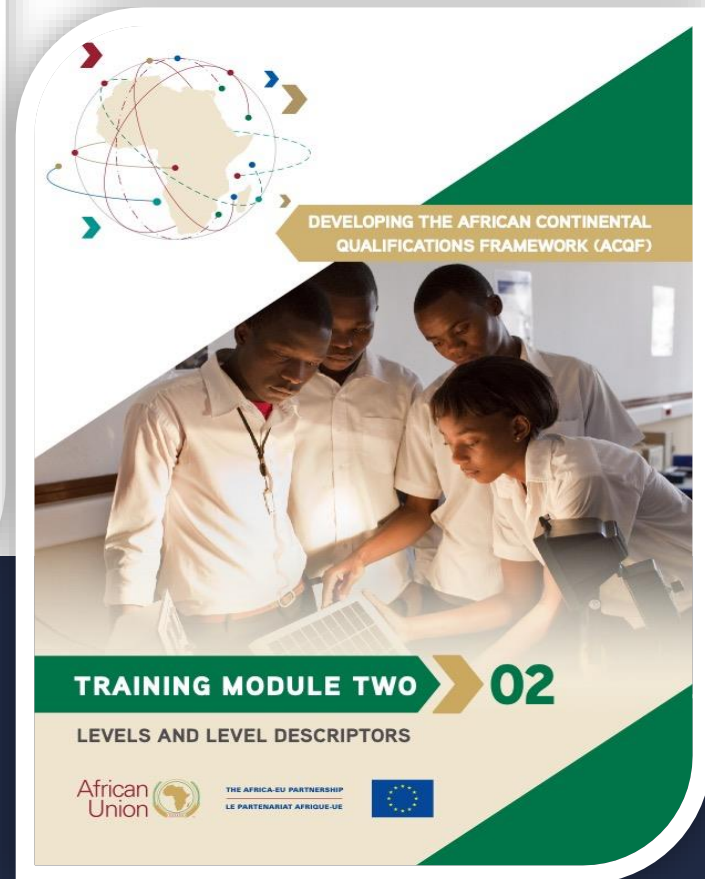


**Learning outcomes.
Level descriptors.
Concepts, application,
development.**



Learning outcomes – the GPS in qualifications systems?

CINTERFOR
TRAINING PROGRAMME 19/10/2022
Authors: Eduarda Castel-Branco and Coleen Jaftha



01

Themes

Sources and references

Introduction

This presentation addresses two essential building blocks of qualifications frameworks:

✓ **Learning Outcomes**

✓ **Level descriptors**

To learn more:

✓ **ACQF Training Modules 1 and 2**

At: <https://acqf.africa/capacity-development-programme/training-modules/training-modules-1-to-10-english>

✓ **ACQF Thematic Brief 10**

At: <https://acqf.africa/capacity-development-programme/thematic-briefs/acqf-thematic-brief-10-acqf-level-descriptors-the-story-of-the-development-journey>

✓ **Orientation Note on RQF**

At: <https://acqf.africa/resources/library/publications-from-international-sources/etf-orientation-note-on-regional-qualifications-frameworks-2021>

Cedefop

Cedefop: Handbook on Learning outcomes (second edition, 2021):
<https://www.cedefop.europa.eu/en/publications/4209>

Cedefop: Handbook on Learning outcomes (first edition, 2017):
<https://www.cedefop.europa.eu/en/publications/4156>

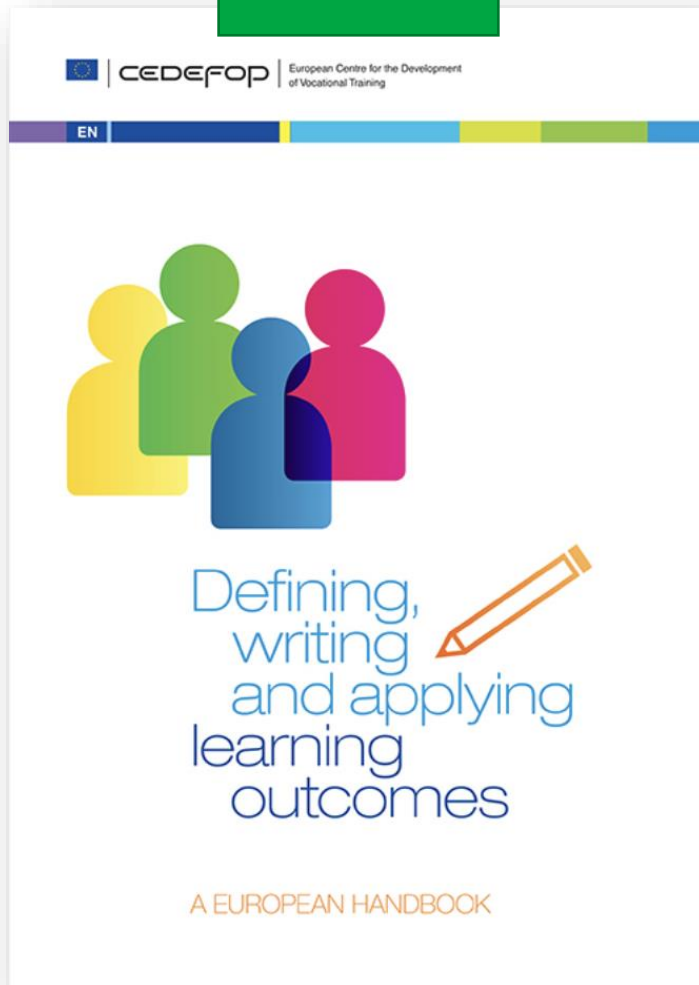


Sources, references on NQFs

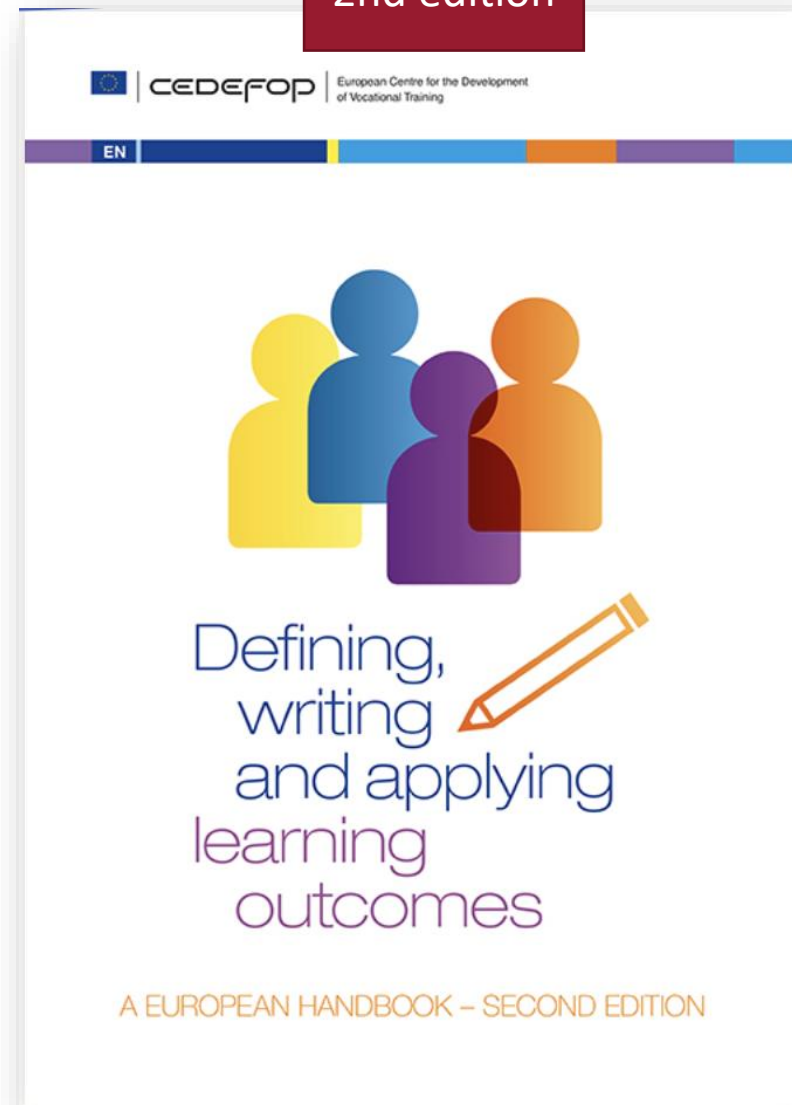
- Cedefop: Online tool on NQF in Europe: <https://www.cedefop.europa.eu/en/tools/nqfs-online-tool>
- Cedefop: Handbook on Learning outcomes (second edition, 2021): <https://www.cedefop.europa.eu/en/publications/4209>
- Cedefop: Handbook on Learning outcomes (first edition, 2017): <https://www.cedefop.europa.eu/en/publications/4156>
- EQF and Europass: <https://europa.eu/europass/en/european-qualifications-framework-eqf>
- Global Inventory NQF-RQF (every 2 years) – ETF, Cedefop, Unesco
- ACQF website: library - <https://acqf.africa/resources/library/publications-from-international-sources>
- ACQF Training Modules: <https://acqf.africa/capacity-development-programme/training-modules>
- ACQF Thematic briefs: <https://acqf.africa/capacity-development-programme/thematic-briefs>
- ACQF Mapping study: <https://acqf.africa/resources/mapping-study>

European Handbooks on Learning outcomes (Cedefop)

1st edition



2nd edition



02

Defining, understanding key concepts

- Qualifications Frameworks
- Learning outcomes
- Level descriptors

ACQF

African Continental
Qualifications Framework



A national qualifications framework (NQF) is 'A policy and instrument for the development and classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims at integrating and coordinating national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.

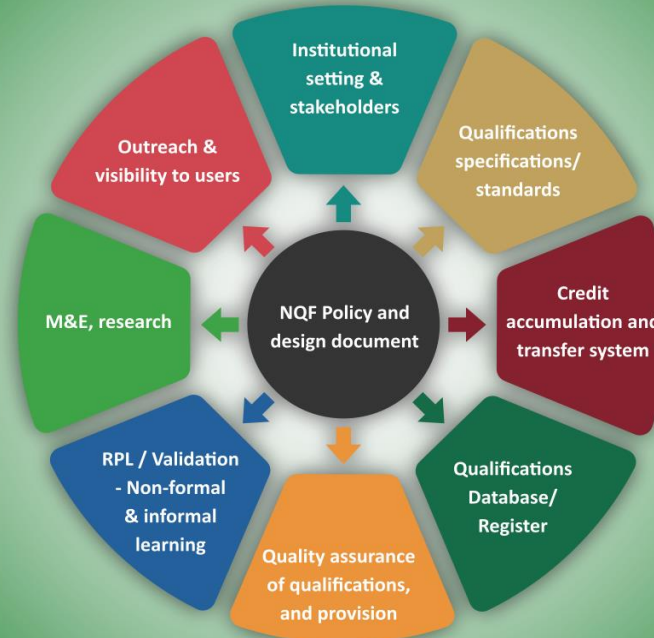
Source: EQF Recommendation

A national qualification system includes all aspects of a country's activity that result in the recognition of learning. These include the means to develop and operationalise national or regional policy on qualifications, institutional arrangements, **quality assurance processes, evaluation and attribution** processes, **skills recognition** and other mechanisms linking education and training to the labour market and civil society. Qualifications systems can be more or less integrated and coherent. One of the characteristics of a qualification system may be an **explicit qualifications framework**.

Source: OECD, Bridges to Lifelong Learning, 2007

A qualification: means a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards.

Source: EQF Recommendation.



Level descriptor: A statement describing learning achievement at a particular level of a Qualifications Framework that provides a broad indication of the types of learning outcomes and assessment criteria that are appropriate to a qualification at that level.

Source: SAQA, NQFPedia

Learning outcomes: Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

Set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal and informal.

Source: Cedefop

A regional qualifications framework (RQF) is a broad structure of levels of learning outcomes that is agreed by countries in a geographical region.

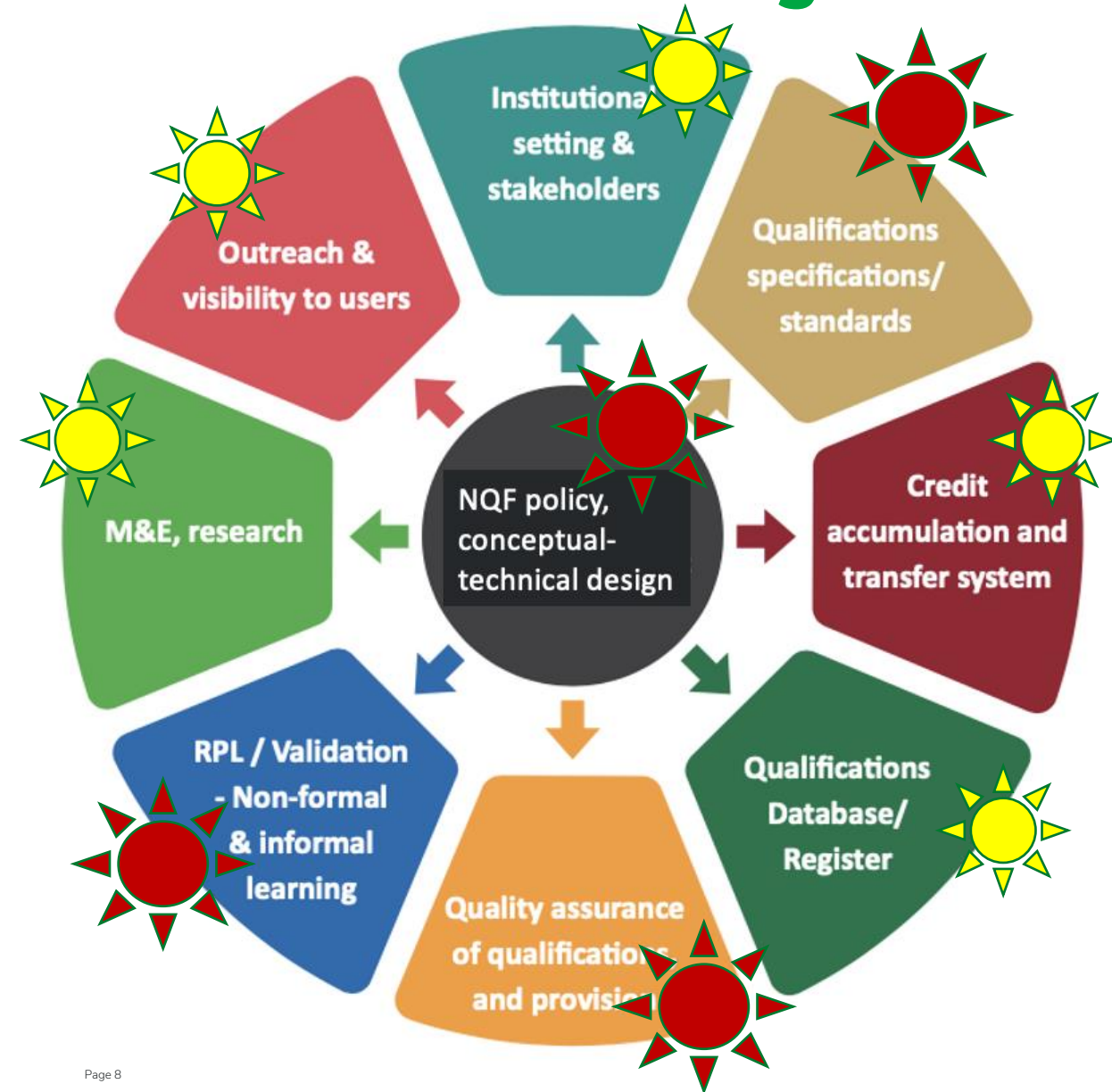
A means of enabling one national framework of qualifications **to relate** to another and, subsequently, for a qualification in one country to be compared to a qualification from another country.

Source: ASEAN

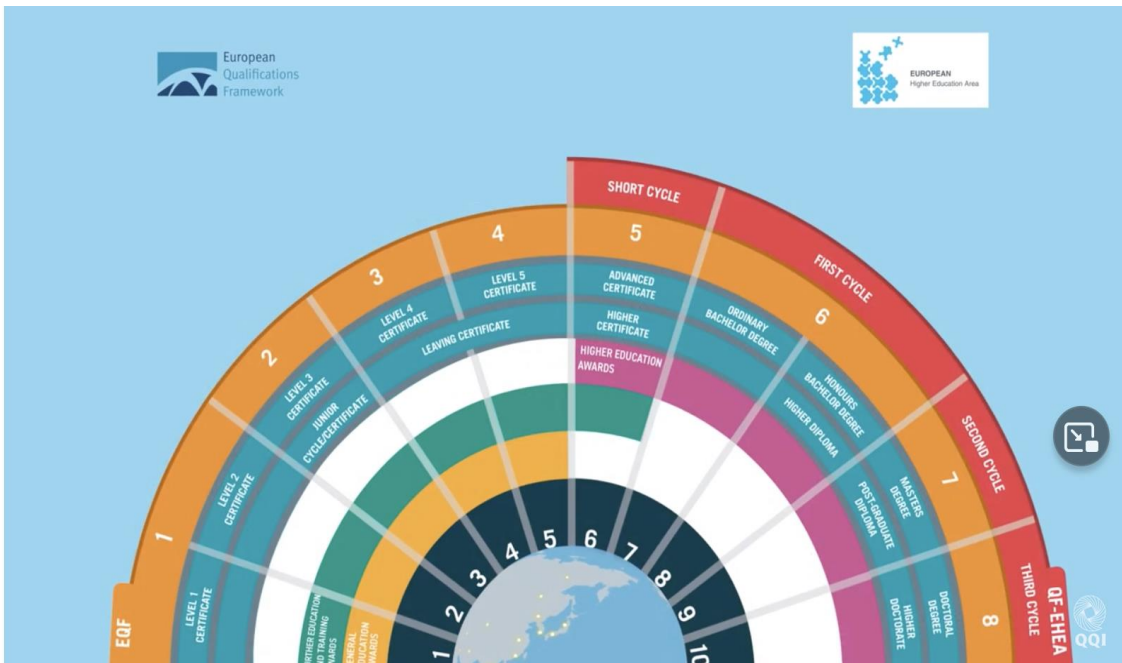
QRF: ASEAN Qualifications Reference Framework, A Practical Guide and All you Need to Know.

ACQF The systemic view of NQF

Place of Learning Outcomes



National qualifications frameworks



<https://youtu.be/qK15HlhDbo4>

National qualifications frameworks (NQFs) help

- To make qualifications easier to understand and compare.
- They can also encourage countries to rethink and reform national policy and practice on education, training and lifelong learning.

Learning outcomes: a fundamental principle

- NQFs classify qualifications by level, based on learning outcomes - that is, what the holder of a certificate or diploma is expected to know, understand, and be able to do.
- This classification reflects the content and profile of qualifications.
- The learning outcomes approach also ensures that education and training subsystems are open to one another.
- Thus, it allows people to move more easily between education and training institutions and sectors.
- Learning outcomes-based qualifications: essential for RPL

What is a qualification?

Means a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards.

Source: EQF 2017

Therefore, a qualification is a specification of learning outcomes that is approved by an authority (accrediting body) as meeting the requirements of the NQF.



Código	Módulo	Créditos
ME NG40001	Documentar projetos para instalações de máquinas	8
ME NG40002	Executar desenhos e modelos tridimensionais simples por meio do computador	8
ME NG40003	Controlar a qualidade de peças usando elementos de metrologia	8
ME NG40004	Planear e organizar os trabalhos de manutenção de equipamentos industriais	8
ME NG40005	Operar os trabalhos de manutenção e instalação de equipamentos industriais	8
ME NG40006	Utilizar ferramentas e técnicas para atividades complexas de manutenção e reparação de máquinas e equipamentos	8
ME NG40007	Utilizar ferramentas, planos e manuais para a manutenção e reparação de máquinas e equipamentos	8
ME NG40008	Tratar peças simples utilizando ferramentas com comando numérico por computador (CNC)	8
ME NG40009	Furar peças simples utilizando ferramentas com comando numérico por computador (CNC)	8
ME NG40010	Montar peças complexas utilizando máquinas CNC e CAD/CAM	8
ME NG40011	Supervisionar operações, recursos humanos e processos de produção	8
ME NG40012	Executar o projeto integrativo	8
ME NG40013	Adaptar experiência de trabalho em empresas industriais	20
MO H020001	Usar o inglês para propósitos sociais, pessoais e profissionais	2
MO H020002	Comunicar informação relacionada com o trabalho	2
MO H020003	Ler e responder a comunicações escritas	2
MO H020004	Produzir material escrito	2
MO H020005	Interpretar o espaço físico em 3-D	2
MO H020006	Participar num debate como oador principal e como interveniente	2
MO H020007	Interpretar informação contida em textos de carácter informativo e explicativo; produzir textos explicativos e informativos	2

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Between the world of work and the world of education and training



Information on
demand in labour
market

Professional
standards

Qualifications
standards

Develop
Training
Programmes

Delivery
training

Assessment
and
certification

M&E -
performance

Learning outcomes

What are learning outcomes

What a learner is expected to
 ✓ know,
 ✓ be able to do
 ✓ and understand
 at the end of a learning process



The move towards a learning outcomes approach presents a shift from the question:

- “What did the graduate do / study to get this qualification?”

to the question:

- “What can the graduate do now that s/he has this qualification?”

Learning outcomes: 2 definitions – common meaning

A.

Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

Set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, **either formal, non-formal and informal**.

Source: Cedefop. Terminology.

https://www.cedefop.europa.eu/files/4117_en.pdf

B.

Results of what a learner knows, understands and is able to do upon completion of a learning process.

Source: Addis Convention (UNESCO)

Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications on Higher Education in African States (Addis Convention), adopted on 12 December 2014 in Addis Ababa

<https://en.unesco.org/news/unescos-addis-convention-higher-education-enter-force>



Learning outcomes – eco-system

1. Structure

- As building blocks of qualifications policy
- As common currency that enhances transparency

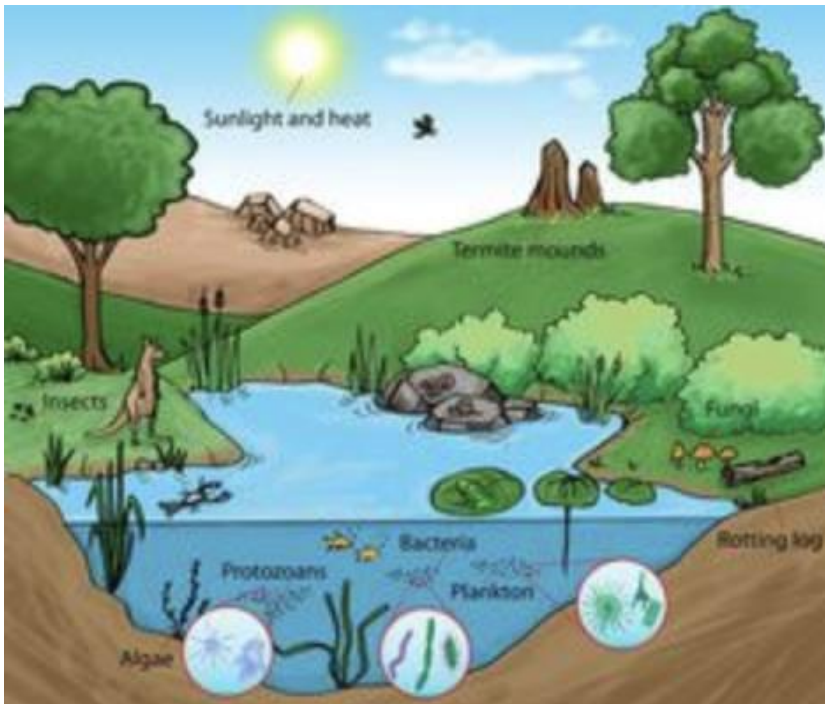
2. Guide for coherence

- Classification of qualifications in the NQF/ NQS
- Learning outcomes statements
- Teaching and learning (curriculum, modules)
- Assessment
- Certification

Learning
outcomes: GPS
of the
qualifications
system

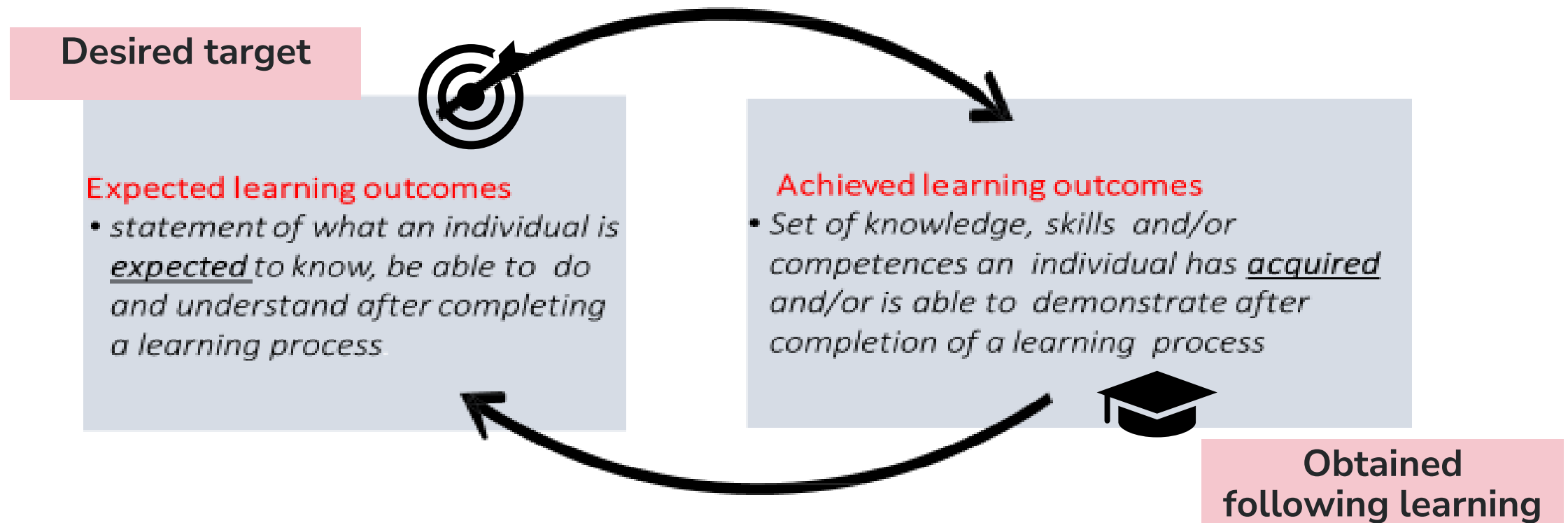
3. Quality assurance

- Continuous improvement
- Expected outcome
- Achieved outcome
- Feedback loop



- ✓ **Common language** for describing and comparing qualifications
- ✓ Provides understanding of what **will be learned and how best to achieve it**. Set expectations, guide teaching and learning, essential for assessment.
- ✓ Enable **learner-centred approach**: Enable learners to be clearer about learning expectations, encourage learners to take initiative and responsibility for own learning
- ✓ Promote **personal achievement, mobility and recognition**. Achievement (through formal, non-formal and informal pathways) of assessed learning outcomes signals that an individual has achieved certain learning outcomes, and usually culminate in a qualification award
- ✓ **Supports credit systems** to create flexible ways for individuals to gain access to qualifications
- ✓ Allow stakeholders to have a better understanding of what to **expect from a qualification holder**
- ✓ Allow **evaluation/ comparison of the qualification** for work or study purposes (local and international)

Relationship (loop) between expected and achieved learning outcomes



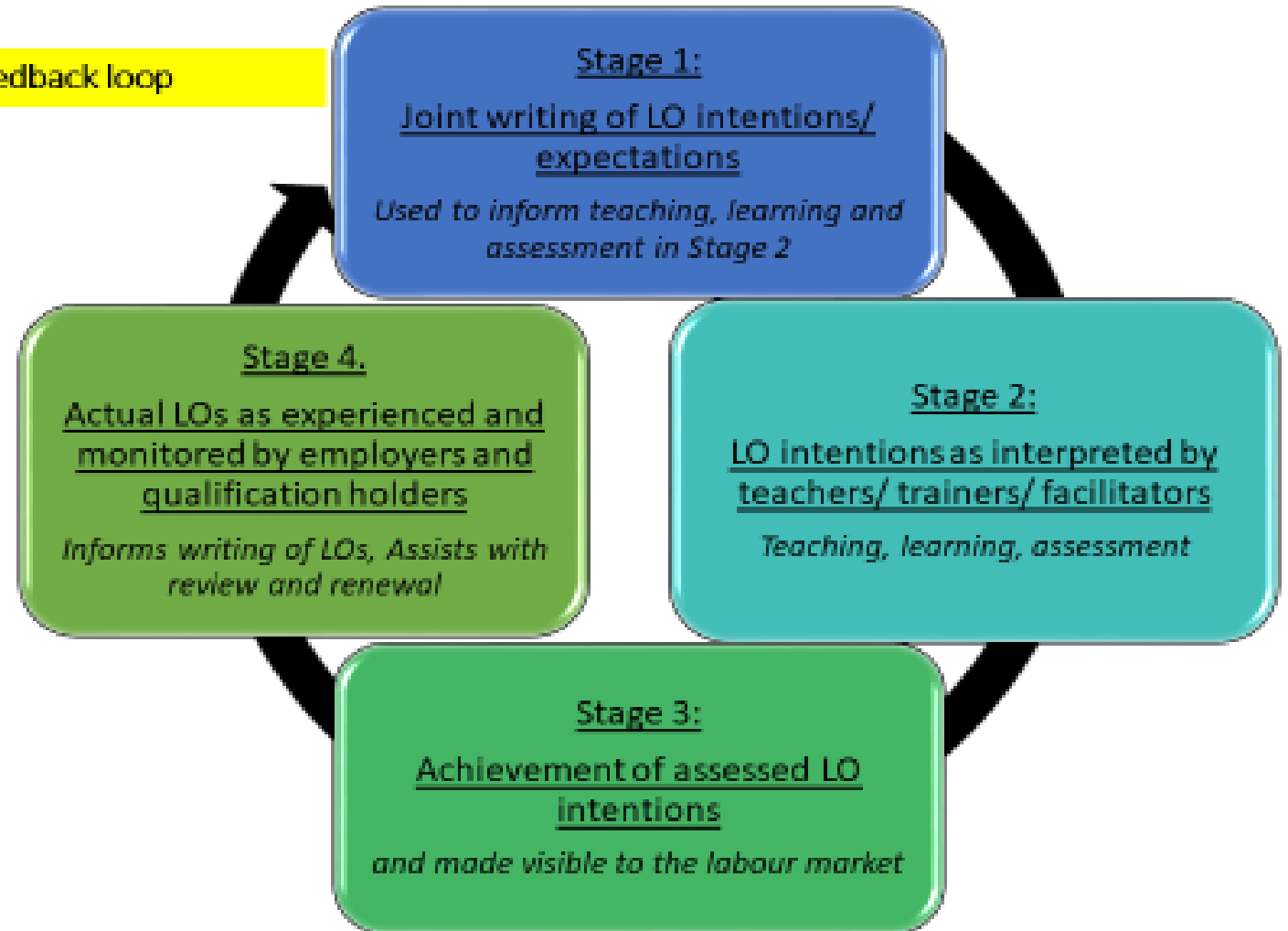
Relationship (loop) between expected and achieved learning outcomes
Adapted from Cedefop, 2017, p.29

Continuous improvement

Continuous improvement –
including feedback from Labour
market



Feedback loop



Level descriptors



Definition: level descriptors

Level descriptor

A statement describing learning achievement at a particular level of a Qualifications Framework that provides a broad indication of the types of learning outcomes and assessment criteria that are appropriate to a qualification at that level.

Level descriptors of NQFs and RQFs: Similarities

NQF

- Are at the heart of development of qualifications frameworks
- Are formulated as general learning outcomes statements and signal transparency
- Are suited to a particular purpose
- Are an agreed central reference point and multi-stakeholder platform for dialogue
- Based on logic along vertical and horizontal dimensions



RQF

- Based on learning outcomes
- Level descriptors are described as a hierarchy of levels of learning complexity, based on learning outcomes
- Support NQF development and promote learning outcomes based approaches in the regional block

NQF level descriptors

More detailed and complex

- ✓ capture the complexities of the national system
- ✓ describe the complexity of learning in qualifications/ qualification types and are often linked to features of existing qualifications.
- ✓ as a benchmark for levels of learning achievement recognised at national level they orient the allocation of a national qualification to an NQF level.
- ✓ The positioning of two or more qualifications on the same NQF level indicates that the qualifications are broadly comparable in terms of generic complexity at that level of the NQF, regardless of where or how the qualification was obtained.



RQF level descriptors

RQF level descriptors serve purposes complementary to those of NQF's:

- ✓ a basis for referencing levels of NQFs or systems to the RQF
- ✓ orientation for countries/ regions in developing qualifications frameworks or systems
- ✓ orientation towards common minimum benchmarks for outcomes of learning on the regional block
- ✓ level descriptors signify the levels of learning complexity at regional level
- ✓ do not capture the same complexities that are evident in national level descriptors

03

Applications

Learning outcomes in different contexts

- As reform tool
- In the NQF /RQF level descriptors
- In the standards of qualifications
- In training standards / programmes
- In assessment criteria
- In RPL / VNFIL processes and standards
- In qualifications documents, credentials: diplomas, certificates, diploma supplements, micro-credentials
- In databases / registers of qualifications

In each context the learning outcomes formulations are more or less detailed, specific, comprehensive.

Education and training

- Reforms of education and training
- Level descriptors of QF
- Qualification descriptors, qualification standards
- Diplomas, certificates and related supplements
- Classification of qualifications in the NQF
- Registers, catalogues of qualifications
- Comparison of qualifications between countries (supporting recognition, portability, convergence)
- Quality assurance of education and training
- Coherence between curricula, modules, subjects, assessment, certification
- Credit accumulation and transfer (CAT)
- Recognition of prior learning (RPL)
- Evaluation of foreign qualifications
- Career guidance

Work

- Skills/ competencies in occupational/ professional standards
- Recruitment, job vacancies
- Matching job seekers' CV – job vacancies
- Job descriptions
- Performance appraisals
- In classifications / taxonomies of occupations and skills (ISCO, ESCO, O*Net)



Your views: Any other uses? (chat box)

Personal

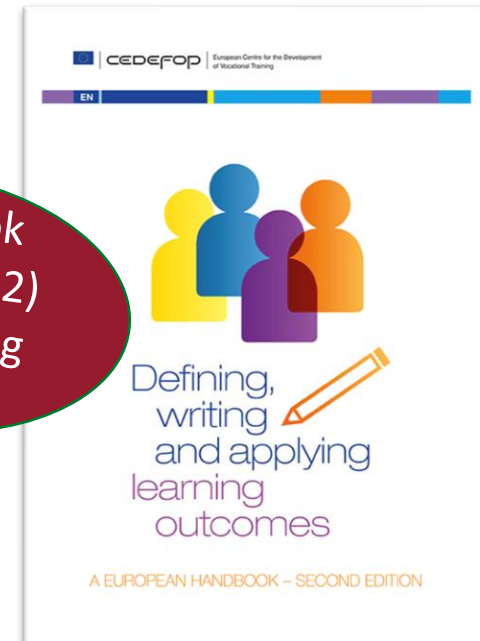
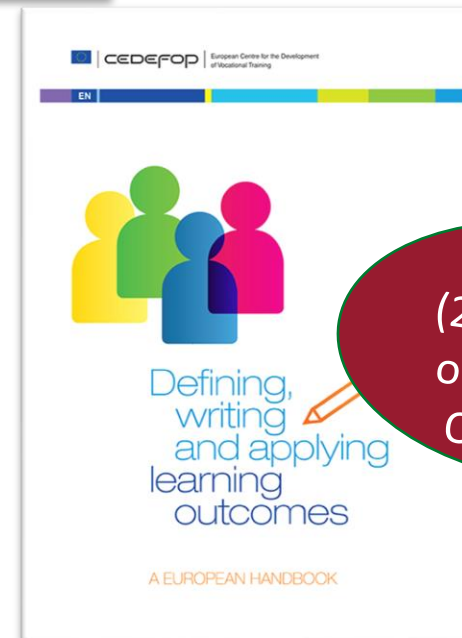
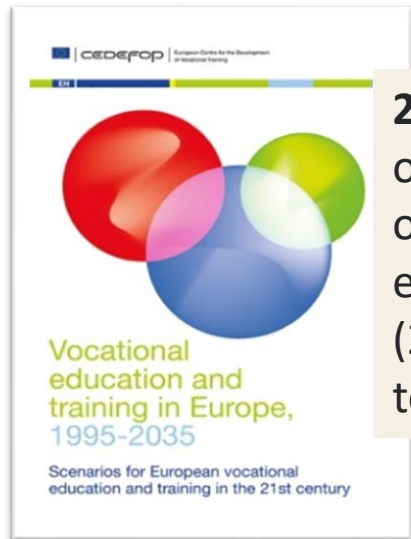
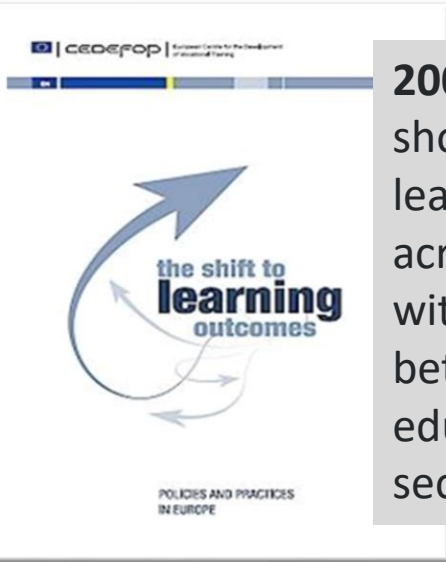
- Description of experience
- CVs
- RPL portfolios

Learning outcomes as a reform tool (example from Europe)

2009: Cedefop's study showed an overall shift to learning outcomes (2009) across Europe; although with clear differences between countries and education and training sectors

2020: Cedefop's study on the Changing role of vocational education and training (2020) confirms this tendency

2016: Cedefop's study on learning outcomes (2016) demonstrated that the shift to learning outcomes is gaining speed and that differences between countries and education sectors are diminishing

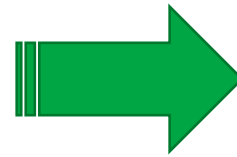


Handbook
(2017, 2022)
on Learning
Outcomes

Learning outcomes in CBT – APC reforms Africa

- Competence-based training
- Approche par compétences

TVET



- Cape Verde
- Cameroon
- Egypt
- Ethiopia
- Kenya
- Morocco
- Mozambique
- Senegal
- And others

ACQF Some principles for writing learning outcomes statements (1)

Learning outcomes statements are verb-driven, learner-centred actions

- start with an action verb, e.g. “organise”
- followed by the object of that verb, e.g. “administrative processes”
- followed by a phrase that provides the context, e.g. “for presentation to public entities”

Example: “Organise administrative processes for presentation to public entities”

Tip: Work backwards from what the learner is required to achieve

- ✓ For every verb-driven learning outcome statement, teaching/ learning activities and different examples of assessments should flow logically from the verb of the statement

- ✓ Complicated, double-barrelled sentences should rather be split into more than one sentence to ensure clarity
- ✓ Learning outcomes’ descriptions must be fit for purpose / suit the context (e.g.: level descriptors, qualifications standards, curricula, assessment...)
- ✓ Learning outcomes must be achievable within the time and the resources available

Subject benchmark statements

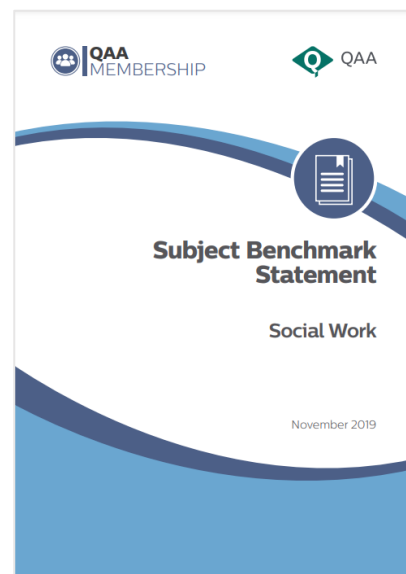
https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-work.pdf?%20sfvrsn=5c35c881_6#:~:text=This%20is%20the%20Subject%20Benchmark,the%20nature%20of%20the%20subject.

Learning outcome statements make explicit the nature of study and general subject-specific academic features and standards expected of graduates in specific subject areas, and what they are expected to know at the end of their studies.

They are written by subject specialists and function as subject-specific external reference points for designing, delivering and reviewing academic programmes.

They provide guidance but are not intended to prescribe approaches or curriculum.

Used extensively in QAA



Source: QAA

1 Introduction

1.1 This Subject Benchmark Statement covers social work as an academic subject applied through professional practice. It sets out expectations concerning:

- the subject knowledge, understanding and skills of a qualifying graduate in social work
- the teaching, learning and assessment methods employed in their education.

1.2 The minimum academic standards required at the point of qualification. The scope of this Statement is higher education courses that constitute a qualifying degree in social work. This Subject Benchmark Statement fully acknowledges recent changes within the context of social work and its regulation across the UK. These changes include:

- the establishment of care councils as regulatory bodies in England, Scotland, Wales and Northern Ireland
- articulation of new rules and requirements governing social work education across the UK
- formal registration of social workers
- development of national occupational and capability standards for social work across the UK
- development of care standards, proficiency standards, codes of conduct and codes of practice.

1.3 While developments in policy and practice have led, in some countries, to a greater degree of specialisation, this Statement reflects the generic knowledge and skills required for the award of a social work degree as the preparatory qualification for practice across settings and 'client' groups. It recognises that the degree of specialisation offered within social work courses varies and evolves to reflect organisational and workforce requirements which develop in response to service user need.

1.4 This Subject Benchmark Statement reflects the complexity and rapidly changing nature of this context by including specific reference to the legislative, professional and institutional arrangements in England, Scotland, Wales and Northern Ireland. It also acknowledges the European and international context of social work and the desirability of mutual recognition of social work qualifications across the UK and more widely.

Tuning and Degree profiles

http://tuningacademy.org/wp-content/uploads/2014/02/A-Guide-to-Formulating-DPP_EN.pdf

The Tuning Africa project (Africa-EU, 2016) developed Degree programme profiles, with identified learning outcomes and blocks of competences that need to be achieved in order to obtain the Degree.



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Please note that the Degree Profile should:

- be readable in five minutes;
- not be longer than two pages;
- provide a coherent impression of the specific degree; and
- be succinct and to the point, yet provide detailed information and references where necessary.

29

Title field of the Degree Profile

The title field contains basic information about the Degree.

DEGREE PROFILE OF	
Please provide (in bold): The full name of the qualification as written in the original language . When this is not English, please provide an official <i>English translation</i> as mentioned in the Diploma Supplement in <i>italics</i> .	
Please provide the official name of the programme offered by the institution, in the original language. Please provide also an official translation in English (if applicable) in <i>italics</i> .	
TYPE OF DEGREE & LENGTH	Please identify the type of degree, e.g. whether the degree is the result of a programme offered by a single institution or whether the degree is the result of a joint programme (joint degree or double / multiple degree). Please indicate between brackets the length of the degree programme in ECTS-credits, and/or - if applicable - national/institutional credits and/or years of study.
INSTITUTION(S)	Please give the official name of the awarding institution(s), and the country where it is based (if the name is not in Latin Alphabet, please provide a transliteration or transcription. In addition, please provide also an official translation in English (if applicable) in <i>italics</i>
ACCREDITATION ORGANISATION(S)	Please identify the accreditation organisation(s) that provides the accreditation of the degree programme or the degree awarding institution, and the country in which the accreditation organisation operates.
PERIOD OF REFERENCE	Please identify the year(s) for which the curriculum is validated/approved.
CYCLE/LEVEL	Please indicate the cycle/level of the qualification in relation to the National Qualifications Framework (where available), the EQF for LLL and the QF for EHEA.

04

**Short, learning outcomes-based
descriptions of qualifications –
some ideas (EQF project)**

Purpose and benefits

- The reader of a short description (learners, employers, teachers, parents etc.) should be able to grasp the content and level of learning required to attain the qualification, allowing them to judge its relevance for further learning and/or employment.
- At national level, short descriptions can be used for information and communication purposes, notably supporting qualifications frameworks and forming part of qualifications databases and registers.
- At European and international level, for example through Europass and the EQF, these short descriptions facilitate transparency and comparability of qualifications.

Main building blocks

Based on an extensive exchange and analysis of examples from different countries the following elements have to be considered when developing and writing short descriptions:

1. Length of the description
2. Syntax of the description
3. Overall objective and orientation of the qualification
4. Context in which the qualification operates
5. Breadth of learning required
6. Depth of learning required

How to use the building blocks

Length, syntax and objective

These elements play different roles.

- While guidance on length and syntax (elements 1 and 2) are important to ensure ease of use and comparability, they cannot stand alone.
- A clear presentation of the overall objective (element 3) should act as concise introduction helping the reader to grasp the main aim of the qualification.

Context, breadth and depth

- The presentation of context, depth and breadth (elements 4, 5 and 6) should help the reader to further understand the orientation and content of the qualification, including the complexity and level of learning involved.
- While treated separately by the guidelines, these three elements interact and support each other in the final description. These elements should therefore not be applied in a rigid way but in the end seen as a totality.
- Breadth = horizontal dimension
- Depth = vertical dimension

Limited length: 750-1500

Syntax: narrative and bullet points

Overall objective and orientation of the qualification
Introduction to grasp the main aim of the qualification

Horizontal dimension
Breadth of the qualification
What skills, knowledges, competences

Context

Context to better define **depth** and **breadth**

Depth and breadth to clarify the context

Context gives information on role, value and position of the qualification
in the labour market and further education and training

Vertical dimension
Depth of the qualification
Level of complexity or proficiency of the learning

Length

- **750 to 1500 characters (without space).**
 - This indicative length provides sufficient space for capturing the essence of the qualification and it allows readers to quickly grasp its essential features.
- The following questions can guide this **process of shortening of a full description**:
 - Agree on what to emphasize and prioritize in the short description;
 - Focus on the core content of the qualification;
 - Pay attention to overlaps and redundancies in the text of the full description and merge/reorganise accordingly;

Basic structure of learning outcomes statements

Subject	Action verb (and adverb if relevant)	Object of the verb (and adjective if relevant)	Context (and adverb/adjective if relevant)
The learner...	is expected to present	in writing the results of the risk analysis	allowing others to follow the process and replicate the results.
The learner...	is expected to distinguish between...	the environmental effects...	of cooling gases used in refrigeration systems.
The learner...	is expected to coordinate	activities of the executive staff	on construction sites with <i>limited complexity</i>
The learner...	is expected to conduct	<i>advanced</i> financial projections	by using business planning tools and to support financial and business planning

Source: project group and Cedefop (2022). *Defining, writing and applying learning outcomes: a European handbook - second edition*. Luxembourg: Publications Office of the European Union.

Overall orientation and objective of qualification

This statement should make it possible for the reader to grasp the core of the qualifications and ease further reading. The NQF/EQF level of the qualification should be included when applicable. Possible questions:

- What can the qualification be used for, in the labour market, education and training system and/or in society in general?
- Which core learning outcomes are expected from a holder of the qualification?
- What is expected from the holder of the qualification in terms of autonomy and responsibility?

(...)

This introductory statement on the overall orientation and objective of the qualification will be further detailed through the elaboration of context as well as depth and breadth of the qualification.

05

Issues and solutions

Issues

“Avoid dumbing down”: Too detailed and prescriptive statements can undermine and lead to a ‘dumbing down’ of the learning and assessment process

Be aware of contradictions and tension especially between schools of thought:

Behaviouristic tradition:

- Emphasise learning outcomes as measurable, result oriented, full-ended to prescribe and control learning
- Clearly observable and measurable

Constructivist approach

- emphasise learning outcomes to be process-oriented, open-ended to enable learning
- Limited measurability

Ways to address them

Learning outcomes, written as threshold statements, do not prevent learners to go beyond these thresholds/ minimum expectations

Learning outcomes need to be defined and written in a way which allows for local adaptation and interpretation by teachers and learners

Learning outcomes should assist teachers in identifying and combining teaching methods. Learning outcomes orient a learning process, they should not restrict it

Finding the balance between prescriptive and descriptive learning outcomes is essential

Ensure learning outcomes are fit for purpose

Easing the application of level descriptors

Application of learning outcomes-based level descriptors can be challenging.

Understanding the role, concepts, vertical and horizontal logic of NQF level descriptors is fundamental, and should be a theme in every teacher training programme, in the curricula of pedagogical institutes and in relevant capacity development programmes promoted by ministries, NQF institutions, and curriculum development projects. Level descriptors are a fundamental link between the NQF and the eco-system of learning, teaching, and certification.

To ease use and application, level descriptors should:

- Be detailed enough to capture the complexities of an NQF/ RQF
- Be general enough to accommodate different parts of the qualifications systems
- Be suitable for all contexts (not too academic, theoretical, and wordy)
- Explain the logic of the domains, sub-domains, and levels preferably with an accompanying glossary
- Be consistently applied in countries
- Be made visible and accessible to users through training, capacity building, workshops, and information sessions
- Capture the balance between being prescriptive and being descriptive

06

**Examples from
concrete qualifications**

Qualifications from official online registers of qualifications

**Countries: Botswana, Cape Verde,
Mozambique, South Africa**

In qualifications and in qualifications databases / registers

Examples:

- Botswana
- Cape Verde
- Mozambique
- South Africa

Online Registers of National Qualifications

- Botswana: BQA: [Register of registered qualifications](#)
- Cape Verde: [UC-SNQ National Catalogue of Qualifications](#)
- Mozambique: [ANEP – National Catalogue of Professional Qualifications](#)
- South Africa: [SAQA: Registration of Qualifications and Part-Qualifications](#) (4 searchable databases)



Level descriptors: example

- Linked to an NQF level
- What is expected of graduates / holders of a qualification at that level



Example: Cape Verde NQF, level 5

Domain: Responsibility and autonomy

- Manage and supervise in contexts of study and work susceptible to unpredictable change
- Revise and develop performance of self and others, both in quantitative and qualitative terms
- Work independently when decisions or initiatives at intermediate level are required
- Be able to organise the work for self and the team, according to the objectives and goals of the organisation and support others to effectively manage time

Source: Cape Verde level descriptors and National Qualifications Catalogue

Level descriptors in <u>Cape Verde NQF, level 5.</u> <u>ACQF Inventory</u>	Qualification level 5: AGE001_5: Accounting management. Qualification registered in the National Qualifications Catalogue: <u>Cape Verde, NQF Level 5 AGE001_5</u>
<p>Knowledge: Comprehensive, specialised, factual and theoretical knowledge within a field of study or work and an awareness of the boundaries of that knowledge, which includes abstract technical understanding and capacity to search additional information and knowledge to improve the execution of functions.</p> <p>Skills: A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems in routine situations and new contexts and activities. Capacity to select and apply equipment and methods, explain the alternatives, and ensure the technical support to solve more specific problems in known routines.</p> <p>Responsibility and autonomy: Manage and supervise in contexts of study and work susceptible to unpredictable change. Revise and develop performance of self and others, both in quantitative and qualitative terms. Work independently when decisions or initiatives at intermediate level are required. Be able to organise the work for self and the team, according to the objectives and goals of the organisation and support others to effectively manage time.</p>	<p>Broad short definition of the qualification: Carry out accounting, tax, financial and treasury control management in organisations and prepare administrative processes for presentation to public institutions, handling specific information and information management applications.</p> <p>Units of competency:</p> <ul style="list-style-type: none"> • Carry out accounting and tax management • Carry out financial management • Carry out treasury management and control • Organise administrative processes for presentation to public entities • Handle office computer applications. <p>Each “Unit of competency” is defined through a range of four to seven more granular “Elements of competency”, which in turn are specified in greater detail by “Assessment criteria”. This approach to describing the learning outcomes of the qualification cascades from the broad definition of the qualification to the granular outcomes applied as criteria in the context of assessment.</p> <p>A similar approach is applied in the context of the Competency-Based Approach (Approche par Competences) implemented with some variation in TVET systems of several countries in Africa, e.g.: Cape Verde, Cameroon, Kenya, Morocco, and Mozambique.</p>

Table 16. Principles supporting the presentation of learning outcomes

The learning outcomes description should be 500 to 1 500 characters and be written considering the following elements			
It should present the qualification from the perspective of the learner and what he/she is expected to know, be able to do and understand.	It should use action verbs to signal the level of learning expected, normally with an (explicit or implicit) reference to the levels of the national qualifications framework and/or the EQF.	It should indicate the object and scope of the expected learning outcomes. This description should capture the main orientation of the qualification and the depth/breadth of the expected accomplishment. It can, if deemed appropriate, use domains as defined by NQFs/EQF.	It should clarify the occupational and/or social context in which the qualification operates.

Source: Cedefop.

Table 17 illustrates how the structure could be used in practice.

Table 17. Example of presenting learning outcomes

The learner	The verb	The object and scope	The context
A master of occupational therapy science...	• has insight into	• the organisation of health care	at regional, national and international level
	• can critically test	• these insights in the field	from the perspective of the principles of management and quality assurance of therapeutic interventions
	• can give advice	• on policy for the organisation and progress of occupational therapy	
He/she...	• is able to take responsibility		
To be presented in summary (414 characters)			
A master of occupational therapy science has insight into the organisation of health care at regional, national and international level and can critically test these insights in the field and give advice on policy. He/she is able to take responsibility for the organisation and progress of occupational therapy from the perspective of the principles of management and quality assurance of therapeutic interventions			

Source: Cedefop.

Source: Cedefop, 2017, p64

Ex.: Cape Verde, Accounting Management, L5

Qualificação AGE001_5
GESTÃO CONTABILÍSTICA

PERFIL PROFISSIONAL

Código	AGE001_5	Denominação	GESTÃO CONTABILÍSTICA
Nível	5	Família Profissional	Administração e Gestão
COMPETÊNCIA GERAL	Realizar a gestão contabilística, fiscal, financeira e o controlo da tesouraria nas organizações e preparar processos administrativos para apresentação às instituições públicas, manuseando aplicativos informativos específicos e de gestão de informação.		
UNIDADES DE COMPETÊNCIA	N.º	Denominação	Código
	1	Realizar a gestão contabilística e fiscal.	UC195_5
	2	Realizar a gestão financeira.	UC196_5
	3	Realizar a gestão e controlo da tesouraria.	UC197_5
	4	Organizar processos administrativos para apresentação às instituições públicas.	UC198_4
	5	Manusear aplicativos informáticos de escritório.	UC199_3
Âmbito profissional:			
É um profissional que executa o seu trabalho por conta própria ou por conta			




http://snq.cv/wp-content/uploads/2019/07/AGE001_5-Gestão-Contabil%C3%ADstica.pdf

Qualificação AGE001_5
GESTÃO CONTABILÍSTICA

PROGRAMA FORMATIVO DA QUALIFICAÇÃO PROFISSIONAL

Código	AGE001_5	Denominação	GESTÃO CONTABILÍSTICA
Nível	5	Família Profissional	Administração e Gestão
Duração indicativa		1.360 Horas	
Unidades de competência	N.º	Denominação	Código
	1	Realizar a gestão contabilística e fiscal.	UC195_5
	2	Realizar a gestão financeira.	UC196_5
	3	Realizar a gestão e controlo da tesouraria.	UC197_5
	4	Organizar processos administrativos para apresentação às instituições públicas.	UC198_4
	5	Manusear aplicativos informáticos de escritório.	UC199_3

ACQF Example: Botswana, Diploma in Tourism Management, L6




BOTSWANA
Qualifications Authority

BQA NCQF Qualification Template

DNCQF.FDMD.GD04 Issue No.: 01

QUALIFICATION SPECIFICATION				
SECTION A				
QUALIFICATION DEVELOPER		Imperial School of Business and Science (ISBS)		
TITLE	Diploma in Tourism Management		NCQF LEVEL	6
FIELD	Services	SUB-FIELD	Tourism Management	
New qualification	<input checked="" type="checkbox"/>	Review of existing qualification		
SUB-FRAMEWORK	General Education	TVET	Higher Education	<input checked="" type="checkbox"/>
QUALIFICATION TYPE	Certificate	Diploma	<input checked="" type="checkbox"/>	Bachelor
	Bachelor Honours	Master		Doctor
CREDIT VALUE			360 Credits	
RATIONALE AND PURPOSE OF THE QUALIFICATION				
<p>Rationale</p> <p>The field of Tourism Management is crucial in developing countries such as Botswana. The government's long-term strategy to create a SADC tourism hub will require people who can communicate at all levels of the tourism industry. Tourism is the core strength of the Botswana economy and this qualification will prepare the youth of Botswana to create, lead and help grow the tourism industry</p> <p>Human Resource Development Council (HRDC) has identified 12 key sectors of economy, which are derived from the national strategies and priorities such as the Economic Diversification Drive in Botswana. Tourism Management is an identified crucial field under Business Commerce and Management Sectors, which demonstrates the need of this qualification in Botswana, (BHRDS Fair and Career Clinics 2018. Pages 144-150).</p> <p>According to the National Development Plan (NDP) II, April 2017- March 2023 (p.126.S.6.196),"Tourism continues to be a key sector in diversifying Botswana's economy. Some of the Key programmes, which will continue to be implemented included tourism, cluster development, product development and diversification of programme..."</p> <p>The stakeholder survey undertaken, also revealed the fact that Tourism Management qualifications were needed in the Botswana market currently.</p> <p>Purpose of the Qualification</p> <p>The Purposes of this Qualification are to equip students with skills and knowledge to</p>				



BOTSWANA
Qualifications Authority

BQA NCQF Qualification Template

DNCQF.FDMD.GD04 Issue No.: 01

QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	SECTION B
<p>On successful completion of the qualification, the learners shall be able to:</p> <p>Display skills in conducting events.</p>	<p>Learners ability to</p> <ul style="list-style-type: none"> • Explain the essential logistics and transport arrangements for conducting tourism events • Demonstrate the kinds of duties and responsibilities to be delegated to the group members to conduct tourism events. • Explain how to monitor the progress of the events.
<p>Communicate effectively.</p>	<ul style="list-style-type: none"> • Speak effectively and persuasively with national and international clients. • Write business letters to national and international clients to facilitate good service. • Prepare reports following company policy guidelines.
<p>Demonstrate the skills in preparing budget for tourism management events.</p>	<ul style="list-style-type: none"> • Prepare a cost analysis sheet. • Prepare the budget for conducting tourism events. • Record the day to day financial transactions of the tourism activities.
<p>Conduct tour guide operations for national and international clients.</p>	<ul style="list-style-type: none"> • Explain the needs and wants of the national and international clients. • Facilitate accommodation for the tourists of their interest. • Demonstrate the ability to supervise tour guide operations. • Identify the legal and health issues pertaining tourism operations with respect to country to country • Explain how to assess the climatic changes and the time differences pertaining tour guide operations. • Identify the cultural differences and Explain how it affects the international tourists.
<p>Integrate technology in travel, tourism and hospitality management sectors for effective marketing, and customer service.</p>	<ul style="list-style-type: none"> • Use Technology, <ul style="list-style-type: none"> ▪ To reserve travel arrangement ▪ To book accommodation arrangements • Explain the advantages of the following in the Travel, tourism industry, <ul style="list-style-type: none"> ▪ Internet ▪ Reservation system ▪ Mobile phone ▪ In-Room Technology.

1 Informação para o Registo da Qualificação

Título da Qualificação:		Certificado Vocacional de Nível V em Contabilidade		
Código Nacional:		Q ADG02500191		
Campo:	Administração e Gestão	Subcampo:	Contabilidade	
Nível do QNQP:	5	Créditos totais:	120	
Data do registo:		Data do revisão:		
Progressão:	Os graduados com esta qualificação serão elegíveis para trabalhar no sector empresarial público e privado, assistindo o Chefe do Departamento de Administração e Finanças, podendo ainda assumir a responsabilidade pela liderança do departamento de contabilidade, numa pequena organização ou a direcção geral de uma micro empresa. Os técnicos com esta qualificação poderão progredir para o ensino superior.			
Regras de combinação de módulos				
Módulos de habilidades genéricas: O candidato deve completar um mínimo de 16 créditos.				
Módulos de habilidades vocacionais obrigatórios: O candidato deve completar um mínimo de 84 créditos.				
Projecto Integrado e Experiência de Trabalho: O candidato deve completar o mínimo de 20 créditos				
Conteúdo da Qualificação				
Módulos constantes nesta Qualificação				
Código do Módulo	Código da Unidade de Competência relacionada	Título do Módulo	Número de Créditos	Número de Horas Normativas
Módulos de Habilidades Genéricas				
MO HG025001	UC HG025001	Utilizar o Inglês para propósitos sociais, pessoais e profissionais	2	20
MO HG025002	UC HG025002	Comunicar informação relacionada com a profissão	2	20
MO HG025003	UC HG025003	Ler e responder a materiais escritos	2	20
MO HG025004	UC HG025004	Produzir materiais escritos	2	20
MO HG03501171	UC HG03501171	Resolver problemas de crescimento logarítmico.	2	20
MO HG03502171	UC HG03502171	Resolver problemas de optimização usando limites e derivadas.	2	20
MO HG04501191	UC HG04501191	Participar num debate como orador principal e como interveniente	2	20
MO HG04502191	UC HG04502191	Interpretar e produzir textos explicativos e informativos	2	20
Total			16	160

Módulos de Habilidades Vocacionais Obrigatórios				
MO ADG025001191	UC ADG025001191	Operar com a contabilidade da Banca, Seguros e Instituições sem fins lucrativos	12	120
MO ADG025007191	UC ADG025007191	Sistematizar a informação para apoio à tomada de decisão	12	120
MO ADG025008191	UC ADG025008191	Avaliar alternativas rotineiras e não rotineiras numa empresa	6	60
MO ADG025009191	UC ADG025009191	Aplicar regulamentação, procedimentos e técnica de auditoria externa	6	60
MO ADG025005191	UC ADG025005191	Elaborar o orçamento e apurar os desvios orçamentais	8	80
MO ADG025010191	UC ADG025010191	Utilizar instrumentos de controlo de gestão	4	40
MO ADG014005191	UC ADG014005191	Aplicar os procedimentos de Higiene e Segurança no Trabalho	4	40
MO ADG025004191	UC ADG025004191	Analisar procedimentos de controlo interno e elaborar parecer de auditoria interna	4	40
MO ADG025002191	UC ADG025002191	Realizar a análise económico financeira	8	80
MO ADG025003191	UC ADG025003191	Realizar a análise de projecto de investimento	8	80
MO ADG025006191	UC ADG025006191	Aplicar técnicas de angariação e avaliação de alternativas de financiamento	8	80
MO ADG035001191	UC ADG035001191	Organizar e zelar por espaços e equipamentos de trabalho	2	20
MO ADG025011191	UC ADG025011191	Aplicar os procedimentos de Ética do profissional de Contabilidade	2	20
Subtotal			84	840
Projecto Integrado e Experiência de Trabalho				
MO ADG025012191	UC ADG025012191	Elaborar Projecto Integrado	4	40
MO ADG025013191	UC ADG025013191	Levar a cabo uma experiência de trabalho	16	160
Sub-total			20	200
TOTAL			120	1200



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SOUTH AFRICAN QUALIFICATIONS AUTHORITY**REGISTERED QUALIFICATION:****Advanced Diploma in Logistics**

SAQA QUAL ID		QUALIFICATION TITLE		
101960		Advanced Diploma in Logistics		
ORIGINATOR				
University of Johannesburg				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY			NQF SUB-FRAMEWORK	
CHE - Council on Higher Education			HEQSF - Higher Education Qualifications Sub-framework	
QUALIFICATION TYPE	FIELD		SUBFIELD	
Advanced Diploma	Field 11 - Services		Transport, Operations and Logistics	
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	120	Not Applicable	NQF Level 07	Regular-Provider-ELOAC
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Reregistered		SAQA 091/21	2021-07-01	2023-06-30
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2024-06-30		2027-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This qualification replaces:

Qual ID	Qualification Title	Pre-2009 NQF Level	NQF Level	Min Credits	Replacement Status
83908	Bachelor of Technology: Logistics	Level 7	Level TBA: Pre-2009 was L7	120	

PURPOSE AND RATIONALE OF THE QUALIFICATION**Purpose:**

The purpose of this qualification is to make provision for the development of intellectual knowledge and applied competence related to procurement, logistics processes and practices, project management, logistics research, global supply management and quantitative techniques.

The inclusion of research methodology and a research project module, as well as a practical module in which learners will be required to apply their acquired theoretical knowledge to current industry-related challenges. This qualification offers students the opportunity to balance theory, research and practical application in their learning experience.

The simulation programme provides a practical application in a logistics environment, including, but not limited to, the management of time, materials handling, in-bound and out-bound logistics, staff deployment and morale, process design, cost effectiveness, customer service, cash/money flow, product-mix decisions, demand forecasting, quality assurance, procurement, and stock rotation. Teaching for this module is action-based, i.e. the module provides an environment in which learners, apply theoretical understanding, take actions and discover the consequences of the actions in order to develop an understanding of the objectives and business drivers of a logistics business. The simulation also focuses on group participation and interaction.

The learning outcomes of this qualification is aligned with requirements of the Level 7 Exit Level Outcomes since learners are required to apply theoretical knowledge to complex problems and to present such application in a well-structured argument using academic discourse. The learners are also expected to demonstrate the following: integrated knowledge

Exit level outcomes

1. Plan and coordinate logistics processes and practices so that operational and strategic targets are met.
2. Optimise supply chain processes through selecting and/or combining the best methods and practices in a globalised supply chain environment.
3. Identify and apply appropriate and applicable logistics-related quantitative techniques and methods relevant to specific logistics situation.
4. Identify and explain the key logistics related problems and solutions from a simulation model.
5. Execute logistics and distribution decisions within a supply chain.
6. Complete a research project related to logistics management.

Four criteria:
Interplay
between ACQF-
NQF/NQS

ACQF Criterion 1:
There is a clear and
demonstrable link
between the
qualifications levels
in the NQF or NQS
and the level
descriptors of the
ACQF.

ACQF Criterion 2:
The NQF or NQS are
based on learning
outcomes principles
and related to
arrangements for RPL
(incl non-formal and
informal) and, where
appropriate, to credit
systems.

ACQF Criterion 3:
There are transparent
processes and
procedures for including
qualifications in the NQF
or for describing the
place of qualifications in
the NQS and information
on qualifications is
accessible, trustworthy
and verifiable in a
national register(s) of
qualifications.

ACQF Criterion 4:
The national quality
assurance (QA) system
for education and
training refers to the
NQF or NQS and is
consistent with the
principles of QA of the
ACQF.

RPL gives us wings

Inclusion, equity

Recognition, validation and certification
of non-formal and informal learning,
skills and competences

(RPL, RVCC/RCA, VAE, VNFIL)

Learning outcomes are central for RPL



ACQF **Make the invisible - visible: skills acquired by experience/informal, non-formal learning**

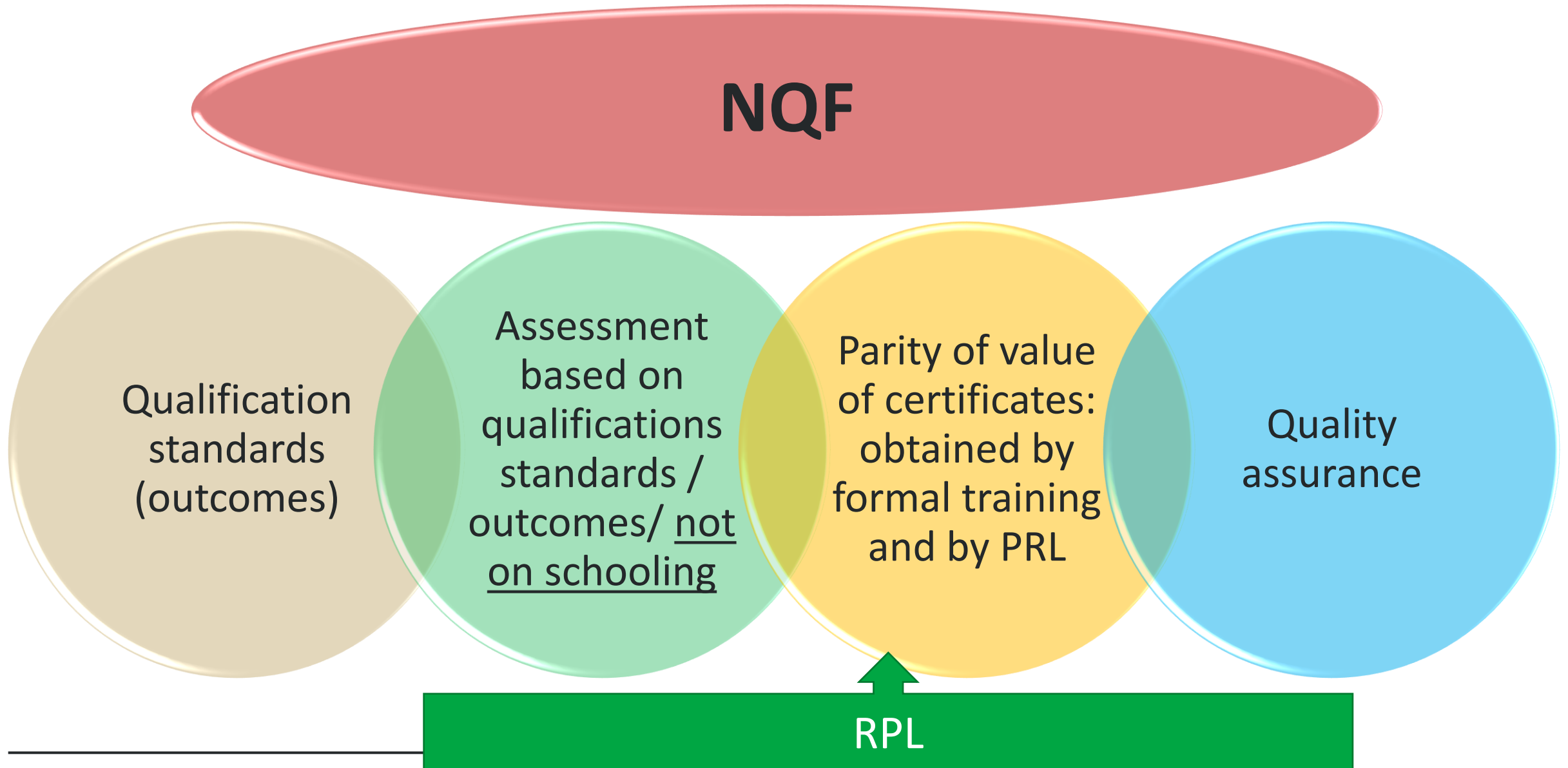
Non-formal and informal learning are key parts of lifelong learning

People learn at any time, anywhere throughout their lives, not only in formal education and training systems and pathways, but also in non-formal and informal learning settings.

This learning can be made visible via RPL / VNFIL. **Identification, documentation, assessment and certification of learning outcomes.**

The growth of digital and online learning, access to digital skills assessment and digital credentials tools offer new potentialities that can benefit applicants, and the effectiveness of RPL / RVCC /RCA systems

What connection with NQF?



Your views...write in chatbox



“Learning outcomes are the GPS in the eco-system of qualifications”:

- Do you agree?
- Why?
- Comments!

07

For your further reading:
ACQF level descriptors

1. Reference sources, tools and path

1. Reference to global knowledge and practice related to level descriptors in qualifications frameworks (national, regional)



2. Reference to the African context

- Stocktaking and overview of level descriptors and domains of learning in existing NQFs and RQFs in Africa. **Outputs: ACQF Feasibility Study (2021), ACQF Thematic Brief 3.1: level descriptors (2020).**
- Special survey on NQFs, level descriptors, and learning outcomes, carried out in August 2021. The findings of the survey informed the proposed domains of learning of ACQF level descriptors.



3. Methodological Guidance:

- Developed and published the **Orientation Note on Regional Qualifications Frameworks (2021)** and other relevant sources
- ACQF Guideline 2 and related Training Module; ACQF thematic brief 10

4. Practical method for conceptualisation, drafting, review of the ACQF level descriptors:

- **Expert team: lead author and four expert contributors and reviewers**
- **Systematic process**, based on:
 - Planned focused team meetings
 - Progressive matrix, encapsulating all versions, specific glossary, comments
 - Advanced draft of the grid of ACQF level descriptors was presented and discussed at a wider internal meeting with all experts
 - Final draft of the level descriptors was incorporated in the dedicated ACQF Guideline Two and presented for comments to the ACQF advisory group meeting, on 13 January, 2022. The guideline was shared with the advisory group four weeks before the meeting. All documents for review and debate by the advisory group are accessible at the ACQF intranet
 - The advisory group was invited to provide more substantive comments on all ACQF guidelines presented at the meeting held on 13 January, 2022. A period of four weeks was given for this consultation process, administered through a survey. The comments received were incorporated in the draft guidelines. The proposed draft level descriptors did not receive objections or requests of major modifications.

Overall design: ACQF level descriptors

The ACQF descriptors:

- are regional, generic, broad statements of learning outcomes complexity that can accommodate and value all forms of learning (formal, non-formal and informal)
- can be applied across all African Union countries and all education and training sectors

Detailed glossary explaining terms in the ACQF descriptors

10 levels

3 domains

Underpinning principles of ACQF LDs



learning outcomes orientation



transparency



Future orientation



Generic in scope



Developmental and cumulative



Conceptual and technical clarity

1.

“Knowledge” includes various kinds of knowledge such as facts, principles and theories in various areas

2.

“Skills” refer to the ability to use knowledge to respond to information and address problems. Skills include cognitive, communication, digital, green, innovation, practical and social skills.

3.

“Autonomy and responsibility” refers to the context and extent of the application of autonomy and responsibility

ACQF level descriptors: domains of learning - definition

		Domains of learning	
Level	Knowledge	Skills	Autonomy and responsibility
Definition of the domains of learning	In the context of ACQF “Knowledge” includes various kinds of knowledge such as facts, principles, and theories in various areas	In the context of ACQF “Skills” refer to the ability to use knowledge to respond to information and address problems. Skills include cognitive, communication, digital, green, innovation, practical and social skills.	In the context of ACQF “Autonomy and responsibility” refers to the context and extent of the application of autonomy and responsibility

ACQF descriptors (horizontal logic and glossary)

Example (simple, L1)

Level	Knowledge	Skills	Autonomy and Responsibility
Level 1: The learning outcomes related to formal, non-formal, and informal learning at this level include:	Simple knowledge, literacy, and numeracy	Simple communication, cognitive and practical skills required to follow simple instructions, and use simple, repetitive solutions to address simple problems	Highly structured , repetitive contexts under close supervision and guidance taking minimal responsibility for self
Level 2: The learning outcomes related to formal, non-formal and informal learning at this level include:	Basic knowledge incorporating comprehension and recall of factual and operational knowledge in some areas	Basic communication, cognitive and practical skills required to use concrete information, ideas and known solutions to address straight-forward problems	Structured contexts under limited supervision and guidance taking limited responsibility for self and group outcomes

Meta-descriptor glossary	Term	In the ACQF level descriptors the term:	Progression in complexity	Levels
	Simple	Means uncomplicated and easy to understand. It can be used without experience and is found at the lowest level of complexity	Simple to straightforward/basic	L1

ACQF descriptors (horizontal logic and glossary)

Example (mastery, L9)

Level	Knowledge	Skills	Autonomy and Responsibility
Level 9: The learning outcomes related to formal, non-formal and informal learning at this level include:	<u>Mastery</u> of a complex body of knowledge <u>at the forefront</u> of a discipline/area	Skills mastery required to demonstrate originality and new insights in research and/or innovation and <u>formulate and test</u> theories to show mastery of highly complex, abstract problems	<u>Highly specialised</u> contexts demonstrating mastery in autonomy and responsibility
Level 10: The learning outcomes related to formal, non-formal, and informal learning at this level include:	<u>Substantial and original</u> knowledge contribution that extends the forefront of a discipline/area and/or <u>at the interface</u> between disciplines/areas	<u>Expert</u> skills and techniques that demonstrate innovation, interpretation and creation of new ideas required to critically evaluate, formulate, and test theories to address <u>emergent, new,</u> and critical problems	Emergent new contexts demonstrating expertise in management of new ideas

Meta-descriptor glossary

Term	In the ACQF level descriptors the term:	Progression in complexity	Levels
Mastery	Means superiority in knowledge and skills	Mastery to expertise	L9

ACQF Level descriptors 1-5

Level	Knowledge	Skills	Autonomy and Responsibility
Level 1: The learning outcomes related to formal, non-formal, and informal learning at this level include:	Simple knowledge, literacy, and numeracy	Simple communication, cognitive and practical skills required to follow simple instructions, and use simple, repetitive solutions to address simple problems	Highly structured , repetitive contexts under close supervision and guidance taking minimal responsibility for self
Level 2: The learning outcomes related to formal, non-formal and informal learning at this level include:	Basic knowledge incorporating comprehension and recall of factual and operational knowledge in some areas	Basic communication, cognitive and practical skills required to use concrete information, ideas and known solutions to address straight-forward problems	Structured contexts under limited supervision and guidance taking limited responsibility for self and group outcomes
Level 3: The learning outcomes related to formal, non-formal, and informal learning at this level include:	Factual and operational knowledge incorporating some theoretical aspects in some areas	A range of communication, cognitive, practical and technical skills required to interpret and communicate ideas and detailed information, and select and use known solutions to address familiar problems	Predictable contexts under routine supervision and guidance, with initiative for self-responsibility and some responsibility for group outcomes
Level 4: The learning outcomes related to formal, non-formal and informal learning at this level include:	Mainly factual, operational or technical knowledge incorporating theoretical aspects in one or more areas	Well-developed technical skills required to analyse information and new ideas, make informed judgements , communicate outcomes and apply varied solutions to varied (familiar and unfamiliar) problems	Varied (predictable and unpredictable) contexts with adaptability and initiative for self-direction under general guidance, taking full responsibility for self , some planning and responsibility for group outcomes and initiative for responsibility for others
Level 5: The learning outcomes related to formal, non-formal, and informal learning at this level include:	Mainly technical or theoretical knowledge with substantial depth in a discipline/area	A range of well-developed technical skills, with some specialisation , required to analyse information and new ideas, construct and communicate a coherent argument , and apply a range of solutions , often in combination, to address unfamiliar problems	Unpredictable contexts with full autonomy and full responsibility for self and group outcomes , and some responsibility for others

To assist the comparison of NQF descriptors with ACQF descriptors:

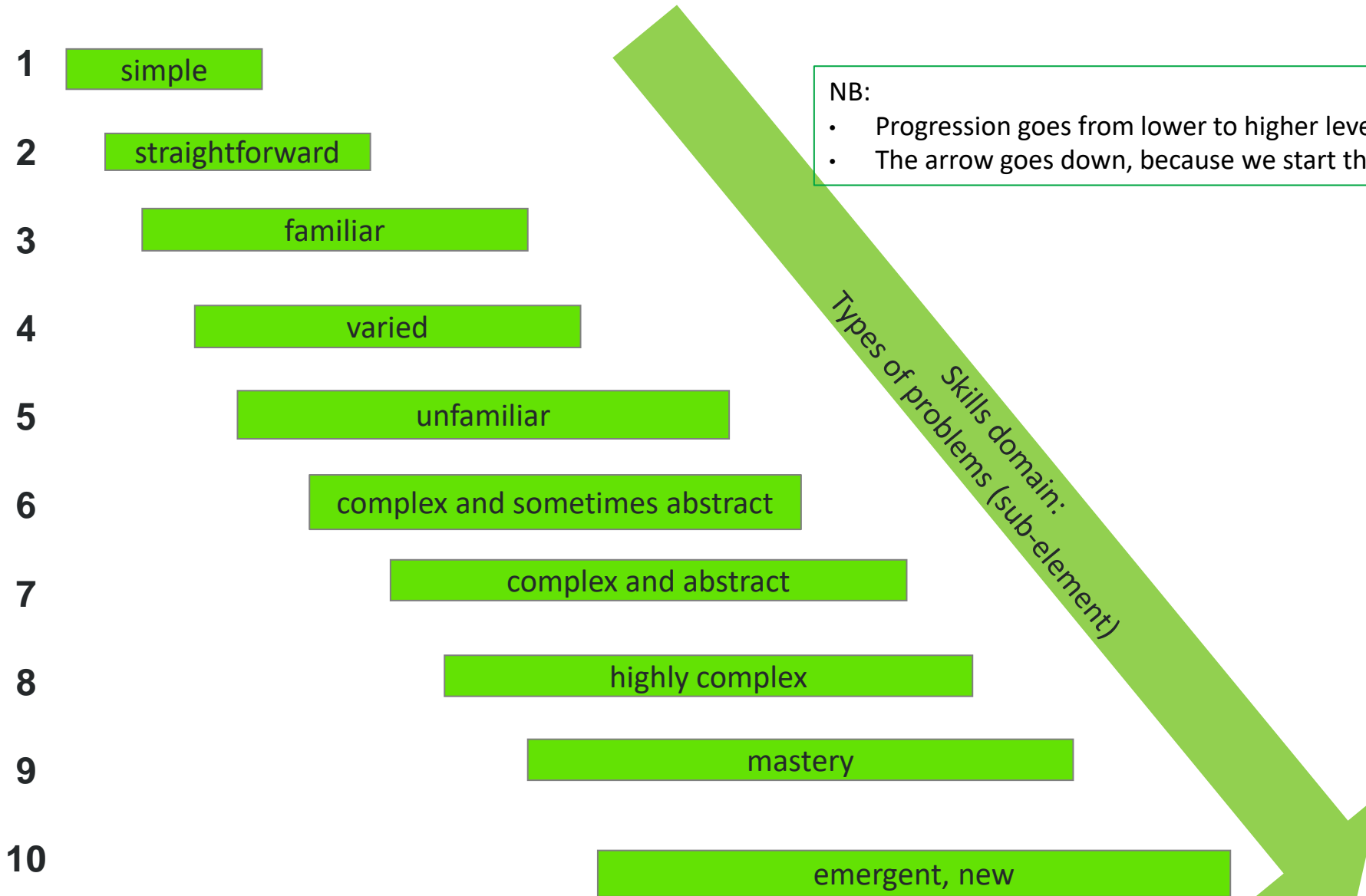
- It will help to identify key words in each level
- This also assists with checks for horizontal coherence

Level	Knowledge	Skills	Autonomy and Responsibility
Level 6: The learning outcomes related to formal, non-formal and informal learning at this level include:	Highly technical or theoretical knowledge, with specialisation in a discipline/area	Highly technical and specialised skills required to collate, analyse, synthesise, and communicate a range of information and new ideas, and formulate or adapt different solutions to address complex and sometimes abstract problems	Highly variable contexts with well-developed autonomy and responsibility for self and group outcomes and responsibility for resources and processes
Level 7: The learning outcomes related to formal, non-formal and informal learning at this level include:	Advanced analytical and/or specialised knowledge of a discipline/area	Advanced, specialised skills required to demonstrate advanced analysis and initiative for new insights and ideas in research and/or innovation, and formulate advanced solutions to address complex and abstract problems	Complex and variable contexts with advanced autonomy and responsibility
Level 8: The learning outcomes related to formal, non-formal and informal learning at this level include:	Highly advanced , complex knowledge of a discipline/area	Highly advanced, complex skills required to demonstrate highly advanced analysis, communicate new insights and ideas in research and/or innovation, and formulate highly advanced solutions to address highly complex and abstract problems	Highly complex contexts with some specialisation demonstrating highly advanced autonomy and responsibility
Level 9: The learning outcomes related to formal, non-formal and informal learning at this level include:	Mastery of a complex body of knowledge at the forefront of a discipline/area	Skills mastery required to demonstrate originality and new insights in research and/or innovation and formulate and test theories to show mastery of highly complex, abstract problems	Highly specialised contexts demonstrating mastery in autonomy and responsibility
Level 10: The learning outcomes related to formal, non-formal, and informal learning at this level include:	Substantial and original knowledge contribution that extends the forefront of a discipline/area and/or at the interface between disciplines/areas	Expert skills and techniques that demonstrate innovation, interpretation and creation of new ideas required to critically evaluate, formulate, and test theories to address emergent, new , and critical problems	Emergent new contexts demonstrating expertise in management of new ideas

To assist the comparison of NQF descriptors with ACQF descriptors:

- It will help to identify key words in each level
- This also assists with checks for horizontal coherence

Vertical logic (cumulative, progression in complexity)



NB:

- Progression goes from lower to higher levels of complexity
- The arrow goes down, because we start the levels matrix at level 1

To assist the comparison of NQF descriptors with ACQF descriptors:

- It will help to identify the progression in complexity
- This also assists with checks for vertical coherence

The learning outcomes related to formal, non-formal and informal learning at these levels include:	Knowledge domain	
	Level	Type of Knowledge
	Scope	
	Level 1	Simple knowledge, literacy and numeracy
	Level 2	Basic knowledge incorporating comprehension and recall of factual and operational knowledge
	Level 3	Factual and operational knowledge incorporating some theoretical aspects
	Level 4	Mainly factual, operational or technical knowledge incorporating theoretical aspects
	Level 5	Mainly technical or theoretical knowledge with substantial depth
	Level 6	Highly technical or theoretical knowledge, with specialisation
	Level 7	Advanced analytical, and/ or specialised knowledge
	Level 8	Highly advanced, complex knowledge
	Level 9	Mastery of a complex body of knowledge
	Level 10	Substantial and original knowledge contribution
		That extends the forefront of a discipline/ area and/ or at the interface between disciplines/ areas

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- Knowledge sub-elements
 - Type of knowledge
 - Scope

The learning outcomes related to formal, non-formal and informal learning at these levels include:	Skills domain			
	Level	Type of skills	Response to information	Addressing types of problems
	Level 1	Simple communication, cognitive and practical skills	Follow simple instructions	Use simple repetitive solutions to address simple problems
	Level 2	Basic communication, cognitive, and practical skills	Use concrete information and ideas	Use known solutions to address straightforward problems
	Level 3	A range of communication, cognitive, practical and technical skills	Interpret and communicate ideas and detailed information	Select and use known solutions to address familiar problems
	Level 4	Well-developed technical skills	Analyse information and ideas, make informed judgements and communicate outcomes	Apply varied solutions to address varied (familiar and unfamiliar) problems
	Level 5	A range of well-developed technical skills with some specialisation	Analyse information and new ideas, and construct and communicate coherent arguments	Apply a range of solutions often in combination to address unfamiliar problems
	Level 6	Highly technical and specialised skills	Collate, analyse, synthesise, and communicate a range of information and new ideas	Formulate or adapt different solutions to address complex and sometimes abstract problems
	Level 7	Advanced skills	Demonstrate advanced analysis and initiative for new insights and ideas in research and/ or innovation	Formulate advanced solutions to address complex and abstract problems
	Level 8	Highly advanced, complex skills	Demonstrate highly advanced analysis and communicate new insights and ideas in research and/or innovation	Formulate highly advanced solutions to address highly complex and abstract problems
	Level 9	Mastery	Demonstrate originality and new insights in research and/or innovation	Formulate and test theories to show mastery of highly complex, abstract problems
	Level 10	Expert skills and techniques	Demonstrate innovation, interpretation and creation of emergent and new ideas	Critically evaluate, formulate and test theories to address emergent, new and critical problems

- Skills sub-elements**
- Type of skills
 - Response to information
 - Addressing types of problems

The learning outcomes related to formal, non-formal and informal learning at these levels include:

	Autonomy and responsibility domain		
Level	Context	Autonomy	Responsibility
Level 1	Highly structured, repetitive contexts	Close supervision and guidance	Minimal responsibility for self
Level 2	structured contexts	Limited supervision and guidance	Limited responsibility for self and group outcomes
Level 3	Predictable contexts	Routine supervision and guidance and initiative for adaptability	Initiative for self-responsibility and some responsibility for group outcomes
Level 4	Varied (predictable and unpredictable) contexts	Adaptability and initiative for self-direction under general guidance	Full self-responsibility, some planning and responsibility for group outcomes and initiative for responsibility for others
Level 5	Unpredictable contexts	Full autonomy	Full responsibility for self and group outcomes and some responsibility for others
Level 6	Highly variable contexts	Well-developed autonomy	Well-developed responsibility for self and group outcomes; responsibility for resources and processes
Level 7	Complex and variable contexts	Advanced autonomy	Advanced
Level 8	Highly complex contexts with some specialisation	Highly advanced autonomy	Highly advanced
Level 9	Highly specialised contexts	Mastery of autonomy	Mastery
Level 10	Emergent, new contexts	Expertise	Expertise in management of new ideas

- Autonomy and responsibility sub-elements
- Context
 - Autonomy
 - Responsibility