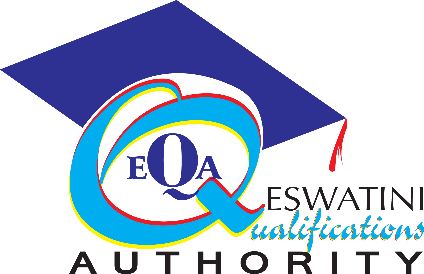
**Application Form**

**Section 1 – Application Form**

**APPLICATION FORM FOR REGISTRATION OF QUALIFICATIONS AND PART-**

**QUALIFICATIONS ON THE ESWATINI QUALIFICATIONS FRAMEWORK**

*Please note that there are explanations as annexures to the application form. Please consult*

*to ensure that you complete the form accurately.*

*Please write clearly.*

**Application for** *(mark where applicable with an X)*

The registration of a Qualification  **□**

**OR**

The registration of a Part-qualification

|  |  |  |  |
| --- | --- | --- | --- |
| ***Field no:*** |  | ***Field name:*** |  |
| ***Sub-field no:*** |  | ***Sub-field name:*** |  |
| ***Qualification no:*** |  |  |  |
| ***Registration Date*** |  | ***Review Date*** |  |
| ***Last date of enrolment*** |  | ***Last date of achievement*** |  |

**For office use only**

**Title**

***Complete all sections below***

|  |  |  |  |
| --- | --- | --- | --- |
| **Developer of qualification** |  | | |
| **Qualification Type e.g., certificate, diploma, bachelor** |  | **Full name of Qualification** |  |
| **Specialisation *(if relevant)*** |  | | |
| **ESQF Level** |  | **Minimum Credits** |  |
| **Actual Credits** |  | | |
| **Sub-Framework (sub-sector e.g., general education, TVET, HE)** |  | | |
| **Field name** |  | **Field no** |  |
| **Sub-field name** |  | **Sub-field no** |  |

***Developer of Qualification: Who developed the qualification?***

***Type: There are 10 types with their associated levels and minimum credit values***

***The Qualification types are associated with particular level descriptors***

* ***Vocational Education and Training Certificate L1 (40 Credits)***
* ***Vocational Education and Training Certificate/Junior L2 (40 Credits)***
* ***O-Level EGCSE/IGCSE Certificate L3 (80 Credits)***
* ***AS, A-Levels, HIGCSE Certificate L4 (120 Credits)***
* ***Diploma L5 (240 Credits)***
* ***Associate Degree L6 (240 Credits)***
* ***Bachelor’s Degree L7 (360 Credits)***
* ***Bachelor Honours (120) or Professional Degree L8 (480 Credits)***
* ***Post-graduate Diploma L8 (120 Credits)***
* ***Post-graduate Certificate L8 (120 Credits)***
* ***Masters’ Degree L9 (180 Credits)***
* ***Doctoral Degree L10 (360 Credits)***

***Qualification Descriptors***

***See Section 2***

***Full name of Qualification: the naming of a qualification should be structured as follows: Type of Qualification, field of qualification and subfield (e.g., Bachelor of Commerce in Marketing and Advertising)***

***Level: There are 10 Levels.***

* ***Level 1***
* ***Level 2***
* ***Level 3***
* ***Level 4***
* ***Level 5***
* ***Level 6***
* ***Level 7***
* ***Level 8***
* ***Level 9***
* ***Level 10***

***Actual Credits: This is open ended and only need to be populated if there is a difference between minimum and actual credits.***

***Sub-sector: There are 3 possibilities. General Education, Vocational Education and Training (TVET) and Higher Education (HE).***

***Fields and Subfields – See Section 3***

**Rationale**

***The rationale provides a context for the development of the qualification within the education and training system or in the vocational training or industry sectors. How will this qualification contribute to impact positively within the sketched context? Why do you need this qualification?***

|  |
| --- |
| **Describe the context of ETSDS** |
| **Describe how will the qualification impact positively within the sketched context:** |
| **Why do you need the qualification?** |

1. **Purpose**

*The purpose statements must describe:*

* *How the qualification or part-qualification will benefit the learner and who is it aimed at.*
* *What the qualification or part-qualification intends to achieve, i.e., what the qualifying learner will know, do and understand after achievement; and/or*
* *The typical graduate or personal attributes.*

**Example:**

The purpose of this qualification is to provide the learner with the necessary knowledge, skills, competencies, and attitudes to enter the labour market or continue further studies in the field of xxx.

Typical learners to be attracted to this qualification include xxx

Qualifying learners will be able to xxxx

|  |
| --- |
| **The qualification will provide learners with ….** |
| **Learners attracted to this qualification include …** |
| **Qualifying learners will be able to …** |

1. **Entry Requirements**

|  |
| --- |
| **Minimum requirements for entry:** |
| **RPL for entry or credits:** |
| **Other:** |

***The entry requirements should clearly state the minimum requirements for entry into the qualification. It should also contain a statement on how learners could achieve the qualification through recognition of prior learning (RPL) or how it will be used to allow entry to qualifications or provide credits towards achieving a qualification.***

|  |  |  |
| --- | --- | --- |
| ***ESQF Level*** | ***Prescribed Entry Requirements*** | ***Specific Minimum Entry Requirements*** |
| ***Level 1*** | ***Open entry*** |  |
| ***Level 2*** | ***Level 1*** |  |
| ***Level 3*** | ***Level 2*** |  |
| ***Level 4*** | ***Level 3*** |  |
| ***Level 5*** | ***Level 3, 4*** | ***At least 5 passes at SGCSE/IGCSE/ GCE O’ Level including 3 passes at C grade or better and a minimum of grade D in English Language and any other subject. Should specific subjects be a prerequisite for entry to a faculty, those subjects must also be part of the five subjects passed.*** |
| ***Level 6*** | ***Level 3, 4*** |  |
| ***Level 7*** | ***Level 3, 4, 5, 6*** | ***Subject to Faculty Special Regulations, the normal basic requirement for entrance to undergraduate degree programmes shall be a minimum of 6 passes at SGCSE/IGCSE/ GCE O’ Level, including passes at grade C or better in five subjects including English.*** |
| ***Level 8*** | ***Level 7*** |  |
| ***Level 9*** | ***Level 7, 8*** |  |
| ***Level 10*** | ***Level 9*** |  |

1. **Associated Level Descriptors**

*The level descriptors should be captured as they appear in the ESQF to guide users to formulate the learning outcomes. Upon establishment of the level at which the qualification is pitched, the related level descriptors should be captured in this section.*

1. **Learning Outcomes Statements and Associated Assessment Criteria**

**Learning outcome**

*What the qualification represents in terms of the application of knowledge, understanding, skills and attitudes; and*

*The components of the qualification which, in their combination, make up the complete qualification.* (*NB: The table below does not suggest that you list only three outcomes, but list* ***all*** *programme):*

**Assessment criteria**

Activities designed to evaluate the acquisition of learning outcomes. *(The assessment criteria should be clearly articulated for all the learning outcomes listed. There could be more than one criteria in each learning*

*Outcome*)

|  |  |
| --- | --- |
| **Learning Outcomes** - **After completion of this qualification learners will be able to:** | **Assessment Criteria** |
|  |  |
|  |  |
|  |  |

1. **Components of Qualifications**

*The components of the qualification which, in their combination, make up the complete qualification (Components, levels, and credit values…)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Course code*** | ***Year of study*** | ***Course /Module***  ***(all courses)*** | ***Core or elective (please tick appropriate)*** | | ***ESQF Level*** | ***Credit*** |
| *Core* | *Elective* |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**G. Rules of Combination**

*Are there specific rules applicable to this qualification? Are there any minimum credits to be achieved? Rules of combination specify the combination of units/courses/modules that need to be achieved for the individual to be awarded the qualification. e.g. to achieve this qualification, a minimum of 134 credits need to be attained. This comprises 5 core/mandatory courses and 2 elective courses.*

|  |
| --- |
| **Specific rules?** |
| **Compulsory modules, units learning?** |
| **Any minimum credits to be achieved?** |

**H. Integrated Assessment**

*This section must at least indicate:*

*• Who is responsible for assessment?*

*• How often assessment will be conducted*

*• How will the integrated assessment be done? Formative assessment, summative assessment, practical experience? How will you assess for all the components of the qualification?*

|  |
| --- |
| **How will assessment be done?** |
| **How often will the assessment be done?** |
| **Who will be responsible for assessment/ moderation?** |

**I. International Comparability**

*How does the qualification/part-qualification compare with similar qualifications internationally, especially within SADC (SADCQF), within the continent, the TQF or globally?*

|  |  |
| --- | --- |
| **SADC** |  |
| **African Continent** |  |
| **Globally, including TQF** |  |

**J. Articulation Possibilities/Learning Pathways**

*A provision to learners, on successful completion of accredited prerequisites, to move between components of the delivery system.*

|  |  |
| --- | --- |
| **Vertical** |  |
| **Horizontal** |  |
| **Diagonal** |  |

**K. Name of Registered Provider**

*Information on all providers accredited to offer this qualification must be indicated here. In the final database this information must be updatable.*

|  |  |
| --- | --- |
| **Name:** |  |
| **Address:** |  |

**L. Declaration**

I ……………………………………………. hereby declare that all the information provided is, to the best of my knowledge accurate.

***Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**For Office Use Only**

|  |
| --- |
| **Programmes recorded against this registered qualification** |
| **Accredited Providers** |
| **Registered, re-registered, de-registered?** |

**Section 2**

**ESQF Level Descriptors**

Level descriptors are statements describing the characteristics of the generic outcomes of each of the ten levels in the ESQF. These characteristics consist of the knowledge, skills, competencies, and attributes that individuals at a given level should possess or be able to demonstrate on achieving the qualification.

In formulating the ESQF level descriptors, the following principles have been embraced:

* + - Level descriptors are broad, generic, qualitative statements of learning outcomes that will be achieved at a specific level of the qualifications framework.
    - Level descriptors take account of different types of learning at the same level, including knowledge and understanding, skills and wider personal and professional competencies.
    - Levels are not intrinsically related to the period of study.
    - Level descriptors are intended to integrate academic, technical-vocational education and training (TVET) and professional aspects of learning and apply to all learning contexts (class work, practical work, work-based learning).
    - Level descriptors are not intended to be prescriptive but rather flexible enough to provide a guideline to practitioners involved in the design and delivery of the curriculum for any field of study.
    - Level descriptors are developed with the intention that the curriculum specialist will use his/her professional expertise to translate them into his/her own field of study.
    - The level descriptors may be used to aid the assessment of claims for recognition of prior learning.
    - Level descriptors are designed to act as a guide to locate a qualification (and its associated learning programmes) at the appropriate level on the ESQF.
    - Level descriptors are formulated to help in making comparisons between qualifications in a variety of fields and disciplines that are located at the same level of the ESQF.

**Table 1: ESQF Level Descriptors**

|  |  |  |
| --- | --- | --- |
| **Level 10** | | |
| **Knowledge** | * To create a new, systematic and logical knowledge base through in-depth and original research and scholarship. | * *Doctoral Degree* |
| **Skills** | * To apply innovative methods, technologies and interventions to solving real-world and theoretical problems; * To produce and defend independent, in depth and publishable work. |
| **Personal Attributes** | * To demonstrate independence of thought and action; * To take full responsibility for their own work; to effectively manage, supervise or oversee the work of others; |
|  | * To portray confidence in communicating and leading research in their area of expertise; * To act professional within their field of work; work in ways which are reflective, critical and based on evidence. |  |
| **Level 9** | | |
| **Knowledge** | * To defend a position based upon advanced knowledge and understanding of a particular discipline; * To apply appropriate methods and techniques to collect new evidence, analyse existing evidence, or critique other scholarly work in a systematic way; * To advance the boundaries of knowledge in a creative way, and pioneer entrepreneurship. | * *Master’s Degree* |
| **Skills** | * To communicate and present research findings to a wider and professional audience; * To develop and defend original coherent and compelling arguments; * To design and plan rigorous and systematic projects based upon ethical principles; |
| **Personal Attributes** | * To make autonomous and ethical decisions; to effectively manage their time and other resources; ‘ * To demonstrate initiative and innovation in a wide range of contexts; * To demonstrate creativity and initiative in their area of expertise. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 8** | | | | | |
| **Knowledge** | * To demonstrate a critical understanding of the relevant theories, methodologies, and methods existing at the forefront of their discipline; * To critically and systematically analyse, evaluate, and engage with new and more complex concepts that will extend and replicate knowledge; * To possess a basic knowledge of innovation and entrepreneurship; | | * *Professional Degree,* * *Bachelor Honours* * *Post Graduate Certificate* * *Post Graduate Diploma* | | |
| **Skills** | * To generate hypothesis; analyse and evaluate problems; work in teams; present and communicate research findings through the interrogation of multiple sources of knowledge; * To apply knowledge and skills to solving abstract and complex problems, to acquire and apply intermediary entrepreneurial skills; | |
| **Personal Attributes** | * To be able to assume a leadership role; * to demonstrate a basic understanding of innovation and entrepreneurship; * To be autonomous learners; * To be reflective and self-critical; * To take responsibility for their own actions and work; * To undertake professional work within their given discipline. | |
| **Level 7** | | | | | |
| **Knowledge** | * To demonstrate understanding of the wider contexts in which the area of study or work is located and has knowledge of current developments in the area of study or work. * To demonstrates clear conceptualisation of different theoretical and methodological perspectives and how they affect the area of study or work. * To demonstrate critical awareness of knowledge issue in the field of study and between different fields. | | * *Bachelor’s Degree* | | |
| **Skills** | * To demonstrate ability to design and manage processes, can use specialised skills to conceptualise and address problematic situations that involve many interacting factors with a developed ability to undertake research, development of strategic activities to inform or produce change in the area of work or study | |
| **Personal Attributes** | * To develop and communicate ideas, opinions and informed arguments using appropriate academic, professional or occupational discourse; * accountable for own work, decision-making and use of resources * limited responsibility for decisions and actions of others in varied and/or unfamiliar contexts | |
| **Level 6** | | | | | |
| **Knowledge** | * To demonstrate acquired specialist knowledge of an area of work or study to enable the use of an individual's own ideas and research in response to complex problems and situations in a field. | | * *Associate Degree* | | |
|  | * To demonstrates the achievement of a high level of professional knowledge and a critical understanding of theories and principles, and how that knowledge relates to other fields/ disciplines/ practices | |
| **Skills** | * To demonstrates ability to use specialised skills and tools to address unfamiliar situations that involve many interacting factors using appropriate methodologies and approaches; * To design and undertake research, development of strategic activities to inform or produce change in the area of work or study; * To evaluate actions, methods and results and their implications. | |
| **Personal Attributes** | * To manage processes and work with a large degree of accountability for personal and group outcomes; * To clearly communicating ideas, challenges and solutions to both specialist and non-specialist audiences using a range of relevant techniques; * To evaluate actions, methods and results and their implications. | |
| **Level 5** | | | | | |
| **Knowledge** | * To demonstrate an understanding of concepts, principles, fact and theories within a specified field, discipline and practise. * To apply broad theoretic and practical knowledge that is often specialised within a field. * To analyze, categorize, classify information to construct logical and coherent argument * To show awareness of the knowledge base. | | * Diploma * Technician | | |
| **Skills** | * To demonstrate the ability to identify, evaluate and solve undefined, routine, new problems within a known context * To apply solutions based on relevant evidence and procedures or other forms of explanations appropriate to the field, discipline or practice, demonstrating an understanding of consequences. | |
| **Personal Attributes** | * To manage projects with limited supervision that require problem solving where there are many factors some of which can lead to unforeseen changes. * To convey ideas in a reliable, accurate, and coherent manner to peers, supervisors and clients using appropriate conventions. | |
|  | | * To express a comprehensive internalised personal world view reflecting engagement with others. * To formulate responses to abstract and concrete problems. * To demonstrate experience of operational interactions within a familiar field. * To make judgements based on knowledge of relevant social and ethical issues | |  |
| **Level 4** | | | | |
| **Knowledge** | | * To demonstrate advanced knowledge in specialised and emerging situations to make informed judgements. * To understand key concepts, terms, rules and established principles and theories in one or more fields or disciplines. | | * *Advanced Subsidiary* * *Advanced Level* * *HIGCSE* * *Artisan* * *Grade1 trade test* |
| **Skills** | | * To apply strategic approaches to tasks that arise in work and using expert sources of information. * To use technology to solve existing and emerging situations. | |
| **Personal Attributes** | | * To demonstrate accountability and responsibility in work/ learning situations. * To show proactivity and reliability in performance of tasks. | |
| **Level 3** | | | | |
| **Knowledge** | | * To demonstrate ability to understand and apply theoretical and technical knowledge of key concepts to perform tasks and solve problems within given parameters. * To have an understanding of solutions to a limited range of predictable problems. | | * *Eswatini General Certificate of Secondary Education (EGCSE)* * *International General Certificate of Secondary Education (IGCSE)* * *Grade 2 Trade Certificate* |
| **Skills** | | * To apply a range of methods, tools and materials to complete routine activities. | |
| **Personal Attributes** | | * To complete tasks under moderate supervision in stable contexts. * To demonstrate ability to perform tasks in a team. * To demonstrate ability to adhere to organisational values. | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 2** | | | | |
| **Knowledge** | | * To recall and apply basic practical and educational knowledge of a defined area of learning / work. | |  |
|  |  | | * *Handyman/ semiskilled* * *Basic capacity to operate in a specialised skills area* * *Grade 3 Trade Certificate* | |
| **Skills** | * To apply basic skills to execute tasks involving known routines and procedures under maximum supervision. | |
| **Personal Attributes** | * To perform tasks in a well-defined and supervised environment. * To demonstrate limited autonomy in execution of tasks. | |
| **Level 1** | | | | |
| **Knowledge** | * To recall basic knowledge in well- defined and familiar contexts. | | * Eswatini *Primary Certificate (EPC)* * *Basic literacy*   *e.g. learners who have completed Sebenta*   * *Other basic foundation programmes incorporating basic literacy and numeracy* | |
| **Skills** | * To apply numeracy and literacy skills to carry out tasks. | |
| **Personal Attributes** | * To demonstrate ability to understand, follow instructions and be able to function as a team member in learning and work environment. | |

**Section 3**

1. **Fields and sub-fields**

The International Standard Classification of Education (ISCED-F 2013) framework is used as the basis for the delineation of the Fields and Sub-fields for the classification of qualifications on the Eswatini Qualifications Framework (ESQF). The reason is that the ISCED-F 2013 is an international classification used by many countries worldwide. In addition, clear guidelines are available regarding the classification of learning programmes and qualifications. This enhances consistency and reduce the number of similar qualifications being registered under different fields.

The Broad Fields have been adopted as Fields of learning and the Detailed Fields are adopted as the Sub-fields.

1. **Coding Framework**

With respect to the coding framework, the naming of qualifications should not be overly prescribed as an attempt to be able to identify similar qualifications, but that the coding embedded in the classification rather be used for comparative and reporting purposes.

To enable this, the simplicity and functional use the coding system used by ESQF is that all qualifications be numbered using 8 digits.

The first 4 digits should indicate the relevant sub-field. The 5th and 6th and 7th digit must be reserved to reflect the actual qualification registered in the specific sub-field. The 8th digit should be 1. When the specific qualification gets reviewed, the new qualification to replace it should have the same number, but the last digit would change to indicate the revision so it should be the number 2

For example, the first qualification submitted in the sub-field 1041 Transport services would be numbered 10410011 or 1041001-1. When that qualification is reviewed and replaced, the number of the replacement qualification will be 1041 001 2 or 1041-001-2 etc.

1. **Additional field linked to occupations**

Where relevant, a field can be added in the qualification to further link it to occupations. In such cases the relevant ISCO-08 code should be used.

#### Fields and Sub-fields.

The structure is outlined below

| **Fields** | **Sub-fields** |
| --- | --- |
| 00 Generic programmes and qualifications | 0011 Basic programmes and qualifications  0021 Literacy and numeracy  0031 Personal skills and development |
| 01 Education | 0111 Education science  0112 Training for pre-school teachers  0113 Teacher training without subject specialisation  0114 Teacher training with subject specialisation |
| 02 Arts and humanities | 0211 Audio-visual techniques and media production  0212 Fashion, interior, and industrial design  0213 Fine arts  0214 Handicrafts  0215 Music and performing arts |
| 0221 Religion and theology  0222 History and archaeology  0223 Philosophy and ethics |
| 0231 Language acquisition  0232 Literature and linguistics |
| 0288 Interdisciplinary programmes |
| 03 Social sciences, journalism, and information | 0311 Economics  0312 Political sciences and civics  0313 Psychology  0314 Sociology and cultural studies |
| 0321 Journalism and reporting  0322 Library, information, and archival studies |
| 04 Business, Commerce, administration and law | 0411 Accounting and taxation  0412 Finance, banking, and insurance  0413 Management and administration  0414 Marketing and advertising  0415 Secretarial and office work  0416 Wholesale and retail sales  0417 Work skills |
| 0421 Law |
| 0488 Interdisciplinary programs in business, administration, and law |
| 05 Natural sciences, mathematics, and statistics | 0511 Biology  0512 Biochemistry |
| 0521 Environmental sciences  0522 Natural environments and wildlife |
| 0531 Chemistry  0532 Earth sciences  0533 Physics |
| 0541 Mathematics  0542 Statistics |
| 06 Information and Communication Technologies (ICTs) | 0611 Computer use  0612 Database and network design and administration  0613 Software and applications development and analysis  0619 Information and communication technologies not elsewhere classified |
| 07 Engineering, manufacturing and construction | 0710 Engineering not further defined  0711 Chemical engineering and processes  0712 Environmental protection technology  0713 Electricity and energy  0714 Electronics and automation  0715 Mechanics and metal trades  0716 Motor vehicles, ships and aircraft |
| 0721 Food processing  0722 Materials (glass, paper, plastic and wood)  0723 Textiles (clothes, footwear and leather)  0724 Mining and extraction |
| 0731 Architecture and town planning  0732 Building and civil engineering |
| 0788 Interdisciplinary programmes involving engineering, manufacturing and construction |
| 08 Agriculture, forestry, fisheries and veterinary | 0810 Agriculture not further defined  0811 Crop and livestock production  0812 Horticulture |
| 0821 Forestry |
| 0831 Fisheries |
| 0841 Veterinary |
| 09 Health and welfare | 0911 Dental studies  0912 Medicine  0913 Nursing and midwifery  0914 Medical diagnostic and treatment technology  0915 Therapy and rehabilitation  0916 Pharmacy  0917 Traditional and complementary medicine and therapy |
| 0921 Care of the elderly and of disabled adults  0922 Childcare and youth services  0923 Social work and counselling |
| 10 Services | 1011 Domestic services  1012 Hair and beauty services  1013 Hotel, restaurants, and catering  1014 Sports  1015 Travel, tourism and leisure |
| 1021 Community sanitation  1022 Occupational health and safety |
| 1031 Military and defence  1032 Protection of persons and property |
| 1. Transport services |

**Section 4**

**ESQF Architecture**

