Kingdom of Eswatini

Guidelines on Registration of Qualifications and Part-Qualifications on the Eswatini Qualifications Framework

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Guidelines on Registration of Qualifications and Part-Qualifications on the Eswatini Qualifications Framework

"Ensuring genuine, relevant, comparable and compatible qualifications"

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ABBREVIATIONS AND ACRONYMS

ACQF: African Continental Qualifications Framework

CATS: Credit Accumulation and Transfer System

DIVT: Directorate of Industrial and Vocational Training

EQA: Eswatini Qualifications Authority

ESQF: Eswatini Qualifications Framework

ETS: Education and Training Sector

HE: Highier Education

MoET: Ministry of Education and Training

NQF: National Qualifications Framework

QA: Quality Assurance

RPL: Recognition of Prior Learning

SADCQF: Southern African Development Community Qualifications Framework

TQF: Transnational Qualifications Framework

TVET: Technical Vocational Education and Training

FOREWORD

The Eswatini Education and Training system is undergoing massive transformation to increase equitable access to quality and relevant education and training for lifelong learning. To achieve this, the Eswatini Qualifications Authority developed the national qualifications framework to register qualifications developed with the use of learning outcomes and notional hours in the form of knowledge, skills and competencies gained at each level of the education and training system. This approach explicitly outlines performance expectations and identifies what the learner is expected to know and do by the end of the learning experience. As such, strong emphasis is on broad consultations with employers, industry practitioners, professional organisations, educators and programme graduates.

Notably, the country's education sector operates in silos, resulting in challenges when students require to articulate either vertically or horizontally. Such has also resulted in neglect of skills acquired through informal education. To this end, the Eswatini Qualifications Framework (ESQF) is set to provide pathways that will facilitate linkages, credit transfer, exemptions and vertical and horizontal mobility at all levels to enable entry, re-entry and exit.

From the foregoing, the ESQF serves as a tool to link the various qualification paths in all sectors of the economy. Its functional nature is equated to an umbrella under which education and training standards are developed for sectoral use and adaptation for development of qualifications using learning outcomes.

The Ministry of Education and Training, through the EQA, has developed guidelines to register all qualifications (at all levels) on the Eswatini Qualifications Framework to enable national recognition and validation of acquired skills and knowledge, thus ensuring a coherent system that encourages life-long learning.

Lady Howard Mabuza
Honourable Minister for Education and Training

1. PREAMBLE

The Eswatini Government sanctioned the Eswatini Qualifications Framework (ESQF) policy in August 2020. The government made this policy decision in terms of the Education and Training Sector (ETS) Policy of 2011, that committed the government to the development of a National Qualifications Framework.

The ESQF is defined as an instrument that facilitates development, classification, comparison, recognition of skills, knowledge, and competencies along a range of agreed levels. It is an approach of arranging existing and new qualifications using learning outcomes. The purpose the ESQF is two-fold:

a. To promote life-long learning
- o Improving understanding of learning and qualifications, and how they relate to each other.
- o Improving access to education and training.
- o Making progression routes easier and clearer thus improving learner an career mobility.
- o Increasing scope for recognition of prior learning.

b. Promote Quality Assurance and Recognition
- o Ensuring that qualifications are relevant to perceived industry and socio-economic needs.
- o Ensuring compatibility of the same qualification offered by different institutions.
- o Ensuring that education and training standards are defined by agreed learning outcomes and applied consistently.
- o Maintaining international comparability of standards, especially in the Southern African context, to ensure international competitiveness, and to facilitate student and graduate mobility.

The ESQF is a comprehensive qualifications framework which includes the higher education sector, the technical vocational and training (TVET) sector and the schooling sector. This means that EQA must register all qualifications and part-qualifications from all these sectors on the ESQF.

According to the ESQF, there are three key components for assuring the quality of the educational and training provision i.e. level descriptors, subject standards or benchmarks and programme specifications.

    a.   Level descriptors are generic and thus are high level descriptions of what outcomes are expected on achieving a given qualification. The ESQF provides these high-level generic descriptors for each qualification level.

    b.   Subject standards or benchmarks must be agreed upon by all stakeholders. They should also take cognisance of regional or international subject standards.

    c.   Programme specifications are at the next level of granularity. These are written by each provider or an accredited third party for each of the programmes it offers.

All stakeholders in the education, training, and skills development sector should be aware of and function according to this three-level framework.

The quality of qualifications and part-qualifications are contained in the:

    a   advancement of the objectives of the ESQF.

    b   fitness and suitability of the qualification or part-qualification for its intended purpose.

    c   outcomes of the learning that took place.

    d   comparability with similar international qualifications, best practices and standards.

    e   the relationship between the learning components (subjects/ modules/ courses) of the qualification; and delivery of the qualification or part-qualification and assessment of learner achievement.

In pursuit of its mandate to implement the ESQF, the EQA developed Guidelines for Registration of Qualifications and Part-Qualifications which are in-line with all the ESQF policy requirements.

The Guidelines for Registration must allow qualifications and part-qualifications to be registered on the ESQF and should be comparable to national standards and international standards with particular emphasis on those in the Southern African Development Community (SADC), African Continent, and those of the Transnational Qualifications Framework.

2. PRINCIPLES IN THE DEVELOPMENT OF THE GUIDELINES

The following principles were applied in the development of the Guidelines:

   a. Alignment with ESQF policy requirements;
   b. Benchmarking of guidelines with other similar-sized countries with national qualifications frameworks;
   c. Building on successes of qualification frameworks and not making similar mistakes;
   d. Simplicity and conceptual clarity;
   e. Broader stakeholder consultation and
   f. Intellectual scrutiny.

3. DEFINITIONS

Credit

A credit is a "currency" providing a measure of learning outcomes achieved in notional hours at a given level. It is awarded for learning that has been achieved and verified through reliable and valid assessment. In most national and regional systems and notably within SADC and the Commonwealth, one credit equates to 10 notional hours of learning at the appropriate level.

Credit values

Credit values are commonly used as an accepted mechanism that recognises the quantum of learning for a qualification. This mechanism acts as a form of currency in that it is the medium of exchange when learners transfer their attainment from one qualification to another under 'credit' transfer arrangements. There is a growing acceptance of an international credit value where one credit represents about 10 hours of notional learning time.

ESQF

The Eswatini Qualifications Framework is defined as an instrument to facilitate development, classification, comparison, and recognition of skills, knowledge, and competencies along a range of agreed levels. It is an approach of arranging existing and new qualifications using learning outcomes.

Integrated Assessment

Integrated Assessment means the range of formative and summative assessment methods which permit the learner to demonstrate applied competence and assess different types of learning.

Learning Outcomes Statement

A learning outcome is a statement on what a learner should understand and can do upon completion of a period of study.

Level Descriptors

The 10 levels encompass the whole education, training and skills development sector and ensures comparability and transparency of qualifications in different fields and learning areas. Each level represents groupings of qualifications sharing similar characteristics as described by the level descriptors.

Each level represents the complexity of the qualifications from the most basic to the most complex incrementally from levels one to ten. Each qualification at a given level has a generic name regardless of where the qualification was obtained. Such generic titles make it possible for all qualifications that are registered on the framework to have parity of esteem.

Programme

A programme culminates into a qualification. Programme specifications are written by each provider or an accredited third party for each of the programmes it offers. The programme specifications set out the characteristics of the programme and draw upon both the generic expectations of the qualifications framework and the specifics of any relevant benchmark statement(s). Programme specifications not only address what must be taught but how it will be taught. It is in teaching and learning methods that institutions can exercise considerable freedom and flexibility to reflect their resources, students', and teachers' abilities.

A learning programme is a structured and purposeful set of learning experiences comprising of modules/ subjects/ courses and other learning activities, which, together contribute towards the achievement of a qualification or part-qualification.

Part-Qualification

A part-qualification is an assessed unit of learning that is registered as part of a qualification on the ESQF. Part-qualifications are typically bigger than 10 credits and smaller than 120 credits.

Guidelines on Registration of Qualifications

Qualification

A qualification represents the end-point of learning and is registered on the ESQF. Each qualification on the ESQF will have a statement of learning outcomes. This includes statements about:

· 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.

Qualification Type

A qualification type means the classification of a qualification on a specific level on the ESQF. Three broad types of qualifications can be placed on the ESQF:

- Degrees
- Diplomas
- Certificates

The qualification types are used to encourage flexibility and the accurate assignment to a level.

Recognition of Prior Learning

Specific arrangements will be made for the assessment and accreditation of skills and competencies acquired outside of the formal education system. People can acquire skills and competences in different ways, by following a learning programme, but also through experience in their work and daily life. For those who feel that they have mastered the skills and can demonstrate competencies in a certain field, they should make themselves available to be assessed against the standards as described in the qualifications framework.

Subject Standards

Subject standards describe the intended learning outcomes of a subject or domain within a qualification. Subject standards or benchmarks must be agreed upon by all stakeholders.

4. PURPOSE

The main purpose of the Guidelines is to ensure registration of qualifications and part-qualifications on the ESQF. Through registration of transparent qualifications based on learning outcomes, the ESQF is used as a tool for trust, credibility, and recognition of both national and foreign qualifications.

5. SCOPE

The Guidelines apply to the development, lookover, registration and publication of all qualifications and part-qualifications registered on the ESQF.

6. OBJECTIVES

The Guidelines support the objectives of the ESQF which are to promote lifelong learning and to promote quality assurance of transparent, trusted qualifications and part-qualifications for recognition.

The overall objective of the Guidelines is to promote public understanding and trust in the ESQF through the registration of credible, high-quality, and internationally comparable qualifications and part-qualifications.

The EQA will use the Guidelines for evaluating and registering qualifications and part-qualifications on the ESQF; and publishing of the same.

The Guidelines are designed to ensure the creation of learning pathways for progression between and within qualifications registered on the ESQF.

7. DEVELOPMENT OF QUALIFICATIONS AND PART-QUALIFICATIONS

In developing the qualifications and part-qualifications, the developers must ensure that all the criteria stipulated in the ESQF are met.

This means that they must adhere to the level descriptors as well as the qualification types and the qualification descriptors. Qualification developers must keep in mind the three-level framework specified in the ESQF.

Where subject standards do not exist, developers should contact the sectoral quality assurance agency, which will convene subject experts from relevant stakeholders to agree on national subject standards. Where subject standards or benchmarks exist, the Sectoral Quality Assurance Agency (SQAA) will publish these on their website.

Qualification and part-qualification developers must make sure that they use the correct format for the submission of the applications for registration of qualifications and part-qualifications.

8. REGISTRATION OF QUALIFICATIONS AND PART-QUALIFICATIONS

Qualifications and part qualifications for the registration on the Eswatini Qualifications Framework should:

a. Be submitted to EQA by the Qualification Developer.
b. Comply with the ESQF policy and guidelines for registration.
c. Where qualifications and part-qualifications do not meet the ESQF policy and guidelines, it will be returned to the applicants.
d. Be written in standard English.
e. Meet the programme accreditation standards and criteria.
f. The EQA is the entity responsible for registration of all qualifications and part-qualifications (any appeals will be dealt with according to the appeals policy and procedure).
g. Once the qualifications and part-qualifications are registered, they will be published.

9. SUBMISSION FORMAT FOR REGISTRATION OF QUALIFICATIONS

Qualifications and part qualifications earmarked for registration must be submitted in the following format:

a. Title

The qualification title must comply with the qualification type description provided for in the relevant sub-sector of the ESQF (General Education, HE/TVET). EQA is proposing a three-layer model with NQF Level, designator (field) and subfield e.g., Bachelor (L7) of Business, administration and law (field) in Marketing and Advertising (subfield).

b. Name of registered qualification developer/qualification awarding institution

The name of the registered qualification developer/qualification awarding institution must be stated.

c. Sub-Sector or Sub-Framework

The sub-sector or sub-framework in which the qualification is to be registered must be stated, whether it is a Higher Education, TVET or General Education qualification.

d. Field and subfield

A list of the approved fields and subfields are published on the EQA website and will be included in the application form.

The fields and sub-fields should be clearly indicated.

e. Level of qualification

The Level Descriptors must be used to determine the level of the qualification.

The Level descriptors are contained in the ESQF, which are published on the EQA website.

f. Credits

The credits must be calculated on the basis that one (1) credit is equal to ten (10) notional hours.

The minimum credit allocation must comply with the ESQF.

G. Rationale

The rationale should:

i. Provide details of the reasoning that led to identifying the need for the qualification.

ii. Indicate how the qualification meets specific needs in the sector for which it is developed.

iii. Map out the learning paths and possible career paths for the learners pursuing this qualification.

iv. Show how the qualification will add value to its recipients and the economy of Eswatini as a whole.

h. Purpose

The purpose statement should indicate what the qualifying learner will be able to know and do upon achieving the qualification (Exit Learning Outcomes).

Graduate qualities or attributes may be used.

I. Rules of Combination

There must be unity between parts of the qualification (relatedness of courses that make up the qualification, coherence within and between core and elective courses and appropriate sequencing).

j. Entry Requirements

The minimum entry requirements to the qualification must be stated and should be aligned to the ESQF requirements for qualification types. Access into the qualification or part-qualification through RPL should also be considered in this section.

Entry Requirements as specified in the ESQF and QA standards

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 EGCSE/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, thos e 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 EGCSE/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	

k. Exit Learning Outcomes and Associated Assessment Criteria
   i.   Exit learning outcomes, aligned to the level descriptors should specify what the learner will be able to do and know upon acquiring the qualification.
   ii. Associated assessment criteria should be included to indicate the kind and level of assessment associated with the qualification.

l. International Comparability
A statement on how the qualification compares with similar qualifications or best practices or standards offered in other parts of the world must be given. International comparability must consider SADC, the rest of the African Continent and the Transnational Qualifications Framework (TQF).

m. Integrated Assessment
Integrated Assessment must state the range of formative and summative assessment methods which permits the learner to demonstrate applied competence, and assess different types of learning.

n. Recognition of Prior Learning (RPL)
Institutional RPL policy must clearly state how RPL will be applied to gain entry to the qualification. The institutional policy should be aligned to the national RPL policy.

o. Credit Accumulation and Transfer
A statement on how credit accumulation and transfer will be handled should be made.

p. Articulation
A statement describing the horizontal, diagonal and vertical articulation possibilities within the relevant sub- framework and between sub-frameworks must be provided.

q. NOTES
A section included to allow EQA to add any additional information regarding the history of the qualification or part-qualification for example its registration status.

10. GUIDELINES FOR RE-REGISTRATION

Qualifications and part-qualifications will be registered for a period of five years. Within the five years, the qualifications and part-qualifications should be reviewed to determine their relevance and possible updating, leading to either re-registration or deregistration. Some qualifications in specific fields and disciplines may need revision within shorter periods.

Where qualifications or part-qualifications are deregistered a teach-out period will be included. The formula for the teach-out period is typical (n + 2 years). N is equal to the number of years of the course.

Deregistered qualifications will remain on the database together with accredited providers for historical record purposes only.

EQA will alert providers one year in advance before the registration end date. Providers should then indicate to the EQA whether the qualification needs to be re-registered or deregistered.

11 .PUBLICATION

EQA will publish all registered qualifications and part-qualifications on their website in a user-friendly format. The website will be updated on a regular basis. This website will be the official place to check for all registered qualifications and part-qualifications offered in Eswatini.

12. DEREGISTRATION OF QUALIFICATIONS AND PART-QUALIFICATIONS

Qualifications and part-qualification that do not meet the ESQF requirements will be de-registered.

When programmes leading to registered qualifications are de-accredited, and no-one else offers such qualifications, they will also be deregistered. Where providers want to deregister qualifications, they need to inform EQA through a formal letter.

Where qualifications or part-qualifications are de-registered, they will remain on the database for historical record purposes.

The status of de-registered qualifications will be clearly shown on the EQA website.

13. IMPLEMENTATION AND REVIEW

The implementation date for the Guidelines will be determined by the EQA. The date will be announced in the formal communication mechanisms of government and on the EQA website.

The Guidelines will be reviewed every five years or wherever necessary. Stakeholders can send their recommendations for changes to the EQA.

The EQA will convene all the appropriate stakeholders for a workshop where changes will be discussed.

14. TRANSITIONAL ARRANGEMENTS

Legacy qualifications (before 2017), legitimately recognized by the relevant authorities, will be registered on the ESQF if it is placed in a learning outcomes format.

All programmes that have been accredited between 2018 and 2022 by sectoral quality assurance agencies will be registered if they meet the learning outcomes format by a date specified by EQA.

All new programmes from a specified date determined by EQA should meet all the requirements of the ESQF and the Guidelines.

Learners who achieved their legal qualifications before the introduction of the ESQF shall not be negatively affected by the new system.

15. RELATIONSHIP WITH RELEVANT INTERNATIONAL QUALIFICATIONS FRAMEWORKS

All qualifications and part-qualifications (where applicable) should be compare well with the SADC Qualifications Framework (SADCQF), the African Continental Qualifications Framework (ACQF) and the Transnational Qualifications Framework (TQF). Providers whose qualifications and part-qualifications appear on the ESQF should show on their certificates or statement of results the equivalent SADCQF, ACQF and TQF levels as well as globally.
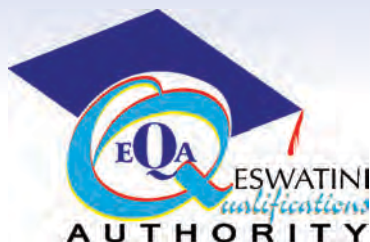
Section 1 – Application Form

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 <u>Qualification</u>   ☐
                        OR
The registration of a <u>Part-qualification</u>

For office use only

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

A. 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?

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B. **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 …

C. 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	

D. **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.

E. 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**

F. 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:_____*

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;	

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Level 9		
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.	*Doctoral Degree*
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. • 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	• *Associate Degree*

Level 6		
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.	• *Bachelor's Degree*
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.	

Level 5		
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.	• *Diploma* • *Technician*
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.	

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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 apply basic skills to execute tasks involving known routines and procedures under maximum supervision.	• *Handyman/ semiskilled* • *Basic capacity to operate in a specialised skills area* • *Grade 3 Trade Certificate*
Skills	• To apply a range of methods, tools and materials to complete routine activities.	
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)*
Skills	• To apply numeracy and literacy skills to carry out tasks.	• *Basic literacy e.g. learners who have completed Sebenta*
Personal Attributes	• To demonstrate ability to understand, follow instructions and be able to function as a team member in learning and work environment.	• *Other basic foundation programmes incorporating basic literacy and numeracy*

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.

2. 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.

3. 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.

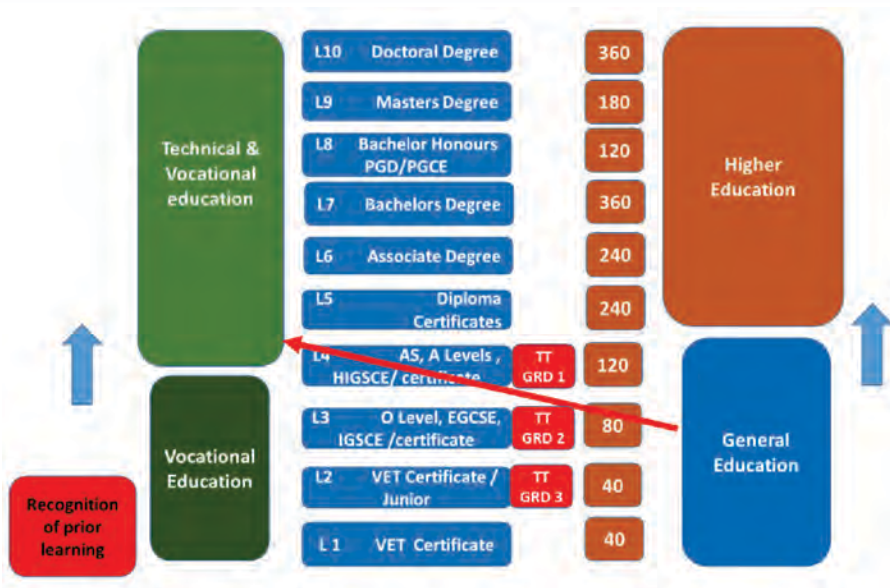| Fields	Sub-fields
00 Generic programmes and qualifications	0011 Basic programmes and qualifications 0021 Literacy and numeracy 0031 Personal skills and development
01 Education	0111 Education science 0112 Training for pre-school teachers 0113 Teacher training without subject specialisation 0114 Teacher 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**

Fields	Sub-Fields
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

Fields	Sub-Fields
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
	1041 Transport services

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Section 4

ESQF Architecture