UNIVERSITY
OF
JOHANNESBURG

# ACADEMIC PROGRAMME POLICY

| | |
|---|---|
| **Document number** | |
| **Custodian** | **DVC Academic** |
| **Responsible Division** | **DVC Academic** |
| **Status** | **Approved** |
| **Approved by** | **Senate** |
| **Date of approval** | **17 July 2008** |
| **Amendments** | |
| **Dates of amendments** | |
| **Review date** | ~~2013~~ **2016** |

| Related documents | |
|---|---|
| **UJ documents**<br>(e.g. Policies, Regulations, Guidelines, Contracts) | **Other**<br>(e.g. legislation, DHET and HEQC directives and guidelines) |
| • **UJ Vision, Mission and Values;**<br>• **Academic Certification Policy;**<br>• **Admission Policy;**<br>• **Assessment Policy;**<br>• **Language Policy;**<br>• **Teaching and Learning Policy;**<br>• **Teaching and Learning Strategy;**<br>• **Policy: Learning Support Materials;**<br>• **Policy on Higher Degrees and Postgraduate Studies;** | • **Revised Classification of Educational Subject Matter, 2008**<br>• **Higher Education Act (Act 101 of 1997);**<br>• **Ministry of Education: National Plan for Higher Education in South Africa: February 2001;**<br>• **Ministry of Education: Higher Education Qualification Sub-framework (HEQSF): January 2013;**<br>• **SAQA National Qualifications** |

| | |
|---|---|
| <ul><li>**Policy on People with Disabilities;**</li><li>**Policy on Recognition of Prior Learning;**</li><li>**Policy On The Regulation Of Secondary Income Generating Activities Supplementing Employees' Income;**</li><li>**Work Integrated Learning and Service Learning Policy;**</li><li>**UJ Enrolment Management Plan;**</li><li>**UJ Programme Qualification Framework (PQM) revised 2014;**</li><li>**Quality Promotion Policy;**</li><li>**Quality Promotion Plan: 2010 – 2016;**</li><li>**UJ Online Policy Framework.**</li></ul> | <ul><li>**ACT 67 of 2008;**</li><li>**Minimum Admission Requirements: Government Gazette, No. 31231 July 2008;**</li><li>**CHE: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation: November, 2004;**</li><li>**HEQSF;**</li><li>**Protection of Personal Information Act 4 of 2013 (2013);**</li></ul> |
| **Stakeholders affected by this document (units and divisions that should be familiar with it).** | <ul><li>**Executive Deans/Vice-Deans;**</li><li>**Heads: Academic Departments;**</li><li>**Lecturers (part-time and full-time);**</li><li>**Heads: Faculty Administration;**</li><li>**Executive Directors/Directors;**</li><li>**Heads: Academic and Administrative Support Units.**</li></ul> |
| **Website address of this document:** | **INTRANET:** https://www.intranet.uj.ac.za |

# Contents

1. **PREAMBLE**

The University of Johannesburg offers a wide range of academic programmes, from vocational, career-focused and professional to general formative, which address national and regional imperatives, support transformation of the higher education (HE) system and advance the values of freedom, democracy, equality and human dignity.

Central to the University's mission of "inspiring its community to transform and serve humanity through innovation and the collaborative pursuit of knowledge" is the quality of its programmes and a commitment to offering academic programmes that have international standing as well as a high national reputation based on their rigour, relevance and academic quality. The intention of this policy is to ensure that programmes are developed and approved on the basis of sound curriculum principles, good design and appropriate structure, and in compliance with external regulatory requirements. Further, it aims to ensure consistently high quality in the delivery and monitoring of programmes and learning activities across all faculties and campuses.

### *VISION*

*An international university of choice, anchored in Africa, dynamically shaping the future.*

### *MISSION*

*Inspiring its community to transform and serve humanity through innovation and the collaborative pursuit of knowledge.*

### *VALUES*

| *IMAGINATION* | *CONVERSATION* |
|---|---|
| *Shaping the future* <br> *Thinking independently* <br> *Developing a cosmopolitan identity* <br> *Exhibiting ambition and drive* <br> *Adopting entrepreneurial approaches* | *Learning together from our diversity* <br> *Making wise decisions collectively* <br> *Engaging meaningfully with one another* <br> *Displaying mutual respect* <br> *Leading consultatively* |

| REGENERATION | ETHICAL FOUNDATION |
|---|---|
| *Developing sustainably through creative contribution*<br>*Introspecting for renewal*<br>*Innovating for the common good*<br>*Making positive change*<br>*Taking advantage of overlooked opportunities* | *Treasuring academic freedom*<br>*Seeking balance in the pursuit of knowledge*<br>*Facing challenges with courage and earning trust*<br>*Acting responsibly by being fair, consistent and transparent*<br>*Participating in and helping the community (Ubuntu)\** |

*\*Ubuntu, is the capacity to express compassion, justice, reciprocity, dignity, harmony and humanity in the interests of building maintaining and strengthening the community. Ubuntu speaks to our interconnectedness, our common humanity and the responsibility to each that flows from our connection.*

## 2. PURPOSE

**The purpose of this policy is to:**

**2.1** establish a clear framework of regulations, guidelines and procedures within which faculties are able to operate in a manner consistent with the requirements of their respective academic programmes;

**2.2** provide guidelines for the planning, development, design and implementation of academic programmes to ensure quality in the management of these programmes taking into account national requirements and those specifically applicable in cases of professional bodies;

**2.3** ensure that all applications for new academic programmes or amendments to existing academic programmes are consistent with the Higher Education Qualification Sub-Framework (HEQSF) (CHE, 2013).

## 3. SCOPE
This policy applies to all subsidised and continuing education whole programmes (CEPs) offered by the University that lead to a certificate awarded and/or a certificate issued by the University.

## 4. DEFINITIONS AND ACRONYMS
Definitions and acronyms are attached as Appendix 1 of this document.

**5.** **ACADEMIC PROGRAMME PLANNING AND DESIGN**

**5.1** The planning, development and design of all higher education programmes and qualifications must conform to the requirements of the *Higher Education Qualification Sub–Framework* (HEQSF), with the *Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor Degree Programmes* of July 2008 and with nationally recognised guidelines such as the HEQC *Criteria for Programme Accreditation* (2004). The *UJ Programme Manual for the Development of New Subsidised and Continuing Education Whole Programmes* provides the internal and external guidelines to ensure that there is compliance with all relevant legislation.

**5.2** Where applicable, planning, development and design of HE programmes and qualifications as well as HE admission policies, should comply with the regulatory requirements of the relevant professional bodies.

**5.3** Academic programme design should be aligned with the vision, mission, and values of the University. Programme development guidelines and regulations should demonstrate how these are given effect and specify any further requirements such as professional or statutory body stipulations, and any other special responsibilities.

**5.4** Academic programmes are aligned with University and faculty strategic plans, and based on established and contemporary research.

**5.5** Programmes are coherently designed to ensure constructive curriculum alignment in terms of the purpose of the programme, exit-level outcomes, the learning content of modules, module learning outcomes, assessment criteria, and teaching, learning and assessment opportunities and strategies. A learning guide, per module, is essential and should be in line with the UJ Teaching and Learning Policy and the Policy on Learning Support Materials.

**5.6** As a public higher education institution, the University is restricted to NQF levels 5 to 10 in accordance with the Higher Education Act 101 of 1997.

**6.** **PREREQUISITES FOR ACADEMIC PROGRAMME DESIGN AND DEVELOPMENT**

**6.1** **Naming of qualifications**
The framework has eleven qualification types mapped onto the six levels of the NQF occupied by higher education qualifications. Some levels have

more than one qualification type. Some qualification types have specific variants. The framework comprises the following qualification types:

| Qualification | NQF | Credits | |
|---|---|---|---|
| **Undergraduate** | | | |
| Higher Certificate | 5 | 120 | |
| Advanced Certificate | 6 | 120 | |
| Diploma | | 240 | 360 |
| Advanced Diploma | 7 | 120 | |
| Bachelor's Degree | | 360 | 480 |
| **Postgraduate** | | | |
| Postgraduate Diploma | 8 | 120 | |
| Bachelor Honours Degree | | 120 | |
| Master's Degree | 9 | 180 | |
| Professional Master's Degree | 9 | | |
| Doctoral Degree | 10 | 360 | |
| Professional Doctorate | 10 | | |

See also Appendix 3 for the HEQSF Articulation Framework.

## 6.2 Programme Structure

An academic programme comprises a defined number of modules: it must have a core component and may have fundamental and/or elective components) each providing its own learning outcomes, and assessment criteria that are aligned with the purpose and exit-level outcomes of the programme concerned. All academic programmes and modules are pitched at an appropriate NQF level and they are allocated credit values that are related to time.

### 6.2.1  NQF levels of programmes and modules

NQF levels are used in conjunction with level descriptors and are applicable to learning pathways as well as articulation with other programmes. NQF levels indicate the level at which the academic programme is pitched and the degree of complexity of the learning content.

### 6.2.2  Credit Values

(a)     The HEQSF, however, 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, and not in terms of academic years of study.

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. It is also important to emphasise that while credits at particular NQF levels represent learning of the relevant cognitive difficulty, credits are not necessarily directly exchangeable within a particular level, as they are also related to the purpose of a particular qualification. Thus, for example, credits for a Higher Certificate at Level 5 are not necessarily interchangeable with Level 5 credits in a degree programme.

(b)     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. In general, the number of credits required at the exit level of a qualification is 120.

(c)     NQF levels are indicators of complexity. So if a qualification requires that 90 credits should be at NQF Level 7, it means that students are asked to complete 900 hours of  work  at  that  level  of  intellectual demand. The level gives the complexity, while the credit value gives the time.

(d)     In undergraduate programmes, the accepted minimum workload for students is 40 hours per week. A year translates into a minimum of 120 credit points or 1 200 working hours.

## 6.2.3  Credit allocation

**(a)**     Credit values are allocated in accordance with the National Qualification Framework and HEQSF guidelines (and other qualification bodies) per qualification type and as determined by the University from time to time.

**(b)**     There should be no term modules, i.e. half semester modules. All modules should be of semester or year-long duration. Modules may stretch over the full semester but carry only half the credit value of a full semester module. Nonetheless, they should culminate in an assessment opportunity of at least two hours duration.

**(c)**    As far as possible, modules at the same level within a programme should carry equal credit values across programmes, faculties and campuses. This does not necessarily apply to online programmes.

**(d)**    In three-year programmes, the minimum credit values are 360 and total credit values should not exceed 400 *unless* this is specified in professional body regulations or the programme specifies three major specialisations. (These are the only exceptions that will be made.)

**(e)**    In four-year programmes, the minimum credit values are 480 and total credit values should not exceed 530 *unless* this is specified in professional body regulations. (These are the only exceptions that will be made.)

**(f)**    Credit value does not necessarily reflect contact time of lectures.

### 6.2.4  Duration of subsidised academic programmes

(a)    The period of study for a subsidised academic programme is expressed in years.

(b)    Minimum and maximum stipulations for completion of an academic programme as approved by Senate are contained in the *Policy on Higher Degrees and Postgraduate Studies, Academic Regulations* and *Faculty Rules and Regulations.*

### 6.2.5  Contact time
Contact time is in accordance with the University's Teaching and Learning Policy, the Academic Calendar as approved by Senate and the Lecturing Timetable as approved by the University Time Table Committee. Online programmes are governed by the UJ Online Policy Framework.

### 6.2.6  Modes of teaching and learning
The University of Johannesburg is committed to providing quality programmes regardless of the delivery format. As such, the UJ Online Policy Framework focuses specifically on the best practices and strategies for online/distance learning and course delivery. All other teaching and learning policies within the University are adhered to irrespective of the mode of delivery. Within this context, UJ is committed to the quality standards/guidelines for programme design, instruction, associated support services, evaluation and assessment, use and distribution of

learning resources, the rights and responsibilities of parties and all related matters associated with online/distance learning.

(a)     Modes of teaching and learning (including Work-integrated Learning (WIL) should be appropriate to module outcomes, in alignment with the purpose of the programme and in accordance with the provisions of the Teaching and Learning Policy.

(b)     Where approved by the DHET and the HEQC, WIL may be a structured part of the programme in which the volume of learning is appropriate to the   purpose of the qualification. When WIL is a formal part of the qualification the purpose, outcomes and assessment strategy must be clearly outlined. WIL may not exceed 120 credits.

(c)     A component of credit-bearing service learning may be introduced into any programme.

### 6.2.7   Assessment strategies
Assessment strategies should be appropriate for the assessment of learning and assessment criteria established for the programme. Assessment must be in accordance with the provisions of the University's Assessment Policy.

## 6.3     Accumulation of credits towards a qualification (CAT principle)
The following applies to credit accumulation and transfer (CAT), being the process whereby a student's achievements are recognised and contribute to further learning:

### 6.3.1   Accumulation of credits towards a qualification that has not been completed by the candidate
In accordance with the HEQSF, credits obtained at another institution by a student who has not completed the qualification at that institution may be recognised by this University as meeting part of the requirements for a University of Johannesburg qualification noting the requirement for 50% of the qualification to be completed while studying at UJ.

### 6.3.2   Accumulation of credits towards a new qualification
Any or all of the credits obtained from an incomplete qualification at this or another university may be recognised as meeting part of

the requirements for a new qualification. Credits up to a maximum of 50% of the credits obtained from a previously completed qualification at this or another university may be recognised as meeting part of the requirements for a new qualification and transferred to that qualification.

### 6.3.3 HEMIS requirements (fail principle)

A student wishing to transfer credits obtained towards a qualification for which he/she is currently registered, in accordance with stipulations under 6.3.2, may not exit from the programme without deregistering from such programme and transferring to the new qualification in accordance with University requirements.

### 6.4 Qualification Enrolment Compliance

Registration for modules of a particular qualification must be in accordance with the following:

(a)     The legal principle with reference to the 50% principle according to which a student must complete and pass 50% of the modules of the qualification concerned.

(b)     DHET and HEMIS rules regarding student registration.

## 7. APPROVAL OF SUBSIDISED ACADEMIC PROGRAMMES

All academic programmes must be submitted for approval by Senate. Qualifications/programmes are submitted for approval to the DHET, accreditation by the CHE and finally registration on the NQF by SAQA. It is incumbent on the deans to ensure that the required professional body approvals are secured as and when required.

The detailed internal and external processes are outlined in the Programme Manual: *Development and Approval of New Subsidised Programmes and Continuing Education Whole Programmes.*

## 8. MANAGEMENT OF ACADEMIC PROGRAMMES

### 8.1 Faculty management

The quality-related structures and mechanisms for the effective coordination and management of programmes reside within the faculty offering the programmes. The faculty structure must ensure that there are mechanisms to monitor quality and report to Senex (see also par.10.1 and 10.2).

**8.2 Programme coordination across faculties and departments**

In order to facilitate the attainment of the intended purpose, outcomes and credits, the coordination of programmes is the joint responsibility of the home faculty and the faculty within which programmes are offered. The academic assigned to coordinate programmes is responsible for the approval process, management and sustainability of the programmes.

**8.3 Management of students**

**8.3.1 Current students**

Students registered in currently accredited programmes are managed in accordance with the relevant faculty rules and regulations as determined by the Faculty Board, approved by Senate and contained in the Faculty Rules and Regulations.

**8.3.2 Pipeline students**

This policy makes provision for pipeline students to be managed as outlined in the University's Academic Regulations.

**8.4 Role of professional bodies**

Programmes affiliated to or governed by professional bodies are managed in accordance with professional regulatory requirements, agreements and memoranda of understanding as applicable.

**9. MANAGEMENT OF QUALITY IN THE DEVELOPMENT AND DESIGN OF ACADEMIC PROGRAMMES – THE INTERNAL APPROVAL PROCESS**

The institutional review and programme accreditation requirements, as stipulated by the HEQC to assure quality of academic programmes, with a view to continuous improvement, include management of the quality of the planning, development, design and implementation of these programmes.

**(a)** The management of the quality of programmes, the planning, development and design, in accordance with the HEQC criteria, requirements and procedures, is the responsibility of Programme Coordinators, Heads of Departments and Executive Deans of faculties.

**(b)** Faculties ensure that there are quality structures and mechanisms in place to monitor and review on a continuous basis.

**(c)** The relevant faculty programme teams are responsible for the development and design of programmes in accordance with the *Guidelines*, the implementation thereof, and the monitoring of processes and practices.

**(d)** Faculty Quality Committees or their equivalents are responsible for ensuring the appropriateness and readiness of proposals.

**(e)** Within faculties, Faculty Boards are responsible for the approval of proposals to offer new programmes. Faculty approval should be based on the Faculty's academic and strategic plan, strategic resources required for the successful delivery of the programme and the adequacy of the documentation.

**(f)** Before submission to Senex, the Programme Working Group (PWG) performs a quality check on the proposal in relation to regulatory requirements.

**(g)** Senate gives final approval for the offering of new programmes.

**(h)** Faculty Boards are responsible for submitting proposals to Professional Boards if required.

**10.** **ACADEMIC PROGRAMME REVIEW AND MONITORING**
   (a) Regular formal reviews of all programmes (including Continuing Education Programmes, i.e. non-subsidised whole and short learning programmes) are conducted as indicated in the UJ Quality Promotion Policy and the UJ Strategic Plan 2025.
   (b) Programme reviews serve the following purposes: The identification of areas of excellence and areas in need of improvement and/or accreditation/re-accreditation by a professional/statutory body.
   (c) Formal programme reviews consist of a self-evaluation phase, followed by a review by an external panel of experts resulting in a formal peer review report.
   (d) Programme review reports, as well as improvement plans and progress reports (where required), are submitted to the Senate Teaching and Learning Committee for approval.
   (e) Formal programme reviews are supported and facilitated by the Unit for Quality Promotion.

**11.** **REVIEW OF THE POLICY**

**(a)** The policy review will be conducted in accordance with the approved University Policy on Policy Development and will take place in consultation with the relevant quality promotion structures at faculty and institutional level under the auspices of the official custodian of this policy, namely the Deputy Vice-Chancellor Academic.

1. **DEFINITIONS, TERMINOLOGY AND ACRONYMS**

For the purpose of this policy, unless otherwise stated, the following definitions shall apply.

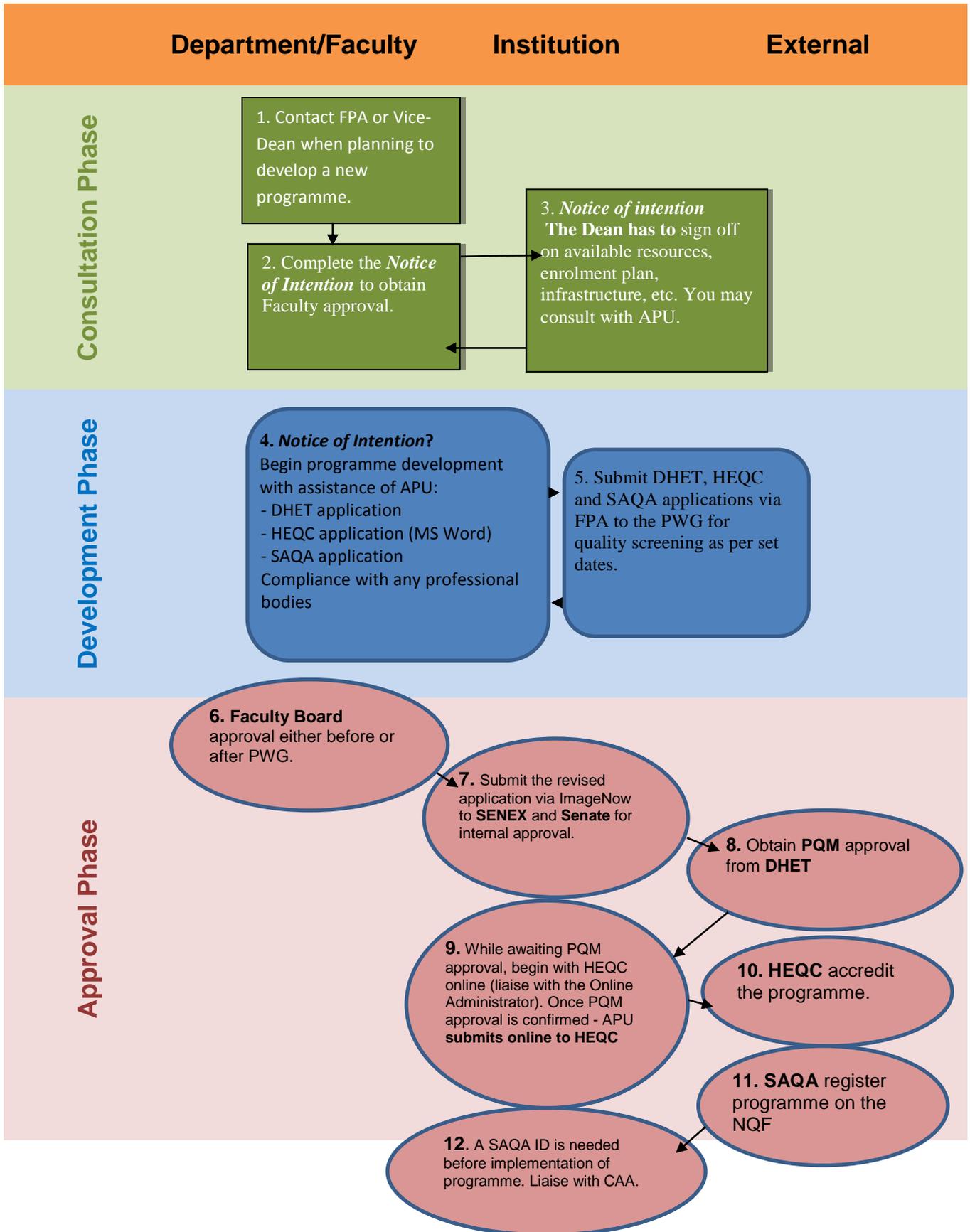| Term | Definition |
|---|---|
| **Academic Programme** | A purposeful and structured set of learning experiences (i.e. the teaching, learning and assessment activities) that leads to a qualification (degree, diploma or certificate). |
| **Certificate** | The degree, diploma or certificate awarded by an accredited provider to a student on the successful completion of an academic programme of study. |
| **Credit** | A measure of the volume of learning required for a programme/module, quantified as the number of notional study hours required for the average student to master the relevant learning outcome. |
| **Credit Accumulation and Transfer (CAT Principle)** | 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 the same or another institution as meeting part of the requirements for a qualification, or credits for an incomplete qualification may be recognised as meeting part of the requirements for a different qualification, or, where subject to limits, credits for a completed qualification may be recognised as meeting part of the requirements of another qualification (HEQSF 2013:11). |
| **Credit-rating** | The system rates 10 *notional* study hours as equivalent to one credit. |
| **Continuing Education Programmes** | Institution-approved<br>a) Whole programmes and<br>b) Short learning programmes offered by the University.<br>These programmes do not receive state funding and will upon successful completion lead to certification. |
| **Distance Education** | A set of teaching and learning strategies (or educational methods) that can be used to overcome spatial and/or temporal separation between educators and students. However, it is not |

| | |
|---|---|
| | a single mode of delivery. It is a collection of methods for the provision of structured learning. It avoids the need for students to discover the curriculum by attending classes frequently and for long periods. Rather, it aims to create a quality learning environment using an appropriate combination of different media, tutorial support, peer group discussion, and practical sessions. |
| **Guidelines** | As used in this document: *Manual for the Development of New Academic Programmes* |
| **HEQSF** | The HEQSF, provides the basis for integrating all higher education qualifications into the National Qualifications Framework (NQF). It provides a basis for standards development and quality assurance. It provides a mechanism for improving the coherence of the higher education system and indicates the articulation routes between 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. |
| **Level Descriptor** | Statement describing learning achievement at a particular level of the NQF that provides a broad indication of the types of learning outcomes and assessment criteria that are appropriate to a qualification at that level. |
| **Module** | An assessed learning component (building block) within a programme of study for a qualification (sometimes referred to as a subject or course). |
| **National Qualification Framework** | A structure within which all qualifications are registered at national level. |
| **Practicals** | Teaching and learning credit-bearing strategies that constitute a formal part of the teaching and learning plan of an academic programme (e.g. laboratory work, tutorials, research assignments, simulations), which makes provision for the application of theory, techniques and skills and frequently takes place on campus, but is not regarded as Work-Integrated Learning or Service Learning. |
| **Programme-based Approach** | An approach in which a structured set of learning outcomes and related assessment criteria are coherently developed to achieve the purpose of a particular field of learning which leads to a qualification. |
| **Programme Coordinator** | The designated academic responsible for the |

| | |
|---|---|
| | coordination of a specific programme who operates within the framework of an agreed-upon mandate and defined procedures and responsibilities. |
| **Programme Team** | The team responsible for the development of academic programme proposals, culminating in the preparation of applications in the correct format to provide the basis for discussion in the approval process. |
| **Qualification** | The formal recognition and certification of learning achievement awarded by an accredited institution. |
| **Qualification Descriptor** | Specifies the exit-level of the qualification type, its credit-rating, purpose and characteristics. |
| **Qualification Designator** | Describes a generic field of study, discipline or profession and is stated in the qualification nomenclature, e.g. Bachelor of Science (BSc). Has application to degrees only. |
| **Qualification Qualifier** | Reflects the specifications related to a specialised learning field, e.g. Geology (BSc in Information Technology). |
| **Qualification Type** | The national classification of qualifications on the National Qualifications Framework. |
| **Subsidised Programme** | Approved, funded (by the DHET), registered and accredited, structured academic programme (sometimes referred to as a formal programme) which, on successful completion, leads to the award of a formal qualification |
| **University** | University of Johannesburg. |
| **Work-Integrated Learning (WIL)** | The component of a learning programme that focuses on the application of learning in an authentic learning work-based context under the supervision and/or mentorship of a person/s representing the workplace. It addresses specific competencies identified for the acquisition of a qualification that make the student employable and assist in the development of related personal attributes. |

**ACRONYMS**

| CHE | Council on Higher Education |
|---|---|
| DHET | Department of Higher Education and Training |
| HEQC | Higher Education Quality Committee |
| HEQSF | Higher Education Qualifications Sub-Framework |
| NQF | National Qualifications Framework |
| PQM | Programme Qualification Mix |
| SAQA | South African Qualifications Authority |
| UJ | University of Johannesburg |

## 1.1 FLOWCHART: DEVELOPMENT, APPROVAL AND ACCREDITATION

| Department/Faculty | Institution | External |
|---|---|---|

### Consultation Phase

1. Contact FPA or Vice-Dean when planning to develop a new programme.

2. Complete the *Notice of Intention* to obtain Faculty approval.

3. *Notice of intention* **The Dean has to** sign off on available resources, enrolment plan, infrastructure, etc. You may consult with APU.

### Development Phase

4. *Notice of Intention*? Begin programme development with assistance of APU:
- DHET application
- HEQC application (MS Word)
- SAQA application
Compliance with any professional bodies

5. Submit DHET, HEQC and SAQA applications via FPA to the PWG for quality screening as per set dates.

### Approval Phase

6. **Faculty Board** approval either before or after PWG.

7. Submit the revised application via ImageNow to **SENEX** and **Senate** for internal approval.

8. Obtain **PQM** approval from **DHET**

9. While awaiting PQM approval, begin with HEQC online (liaise with the Online Administrator). Once PQM approval is confirmed - APU **submits online to HEQC**

10. **HEQC** accredit the programme.

11. **SAQA** register programme on the NQF

12. A SAQA ID is needed before implementation of programme. Liaise with CAA.

**HEQSF ARTICULATION FRAMEWORK**

| NATIONAL QUALIFICATIONS FRAMEWORK | | |
|---|---|---|
| **LEVEL** | **SUB-FRAMEWORK AND QUALIFICATION TYPES** | |
| 10 | DOCTORAL DEGREE<br>DOCTORAL DEGREE (PROFESSIONAL) | * |
| 9 | MASTER'S DEGREE<br>MASTER'S DEGREE | * |
| 8 | BACHELOR HONOURS DEGREE<br>POSTGRADUATE DIPLOMA<br>BACHELOR'S DEGREE | * |
| 7 | BACHELOR'S DEGREE<br>ADVANCED DIPLOMA | * |
| 6 | DIPLOMA<br>ADVANCED CERTIFICATE | OCCUPATIONAL CERTIFICATE (LEVEL 6) |
| 5 | HIGHER CERTIFICATE | OCCUPATIONAL CERTIFICATE (LEVEL 5) |
| 4 | NATIONAL CERTIFICATE | OCCUPATIONAL CERTIFICATE (LEVEL 4) |
| 3 | INTERMEDIATE CERTIFICATE | OCCUPATIONAL CERTIFICATE (LEVEL 3) |
| 2 | ELEMENTARY CERTIFICATE | OCCUPATIONAL CERTIFICATE (LEVEL 2) |
| 1 | GENERAL CERTIFICATE | OCCUPATIONAL CERTIFICATE (LEVEL 1) |

*Qualification types beyond level 6 on the OQSF have not been determined pending further advice.

| Key to sub-frameworks | | |
|---|---|---|
| Higher Education Qualifications Sub-Framework | General and Further Education and Training Qualifications Sub-Framework | Occupational Qualifications Sub-Framework |

From HEQSF, 2013: 6