards generation system for higher education qualifications in terms of the SAQA Act, 1995 and the Higher Education Act, 1997.

The framework incorporates a *nested approach* to qualifications design. Descriptions of learning move from the generic to the specific. Specific standards always meet the requirements of the generic standards within which they are nested or framed as exemplified in Appendix 2.

The NQF *level* and its *level descriptors* form the outer and most generic layer of qualification specification. The level descriptors describe the required generic competencies at each level of cognitive complexity in the HEQF. They are not prescriptive for any specific qualification.

One or more recognised *qualification types* such as a certificate, a diploma or a degree is pegged to each NQF level. A *qualification descriptor* specifies the exit level of the qualification type, its minimum credit rating and its purpose and characteristics. A *qualification type* must meet the generic competencies described in the level descriptor for the level concerned. The basic qualification types, namely certificates, diplomas and degrees, are used as points of reference for the design of specialised qualifications and the programmes that deliver them.

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The next layer of qualification specialisation nested within the qualification type is the *designator*. For example, a Bachelor *of Science* degree is a designator of the generic Bachelor's degree. Such designators apply only to degrees and ~~to diplomas but not to~~ certificates ~~or diplomas~~. A degree *designator* describes a generic field of study and is stated in the qualification nomenclature. A designator meets the generic specifications laid down for the qualification type of which it is a variant. For example, a Bachelor *of Science* (BSc) complies with the generic requirements for a Bachelor's degree.

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The last and most specific layer of qualification specification in the nest, on which most programmes are based, is the *qualification specialisation*. This is reflected in the qualification's *qualifier*. For example, the learning outcomes

and specifications for a BSc (Hons) *in Geology* meet the learning demands and specifications laid down for a BSc (Hons) and include specialised learning outcomes related to the field of Geology.

Qualifications, volumes of learning and credits

The framework is a qualifications framework, represented by level descriptors, the main qualification types and their descriptors, and standards for specific qualifications.

Level descriptors and qualification descriptors are expressed in terms of learning outcomes. The design of programmes makes assumptions about the volume of learning that is likely to be necessary to achieve the intended outcomes. This measure of volume may be expressed in terms of study time, for example the number of academic years of study required, or the number of notional hours of study, expressed as credits.

In this regard, this framework recognises credits as a measure of the volume of learning required for a qualification, quantified as the number of notional study hours required for achieving the learning outcomes specified for the qualification. The credit rating of a qualification is independent of the mode of delivery of learning. The attainment of the expected learning outcomes is demonstrated through appropriate assessment.

The volume of learning required for a qualification can be specified in terms of the *total minimum number of credits* required, and in terms of the *minimum number of credits required at its specified exit level* on the qualifications framework. Where appropriate the maximum number of credits from the preceding level may be specified.

The credit-rating system rates 10 *notional* study hours as equivalent to one credit. Certificate, Diploma, Bachelor's Degree and Bachelor (Honours) Degree qualification types assume a 30-week full-time academic year. Master's Degree and Doctoral qualification types assume a 45-week full-time academic year. An average full-time equivalent student is expected to study for a 40-hour week, thus requiring a minimum credit-load of 120 credits per academic year for Certificates, Diplomas and Bachelor's Degrees and 180 credits per academic year for Master's Degrees and Doctorates.

Credit ratings specified on the framework are minima. Programmes may require credit loads above the minimum.

Study leading directly to a qualification will normally build upon assessed learning from earlier stages of a programme but it may also build on assessed prior learning achieved by private study, in the workplace or elsewhere.

Accumulation of credits towards qualifications

Credit accumulation and transfer (CAT) is the process whereby a student's achievements are recognised and contribute to further learning even if the student does not achieve a qualification, and whereby credits obtained at one institution may be recognised by another as meeting part of the requirements for [a qualification; where credits for an incomplete qualification may be recognised as meeting part of the requirements for a different qualification, and where, subject to limits, graduation, and](#) credits for a completed qualification may be recognised as meeting part of the requirements of another qualification.

The Ministry of Education intends to undertake systematic work on the development of a national higher education CAT scheme in collaboration with the higher education community, the CHE and SAQA. In the interim, a maximum of 50% credits of a completed qualification may be transferred to a [another higher-qualification, provided also that no more than 50% of the credits required for the other qualification are credits that have been used for a completed qualification.](#)

Work Integrated Learning

Some qualifications will be designed to incorporate periods of required work that integrate with classroom study. Where Work Integrated Learning (WIL) is a structured part of a qualification the volume of learning allocated to WIL should be appropriate to the purpose of the qualification. It is the responsibility of institutions, which offer programmes requiring WIL credits to place students into WIL programmes. Such programmes must be appropriately structured, properly supervised and assessed. [WIL credits will ordinarily be additional to the minimum credits required for the qualification, but the CHE may approve otherwise in specific cases.](#)

THE FRAMEWORK

Characteristics

The higher education qualifications framework is designed to:

- Be sufficiently flexible to accommodate different types of higher education institutions and enable institutions to pursue their own curriculum goals with creativity and innovation;
- Facilitate the education of graduates who will contribute to the social, cultural and economic development of South Africa and participate successfully in the global economy and knowledge society;
- Enhance the development of a vibrant, high quality research system;
- Be compatible with international qualifications frameworks in order to ensure international recognition and comparability of standards;
- Be suitably flexible to accommodate the development of new qualification types and specialisations as the need arises;
- Be simple, clear, easy to understand and user-friendly for the higher education system and its clients;
- Facilitate qualification articulation across the higher education system and assist students to identify potential progression routes, particularly in the context of lifelong learning; and
- Articulate with the rest of the NQF.

Scope and application

The HEQF applies to all higher education institutions, both public and private. It complements other policies of the Minister of Education in higher education.

The HEQF regulates and specifies the qualification types in the higher education system and their designators and qualifiers, and the manner in which qualifications are designed and relate to one another. It does not deal with nor does it prejudice the design and registration of unit standards to meet specific learning outcomes.

Number of levels and level descriptors

The National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are undergraduate and levels 8-10 are postgraduate.

Each NQF level has a level descriptor. Level descriptors provide guidelines for differentiating the varying levels of complexity of qualifications on the framework.

The level descriptors are the outermost layer of qualification specification. At each level they describe the generic nature of learning achievements and their complexity. Level descriptors are thus broad qualitative statements against which more specific learning outcomes can be developed, compared and located. The positioning of two or more qualifications on the same NQF level only indicates that the qualifications are broadly comparable in terms of the general level of learning achievements. It does not indicate that they have the same purpose, content or outcomes, nor does it necessarily demonstrate equivalence of qualifications.

Qualification types

The framework has ~~eleven~~ ~~nine~~ qualification types mapped onto the six levels of the NQF occupied by higher education qualifications. Some levels have more than one qualification type. The framework comprises the following qualification types:

Undergraduate

- Higher Certificate
- Advanced Certificate
- Diploma
- Advanced Diploma
- Bachelor's Degree

Postgraduate

- Postgraduate Diploma
- Bachelor Honours Degree
- [Vocational or professional postgraduate degree](#)
- [Advanced post graduate diploma](#)
- Master's Degree
- Doctoral Degree

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The ~~eleven~~nine qualification types and their designated variants are expected to accommodate present requirements but the list is not immutable. The Minister, on the advice of the CHE, may approve a new qualification type and its unique descriptor when a proven need arises as a result of developments in knowledge production or acknowledged international practice. The use of qualification types is regulated by this policy. A qualification type may only be used if the qualification fulfils the specifications for the type.

Qualification descriptors

Each qualification type has a unique descriptor stating its purpose and how it relates to other qualification types.

Qualification descriptors designate the specifications such as the NQF exit level and credit-rating, purpose and characteristics of qualification types recognised by the framework. Each descriptor is a point of reference, which enables comparisons with other qualifications and provides a basis for designing, approving and reviewing programmes. All qualifications using the same qualification type (and where appropriate, designated variant) in their titles must be consistent with the descriptor for each qualification type as defined in this policy.

Descriptors for the ~~eleven~~nine qualification types recognised by the framework are at Appendix 1.

Naming of qualifications

The *qualification type* is the first name given to a qualification.

The *designator* is the second name given to a qualification, to indicate its broad area of study, discipline or profession. All degrees (Bachelor, Master and Doctor) have designated variants of the degree type, but designators are not used for certificates and diplomas. The linking word between the qualification type and the designator is *of* (e.g. Bachelor *of* Social Science), and when abbreviated the 'of' is omitted (e.g. BSocSc).

The Council on Higher Education (CHE), is hereby mandated in terms of section 5(1)(f) of the Higher Education Act to determine and publish the criteria to be applied in adopting degree ~~and diploma~~ designators ~~and qualifiers~~, including exceptions as appropriate. No designator ~~or qualifier~~ may be used in a ~~degree~~ qualification unless it is consistent with the criteria determined by the CHE in terms of this policy. In registering standards for higher education qualifications, SAQA will ensure that the naming of higher education qualifications, including degree designators, are consistent with this policy, to ensure that the nomenclature of higher education qualifications is applied consistently.

The third name given to a qualification type is the *qualifier*. Qualifiers may be used in all qualification types in order to indicate a field of specialisation. The linking word between the qualification type or its designator and the qualifier is always *in* (e.g. Bachelor of Arts *in Linguistics*, Bachelor of Engineering *in Electronics*). When abbreviated, the *in* is dropped and the qualifier is placed in brackets (e.g. BA (*Linguistics*), BEng (*Electronics*)). Bachelors degrees may include a second qualifier. The second qualifier qualifies the first. An example would be a Bachelor of Science in Engineering ~~in~~ Electronics. When abbreviated, the *in* is dropped and the qualifiers are placed in brackets, e.g. BSc (*Eng*)~~in~~ (*Electronics*). The CHE will determine all primary qualifiers for bachelors degree, honours and masters degrees, and institutions may add secondary qualifiers.

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In the case of ~~qualification certificates and diplomas~~, where there is no designator, the qualifier follows immediately after the qualification type (e.g. Postgraduate Diploma *in Drama*, abbreviated to PG Dip (*Drama*)).

A further area of specialisation for a certificate or diploma may be indicated as above in being the linking word. ~~by adding a colon and to the -a second qualifier~~ (e.g. Postgraduate Diploma in Drama ~~in~~ *Performance*, abbreviated to PG Dip (*Drama*)~~in~~ (*Performance*)).

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In order to use a qualifier, at least 50% of the minimum total credits for the qualification and at least 50% of the minimum credits at the qualification's exit level must be in the field of specialisation denoted by the qualifier. The same applies to the use of a second qualifier. Qualifiers and second qualifiers are attached to a qualification type and designator at the discretion of the providing institution but subject to the criteria set by the CHE.

Qualifications and academic transcripts

Award of qualifications

Qualifications are awarded to mark the achievement of defined outcomes. No qualification may be awarded as compensation for a student's failure at a higher level, or by default.

Issue of transcripts

An academic transcript is not a qualification but a document issued by an institution to provide a descriptive record of the learning a student has achieved at that institution, whether or not a qualification has been awarded.

If a student is unable to complete a qualification and must exit the institution, an academic transcript of the student's record will assist the admitting authorities if the student wishes to complete the qualification later or register

for a different qualification. A transcript issued by a higher education institution must be a full academic record of the student concerned [at that institution](#).

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Language of qualification certificates and academic transcripts

The language of each qualification certificate and transcript issued to a student within the South African higher education system must be consistent with the Ministry of Education's *Language Policy for Higher Education* (Pretoria, November 2002) and the approved language policy of the issuing institution. A central aspect of the Ministry's policy is the promotion of multilingualism.

To enable employers, academic institutions, parents and others (including international academic institutions or employers) to understand the achievements and attributes represented by a qualification title, a certificate or transcript must be issued in English in addition to any other official language.

The use of Latin in qualification certificates has been practised by some South African institutions as a historical legacy. Its continued use for this purpose is not encouraged but is left to the discretion of individual institutions. A certificate in Latin must also be in English in addition to any other official language.

Transcript supplement

In order to improve the portability and transparency of qualifications, each transcript issued by a higher education institution to a current or former student ~~must~~ have attached to it an official supplement. The supplement ~~mustis designed to~~ provide a description of the nature, level, content and where appropriate the context of the studies pursued by a student and assessed by the institution. The Minister of Education will propose the format and use of the supplement after consultation with higher education institutions and on advice from the Council on Higher Education.

Admission to higher education

The framework is intended to facilitate articulation between further and higher education and within higher education. However, the possession of a qualification does not guarantee a student's progression and admission to a programme of study.

In terms of the Higher Education Act, 1997 the decision to admit a student to higher education study is the right and responsibility of the higher education institution concerned. A higher education institution's admissions policy and practice is expected to advance the objectives of the Act and the NQF and must be consistent with this policy.

The minimum requirement for admission to a higher education institution from 1 January 2009 is the National Senior Certificate, whose specifications were approved by the Minister of Education in the document *National Senior Certificate – A qualification at level 4 on the National Qualifications Framework* published in the *Government Gazette*, Vol. 481, No. 27819, July 2005. Given the diversity of programmes and qualifications in higher education, the Minister has declared as policy the *Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a National Senior Certificate*, published in the *Government Gazette*, Vol. 482, No. 27961, August 2005. [These minima must be met by all applicants to entry level HE qualifications; applicants with different qualifications may only be admitted if they are judged equivalent by the designated equivalence-setting bodies.](#)

Progression within the framework

The framework is designed to facilitate vertical, horizontal and diagonal progression. Vertical progression is the norm and the minimum requirements for such progression between qualification types are stipulated in the qualification type descriptors. Students may progress horizontally between qualifications if they meet the minimum requirements for admission to the target qualification. Students may progress diagonally between qualifications by presenting a completed qualification or credits towards a qualification in a cognate study area, [and must meet the minimum requirements for admission to the target qualification.](#)

The general principle must be that the admitting institution is satisfied that the applicant has competence in the appropriate field of intended study at the appropriate entry level of the target qualification.

The point of entry in the target programme must be such that at least 120 or 180 credits, for undergraduate and postgraduate programmes respectively, are undertaken at the exit level. For example, a student may present a Higher Certificate for admission to the second year of a cognate Diploma programme, or a student may be admitted to the second year of a cognate Bachelor's degree programme after completing the first year of study of a Diploma programme, or a student who has completed academic credits towards one qualification may be exempted from certain requirements in a cognate qualification, or a Master's student's [candidature](#) may be upgraded to

a Doctoral programme in all cases where the admitting institution is satisfied that the applicant has the necessary competence.

With due regard to the policies, requirements and guidelines of the HEQC, institutions may recognise ~~or require~~ other forms of prior learning as equivalent to the prescribed minimum and achievement, in addition to qualifications or academic credits, to determine the equivalence of admission requirements, and . may require other forms of prior learning for entry to given programmes. For example, a student may be considered for admission to postgraduate study after completing an Advanced Diploma and satisfying any additional academic requirements deemed necessary by an institution.

IMPLEMENTATION AND TRANSITIONAL ARRANGEMENTS

Implementation date

The implementation date for this policy is 1 January 2009. However, higher education institutions will need some time to phase out their existing qualifications in terms of this policy, so there will be a transition period to full compliance. [This will be announced by the Ministry.](#)

Programmes and qualifications

New programmes and qualifications

A new programme or qualification is one which has not existed before or has been significantly changed, such as when its purpose, outcomes, field of study, mode or site of delivery has been changed to a considerable extent.

New higher education qualifications submitted for registration on the NQF must conform to the requirements of this policy from the date of implementation, 1 January 2009.

Institutions must ensure that new programmes scheduled to begin in 2009 meet the requirements of this policy.

Existing programmes and qualifications

Existing qualifications are those that have been registered or interim registered on the NQF prior to the promulgation of this policy. Existing programmes are those that lead to such qualifications and have been accredited by the [HEQC or the](#) former Universities and Technikons Advisory Council (AUT), or [its predecessors.](#)~~the HEQC.~~

Existing qualifications and programmes that are currently offered by higher education institutions must conform over time with the requirements of this policy or must be de-registered and withdrawn. The Minister of Education will determine appropriate transitional arrangements after consultation with the Council on Higher Education, the South African Qualifications Authority and higher education institutions.

Admission to higher education

New programmes

From 1 January 2009 the minimum admission requirement for entry to new programmes will be [as set out in Gazette notice No 27961 of August 2005, the National Senior Certificate](#).

Existing programmes

From 1 January 2009 and until the date determined by the Minister in terms of this section the following will apply:

- The minimum admission requirements for *Higher Certificate* will be used for admission to the *National Certificate* as defined in NATED Report 150
- The minimum admission requirements for *Diploma* will be used for admission to the *National Diploma* and the *University Diploma* as defined in NATED Report 150 and 116 respectively.
- The minimum admission requirements for *Bachelor's Degree* will be used for admission to the *Bachelor's Degree* as defined in NATED Report 116.

Full compliance

All higher education programmes and qualifications and all higher education admission policies must comply with this policy by a date determined by the Minister by notice in the *Government Gazette*.

Higher Education Management Information System

Details of qualifications approved and accredited in terms of this policy will be recorded on the national higher education database, in accordance with the rules of the Department of Education's Higher Education Information Management System (HEMIS).

The fields in the HEMIS qualifications file will be [changed to bring them into line with this HEQF](#). ~~expanded to take account of the requirement that volumes of learning required for a qualification and its specified exit levels will be set as minimum notional annual study hours.~~

In HEMIS, the properties of a qualification determine the total number of units of [State subsidy](#). ~~government subsidy~~ approved by the Minister of Education for that qualification. The record of subsidy units per qualification is an essential part of the determination of full-time equivalent student totals. In turn these enable the Department of Education to calculate the annual ~~government~~ grant for each public higher education institution. Subsidy units are at present described for each qualification in terms of "approved total years", "approved formal years", and "approved experiential years". The Department will ensure consistency between this policy and the Higher Education Management Information System.

Recording minimum study hours as sets of credits will not conflict with other properties of qualifications in the HEMIS national database.

APPENDIX 1

HIGHER EDUCATION QUALIFICATION DESCRIPTORS

Higher Certificate

Type specifications

NQF Exit Level 5

Minimum total credits: 120

Minimum credits at Level 5: 120

Designators

Not applicable

Qualifiers

Specific, maximum two

[Example: Higher Certificate in Tourism in Eco-Tourism](#)

Abbreviations

H. Cert. (Tourism), H. Cert. (Tourism) ~~:-~~ Eco-tourism)

Purpose and characteristics

This is [an](#)~~the~~ entry-level higher education qualification. The qualification is primarily vocational, or industry-~~is~~oriented. The qualification also serves to provide students with the basic introductory knowledge, cognitive and conceptual tools and practical techniques for further higher education studies in their chosen field of study. The knowledge emphasises general principles and application. This qualification signifies that the student has attained a basic level of higher education knowledge and competence in a particular field or occupation and is capable of applying such knowledge and competence in an occupation or role in the workplace. The Higher Certificate typically includes [a](#)~~a~~-simulated work experience or [a](#) work integrated learning (WIL) component.

Minimum admission requirements

The minimum entry requirement is the National Senior Certificate with appropriate subject combinations and levels of achievement as defined in the Minister's policy, *Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes Requiring a National Senior Certificate*, Government Gazette, Vol. 482, No. 27961, 18 August 2005.

Progression

Completion of the Higher Certificate meets the minimum entry requirement for admission to an appropriate Advanced Certificate. Accumulated credits may also be presented for admission into a cognate Diploma. A qualification may not be awarded for early exit from a Higher Certificate programme.

Advanced Certificate

Type specifications

NQF Exit Level: 6

Minimum total credits: 120

Minimum credits at Level 6: 120

Designators

Not applicable

Qualifiers

Specific, maximum two

⊕

[Example: Advanced Certificate in Real Estate in Property Marketing](#)

Abbreviations

Adv. Cert. (Real Estate), Adv. Cert. (Real Estate) (+Property Marketing)

Purpose and characteristics

This qualification is primarily vocational, or ~~industry-industry-~~oriented. The knowledge emphasises general principles and application or technology transfer. The qualification provides students with a sound knowledge base in a particular field or discipline and the ability to apply their knowledge and skills to particular career or professional contexts, while equipping them to undertake more specialised and intensive learning. Programmes leading to this qualification tend to have a strong vocational, professional or career focus and holders of this qualification are normally prepared to enter a specific niche in the labour market. Advanced Certificate programmes typically include a simulated work experience or work integrated learning (WIL) component.

Minimum admission requirements

The minimum entry requirement is a Higher Certificate in the appropriate field.

Progression

Completion of the Advanced Certificate meets the minimum entry requirement into a cognate Diploma or Bachelor's Degree. Accumulated credits may also be presented for admission into cognate Diploma or Bachelor's degree programmes. A qualification may not be awarded for early exit from an Advanced Certificate programme.

Diploma

Type specifications

NQF Exit Level: 6

Minimum total credits: 360

Minimum credits at Level 7: 60

Maximum total credits at Level 5: 120

Designators

Generally not applicable, but may be provided for by the CHE

Qualifiers

Specific, maximum two

Example: Diploma in Management in Finance

Abbreviations

Dip. (Management), Dip. (Management) (Finance)

Purpose and characteristics

This qualification is primarily vocational or industry specific. The knowledge emphasises general principles and application. The purpose of the Diploma is to develop graduates who can demonstrate focused knowledge and skills in a particular field. Typically they will have gained experience in applying such knowledge and skills in a workplace context. A depth and specialisation of knowledge, together with practical skills and experience in the workplace, enable successful students to enter a number of career paths and to apply their learning to particular employment contexts from the outset.

Minimum admission requirements

The minimum entry requirement is the National Senior Certificate with appropriate subject combinations and levels of achievement, as defined in the Minister's policy, *Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes Requiring a National Senior Certificate*, Government Gazette, Vol. 482, No. 27961, 18 August 2005. Alternatively a Higher Certificate or Advanced Certificate in a cognate field will satisfy the minimum requirement.

Progression

Completion of a Diploma meets the minimum entry requirement for admission to an Advanced Diploma or to a Bachelor's Degree programme. Accumulated credits may also be presented for admission into a cognate Bachelor's Degree programme.

Advanced Diploma

Type specifications

NQF Exit Level: 7

Minimum total credits: 120

Minimum credits at Level 7: 120

Designators

Generally not applicable [but may be provided for by the CHE](#)

Qualifiers

Specific, maximum two

[Examples: Advanced Diploma in Taxation; Advanced Diploma in Communication, in Digital Media](#)

Abbreviations

Adv. Dip (Taxation), Adv. Dip (Communication) ~~or~~ Digital Media)

Purpose and characteristics

This qualification has a number of different purposes, depending on a student's circumstances and the nature of the programme. It may provide intellectual enrichment, enhance flexibility in the light of changing circumstances, enable a change in career path, or offer an intensive, focused and applied specialisation which meets the requirements of a specific niche in the labour market. Programmes offering this qualification will provide an Advanced Diploma graduate with a deep and systematic understanding of current thinking, practice, theory and methodology in an area of specialisation. It is therefore particularly suitable for continuing professional development.

The qualification may also provide entry-level [vocational or](#) professional preparation or specialisation for Bachelor's Degree graduates. For example a [B Soc Sc graduate might register for a Advanced Diploma in Human resource management in order to enter the arena of HR, a BSc graduate might register for an Advanced Diploma in Education in :- Secondary Education](#) in order to become a science teacher, or a [BSc\(Pharm\)](#) graduate might register for an Advanced Diploma in Marketing in order to become a marketing consultant in the pharmaceutical industry.

Minimum admission requirements

An appropriate Diploma or Bachelor's Degree

Progression

Completion of an Advanced Diploma ~~or accumulated credits~~ may be presented for entry into a [Postgraduate Diploma or a cognate Bachelor's Degree](#). [Accumulated credits may be presented for entry into a cognate Bachelor's degree](#). A qualification may not be awarded for early exit from an Advanced Diploma.

Bachelor's Degree

Type specifications

NQF Exit Level: 7

Minimum total credits: 360

Minimum credits at Level 7: 120

Maximum total credits at Level 5: 96

or

NQF Exit Level: 8

Minimum total credits: 480

Minimum credits at level 7: 120

Minimum credits at Level 8: 96

Maximum total credits at Level 5: 96

Designators

Bachelor's Degree designators are specific and limited to broad and generic areas of study, disciplines or professions. Examples include: *Bachelor of Arts*, *Bachelor of Social Science*, *Bachelor of Science*, *Bachelor of Commerce*, *Bachelor of Engineering*, *Bachelor of Architecture*, *Bachelor of Agriculture*, *Bachelor of Law*, *Bachelor of Education*, *Bachelor of Nursing*, *Bachelor of Medicine*, *Bachelor of Surgery*, *Bachelor of Veterinary Science*, *Bachelor of Business Science*.

Qualifiers

Specific, maximum two

Abbreviations

BA, BSc, BSocSci, BCom, LLB, BAgric, BNursing, MBChB, BEd, BBusSci, BSc (Life Sciences), BA (Applied Linguistics), BAgric (Animal Science), BCom (Human Resource Management), BBusSci (Actuarial Sciences)

Purpose and characteristics

This qualification has as the primary purpose of providing a well-rounded, broad education that equips graduates with the knowledge base, theory and methodology of disciplines, and enables them to demonstrate initiative and responsibility in an academic or professional context. Principles and theory are emphasised as a basis for entry into the labour market, professional training, postgraduate studies, or professional practice in a wide range of careers.

Bachelor's degrees may be structured with an exit at levels 7 or 8 on the National Qualifications Framework.

Bachelor's Degrees exiting at level 8 are often referred to as "professional" Bachelor's Degrees, and have [both](#) a higher volume of learning ([at least 480 notional credits](#)) and [a greater](#) cognitive demand than those exiting at level 7. ~~Some –and generally–~~ require a practicum or work-based component. A

professional Bachelor's Degree demands high intellectual independence and development of research capacity in the methodology and techniques of that discipline. A professional Bachelor's Degree generally leads to further professional development or study for a Master's Degree. [The mere fact that a bachelors degree requires a minimum of 480 credits does not of itself make it a professional bachelors degree; the inclusion of at least 96 credits in level 8 is a necessary condition for this.](#)

A professional Bachelor's Degree programme is often designed in consultation with a professional body and recognised or accredited by a professional body as a requirement for a licence to practise that profession. Such a qualification requires a thorough grounding in the knowledge, theory, principles and skills of the profession or career concerned and the ability to apply these to professional or career contexts.

[A bachelors degree other than a professional bachelors degree may also contain a significant Work Integrated Learning component; generally WIL credits required for such a programme will be in addition to the minimum number of credits \(360\) required for a bachelors degree.](#)

Minimum admission requirements

The minimum entry requirement is the National Senior Certificate with appropriate subject combinations and levels of achievement, as defined in the Minister's policy, *Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes Requiring a National Senior Certificate*, Government Gazette, Vol. 482, No. 27961, 18 August 2005.

Progression

A Bachelor's Degree is the minimum entry requirement for admission to a Bachelor Honours Degree or Postgraduate Diploma. A 480 credit Bachelor's Degree [with a minimum of 96 credits at level 8](#) may also meet the minimum requirement for admission to a cognate Master's Degree. Entry into these qualifications is usually in the area of specialisation or in the discipline taken as a major in the Bachelor's Degree. A qualification may not be awarded for early exit from a Bachelor's degree.

Bachelor Honours Degree

Type specifications

NQF Exit Level: 8

Minimum total credits: 120

Minimum credits at Level 8: 120

Designators

Bachelor Honours Degree designators are specific and limited to broad and generic areas of study, disciplines or professions. Examples include: Bachelor of Arts Honours, Bachelor of Social Science Honours, Bachelor of Science Honours, Bachelor of Commerce Honours.

Qualifiers

Specific, maximum one

Examples include: Bachelor of Science Honours, in Microbiology; Bachelor of Arts honours in Applied linguistics

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Abbreviations

BAHons, BScHons, BSocSciHons, BComHons, BScHons (Microbiology), BAHons (Applied Linguistics)

Purpose and characteristics

The Bachelor Honours Degree is ~~athe initial~~ postgraduate specialisation qualification, ~~characterised by the fact that it prepares~~ students for research-based postgraduate study. This qualification typically follows a Bachelor's Degree, and serves to consolidate and deepen the student's expertise in a particular discipline, and to develop research capacity in the methodology and techniques of that discipline. This qualification demands a high level of theoretical engagement and intellectual independence. In some cases a Bachelor Honours Degree carries recognition by an appropriate professional or statutory body.

Bachelor Honours Degree programmes ~~must~~^{should} include conducting and reporting research under supervision, worth at least 30 credits, in a manner that is appropriate to the discipline or field of study.

Minimum admission requirements

The minimum admission requirement is an appropriate Bachelor's Degree.

Progression

Completion of a Bachelor Honours Degree meets the minimum entry requirement for admission to a cognate Master's Degree ~~or to an Advanced postgraduate Diploma~~. Entry into a Master's Degree programme is usually in the area of specialisation of the Bachelor Honours Degree. A qualification may not be awarded for early exit from a Bachelor Honours degree.

Vocational or professional postgraduate degrees

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Type specifications

NQF Exit Level: 8

Minimum total credits: 180

Minimum credits at level 8: 180

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Designators

Not applicable

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Qualifiers

Specific, maximum one

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Abbreviations

MBA, MMed, M Med (Anaesthesia). March(Professional)

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Purpose and characteristics

These qualifications are primarily vocational or industry-oriented. They are postgraduate, and usually building upon a first professional bachelors degree or honours degree. They involve advanced study and a project of at least 30 credits which serves to establish a limited research capacity. These qualifications are often designed in consultation with a professional body and are recognized or accredited by a professional body as a requirement for a licence to practice that profession. The qualification may contain credits at level 9.

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Minimum Admission requirements

The minimum admission requirement is a generally a professional bachelors degree or an honours degree.

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Progression

Completion of this qualification may in suitable cases meet the entry requirement for admission to a doctoral degree

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Postgraduate Diploma

Type specifications

NQF Exit Level 8

Minimum total credits: 120

Minimum credits at Level 8: 120

Designators

Not applicable

Qualifiers

Specific, maximum two

Abbreviations

PG Dip (Organisational & Management Systems), PG Dip (Gender Studies), PG Dip (Agriculture: Rural Resource Management)

Purpose and characteristics

A Postgraduate Diploma is generally multi- or interdisciplinary in nature but may serve to strengthen and deepen the student's knowledge in a particular discipline or profession. The primary purpose of the qualification is to enable working professionals to undertake advanced reflection and development by means of a systematic survey of current thinking, practice and research methods in an area of specialisation. This qualification demands a high level of theoretical engagement and intellectual independence. A sustained research project is not required but the qualification may include conducting and reporting research under supervision.

Minimum admission requirements

The minimum admission requirement is an appropriate Bachelor's Degree.

Progression

Completion of a Postgraduate Diploma meets the minimum entry requirement for admission to a cognate Master's Degree, usually in the area of specialisation of the Postgraduate Diploma. A qualification may not be awarded for early exit from a Postgraduate Diploma.

Advanced postgraduate diploma

Type specifications

Exit level 9

Minimum total credits: 180

Minimum total credits at level 9: 180

Designators

Not applicable

Qualifiers

Specific, maximum two

Abbreviations

Adv PG Dip (Finite Solution Mathematics), Adv PG Dip (Shipping Law)

Purpose and characteristics

An Advanced Postgraduate Diploma is a post graduate course work specialization, serving to deepen the candidate's expertise and theoretical base. It requires a high level of theoretical engagement and intellectual independence but does not require research. Candidates must be able to deal with complex issues both systematically and creatively.

Minimum Admission requirements

The minimum admission requirement is an honours degree or a professional bachelors degree. A Postgraduate Diploma may also be recognised as meeting the entry requirement to a cognate Advance Postgraduate Diploma.

Progression

Completion of this Advanced Postgraduate Diploma meets the entry requirement for admission to a cognate Master's degree.

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Master's Degree

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Type specifications

NQF Exit Level 9

Minimum total credits: 180

Minimum credits at Level 9: 120

Designators

The designators for the Master's Degree describe the disciplinary or career focused base of the qualification. Examples include: *Master of Arts*, *Master of Science*, ~~*Master of Medicine*~~, *Master of Social Science*, *Master of Commerce*, *Master of Laws*, *Master of Business Administration*, *Master of Education*.

Qualifiers

Specific, maximum one if required

Abbreviations

MA, MA (Linguistics), MSc, MPhil

Purpose and characteristics

The primary purposes of a Master's Degree are to educate and train researchers who can contribute to the development of knowledge at an advanced level, or prepare graduates for advanced and specialised professional employment. A Master's Degree must have a significant research component.

A Master's Degree may be earned in either of two ways: (1) by completing a single advanced research project, culminating in the production and acceptance of a thesis or dissertation, or (2) by successfully completing a course work programme requiring a high level of theoretical engagement and intellectual independence and a research project, culminating in the acceptance of a dissertation. In the latter case, a minimum of 60 credits at level 9 must be devoted to conducting and reporting research, i.e. to the dissertation.

Master's graduates must ~~should~~ be able to deal with complex issues both systematically and creatively, make sound judgements using data and information at their disposal and communicate their conclusions clearly to specialist and non-specialist audiences, demonstrate self-direction and originality in tackling and solving problems, act autonomously in planning and implementing tasks at a professional or equivalent level, and continue to advance their knowledge, understanding and skills.

Minimum admission requirements

The minimum admission requirement is a relevant Bachelor Honours Degree. A "professional" Bachelor's Degree with a minimum of 96 credits at level 8 or a Postgraduate Diploma may also be recognised as meeting the minimum entry requirement to a cognate Master's Degree programme.

Progression

Completion of a Master's Degree meets the minimum entry requirement for admission to a cognate Doctoral Degree, usually in the area of specialisation in the Master's Degree. A qualification may not be awarded for early exit from a Master's Degree.

Doctoral Degree

Type specifications

NQF Exit Level 10

Minimum total credits: 360

Minimum credits at Level 10: 360

Designators

The designator *of Philosophy* is typically used for doctoral degrees. However, other designators may be used to denote the areas of study or the name of the discipline.

Qualifiers

Specific, maximum one if required

Abbreviations

PhD, or DPhil, DEd

Purpose and characteristics

A Doctoral Degree requires a candidate to undertake research at the most advanced academic levels culminating in the submission, production, defence and acceptance of a thesis. Course work may be required included as preparation or value addition to the research, but does not contribute to the credit value of the qualification. The defining characteristic of this qualification is that the candidate is required to demonstrate high-level research capability and make a significant and original academic contribution at the frontiers of a discipline or field. The work must be of a quality to satisfy peer review and merit publication. The degree may be earned through pure discipline-based or multidisciplinary research or applied research. This degree usually requires a minimum of two years' full-time study, usually after completing a post-the Master's Degree. A graduate mustshould be able to supervise and evaluate the research of others in the area of specialisation concerned.

Minimum admission requirements

The minimum admission requirement is usually an appropriate Master's Degree.

Progression

A Doctoral Degree is the highest qualification awarded within this framework. A qualification may not be awarded for early exit from a Doctoral Degree.

Senior doctorates

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NQF exit level 10

Minimum credits: not applicable

Designators

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The designators of the senior doctorate describe the disciplinary or career-focussed area of the candidate's work. Examples include Doctor of Science; Doctor of Literature; Doctor of Laws; Doctor of Education; Doctor of Economic Sciences.

Qualifiers

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Specific, maximum one if required

Examples: Doctor of Science in Engineering; Doctor of Science in Medicine;

Abbreviations

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DSc, D Litt, LLD, DSc(Eng), DEd, D Econ Sc,

Purpose and characteristics

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A senior doctorate is awarded for a substantial and original contribution to knowledge in the candidate's area of work. Such contribution will normally be the result of work carried out and published over a significant number of years, and will normally have established the individual's position as an authority in the field. The degree is only awarded to persons of exceptional academic merit

Minimum Admission requirements

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The minimum admission requirement is usually a PhD or DPhil.

Progression

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Not applicable

APPENDIX 2

DIAGRAMMATIC REPRESENTATION OF A NESTED APPROACH TO QUALIFICATION SPECIFICATION

